William & Mary
School of Education

Strategic Plan

Vision
To be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.

Mission

We transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.

We Value:

- **Innovative teaching and learning**

  Providing innovative and rigorous curricula through outstanding instruction and clinical supervision.

  We will -

  I.   Cultivate transformative leaders
  II.   Model teaching excellence and innovation
  III.   Demonstrate content area expertise
  IV.   Address local and global challenges in education through offering traditional and non-traditional learning experiences
  V.   Incorporate multiple perspectives in curricular materials

- **Influential research**

  Engaging in rigorous, ongoing, and actionable research that impacts educational practice and policy.

  We will -

  I.   Publish actionable research consistently
  II.   Showcase faculty research in School of Education communications
  III.   Develop school, community, and university research partnerships, locally and globally
  IV.   Pursue high impact grant and contract opportunities
  V.   Disseminate research through conferences and outreach opportunities

- **Community engagement**

  Fostering collaborative educational partnerships through research, professional development, and outreach services.

  We will -

  I.   Collaborate with community partners to identify educational needs
  II.   Draw on research and practice to develop and implement innovative solutions
  III.   Empower the SOE community to design and deliver responsive professional development
  IV.   Provide an excellent facility and responsive support for our outreach efforts
  V.   Leverage SOE expertise for the College and larger community for discussing, challenging, and influencing educational policies and programs

- **Cultural competence and diversity**

  Preparing culturally responsive, ethical, reflective, and collaborative leaders to transform schools and communities.

  We will -

  I.   Respect ourselves and others
  II.   Be open-minded, collaborative, and inclusive
  III.   Promote and model cultural competencies
  IV.   Treat everyone with dignity
  V.   Strengthen and expand our diversity

- **Positive climate**

  Supporting a safe, caring, and thriving community.

  We will -

  I.   Demonstrate caring, open, and honest communication
  II.   Treat others with civility and respect
  III.   Foster faculty and staff enrichment and learning
  IV.   Behave ethically
  V.   Confront bullying, harassment, and intimidating and threatening behaviors

- **Clear and supportive organizational structures**

  Creating and maintaining administrative, organizational, and governance structures that support our vision, mission, and values.

  We will -

  I.   Use our vision, mission, and values to set priorities
  II.   Challenge behavior inconsistent with our vision, mission, and values
  III.   Monitor the implementation of the strategic plan
  IV.   Advocate vigorously for the School of Education
  V.   Engage in continuous improvement

Organizational Climate

The School of Education leadership, faculty and staff will commit to a shared vision, mission, values and beliefs, meet goals and accomplish objectives by creating and sustaining a relationship-oriented work environment where every individual is valued and respected, in which high standards of performance and accountability are the norm and where all work collaboratively and cooperatively for the good of the University.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Quantify a baseline of organizational climate	Climate survey	Anecdotal evidence	90% of faculty and staff are satisfied to demonstrate an improved organizational climate	Develop and implement a climate survey to establish a baseline with criteria to determine faculty and staff satisfaction Develop a time line for collecting survey data as part of the continuous improvement process Action Plan development based on survey results
Develop, clarify and implement a process for conflict management and resolution	Climate survey Process data	Anecdotal evidence	Process data will decrease over time to indicate an acceptance of positive social norms and organizational change	Revise the duties of the faculty affairs in the by laws to reflect the process of conflict resolution Develop guidelines and techniques to follow in resolving and/or managing conflict in support of a change in social norms Develop and implement professional development in conflict management strategies. Advocate at the university level for a process of conflict resolution when issues cannot be settled at SOE
Develop, clarify and implement a mechanism to celebrate, reward and reinforce desirable behaviors	Four activities or events per academic year that celebrate Professionalism criteria in the evaluation	Anecdotal evidence	Monthly Evaluation criteria	Identify four activities per academic year that celebrate the positive behaviors and accomplishments of faculty and staff. Provide opportunities in faculty meetings, SOE celebrations, etc. at which faculty, staff and students are highlighted for their contributions Develop, clarify and implement a category for professionalism in the merit and promotion evaluation process

Organizational Climate Committee Next Steps:

- Committee will convene to develop/adapt a climate survey for implementation in Spring 2015: survey instrument will target areas already identified in anecdotal evidence as well as the vision, mission, value statements and behaviors.

