Vision: The UMKC School of Education aspires to become one of the leading urban-serving schools of education in the nation through (a) continuing to be a primary resource to Kansas City’s metropolitan school districts in addressing the expanding diversity of the region (b) addressing the mental health needs of children, adults, and families in the surrounding community and (c) engaging in scholarship that contributes to the equality and well-being of all.

The School of Education’s commitment and focus has been established jointly by the School’s faculty and leadership, and centers on the most critical issues facing education in Kansas City today: 1) the significant student underachievement in large urban districts and 2) the region’s shifting demographic base.

The UMKC School of Education has positioned itself to address these challenges through the preparation of excellent teachers, administrators, and counselors for today and tomorrow.

Mission: To empower professionals to become reflective practitioners committed to a more just and democratic society. Five key values/goals flow from this mission:

1. Academic excellence
2. Inquiry leading to reflective decision making and problem solving
3. Skilled and knowledgeable professionals working collaboratively
4. Democracy and social justice
5. Creating caring and safe environments

2008 - 11 Strategic Goals:

1. Increased enrollment in strategic areas
2. Enhance programs and resources
3. Expand and build on urban focus
4. Build on diversity successes
<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
<th>Measures of Success (Person Accountable)</th>
<th>Resources/Budget</th>
</tr>
</thead>
</table>
| 1. Increase Enrollment in Strategic Areas | a. Grow TESOL, HE, Reading, and Ed.Spec. CIL  
b. Enhance retention efforts; Evaluate research data results of life coach position  
c. Plan partnership degree programs to ensure financial sustainability  
d. Develop a new M.A. in Reading and M.A. in CIL, emphasis in Literacy  
e. Develop a detailed retention plan especially focused on freshmen at SOE | a. Program specific enrollment growth goals to be met by Fall ’09 (TBD)  
b. (Administrative Assistants in all departments, Barazanji, D.)  
c. SS ’09 (Division Chairs, J. Walter)  
d. Fall 2009 (S. Adler, J. George)  
e. January ’09 (G. Miller) | a. in narrative  
b. $20,000 Cost  
c. in narrative  
d. N/A  
e. N/A |
SOE Action Plan, Jan. ‘08- Jan. ‘11

Narrative Description of Goals/Relation to University Goals

UMKC’s Goals
1. We attract, nurture and develop responsible community leaders
2. We are a leader in scholarship and creative activity
3. We are an essential community partner and resource
4. We are a workplace of choice
5. We have the resources to achieve our strategic goals

1. Increase Enrollment in Strategic Areas: With proposed budget changes and a recent history of declining enrollment, the School must increase all its marketing and enrollment management efforts that align with the recruitment and retention of students. Proposed budget changes will base the School’s overall budget on a percentage of the Student/Credit Hour (SCH) ratio. This may mean budget decreases if current enrollment figures are used. Enrollment increases in strategic areas will be the focus as School curriculum changes toward a more urban emphasis in undergraduate and other programs. These factors necessitate an aggressive marketing campaign. Key personnel will be a part of the marketing process and will establish number goals for specific program enrollment.

Coincides with University goals: 1, 2, 3, and 5.

a. Enrollment growth in target degree programs; specific focus on the M.A. with an emphasis in Teaching English to Speakers of Other Languages (TESOL), M.A. in Higher Education, the proposed M.A. in Language and Literacy, and the Educational Specialist in Curriculum and Instructional Leadership and Language and Literacy. Enrollment number goals will be established to be met by Fall 2009.

b. Continue and increase retention efforts so that all student and prospective student needs are met and expectations are exceeded in order to recruit and retain the School’s student base. (D. Beeman, T. Wenzl, G. Sanders, and other “front line” Administrative Assistants). Life coach for retention of first generation students was hired in 2007- assessment of the impact to be completed by Fall 2009.

c. Prior to planning district partnerships, division chairs need to explore the financial impact of a customized Masters program for practicing teachers in any/all districts. By Summer 2009, Jackie Walter will draft a process/planning template document for partnership agreements to include financial analysis. Past customized programs for teacher professional development tying into professional development activities within each district include: Charter Schools MA, KCMSD LIPP, and KCK MA. Financial model for partnership programs must be completed and meet cost-effective goals prior to approval. New programs could include some online aspects to meet financial goals.

