The School of Education
Strategic Plan, 2019-2024

"We are the ones we have been waiting for."
(June Jordan, "Poem for South African Women, 1980)

The following strategic plan is a result of a collaborative and collegial school-wide effort by members of the School of Education at the University of Pittsburgh. It offers a brief overview of the University's core goals and mission as well as a short summary of the School's history. Then, it describes the collected and analyzed data that inform the School's strategic plan. The School's new mission and vision statement as well as its cultural drivers, strategic goals, and plans for implementation and sustainability are also described. The overall goal of this plan is twofold: (1) To position the School as a leading education institution that proactively responds to local, national, and global challenges and opportunities in education, health, and wellness, and (2) To ensure that the School is a critical, innovative, collaborative, and joyful place for learning, teaching, research, and engagement.

University of Pittsburgh: Core Goals

The University's "Plan for Pitt: Making a Difference Together" is guided by six core goals:[1]

- *Advance Educational Excellence:* "We aspire to be a university that prepares students to lead lives of impact through a supportive environment focused on a holistic and individualized approach to learning inside and outside the classroom."

- *Engage in Research of Impact:* "We aspire to be a university that advances the frontiers of knowledge and makes a positive impact on the world through collaborative and multidisciplinary approaches to research that focus on areas of great societal need."

- *Strengthen Communities:* "We aspire to be a university that strengthens our communities—from the Pitt community, to our region and the world around us—by expanding engagements, supporting collaborations, and embracing a global perspective."

- *Promote Diversity and Inclusion:* "We aspire to be a university community that embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve."

- *Embrace the World:* "We aspire to be a university community that is committed to convening bright minds to explore and address global issues that improve life in the world's local communities. By engaging in research, policy, partnerships, and the study of language and culture, we open the door to global citizenship."

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[1] For information on "The Plan for Pitt," see https://www.pitt.edu/sites/default/files/Strategic-Plan-Presentation.pdf.

- *Build Foundational Strength:* "We aspire to be a university that supports success through a foundation of strong internal culture, a robust capacity to partner, outstanding infrastructure, and effective operations."

University of Pittsburgh: Mission

The University's mission, as outlined in the "Plan for Pitt: Making a Difference Together," is to:

- Offer superior educational programs
- Advance the frontiers of knowledge and creative endeavor
- Share expertise with private, community, and public partners

School of Education: Brief Historical Overview[2]

The School of Education at the University of Pittsburgh was established on February 3, 1910, and its founding dean was Professor Will Grant Chambers. Just seven years after its founding and one month before World War I, the University and its various schools, including the School of Education, increased its collective efforts to prepare for the war. Samuel Black Linhart, Secretary of the University's Board of Trustees, wrote a letter to U.S. President Woodrow Wilson that stated: "Resolved, That the Board of Trustees of the University of Pittsburgh place all the available resources of the University which the Government of the United States may require, in case of threatened or actual war, at the disposal of the Government." In response to Linhart's letter, President Wilson and U.S. Secretary of War, Newton Baker, expressed gratitude and insisted, in the words of the Commissioner of Education, Philander Priestley Claxton, that "If the war should be long the country will need all the trained men and women it can get" and "when the war is over there will be made upon us such demands for men and women of knowledge and training as have never before come to any country…"[3]

World War I did happen. Although the School of Education faced a sharp decline in enrollment as well as financial difficulties during this time, it took the lead in creating what was first referred to as the "Pittsburgh Plan," but eventually became known as the "War Garden Movement." This movement resulted from a letter that Pitt students wrote to President Wilson. In the letter, they suggested "that students of all colleges volunteer to work on farms" as a way to provide "a robust food supply for the war and our allies." Upon this suggestion, members of the School of Education took the lead. They cultivated "small plots of gardens as well as volunteers to bring in the harvests at local farms and classes in preserving food."[4]

After the war, the School of Education sought ways to reach students and provide them with educational instruction. A partnership was formed between the School and KDKA Radio (now News Radio 1020 KDKA), and a broadcasting studio was developed on campus that aired

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[2] For information on the School of Education's history, see https://www.education.pitt.edu/AboutUs/History.aspx.

