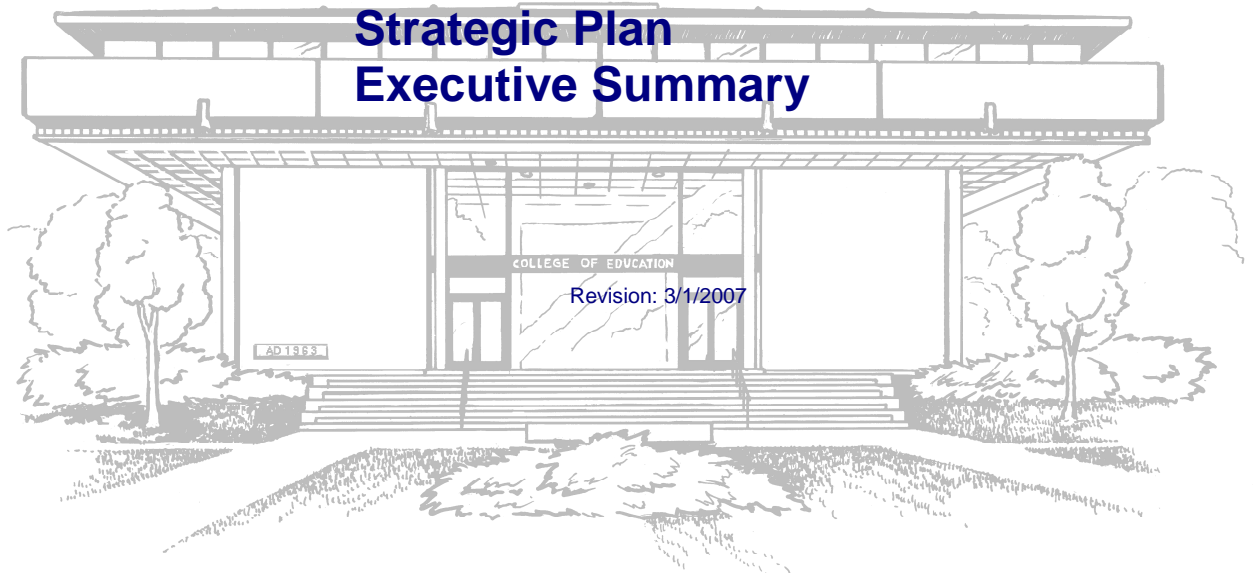




# The College of Education

University of Illinois at Urbana-Champaign  
[www.ed.uiuc.edu](http://www.ed.uiuc.edu)

## Strategic Plan Executive Summary



## **The Strategic Planning Process:**

The College of Education is responsible for ensuring that the University of Illinois at Urbana-Champaign leads the State of Illinois and the nation in the research, policy and practice of teaching and learning. This plan sets out five broad goals that will establish a commonly shared vision for the future of the College and of its role in the broader mission of the Urbana-Champaign Campus. The implementation of the plan anticipates new levels of creative thinking, collaboration, distributed leadership, financial literacy and a dynamic organizational culture.

The strategies and objectives set out in this plan aim to strengthen the core activities of the College, as well as invest in strategic innovations that will lead to institutional preeminence in four critical areas: STEM teaching and learning, education in small urban communities, new learning ecologies and the future of public education.

The College is also embarking on a series of robust intellectual exercises that aim to re-imagine and revitalize the way in which we address the preparation of teachers, diversity and equity, internationalization and the proposed Global Campus.

Together the core activities, strategic initiatives and intellectual foundations we establish will represent a distinct identity – a sense of what we want to be known for as a College across campus, locally, statewide, nationally, and internationally.

It is our aspiration that in the coming years, through enhancing our core strengths and expanding our expertise in critical, focused areas, we will transform the College as an institution – to rethink, in some fundamental ways, what a “college of education” needs to be: today, tomorrow, and into the future. Such a college will not just be a physical site for educational research, scholarship, and teaching, but the hub of a global network of collaborative relationships joining researchers, practitioners and professional colleagues, working together on shared initiatives that will improve education and serve the wider public good.

