College of Education
Strategic Plan: Foundation for Forward Progress 2021 - 2026
Aligned with Boise State University's Blueprint for Success
May 31, 2022

Introduction

Boise State University's College of Education engaged in strategic planning in alignment with the university's Blueprint for Success throughout 2021-2022, and worked from the 'three pillars of excellence' guiding college work for the past eight years.

In 2014, the college engaged in vision/mission work that resulted in three pillars of excellence in teacher preparation and clinical experience, doctoral education and graduate studies, and research and external funding, all housed on a foundation of community relations and partnerships. Using these pillars and community partnerships as our guide, we continue to embrace the notion of limitless learning across a professional life span.

One College Limitless Learning

The College of Education embraces and engages in our vision for excellence in each of the pillars and community partnerships through programs framed through critical inquiry in teaching, scholarship and service

Developing Inquiry and Critical Thinking

The College of Education offers programs to develop innovative and critical thinkers in out of classrooms. We support and encourage professionals who lead, solve complex problems, and support learning for all.

www.boisestate.edu/education/research/

Boise State Teacher Education programs all work from a theoretical logic model for continuous improvement based in growth and inclusivity:

We strive to develop reflective, inquiring professionals who advocate for equity and possess the capacity for change within inclusive communities of practice.

Boise State Teacher Education programs also work within a conceptual framework of the Professional Educator:

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Building on the College of Education Pillars and these conceptual frameworks, we are now focusing through our strategic plan, **Foundation for Forward Progress,** on FOUR strategic goals, further outlined in this document.

Plan Development

The College of Education engaged all faculty and staff throughout one year seeking feedback on our strategic planning goals, strategies and metrics. College of Education's Leadership Team worked with Institutional Reporting to engage stakeholders in a survey of priorities and goals.

Twenty-nine to 31 respondents completed items on the initial survey that was used to formulate the goals. We then discussed these goals in breakout sessions at the opening College of Education meeting in January 2022 and made revisions based on those conversations. We next held focus groups on each goal, led by College of Education Leadership Team representatives, through the spring of 2022, received more feedback, and incorporated that feedback into the goals, strategies, actions and metrics. Throughout this process, reviewers took every actionable comment into account in the revision process. These goals are part of the College of Education's **Foundation for Forward Progress** 2021 - 2026 and will be reviewed and updated annually. We look forward to continued engagement with College of Education strategic initiatives.

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Foundation for Forward Progress 2021 - 2026

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Boise State College of Education has eight undergraduate degree programs, 12 master degree programs, two educational specialist degrees, and three doctoral programs. We also offer two undergraduate certificates and 14 graduate certificates. There are seven graduate degree programs and 14 graduate certificates that are 100% online. Additionally, several teacher preparation programs provide options for fully online and remote access toward degree completion. In 2021-2022, teacher education program across campus had 231 completers (graduates eligible for initial teacher certification). Annual accreditation reporting data is shared on our CAEP Annual Reporting measures website.

Foundation for Forward Progress 2021-2026 includes the following strategies and actions:

Goal 1 Strategy 1: *Seek innovative opportunities that benefit students.*

- **Action:** Connect students with extramural projects such as service learning, research collaboratives, and internships, for example.

Current efforts include partnerships with Idaho Digital Learning Academy (IDLA) service learning opportunities, UCREATe (Undergraduate Collaborative for Research in Equity and Access in Teaching), and quality clinical partnerships in all teacher preparation programs.

- **Action:** Invest in partnerships with virtual/online learning programs.

Future efforts will include more purposeful partnerships with Idaho Digital Learning Academy and establishing fully online Master in Teaching (MIT) graduate programs with placements across the state (MIT in ESP/ECI already fully online).

- **Action:** Establish partnerships with community colleges to provide access to educator preparation in rural areas.

College of Education leaders have visited College of Western Idaho (CWI) and College of Southern Idaho (CSI) to establish stronger partnerships supporting the educator workforce across the state. Additionally, the Educational Leadership program leading to principal certification is supporting a new cohort in Region IV in 2022-23. College of Education stakeholders also hosted an Education Summit - *Partnerships to Strengthen Idaho's Educator Workforce* - in March 2022. Continued stakeholder summits will support this action.

Goal 1 Strategy 2: *Create/Shape a supportive educational environment that fosters growth and resilience*.

