TROY UNIVERSITY

College of **Education**

STRATEGIC PLAN
COLLEGE OF EDUCATION
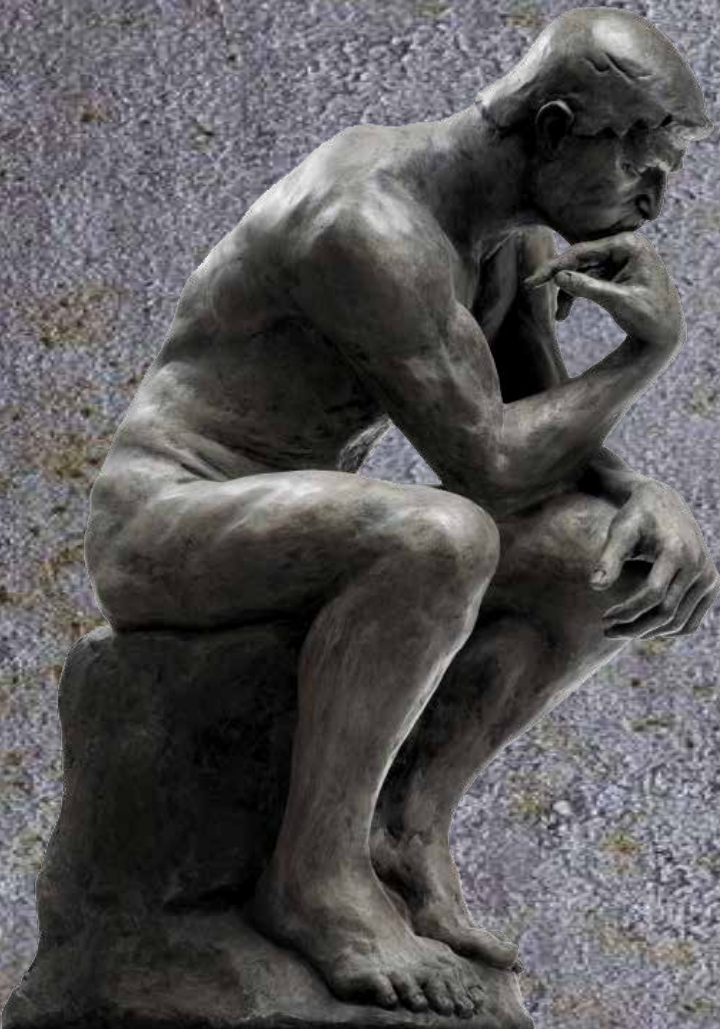# 2017 - 2020

EDUCATE

THE MIND

TO THINK,

THE HEART

TO FEEL,

THE BODY

TO ACT.

TROY UNIVERSITY MOTTO 1887

Table of Contents

HAWKINS HALL

College of Education faculty and staff, Convocation Fall 2017

If you are planning for a year, sow rice;
if you are planning for a decade, plant trees;
if you are planning for a lifetime, educate people.
- Chinese proverb

Thank you for your interest in and support of Troy University's College of Education. We want you to know what we're thinking, and our plans for the future, as we address the mission of the college. This thinking represents our effort to plan intentionally and systematically about who we are, where we are, and where we want to be. Then, when we consider *what* we need to do, we constantly remind ourselves of *why* we are doing the *what*. This *why* gets to the heart of *who* we are as an organization, the essence of our existence: The College of Education, across all academic programs as well as educational outreach programs and services, exists *to make a difference in the lives of our students so that our graduates can make a difference in the lives of those they encounter.* If we lose sight of this *why*, there is a risk that the *what* will become ill-focused and ultimately irrelevant.

Even as we write our plans, we know our intent is that these plans will change—our plans are intended to evolve as our situation changes. We also intend for our planning efforts to be tactical and operational (in the here and now) as much as strategic. Consequently, our planning documents are not designed to sit on a shelf; rather, our plans are designed to guide our everyday actions and thinking leading to successful accomplishment of our mission today and the proper positioning of the college for success into the future.

The Chinese proverb cited above captures this tension between doing today and thinking about tomorrow. Our tendency in organizations is to get caught up in the tyranny of the urgent such that we never look to see patterns and future possibilities. We become enamored with getting today's job done—not a bad thing—but often at the expense of being able to think about and shape the future…this would be a bad thing.