[3] For more information, see "All In: The University in the Great War," http://exhibit.library.pitt.edu/ww1/.

[4] The School of Education played a major role in making sure that students were involved in producing and providing people with fresh food. For more information, see "All In: The University in the Great War," http://exhibit.library.pitt.edu/ww1/.

educational instruction to students via radio. This was monumental, particularly so because "KDKA went on the air in Pittsburgh as the world's first commercially licensed station on November 2, 1920." Although "amateur ham radio operators and military communications had been sending messages over the airwaves for several years previously," KDKA led the way as the first radio station in the country.[5]

Overtime, the School of Education became known for its various outreach and engagement efforts (e.g., War Garden Movement; partnership with the radio station; development of The School of Childhood, which is now the Falk Laboratory School; etc.). It also became known as a place with a strong history of preparing teachers and administrators to work inside schools.

Since its earlier days, especially as marked by both World War I and World War II, the School of Education's scope and mission have expanded. Along with preparing teachers and administrators to work inside schools, we also prepare and collaborate with education researchers, supervisors, policymakers, health and wellness professionals, families, children and young adults, community pedagogues, and other change agents and change leaders. Doing so allows us to engage learning, health, and wellness from multiple justice-driven perspectives. From our teaching, research, and engaged activities in Administrative and Policy Studies, Child Development, Health and Physical Activity, Instruction and Learning, Psychology in Education, Learning Sciences, Urban and Rural Education, and Global Studies, to our various partnerships with school districts and community organizations, we remain committed to positively impacting local, regional, national, and global communities. The following plan represents our commitment and sets the stage for the important work that our School community will participate in, collaborate on, and lead.

School of Education: Strategic Plan

"As you reach out to those for whom you will be directly responsible and those whom you love, remember to give some of your time, some of your talents, and some of your gifts to ensure that every child is given access to the best possible educational experience."
(Helen S. Faison, "You Can Take It with You" Pitt Commencement Speech, 2005)

This strategic plan describes goals, expectations, and future directions for the School of Education at the University of Pittsburgh. It is informed by perspectives from internal stakeholders (School of Education students, staff, and faculty; University administrators) and external stakeholders (our Board of Visitors; alumni; school district leaders; community partners; representatives from social service organizations; leaders of local foundations).

Also important to note is that this strategic plan is heavily informed by data collected and analyzed from the following sources:

- *Climate surveys:* School-wide faculty and staff survey; COACHE survey for Pitt faculty[6]

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[5] For more information, see "Pennsylvania Center for the Book" https://pabook.libraries.psu.edu/literary-cultural-heritage-map-pa/feature-articles/kdka-broadcastings-pioneer-station.
[6] See attachments, "School Survey/Results" and "COACHE Survey/Results."

- *Listening sessions:* These involved conversations with the Dean and specific groups, including alumni, community partners, foundation funders, staff, faculty, students, and the Dean's advisory groups (the Board of Visitors, Executive Committee, and School Council Steering Committee)
- *Series of focus groups across five areas:* The five areas that were identified from the listening sessions were educational excellence; working in and with communities; research-practice partnerships; recruiting highly effective faculty, staff, and students; and building foundational educational strengths[7]
- *Selection of six (6) aspirant AAU schools/colleges of education*: These included three publics (University of Virginia, University of Michigan, and Michigan State University), and three privates (Teachers College, University of Pennsylvania, and Northwestern University). Focus was placed on examination of these institutions' enrollment trends, programs, degree options, strategic plans, bylaws, and governance structures.
- *Review of current strategic plans, bylaws, and governance structures of other Schools at the University of Pittsburgh:* These included the Dietrich School of Arts and Sciences, School of Health and Rehabilitation Sciences, School of Pharmacy, School of Nursing, School of Social Work, Swanson School of Engineering, and the School of Public and International Affairs.

