

Strategic Plan Group #2

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We believe that the College of Education has an opportunity to be a leader regarding diversity concerns. Although we recognize that diversity has often focused on issues regarding race and ethnicity and, while we recognize that we must continue to focus efforts that support mutual understanding and respect of different world views along these aspects, we also recognize a broader perspective. Diversity education and training requires that students, faculty, and staff are knowledgeable about other groups that have been marginalized on the basis of age, disability status, gender, sexual orientation, and socio-economic status. As a result, we see diversity as a primary theme that the College should commit to in its strategic plan. As a college, we have the capacity to not only impact knowledge that inform others about marginalized groups but working together (cross-discipline) we have the expertise regarding how to engage in difficult dialogues regarding diversity that impact attitudes and behaviors consistent with ethical and professional practice.

Our group also believed that student-centered learning represents another priority for strategic planning. Although this process is one that has been traditionally defined within schools (K-12, post-secondary), we recognize that learning is a life-long process that offers new challenges and opportunities for other learners (e.g., older adults) and in other settings (e.g., business and industry, medical and legal settings). Given continual changes in technology and its impact on learning, we believe that the College

is in a unique position to help other colleges within and outside the university on how to maximize student learning.

Although collaboration across departments, programs, and colleges is another important area on which we should focus, our group views this as a process that must be examined within reaching other themes that relate to diversity and student-centered learning. Toward greater collaboration, several ideas such as: (a) providing incentives for collaboration equal to those for individual initiatives, (b) auditing course offerings to see where duplication exists, (c) offering cross-disciplinary/interdisciplinary courses that blend the expertise of a faculty in a team approach as well as blend the student population through blended course offerings, (d) offering research colloquia or other forums for persons looking for collaboration in specific areas, and (e) encouraging equity in workloads and responsibilities across departments.

In sum, while there were a variety of priorities that we would like the College to pursue in its strategic plan we would like that diversity and student-centered learning comprise the major priorities that should be realized through interdisciplinary collaboration and better use of technology.