STRATEGIC PLAN

The University of Arizona College of Education

MAKE YOUR VOICE HEARD!

WHY A STRATEGIC PLAN AND WHY NOW?

In the beautiful desert setting of Tucson, Arizona, on the traditional homeland of the Tohono O'odham people, we know how education can transform lives. We believe in the power of education, and our commitment extends to the people and communities we serve.

As we conduct research on the grand challenges facing education today, we also prepare education professionals and assist those who want to advance in their careers. Many of our graduates are teachers, of course — serving our education system, including early childhood, elementary, secondary, and special education — yet our students and graduates are also researchers, counselors, interpreters for the deaf, school psychologists, principals, superintendents, and community college and university faculty and staff. Undeniably, an education degree can serve as the foundation for a career as a coach, data or video analyst, museum educator, social-media specialist, camp director, nonprofit specialist, and so much more.

The uniqueness of our college is present in everything we do — working with Tribal Nations, being part of a Hispanic Serving Institution, protecting our delicate desert ecosystem through sustainability education, to name a few. As we pursue innovation through collaboration, we appreciate culture in all its forms and focus on making a beneficial impact on every person we reach.

We have taken these unique advantages and challenges, and incorporated them into the attached College of Education Strategic Plan for 2020-2025. This is a guiding document of ongoing actions — a living, breathing strategy that evolves over time — to help us make decisions about where we will invest our time, energy, and resources for the next five years.

Education

VISION

Enhancing Education Equity. Transforming Lives.

MISSION

The College of Education promotes learning, research, and transformative action to create a more inclusive and equitable community and world.

We are committed to:

- **Dynamic learning experiences** that help students connect theory and research with practice.
- **Innovative teaching** and educational technologies that enhance all student experiences.
- **Research** that speaks to core questions of policy and practice.
- Strong **partnerships and collaborations**.
- **Diversity and inclusion** within all college practices.

VALUES

STUDENT CENTRIC

*Whole-student development across the social, emotional,
academic, and professional aspects of our students.*

**We value the strengths and experiences of all students, staff, and faculty by promoting an inclusive
community that is welcoming to all, regardless of socioeconomic status, race, ethnicity, language,
age, gender, sexual orientation, religion, disability status, or place of origin.**

COLLECTIVE PRACTICES

1. Consider all strategic decisions from the perspective of student success, advocacy, and well-being.

2. Embrace and leverage the funds of knowledge that everyone contributes to the educational and professional experience.

3. Foster environments for student learning, growth, well-being, and success in a diverse and rapidly changing world.

4. Seek novel ways of ensuring affordability and access to education for all students.

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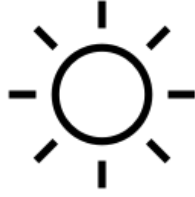
TRANSFORMATIVE ACTION

Engage, collaborate with, and honor community knowledge and priorities to generate community-accountable scholarship that addresses immediate problems, policies, and issues.

We question the status quo, and articulate and inspire a proactive vision for change.

COLLECTIVE PRACTICES

1. Identify, explore, and challenge the status quo, assumptions, beliefs, and practices and seek new possibilities for change.

2. Enact processes toward changes that are transparent and participatory.

3. Create and encourage spaces that are creative and innovative and reflect community aspirations.

4. Leverage community knowledge and our scholarship to address immediate problems, policies, and issues.

EQUITY

Rather than equality, equity is the shifting of power and resources from those in privileged positions to those socially marginalized.

Because our institution is located on the traditional lands of Arizona's Indigenous Sovereign Nations and recognized as a Hispanic Serving Institution, we strive to ensure the underrepresented receive the necessary opportunities and resources to thrive academically and professionally, recognizing and addressing historical and current injustices.

COLLECTIVE PRACTICES

1. Understand that social-justice advocacy should be integral to the work of instructional, administrative, and support staff.

2. Create opportunities for historically underrepresented (e.g., ethnic, race, linguistic, disability status, gender identity, sexual orientation, age) faculty, staff, and students.

3. Eliminate barriers (e.g., financial, social, policy, attitudinal) so that all people have equitable access to education.

4. Facilitate equitable learning opportunities for all in how we design, develop, and implement curriculum and instruction to address educational inequities experienced by historically marginalized groups.

5. As a land-grant borderlands university serving Hispanic populations and Native American communities, foster a welcoming and supportive climate that values and promotes equity and diversity.

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COLLABORATION

A mutually beneficial relationship among people working toward shared goals.

**We build relationships and facilitate partnerships that serve the
greater good of our college and broader communities.**

COLLECTIVE PRACTICES

1. Develop and promote collaborations with and across diverse communities.

2. Encourage and facilitate relationships between departments, colleges, and schools throughout local, state, national, and global communities.

