



# STRATEGIC PLAN 2021-2026

PURDUE UNIVERSITY  
COLLEGE OF EDUCATION



College of Education

# FOREWORD

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Innovation is central to Purdue University's persistent pursuit of the next giant leap. The College of Education is committed to pursuing innovation in learning that changes lives one student at a time through collaborative and transformational efforts in discovery, learning, and engagement with the goal of improving educational outcomes for all.

We are committed to making the College of Education an equitable and welcoming environment for all. We are taking steps toward making the College and the campus more tolerant and inclusive, with focus on the recruitment and retention of historically underrepresented students.

**DR. NANCY MARCHAND-MARTELLA**  
**SUZI AND DALE GALLAGHER DEAN,**  
**COLLEGE OF EDUCATION**  
**PURDUE UNIVERSITY**  
**WEST LAFAYETTE, INDIANA**

*The College of Education acknowledges that Purdue University is located in the traditional homelands of the Woodland People. We honor and appreciate these indigenous caretakers which include the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee people. This acknowledgement may be used by faculty, staff, and students at their discretion.*

THIS IS US. *TOGETHER.*

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# 2021-2026 STRATEGIC PLAN

**Purdue University College of Education**  
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Adopted by COE Faculty on 9/24/21.

*Nancy E. Marchand-Martella*

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Nancy Marchand-Martella, Dean

# COLLEGE OF EDUCATION STRATEGIC PLAN

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*Honoring Purdue University Values*

INTEGRITY – RESPECT – HONOR – INCLUSION – INNOVATION – GROWTH

This is Us.

*Together.*

In the College of Education (COE) at Purdue University, we are forward thinkers committed to rigorous programs and ground-breaking research. We are dedicated to continuous improvement toward inclusive excellence through self-reflective practices. We embed our values into who we are so that inputs, decisions, and results are driven and measured according to our values. Our values guide our ways of being, interacting, and operating in interdisciplinary groups including how we develop local, national, and global partnerships. Our values guide our response to the dynamic nature of our world and to our commitment to attending to the evolving needs of our community.

## Our Values

- ▶ We hold ourselves accountable to the highest standards of professional behavior and ethics and anchor decisions to our vision and mission.
- ▶ We commit to advancement through interdependent collaboration, collegiality, and transparency.
- ▶ We commit to creativity, innovation, and productivity.
- ▶ We promote inclusive excellence so each person may have equitable access and opportunities for their next giant leap.
- ▶ We take responsibility and action to model, educate, and advocate for social justice and equity.
- ▶ We commit to educational systems for sustainable social progress.

## Vision

Launching Giant Leaps. *Together.*

The College of Education at Purdue University is a national leader in modeling inclusive excellence and nurturing sustainable educational practices and systems for a just society and better world; the scholarship of discovery, learning, and engagement; and the development of human potential.

## Mission

Moving. *Together.*

We advance inclusive and sustainable learning communities through high impact scholarship, inspirational teaching, vision-driven service, and collaborative community engagement.

## Strategic Planning Committee and Overview

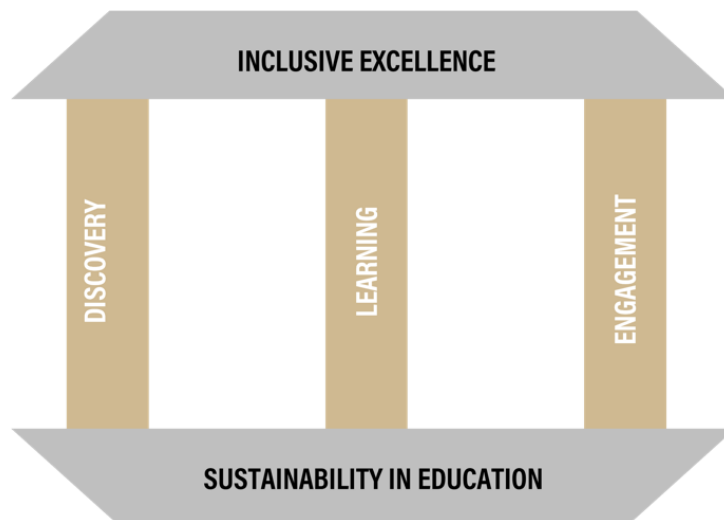
The 2021–2026 Purdue University College of Education Strategic Planning Committee included the following members chosen from faculty and staff volunteers and those approached by Dean Marchand-Martella.