Alan Lakein, a well-known author on personal time management, said, "Planning is bringing the future into the present so that you can do something about it now." Because you're reading this document, you likely have a stake in what we do for our students and for the citizens of the state. We invite you to join with us as we chart the future for the College of Education, but in such a way that we can do something about it now so that we can make a difference in the lives of our students.

Dr. Hank Dasinger
Dean

The fountain, located near the College of Education, features the Trojan Statue, symbolizing the Warrior Spirit.

Workplace Values: College of Education

Where our strategic planning describes *what* we will do to take us to our *why*, organizational culture deals with *how*. *How* deals with the relational nature of the college, internally with one another, and externally with students, colleagues, key stakeholders and the like. *How* is expressed in terms of the *ideal* work environment and as a covenant we make with each other. If we can agree on the *how*, we can establish an organizational culture:

- that encourages healthy dissent and values those brave enough to say "no." The leaders in this organization will not have the loudest voice but the readiest ear. The real genius of this kind of organization will lie in unleashing other people's talent.

- with an environment that encourages everyone to stretch their capabilities and achieve a shared vision that gives people the confidence to run farther and faster than they ever have before and that establishes the conditions for people to be more productive, innovative and creative.

We asked college faculty and staff what workplace values they believe are necessary to achieve the above-described conditions. They stated we must:
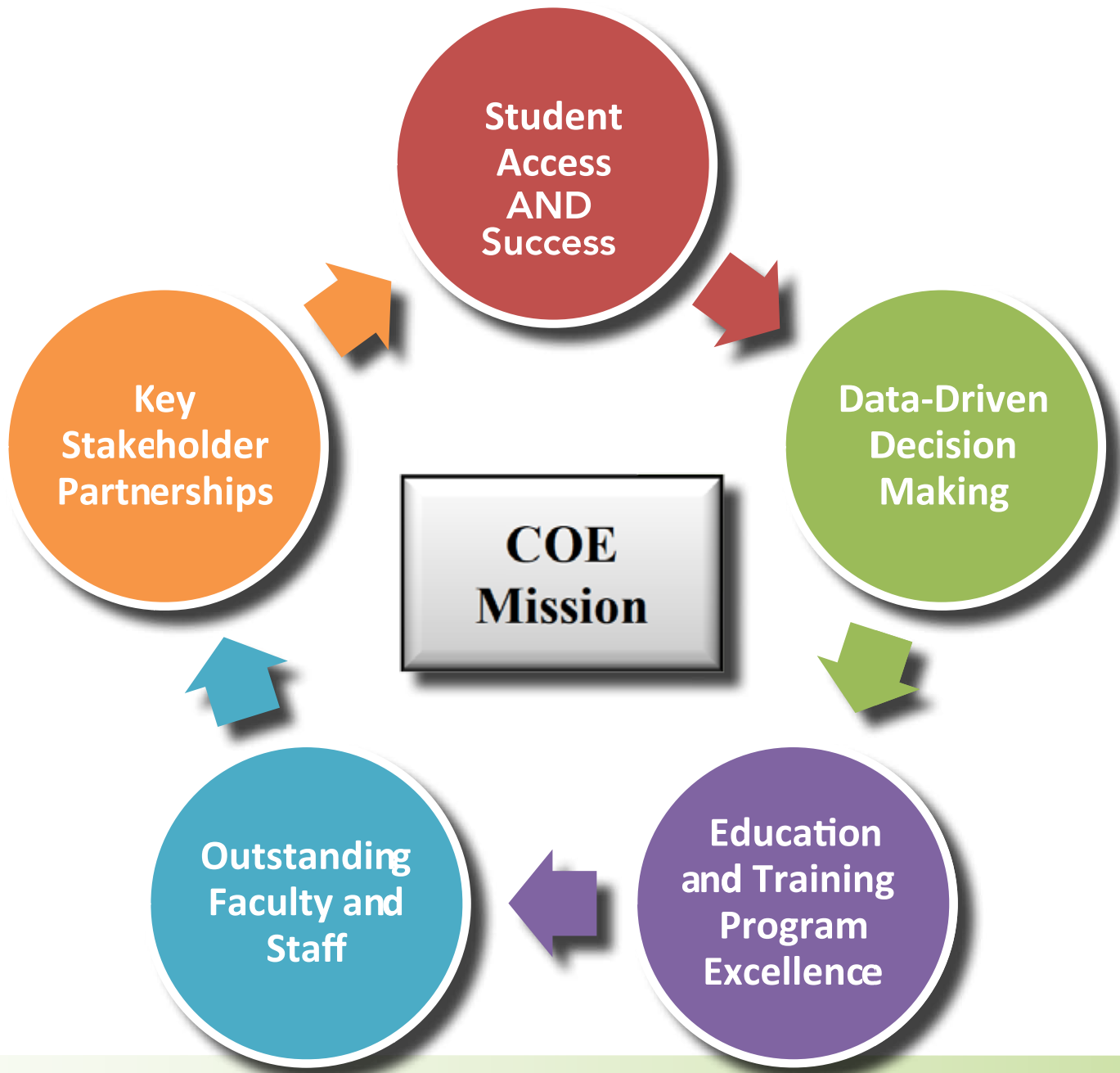
𝕋 Uphold a shared commitment to WHY we exist and an agreement to be accountable to one another.