## **Mission**

The mission of the College of Education is to be a world-class institution recognized locally, throughout Illinois, nationally and internationally, for its excellence, leadership, and innovation in scholarship, the development of educational professionals, and service to the field. It provides cutting edge educational opportunities and outcomes by:

- Producing socially significant and intellectually rigorous research on critical issues in education across the lifespan.
- Developing and implementing innovative and effective practices of teaching and learning in formal and informal settings.
- Influencing educational policy and decision-making through scholarship.
- Preparing diverse undergraduate and graduate students as leaders in education and education-related institutions.

## The Planning Context

Education is critical in addressing the problems of today and the challenges of the future. Colleges of Education throughout the world are struggling to define their roles and change to meet a rapidly changing context. Among the most pressing issues facing colleges of education today include:

- Widespread dissatisfaction with school and teacher quality, combined with new competition from private and international providers (both of P-12 and of higher education), which is driving colleges of education to carefully reexamine their structures, missions and research foci.
- Growing public perception that colleges of education are in part responsible for many of the shortcomings of the US educational system.
- Dramatic and rapid changes in learning technologies, ecologies, and the nature of learning itself.
- Changes in learners including demographics, learning styles, and expectations.
- Globalization, which is changing our markets, delivery systems and the goals of education.
- Critical workforce shortages, particularly in STEM fields, which threaten our economic productivity and global competitiveness.
- Recognition that the complex challenges facing education today require interdisciplinary, collaborative solutions.
- Economic pressure in the form of diminishing state support and limited federal research dollars requiring strategic reallocations of scholarly resources and acquisition of new funding sources.

## Organization of the Strategic Plan for the College of Education

In coordination with the strategies and priorities outlined by the University and Campus, faculty and staff in the College of Education have been engaged in a strategic planning process for the past several months. Through this process, the College has identified five goals which serve as the basis of the plan.

1. Innovating and Continuing Excellence in our **core activities** of research, teaching and service.
2. Diversifying sources of and increasing overall operating **income**.
3. Focusing efforts on four **strategic initiatives** aligned to Strategic Campus Goals for preeminence and to garner new external investment.
4. Redeveloping the **intellectual foundations** of the College to align our scholarship, culture and practice with our strategies for growth.
5. Rescuing and revitalizing **facilities** and organizational culture.

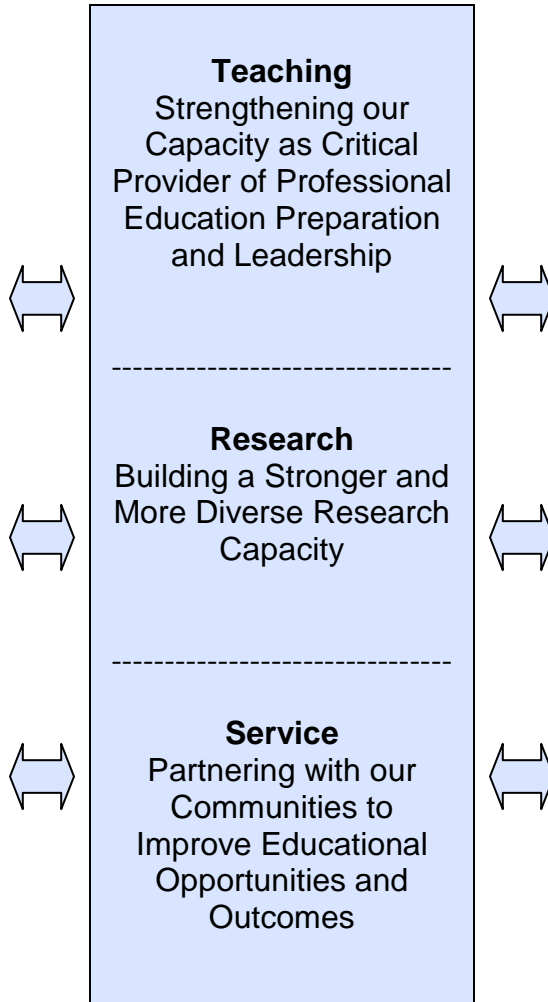
Objectives, activities and metrics have been chosen for each goal and are described in the sections that follow. A graphic summary of the plan is presented in Figure 1.