Mission-Vision: The following statement is our new mission-vision. It encapsulates what we do, what we believe, and who we continually seek to become as members of the School community.

- We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Cultural Drivers: The following integrated set of cultural drivers set the stage for how we interact with, listen to, and respect each other. They represent our values, beliefs, and behaviors, and they support how we honor and enact our new mission-vision as members of the School of Education:

- *Integrity and dignity:* Our School of Education is committed to providing opportunities for everyone to learn, which we see as a moral imperative. We lead with integrity and dignity by being mindful of how we teach, conduct research, and engage with various communities. Doing these things requires that we always foster a strong ethic of justice and compassion with our students and ourselves, and with the families and communities

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[7] These areas were identified after conducting various listening sessions with members of our School of Education community. For more information, see "Overview of Strategic Planning Topic Areas and Focus Groups."

with whom we collaborate and serve. It also requires that we take speculative stances and engage in risk-taking with integrity and for dignity.

- *Educational equity and justice:* As a School of Education that values integrity and dignity, we are also committed to educational equity and justice. This value is reflected in the multiple and humanizing ways in which we take up transformative educational practices that foster a positive, collective impact in education. Our commitment to educational equity and justice is visible in how we interact with each other and in how we facilitate the development of innovative programs, policies, and practices that advance educational, social, and human rights for all.

- *A culture of respect, transparency, and accountability:* As a premier School of Education, we uphold a culture of respect that values the lives, cultural traditions, and intellectual practices of all people, especially those who have been and are historically marginalized, oppressed, and ignored by societal forces. To uphold this culture, we commit to transparent practices and high levels of accountability with regards to how we interact, operate, and function as a School of Education, on campus and across the world.

- *Educational excellence:* We value a culture of excellence, recognizing that to improve the educational landscape, conditions, and opportunities for others depends on our ongoing discovery and application of evidence and knowledge, combined with humanizing and anti-racist practices. Thus, our commitment to educational excellence materializes in the many ways we ignite learning and disrupt and transform inequitable educational structures.

- *High-quality research and engaged partnerships:* Our passion, commitment, and collaborative spirit for education research and partnerships mean that we value cutting-edge, impactful, rigorous, data- and practice- informed scholarship. Simultaneously, we value collaborative and mutually beneficial forms of engaged partnerships that serve our community, state, nation, and world. In so doing, we commit to learning with and from communities.

- *Innovation and interdisciplinarity:* We are dedicated to always questioning what education means and pushing the boundaries of what knowledge entails, as reflected in our interdisciplinary forms of teaching, scholarship, and engagement, and as embedded in the overall functionality and operationality of our School. Because we value innovation and interdisciplinarity, we are able to address how national, global, social, and technological change impacts learning.

Strategic Goals and Priorities: To fulfill our mission-vision, we will strive to accomplish four major, interconnected strategic goals and priorities. These goals are **not** listed in a hierarchal order; thus, they are unnumbered. Our work is guided by Ann Cudd's (2018) bold goal for the University of Pittsburgh, which is "for us to be the most dynamic, engaged, urban research university in the country." [8]

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[8] See the September 18, 2018 video "Meet Provost Ann Cudd," https://www.youtube.com/watch?v=go-vXh8xnq0.

Strategic Goal: *In our unwavering commitment to equity, justice, and innovation, we will ignite learning, pursue and produce knowledge, and advance educational excellence.*

- *To meet this goal,* we will create systematic opportunities for faculty, staff, and students to ignite learning, pursue and produce knowledge, discuss and improve instruction, and advance educational excellence within and across our programs and degree options. Implementing the following strategies will help us meet this goal:

  o Strengthen and extend opportunities for teaching and learning among faculty, staff, and students in the School, at Fanny Edel Falk Laboratory School, and within various school districts. To do this, we will: (a) establish a teaching and learning forum and other collaborative professional development experiences for faculty, staff, and students to examine effective ways to enhance our practices; (b) place intentional emphasis on how our commitment to equity, justice, and innovation materializes in every aspect of our teaching and learning engagements; and (c) strive for and measure our continual improvement of instructional effectiveness.

