

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEADERSHIP

STRATEGIC PLAN

MISSION STATEMENT

The Department strives to stimulate and nurture the intellectual and personal growth of students as they prepare for careers as professionals/educators in one of the division's six programs: Counselor Education, Educational Leadership/Administration, Educational Psychology, Higher Education, Instructional Technology, and Special Education.

VISION STATEMENT

The Department engages students in experiences that broaden their skills in critical thinking, that groom them for professional careers, and that instill in them a life-long commitment to professional and personal development.

The Department will:

be a regional, state, and national leader in the preparation of educators/professionals;
make noteworthy contributions to the profession of its respective programs; and
prepare its students to assert leadership in addressing societal needs.

The Department values/beliefs:

dignity and worth of all individuals;
cultural diversity;
collaboration and cooperation;
creativity, individuality, and innovation;
academic integrity and excellence;
open communication and collaborative decision making;
professional and community service;
the interface of theory and practice;
reflective practitioners.

GOALS, BENCHMARKS, and OBJECTIVES (Including Strategies and Assessments)

Goal 1. Access and Diversity: Recruit and retain to program completion an academically prepared and diverse student body.

Benchmarks:

- Diversified student body that increasingly reflects the diversity of the population of Texas, i.e., grow the enrollments of underrepresented groups by 2% per year.
- Retain 80% of students to program completion.
- On-going and systematic recruitment of a diverse student body.

Objectives:

Objective 1.1: Recruit students.

Strategies:

- Establish partnerships with neighboring institutions and school districts as a means of recruiting masters and doctoral students.
- Collaborate with the Office of Admissions and School Relations to recruit prospective students from high schools and community colleges with large numbers of students of underrepresented groups.
- Recruit students from other units on campus.
- Market programs using the media, brochures, and websites.
- Encourage programs to make personal contacts with prospective students.
- Collaborate with the Graduate School on recruitment initiatives.
- Advertise programs through professional organization newsletters and personal contacts.
- Use college and program web sites to inform prospective students of programs and course offerings.
- Develop exchanges with other universities, including international exchanges.
- Use recruitment booths/tables/receptions at professional conferences to recruit prospective students
- Utilize applicant name pools such as the ETS Locater Service, Western Name Exchange, Project 1000, and McNair Scholars to identify prospective students.
- Support and encourage program innovation, including distance delivery options.
- Provide service-course offering to undergraduates in Special Education.

Assessments:

- COE surveys of current and past students.
- Number of applications.
- Number of inquires about programs.

- Ratio of admissions to applicants by program.
- Demographic profile of perspective and admitted students.
- Enrollment trends and student credit hour generation by program.

Objective 1.2: Increase enrollment of students from under-represented groups.

Strategies:

- Recruit from organizations of under-represented groups such as Texas Tech Minority Student Organizations, National Black Graduate Student Association, and the National Holmes Partnership as well as from selected units on campus such as the College of Arts and Sciences and the College of Human Sciences.
- Capitalize on the existing relationship with Region 17 schools to recruit students from under-represented groups.
- Recruit students from institutions serving under-represented groups.
- Submit grants that include funding for programs that support inclusion of under-represented groups.
- Implement a holistic admission review process.

Assessments:

- COE survey of current and past students.
- Enrollment trends across categories of age, gender, and ethnicity.

Objective 1.3: Improve retention rate of students with a similar retention rate of all ethnic groups.

Strategies:

- Urge programs to conduct yearly reviews of students' academic progress.
- Distribute appropriate program and college material to all students.
- Provide programs of study, steps/processes to initiate and complete degrees, and other appropriate forms online for ease of access to students.
- Conduct periodic surveys of students to assess their needs, perceptions, and level of satisfaction with programs and the College.
- Facilitate the connection among currently enrolled underrepresented students to organizations such as the Texas Tech Minority Student Organization and other local and national organizations of underrepresented groups.
- Reward effective teaching, advisement, program development, and related activities.
- Ensure programs offer courses on a regular cycle.
- Provide incentives for programs to offer seminars or other mechanisms that orient and bond students.
- Ensure that all programs periodically review the congruence between the content of course offerings with areas included on exit exams.
- Offer courses at times that are consistent with student availability and need.
- Monitor the progress of doctoral candidates and provide supportive services to

facilitate the completion of their dissertation.

