

**COE Priorities**  
**Strategic Planning Report: 2010-2013**

<b>Priority 1: Enhance Program Quality</b>			
<b>Committee Members: TBD</b> <b>Chair: Paula Lancaster</b>			
<b>COE Goal</b> <b>*aligned with GVSU Strategic Plan 2010-2015</b>	<b>Action Steps</b>	<b>Indicator that Goal is Achieved</b>	<b>Status of Goal Attainment</b>
1. Develop an agreed upon definition of “quality” across and within programs  *Obj. 3.1	<ul style="list-style-type: none"> <li>• Survey faculty and staff to identify measurable quality descriptors</li> <li>• Research “Quality” in the educational context</li> <li>• Narrow the descriptors</li> <li>• Develop an operational definition of “quality”</li> <li>• Develop general quality indicators and measures</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of descriptors generated by faculty and staff</li> <li>• Review of “Quality” literature</li> <li>• Proposal including potential operational definitions presented to faculty</li> <li>• Documentation of indicators and measures</li> <li>• Implementation of actions across programs</li> </ul>	
2. Increase standards for admission to the College of Education  *Obj. 3.2	<ul style="list-style-type: none"> <li>• Increase GPA for admission</li> <li>• Research the use of Praxis for admission</li> <li>• Develop pre-enrollment, for-credit experience for students enrolling in COE at the undergraduate level</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal for GPA change presented to departments and Faculty Council for vote</li> <li>• Review of Praxis literature; presentation of findings to Faculty Council</li> <li>• Pre-enrollment course proposal presented to departments and Faculty Council</li> </ul>	
3. Identify opportunities to increase the rigor across and within programs in an effort to enhance the educational experience and readiness of our students  *Obj. 3.5	<ul style="list-style-type: none"> <li>• Assign field supervision responsibilities to all T/TT faculty</li> <li>• Provide evidenced-based or research-based instruction</li> <li>• Review literature on efficacy of field experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Field supervision proposal submitted to departments and Faculty Council</li> <li>• Creation of “white paper” outlining the need for focus on evidenced-based or research-based practice</li> </ul>	

	<ul style="list-style-type: none"> <li>Design quality clinical and field experiences with feedback and evaluation directed toward specific, measurable instructional behaviors and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Present findings from review of literature to Faculty Council</li> <li>Present options for clinical/field experiences to departments and Faculty Council</li> </ul>	
4. Establish a subcommittee structure specific to initial programs, graduate programs, and college-wide policies for sustainability of “quality” initiatives  *Obj. 3.4	<ul style="list-style-type: none"> <li>Identify interested faculty and staff to serve on committees</li> <li>Subcommittees identify priorities</li> <li>Identify quality indicators and measures specific committees</li> <li>Establish a meeting and communication structure</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittees will be formed</li> <li>Subcommittees will present their priorities to Faculty Council</li> <li>Subcommittees will schedule meetings</li> </ul>	
5. Review available literature on the impact of alternative/charter schools and the organizational structures of alternative/charter schools that have direct relationships with universities  *Obj. 1.9	<ul style="list-style-type: none"> <li>Form a study group of interested faculty and local educators</li> <li>Review the Institute of Education Sciences 2010 study of impacts of charter schools</li> <li>Conduct literature search and review of charter/alternative schools that have relationships with universities</li> <li>Visit some sites to gain further information about structures, successes, issues, etc.</li> <li>Survey local educators/constituents regarding their view of a COE alternative/charter school</li> </ul>	<ul style="list-style-type: none"> <li>Formation of study group</li> <li>Presentation to faculty of findings</li> <li>Presentation of findings from site visits</li> <li>Development of survey</li> <li>Dissemination of survey</li> <li>Report on findings from survey</li> </ul>	
6. Engage in rigorous assessment of candidate performance and unit operations to evaluate and improve performance.  *Obj. 4.1	<ul style="list-style-type: none"> <li>Form a group to review and analyze candidate exit survey data.</li> <li>Program faculty will reevaluate common assessments used to measure candidates: Are rubrics clearly aligned with</li> </ul>	<ul style="list-style-type: none"> <li>Make recommendations on unit operations</li> <li>Some rubrics will be revised and added to coedata</li> <li>Common understandings of language used in rubric elements will be documented</li> </ul>	

