

College of Education

Strategy Workshop Summary Report

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2018 STRATEGIC PLAN



THE UNIVERSITY OF ARIZONA
College of Education



College of Education Strategy Workshop

Purpose

To imagine the future of our College together

Workshop Outcomes and Objectives

- Alignment and ownership of our strategy
- Understand the current context for planning (internal and external data)
- Test the vision and the mission
- Advice regarding our College core values
- Outline/suggest high-level goals and capture “quick hits”



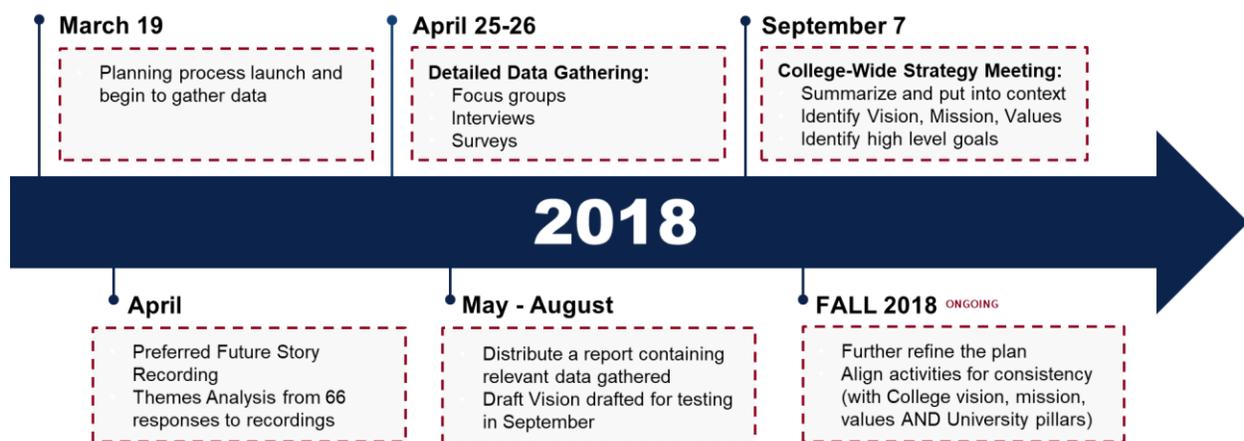
TIME	ACTIVITY
8:00-8:30 a.m.	Check in and refreshments
8:30 a.m.	Opening Remarks, Setting the Context for the Day
	Table Introductions
	Understanding the Current Context and Possible Future
	BREAK
	Defining Our Core Values
	Testing Our Mission
12 noon	LUNCH
	Testing Our Vision
	Shaping Our Future – Identifying the High Level Aspirations
4:00 p.m.	Close and Next Steps

Opening Remarks

Welcome and Setting the Context for the Day

The day began with a group welcome from Dean Johnson. He spoke to the importance of everyone’s perspective/participation in the day’s activities and discussed the preparation that went into the workshop. He introduced the Strategic Planning Steering Team Committee Members, and talked about their role in the process to date.

Strategy Timeline & Process



The Dean talked about the data that has been gathered from interviews, focus groups, and surveys. A full report synthesizing the data was issued in May to all faculty and staff to read over the summer. The report can be [found here](#).

Table Introductions and Roles

To encourage a participatory process, the workshop divided the approximately 99 participants into 10 tables of 8-10 participants each, incorporating a mix of program areas within the College and reflecting a range of students, faculty, staff, alumni, Advisory Board Members, and senior leadership. To ensure collaboration for the day, the group started by introducing themselves to their table “teammates” for the day.

For each activity, tables were tasked with assigning a table facilitator, reporter, and recorder. Roles were then rotated throughout the day.

Table Introductions

Each table was asked to share their name and current relationship to or job within the College, as well as their greatest satisfactions with their work and things that excite them about the future.

Key Takeaways from the CoE Data Report

Following the table introductions and discussion, each group shared callouts on their key takeaways from the CoE Data report.

Key takeaways from the pre-reading included:

- Focus on Social Justice
- Technology allows us to serve more people
- Promoting the College of Education across the University
- Staff are very involved, but there seem to be gaps where faculty are not
- We need to provide better access for all students
- Need to promote our college value across the University
- Collaboration is very important
- We need to determine what our impact will be



Understanding the Current Context and Possible Future

Then, we heard from Bruce Johnson and Susan Richards to set the context for the strategy building. Some highlights from the speakers are listed below.

The speakers each focused on an area that would help provide the entire room with background information that has been collected by the Steering Committee over the summer. This information was intended to help when the whole room was asked for feedback on values, mission, and vision later in the day.

