

## **College of Education and Allied Professions - Strategic Plan**

Last Revision: May, 2021

### **Mission: (Who We Are)**

The College of Education and Allied Professions (CEAP) is committed to making a difference in the lives of others. We endeavor to develop changemakers who impact the region and beyond as educators and practitioners. Together we strive to cultivate and sustain a community that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural responsiveness through curricular and co-curricular experiences. The CEAP fulfills our mission by providing optimal learning environments for students first, followed by developing and sustaining a community of scholars who promote and recognize good teaching, service, and research.

### **Vision: (Who We Want to Be)**

Our sincere ambition is to employ engaged and committed faculty and staff, driven to provide a high-quality educational experience for students, while also working toward holistic development of the students we serve, which not only includes preparation for future careers, but also encourages individuals to become active citizens and community leaders who employ civic responsibility and advocacy to enact change.

### **Core Values: (What Guides and Inspires Us)**

In the College of Education and Allied Professions, we value ...

- equity, empathy, responsibility, engagement, passion, commitment, and collaboration.
- diversity, inclusion, and cultural responsiveness in our programs and our people.
- emotional well-being, joy and kindness, resilience, humility, and gratitude.
- a student centered, holistic development approach to teaching.
- professional engagement and innovation.
- active collaboration, partnership, and connection with our community and beyond.
- excellence in scholarship and applied research.

### **Strategic Direction #1: Fulfill the educational needs for professional education and allied professions of our state and region (WCU SD 1, 2).**

The College of Education and Allied Professions remains committed to preparing educators and professionals who have the knowledge, skills and dispositions to engage in practice, research and other scholarly endeavors that will make a positive contribution and lead the way for improving their chosen fields

#### **Goal 1.1:**

Continue to provide high quality educational programs within the College

- Initiative 1.1.1: Increase efforts to recruit, retain, and graduate high quality teachers in all areas with priority given to high needs areas (e. g., EL, STEM, Middle Grades,

Special Education) by developing and/or refining degree programs, concentrations, and courses in these areas

- Initiative 1.1.2: Enhance collaboration between CEAP faculty and STEM faculty in other colleges
- Initiative 1.1.3: Position the CEAP as the premier regional and state provider of B-16 educators who emerge as leaders in the field
- Initiative 1.1.4: Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as well as high needs areas in teacher education, as these undergraduate majors align closely with the University strategic plan and exhibit significant growth potential
- Initiative 1.1.5: Develop a planning committee with CEAP faculty and staff members, community members, and stakeholders in order to refine and create new initiatives that meet the needs of the community and region
- Initiative 1.1.6: Conduct a needs assessment and develop an undergraduate marketing plan

**Goal 1.2:** In partnership with the Graduate School, allocate College resources to enhance WCU's prominence as the primary regional provider of CEAP graduate degrees, given an increasingly competitive environment

- Initiative 1.2.1: Develop a regionally focused marketing plan for our graduate programs, utilizing campus resources
- Initiative 1.2.2: Allocate College and Graduate School resources for the development, implementation, and assessment of a recruitment plan
- Initiative 1.2.3: Develop and resource a plan for following up marketing and recruiting with streamlined and effective admissions and advising for CEAP graduate students
- Initiative 1.2.4: Regularly assess market conditions and strategically position current and future CEAP graduate programs to best meet the needs of current and prospective students
- Initiative 1.2.5: Advocate for necessary faculty, staff and material resources in support of the proposed MS in Experiential and Outdoor Education Program

**Goal 1.3:** House and/or operate short-term educationally based programs, activities, and events, including summer school, continuing education, camps, conferences, and personal enrichment opportunities.

- Initiative 1.3.1: Expand and market the number of resident and distance summer offerings and other educational programs
- Initiative 1.3.2: Continue to develop and implement marketing plans and efforts to promote CEAP's presence at Biltmore Park, on campus, and online

**Goal 1.4:** Continue to extend CEAP's service area beyond the western region by increasing the number of distance education courses and programs, as needed

- Initiative 1.4.1: Conduct and use the findings of a needs assessment to determine courses and programs that could be offered in online formats
- Initiative 1.4.2: Provide staff/faculty development opportunities and support to enhance the number and quality of distance education courses and programs, with specific attention to technology needs

**Strategic Direction #2: Enhance our external partnerships (WCU SD 2, 4).**

Partnerships with regional schools and agencies are an integral part of the mission of the College of Education and Allied Professions. The College's continued emphasis on field and clinical placements, service learning, internships, and other educational endeavors demonstrate and reinforce our commitment to enhancing engagement with our external partners.