𝕋 Put our students first and at the center of all we do.

𝕋 Embrace trust, transparency and integrity as the foundation for our relationships.

𝕋 Listen first to understand, respond second— communicate up, down, across.

𝕋 Agree to disagree, but never to disrespect.

𝕋 Value the diversity of who we are.

𝕋 Work collaboratively and be willing to fellowship with each other.

Mission: Troy University

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services that promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to lifelong success through effective teaching, service, creative partnerships, scholarship and research.

Mission: College of Education

To prepare educators, administrators, counselors, interpreters and other professionals to be informed, innovative practitioners who are effectively trained to achieve the goals, competencies and skills identified by the accrediting and professional organizations specific for each program.

Student Access AND Success

Data-Driven Decision Making

COE Mission

Key Stakeholder Partnerships

Education and Training Program Excellence

Outstanding Faculty and Staff

We focus our goals for every department through the lens of our five priorities.

Strategic Plan Focus Areas

Shortly after his appointment as College of Education dean in January 2017, Dr. Hank Dasinger initiated the review of the College of Education Strategic Plan. This process began with a discussion among college leadership about the challenges and opportunities in front of the college. The leadership reviewed available subjective and objective information and provided an initial list of the most compelling challenges/opportunities. Several broad areas were developed that were believed to have potential for significantly improving the capability and performance of the college and for moving the college forward toward its vision.

Leaders from across the college rated the relative importance of these areas resulting in a final list of five focus areas. Each focus area was assigned to a team consisting of faculty and staff from across the college with leadership provided by a college senior leader. The focus area review process of college issues and the subsequent development of a plan of action was designed as a broadly inclusive strategy, unprecedented in the college's history.

This focus area approach has been reviewed by the college's faculty and staff and the college's Advisory Board. It represents the best thinking of college personnel and this thinking is now re-shaping the narrative as to the WHY of the college in educating the college's diverse population of students…
of their life experiences, of their needs and challenges, of their successes and their aspirations for the future.

THE FIVE FOCUS AREAS GUIDING THE COLLEGE'S PLANNING:

1 Enhance student access AND success

2 Improve data collection, analysis and reporting to inform thinking, deciding and acting

3 Ensure quality, rigor and relevance of education and training programs

4 Effectively recruit, retain and develop outstanding faculty and staff

5 Increase partnerships with key stakeholder individuals and agencies

Student and alumni success is a measure of our success.

TROY's College of Education alumnus Daryll Blakely and Boys II Bow Ties Academy step performance group in Atlanta have performed at the White House National Christmas Tree Lighting Ceremony, on the Steve Harvey Television Show and at The King Center. Mr. Blakely is an educator, singer and actor who founded Boys II Bow Ties Academy as a "mentoring program to empower boys to become distinguished leaders."

Dedication. Courage to try. Perseverance.

"My parents and teachers encouraged me to plan and go for my dreams."

Daryll Blakely, founder and director, Boys II Bowties Academy

FOCUS AREA #1: Enhance Student Access AND Success

Statement of opportunity: To strengthen student access AND success by identifying educational best practices and integrating them into coherent academic and career pathways for students.