- Develop conflict management guidelines to be shared with faculty & staff.

- Develop professional development for a discussion-based approach to conflict management; explore the opportunity to bring existing PD (Crucial Conversations) to the SoE

- Create a timeline for the development and implementation of criteria for professionalism in the evaluation process

- Identify activities to share and celebrate the work of faculty and staff

- Identify timeline and process for regular meetings of the Dean's staff to allow for collaboration and increased productivity

- Identify strategies and action steps for advocacy for our external audiences (e.g. main campus)

Organizational Resources

Financial and Organizational Resources are needed to translate ideas and goals into realities. Our focus is on how we can take advantage of existing strengths within the school and use these to generate additional opportunities and revenue. The focus of our ideas is on looking at developing support structures to coordinate, develop, and advance revenue opportunities.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Generate revenue while translating theory to practice to transform learners, educators, schools, and communities.	An increase in the number of outreach efforts, certificate programs, executive program offerings, and e-learning courses.	We offer one executive EdD program and no e-learning courses; our centers such as SURN, Gifted Education, T/TAC, Project HOPE, New Horizons, New Leaf, STEM Education Alliance, VISTA offer multiple services to schools and communities.	We will offer 1-2 additional executive EdD programs, 1 e-learning certificate program, 1-2 e-learning master's programs and continue our current outreach efforts listed above.	Form an outreach task force chaired by 1 or 2 SOE faculty to plan specific strategies, prioritize opportunities, and facilitate implementation of the strategies identified by the task force.
Identify an Outreach Coordinator	Facilitate and coordinate the delivery of current outreach efforts and identify new opportunities by collaborating with faculty, staff, schools, and communities.	We have no one coordinating these efforts collectively.	A facilitator is in place, the coordination of outreach efforts is well-coordinated according to satisfaction of faculty and staff, and there is a 25% increase in outreach services/programs.	List all current outreach efforts. Coordinate efforts with the Community Engagement group to identify professional development needs of schools and community agencies. Prioritize new professional development opportunities. Develop a plan for delivering them. Facilitate and implement the plan.

Organizational Communications

In an effort to strengthen communication internally and externally, the organization communication work group is focused on creating processes that encourage colleagues to share information, create synergy within the School of Education, and foster organizational trust that cultivates pride and a sense of belonging within the SOE. Developing a communication infrastructure that supports opportunities to promote the accomplishments, research, and project work of students, faculty/staff, and alumni is also a priority of this team. Collaboration with the organizational climate, community engagement, and research teams is critical to the success of this team's efforts.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Develop mechanisms to promote **internal** communication and organizational trust	Create opportunities that help cultivate a sense of belonging among faculty and staff. Faculty "Brown Bag" Panels	Annual fall picnic and holiday luncheon are the only such gatherings.	Have a committee that plans events for f/s that promote pride and belonging.	• Create internal blog for F/S to share information • Survey f/s to identify the types of vehicles/strategies to implement • Dedicate time at faculty meetings for a "faculty spotlight" • Use committee to serve as communication liaisons to build internal relationships • Create opportunities for F/S meet ups to promote synergy across departments • Identify current activities taking place and share more broadly and build upon/expand what's working to encompass more programs/areas/projects
Develop mechanisms to promote **external** communication	# of fac/staff profiled in SOE & W&M newsletter # of programs highlighted in newsletter Newsletter open rate Website hits SOE LinkedIn members Facebook fans Twitter followers	AY14 = 30 AY15 = 7 AY14 = 12 AY15 = 7 AY14 = 28.46% AY15 = 29.56% AY15 = 149,974 AY15 = 1370 AY15 = 907 748 tweets 69 following 579 followers	Have a dedicated communications person in place for the SOE. Do we want to propose a certain level of increase from current metrics or a maintain target?	• Survey center/project staff to identify all those involved with marketing initiatives (in progress) • Define and support the process for F/S to share newsworthy information and share broadly • Develop comprehensive communication strategy for SOE • Create SOE Faculty expert list that is shared internally and incorporated into the College-wide listing