**Goal 2.1:** Strengthen the reciprocal relationships between the College and our external partners

- Initiative 2.1.1: Each program will continue to hold physical and/or virtual meetings at least once per year with their advisory group to enhance and guide partnerships and to advise the program or unit
- Initiative 2.1.2: Increase on-campus involvement in Cullowhee and Biltmore Park with constituent schools, educators, and other allied professions
- Initiative 2.1.3: Increase the number of transfer students from community colleges to CEAP by coordinating endeavors with Birth – Grade 12 (B-12) and community college partners in order to make effective and efficient transitions to CEAP programs

**Goal 2.2:** Enhance collaborative partnerships between our faculty and professionals in our region

- Initiative 2.2.1: Increase the number of schools and agencies involved in field placements, service learning activities, internships, practica, and other partnerships
- Initiative 2.2.2: Actively seek out, identify, and engage with external entities to develop expertise and potential partnerships
- Initiative 2.2.3: Formally publicize the areas of expertise within the College and encourage faculty members to seek out and be alert to opportunities to contribute to popular media and other non-academic outlets with regard to their areas of expertise
- Initiative 2.2.4: Collaborate with public schools and additional external partners to enhance STEM education in our region
- Initiative 2.2.5: Collaborate with public schools and additional external partners to enhance opportunities for at-risk populations in our region (e. g., Project Discovery)
- Initiative 2.2.6: The College will continue to operate the Catamount School and, in so doing, partner with the local LEA (I.e., Jackson County Public Schools) and strive to provide clinical experiences for CEAP undergraduate and graduate students in educator preparation programs (both teacher and professional education).

**Strategic Direction #3: Enhance Scholarship and Professional Development (WCU SD 1.4, 5).**

Excellent faculty and staff are prerequisites for the fulfillment of the College's mission. The College of Education and Allied Professions must therefore enhance support for professional development, leadership development, and succession and stability, all of which will enhance the recruitment, development, and retention of qualified and satisfied faculty and staff.

**Goal 3.1:** Continue to support professional development opportunities for all faculty and staff

- Initiative 3.1.1: Continue to support professional development (including providing time) for all faculty and staff in the CEAP through external and internal training experiences
- Initiative 3.1.2: Continue to provide orientation and updates for all staff and faculty, with regard to job-related skills and tools, performance and promotion criteria and processes, and related issues

**Goal 3.2:** Facilitate increased support for scholarship, research, and external grant funding

- Initiative 3.2.1: Continue to seek and provide support for scholarship and research, including funding for reassigned time, library support, summer research grants, seed funding, start-up support, equipment, and travel for conference presentations
- Initiative 3.2.2: Seek increased and sustained support for external grant proposal generation and submission, within the College, and University-wide units such as the Graduate School, in order to increase external grant success

**Goal 3.3:** Recognize and value teaching as the primary role of faculty

- Initiative 3.3.1: Implement differentiated and flexible workload policies to accommodate significant contributions for out-of-classroom responsibilities such as advising, scholarship and research, grant acquisition, dissertation/disquisition committee work, and supervision and mentoring of undergraduate and graduate students to facilitate exemplary teaching, research, scholarship, and public service
- Initiative 3.3.2: Continue to optimize CEAP committee and service structures and eliminate redundant and ineffective service obligations and CEAP committees

**Strategic Direction #4: Foster and maintain a diverse, welcoming community that supports the development of culturally competent and globally minded professionals (WCU SD 2.1, 2.5, 3, 4.2).**

The College of Education and Allied Professions strives to cultivate and sustain a community that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural responsiveness.