Figure 1. College of Education at the University of Illinois at Urbana-Champaign  
Strategic Plan - October 20, 2006

## Intellectual Foundations

- Re-examining the Preparation of Educational Professionals
- Re-conceptualizing and Positioning Diversity/Equity
- Coordinating and Conceptualizing Internationalization
- Informing and Participating in Global Campus and other Developments in Learning Technologies
- Enhancing Internal University & External, Public Profile

## Core



## Strategic Initiatives

- Center for Education in Small Urban Communities
- Forum on the Future of Public Education
- Ubiquitous Learning Institute: New Education Ecologies
- STEM Education

## Facilities and Ways of Working

- Energy Conservation
- Revitalizing & Expanding Facilities
- Financial Literacy
- Enhanced Organizational Culture
- Revenue Growth & Diversification
- Sustained Alumni Relations and Partnerships

## Goal 1:

### Innovating and Continuing Excellence in Core Activities

#### *Objective A. Building a Stronger and More Diverse Research Capacity*

Investments in research are strongly correlated with innovation. Increasing our research capacity will enable us to discover new knowledge, improve educational policy and practice, recruit and retain the best faculty and students, enhance our teaching and impact, and improve public perception and national rankings.

#### **Activities:**

- Increase faculty and student involvement in research.
- Recruit/retain highly productive faculty and top students.
- Engage in more interdisciplinary and cross-institution research collaborations, including international and school-university partnerships.
- Integrate the research process and findings into coursework and professional preparation programs.
- Communicate research results to influence policy, practice and public perception.
- Use research activity to generate new revenue.

#### **Metrics-Research Capacity**

<b>Indicator</b>	<b>Metric</b>
Increased faculty and student involvement in research	-80% faculty serving as PIs and co-PIs by 2010. -80% graduate students employed as GRAs by 2010. -50% of undergraduates involved in research by 2010.
Improved recruitment and retention	-2 Faculty Excellence hires in critical areas per year -80% yield on offers to top graduate student applicants by 2010 -3.5 average GPA for undergraduate admissions by 2010
Increased interdisciplinary research and collaboration	-50% increase in interdisciplinary research funding by 2010 -70% of faculty involved in cross-unit/institution research collaboration by 2010
Improved coursework and professional preparation programs	-College of Education ranked in Top 10 by US News and World Report by 2010 -Professional Preparation programs receive highest accreditation ratings
Increased impact on policy, practice, and public perception	-College of Education ranked in Top 10 by US News and World Report by 2010 -30% Increase in number of peer-reviewed publications, scholarly presentations by 2010
Increased rates of external funding and commercialization of IP	-30% increase in external funding by 2010 -50% increase in ICR funds by 2010 -10% annual increase of ideas to market

***Objective B. Strengthening Our Capacity and Reach as a Provider of Professional Preparation and Leadership***

The state and nation requires high quality life long and life wide education systems, including vibrant public schooling, that produce learners who are well prepared for the challenges of postsecondary education, the workforce and a global society. The College of Education contributes to this goal by developing epistemologies and practices that promote creativity, purposeful agency, high performance and social well-being. To meet the needs of our constituents and to ensure that the College of Education remains a leader in the preparation of highly qualified, diverse, educational professionals, we build partnerships, academic programs and organizational structures that leverage the resources of the University of Illinois community and that address, local, national and global imperatives.

**Activities:**

- Establish international education as a cornerstone in undergraduate and graduate programs.
- Pursue interdisciplinary collaborations to update and refine pedagogic and content knowledge.
- Create multiple and flexible learning pathways for life long and life wide learning
- Utilize new (and creatively adapt existing) educational technologies to increase accessibility to wider array of students.
- Increase recruitment and retention efforts for underrepresented minority students in undergraduate and graduate programs.
- Increase recruitment and programming in high need areas such as STEM education, special education, and the principalship.