- **Action:** Provide stipends or financial assistance for students to participate in various opportunities (e.g., PRAXIS assessments, study abroad, conferences, workshops, background checks).

Student Teacher scholarships, TRiO teacher prep support services, student presentations at research conferences have all been funded without strategic or systematic implementation. Seeking Foundation support and coordinated efforts for Goal 1 Strategy 2 will foster growth and retention in programs as well as future impact in the field.

- **Action:** Focus on identifying and enacting cultural competencies and responsive pedagogies in the classroom/building as a core practice.

Educator preparation programs embrace core practices for equity. With systems in place for developing core practices and the instructional model, purposeful analysis could identify space for continuous improvement. The College of Education has identified the need to match p-12 populations in classrooms with recruitment of underrepresented populations. The College of Education will also focus on decreasing equity gaps in program metrics with support of the Strategic Enrollment and Retention Plan (SERP) and further cultivate inquiry stance and equity

stance in educator development programs.

- **Action:** Provide opportunities for varied and diverse field placements across the programs.

Boise State Teacher Education uses Taskstream as a database for placements and can monitor student/candidate opportunity for diverse clinical field experiences (e.g., IDLA, Title I, and rural placements).

- **Action:** Create enrollment data dashboards focused on retention and demographics.

The College of Education initiated the creation of data dashboard for program reporting and can focus enrollment data on retention and demographics to track equity gaps and monitor progress on increasing retention of underrepresented populations (e.g., first generation, nontraditional, and rural data with more traditional demographics)

Metrics (Source)

The College of Education will monitor **Forward Progress** through the following measures:

- Increased participation in service learning, undergraduate research and any other initiatives (enrollment spreadsheets, end of field placement/service learning survey, conference schedule tracking (on spreadsheet))
- Increased partnerships/placements with Virtual/Online Learning Programs (placement spreadsheets, MOAs)
- Articulated agreement with community college/s (MOA)
- Funds allocated to support services for educator preparation (spreadsheets disaggregating "scholarships" for PRAXIS, Background Checks, travel/participation in conferences/workshops etc.)
- Adoption of a set of shared cultural competencies (College of Education Core Practices document, documented collaboration with TRIO Prep programs, observation data in Taskstream)
- Annual reporting (survey data -on website- highlighting measures for preparation to work with diverse learners)
- Increase in diverse field experiences with higher percentage of students in diverse experiences (placement spreadsheet)
- Enrollment Dashboards on Program Coordinator Google Sites (increased enrollment and retention data including demographics for rural and underrepresented populations)

College of Education GOAL TWO: Meeting the Distinct Educational Needs of Idaho

Boise State College of Education stakeholders met to discuss distinct needs of Idaho at the March 2022 Education Summit as well as through program revisions and responsiveness to the community. Responsiveness has largely been connected to specific contexts. For example, in the summer of 2020, faculty led online learning professional development for teachers across the state as the entire state and educational workforce moved to online and remote platforms for education during a global pandemic. Likewise, the College of Education made amendments to policy for student teachers as substitutes to help support area school districts in great need of substitute teachers. Faculty work in partnerships with communities and local education agencies to support professional development, and alternative authorizations are supported through the creation of education plans for teachers and districts in need.

Goal 2 Strategy 1: *Determine the distinct educational needs of Idaho*

 Action: Conduct a needs assessment of education stakeholders.

The College of Education is in the process of hiring a Director of Assessment and Reporting to fill a vacancy in a Director of Assessment and Communications role. This position could lead efforts on a needs assessment to ensure more systematic address of meeting Idaho education needs.

 Action: Build a logic model to address distinct educational needs, e.g., for teacher retention and recruitment issues in Idaho.

Analyzing data from a needs assessment would support the development of an overarching logic model for a systematic approach to meeting the distinct educational needs of Idaho in future years (2024 - 2026)

Goal 2 Strategy 2: Increase access and opportunities for rural and underrepresented populations

 Action: Increase efforts to recruit students from rural and underrepresented populations.

The College of Education will build intentional partnerships with rural areas based on their needs; work with p-12 systems to recruit 'grow your own' type programs; build inclusive environments on campus and in partnerships to support educator development and retention in underrepresented populations.

Action: Solicit and support College of Education faculty to join and actively engage with various professional organizations focusing on rural education issues in Idaho to collect data to help better serve rural schools and communities.