3. Connect people with divergent skills, strategies, and expertise.

4. Promote mentorship exchanges across faculty, staff, and students.

5. Include as many diverse community voices (e.g., Indigenous Sovereign Nations and Hispanic, LGBTQ+, borderlands, and Dunbar communities) as possible in shared decision-making.

Education

A DIVERSE AND INCLUSIVE COMMUNITY

All members have a sense of place and value, commit to respecting the human dignity and worth of all, and hold each other accountable for shared values.

We recognize that power, privilege, and oppression mediate our daily lives and interactions, while acknowledging our imperfections and owning the impact of our work, statements, and interactions.

COLLECTIVE PRACTICES

1. Seek professional development opportunities with a focus on increasing access and rights for those who are most vulnerable to make the college more equitable for all.

2. Collect specific and frequent feedback from the college community to inform and improve diversity and inclusion.

3. Use "calling in" as a practice of accountability and self-reflection.

4. Allocate resources for equity, diversity, and inclusion-based initiatives.

5. Ensure a continued and strengthened commitment to diversify the college community.

GOALS

GOAL: COLLEGE EXCELLENCE

Expected Result 1

Offer locally, nationally, and internationally recognized, quality programs that respond in inclusive ways, holding true to our land-grant status.

Expected Result 2

Become a national leader and innovator in the application of cutting-edge technology for teaching, research, and outreach.

Expected Result 3

Offer effective and relevant professional learning opportunities for students to promote career readiness, academic advancement, well-being, and leadership skills.

Expected Result 4

Offer effective and relevant professional learning for faculty and staff advancement, well-being, and leadership opportunities.

Expected Result 5

Build and maintain a highly collaborative environment across the college, university, and local and global communities.

Expected Result 6

Market the college with an emphasis on innovation and excellence in research, scholarship, diversity, and community and global outreach.

Expected Result 7

Provide a college-wide infrastructure that streamlines business practices.

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GOAL: BUILDING COLLABORATION

Expected Result 1

Develop sustainable and visible relationships with local, national, and international nonprofit organizations and Indigenous Nations.

Expected Result 2

Engage with PK-12 schools throughout Arizona to develop steady pathways of education professionals, research, and professional development.

Expected Result 3

Increase programmatic outreach to schools and districts to support teachers, educational administrators, and other specialists (e.g., counselors and school psychologists) to align community needs with college expertise and resources.

Expected Result 4

Collaborate in research, practice, and pedagogy through partnerships with other UA departments.

Expected Result 5

Model innovative face-to-face and distant (online) collaborative spaces.

Expected Result 6

Increase visibility and communication across all departments, programs, projects, research interests, and courses to strengthen the college community.

GOAL: ADVANCING KNOWLEDGE, RESEARCH, AND INNOVATION

Expected Result 1

Grow the research support system to prepare for pre-award submission and post-award execution, including informational workshops, trainings, and brainstorming retreats for innovation.

Expected Result 2

Increase academic scholarship dissemination.

Expected Result 3

Provide quality research-focused graduate education, improve graduate program completion times, and increase graduate student competitiveness in the academic job market.

Expected Result 4

Increase graduate admission rates for undergraduates.

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GOAL: INFORMING POLICY

Expected Result 1

Enhance dissemination and use of research in public discourse on educational policy.

Expected Result 2

Regularly consult with state and local decision-making boards, task forces, legislators, Tribal Nations, and groups affected by policy.

Expected Result 3

Increase undergraduate and graduate opportunities in policy research and practice.

GOAL: DIVERSITY, EQUITY, AND INCLUSION

Expected Result 1

*Recruit and retain faculty, staff, and students
from diverse backgrounds, particularly those
underrepresented in the college.*

Expected Result 2

*Eliminate inequities in pay (e.g., gender, race, and ethnicity)
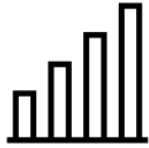for faculty and staff.*

Expected Result 3

*Ensure equitable opportunities for all by adhering
to principles of universal design.*

Expected Result 4

Strengthen the diverse and inclusive culture and climate in the college.

Expected Result 5

Support local equity-based initiatives.

GOAL: IMPROVING AND INCREASING ACCESS AND SUCCESS

Expected Result 1

Improve student admission access.

Expected Result 2

Obtain an in-depth understanding of who, how, and where students experience barriers or limited access.

Expected Result 3

Increase scholarships, financial support, and employment opportunities (e.g., hourly work, GRA and GTA positions) for undergraduate and graduate students, including DACA and undocumented students.

Expected Result 4

Decrease enrollment barriers for nontraditional students.

Expected Result 5

Offer multiple academic, social, and well-being supports for students.