A Q&A session was held after this segment.

Speaker Panel



Dr. Bruce Johnson, Dean

Bruce reviewed the data collected in the spring from College faculty, students, staff, alumni and community stakeholders. He also pointed out the need to align the College's strategy to the University Strategy. The slides for his presentation (and Susan's) can be [found here](#).



Susan Richards, Assistant Dean

Susan gave an overview of comparative data from other AAU, Land-grant, Borderland, HSI, and Arizona Universities. She presented high level data in the areas of grant funding, citations, and teaching. Susan then outlined from a US News and World report lens how the College of Education at UA compared to ASU.

Defining Our Core Values for Education

Values

Values are the College’s essential and enduring tenets. They are the ethical, moral, and social basis of how the organization/ unit will move towards its vision. The values of the organization/ unit should be widely accepted and govern behavior.

Prior to this workshop, the Steering Team team spent time discussing the behaviors that they believed were important for the College to realize the future. They debated what “values” would both reflect what has been important for the College and will be important for success in the future.

Their DRAFT values for Education (which included the UA values – marked with an asterisk *) were presented to the group (**in black**) and additional values that each table group came to consensus on were also added (**in red**) for consideration.



1. Drive	10. Excellence*	19. Interdependence
2. Social Justice	11. Innovation and Entrepreneurial Action*	20. Resilience
3. Equity	12. Integrity*	21. Transformative action
4. Collaboration	13. Partnerships*	22. Compassion
5. Curiosity	14. Responsiveness	23. Sustainable Transformation
6. Accessibility	15. Courage	24. Balance
7. Respect	16. Leadership	25. Wisdom
8. Community	17. Passion	26. Advocacy and transparency
9. A diverse and inclusive community*	18. Impact	

Assignment: Developing Values for Education

To determine which values were most important (from the perspectives of “self,” primary beneficiary (students), and external beneficiaries (University, community, nation), attendees were asked to participate in a table exercise (see below). The purpose of this exercise was to gain a room-wide view of the values that are the most important to the College of Education.

Tables were asked:

1. To first nominate any values not already proposed (noted **in red** in the table above). Then next (after discussion at the table) as an individual, to vote for the top 3 values that answer the question below:
 - a. Which values would **most support** the College **you** want to be a part of in the future?
2. Then discuss again as a table and nominate as an individual 3 top values that answer the question below:
 - a. Which values are **most like** the student experience we want to create?
3. Lastly, each table discussed as a table and answered as an individual the following question:
 - a. Which values are **most like** the way we want to be known in the community, the state, and the nation?

The data was analyzed with online software and the results can be found in **Appendix A**.

Developing Values Results

The facilitators tallied the frequency of each value across all tables’ top three overall values. The Core Values that showed up in the top five were (listed in order of frequency – the values that appeared at the top across all three sorts are **bolded**):

“Self Perspective”	“Student Perspective”	“Community & University”
1. Transformative Action	1. Diverse and Inclusive Community	1. Diverse and Inclusive Community
2. Diverse and Inclusive Community	2. Compassion	2. Transformative Action
3. Equity	3. Equity	3. Collaboration
4. Integrity	4. Transformative Action	4. Advocacy & Transparency
5. Advocacy & Transparency	5. Accessibility	5. Excellence

The Steering Team will meet to review all of the data and resend the values for consideration.

Testing Our Mission for Education

A mission statement answers the question, “Why do we exist?” It refers to the overall function of the College. It is a short, clear and compelling statement which guides and focuses energy and brings to life the reason for the organization’s existence. This is not to be confused with goals and operating strategies.

Draft Mission Statement

Sara presented the Steering Team’s thinking regarding the proposed mission and shared the draft statement below:

College of Education Draft Mission Statement:

To prepare exemplary practitioners and scholars for lifelong learning, to discover and drive solutions to critical teaching and learning challenges, and to collaborate on campus and in our community to produce new leaders in a diverse global environment.

Table groups were then asked to complete the exercise below to provide feedback.

Assignment: Test the Mission and Provide Feedback

Table groups were asked to test the mission against some simple criteria:

- a. Does the mission statement capture the reasons you believe the College of Education exists?
- b. Is the mission statement inclusive of all functions in the College (research, teaching, and community)?
- c. Does the mission statement convey clarity of purpose:
 - i. To your table? If not, what needs to be strengthened?
 - ii. Do you think it will convey clarity of purpose to others in the University? If not, what needs to be strengthened?
 - iii. Do you think it will convey clarity of purpose to others outside the University? If not, what needs to be strengthened?
- d. Can you find yourself and the unit to which you belong in the mission statement?
- e. What, if anything, needs to be amended, that will strengthen the mission statement?