Having more College of Education representation on rural education organizations will help build knowledge among College of Education constituents. Stakeholders may distribute opportunities for working with and for rural organizations so that more College of Education faculty/staff grow understanding of rural education and Idaho needs. This representation will require support for faculty/staff participation in national organizations

Action: Create more online/hybrid programming for undergraduate and graduate programs.

Opportunities include developing systematic online/hybrid programming in Educational Studies degree, further developing online graduate programming in departments, and hybrid access for programming where applicable.

Goal 2 Strategy 3: Build supportive partnerships with P-12 systems (including charter schools and school districts).

Action: Create an advisory committee with area superintendents/ HR representatives/ charter leaders.

There is opportunity to build on momentum from the March 2022 Education Summit and hold regular stakeholder advisory meetings and take actions based on advisory committee feedback.

Action: Develop mutually beneficial partnerships with districts & charters (professional development, graduate programs, TE programs, research, and service grants).

The College of Education should pursue further professional development opportunities across the state of Idaho and involve graduate and undergraduate students in partnerships, professional development, and research opportunities when applicable and appropriate.

Metrics (Source)

The College of Education will monitor forward progress through the following measures:

- Needs Assessment (final report)
- Increased recruitment of Idaho students (enrollment data - zip code based)
- Increased transfer students from CSI and CWI (enrollment data)
- Increase enrollments from students who identify as being from rural or underrepresented populations (enrollment demographics)
- Number of faculty participating in professional organizations focusing on rural issues (Faculty 180 reports)
- Increase in quantity of online programming offered, while maintaining quality (schedule/ course evaluations)
- Establishment of advisory committee/feedback group (agenda or documentation)
- Increase various types of partnerships with LEAs (partnerships spreadsheet identifying type of partnership - research, service, teaching - data could be pulled from Faculty 180)

College of Education GOAL THREE: Facilitate/Support Research and Collaboration

Current College of Education research expenditures for 2021 totaled $10,647,999 following more than $11 million per year for 2018-2020. Extramural research and service projects have impacted 96% of the Local Education Agencies (LEAs) in the state of Idaho. The College of Education has also implemented small levers of support for research in the college through funding AERA (national education conference) travel to present research and seed grants through 2020. More systematic support will help research development and collaboration in the college and across campus.

Goal 3 Strategy 1: *Sustain and improve support for research within the college*

Action: Following the recommendations of the Faculty Dean in Residence for Grants Management, move the College's Office of Grants Management and Administration (OGMA) from the Center for School and Community Partnerships to the Dean's Office.

The move of OGMA to the College of Education Dean's Office has already begun to transition with the initiation of hiring a Grants Accountant to work with the Director of Finance and Operations in the College of Education Deans' Office. A transition plan for this move will be developed to better support College of Education grants management and development.

Action: Increase support for grant writing and training in grant writing.

The College of Education has a recently vacated Associate Dean for Research and Graduate Studies position. Filling this position strategically will support the facilitation of grant writing support and the development of faculty groups for grant-writing support in addition to providing incentives and support for working with faculty across the university.

Action: Explore new incentives for research output.

The College of Education will reinstitute its call for seed grant proposals to support faculty research and pilot projects for grant proposals. The College of Education could also more purposefully focus on mid-career incentives for continued research output and creating honors or awards within the college.

Action: Increase support for peer-reviewed open-access publishing.

The College of Education is exploring the creation of a task force to identify support/incentives for peer-reviewed open-access publishing.

Action: Increase support for professional development connected to research/scholarship (e.g., pre-conference workshops).

The College of Education is exploring how to systematically offer travel support and incentives for professional development connected to research/scholarship outputs.

Goal 3 Strategy 2: *Build an interdisciplinary and collaborative working culture*

Action: Create Scholarly Activity Dashboard, which would include publications (including keywords to highlight areas of research), presentations, grants (submitted and funded).

The College of Education is initiating the hire of a Director of Assessment and Reporting to facilitate the process for developing the scholarly activity dashboards. This position will replace the recently vacated Director of Assessment and Communications. Intentional collaboration

with the Communications Specialist will highlight scholarly activity on websites and social media, when necessary.

Action: Create dashboard of school partnerships and projects in the community.

The College of Education's Director of Assessment and Reporting will facilitate a process for school/community partnerships dashboards and share information for faculty/staff knowledge of multiple partnerships with/in college.