	<p>most recent standards? Do rubrics provide useful information?</p> <ul style="list-style-type: none"> <li>Conduct inter-rater reliability studies on revised common assessments</li> <li>Align assessment processes among programs: elementary, special ed, secondary, graduate practicum courses, graduate capstone course</li> </ul>	<ul style="list-style-type: none"> <li>Rubrics for candidate self assessment in ED 431, EDC 685, EDG 685, EDR 685, EDS 685, ED 695/695 created and implemented</li> </ul>	
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## Priority 2: Ensure the Presence of an Inclusive Environment that Supports a Full Range of Diversity

**Committee Members:** Shawn Bultsma, Rosemary Cleveland, Chris Hanks, Faite Mack, Clay Pelon, Mickie Shannon-Wildt, Deepak Subramony  
**Co-Chairs:** Deepak Subramony & Clay Pelon

Goal	Action Steps	Indicator that Goal is Achieved	Status of Goal Attainment
<p>1. Increase the quality and quantity of pre-service hours for undergraduate teacher candidates and have the volunteer hours in diverse settings</p> <p>*Obj. 3.4</p>	<ul style="list-style-type: none"> <li>Connect with Linda McCrea &amp; Undergraduate Ad-hoc committee to work out responsibilities and get feedback on the priority</li> <li>Analyze competitors and comparable institutions policy on pre-service requirements – Chris, Shawn, Rosemary – By end of February</li> <li>Take data, COE comments, and Undergraduate Ad-hoc committee and formulate a proposal for approval by the COE Faculty &amp; Staff Councils</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive hours plan developed</li> <li>Plan presented to appropriate committees</li> <li>Plan voted on for adoption</li> </ul>	
<p>2. Create common events for the COE to have frank discussion about issues of inclusion within and without the COE</p> <p>*Obj. 2.2</p>	<ul style="list-style-type: none"> <li>Movie Viewing &amp; Reflection - Chose French movie “The Class”</li> <li>Investigate a date in March tied to an Assembly day: 3/15/10</li> </ul>	<ul style="list-style-type: none"> <li>One movie discussion in Fall and Winter semesters</li> <li>Faculty, staff, and student participation at approximately 50 people</li> </ul>	

	<ul style="list-style-type: none"> <li>Develop a discussion guide and post movie talk</li> </ul>	<ul style="list-style-type: none"> <li>Discussion guide completed in Fall</li> <li>Investigate Dr. Hakim's proposal</li> </ul>	
<b>3.</b> Create academic opportunities for growth amongst COE faculty and staff by supporting book discussions on relevant books  *Obj. 2.2	<ul style="list-style-type: none"> <li>Book choice - "Three Cups of Tea"</li> <li>Re-imagine current plan by Chris Hanks</li> <li>Committee will endorse and push small group formation</li> </ul>	<ul style="list-style-type: none"> <li>One event every two months during the academic year</li> <li>Feedback from COE once yearly for ideas</li> <li>Small group participation in one inclusion activity a year, at least 30 participants</li> </ul>	
<b>4.</b> Incorporate COE suggestions list (generated in December 2009) into future actions  *Obj. 2.2	<ul style="list-style-type: none"> <li>Record list generated at meeting</li> <li>Disseminate list generated at the meeting for further comments from the COE</li> <li>Take feedback and incorporate it into the list</li> <li>Use the list as a reference at Inclusion Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>Report to the COE Assembly at least 2 times a year on progress</li> <li>Solicit feedback once a year on the committee's work</li> </ul>	
<b>5.</b> Increase the number of faculty and staff from underrepresented groups  *Obj. 2.3	<ul style="list-style-type: none"> <li>Advertise positions in publications targeted at underrepresented populations</li> <li>Recruit at select conferences</li> </ul>	<ul style="list-style-type: none"> <li>Given hiring lines, increase in number of underrepresented populations</li> </ul>	

### **Priority 3: Develop an Environment that Fosters Student Success by Improving Recruitment and Retention Practices**

**Committee Members:** Heather Chafin, Amy Dunn, Carol Gielow, Amy Jasinski, Tom Kruithoff, Ben Nyhuis, Tom Owens, Patrick Perry, Elyse Reese, Mickie Shannon-Wildt, Annukka Thelen, Keith Vree  
**Chair:** Tom Owens

Goal	Action Steps	Indicator that Goal is Achieved	Status of Goal Attainment
<b>1.</b> Continue to work with the many school partnerships that have been developed and strengthened starting in the 2009 calendar year	<ul style="list-style-type: none"> <li>Continue to improve our relationships with the urban and rural schools in order to foster a cooperative and successful teaching/learning experience for</li> </ul>	<ul style="list-style-type: none"> <li>Successful placement of teacher assistants and student teachers in urban and rural schools</li> <li>Continuous requests from principals for GVSU teacher</li> </ul>	