  o Connected to our teaching and learning forum, create a teaching-mentoring program for faculty, facilitated by colleagues who are recognized as innovative, engaged practitioners in our School, at the University, and in other educational spaces and places This will necessarily require that we work to increase our use of technology as a means of connecting with innovative, engaged teachers and practitioners across the world.

  o Centralize the IT/Technology Unit across our entire School and support them to: (a) work with faculty and staff to increase our use of technology and our online courses, and to market them to students across our region, the nation, and the globe; (b) provide faculty and staff with effective support for online teaching and instructional design; and (c) revolutionize our data management system and improve our access to data.

  o Form a long-term, sustainable collaboration with the University Center for Teaching and Learning and with other University and Community organizations invested in igniting learning, pursuing and producing knowledge, and advancing educational excellence. These collaborations will allow us to devise joint teaching initiatives and projects on: (a) effective, innovative teaching strategies; (b) equitable, justice-driven, anti-racist teaching approaches; (c) teaching and learning in a globalized world; (d) creative, efficient, and equitable measures to evaluate teaching performance; and (e) the interconnected role of technology, personalized learning, creativity, collaboration, and engagement in the academic experiences of undergraduate, graduate, and professional students in education.

  o Form a long-term, sustainable collaboration with the University Center for International Studies that is invested in igniting learning, pursuing and producing

knowledge, and advancing educational excellence. Enhance and expand our visiting faculty program with scholars from across the world. To do so, we will place intentional focus on teaching, learning, and instructional collaborations that attend to equity, justice, and innovation for faculty, staff, students, and partners.

- o Establish clear, consistent procedures for collaborative forms of peer review of teaching and learning across our entire School. Doing so will require that we envision and engage in peer review of teaching as a humanizing practice that offers opportunities for deeper professional learning and community-building.

- *To meet this goal,* we will also create/nurture a culture of high expectations for research and engagement. Implementing the following strategies will help us meet this goal:

  - o Develop clear, transparent promotion and tenure guidelines. These will fully align with University requirements and with this strategic plan. Additionally, they will include metrics for community engaged scholarship and education, health, and wellness initiatives that occur within and beyond "school" sanctioned spatial-temporal conditions (e.g., after-school and out-of-school sites and times).

  - o Encourage qualitative, quantitative, and mixed methods methodological rigor across our entire School and through faculty hires, course offerings, student training, and through research, grant, and other engaged activities.

  - o Create internal structures that support and promote research and engagement across our departments, units, and centers, including with the Superintendents' Forum, Tri-State Area School Study Council, Office of Child Development, Center for Urban Education, Healthy Lifestyle Institute, Falk School, and the University Child Development Center. Enhance our research and engagement partnerships with local agencies (government, non-profits, school districts, etc.).

  - o Create and support improved IT/technology capacity for research and engagement by reconceptualizing and expanding the role of the IT/Technology Unit across our entire School in ways that allow us to ignite learning, pursue and produce knowledge, and advance educational excellence.

  - o Form long-term, sustainable research and engaged partnerships on urban and rural education with University partners (e.g., Dean of Students; Office of the Provost; various Schools at Pitt; the Center for Rural Health Practice at Bradford; Pitt's Community Engagement Centers; etc.) and with Community partners (Mayor's Office; Governor's Office; Manchester Bidwell Corporation; foundations; local, regional, national, and global education organizations; etc.).

  - o Improve the management, oversight, and expertise of our Grants Office and establish faculty and staff professional development series on research and grant activities as one way to further ignite learning, pursue and produce knowledge,

and advance educational excellence.

- o Create a system to promote, expand, and make visible (internally and externally) faculty achievements in research, engagement, and teaching that occur locally, regionally, nationally, and globally.