### Members:

- ▶ EDCI faculty: Signe Kastberg, Chrystal Johnson, Jill Newton
  - ▶ EDST faculty: Alice Johnson\*, Mandy Rispoli, and Xiang Zhou
  - ▶ Staff: Jackie Thomas-Miller, Tonya Agnew, Loran Carleton Parker, Anne Roycroft
  - ▶ Administrative: Kathy Obenchain, Ayşe Çiftçi, Wayne Wright\*
- \* Co-Chairs
- ▶ Adjustments over time:
    - Tonya Agnew (resigned from university), Mandy Rispoli (stepped down from committee)
    - Richard Frisbie, Jennifer Merzdorf (appointed by the Dean, April 2021)

The strategic plan is not intended to be all-encompassing. It is designed to provide focus on key initiatives we commit to act on to move toward our vision. We believe the goals, action steps, and metrics of success are within the COE's influence to change, address, and/or improve upon.

The strategic plan goals are focused on *Inclusive Excellence* and *Sustainability in Education* that are supported by *Discovery*, *Learning*, and *Engagement*.



Our goals are aligned with our values, vision, and mission to take decisive steps through a five-year strategic plan period ending in 2026 focused on inclusive excellence and sustainability in education. Strategic plans work when there is a clearly established execution plan that includes focused goals, action steps, and metrics of success.

## STRATEGIC PLAN OVERVIEW

- Goal 1:** Implement teacher education innovation as a means of improving sustainable practices in education that impact the world around us.
- Goal 2:** Increase student enrollment and retention with recruiting emphasis on historically underrepresented groups.
- Goal 3:** Promote positive climate practices that value and showcase work in support of inclusive excellence.

ALL GOALS INCLUDE AND DEPEND ON THE DEVELOPMENT  
OF A COMPREHENSIVE DATA DASHBOARD

This strategic plan is predicated on careful measurement, data collection, and publishing of results. **It is critical for the COE to commit to the development of an execution plan process including the development of data dashboards to monitor progress and results.**

Inclusive  
Excellence

Equity mindset. Equal choices.  
Equitable opportunities. Innovate. *Together.*

We recognize inclusive excellence as integral to our vision, mission, and a just world. We believe inclusion is fundamental to excellence and thus integral to rigorous scholarly pursuits, and academic success. We believe in the intentional incorporation of cultures, worldviews, histories, traditions, talents, and perspectives of all people across all places. Inclusive excellence defines diversity broadly and includes race, nationality, ethnicity, language, religion, social class, age, (dis)ability, sexual orientation, and gender identity and gender expression, as well as diversity of thought. Inclusive excellence situates that diversity is a powerful, sustaining community strength that must be consistently and actively practiced to achieve outstanding discovery, learning, and engagement outcomes.

Sustainability  
In Education

Foundation in  
Transformation. *Together.*

The College of Education's foundation for transformation is based in sustainability in education. Sustainability in education aims to develop knowledge, skills, and the motivation to act in ways that contribute to improving the interdependent connections of environmental, social, cultural, and economic systems to support enduring effectiveness. Communities are sustained when we invest in diversity, equity, and inclusive practices that allow ALL members of a community to engage, sustain, and improve their communities. Sustainability is at the root of educational endeavors in the College of Education, branching through all areas of activity and scholarship, including discovery, learning, and engagement.



## Our Priorities and Goals:

Visionary. Innovative. Foundation  
in Transformation. Together.