<p>*Obj. 8.2</p>	<p>all of our elementary, secondary and special education student interns</p> <ul style="list-style-type: none"> <li>• GTC - Coopersville Public Schools Partnership</li> <li>• Meet with GVSU FEA TOT students to plan mentor/mentee program</li> <li>• Meet with Principal of University Prep Academy to plan for the 2010-2011 academic year</li> <li>• Meet with Union High School Advisor to plan upcoming events and meetings</li> <li>• Meet with Creston High School Principal in August to set up a plan for the 2010-2011 academic year</li> </ul>	<p>assistants and student teachers</p> <ul style="list-style-type: none"> <li>• GTC intern will be placed cooperatively and successfully into the partnership districts</li> <li>• Document plans for each new and continual partnership program</li> </ul>	
<p>2. Continue to work with Grand Valley State University Admissions Office on all recruiting events</p> <p>*Obj. 2.4</p>	<ul style="list-style-type: none"> <li>• Off campus recruiting events in Detroit and other cities as deemed necessary by the Admissions Office</li> <li>• On campus recruiting events</li> </ul>	<ul style="list-style-type: none"> <li>• Coverage by SISC staff at all scheduled events</li> <li>• Coverage by SISC staff at all on campus recruiting events</li> </ul>	
<p>3. Improve advising (newsletter, attendance at Advising Council meetings, Education major)</p> <p>Obj. 2.4</p>	<ul style="list-style-type: none"> <li>• Critical advising training needs to be in place for the new undergraduate programs as well as the GTC and Interim Certification programs</li> <li>• Continuously updating and transitioning our SISC staff in upcoming changes in all COE programs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and staff understand and are able to articulate the new requirements for undergraduate and graduate programs</li> <li>• Continuous communication of changes and updates in education and COE policies and practices</li> </ul>	
<p>4. Continue to work on current initiatives that focus on student success (ED 200/ED 315 presentations, Group Advising Sessions, New COE Student</p>	<ul style="list-style-type: none"> <li>• Personalize the SISC website in order for students to become better acquainted/more aware of our roles in SISC</li> <li>• Use Pronto as a means of</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a running log as to the number of students who contact us through either our website or Pronto</li> <li>• Log numbers of all student</li> </ul>	

<p>Orientation, Freshman Orientation, RAD Team, MTEC and MHEC, Freshman Academy, M!Power, and partnerships with the Office of Multi-Cultural Affairs)</p> <p>*Obj.2.4; 3.4</p>	<ul style="list-style-type: none"> <li>communicating, advising, recruiting and retaining our current and future COE students</li> <li>Participate and augment each of the initiatives listed</li> </ul>	<p>contacts using an excel spreadsheet</p>	
<p>5. Build consistent communication centering on good advising</p> <p>*Obj. 2.4</p>	<ul style="list-style-type: none"> <li>Accurate information provided in a variety of communication formats, including newsletters, updated COE/SISC websites, appointments and Wimba advising</li> <li>Stay well informed of changes and updates in all COE programs in order to convey accurate and up-to-date information to students</li> <li>Respond to student inquiries and questions in a timely and professional manner via email, telephone and Pronto</li> </ul>	<ul style="list-style-type: none"> <li>The COE/SISC websites are current</li> <li>The planned programs are updated and current</li> <li>Customer service is a priority for face to face appointments</li> <li>Positive feedback from former, current and future COE student candidates</li> <li>Each Administrative Professional SISC team member will participate in Pronto Virtual Information Sessions two hours per week</li> </ul>	
<p>7. Create marketing materials promoting 18 hour, on-site graduate programs</p> <p>*Obj. 8.1</p>	<ul style="list-style-type: none"> <li>Create a variety of flyers to use to promote all COE programs</li> <li>New application materials need to be developed for the Interim Certification program along with any changes that need to be made to the application materials for the current GTC program</li> </ul>	<ul style="list-style-type: none"> <li>Materials are developed and produced</li> <li>All print and electronic materials need to be updated continuously</li> </ul>	

#### Priority 4: Create and Maintain a Robust Cyber Infrastructure to Support the Academic Learning Community

Committee Members: Russ Barneveld, Rick Geisel, Ann Homrich, Kim Kenward, Barb LaBeau, Jeffrey Rollins, John Shinsky  
 Chair: John Shinsky