- Implement the COE Statement of Philosophy Regarding Diversity as a working guide in decision-making, policy-making, and practice.
- Programs will document qualitative outcomes attributed to recruitment initiatives to identify changes.

Assessments:

- COE survey of students.
- Reported expenditures.
- Retention and graduation rates of students by program and by demographic categories such as age, gender, and membership in under-represented groups.

Goal 2. Academic Excellence: Attain state and national recognition as a top public education and research university.

Benchmarks:

- Graduate students across professional areas at a growth rate of 3 % per year, contingent upon having the necessary resources to support such growth.
- Pass rate of at least 80% of students taking exit and certification exams.
- Curriculum offerings that meet or exceed professional standards.
- Student-faculty ratio consistent with other Big 12 universities, other units at TTU, and accreditation standards.
- Increase extramural funding by 5 % per year over a five-year period.
- Increase in faculty publications from a mean of 1.5 to 2.5 per year over a five-year period..
- Teaching effectiveness rated overall above average by students.
- Program accreditation and recognition by learned societies.
- Approval for a Ph.D. degree option in two programs within five years.

Objectives:

Objective 2.1: Increase the number of students certified as counselors, diagnosticians, special educators, principals, and superintendents and endorsed in technology application and visually handicapped.

Strategies:

- Continually revise and update curriculum to correspond with Texas Education Agency (TEA) requirements and the current knowledge base of each discipline.
- Monitor student performance in the subject areas on exit exams and adjust syllabi as necessary.
- Offer selected certification and endorsement courses through distance education.

Assessments:

- Number of students certified and endorsed across programs.
- Pass rates on exit exams (e.g., TexES) across programs.

Objective 2.2: *Increase external funding.*

Strategies:

- Recognize grant-related efforts in Annual Faculty Reports, merit pay recommendations, tenure and promotion, and awards recommendations.
- Allow grant “buy out” time that allows time for PIs to carry out their grant activities.
- Allocate a percentage of the grant salary savings to the PI.
- Utilize the services of the Office of the Associate Dean of Graduate Education and Research to prepare and administer grants.
- Nurture intra/inter program grant applications.
- Provide incentive workload adjustments to stimulate grant proposal development.

Assessments:

- Total dollar amount of external funding.
- Number of faculty obtaining grants.

Objective 2.3: *Maintain and enhance the scholarship of faculty.*

Strategies:

- Recognize scholarly productivity in Annual Faculty Reports, merit pay recommendations and workload assignments.
- Utilize COE resources to type manuscripts, analyze data, etc.
- Allocate funds for professional development.
- Request needed equipment for research from HEAF funds.

Assessments:

- Annual Faculty Reports.

Objective 2.4: *Establish and maintain high levels of teaching effectiveness.*

Strategies:

- Recognize effective teaching in Annual Faculty Reports and in merit pay recommendations.
- Allocate instructional funds to each program.
- Assign rooms that match the special instructional needs of classes.
- Work with coordinators to make class assignments that harmonize with faculty

- expertise and support equity of workload.
- Nominate qualified faculty for teaching awards and membership in the Teaching Academy.

Assessments:

- Results of TTU's student evaluation of instruction or other relevant measures.
- The number of faculty who receive teaching awards and membership in the Teaching Academy.

Objective 2.5: ***Programs will obtain and maintain accreditation of NCATE and other learned societies.***

Strategies:

- Request funds for fees to acquire and maintain accreditation.
- Ensure faculty FTE positions meet the standards required by accrediting bodies.
- Work with coordinators to ensure that the curriculum conforms to or exceeds accrediting standards.
- Hire faculty whose professional preparation and commitments harmonize with the accreditation standards.

Assessment:

- Document changes made in response to accreditation reviews by program.