Organizational Diversity

The School of Education is committed to strengthening and expanding our diversity of students, faculty and staff. We will create a better, comprehensive definition of diversity through surveys, and we will also examine our admission and hiring processes to uncover strategies for increasing and retaining the diversity of our learning community.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Increase diversity of the SOE student body through recruitment and retention	Self-ident. of: • Sex/Gender • Race/Ethnicity • Religion/spiritual beliefs • National origin • Sexual orientation • Political belief • Physical, social & intellectual attributes & abilities • Military • Age • Gender Identity • Cultural & linguistic heritage • Socioeconomic Status	Applications indicate sex and race: 17% male 17% person of color No other metrics currently	5% increase in diversity 22% male 22% person of color Need to get data on other forms of diversity to make realistic targets	• Survey student body about diversity indicator categories to establish baseline; talk to our diverse population to find out why they came to WM • Operationalize a broad definition of diversity • Review admission standards and processes – look at the review process at peer institutions; provide workshop for faculty on best practices for application review • Develop support for diverse students in SOE (to retain as well as recruit) • Network with diverse prospective students via current students • Collaborate with SOE Diversity Committee, GEA and SVEA, and other organizations, both on campus and off, on these goals
Increase diversity of the SOE faculty and staff through recruitment and retention	Self-ident. of: • Sex/Gender • Race/Ethnicity • Religion/spiritual beliefs • National origin • Sexual orientation • Political belief • Physical, social & intellectual attributes & abilities • Military • Age	Banner information on some demographics	An increase; difficult to establish target because turn-over is unpredictable	• Survey faculty/staff about diversity indicator categories to establish baseline • Review recruiting and hiring processes • Post positions on diverse organization sites (Holmes, McKnight) and attend Institute for Diversity conference • Identify campus support for faculty retention

Outcome	Indicators	Current Metrics	2020 Target	Strategies
	• Gender Identity • Cultural & linguistic heritage • Socioeconomic Status			

Educational Programs

The program evaluation committee has the ongoing responsibility for working with the dean and committee chairs to develop a clear model for assessing and evaluating existing and proposed programs. In developing this plan, we assume that undergraduate interest in certification is not likely to grow, that few additional resources will be available from the central administration and that completion from online and blended professional programs is likely to increase throughout the next five years. This matrix addresses some of the broad areas that will need more detailed analysis as we go forward.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Conduct careful study of the program mix at the School of Education and work with department chairs and Executive committee to determine the optimum mix of existing and new programs for the school.	Number of students completing. Revenue contribution. Qualitative impact. Faculty connections network model.	Dramatic drops in the number of undergraduate enrollments. Some very strong programs that need additional resources.	TBA	Explore possible majors and minors with A&S and other professional schools that might offset declines in UG student interest.
Review and develop a **delivery model grid** that identifies wide variation in learner expectations and offers a well-organized array of programs that meets those expectations.	Completions Revenue Qualitative Impact	NA	TBA	TBA
Review and evaluate the proper mix of EdD and PhD students and ensure high quality admissions, delivery and outcomes specific to each program.	Completions Revenue Qualitative Impact	NA	TBA	Explore impact of possible additional practice-based degrees: Gifted, HE Executive EdD, EdD in School Psych.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Create, or expand or repurpose a central unit with responsibility of continuing professional education.	Completions Revenue Qualitative Impact	No meaningful outreach program at the SOE at this point in time.	TBA	Explore synergy with SURN to capitalize on their existing expertise. Explore strategic directions from the University. Build a feasible model for the SOE using existing resources.

Research

Our strategic goal is to view the School of Education as the overall unit of analysis, in which over five years there is a shift in the *proportion* of individuals who are producing at least two peer-reviewed, well-regarded, publications per year. We anticipate that this will help set our SoE on a developmentally appropriate track toward increased scholarly production. Finally, we know that in the near future there will also have to be corresponding changes in the annual merit review as well as the criteria for tenure and promotion. We have already created a draft annual review rubric to reflect the goals we have presented here, but there needs to be similar work done for T&P documents.