Goal	Action Steps	Indicator that Goal is Achieved	Status of Goal Attainment
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<p>1. Seek to enhance faculty members' abilities to model and integrate instructional technology into the teaching and learning environment</p> <p>*Obj. 5.3</p>	<ul style="list-style-type: none"> <li>Identify "Technology Coaches" who would serve as resources for the integration of technology in instruction; Ongoing training will be provided as needed for the coaches</li> <li>Establish a "Model Classroom" for faculty awareness and use</li> <li>Work collaboratively with IT to ensure that all classroom equipment and software is current and usable</li> <li>Develop a video demonstrating how to effectively use all of the technology equipment in our classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Training of initial group of Technology Coaches completed by September 1, 2010</li> <li>Model Classroom to be completed by January 2011</li> <li>Structure has been established for assessment of all classroom equipment and software</li> <li>Communication of all classroom technology needs to IT completed for 2009-2010 academic year</li> <li>95% of all classroom equipment deemed current and in good working condition</li> <li>50% of a draft outline for the production of demonstration video has been completed</li> </ul>	
<p>2. Provide technology tools, training opportunities, and faculty mentorships to support and enable faculty to meet the mandates of the Michigan Technology Standards, as well as NCATE and other national standards</p> <p>*Obj. 5.3</p>	<ul style="list-style-type: none"> <li>Identify mentors in specific areas for assisting fellow colleagues (Work with Program Coordinators)</li> <li>Develop a collection of current research on the effectiveness of technology integration for faculty and staff in collaboration with library services</li> <li>Provide significant training in the awareness and application of 21<sup>st</sup> Century Skills; Develop a list of 21<sup>st</sup> Century skills that educators are expected to know, use, and apply</li> </ul>	<ul style="list-style-type: none"> <li>Mentors have been identified and will complete training by September 1, 2010</li> <li>25% of current research on the effectiveness of technology integration for faculty and staff in collaboration with library services has been completed</li> <li>21<sup>st</sup> century skills training will be completed for approximately 7 faculty and staff by September 1, 2010</li> </ul>	
<p>3. Provide recognition, incentives, and rewards for faculty members who strive to learn and implement new</p>	<ul style="list-style-type: none"> <li>Incentive programs will be identified throughout the academic year. One example is the current "Brown Bag and</li> </ul>	<ul style="list-style-type: none"> <li>Two incentive programs have been successfully implemented during the 2009-2010 academic year</li> </ul>	

<p>technologies</p> <p>*Obj. 5.4</p>	<ul style="list-style-type: none"> <li>• MACUL Conference Incentive”</li> <li>• Explore the possibilities of expanding the use of electronic portfolios in the COE</li> <li>• Create an “I-Tunes U” featuring “COE Mini-Series” demonstrating the use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary discussions have taken place regarding the expansion of the use of electronic portfolios in the COE</li> <li>• Preliminary discussions have taken place regarding the creation of an “I-Tunes U” featuring “COE Mini-Series” demonstrating the use of technology</li> </ul>	
<p>4. Expand opportunities for online teaching and learning in the COE</p> <p>*Obj.1.7; 5.3; 5.4</p>	<ul style="list-style-type: none"> <li>• Provide training for developing online courses</li> <li>• Provide opportunities for faculty and staff to learn about the development and use of online training</li> <li>• Develop and offer online technology courses customized for the COE</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Faculty members will complete an individualized training program for online courses by September 1, 2010</li> <li>• Same as above</li> <li>• Customized online technology training has been developed and provided for approximately 10 faculty members in the College of Education</li> </ul>	

## Priority 5: Strengthen College Cohesiveness Following Academic Reorganization

### Committee Members: Faculty Council Membership

Chair: Cindy Mader

Goal	Action Steps	Indicator that Goal is Achieved	Status of Goal Attainment
<p>1. Create a common vision through improved governance functioning</p> <p>Obj. 5.0</p>	<ul style="list-style-type: none"> <li>• Ratify Faculty Council Bylaws</li> <li>• For one year, hold regular joint meetings of the two unit personnel committees in order to establish and maintain clarity and consistency</li> <li>• Establish separate faculty discussions on matters relevant to programs that cross units, i.e., graduate and undergraduate</li> <li>• Disseminate the findings and</li> </ul>	<ul style="list-style-type: none"> <li>• Ratification of Faculty Council Bylaws</li> <li>• At least three joint personnel committee meetings held: one for sabbaticals, one for personnel actions, one for review</li> <li>• At least two designated discussion times each year, one for graduate and one for undergraduate issues</li> </ul>	