**Goal 4.1:** Integrate content into curricular and co-curricular experiences to promote students' knowledge, skills, and dispositions related to diversity and cultural responsiveness

- Initiative 4.1.1: Offer wide-ranging, diversity-promoting activities, such as "diversity dialogues," "intergroup dialogues," a "Diversity Portfolio," and other mechanisms, that strengthen knowledge and skills, and refine dispositions that are characteristic of culturally responsive and globally minded professionals
- Initiative 4.1.2: Expand efforts within the curriculum to assess student dispositions and cultural responsiveness with respect to diversity
- Initiative 4.1.3: Increase the number of students participating in study and internship experiences externally, such as the Transformative Rural-Urban Exchange with NC A&T SU, and secure resources to support the increase
- Initiative 4.1.4: Seek and provide increased opportunities for CEAP students to be involved in international experiences, including study abroad

**Goal 4.2:** Increase recruitment and retention of a diverse student body

- Initiative 4.2.1: Strengthen the CEAP's relationship with the Cherokee Central Schools
- Initiative 4.2.2: Coordinate efforts with campus resources to increase recruitment, admission and enrollment of students who are from underrepresented populations
- Initiative 4.2.3 Coordinate efforts with campus resources to increase retention of students who are from underrepresented populations

**Goal 4.3:** Provide professional development and engagement opportunities for faculty and staff to strengthen their abilities as culturally responsive teachers, researchers, and representatives of the College

- Initiative 4.3.1: Develop and implement professional development activities emphasizing how diversity can be infused into course and program content
- Initiative 4.3.2: Consider the establishment of a faculty exchange with NC A&T SU and other historically black colleges and universities (HBCUs)

**Goal 4.4:** Recruit and retain diverse and culturally responsive faculty and staff

- Initiative 4.4.1: Implement the College policy that members of the College's Diversity Committee shall meet with all candidates for faculty and staff positions in the College
- Initiative 4.4.2: Continue to post announcements of faculty and staff positions on diversity-oriented websites and in publications and seek additional outlets in this regard
- Initiative 4.4.3: Actively recruit highly qualified applicants (e. g., contacting professional organizations, sharing at professional conferences, and contacting leaders in the field)
- Initiative 4.4.4: Gather information on reasons for faculty and staff turnover in order to implement effective retention efforts.
- Initiative 4.4.5: Implement and sustain a process of mentoring new faculty and staff in each department, focused on retention

**Goal 4.5:** Identify and develop working relationships with underrepresented groups in the region and beyond to achieve objectives of mutual interest

- Initiative 4.5.1: Increase and broaden partnerships with regional agencies that support underrepresented populations, including mental health and health service providers, community organizations, and the outdoor industry.
- Initiative 4.5.2: Strengthen partnership with local education agencies with diverse populations (e.g., Cherokee Central Schools, Asheville City Schools, and others) by increasing early field experiences, internship placements, and other initiatives within Teacher and Professional Education.
- Initiative 4.5.3: Cultivate existing and establish new research collaborations to benefit diverse and underrepresented groups in the region (e.g., Qualla Boundary, Vecinos, Headstart, and others).
- Initiative 4.5.4: Continue to identify, develop, and implement service-oriented projects in the region geared toward supporting diverse communities (e.g., Triple E in the Wheel, Lifespan Services, and others).

**Strategic Direction #5: Enhance development activities of the College to enable achievement of our strategic vision (WCU SD 7).**

The College of Education and Allied Professions will need to increase development activities to provide scholarships to attract and retain the best and brightest students into our College and to provide financial support to attract and retain highly qualified faculty and staff.

**Goal 5.1:** Continue to develop a sustainable, long-term plan for building and growing college fundraising and endowments.

- Initiative 5.1.1: Continue to retain a development person from the Office of Development assigned solely to the CEAP
- Initiative 5.1.2: Continue to encourage donors to contribute to endowed scholarships in the College
- Initiative 5.1.3: Continue to communicate goals for College development, identifying specific needs that the College recognizes as important for its growth and that make clear to potential donors the specific needs of the College
- Initiative 5.1.4: Continue to educate potential donors about the goals for College development through inclusion in CEAP newsletters, personal relationship building and links to the CEAP website
- Initiative 5.1.5: Continue to annually identify a scholarship or a project to receive the attention of the Dean's Office and the Office of Advancement