d. A reading consultant was contracted (January 2007) to study the SOE’s current reading programs in light of literacy needs in the community, and particularly in the nine school districts who are partnering with the SOE on its urban education initiative. Recommendations have been submitted by the consultant after her initial campus visit, and these have been reviewed by faculty and the Dean. One of the suggested program changes was that the SOE consider a...
SOE Action Plan, Jan. ’08-Jan. ’11

Master’s in Language & Literacy to support early primary reading instruction. By fall 2007, final action plans will be determined, with implementation scheduled for Fall 2009.

e. In order to meet UMKC goals of recruiting and retaining undergraduate students, the School of Education must expand retention efforts to target freshmen and native students. The Delta Team will discuss ideas to continue open conversations for pre-education majors rather than initiating all-school conversations later in the students’ academic careers. SOE faculty and staff will be proactive in these conversations to answer questions and make connections with students- this would allow for a better sense of belonging and networking for prospective teacher education students. An open meeting will take place in Winter semester 2009. A new recruiter began in September 2008 who is working closely with partner districts. The Life Coach continues to facilitate retention of first generation students.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
<th>Measures of Success (Person Accountable)</th>
<th>Resources/Budget</th>
</tr>
</thead>
</table>
| 2. Enhance Programs and Resources | a. Develop additional online courses by 2009  
| | b. Implement SOE Course Fee ($15.00/credit hour)  
| | c. Implement recommendations of reading expert- Develop a new M.A. in Reading and M.A. in CIL- emphasis in Literacy  
| | d. Research other Assessment Centers for profitability measures  
| | e. Increase alumni involvement  
| | f. Secure resources and break ground for new south entrance  
| | g. Increase faculty scholarly productivity emphasizing urban education  
| | h. Hire four (tenure-track or Assoc.-level) faculty with urban research focus  
| | i. Hire new Associate Dean for TE  
| | j. Hire new Dean of the School | a. One additional course per division identified by Feb. 1, 2009 (N. Murdock, S. Adler, D. Smith)  
| | b. Proposal written and submitted to UM Curators by Dec. ’08 (J. Walter, et.al.)  
| | c. Implementation by FS ’09 (L. Edwards, S. Adler, J. George)  
| | d. Revenue from CCAS increases by 20% by FS ’08 (N. Murdock, C. Karr)  
| | e. Increase SOE alumni participation by 2.5% by SS ’08 (G. Bhatt)  
| | f. Finish project FS ’08 (G. Bhatt)  
| | g. Four new (collaborative) faculty publications in urban education by FS ’09 (all faculty)  
| | h. Successful searches/hires of all by FS ’09 (Search Committees)  
| | i. Summer ’09 (L. Edwards)  
| | j. June ’09 (Search Committee) | a. no cost (faculty w/ courses that may not meet min. enrollment)  
| | b. no cost (add $5 to current)  
| | c. no cost  
| | d. no cost  
| | e. no cost  
| | f. 15K cost funds- renovations  
| | g. no cost - RIF  
| | h. 3 @ 75K (salary+benefits) + one under current endowment  
| | i. existing line  
| | j. existing endowment line |
SOE Action Plan, Jan. ‘08- Jan. ‘11

Narrative Description of Goals/Relation to University Goals

UMKC’s Goals
1. We attract, nurture and develop responsible community leaders
2. We are a leader in scholarship and creative activity
3. We are an essential community partner and resource
4. We are a workplace of choice
5. We have the resources to achieve our strategic goals

2. Enhance Programs and Resources:  The SOE is undergoing programmatic changes that will impact incoming students in many ways. All of the changes have resource implications, including the need for additional staff and reconfiguration of current staffing patterns. Additionally, some of the programmatic changes require that we use our facilities in different ways and make technology more central to our mission.

Coincides with University goals:  1, 2, 3, and 5.

a. Presently SOE offers 4 regular courses and a number of continuing education courses fully on-line. In order to better meet the needs of our working student population and to model effective technology practices, the SOE has set as a goal of adding an additional on-line offering per division and to support that development with Dean’s Office funding.

b. Over the past four years the School of Education has made great strides in equipping the teacher education, administration and counseling programs with a cutting edge environment in which to prepare future practitioners in the use of technology. The most visible sign of this effort is represented by our technology inventory, housed in our Technology Learning Laboratory, valued at approximately $365,000. In order to support, stay current, and manage technology integration in all SOE programs, a $10/credit hour supplemental course fee has been applied and we intend to increase this fee to $15/credit hour to begin in the 2009-2010 academic year.