The strategic plan goals are focused on *Inclusive Excellence* and *Sustainability in Education* built on our columns of *Discovery, Learning, and Engagement*. Our goals and strategic priorities are aligned with our values, vision, and mission to take decisive steps through this five-year strategic plan, laying a new foundation of inclusive excellence and sustainability in education. We accept the challenge that Purdue's College of Education can be an incubator of innovation, laying the foundation for a better educational system for all. As such, our priorities ensure we will:

- ▶ **Nurture** a framework concerned with the present and future that has **social justice** at its core and focuses on the **interdependence** of communities, both locally and globally, in the context of an uncertain 21st century.
- ▶ **Revitalize and sustain** equitable communities through pedagogies of care enacted through **culturally relevant, responsive, and sustaining pedagogies**.
- ▶ **Promote civic engagement and advocacy** by nurturing discovery, engagement, and learning activities that work toward the well-being and development of all communities; support students, faculty, and staff in civic engagement and advocacy activities that build relationships with local, national, and global communities.
- ▶ **Ground** College of Education programs in a **global perspective** that is future-oriented and positions educators as change makers in a broad and powerful sense.
- ▶ **Support classrooms as ecosystems** where rich relationships honor interdependence and reciprocity and that emphasize empathy and social imagination.
- ▶ **Facilitate** the development of a **knowledge base** in the **sciences and humanities** and their relationship with the environment and societal well-being.

## **GOAL 1: Implement teacher education innovation as a means of improving sustainable practices in education that impact the world around us.**

### ***Rationale***

Rapid and radical changes to local, national, and global societies catalyzed by disruptions such as climate change, economic crises, global pandemics, and racial injustice necessitate a corps of education professionals who are resilient, adaptable, resourceful, and motivated. To meet this challenge, we also must develop and maintain a system of teaching and learning in the College that embodies these elements of sustainability and is flexible to meet student needs and rapidly changing realities.

To revitalize and sustain equitable communities through pedagogies of care will require faculty to collaborate extensively across programs and disciplines to create courses and learning experiences with rich culturally relevant, responsive, and sustaining pedagogies, recognizing this as a shift from traditional design structure where course creation is often done in isolation.

### ***Action Steps and Corresponding Annual Metrics***

- ▶ **Implement year-long student teaching** to support educator efficacy.  
**Metric:** Percentage of student teaching experiences that are a year-long.
- ▶ **Incorporate required diverse clinical experiences**, varying those experiences so candidates can learn and teach in schools whose demographic make-up reflects the diversity of US K-12 schools, including at least one community-based learning experience for teacher education candidates for the purposes of candidates seeing the important school-community-home connection, the assets that K-12 students bring to school with them by better understanding the communities in which they live, and, opportunities for learning in informal spaces.  
**Metric:** Percentage of students who complete a diverse clinical experience.
- ▶ **Strengthen community and stakeholder relationships** by collaborating to create, improve, and evaluate meaningful engagement opportunities, including those for non-licensure students.  
**Metric:** Number of engagement opportunities; number of participants; number of hours.
- ▶ **Develop an induction and mentoring program** that sustains teacher education candidates after graduation.  
**Metric:** Percentage of teacher education graduates who stay in the profession 2 years after graduation.
- ▶ **Develop a data dashboard** to monitor teacher education program performance milestones, striving to improve transparency in the implementation and analysis of common assessments for continuous improvement and evaluation of long-term impact.  
**Metric:** Data dashboard completed showcasing licensure pass rates, edTPA and CPAST performance, as well as alumni measures of employment in the field.

## **GOAL 2: Increase student enrollment and retention with recruiting emphasis on historically underrepresented groups.**

### ***Rationale***

Past investments, initiatives, and work by many individual faculty and staff members have attempted to help the College make progress in becoming more diverse and inclusive. This progress has been slow as evidenced by patterns of low enrollments of historically underrepresented undergraduate and graduate students. To ensure that the College is a community dedicated to inclusive excellence, there is a need to increase representation of historically underrepresented undergraduate and graduate students via clearly delineated action steps.