Test the Mission Results

Based on this discussion, groups were then asked for ratification (what they like) or amendments (what would strengthen the statement) to share with the room.

Full comments can be found in **Appendix B**.



Testing Our Vision for Education

Vision communicates the future desired state (i.e., what the organization wants to become). Vision answers the questions, "Where are we going?" and "Where do we want to be five to ten years from now?" It is an exciting, inspirational "word picture" that captures people's creative imagination and mobilizes their energy for the effort. Visions often describe an end point the organization wishes to get to, in words that suggest we are there (future perfect tense). It provides direction and helps to provide a framework for future choices.

Draft Vision Statement

Francesca presented the Steering Committee's thinking regarding the proposed vision and shared the draft statement below:

College of Education Draft Vision Statement:

Elevating the pursuit of life long learning for equity in our border and global communities

Table groups were then asked to complete the exercise below to provide feedback.

Assignment: Test the Vision and Provide Feedback

Table groups were asked to test the vision against some simple criteria:

- Is the vision statement clear and easy to understand?
- Is the vision statement compelling and inspiring?
- Does the vision statement help to focus the College's collective efforts?
- Does the vision statement articulate an aspiration, which, while not within reach today, we could strive for, and would make things fundamentally better for our beneficiaries?
- Does the vision statement paint a picture of a future that you want to be part of?
- Does the vision also capture the essence of who we are along with where we want to go?

Test the Vision Results

Based on this discussion, groups were then asked for ratification (what they like) or amendments (what would strengthen the statement) to share with the room.

Highlights from draft feedback, notes whether directionally correct, and full comments can be found in **Appendix C**.

Shaping Our Future: Identifying the High Level Goals for Education

Assignment: Strategy Mapping

In this part of the workshop we started to identify our key goals (primary building blocks to achieve the vision). The purpose of this team exercise was to identify the potential activities that will support the strategy and make it actionable and observable. In other words, what consequential activities do we need to focus on in order to move us towards our vision?

Table Group Strategy Mapping Results

Tables worked together to discuss and build a simple strategy map. Completed group strategy maps can be found in **Appendix D**.

The maps were reviewed to identify **primary** strategic mapping themes (goals), which are outlined in the table below.

# OF TABLES	KEY PRIMARY ACTIVITES (Goals)
8	Improving/Increasing Access: <ul style="list-style-type: none"> • Attracting and supporting diverse populations • Affordable education experiences • Flexible
8	Building Collaboration (one table called this outreach): <ul style="list-style-type: none"> • Engaging with the needs of our communities • Work with and within our border and global communities • Collaboration for equity
7	Advancing Knowledge, Research, and Innovation: <ul style="list-style-type: none"> • Nationally recognized scholarship • Connecting research to practice • Participate in shaping research agendas • Encourage inquiry
7	Proactive/targeted Recruiting: <ul style="list-style-type: none"> • Students, Staff, and Faculty
6	Affecting (inform/influence) Public Policy: <ul style="list-style-type: none"> • At the state, local, national, and global levels
2	Fostering Inclusiveness
2	Preparing Educational Leaders/Leadership

2	Equity
1	Cultivating Transformative and Inspirational Experiences
1	Responsive, Relevant, Educational Opportunities: <ul style="list-style-type: none"> • Career aspirations and real world applications
1	Accountability
1	Innovate our learning environment (this perhaps should be merged somewhere else)
1	Create context for student empowerment
1	Focus on Social Justice
1	UA recognized expertise in educational science
1	Quality Education

The maps were also reviewed to identify **secondary** strategic mapping themes (objectives), which are outlined in the table below.

# OF TABLES	KEY SECONDARY ACTIVITIES (Objectives)
6	Education Experience Design: <ul style="list-style-type: none"> • Challenge the status quo • Universal design • Low cost
5	Faculty and Staff Development: <ul style="list-style-type: none"> • Shared governance • Improve morale
3	Infrastructure and Finance: <ul style="list-style-type: none"> • Greater attention to fund raising
2	Lifelong learning
2	Technology/innovative use of technology
1	Foster communication and collaboration
1	Student centered support

“Quick Hits”

We asked tables to note any “quick hits” as they were building their strategy maps. Some may have been embedded in the final pictures of the strategy maps (**Appendix D**), but others were called out below:

1. Equity audit of departments (who is here, who is missing with action plan, not just numbers)
2. Gender convos:
 - a. Pronouns
 - b. Bathrooms
3. Designated student community space



Close and Next Steps

The three phases of strategy are represented below:



We **have finished the data gathering stage** and in this meeting we are moving towards the second step (analyzing the data).