c. A reading consultant was contracted (January 2007) to study the SOE’s current reading programs in light of literacy needs in the community, and particularly in the nine school districts who are partnering with the SOE on its urban education initiative. Recommendations have been submitted by the consultant after her initial campus visit, and these will be reviewed by faculty and the Dean. One of the suggested program changes was that the SOE consider a Master’s in Language & Literacy to support early primary reading instruction. By fall 2007, final action plans will be determined, with implementation scheduled for Fall 2009.

d. The Community Counseling and Assessment Services (CCAS), as both a counselor and psychologist training center and a counseling center designed to meet counseling needs of the Greater Kansas City Community, has dual missions. From a financial perspective, it seeks to be a net revenue generator. The chair of the Counseling and Educational Psychology division and the director of CCAS will study other models of counseling centers, both regionally and nationally, to determine how to maximize service and financial returns.
SOE Action Plan, Jan. ‘08- Jan. ‘11

e. **The School of Education has more than 12,500 (mailable) alumni** residing in the Kansas City metro area, across the United States and world. Alumni involvement can be defined in three categories:

1) Giving of time—volunteering on constituent boards, advisory committees and attending events.
2) Giving of talent—volunteering as speakers, advisors, mentors and providing expertise on boards or committees.
3) Giving of treasure—supporting the alumni annual fund, scholarships, UMKC campaign and in-kind gifts to support SOE or UMKC.

For 2006 -2007, increasing alumni involvement can be measured in four areas:
1) Increase attendance at events such as: Friends of CCAS, Annual Jazz on the Lawn, Chancellor’s Alumni Events across the nation
2) Expand the SOE Alumni Association Board from 10 to 20 Board of Directors
3) Continue to keep alumni informed by creating and mailing the Reflective Practitioner newsletter each fall
4) Increase overall percentage of alumni giving to the school from 5.82% to 8% of allowable alumni pool.

**NOTE:** As of August 2006, there has been a 30% time dedicated Director of Alumni & Constituent Relations.

f. **To create a more inviting entrance** to the Education Building, the SOE has developed plans for a new entrance canopy and enhanced landscaping at the South entrance. Additionally, walkways will be upgraded to make the approach safer and more attractive.

g. **Increase** cross-divisional research to support the urban education mission of the SOE. Faculty will pursue research interests that expand knowledge of urban teacher education, urban school leadership, family and community counseling, and curricular and instructional issues that help overcome the achievement gap in urban schools. Whenever appropriate, collaborative research across SOE divisions will be pursued. Four collaborative research articles will be published in tier one journals by Fall 2009.

h. **Hire** four faculty in areas identified as strategically important for the growth of the SOE. Besides currently open positions in special education, elementary education, and the endowed chair in urban teacher education, one more position has been identified that will support the growth of the IUE and allow expansion in other programs of the SOE, including TESOL.

i. **Hire** a new Associate Dean for Teacher Education. Currently, a faculty member is serving in the interim and the revised job description will add the role of director for the Teacher Education program, as well as retain the role of coordinator for the accreditation visit in 2011.

j. **Hire** a new Dean for the School of Education to allow for smooth transition once the current Dean retires in August 2009. This position utilizes the Endowed Chair in Teacher Education position.
### Goal
3. Expand Urban Focus

### Actions
- a. Hire Urban TE Endowed Chair
- b. Increase faculty scholarly productivity emphasizing urban education
- c. Hire four (tenure-track or Assoc.-level) faculty with urban research focus
- d. Grow CCAS awareness and services to urban community
- e. Offer a summer conference regarding urban agenda for education w/ student involvement

### Measures of Success (Person Accountable)
- a. May ’10 (Search Chair TBD)
- b. Four new (collaborative) faculty publications in urban education by FS ’09 (all faculty)
- c. Successful searches/ hires by FS ’09 (Search Committees)
- d. Increase client base by 20%, FS ’09 (C. Karr, N. Murdock)
- e. Summer ’09 (TBA- conference committee)

### Resources/Budget
- a. Current endowment account
- b. Cost money (RIF)
- c. 7 @ 75K (salary+benefits) + one under current endowment
- d. N/A
- e. Cost money (year end)
Narrative Description of Goals/Relation to University Goals

UMKC’s Goals
1. We attract, nurture and develop responsible community leaders
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3. Expand Urban Focus: Over a period of years, the SOE has moved towards a more intentional focus on urban education in its programs and partnerships. The expanding diversity of the region with resulting changes in the needs of children, families, and schools call for concerted efforts. In particular, the significant underachievement in large urban districts is of concern. To address these changes and challenges, the SOE aspires to become one of the leading urban-serving schools of education in the nation. Coincides with University goals: 1, 2, 3, and 5.