**Goal 5.2:** Encourage ongoing contributions from alumni

- Initiative 5.2.1: Ensure that alumni have an easy way to contribute. Make sure that links from the CEAP website are functioning properly and that potential donors can easily make contributions to the specific scholarships, department, programs, or initiatives that have been identified as part of the CEAP strategic plan

- Initiative 5.2.2: Continue to participate in Office of Advancement "phone-a-thons" and other initiatives via the Office of Advancement in order to connect with our alumni
- Initiative 5.2.3: Maintain advisory groups, where feasible, for programs that include internal and external members, some of whom may be alumni, who can provide guidance to programs regarding operations, including developing resources to support program activities
- Initiative 5.2.4: Continue to invite donors to functions, such as the scholarship luncheon and the CEAP Honors and Awards Ceremony, allowing them to interact with students and see the positive results of past donations
- Initiative 5.2.5: Focus on donor retention and donor base expansion by strengthening existing relationships and developing new ones

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## **Addenda: People and Processes**

### **2020-2021 Update**

The April 2019 update did not include initiatives for goal 4.5. CEAP Leadership Council drafted initiatives, as well as updating the CEAP Mission, Vision, and Core Values which had not been updated in over ten years. Leadership Council sought feedback on the changes from faculty and staff via Qualtrics survey. Due to COVID-19, the typically in person state of the college meeting was held virtually and voting to approve the changes was done electronically by Qualtrics survey ballot. The changes passed unanimously.

### **2018-19 Review**

#### **Committee Membership**

Andrew Bobilya (HS)  
 Lori Caudle (HS)  
 Resa Chandler (STL)  
 David De Jong (PSY)  
 Melodie Frick (HS)  
 Yancey Gulley (HS)  
 Bruce Henderson (PSY)  
 Kelly Kelley (STL)  
 Siham Lekchiri (HS)  
 Kofi Lomotey (HS)  
 Heather McGuire (AA)  
 Roya Scales (STL)  
 David Solomon (PSY)  
 Darrius Stanley (HS)  
 Jenny Stewart (AA)

## **Processes**

The 2018-19 Strategic Planning Committee was charged with developing a proposal to update the CEAP Strategic Plan by doing the following: (1) assessing the progress on the current initiatives and proposing an update as deemed necessary, including re-stating, eliminating or altering strategic directions, goals and/initiatives; (2) proposing the addition of new strategic directions, goals and/or initiatives; and (3) assessing the consistency/agreement between the CEAP plan and the WCU and UNC system plans.

The Committee met face-to-face three times during the Fall of 2018-19: Friday, 7 September; Friday, 19 October; and Friday, 2 November. A draft was shared with the college two weeks prior to Assessment Day (2/1/19) and an open forum was held on that day. After that time, the college was given one month to provide feedback to the committee. A fourth meeting was held online (via ZOOM) on Monday, 26 November 2018. The Committee met for a final time on Tuesday, 2 April 2019, to incorporate feedback from the Dean, the CEAP Leadership Team and faculty and staff who submitted online feedback.

## **2014-2015 Review**

The College of Education and Allied Professions held a Strategic Planning Conference September 12, 2014 and all faculty and staff members of the College reviewed the Strategic Plan mission and vision and considered one of the five major strategic directions. The Faculty Advisory Committee to the Dean reviewed the recommendations from the Strategic Planning Conference December 5, 2014 and drafted revisions. The Faculty Advisory Committee also reviewed suggestions from others (April 10, 2015) including the Diversity Committee and reviewed the results of the College Climate Survey 2015 pertaining to the importance of strategic directions and perceptions of progress. Forty members of the College completed the survey administered electronically in spring 2015 by the Director of Assessment. Approximately 60 percent of respondents were faculty and approximately 40 percent were administrators and staff.

A draft of the revised Strategic Plan was distributed electronically to the CEAP membership and the College of Education and Allied Professions held a vote of the College at the State of College Meeting on April 24, 2015. The revision passed and the revised version was adopted.