Next:

1. Small teams of volunteers will meet in the next two weeks with the feedback from this meeting to create a next draft of the mission and vision. They will provide the drafts to the Steering Committee.
2. On September 26th, the Steering Committee will come together to:
 - a. Review the output from Sept 7:
 - i. Finalize the vision, mission, values, and goals
 - ii. Discuss a process for socializing the high level strategy with the rest of the College to see if we listened well and captured what they want.
 - b. Determine a process for moving to the third stage of the work – acting on the data.

Workshop Evaluations

At the end of the meeting anonymous written evaluations were distributed to each table, completed, and 63 evaluations were returned. A summary of the workshop evaluations can be found in **Appendix E**.

APPENDIX A: Values Exercise Results

Core Values - Yourself

# Core Values		
# Michael Griffith		
# September 7 2018 11:55 AM		
Title	Votes	# Voters
Transformative action	19	19
Equity	19	19
A Diverse and Inclusive Community*	19	19
Integrity*	18	18
Advocacy and Transparency	16	16
Social Justice	14	14
Collaboration	13	13
Community	12	12
Compassion	10	10
Sustainable transformation	10	10
Courage	10	10
Innovation & Entrepreneurial Action*	9	9
Excellence*	8	8
Impact	7	7
Respect	7	7
Balance	5	5
Passion	5	5
Interdependence	4	4
Wisdom	4	4
Accessibility	4	4
Curiosity	3	3
Responsiveness	3	3
Leadership	3	3
Resilience	2	2
Partnerships*	1	1

Core Values - Student POV

# Core Values		
# Michael Griffith		
# September 7 2018 11:55 AM		
Title	Votes	# Voters
A Diverse and Inclusive Community*	28	28
Compassion	19	19
Equity	18	18
Transformative action	14	14
Accessibility	13	13
Collaboration	10	10
Community	10	10
Responsiveness	10	10
Passion	10	10
Respect	9	9
Integrity*	8	8
Advocacy and Transparency	8	8
Social Justice	7	7
Curiosity	6	6
Excellence*	6	6
Innovation & Entrepreneurial Action*	5	5
Impact	3	3
Courage	3	3
Leadership	3	3
Sustainable transformation	2	2
Balance	2	2
Wisdom	2	2
Interdependence	1	1
Drive	1	1
Partnerships*	1	1

Core Values - Community / University

# Core Values		
# Michael Griffith		
# September 7 2018 11:55 AM		
Title	Votes	# Voters
A Diverse and Inclusive Community*	33	33
Transformative action	19	19
Collaboration	18	18
Advocacy and Transparency	17	17
Excellence*	16	16
Accessibility	15	15
Innovation & Entrepreneurial Action*	15	15
Impact	14	14
Social Justice	11	11
Integrity*	9	9
Sustainable transformation	8	8
Leadership	8	8
Equity	6	6
Partnerships*	6	6
Interdependence	3	3
Wisdom	3	3
Community	3	3
Responsiveness	3	3
Compassion	2	2
Respect	2	2
Passion	1	1

	Self	
Transformative action	19	14
Equity	19	
A Diverse and Inclusive Community*	19	
Integrity*	18	
Advocacy and Transparency	16	

APPENDIX B: Recommendations and Feedback for Education Mission Statement

College of Education Draft Mission Statement:

To prepare exemplary practitioners and scholars for lifelong learning, to discover and drive solutions to critical teaching and learning challenges, and to collaborate on campus and in our community to produce new leaders in a diverse global environment.

TABLE	KEEP	ADD/CLARIFY/CHANGE
1	N/A	<ul style="list-style-type: none"> • Generally needs to be more closely tied to values • Transformative action • Equity/equitable solutions • Move beyond “teaching and learning” – Human Growth/Development
2	<ul style="list-style-type: none"> • Second phrase • Last 5 words 	<ul style="list-style-type: none"> • Replace “lifelong learners” • Slogan – “We are more than K-12” or Beyond K-12 classroom” • In phrase 2, do all departments fit or belong in this statement
3	<ul style="list-style-type: none"> • Lifelong learning • Collaborate • Community 	<ul style="list-style-type: none"> • Prepare → develop • Practitioner → change agents • Drive → create transformative solutions
4	<ul style="list-style-type: none"> • “To pursue solutions to critical teaching and learning challenges” • Collaborate • Scholars 	<ul style="list-style-type: none"> • Begin with “We prepare,” not “to prepare” • Change “practitioners” to <u>educators</u> and remove lifelong learning • Change “exemplary” to <u>diverse</u>, <u>practice</u>, etc.
5		To engage in transformative action of people, institutions, and society to build a diverse and inclusive community and world (we had minority opinions)