Objective 2.6: ***Selected programs will seek to have a Ph.D. degree option approved by the Coordinating Board.***

Strategies:

- Make workload adjustments that support faculty to develop a Ph.D. proposal.
- Work with interested programs on developing a timetable of tasks and deadlines for preparing a Ph.D. degree proposal and its submission at the university and state levels.

Assessment:

- Document the progress to obtain approval of a Ph.D. option.

Objective 2.7: ***Establish and maintain student-faculty ratios comparable to other Big 12 schools and as required for accreditation.***

Strategies:

- Monitor student-faculty ratios to ensure compliance.
- Hire adjuncts and clinical faculty as needed and appropriate.
- Utilize differentiated staffing as appropriate.
- Work with programs to reduce course duplication across programs.

- Advocate for hiring program faculty when justified by load or accreditation factors and to support program initiatives that address market demands.

Assessment:

- Student-faculty ratios.

Goal 3. Human Resources: Maintain a quality and diverse work force and work environment.

Critical Success Factors (benchmarks for success over the next 5 years):

- Retain 90 percent of faculty and support personnel, excluding retirements, annually.
- Improve diversity among the faculty and staff to levels that approach the demographics of the region and state over a five-year period.
- 85% success rate for applying for promotion and/or tenure.

Objectives:

Objective 3.1: Recruit needed and qualified faculty.

Strategies:

- Develop and disseminate informative and accurate job descriptions.
- Use professional networks to solicit nominations of qualified candidates.
- Advertise openings on the College of Education (COE) and Texas Tech University (TTU) websites.
- Interview/screen prospective candidates at professional conferences.
- Utilize relevant placement and electronic services.
- Advertise openings in relevant national publications and websites.
- Disseminate informative job descriptions.
- Enlist the active participation of faculty during campus interviews.

Assessments (Measures):

- Number and types of outlets in searches.
- Number of applications per position.
- Ratio of job offers to those accepted.

Objective 3.2: Retain productive faculty and support personnel.

Strategies:

- Provide faculty with information about their professional responsibilities in the areas of teaching, scholarship, and service.

- Inform faculty about the requirements/expectations, as well as realities, for the granting of tenure and the promotion to higher ranks.
- Facilitate both formal and informal mentoring relationships.
- Promote a sense of community by holding or attending meetings where faculty may express concerns, address issues, engage in creative problem solving, and other activities that build trust and cohesion.
- Use conference time between the chair and faculty regarding Annual Faculty Reports, Third Year Annual Reviews, Tenure and/or Promotion Reviews, Post-tenure Reviews, and Merit Reviews as mechanisms for the formulation of faculty growth plans/contracts.
- Make the dossiers of recently tenured or promoted faculty accessible to tenure-track faculty who are seeking tenure or higher rank.
- Monitor and adjust workloads to ensure equity of workload within programs first and across the Department secondarily.
- Provide support for professional development of faculty (i.e., funds for travel, research, instructional supplies, computers, and RAs).
- Assign RAs to all faculty members who need and request one.
- Support TAs to attend the A&S New TA Orientation.
- Meet with staff on a regular basis to discuss pertinent issues and problems.
- Provide professional development for staff as appropriate.
- Identify and assist faculty who are failing to make timely progress toward acquiring tenure or promotion.
- Encourage collaboration in teaching, scholarship, and service.
- Allocate funds for professional development, instructional supplies, research support, and program development as available from the college budget.

Assessments:

- Annual faculty evaluations.
- Number, type, and attendance of faculty meetings.
- Success rates of faculty at mid-point review, and among those who apply for tenure and promotion.

Objective 3.3: *Recruit and retain a diverse faculty.*

Strategies:

- Use the COE Philosophy Statement on Diversity as a basis for establishing and maintaining a quality and diverse work force.
- Recruit faculty candidates from targeted national organizations of under-represented groups.
- Utilize and support the diverse interests and talents of faculty in course assignments, program initiatives, etc.

Assessment:

- Number of faculty hires and resignations across categories of gender, race, and age.