**Metrics-Professional Education**

<b>Indicator</b>	<b>Metric</b>
Integration of international education into graduate and undergraduate programs	-80% of students participate in international experience during program by 2010
Pedagogic innovation	- Ongoing refinement of existing courses and programs - Increased number of new offerings and interdisciplinary collaborations
Increased accessibility	-Increase on-line course enrollment by 50% by 2010.
Increased underrepresented enrollment and completion	-15% enrollment of underrepresented groups in undergrad programs by 2010 -90% completion rate of underrepresented groups in undergrad programs by 2010 -40% enrollment of underrepresented group in graduate programs by 2010 -80% completion rate of underrepresented groups in graduate programs by 2010
Increased number of graduates entering high need areas	-10% increase in number of graduates entering high need areas by 2010.

**Objective C: Partnering within our Community to Improve Educational Opportunities**

As we strive for national and global impact, we also recognize our responsibility to serve the community in which we live. The College will become a key partner with community and state educational agencies and school systems, creating models and programs that enhance learning and teaching and improving educational opportunities close to home.

**Activities**

- Coordinate all educational outreach programs on Urbana-Champaign campus to create university-wide resource for local/regional schools.
- Offer mentoring and induction support to all graduates of College teacher or administrator preparation programs during first 3 years of employment.
- Build College-wide electronic, customizable portal to enable alumni and state educational stakeholders instant access to research and policy products of the College faculty, staff and students.
- Build on Chancellor’s Teaching Academy and proposed Master Teacher Program to establish permanent, collaborative research and practice partnership with Champaign and Urbana schools.
- Continue to partner with Chicago Public Schools, its community colleges, and the Chicago foundation community on evaluation, professional development and other critical education issues.

**Metrics-Community Partnerships**

Indicator	Metric
Coordinated educational outreach	-20% increase in number of UIUC faculty and students participating in educational outreach by 2010 -80% of campus units involved in educational outreach by 2010
Increased mentoring and induction	-75% of recent graduates and local novice teachers participating in induction programs by 2010
Increased collaboration and dissemination to key stakeholders	-20% increase in number of contact by key stakeholders per year, through 2010
Increased research partnership with local educational agencies	-10% increase in research funding involving local and Chicago education institutions by 2010.
Increased teacher recruitment, retention and continuing education in local schools	-10% annual increase in number of local teachers involved in continuing education opportunities at UIUC -10% annual increase in teacher recruitment and retention in local districts in high need areas
Increased student performance in target areas in local schools	-100% of local schools meeting AYP goals by 2010

## Goal 2:

### Diversifying Sources of Income and Increasing Overall Operating Income

In a budget climate of declining state support, the College must diversify and expand its funding portfolio if it is to move forward with this ambitious plan. Diversification will both buffer negative impacts of annual fluctuations in one source and allow us to better continue core business and invest in new strategic initiatives.

#### Activities

- Identify private support for projects undertaken as part of our four “breakthrough” initiatives.
- Increase individual giving/support through carefully targeted proposals for initiatives or projects.
- Redistribute a portion of faculty/staff salary from state funds to research or fee-based sources.
- Develop and distribute instructional products or services that meet market demands and are revenue generating (e.g., evaluation tools, journals, curriculum/instructional manuals, electronic course development software, etc...)
- Develop new, tuition-profitable professional degree programs/courses
- Diversify public and private funding sources.
- Raise the level of financial literacy among faculty and staff within the College.