Action: Form research groups around common interests, using the dashboard to identify shared interests.

Action: Re-establish Friday brown bags to share and discuss research.

Action: Increase participation in university programs for sharing research (e.g., Division of Research and Economic Development's lightning talks; Graduate College's Graduate Showcase and Three Minute Thesis; Undergraduate Research Showcase).

The College of Education will more intentionally publicize opportunities and provide incentives for participation in university programs.

Action: Develop a College of Education mentoring program for pretenured faculty.

The College of Education's new Associate Dean for Research and Graduate Studies could develop a formal mentoring program for pretenured faculty.

Action: Explore new incentives for mentoring students in research.

The College of Education can more intentionally publicize opportunities for mentoring graduate and undergraduate students in research as well as provide incentives like workload allocation, summer stipends, and support for shared conference presentations.

Metrics (Source)

College of Education will monitor forward progress through the following measures:

- Sponsored projects funding (# of awards by purpose, $ awarded by purpose)

- Number of publications (Faculty 180—Dashboard)
- Use of Dashboards (Google analytics)
- Number of intra- and inter-department publications and grant applications (Faculty 180-Dashboard)
- Number of cross-college and cross-university publications (Faculty 180-Dashboard)
- Number of faculty/participating in university wide initiatives (e.g., lightning talks, grand challenges) (Faculty 180 - Dashboards)
- Number of faculty involved in mentoring (Faculty-180 for faculty)
- Number of students publishing and presenting research (Spreadsheets for student participation tracking; showcase, Faculty 180—Dashboard)

College of Education GOAL FOUR: Create and Sustain Structures to Support a Flourishing Faculty and Staff

Boise State College of Education is working on reculturing its robust, collaborative environment after the toll of the pandemic through reintegration to campus (including hosting in-person gatherings and in-person end of semester celebrations). The redevelopment of a culture of collaborative support and positive energy in the midst of overwhelming faculty/staff fatigue through pandemic persistence will be an initial focus of Goal Four. The College of Education has already initiated systems for more transparent communication (e.g., Leadership Team Talking Points, google site for important information, bi-weekly communications from deans, and Leadership Team responsibilities for distribution of information).

Goal 4 Strategy 1: *Evaluate and revise the workload policies in the college*

Action: Work with Human Resources and develop specific workload policies or guidelines for staff.

The College of Education has identified felt inequities among workload flexibility for professional and classified staff. Working with HR to identify parameters for classified and professional staff workload, developing new policies, and establishing working committees led by the Director of Finance and Operations for focus areas will support initial activities for Goal Four.

Action: Increase faculty and staff workload transparency by formally and publicly providing documentation.

The College of Education Leadership Team has begun dialogue on how departments share workload documentation (currently managed by the Director of Finance and Operations) and ensure personnel confidentiality policies are followed.

Action: Investigate workload expectations from different perspectives (e.g., employee, university/college policy, supervisor) and construct transparent expectations and outcomes. Consider various roles (e.g., tenure track faculty, clinical faculty, research faculty, professional and classified staff) in the review of workload expectations.

The College of Education will establish a working committee to review workload expectations - conduct focus groups with supervisors, faculty (all ranks), staff (all classifications) and review HR/policy documents to document workload expectations.

Goal 4 Strategy 2: *Build an inclusive culture and working climate.*

Action: Continue to allow flexibility regarding work schedules/locations and recognition of different types of work.

The College of Education will develop policy around remote and hybrid work agreements within university policy/protocols.

Action: Prioritize instructor and staff education in managing varied populations (e.g., incentive participation in the BUILD program).

The College of Education will more intentionally distribute and encourage participation in professional development for inclusive work/learning environments.

Action: Improve and expand new faculty and staff mentorship programs, seeking equity across divisional opportunities.

The College of Education's new Associate Dean for Research and Graduate Studies will appoint a point person for professional development and mentoring programming for College of Education faculty/staff. College of Education will develop systems for professional development, including incentives, documentation, outcomes, and tracking.

Metrics (Source)

The College of Education will monitor forward progress through the following measures:

- New workload policies/documentation (workload documents)
- Increased retention of faculty/staff (annual contract renewals)
- Faculty/Staff employment satisfaction (survey data from employee engagement/satisfaction)
- Participation in BUILD program and other professional growth opportunities on campus (track participation via Faculty 180 and staff annual evaluations)