Strategic Goal: *In our unwavering commitment to equity, justice, and innovation, we will forge, participate in, and/or support research-practice partnerships and community engaged initiatives.*

- ***To meet this goal,*** we will intentionally promote, support, and reward research-practice partnerships and community engaged initiatives that align with the mission-vision of our School. Implementing the following strategies will help us fulfill this goal:

  - o Collaborate with faculty, especially with members of our tenure and promotion committee, to determine measures by which to effectively, fairly, and equitably evaluate research-practice partnerships and community engaged scholarship.

  - o Develop a comprehensive, innovative, and cutting-edge outreach and engagement unit or program that: (a) understands and defines what research, practice, and partnership mean and entail; (b) encourages and evaluates research-practice partnerships and engaged activities; (c) fosters highly-effective teacher, researcher, student, community partner, family, principal, and superintendent learning/professional development; and (d) advances School and Community learning, health, wellness, and human development initiatives.

  - o Leverage funding from the University to support research-practice partnerships and community engaged initiatives that undertake local, regional, national, and global challenges with community, non-profit, and/or industry partners.

  - o Increase the impact of research-practice partnerships by: (a) understanding and valuing what this work entails; (b) recognizing its significance in advancing equity, justice, and innovation (this includes attention to technological connectivity); and (c) including such partnerships as a necessary evaluative component in our faculty reward structures (e.g., tenure and promotion; annual review of faculty performance; etc.).

  - o Integrate research-practice partnerships and community engaged initiatives into our School by: (a) creating an infrastructure that promotes and enables this work; (b) providing necessary support and adequate time for faculty to work in and with schools, communities, and community organizations; and (c) acknowledging and honoring how this work advances our commitment to equity, justice, and innovation.

- Foster a cultural and structural shift toward a more explicit embrace of research-practice partnerships and collaborative, mutually beneficial forms of community engaged initiatives for faculty, staff, and students. To do this, we will explore and engage in partnerships with various school districts as well as organizations (e.g., Children's Museum, Personalized Learning Network, Community Engagement Centers, etc.).

Strategic Goal: *In our unwavering commitment to equity, justice, and innovation, we will boldly recruit and retain highly effective and engaged students, faculty, and staff.*

- ***To meet this goal,*** we will cultivate a creative, collaborative, and engaged School of Education environment for all. Implementing the following strategies will help us fulfill this goal:

  - Establish and implement guidelines for creativity, collaboration, and engagement across levels, ranks, and positions for faculty, staff, and students.

  - Aggressively recruit and retain faculty, staff, and students whose stances and dispositions align with our cultural drivers, and are interwoven with a commitment to equity, justice, and innovation in education.

  - Increase the academic participation of faculty, staff, and students in our centers, institutes, departments, and other educational sites.

  - Provide effective, systematic mentoring, leadership opportunities, and professional development for faculty, staff, and students.

  - Improve equity of work expectations by promoting greater transparency of responsibilities and aligning annual performance reviews to identified guidelines for creativity, collaboration, and engagement.

  - Develop a comprehensive orientation program for all new faculty, staff, and students that: (a) promotes creativity, collaboration, and engagement; (b) examines our new mission-vision; and (c) focuses on our commitment to equity, justice, and innovations.

- **Specific to students**, we will meet this goal by implementing the following strategies:

  - Recognize and support our matriculated students, especially Students of Color, with graduate fellowships, assistantships, and other funding, when available.

  - Provide innovative, creative, and engaging training, support, and experiences for students to become effective professionals (teachers, researchers, non-academic professionals, etc.) in education, health, and/or human development.

- o In partnership with our School's Office of Student and Career Services, facilitate discussions on, and explorations of, diverse careers within and beyond academia for students.

- o Sponsor undergraduate and graduate professional student experiences as well as other recruitment and retention efforts to attract minoritized students into our School.

- o Identify and nominate students for School, University, and national fellowships, awards, and prizes.

- o Leverage scholarships and other resources to increase the amount, size, and duration of awarded student funds.

