



HIGH POINT UNIVERSITY

Stout School of Education

**Stout School of Education
Strategic Plan
2021-2024**

Stout School of Education Strategic Plan 2021-2024

High Point University's Vision

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

High Point University's Mission

High Point University's inspiring environment, caring people and engaging education equip graduates for significance and success by cultivating the values, knowledge, mindset and skills necessary to thrive in a competitive and rapidly changing world.

High Point University's Core Values

High Point University's academic programs provide a rigorous liberal education nourished by research and scholarship, interdisciplinary exploration, and experiential learning within the context of a vibrant university community committed to helping students develop their full potential and gain a deeper understanding of the human condition. Its programs are aligned with the University's vision and mission, and guided by the following core academic values:

- Respect for the integrity and enduring significance of intellectual discourse grounded in the written word;
- Understanding the importance of history, faith, and tradition in leading an examined life;
- Encouraging and inspiring free inquiry, curiosity, reflection, imagination, and critical thinking;
- Active engagement with the world through experience, service, and leadership.

Stout School of Education's Purpose

Our purpose is to prepare teachers, principals, superintendents and education leaders who have the skills, knowledge and dispositions to ensure an equitable, relevant and rigorous education for all learners.

Stout School of Education's Strategic Goals

Our purpose is fulfilled through the articulation of four strategic goals:

- 1- The Stout School of Education will have a *reputation* for being an extraordinary educator preparation program.
- 2- The Stout School of Education's programs will be *relevant* to perpetually-evolving candidate and K-12 student needs.
- 3- The Stout School of Education will offer academically *rigorous* programs that prepare candidates to serve K-12 students equitably in diverse educational settings.
- 4- The Stout School of Education will cultivate strategic *relationships* that are reciprocally beneficial to our candidates, faculty and partners.

Stout School of Education's Objectives

- 1- The Stout School of Education will have a reputation for being an extraordinary educator preparation program.**
 - a. Achieve national accreditation from a CHEA recognized organization
 - b. Attract diverse candidates and faculty that reflect our national K-12 population
 - c. Incorporate feedback from program completers and their employers in our continuous improvement efforts
 - d. Promote extraordinary student and faculty recognitions and accomplishments

- 2- The Stout School of Education's programs will be relevant to perpetually-evolving candidate and K-12 student needs.**
 - a. Conduct equity audits to ensure all programs and courses include diverse perspectives, are designed for equitable outcomes and are inclusive of all learners
 - b. Leverage current teaching methodologies and learning technologies to best prepare candidates to meet diverse K-12 student needs
 - c. Create a post-baccalaureate Residency Program for initial licensure attainment to meet the unique needs of non-traditional educators
 - d. Create Graduate Certificates in areas of demand that increase candidate employability and compensation

- 3- The Stout School of Education will offer academically rigorous programs that prepare candidates to serve K-12 students equitably in diverse educational settings.**
 - a. Enhance faculty knowledge of academically rigorous, research-based practices
 - b. Increase the rigor and relevance of all programs and courses
 - c. Increase the success of program completers in the field
 - d. Benchmark candidate and completer performance against peer educator preparation programs

- 4- The Stout School of Education will cultivate strategic relationships that are reciprocally beneficial to our candidates, faculty and partners.**
 - a. Establish research-practitioner partnerships that support faculty and candidates in strategically addressing education challenges with our K-12 partners
 - b. Establish an *HPU Extraordinary Educator Recognition Program* that promotes the professionalization of education
 - c. Create an *HPU Extraordinary Educator Learning Collaborative* to bring professional development opportunities to candidates, completers and K-12 partners
 - d. Increase candidate and faculty representation on the boards of professional organizations

Stout School of Education Action Plan

Strategic Goal 1: The Stout School of Education will have a reputation for being an extraordinary educator preparation program.				
Objectives	Activities	Timeline	Lead(s)	Measures
1a. Achieve national accreditation from a CHEA recognized organization	Engage in the AAQEP national accreditation process	Spring, 2020 - Spring, 2022	Dean, Associate Dean, Department Chairs, Data Manager, Student Teaching Coordinator	Full accreditation recommendation from AAQEP in 2022
1b. Attract diverse candidates and faculty that reflect our national K-12 population	Re-establish a diversity, equity and inclusion committee to engage in activities that attract diverse students and faculty	Fall, 2021	Allen, Blosser	Annual diversity of candidates and faculty compared to the 2020-2021 baseline
1c. Incorporate feedback from program completers and their employers in our continuous improvement efforts	Analyze annual program completer and employer survey results to inform program improvements	Annually	Dean, Associate Dean, Department Chairs	Annual program completer and employer survey results compared to the 2020-2021 baseline
1d. Promote extraordinary student and faculty recognitions and accomplishments	Social and electronic media will be used to communicate student and faculty recognitions (Facebook, Twitter, Instagram, Alumni Updates, SSOE Webpage)	Annually	Data Manager	Total number of recognitions and accomplishments disaggregated by students and faculty per year as calculated at the end of each academic year

Strategic Goal 2: The Stout School of Education's programs will be relevant to perpetually-evolving candidate and K-12 student needs.