Goal 4. Partnerships and Engagement: Build strategic partnerships, alliances, and community outreach.

Benchmarks:

- New partnerships with public schools, community colleges, and other higher education institutions.
- Strengthen partnerships with other TTU units.
- Strengthen reciprocal partnership with the Educational Service Center.
- Increase participation in professional organizations and associations.

Objectives:

Objective: 4.1 Engage support from university, public schools, and community colleges, and agencies to establish practicum and internship placements.

Strategies:

- Form advisory boards for selected programs.
- Host yearly meetings of practicum/internship supervisors.
- Establish agreements and compacts with practicum and internship sites.
- Create and distribute to students and site supervisors guidelines/policies for field placements.
- Establish and maintain a directory of placement sites.
- Establish and maintain partnerships with business organizations that are potential employers of program graduates, e.g., counselors and specialists in instructional design/technology.

Assessment:

- Number of advisory boards and placement sites.

Goal 5 Recognition: Develop a positive image based on the Department of Curriculum and Instruction's activities and achievements.

Benchmarks:

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Objectives:

Objective 5.1: Use publications and web sites to promote a positive image.

Strategies:

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Assessments:

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Objective 5.2: Develop better connections with alumni and donors to promote a positive image.

Strategies:

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Assessments:

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Objective 5.3: Use community collaborations and community participation to promote a positive image. (Greatly overlaps with Goal 4, Partnerships and Engagements.)

Strategies:

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Assessments:

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Objective 5.4: Promote a positive image through activities that recognize college, university and community personnel.

Strategies:

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Assessments:

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Goal 6. Technology: Maximize the appropriate use of technology in the delivery of department programs and services.

Benchmarks:

- Ensure that faculty, staff, and students have access to appropriate technology to achieve teaching, research, and administrative goals.
- Utilize technology for the support of all students such as complete list-serves for communication, instructional and learning aids, etc.
- Increase the number of courses that incorporate features of technology, such as web sites, by three per year over a five-year period.
- Increase by 5% per year the number of courses delivered with a technology component.

Objectives:

Objective: 6.1 Increase the technology competencies of the faculty and staff.

Strategies:

- Utilize technical support for faculty and staff.
- Support training in technology for faculty and staff.
- Provide faculty and staff with time for professional development in technology.

Assessment:

- Number of training opportunities that faculty and staff attend.

Objective 6.2: Integrate technology in coursework and program delivery.

Strategies:

- Train selected faculty in the use of software to create and use web sites.

- Identify and develop selected courses appropriate to offer via distance education.
- Support the offering of selected online masters and doctoral degrees.
- Utilize the assistance of EDIT practicum students and COE support personnel to infuse technology into course offerings and delivery.
- Utilize new technology professionals to assist faculty to infuse technology in their teaching and scholarship.

Assessments:

- Number of courses, by program, employing technology in course delivery.
- Document progress toward offering an increased number of programs on line.

Goal 7. Organizational Structure and Accountability: Strengthen mechanisms inside the Department to conduct academic, student and administrative affair matters effectively and equitably.

Benchmarks:

- Ongoing assessment linked to continuous planning.
- Use human and financial resources effectively and equitably.
- Decision-making structure and process that is inclusive and participatory.

Objectives:

Objective 7.1: Improve the administrative structure of the Department in accordance with sound organizational principles and to create a decision-making structure and process that is inclusive and participatory.

Strategies:

- Hold division, program, and coordinator meetings to encourage participatory problem-solving.
- Clarify the roles, expectations, and responsibilities of the program coordinators.

Assessment:

- Number of meetings held.

Objective 7.2: Implement an ongoing program review and assessment mechanism.

Strategies:

- Conduct program audits.
- Improve the availability and filing/storage of various documents such as course syllabi and course outlines and minutes of programs and task forces.
- Conduct program and personnel reviews yearly and adjust resource allocations as needed.

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- Engage programs in ongoing strategic planning.

Assessment:

- Use the data (quantitative and qualitative) from program audits and revisions to strategic plans.