- o Encourage and mentor students, especially our Council of Graduate Students in Education (CGSE), to serve as Student Ambassadors who: (a) attend conferences to network and recruit prospective students on behalf of our School; (b) meet with prospective students during recruitment and retention efforts; and (c) mentor new students, especially undergraduate and first-year minoritized graduate students.

- o Support student development by: (a) increasing our recruitment and retention of prospective minoritized students who have a commitment to equity, justice, and innovation; and (b) cultivating current students who have innovative ideas and a commitment to equity and justice in education.

- **Specific to faculty**, we will meet this goal by implementing the following strategies:

  - o Rename *non-tenure stream faculty* lines *professors of practice.*

  - o Develop a comprehensive, long-term plan that supports the establishment of endowed professorships and chairs.

  - o Map out a multi-year plan for hiring additional tenured professors and professors of practice based on identified priority areas of inquiry and practice, and in support of our new mission-vision.

  - o Increase our nomination of faculty for teaching, research, and mentoring awards, both internal and external to the University (Provost's and Chancellor's Awards; new SOE Dean's Awards; national/professional association awards, etc.).

  - o Create structured, creative, and interdisciplinary opportunities for co-teaching, for interdisciplinary research, and for courtesy appointments (the latter is for non-SOE faculty).

- o Support faculty development and promotion by: (a) increasing our recruitment and hiring of minoritized faculty members who have a commitment to equity, justice, and educational innovations; (b) cultivating current faculty who have innovative ideas and a commitment to equity, justice, and educational innovations; and (c) recruiting prospective faculty members who can contribute new, innovative ideas and who have a commitment to equity, justice, and educational innovations.

- **Specific to staff**, we will meet this goal by implementing the following strategies:

  - o Foster an interactive and inclusive culture that supports staff leadership, staff professional development, and staff engagement across our SOE.

  - o Create and identify clear, consistent, and fair classification structures and compensation levels within our SOE that better aligns with those at the University.

  - o Implement transparent processes, procedures, and protocols and follow best practices for recruiting, hiring, retaining, and rewarding highly effective staff, with added attention to increasing the number of minoritized staff in our SOE.

  - o Support staff development and promotion by: (a) increasing our recruitment and hiring of minoritized staff members who have a commitment to equity, justice, and innovation; (b) cultivating current, internal staff members who have cutting-edge ideas and a commitment to equity, justice, and innovation; and (c) recruiting prospective external staff members who can contribute new, innovative ideas and who have a commitment to equity and justice in education.

==Strategic Goal==: In our unwavering commitment to equity, justice, and innovation, we will create and sustain a strong culture, infrastructure, and public identity. Doing so allows us to think, to dream, and to lead with integrity.

- *To meet this goal,* we will devise and implement ambitious plans that support an effective School of Education culture, infrastructure/operations, and public identity. Implementing the following strategies in five major areas—(a) marketing communications; (b) admissions and enrollment; (c) student and career services; (d) alumni relations and engagement; and (e) internal and external funding—will help us fulfill this goal.

  - o Strengthen our culture: cultivate it to be more supportive, engaging, and collaborative, and publicly recognize the contributions of faculty, staff, students, and alumni.

- o Enhance our overall infrastructure, including our operational and administrative efficiency, by improving communication within and beyond our SOE.

- o Increase our capacity and ability to collaborate with colleagues in our SOE, in other units at the University, and with external partners (locally, regionally, nationally, and globally) by making more visible our identities, stories, and work.

- o Refine administrative structures, processes, and procedures in order to: (a) streamline services; (b) avoid duplication of roles and responsibilities; and (c) reduce administrative burdens.

- o Identify students, faculty, staff, alumni, and community partners to serve as advocates who will promote our SOE across the region, state, nation, and globe.

- **Specific to Marketing Communications,** we will meet this goal by implementing the following strategies:

  - o Develop and implement a comprehensive communications plan to increase our local, regional, national, and global reach/visibility with regards to our centers, institutes, programs, and departments, and our faculty and student research and engagement activities.

  - o Create a strategic communications platform by which to elevate, develop, and disseminate stories and other messaging to increase internal and external awareness of our various successes and opportunities for growth.