KEY OBJECTIVES:

- Student needs-based programming
- Clearly defined student pathways
- School culture that prepares graduates for real world success
- Faculty and staff prepared to facilitate student Access AND Success

KEY STRATEGIES:

1. Improve recruiting efforts tied directly to the College of Education (COE), including increased involvement by COE faculty in recruitment of students and coordination with the University's Admissions Office.

2. Develop a holistic theme for the College of Education that includes what characteristics make our COE the best choice for prospective students and how we market our distinctions as well as match with students who fit our offerings.

3. Collect and analyze data to monitor student progress and take appropriate actions at the program level and student level; use current student support systems across campuses to assist students facing various difficulties.

4. Establish cooperative connections with Student Services to determine options for students in need of support to stay in school and succeed, and determine what resources students and faculty use as supports and which ones could boost their performance, such as personal, professional, and leadership development resources.

5. Establish cooperative connections with the Centers for Student Success to adopt, support and improve services and methods to boost student retention and success.

6. Benchmark standards and best practices for student development and model other top programs.

Daryll Blakely,

founder and director of Boys II Bowties Academy, earned three degrees in education at Troy University: a bachelor's in elementary education, a master's in elementary education and a master's in educational leadership and administration.

*College senior leaders plan and assess
to improve how we serve.*

FOCUS AREA #2: Improve Data Collection, Analysis and Reporting to Inform Thinking, Deciding and Acting

Statement of opportunity: To enhance progress toward the college's mission and vision through proactive decision-making about how we use our resources and determine change efforts by improving data collection, analysis and reporting to inform thinking, deciding and acting.

KEY OBJECTIVES:

- Develop a data-driven process to implement institution-wide changes.

- Direct funding toward the most compelling priorities of the college.

- Leverage the full potential of Information Technology (IT) to facilitate the college's mission and vision.

- Maximize human capital to facilitate the college's mission and vision.

- Ensure infrastructure is sufficient to support the mission and vision.

KEY STRATEGIES:

1. Identify data needed to make informed decisions, then collect and analyze data to monitor progress and take effective actions at the student level and program level.

2. Include faculty/staff in data review to facilitate college-wide buy-in and action.

3. Develop an institutional research plan for documenting processes and procedures to support data collection, including review of existing and potential data systems to efficiently leverage technology.

4. Develop greater capacity in predictive and summative analytics system-wide.

5. Use the college's Administrative Council to determine compelling needs across the college based on collected data.

6. Benchmark financial best practices and/or enhance current practices to facilitate financial measures of merit, including a requirements-based budgeting process.

7. Identify and develop IT functions critical to the college, including resources necessary to support development and implementation of our IT master plan, including a requirements-based IT infrastructure.

8. Identify college-wide data collection and reporting requirements, plus implement processes to ensure appropriate and accurate data collection.

9. Develop a facilities and physical plant master plan.

10. Identify opportunities to support work/life balance for sustainability of faculty and staff in their support of student success and fulfillment of the college's mission.

FOCUS AREA #3: Ensure Quality, Rigor and Relevance of Education and Training Programs

Statement of opportunity:

To focus on the rigor and relevance of academic, academic support and other programs to enhance student success.

KEY OBJECTIVES:

- Unify pre-service teacher education programs across each TROY campus to ensure quality and academic excellence.

- Select high-quality mentors for both observation and internship who support the College of Education's academic beliefs and commitment to excellence.

- Ensure students communicate at an appropriate academic level both orally and in writing.

- Improve faculty's instruction through shared knowledge of best practices.

- Improve students' formal and informal communication "soft skills" within the College of Education.

The Department of Teacher Education is one of our units charged with preparing future teachers and other professionals.

KEY STRATEGIES:

1. Ensure inclusion of methods classes in teaching science, reading, math and social studies.

2. Develop a methodology to include current best practices in education, including Alabama course of study course objectives and practice standards (SEP, EDP, SMP).

3. Develop a system for evaluation and accountability of pre-service teacher education, including consulting with key school faculty related to appropriate mentor selection.

4. Offer free master's-level credit for summer in service to improve selected teachers' abilities to mentor, as well as to validate their eligibility to receive an intern.