Objectives	Activities	Timeline	Lead	Measures
2a. Conduct equity audits to ensure all programs and courses include diverse perspectives, are designed for equitable outcomes and are inclusive of all learners	Each semester, the Diversity, Equity and Inclusion committee will conduct equity audits of courses to be delivered the following semester	Fall, 2021- Develop equity audit Spring, 2022, Audit Fall, 2022 courses Fall, 2022, Audit Spring, 2023 courses Repeat pattern	Allen, Blosser	Equity audit scores
2b. Leverage current teaching methodologies and learning technologies to best prepare candidates to meet diverse K-12 student needs	Establish an Adapted Curriculum Learning Lab to provide students access to current methodologies and learning technologies	Launch, Summer, 2021	Owens, Summey, Davis	Launch of Adapted Curriculum Learning Lab Annual student usage of lab
2c. Create a post-baccalaureate Residency Program for initial licensure attainment to meet the unique needs of non-traditional educators	Complete a pro forma for and launch a Residency Program for single subject licensure areas and special education	Launch Summer, 2021	Dean, Associate Dean	Annual cohort enrollment in single subject licensure and special education
2d. Create Graduate Certificates in areas of demand that increase candidate employability and compensation	Complete a pro forma for and launch a Graduate Certificate program	Launch Fall, 2022	Dean, Associate Dean, Leadership Studies Chair	Number of certificate programs Enrollment in certificate programs

Strategic Goal 3: The Stout School of Education will offer academically rigorous programs that prepare candidates to serve K-12 students equitably in diverse educational settings.

Objectives	Activities	Timeline	Lead	Measures
3a. Enhance faculty knowledge of academically rigorous, research-based practices	Faculty will engage in workshops, conferences, consortia, panel discussions, site-visitations, job-alike resource groups, and organizational memberships.	Spring, 2021	Dean	Annual accounting of faculty professional development activities.
3b. Increase the rigor and relevance of all programs and courses	Establish a diverse SSOE Advisory Board to meet semi-annually for the purpose of providing feedback on program content and delivery methods	Fall, 2021	Dean, Associate Dean, Department Chairs	Board meeting agendas and notes from semi-annual meetings
3c. Increase the success of program completers in the field	Formalize a BRIDGE Program (Broadening our Reach in Developing and Growing Educators) that extends candidate support into the first years of practitioner service to increase success	Fall, 2021	Albert- Initial teaching licensure Johnson- Initial principal licensure Allen- Initial superintendent licensure	Records of BRIDGE activities Employment statistics
3d. Outperform peer organizations in licensure preparation programs	Benchmark program offerings, support systems and resources against peer educator preparation programs. Make program enhancements that increase the rigor of our programs.	Annually	Department Chairs	NC DPI Data Dashboard Measures Title II Annual Reports IHE Annual Reports

Strategic Goal 4: The Stout School of Education will cultivate strategic relationships that are reciprocally beneficial to our candidates, faculty and partners.

Objectives	Activities	Timeline	Lead	Measures
4a. Establish research-practitioner partnerships that support faculty and candidates in strategically addressing education challenges with our K-12 partners	Collaborate with the Piedmont Triad Education Consortium LEAs to establish an Institutional Review Board process that streamlines research approval from IHE's and LEA's.	Spring, 2022	Allen (or current year's IRB representative) Holcombe	Total number of IHE-LEA agreements put into place in support of research-practitioner partnerships
4b. Establish an <i>HPU Extraordinary Educator Recognition Program</i> that promotes the professionalization of education	Annually, SSOE will host an Extraordinary Educator Recognition Luncheon that features: - Extraordinary Educators Wall Recognitions - "Of the Year" Recognitions - Scholarship Winners	Spring, 2022	SSOE Awards and Recognition Committee	Annual funds raised through the HPU Extraordinary Educator Recognition Program Annual participation rates
4c. Create an <i>HPU Extraordinary Educator Learning Collaborative</i> to bring professional development opportunities to candidates, completers and K-12 partners	SSOE will plan and promote joint learning opportunities among candidates, completers, faculty and external partners in a Learning Collaborative inclusive of: - Speaker series - Learning summits - Learning lab tours - Author talks	Fall, 2022	HPU Extraordinary Educator Learning Collaborative Committee	Annual number of learning events hosted Annual participation rates Participant feedback from each event
4d. Increase candidate and faculty representation on the boards of professional organizations	- One professional and one community board per faculty member	Fall, 2021	Department Chairs Faculty	Annual reporting of faculty board membership at the conclusion of each academic year