#### Metrics-Operating Income

Indicator	Metric
Increase in private support	-20% increase in private support for targeted projects by 2009
Increase in individual giving	-20% increase in individual giving for targeted projects by 2009
Increase in income from sale of products and services	-10% annual increase in income from products and services
Redistribution of salaries across funding sources	-30% redistribution of salaries from state funds to other sources by 2010.
Increase in tuition income	-50% increase in tuition income by 2010
Increased rates of external funding	-30% increase in external funding by 2010 -50% increase in ICR funds by 2010
Greater participation of faculty and staff in financial decision-making	-50% of faculty and staff involved in financial decision-making by 2010

### **Goal 3:**

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#### **Focusing Efforts on Four New “Breakthrough” Initiatives Aligned with Strategic Campus Goals.**

In addition to strengthening our core business, faculty and staff in the College are committed to moving forward with four new strategic initiatives. These initiatives represent areas in which we believe we could significantly enhance our research, teaching and service activities, achieve preeminence, and attract considerable external resources. They are:

##### ***Strategic Initiative #1: Center for Education in Small Urban Communities***

While a great deal of research on educational reform is focused on large urban and rural communities, small urban centers are becoming the modal type of community in the US. These communities are experiencing the opportunities and challenges of changing demographics, globalization, federal intervention into school policy, education for economic development, and other social trends to the same or greater extent than large urban centers. However, little research is directed specifically at how these distinctive small urban communities and their schools are dealing with these opportunities and challenges. UIUC is located in a typical small urban setting that presents us with an accessible and fertile test bed for engaging in cross-disciplinary and translational research into systemic change in the interdependent environment of schools and their communities. We have a unique opportunity to bring to bear the intellectual and practical resources of the university in genuine partnership with schools and their communities around long-term, intensive research and outreach efforts to create sustainable improvement in education in the local community, while, at the same time, producing generalizable knowledge of what works in these settings, in order to inform policy and practice in similar communities around the country

##### **Critical Goals and Aspirations-Small Urban**

- Develop a Center for Education in Small Urban Communities that promotes research, teaching and service pertaining to the distinctive educational issues faced by these communities and improves the standing of the University as both a local (Champaign County and the region) and national/international resource for small urban communities.
- Model and implement an innovative, collaborative model of knowledge production that is context-driven, problem-focused, interdisciplinary, and application-oriented, that breaks down traditional divisions between theory and practice, or university and community in order to more effectively link research, policy, and action-oriented reform.
- Promote an understanding that the problems and potential of education are not simply the responsibility of institutions of formal education but shared, community-wide concerns, involving families, community organizations, businesses, civic groups, and neighborhood associations.

##### ***Strategic Initiative #2: Initiative on STEM Teaching and Learning***

Surveying the state of STEM literacy in American society yields three grim conclusions. First, there is a continuing shortfall in the supply and diversity of individuals who are interested and prepared to pursue careers in these fields. Second, public schools lack an

adequate number of well-qualified teachers in STEM areas, which further jeopardizes the supply of future students. Third, large segments of the population, children and adults, are alienated from understanding the sciences or seeing their relevance to social decision-making, or indeed their lives more generally. This disconcerting state of affairs is particularly troublesome given that the nation's economic growth, quality of life, and health are intricately intertwined with the prosperity and advancement of its scientific, engineering, and technological enterprises. Understanding and addressing these problems will require a broad-based collaborative effort of education specialists, content-area experts, and innovators in curriculum and learning design – it will require new models of preparation and professional development for teachers, new partnerships with schools and state agencies, and new forms of public engagement and adult education. This proposed Center cannot solve the crisis alone; what it can do is to provide state and national leadership, and develop research-based innovative approaches that can serve as a model for addressing these problems nationwide.

### **Critical Goals and Aspirations-STEM**

- Establish a Center emphasizing interdisciplinary research and collaboration, drawing together faculty with interests in STEM teaching and learning from units across the UIUC campus. This Center will (i) conduct scholarly research and evaluation; (ii) pursue external funding; (iii) serve as a site of new approaches to professional training and development, and graduate study, in STEM teaching and learning; (iv) develop, test, and disseminate innovative and successful pedagogical and curricular approaches; and (v) engage in public education and engagement activities locally, state-wide, nationally, and internationally.
- Organize and lead a coordinated effort to improve the education and professional development of a cadre of STEM teachers, piloted first within the state of Illinois, but with an eye toward developing innovative strategies that can be extended nationwide.
- Create a resource of learning objects, curricular materials, simulations, and data bases (like the Biology Workbench) that can revolutionize the engagement between STEM teaching in schools and the knowledge base of a world-class scientific campus.
- Extend the model of interdisciplinary and collaborative inquiry, which is the common approach of university-based STEM research, into new and more relevant approaches to STEM pedagogy in schools.