5. Improve student mastery of appropriate writing and speaking skills, increasing opportunities for students to write and present written reports and presentations in class.

6. In collaboration with key stakeholders, develop a shared partnership system and coordination of that system, including utilization of annual faculty meetings and the COE website to share best practice information.

7. Gather feedback from local education/ clinical associations, potential employers, recent graduates and supervisors of recent graduates, and utilize this data to improve curriculum design and delivery.

8. Incorporate soft-skill training and evaluation in annual faculty meetings and introductory courses, as well as practicum, pre-practicum and internship coursework.

Wallace D. Malone, Jr. Distinguished Faculty Award Honoree 2017
Dr. Frank Hammonds from the College of Education, Psychology Department

FOCUS AREA #4: Effectively Recruit, Retain and Develop Outstanding Faculty and Staff

Statement of opportunity: By effectively recruiting, retaining and developing faculty and staff, we can provide a culture where people are able to reach their full potential and meaningfully contribute to the college's mission, vision and values.

KEY OBJECTIVES:

- Develop a comprehensive effort for attracting and hiring qualified, diverse candidates in furtherance of the college's goals.

- Implement systematic onboarding process enhancement—setting up new employees for success.

- Provide formal and informal professional development opportunities.

- Enhance employee performance feedback loop.

- Facilitate positive organizational change.

To develop great students, we must recruit and develop great faculty and staff capable of serving students—and each other—in great ways.

KEY STRATEGIES:

1. Develop a sponsor/mentor program.

2. Benchmark the best practices for identifying and selecting the best-qualified personnel to meet the needs of the college.

3. Review and enhance new employee onboarding to include the development of a mentor program for new faculty.

4. Support faculty in their progress toward tenure and promotion by providing training on professional development plans, improving the supervisor evaluation process, providing midterm feedback in addition to annual evaluation and by providing faculty with additional support in their research endeavors.

5. Identify resource requirements and enhance the processes for attaining resources to support the professional development of faculty and staff.

6. Conduct college-wide activities and enhance current employee recognition efforts to validate individual and team accomplishments.

7. Examine college processes and advance ones that increase efficiency, productivity and customer service.

Volunteer leaders from key stakeholder groups serve on the college's Advisory Board and councils as partners advancing the college's mission.

Select members of the college's Advisory Board during the November 2017 meeting

Advisory councils for COE's Educator Preparation, Counseling and Rehabilitation and Interpreter Training programs

FOCUS AREA #5: Increase Partnerships with Key Stakeholder Individuals and Agencies

Statement of opportunity: To engage key stakeholders to more effectively advance the college in its mission and vision.

KEY OBJECTIVES:

- Identify and engage key stakeholders as partners in our mission and vision.

- Build a database of information about key stakeholders to boost cooperation.

- Improve involvement opportunities, experiences and results with stakeholders.

KEY STRATEGIES:

1. Increase faculty and staff knowledge of key partners by clearly identifying existing partnerships and possible others critical to advancing the mission at exceptional levels.

2. Develop a framework to promote and coordinate professional partnerships including a partnership database led by designated faculty members and staff.

3. Establish procedures for collecting information from partners, building relationships and maintaining current information for improved understanding and communication.

4. Expand membership and participation by key stakeholders who advise, volunteer and support to help us improve our plans, services and impact, including adding a student to the college Advisory Board and each Advisory Council.

5. Involve board members and advisors in meetings on campus, at least annually, to participate in planning and progress assessment, to receive training with us and to discuss areas of opportunity and concern.

6. Develop an evaluation instrument to be completed annually by each partner to assess their experiences working with the COE, including ways to improve— with results tabulated, interpreted and reported within each division—to promote continuous improvement of partnerships and pedagogy.

7. Advance internal partnerships within the University for promoting all TROY educational programs (graduate, undergraduate and high school), developing innovative ways to cooperate and succeed synergistically.

TROY UNIVERSITY

College of
Education

College of Education
Office of the Dean
Troy University
335 Hawkins Hall
Troy, Alabama 36082 USA

Troy.edu

*Hawkins Hall, home of the
College of Education and
the Alabama Educational
Leadership Hall of Fame*

HAWKINS HALL