6		Our mission is to empower all people through education. We do this by preparing exemplary scholars and leaders who work with the community to address challenging educational issues.
7	<ul style="list-style-type: none"> • Community and collaboration • Multi-dimensional • Second phrase (caveat too narrow of a focus on teaching and learning) 	<ul style="list-style-type: none"> • Inspiration • More concise (need to remember) • Include our values (see Girl Scout mission)
8	<ul style="list-style-type: none"> • Discover and drive solutions to critical teaching and learning challenges • Diverse global environment • Collaborate • Leader 	<ul style="list-style-type: none"> • To develop rather than to produce • Needs to be shorter
9	<ul style="list-style-type: none"> • Prepare • Diverse global environment • Lifelong learners 	<ul style="list-style-type: none"> • Prepare impactful scholars and practitioners • Understand and serve communities • Foster learning and innovation • Consider a new mission statement – “To transform society through active community engagement and innovative teaching and learning”
10	<ul style="list-style-type: none"> • Lifelong learners • Collaboration • Diverse global environment 	<ul style="list-style-type: none"> • Redundancy • Broaden scope • Shorten the statement

APPENDIX C: Recommendations and Feedback for Education Vision Statement

College of Education Draft Vision Statement:
Elevating the pursuit of life long learning for equity in our border and global communities

TABLE	KEEP	ADD/CLARIFY/CHANGE
1		Inspiring lifelong learning and transformative action for an equitable world.
2		Draft is not inspiring: <ul style="list-style-type: none"> • Transforming education • To improve everyone’s lives • Across borders
3	<ul style="list-style-type: none"> • Border and global communities • Lifelong learning • “in our” 	<ul style="list-style-type: none"> • To inspire lifelong learning • Learning for a lifetime of transformative action • Inspiring positive change for the world
4		Producing and transforming knowledge to improve social equity in our local, border, and global communities by eradicating barriers
5		Transforming lives though education
6	<ul style="list-style-type: none"> • Equity • Community 	<ul style="list-style-type: none"> • Add – inspiration • Consider “Empowering all people though Education”
7	<ul style="list-style-type: none"> • Shorter • “Equity” 	<ul style="list-style-type: none"> • Learning “for” equity is awkward • Insert “transformative” somewhere • Ideally we envision 1) more engaged critical thinkers and 2) more equitable institutions
8	<ul style="list-style-type: none"> • Equity • Border and global communities 	We will be a transformative force for equity

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9		Inspiring the pursuit of lifelong learning for a more equitable society
10	<ul style="list-style-type: none">• Equity• Border• Global	<ul style="list-style-type: none">• Consider: “Achieving equity in our border and global communities through lifelong learning”• Exclude “pursuit”