### ***Strategic Initiative #3: Ubiquitous Learning Institute: New Education Ecologies***

Customary forms of social networking are being transformed as technologies create new and novel ways of connecting students and teachers, doctors and patients, business partners and clients, and organizations. These technology developments also make it possible for information to be produced and disseminated by practically anyone, and for learning to occur at any time and in any place. Yet our traditional ways of thinking about education—in-school versus out-of-school, formal versus informal, pre-professional versus continuing, in-class versus out of class or online, and so on—are inadequate (and at times resistant) to the task of understanding what it means to teach and learn in a technologically mediated, socially networked environment of ever-present knowledge production and use. The proposed institute—a partnership among the College of Education, GSLIS, Computer Science, and other units at University of Illinois at Urbana-

Champaign—will take an innovative approach to research on and development of teaching-learning paradigms suited to new learning ecologies, and will explore the implications of these paradigms for formal schooling, for online communities, for evolving definitions of public knowledge, and for global interconnectedness.

#### **Critical Goals and Aspirations-e-ecologies**

- Develop models of knowledge production that are context-driven, problem-focused, interdisciplinary, and application-oriented.
- Examine the production of public knowledge in the academy specifically in terms of electronic journals with the ultimate aim of making UIUC a model for the practices of academic publishing in a world of knowledge without boundaries.
- Create and operate a Virtual Laboratory School (VLS) as a test bed for new pedagogies.
- Explore the impact of new ways of teaching and learning on the changing ecologies of knowledge consumption and production.
- Provide a dynamic, problem-focused learning environment for preparing students for jobs as researchers, consultants, and industry technicians who will continue to shape and transform the technologically mediated, socially networked environment.

#### ***Strategic Initiative #4: Forum on the Future of Public Education***

Education today, at every level, faces a set of unprecedented challenges related to funding, demographics, governance, federal requirements, a global learning environment, rapidly changing knowledge and technology, and demands for a more skilled, technologically and scientifically literate and agile workforce. Against this background, debates rage about the implications of these challenges for individuals, institutions, society, and the task of educational policy making. In particular, fundamental questions are raised about the very future of “public” education. However, answers to these questions are often framed in polarizing, either/or, and partisan ways. Advocates of private and blended (public-private) forms of education, charter schools, on-line learning, for-profit education, and agenda-driven special interests often capture media attention and shape public discourse about education and schooling. Sorely absent in this environment are public venues for open, honest, serious discussion of issues that is informed by evidence and reasoned argument. Leading public research universities have a duty—one that is too often unfulfilled—of informing the public and policymakers with research-based evidence and argument. The Forum on the Future of Public Education (FFPE) will marshal the UIUC capacity to inform and shape public debate on local, state, national and global educational policy. The Forum will serve not only as the “go-to” source for reliable data on current policy questions, but will actively cultivate informed public discussions of policy issues.

#### **Critical Goals/Aspirations-Forum**

- Influence the educational policy making process by generating, analyzing, and synthesizing research intended to influence educational policy and practice.
- Build a technology-based infrastructure providing digitized, readily accessible sources of respected information, as well as making possible virtual forums for public debate.
- Create venues and public forums for face-to-face discussions of policy issues that bring together citizens, business leaders, policy makers, academics, and the media.
- Develop a concerted strategy to work with the media, to establish our identity as a respected and trusted source of information and perspective on educational issues.

## Metrics—Strategic Initiatives

The strategic initiatives are designed to enhance the core business of the College. Therefore, their metrics are common across the initiatives and aligned with those of core business.