Outcomes	Indicators	Current Metrics	2020 Targets	Strategies
Generating Knowledge (Scholarship of Discovery; Scholarship of Integration; Scholarship of Application; Scholarship of Teaching)	1) Peer-reviewed contributions (e.g., journal articles, books, book chapters, edited vol., vetted curriculum or educational materials, monographs, editing a special issue, and others*) 2) Grant proposal—Research	1) Promotion and Tenure Evaluation Metrics: 8 publications by the time of tenure (2/year, with leniency in the first two years).** 2) Faculty Annual Merit Evaluation Report [Publishes 1-2 refereed articles/chapters; Presents at 1-2 peer-reviewed national/international conferences; Has additional work in progress]	1) Revised Promotion and Tenure Evaluation Metrics. 2) Revised Annual Merit Evaluation Report 3) Individual faculty include a narrative about the scholarly warrants for each publication in Annual Merit Evaluation Report 4) SoE as unit of analysis: Dept chair and Dean coordinate so that the goal of the SoE as a whole moves toward increased publication output in peer-reviewed outlets. (e.g., if current metric is 50% of SOE faculty publish 2 refereed articles per year, the goal would be to increase this to 60%) 5) Balancing of Teaching and Scholarship activity, so that faculty with greater class member, advisee, and dissertation/thesis supervision loads have adjusted Scholarship expectations	1) Provide support for generating knowledge (e.g., funding and/or course releases to allow for intensive grant writing workshops; time for proposal writing; time for….) 2.Provide funding and/or course releases to pair experienced grant writers or published authors with novices). 3. Provide funding to include a "grant writer/communications" person to help write grants, develop connections and relationships with multidisciplinary people. Indirects from grants won could help pay for this person's salary.

Outcomes	Indicators	Current Metrics	2020 Targets	Strategies
Applying Knowledge (Scholarship of Discovery; Scholarship of Integration; Scholarship of Application; Scholarship of Teaching)	1) Peer-reviewed publications for broader public (e.g., white paper; policy brief; article for practitioners; Op-Eds) 2) Peer-reviewed textbook; Curriculum materials; Multimedia educational materials 3) Grant Proposal— Professional Development/Community Outreach 4) Formal Program Evaluation	1) Promotion and Tenure Evaluation Metrics: 8 publications by the time of tenure (2/year, with leniency in the first two years). 2) Faculty Annual Merit Evaluation Report [Publishes 1-2 refereed articles/chapters; Presents at 1-2 national/international conferences; Has additional work in progress]	1) Revised Promotion and Tenure Evaluation Metrics. 2) Revised Annual Merit Revised Promotion and Tenure Evaluation Metrics. 3) Revised Annual Merit Evaluation Report 4) Individual faculty include a narrative about the scholarly warrants for each publication in Annual Merit Evaluation Report 5) SoE as unit of analysis: Dept chair and Dean coordinate so that the goal of the SoE as a whole moves toward increased publication output in peer-reviewed outlets. 6) Balancing of Teaching and Scholarship activity, so that faculty with greater class member, advisee, and dissertation/thesis supervision loads have adjusted Scholarship expectations	1) Provide support for generating knowledge (e.g., funding and/or course releases to allow for intensive grant writing workshops; time for proposal writing; time for….) 2.Provide funding and/or course releases to pair experienced grant writers with novices). 3. Provide funding to include a "grant writer/communications" person to help write grants, develop connections and relationships with multidisciplinary people. Indirects from grants won could help pay for this person's salary.

* = With regard to "and others", the onus of responsibility is placed on the faculty member to provide an explanation and description about the scholarly warrant(s) for each "other" publication reported.

** = Regarding current metrics, there are only stipulations for pre-tenure faculty members regarding scholarly productivity. There are no stipulations beyond tenure. Creating a developmental model that includes expectations for associate and full professors would provide needed clarification.

Community Engagement

Through our coordinated and sustained outreach efforts, the School of Education can be a leader in collaborating with the larger community to solve complex educational problems. While our faculty, centers and projects currently engage in a wide range and number of outreach efforts, there has been no systematic means for the SOE to **track, support, communicate, and expand** these efforts. By capturing and sharing our current efforts, identifying gaps and opportunities, surveying educational partners, and supporting new initiatives, we can more strategically strengthen and possibly expand our outreach efforts in the community consistent with our new vision and mission.