a. As the SOE more fully realizes its focus on urban education, expanding current capacity and expertise in urban education is a major priority, especially in key leadership roles. At the forefront of this goal, is the recruitment of the Kauffman Endowed Chair in Urban Teacher Education. Filling this position will secure a faculty member with a national profile in urban teacher preparation who will serve as a curricular leader for the school’s teacher preparation programs.

b. Increase cross-divisional research to support the urban education mission of the SOE. Faculty will pursue research interests that expand knowledge of urban teacher education, urban school leadership, family and community counseling, and curricular and instructional issues that help overcome the achievement gap in urban schools. Whenever appropriate, collaborative research across SOE divisions will be pursued. Four collaborative research articles will be published in tier one journals by Fall 2009.

c. Hire four faculty in areas identified as strategically important for the growth of the SOE. Besides currently open positions in special education, elementary education, and the endowed chair in urban teacher education, one more position has been identified that will support the growth of the IUE and allow expansion in other programs of the SOE, including TESOL.

d. Grow CCAS awareness and expand services to urban community. Increase client base by 20 percent by Fall 2009.

e. Offer a summer conference regarding urban agenda for education. Conference will be in Summer 2009 and the School will form a conference committee for planning purposes; SOE students will be involved in the planning and facilitation. Overall goal is not only to raise money for a major speaker, but also to increase student credit hours and partnerships with nine districts. Breakout sessions can be with districts, incorporate Stuart McAninch’s urban writings project with students.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
<th>Measures of Success (Person Accountable)</th>
<th>Resources/Budget</th>
</tr>
</thead>
</table>
| 4. Build on Diversity Successes | a. Expand TE Enrollment to 20% students of color  
b. Continue Change, Delta, and Student Change Team Efforts  
c. Expand diversity of staff and faculty  
d. Serve as a resource to campus in diversity efforts  
e. Disseminate Change Team process to wider audience  
f. Expand enrollment of diverse students by 20% in each program  
g. Sponsor programs, speakers on issues of diversity each year  
h. Support diversity-related faculty exchanges to HBCUs and Hispanic institutions of higher education  
i. Offer a summer conference regarding urban agenda for education | a. FS ’10 (E. Scott Hernandez, EM Committee)  
b. Increase participation and score on climate survey results (L. Edwards, et.al.)  
c. Proportion increase by FS ’08 (SOE everyone)  
d. Requests for input on SOE diversity/changing climate efforts (L. Edwards)  
e. Present at three conferences and publications by FS ’09 (Change Team)  
f. FS ’09- see chart in narrative (Division Chairs)  
g. Two major speakers by WS ’09 (TBA conference committee)  
h. One exchange, WS ’09 (Division Chairs)  
i. Summer ’09 (TBA- conference committee) | a. Cost of recruiter  
b. $20K/year  
c. Provost diversity hiring pool (faculty hires)  
d. N/A  
e. PD travel budget  
f. Cost of recruiter  
g. Fund balance  
h. Fund balance  
i. Cost money (year end) |
Narrative Description of Goals/Relation to University Goals

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4. Build on Diversity Successes: The School of Education has become increasingly focused on becoming a noted urban-serving School of Education, capitalizing on a richly diverse faculty, and a professional preparation curriculum focus that emphasizes cultural competence, culturally relevant pedagogy and social justice. Actualization of the Institute for Urban Education has led the way toward meeting the needs of an increasingly diverse metropolitan population. Goals for increasing these successes in the area of diversity will continue to be a high priority.

Coincides with University goals: 3 and 4

a. Building strong relationships with the SOE’s nine partner districts will provide ongoing opportunities to identify promising TE candidates. Opportunities include (1) working with MO A+ students of color who are mentoring younger students to interest them in teaching careers, (2) sponsoring community service opportunities with a mentoring/teaching focus and recruiting students of color to participate, and (3) increasing recruitment/outreach activities involving urban high schools.

b. Continue Change, Delta and Student Change Team efforts through 2009. Continue fall faculty development workshops with major speaker/facilitator, monthly faculty and staff discussions and lunch sessions, data collection on effectiveness.

c. Continue to expand diversity of staff and faculty. Continue the diversity advocate position on each search committee; expand networking efforts to locate a diverse candidate pool for each search.

d. Serve as a resource to campus in diversity efforts. Missouri System administrators have asked to meet with us to explore Change Team efforts as has the Deputy Chancellor for Diversity.