### ***Action Steps and Corresponding Annual Metrics (Undergraduate Enrollment)***

- ▶ **Establish marketing campaigns** for high school students and counselors across the state of Indiana, with particular attention to the areas of Indianapolis, Gary, and Fort Wayne with high underrepresented minority student populations.  
**Metric:** Number of marketing campaigns.
- ▶ **Establish scholarships** for undergraduate teacher education students who are committed to increasing opportunities for members of historically underrepresented groups, breaking down stereotypes, and promoting culturally sustaining and anti-racist education.  
**Metric:** Number of scholarships.
- ▶ **Develop mentoring programs** that leverage engagement to support undergraduate students from historically underrepresented groups.  
**Metric:** Number of mentored students.
- ▶ **Increase the total number of undergraduate students** in teacher preparation programs, with particular emphasis on historically underrepresented groups.  
**Metric:** Number of new beginners in teacher preparation programs including transfers and the number of new beginners from historically underrepresented groups.

### ***Action Steps and Corresponding Annual Metrics (Graduate Enrollment)***

- ▶ **Identify and leverage existing programs** across the University that seek to increase the presence of historically underrepresented graduate students enrolled at Purdue.  
**Metric:** Number of partnerships with other Purdue programs.
- ▶ **Develop mentoring programs** that leverage engagement to support historically underrepresented graduate students.  
**Metric:** Number of mentored students.
- ▶ **Develop relationships with Minority Serving Institutions** to increase the number of graduate students from historically underrepresented groups.  
**Metric:** Number of established relationships with Minority Serving Institutions.

- ▶ **Expand Office of Diversity Initiatives (ODI) offerings and resources** to graduate students who are committed to the diversity goals of the College and University.  
**Metric:** Number of offerings/resources provided.
- ▶ **Increase the total number of graduate students** in teacher preparations programs, with particular emphasis on historically underrepresented groups.  
**Metric:** Number of new candidates from historically underrepresented groups in advanced licensure programs.

*Action Steps and Corresponding Annual Metrics (Undergraduate and graduate student training and experiences)*

- ▶ **Identify and monitor ratings** in relevant student surveys.  
**Metric:** Ratings on SERU and GradSERU Surveys and Teaching Beliefs and Mindsets Survey.
- ▶ **Document** student presentations, publications, theses, and dissertations that reflect inclusive excellence.  
**Metric:** Number of scholarly products completed by and with students.
- ▶ **Document program area plans demonstrating where and how inclusive excellence** is integrated into coursework and other program components.  
**Metric:** Number of program area plans demonstrating this integration.
- ▶ **Offer professional development opportunities** for faculty, instructors, and staff to increase skills in leading culturally relevant, responsive, and sustaining learning environments.  
**Metric:** Number of professional development opportunities and number of participants.

### **GOAL 3: Promote positive climate practices that value and showcase work in support of inclusive excellence.**

#### ***Rationale***

To achieve inclusive excellence the College must create an environment that promotes inclusive excellence by actively bolstering equity and intercultural education, removing barriers that limit participation and advancement for individuals from historically underrepresented backgrounds, and showcasing individual accomplishments in the areas of diversity, equity, and inclusion. Doing this will create an environment and a climate that encourages everyone in the College to engage actively in the work of inclusive excellence.

#### ***Action Steps and Corresponding Annual Metrics (Discovery, Learning, and Engagement)***

- ▶ **Establish guidelines** for faculty to showcase inclusive excellence in their annual reports across the areas of discovery, learning, and engagement.  
**Metric:** Number of efforts in inclusive excellence.

#### ***Action Steps and Corresponding Annual Metrics (Faculty and Staff Recruitment)***

- ▶ **Ensure job announcements and placements** emphasize the value our College places on diversity, equity, and inclusion.  
**Metric:** Percentage of job announcements displaying value.
- ▶ **Identify current partnerships** and establish at least five new faculty and staff recruitment relationships and pathways with Minority Serving Institutions and communities.  
**Metric:** Number of recruitment relationships/pathways.
- ▶ **Examine efficacy of recruitment and retention strategies** that result in a more diverse workforce.  
**Metric:** The percentage/retention opportunities of a diverse workforce.