	<ul style="list-style-type: none"> <li>recommendations of the Graduate Academic Writing Grant</li> <li>Make use of the proposed Teaching Forum, as well as the Academic Forum, to increase awareness and common understandings</li> </ul>	<ul style="list-style-type: none"> <li>Findings and recommendations of the Graduate Academic Writing Grant reported to the faculty</li> <li>Ongoing faculty attendance and participation in the Teaching Forum and Academic Forum</li> </ul>	
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## **Priority 6: Create Community Awareness to Support the College Core Value of Social Responsibility In a Democratic Society**

**Committee Members:** Doug Busman, Susan Carson, Jay Cooper, Forrest Clift, Erin Gallay, Chris Hanks, Monica Harris, Veda Hodges, Clay Pelon, Jaymes Pyne, John Shinsky, Claudia Sowa Wojciakowski, Stephen Worst

**Co-Chairs:** Claudia Sowa Wojciakowski and Jaymes Pyne

Goal	Action Steps	Indicator that Goal is Achieved	Status of Goal Attainment
1. Create service learning initiatives that foster social responsibility in faculty, students, and staff  *Obj. 3.4	<ul style="list-style-type: none"> <li>Recruit faculty and staff to work collaboratively on service learning initiatives</li> <li>Develop a vision for a COE service learning initiative</li> <li>Develop programming that supports the vision</li> <li>Implementation of programs</li> <li>Create month community service days for the COE faculty, staff, alumni, and students</li> <li>Recognition of outstanding program that provide service to the community</li> </ul>	<ul style="list-style-type: none"> <li>Participation of faculty and staff in Priority 6 meetings</li> <li>Vision Statement will be presented and endorsed by COE Full Assembly</li> <li>Outline of programming will be distributed by Spring 2011</li> <li>Programs run during 2011-2013</li> <li>Service day calendar and participation growth across program</li> <li>Featured recognition of service in Colleagues and at Full Assembly</li> </ul>	
2. Write grants to fund programs that create community awareness of the COE's commitment to social responsibility	<ul style="list-style-type: none"> <li>Work with grant office</li> <li>Identify faculty and staff interests in possible grants</li> <li>Write grants</li> </ul>	<ul style="list-style-type: none"> <li>Identification of relevant grants</li> <li>Inclusion of COE faculty and staff within Priority 6 grants</li> <li>Submission and funding of grants (i.e. Groundswell, Gerald</li> </ul>	

*Obj. 3.4; 8.10		R. Ford grant, Woodrow Wilson Fellows grant)	
<b>3.</b> Increase community awareness of the COE  *Obj. 8.1	<ul style="list-style-type: none"> <li>• Develop distribution list for Colleagues that integrates magazine into community</li> <li>• Use the COE Facebook page to promote events and a accomplishments</li> <li>• Promote faculty blogs and lessonpedia on ColleaguesPlus</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution plan approved by Dean</li> <li>• Increase the number of subscribers for the COE Facebook page</li> <li>• Number of hits/visits to site</li> </ul>	
<b>4.</b> Facilitate community interactions with the COE  *Obj. 8.1	<ul style="list-style-type: none"> <li>• Expand the online community of ColleaguesPlus</li> <li>• Send out newsletters to faculty, staff, students, alumni, and community members</li> <li>• Support the growth of the COE Alumni Association</li> </ul>	<ul style="list-style-type: none"> <li>• Increase number of new users and interaction on ColleaguesPlus</li> <li>• Newsletters</li> <li>• Increase the number of alumni events</li> <li>• Increase in faculty and staff involvement with alumni association</li> <li>• Early connection of COE graduates with alumni association through Convocation</li> </ul>	
<b>5.</b> Demonstrate the contributions of the faculty, staff, students, and alumni to social responsibility in education  *Obj. 6.1; 6.4	<ul style="list-style-type: none"> <li>• Work with school districts to provide resources and expertise in areas of need</li> <li>• Expand recognition of socially responsible actions of faculty and staff within Colleagues</li> <li>• Publication of faculty and staff writing reflecting current issues in education</li> <li>• Create a social responsibility section within the COE Annual Report and revise the Social Responsibility Brochure</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and staff involvement in the Adopt-A-District program</li> <li>• Increased faculty and staff involvement in Colleagues</li> <li>• Increased faculty and staff writing within Colleagues and ColleaguesPlus</li> <li>• Annual Report and Social Responsibility Brochure</li> </ul>	