APPENDIX D: Table Group Strategy Maps

Table 1

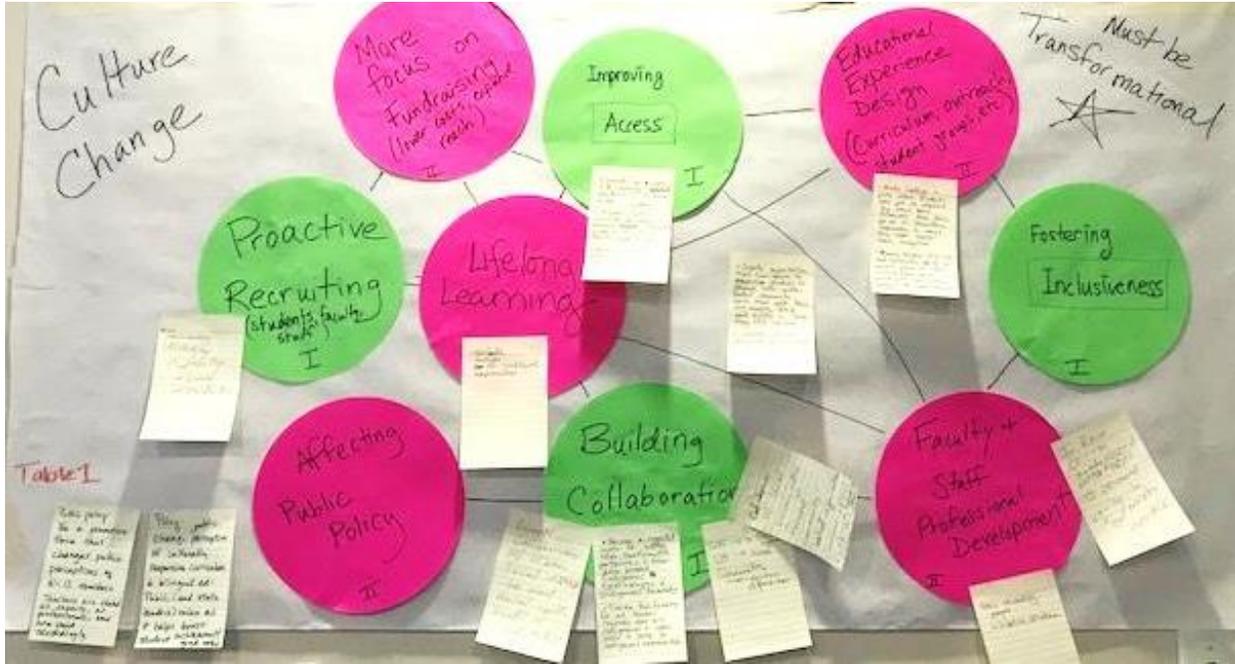


Table 2



Table 3

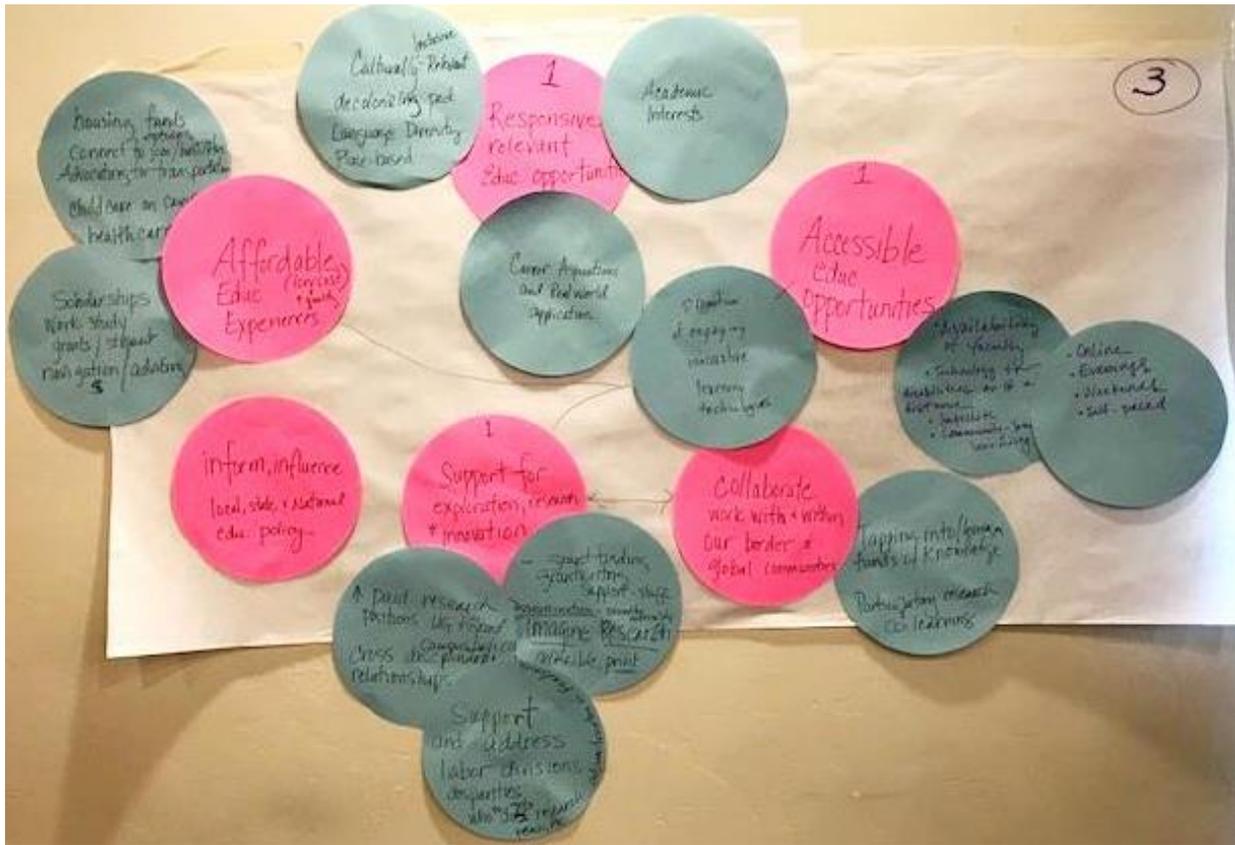


Table 4



Table 5



Table 6



Table 7



Table 8

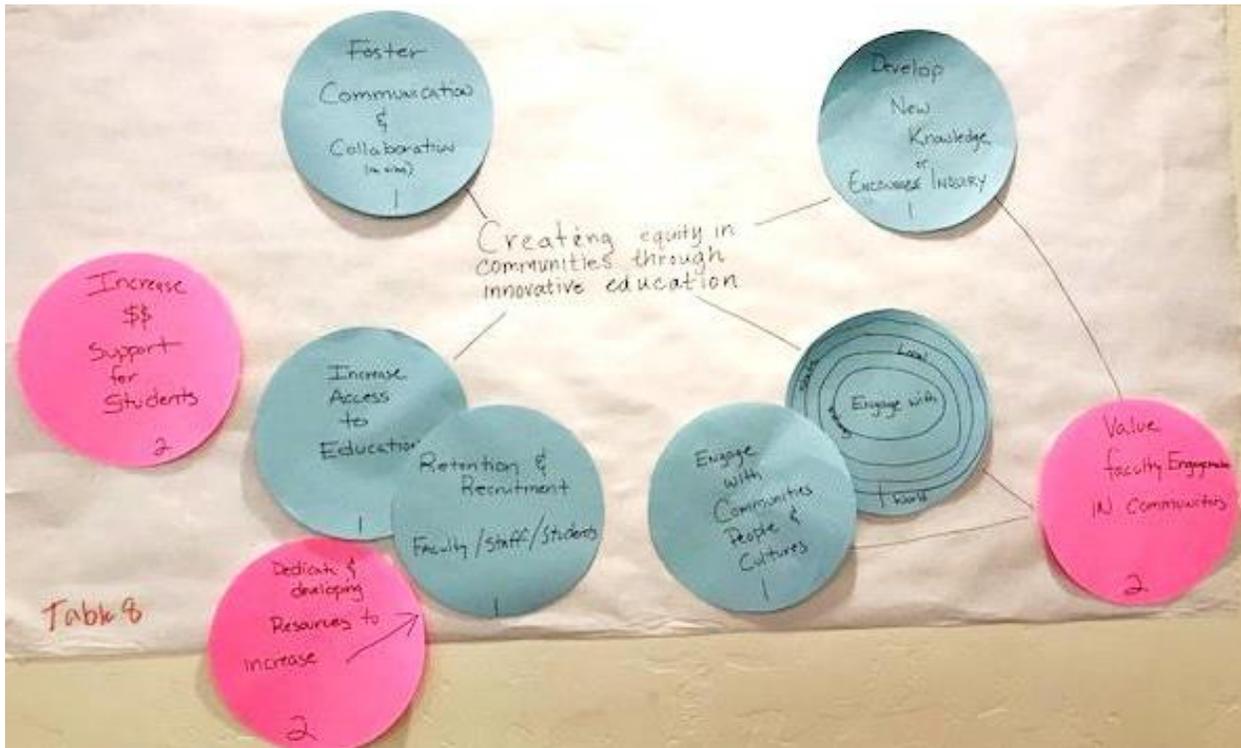


Table 9

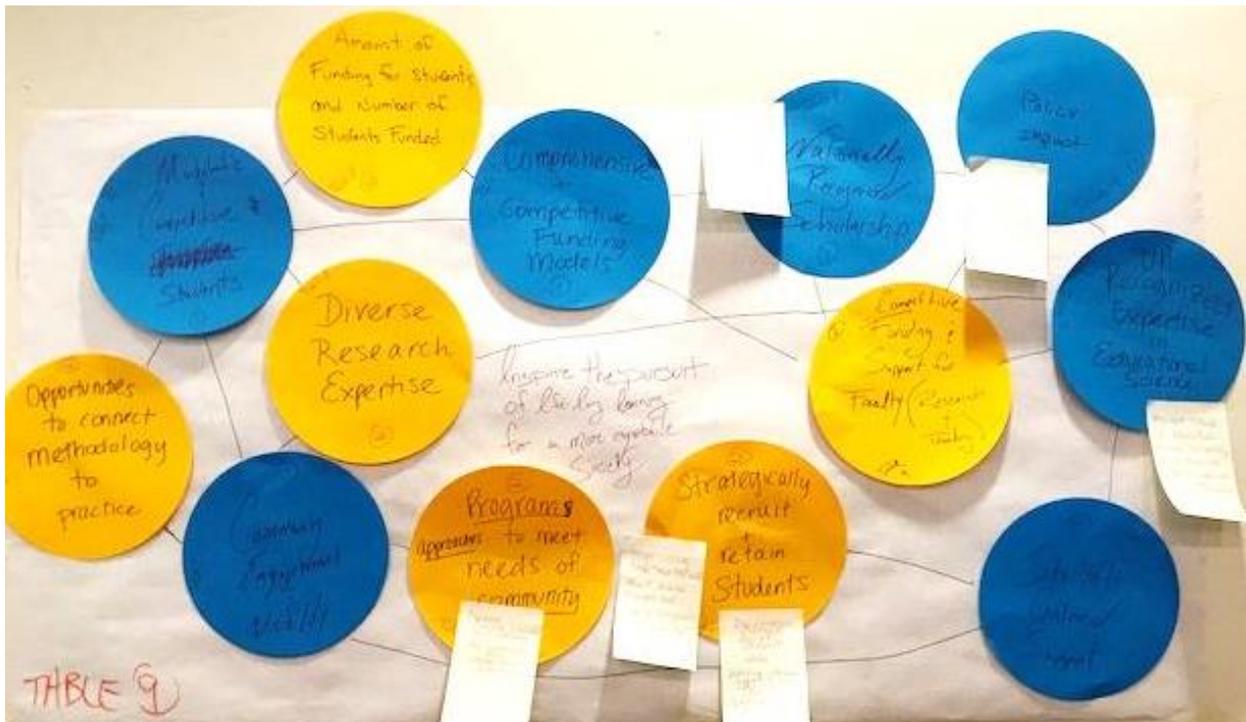


Table 10



APPENDIX E: Workshop Evaluations

63 were returned

1. What were the most significant outcomes of this meeting for you?

NUMBER OF RESPONSES	RESPONSES
21	Meeting and talking with people I don't usually talk with: <ul style="list-style-type: none"> • Getting to know new colleagues • Hearing different perspectives/diversity of thought
18	Understanding/hearing that others (staff, faculty, students, alum) share similar perspectives/values (on the same page): <ul style="list-style-type: none"> • Need for inclusivity • Diversity • Around mission, vision, values • Focus on promoting and improving access
17	The process we used: <ul style="list-style-type: none"> • Helped me feel like "part of the plan" • Productive, not a waste of time • Demystified the strategy process • Table group discussions
7	Mission and/or Vision discussions
6	Level of collaboration/engagement in the room