Indicator	Metric
Increased income from external sources to support R & D and graduate education in each of the four strategic initiatives	-30% increases in external support for strategic initiatives (e.g., grant funding, foundation support, corporate sponsorship).
Improved faculty and student recruitment and retention	-1 Faculty Excellence hire in each strategic initiative by 2009 -Graduation and placement of at least 5 Ph.D. students in each area by 2010
Increase collaboration among campus units	-60% of faculty involved in collaboration with other campus unit by 2010
Increased faculty participation in strategic initiatives	-60% of faculty involved in strategic initiatives by 2010
Improved coursework and professional preparation programs	-College of Education ranked in Top 10 by US News and World Report by 2010 -Professional Preparation programs receive highest accreditation ratings
Increased impact on policy, practice, and public perception	-College of Education ranked in Top 10 by US News and World Report by 2010 -30% Increase in number of articles in popular press, policy forums, and related outlets by 2010
Increased local, state and national impact, visibility, and prestige	-College of Education ranked in Top 10 by US News and World Report by 2010
COE, UIUC recognized as global preeminent provider of cutting edge solutions to life long and life wide new learning challenges and aspirations.	- Public reputation as a first stop for advice on new learning - Number of request for services - Rate of return business - Take up of COE expertise by campus and other institutions

## Goal 4:

### Redevelop the Intellectual Foundations of the College to Align Scholarship, Culture and Practice with our Strategies for Growth.

Underpinning the College's success in our core business and the four strategic initiatives are a set of "intellectual foundations" that define our culture and guide our practices and policies. Task forces of faculty, staff and students will be deployed to continually examine how we work in these areas and create strategies to bring our intellectual base into alignment with our institutional goals and priorities in these five areas:

- Rethinking the preparation of educational professionals.
- Positioning equity and rethinking diversity as frameworks to improve academic quality and enhance learning and teaching.
- Internationalizing our programs and research agendas.
- Contributing to the Global Campus and other flexible learning initiatives.
- Enhancing the College's internal and external public profile.

#### Metrics-Intellectual Work

Indicator	Metric
Intellectual Work	<ul style="list-style-type: none"><li>- Fearless pursuit of meaning, happiness and justice</li><li>- Making epistemological breakthroughs</li><li>- Stimulating faculty engagement</li><li>- Robust debates on critical scholarly and workplace issues</li><li>- Intellectual vigor and robust scholarship culture</li><li>- International scholarly and professional engagement</li><li>- Outward and inclusive orientation to scholarship and service</li><li>- Attracting and retaining outstanding colleagues</li><li>- Enhanced distributed leadership and collaborative problem solving</li><li>- Imagining new educational offerings and services</li><li>- Inspiring course and program reform and renewal</li><li>- Imagining opportunities for commercialization of IP</li><li>- Envisioning new ways of negotiating and collaborating with our communities and other partners</li></ul>

## Goal 5:

### Rescuing and Revitalizing Facilities and Organizational Renewal

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Excellence and innovation require facilities that foster professional interaction and support the work of faculty staff and students. Our current College of Education Building, though iconic, is not adequate and in many ways, serves as a barrier to collaboration, innovation, and advancement.

#### Activities

- Preserve historic architecture while creating functional work and learning spaces for students, staff and faculty.
- Raise funds to renovate existing space and create 50,000 square feet of new classroom, research, and meeting space.
- Promote and enable culture of distributed leadership, innovation, team work and collaboration.

#### Metric-Facilities

Indicator	Metric
Adequate resources for renovation and new construction	<ul style="list-style-type: none"><li>- \$10M funds raised from private sources for building by 2010</li><li>- State match secured by 2010</li><li>- Repurposing of existing COE building as a participatory and public oriented, research hub</li><li>- Securing co-located second building to house faculty, staff and increased activities</li></ul>
Organizational culture	<ul style="list-style-type: none"><li>- Creative, nimble, cadre of scholars and administrators capable of creating new knowledge, solving problems, seizing opportunities and determining their future</li></ul>