Outcome	Indicators	Current Metrics	2020 Target	Strategies
Effectively communicate the range and scope of SOE continuing professional education and outreach efforts to multiple audiences	Query Digital Measures, Department Chairs, centers on current efforts Numbers and types of contract courses, collaborative professional development (e.g., SURN programs) Track Web traffic on SOE Web site related to community engagement efforts	Summary reports of different departments, centers, and programs Program reports from Centers on programs, participants and activities (check with Mary)	Creation of internal data set for staff to pull needed information for reports, marketing, admissions, etc. Community Engagement page on SOE Web site that communicates our efforts, including social media Increased Web traffic on SOE Web site related to community engagement	Hire Coordinator for Continuing Professional Education to build/maintain list of outreach efforts (possibly a GA position in the short term) and master calendar of SOE events, broken down by Departments and Centers/Projects Identify range of possible constituencies for this information and tailor communications accordingly Coordinate with Communications Director (possibly TIC staff in the short term) to post outreach efforts on SOE Web site in creative and accessible format (e.g., infographic) – similar to Harvard portal
Identify cross-disciplinary, collaborative outreach efforts	Survey of local partners on needs related to gaps/opportunities identified, including SURN superintendents group	Summary reports of different departments, centers, and programs	"Right –sized" outreach efforts that leverage SOE faculty, staff, center and project expertise	Identify needs in various communities for more outreach efforts (e.g., continuing education credits for school psychologists, counselors, teachers, administrators)

Outcome	Indicators	Current Metrics	2020 Target	Strategies
	Examine results of synthesis of current outreach efforts to identify gaps/opportunities Collaborate with Academic Programs to create outreach offerings that promotes our new vision for the SOE and brand (may be covered by Academic Programs group) Convene task force of SOE faculty from Departments to explore collaboration with community organizations (e.g., Literacy for Life, Christopher Wren), Arts and Sciences and others	Review program evaluation data from contract courses, centers and projects to identify new needs/opportunities	Increase attendance of local educational partners at our outreach events	Research structures and strategies that other colleges use
Incentivize cross-disciplinary, collaborative outreach efforts	Number and range of outreach efforts New revenue generated as result of outreach efforts	Baseline for current outreach efforts identified in Outcome 1	25% increase in outreach services/programs and revenue	Increase merit system rewards for community outreach efforts Work with SURN and other Centers to identify best practices for costing out and planning events Explore ways to support entrepreneurial efforts at outreach that minimizes financial risk for providers Develop a donor-supported "rainy day fund" or "start-up fund" to back-up providers offering new programs; consider PDC budget surplus to support this in short term

Road Map for Community Engagement

	Without Coordinator of Continuing Professional Education	With Coordinator of Continuing Professional Education
Spring 2015	O1: Begin baseline data collection to include query of Digital Measures, course and workshop offerings, evaluation data from past programs, SOE Web site analysis	O1: Begin baseline data collection to include query of Digital Measures, course and workshop offerings, SOE Web site analysis, individual and focus group interviews with faculty and project/center staff
2015-2016	O1: Creation of SOE Community Engagement Web page to publicize an overview of current and ongoing efforts, creation of master calendar that correlates with above efforts (completed with the assistance of a GA, and possibly TIC staff)	O1: Creation of SOE Community Engagement Web page to publicize current and ongoing efforts, creation of master calendar that correlates with above efforts, creation of database of community engagement efforts, impact, and evaluation for use in communications and reports
		O2: Develop strategic partnerships with leaders in the field
	O2: Survey field-based partners (including SURN Supt. Group) on professional learning needs	
	O2: Drawing on baseline information and survey data, identify gaps between current outreach efforts and opportunities noted from the field	
	O2: Collaborate with Academic Programs group to identify and prioritize outreach efforts that promote the vision of the Strategic Plan and new SOE "brand"	
	O3: Work with Research, Organizational Resources, and Academic Programs groups to identify strategies to incentivize entrepreneurial community engagement efforts	
2017-2018		O3 – Develop process in conjunction with SURN and other centers to launch new PD opportunities
		O3 - Explore ways to support entrepreneurial efforts at outreach that minimizes financial risk for providers
		O3 - Work with Development to create a donor-supported "rainy day fund" or "start-up fund" to back-up providers offering new programs; consider PDC budget surplus to support this in short term
	O3 - increase in outreach services/programs and revenue	