## **2012-13 Review**

### **2012-13 CEAP Strategic Planning Committee**

Kia Asberg (PSY)

Lori Caudle (HS)

Renee Corbin (CEAP)



David McCord (PSY)  
Heather Thompson Rainey (HS)  
Terry Rose (STL)  
Kelly Tracy (STL)  
Brandon McMahan (Student)

### **Solicited Consultants**

David Claxton (Assistant to the Dean for Advancement)  
John Habel (University Diversity Committee)  
Kim Ruebel (Associate Dean)  
Brett Woods (Advancement)  
Henry Wong (University Diversity Committee)  
Dean's Student Advisory Committee  
Dean's Faculty Advisory Committee  
Professional Education Council  
Council of Deans

### **Additional Contributors**

Patricia Bricker (STL)  
Dale Brotherton (HS)  
Mary Jean Herzog (STL)  
Robert Houghton (STL)  
Nancy Luke (STL)  
Maurice Phipps (HS)  
Petrovich-Mwaniki (International Programs)  
Mickey Randolph (PSY)  
Roya Scales (STL)

### **Information Sources**

WCU 2020 Strategic Plan  
UNC Tomorrow  
NCATE Institutional Report (2008)  
NCATE Annual Report (2012)  
Title II Report (2013)  
PEDS Report (2012)  
CEAP Conceptual Framework  
CEAP 2013 "Climate Survey"  
CEAP 2013 Workspace Committee Report  
CEAP Computer Refresh Report (2013)  
CEAP Workload Policy (2013)  
UNC Teacher Quality Research White Paper (2013)  
(Teacher Preparation Program Effectiveness Report)

## The Apprentice: Pathways to the Principalship and their Effects on Student Achievement (March, 2013)

### **Processes**

The CEAP Strategic Planning Committee was formed in the fall semester of 2012 through a nomination and review process directed by the Dean and implemented by the college's Leadership Council. For efficiency, the decision was to establish a small working group that could efficiently develop a draft document that would be repeatedly reviewed by the entire college and modified iteratively.

This committee began in December of 2012 by reviewing the university's 2020 Plan and related documents, with the first formal face-to-face meeting on January 11, 2013. At that meeting, five main Strategic Directions were agreed upon, and committee members were assigned in pairs to write an initial first draft of their particular strategic direction. A full workday was scheduled on January 18, 2013.

At the meeting on January 18th, committee members worked on polishing and editing the rough draft pieces into a draft (1.0) that was intended to be launched for initial feedback from CEAP faculty at the planned "CEAP Assessment Day" event that was scheduled for January 25th but cancelled due to snow. The committee continued working on the draft until sending it out to CEAP faculty electronically for feedback (Draft 1.3) on 2/14/2013. Suggestions were received and incorporated into a Draft 1.4 from Dale Carpenter, Mary Jean Herzog, Patricia Bricker and Maurice Phipps.

On March 7th, Draft 1.4 was reviewed by the Dean's Student Advisory Group. Three graduate students from three different programs (Counseling, College Student Personnel, and Psychology) participated in this process, and were described by the Dean as very engaged and interested. Briefly, this group considered each proposed Strategic Direction at a time, and then considered the Mission, Vision, and Core Values. Their input was incorporated into Draft 2.0 along with new additions from faculty Maurice Phipps and John Habel.

Committee members continued to work on drafts, and on March 10, 2013, Draft 2.0 was sent electronically to faculty members in CEAP for feedback. The Draft 2.0 was also forwarded by Dale Carpenter to other members of the campus community outside of CEAP (e.g., Arts and Sciences, Graduate School, etc.) for feedback. Feedback was received on Draft 2.0 from Dale Carpenter, Bob Houghton, Mary Jean Herzog and Lois Petrovich-Mwaniki.

Input was solicited from several specific sources based on areas of expertise, including Associate Dean Kim Ruebel, David Claxton, Brett Woods, John Habel, Henry Wong, and others listed above.

The Dean's Faculty Advisory Council was also solicited for input and was distributed to the Professional Education Council as well as the Council of Deans.

The committee continued to work by email and by a GoToMeeting on April 7, 2013 and Draft 3.0 was sent electronically to CEAP faculty on April 10, 2013. An Open Forum was conducted for April 12, 2013 for discussion and input on the Draft 3.1, and several changes were made by consensus of the group in attendance. Draft 3.2 was then distributed to the full college with recommendation for formal approval. The vote was scheduled for Friday, April 19th. On that date the full college met for a "State of the College" meeting. The first agenda item was a formal vote on the Strategic Plan, which passed with 96% support.