e. Disseminate Change Team process to wider audiences (eg. AACTE presentation in New York in Spring 2007; outline process for possible publication, etc.) Present at three conferences and publications by Fall 2009.

f. Expand enrollment of students of color throughout all SOE programs. Approximately 20% of the SOE is comprised of students of color; however, when examining the enrollment across programs there is variation. All programs in the SOE will seek to expand by 20% the proportion of students of color (on top of Winter 2007 numbers).
### School of Education

**By Program Diversity Projections**

#### Assumptions:
- Overall Undergraduate Teacher Education Programs should be 20% students of color.
- All Programs should increase the proportion of students of color enrolled by 20% over the Winter 2007 numbers.

<table>
<thead>
<tr>
<th></th>
<th>Winter 2007 Total</th>
<th>No. Students of Color</th>
<th>Current Proportion</th>
<th>Total No. Required to Realized Increase of 20%**</th>
<th>No. Required be 20% Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Educ (Early Childhood)</td>
<td>34</td>
<td>10</td>
<td>29.41%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>30</td>
<td>2</td>
<td>6.67%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pre-Educ (Elementary)*</td>
<td>144</td>
<td>39</td>
<td>27.08%</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>88</td>
<td>8</td>
<td>9.09%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Pre-Educ (Middle School)</td>
<td>10</td>
<td>3</td>
<td>30.00%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>24</td>
<td>4</td>
<td>16.67%</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Pre-Educ (Secondary)</td>
<td>116</td>
<td>24</td>
<td>20.69%</td>
<td>29</td>
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</tr>
<tr>
<td>Secondary</td>
<td>124</td>
<td>18</td>
<td>14.52%</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Overall Undergrad (Including Pipeline)</td>
<td>570</td>
<td>108</td>
<td>18.95%</td>
<td></td>
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<tr>
<td><strong>Professional Semester Students</strong></td>
<td>266</td>
<td>32</td>
<td>12.03%</td>
<td>53</td>
<td></td>
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<tr>
<td><em>Includes IUE students</em></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Masters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Counseling</td>
<td>126</td>
<td>11</td>
<td>8.73%</td>
<td>13</td>
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<tr>
<td>Curriculum &amp; Instruction</td>
<td>203</td>
<td>48</td>
<td>23.65%</td>
<td>58</td>
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<tr>
<td>Educational Administration</td>
<td>73</td>
<td>22</td>
<td>30.14%</td>
<td>26</td>
<td></td>
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<tr>
<td>Reading</td>
<td>16</td>
<td>1</td>
<td>6.25%</td>
<td>2</td>
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<tr>
<td>Special Education</td>
<td>83</td>
<td>18</td>
<td>21.69%</td>
<td>22</td>
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<td><strong>Total Educational Specialist</strong></td>
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<tr>
<td>Counseling</td>
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<td>11.11%</td>
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<tr>
<td>Curriculum &amp; Instruction</td>
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<td>9</td>
<td>40.00%</td>
<td>7</td>
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<tr>
<td>Educational Administration</td>
<td>52</td>
<td>24</td>
<td>46.15%</td>
<td>29</td>
<td></td>
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<tr>
<td>Reading</td>
<td>17</td>
<td>2</td>
<td>11.76%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
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<td>1</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Doctoral</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology</td>
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<td>10</td>
<td>27.78%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
<td>3</td>
<td>15.79%</td>
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<td></td>
</tr>
<tr>
<td><strong>Overall Totals</strong></td>
<td>1220</td>
<td>255</td>
<td>20.90%</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** The "Increase" targets are calculated assuming constant enrollment, when we know that some areas anticipate growth, therefore these targets will need to be adjusted accordingly.

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g. **Sponsor two nationally known speakers** in the area of urban education during 2008 and ongoing to enhance our efforts and coordinate with the Chancellor’s initiative.
SOE Action Plan, Jan. ‘08- Jan. ‘11

h. Support diversity-related faculty exchanges to Historically Black Colleges and Universities (HBCUs) and Hispanic Institutions of higher education. The School would like to support at least one exchange by winter semester 2009.

i. Offer a summer conference regarding urban agenda for education. Conference will be in Summer 2009 and the School will form a conference committee for planning purposes; SOE students will be involved in the planning and facilitation. Overall goal is not only to raise money for a major speaker, but also to increase student credit hours and partnerships with nine districts. Breakout sessions can be with districts, incorporate Stuart McAninch’s urban writings project with students.