  - o Build, maintain, and sustain a user-friendly SOE website, magazines, and other internal and external communications (print and online) that will further expand our reach/visibility and that communicates the powerful stories of who we are.

  - o In alignment and in partnership with the University's Vice Chancellor for Strategic Communications and Marketing, improve our SOE's strategic communications, branding, name recognition, and targeted outreach efforts.

  - o Promote the interconnections of learning, health, wellness, and human development in all SOE messaging and communications.

- **Specific to Admissions and Enrollment,** we will meet this goal by implementing the following strategies:

  - o Develop and implement a comprehensive admissions and enrollment plan that: (a) has a yearly enrollment target; (b) proposes strategies for increasing our local, regional, national, and global efforts at attracting undergraduate and graduate students, particularly those who are minoritized; and (c) works with faculty to

emphasize summer enrollments and offer learning institutes and certificate programs.

- In alignment and in partnership with the University's Vice Provost for Enrollment, implement strategic efforts to: (a) increase admissions, enrollment, and retention of undergraduate students; (b) deepen connections with the University's undergraduate students who are interested in education as an area of study; and (c) enhance our student services experiences in ways that are innovative, creative, collaborative, and engaging.

- Work with the Dean's Office, SOE faculty and staff, and the Office of the Provost to create admissions projections for a new four-year undergraduate degree program.

- Leverage our alumni network in order to expand our student recruitment, retention, and mentoring efforts, especially as involves increased supports for minoritized and/or historically marginalized students.

- **Specific to Student and Career Services,** we will meet this goal by implementing the following strategies:

  - Establish annual student and career services goals and opportunities that align with our SOE's mission-vision.

  - Develop a strategic plan to monitor where are graduating students and alumni work and to maintain connections with our alumni and the hiring school districts, organizations, and companies that employee them.

  - Expand our student and career services by: (a) enhancing the quality of services students and alumni receive; (b) developing and sustaining strong relationships with employers; (c) increasing how we utilize our alumni networks to enhance our student and career services; and (d) improving how we coordinate with the University and with student and career services in other Pitt Schools to develop partnerships and shared experiences for our SOE students.

- **Specific to Alumni Relations and Engagement,** we will meet this goal by implementing the following strategies:

  - Establish annual fundraising goals, targets, and opportunities that align with our SOE's mission-vision.

  - Design and implement opportunities that are compelling, captivating, and relevant for alumni engagement, partnerships, mentoring, and networking.

- Increase communications directed to our alumni and to our current students.

- Strategically enhance and support our alumni base within departments/units, centers, and institutes by establishing connections to our SOE's Alumni Association and Board of Visitors.

- Establish a School-wide speakers' forum that features the work of our alumni.

- **Specific to Internal and External Funding,** we will meet this goal by implementing the following strategies:

  - Increase opportunities (e.g., workshops, talks by foundation representatives, etc.) for SOE faculty to build capacity to apply for and secure internal and external grants, and to apply for and receive internal and external recognition/awards.

  - Enhance the dissemination of information from our SOE grants team to faculty regarding internal and external grant funding.

  - Improve our infrastructure in order to streamline and facilitate opportunities for faculty to successfully apply and secure internal and external grant funding.

  - Form a long-term, sustainable collaboration with the University's Office of Research that encourages entrepreneurial opportunities and cross-unit, cross-campus research and grants collaborations.

Next Steps/Implementation: To ensure effective execution of our strategic goals and priorities, the various units in our School will be charged with creating and implementing plans that align with our School of Education's strategic plan. They will outline the action steps, timeline, measures, and metrics they will use to ensure successful completion of goals and priorities. They may form working groups to support implementation and to ensure that the works aligns with our mission-vision, cultural drivers, and strategic priorities. These units include:

- Academic Departments
- Centers and Institutes
- Fiscal, Grants, IT, Admissions and Enrollment, Marketing Communications, Student and Career Services, and Alumni Engagement and Relations