5	Current context presentation and data report: <ul style="list-style-type: none"> • Understand how others (outside the college) view CoE • Presentation from Susan
5	Values discussion
4	Goals exercise
1	Understand better what I can do
1	Waiting to see what happens next

Sample quotes:

- “Thought I would be bored beyond belief by the event, but it was in fact very helpful and engaging.”
- “The degree of collaboration was phenomenal – a least at our table. Central ideas that were mentioned multiple times by people who vary greatly in their positions in the CoE.”
- “We became a team.”
- “The investment of everyone in the college to forming a vision and mission that really moves us forward in our teaching, research, and the way we integrate ourselves in the community.”

2. How confident are you that we will achieve our vision by working together?

1 -----10

Average = 7.8

Why did you mark it the way that you did?

NUMBER OF RESPONSES	RESPONSES
18	Because of the energy in the room/participation of people present
14	Too soon to tell (“Hopeful, yet skeptical”) <ul style="list-style-type: none"> - Need to see how vision and mission are re-worded - Need to see some real action
12	Confidence/faith in ourselves/our College
7	Depends on ongoing involvement/engagement
6	Confidence/faith in College leadership to ensure actualization of the plan
6	Depends on funding/resources available
2	Too many ideas = lack of focus
1	Hard to connect the dots
1	Consultant support

Sample quotes:

- “This room was filled with sincere focus to promote change and achieve forward resolve. Well until 3 p.m.”
- “The college as a whole is hungry for change and increasing its impact.”
- “I’ve been through processes like this before. I am skeptical that we will continue to pursue change when people realize that it is difficult and uncomfortable.”
- “There are folks that find fault, but don’t offer solutions. Hope they don’t slow the process.”

3. What is the one thing you believe you must do after this meeting that will help us move towards achieving our vision?

NUMBER OF RESPONSES	RESPONSES
37	Participate: <ul style="list-style-type: none"> • Model by participating • Show up • Provide feedback
13	Ensure we continue to listen to all perspectives/reach out
7	Become a change agent/live the vision
6	Share the vision in the community/with CoE that were not in the room
2	Need more specifics/overwhelming right now
2	Do quick hits
1	No idea

Sample quote:

“Together we must do some of the quick hits right away. At least a couple are long overdue.”