

BU WHEELOCK 2020-2030 STRATEGIC PLAN

(adopted by BU Wheelock Faculty and Staff)

January 25, 2021

I. GUIDESTAR

BU Wheelock College of Education and Human Development is dedicated to transforming the systems that impact learning and human development for a thriving, sustainable, and just future in Boston and beyond.

II. CORE VALUES STATEMENT

The BU Wheelock Core Values are statements of intention for how we engage in our work, with our communities, and with our world. They are touchstones that offer guidance for the choices we make and serve as the foundation to realize a more thriving, sustainable and just future.

DIVERSITY & BELONGING: We actively cultivate mutual respect and a sense of belonging among one another and the communities we work with. We build communities that support and embrace marginalized faculty, staff, and students, whose experiences enhance learning, research, and partnerships.

ADVOCACY & AGENCY: We advocate for systemic, structural changes through radically honest self-reflection. We empower agency within ourselves, each other, and community partners to address privileges and inequities in education and human development (such as race, gender, sexual orientation, ability, hearing status, socioeconomic status, among other factors).

INTEGRITY: We generate positive change of high value with integrity and trustworthiness, whether in the work we do or in our commitments to the community.

HUMILITY: We demonstrate deep, honest, and reflective engagement with our work and others, honoring different viewpoints, approaches, and realities.

INNOVATION & TRANSFORMATION: We prioritize systemic transformation that is bold and sustainable. We are forward thinking, positive and courageous. We are agents of change, accepting big challenges, and unafraid to disrupt, yet remaining mindful of the needs of the people and groups with whom we engage.

CURIOSITY & INQUIRY: We approach our work with a curious mind through questioning and inquiry. We model active learning, openness to new ideas, and an understanding that multiple viewpoints and perspectives enrich and inform our shared knowledge

SUSTAINABILITY: We promote and sustain our communities' conscious and focused work to enable cultural competence, resilience, and humane human development across personal, economic, ecological, and intersectional dimensions.

III. FOCUS AREAS:

At BU Wheelock, we engage in teaching, learning, research, and scholarship to advance our academic stature and impact within the City of Boston, nationally, and internationally. We embrace academic excellence through recruiting, retaining, and supporting highly qualified faculty, continuing to strengthen student learning outcomes, supporting high-quality scholarship, and bolstering areas of academic distinction to grow institutional reputation.

FOCUS AREA: EQUITY, DIVERSITY, and BELONGING:

STATEMENT:

Recognizing the historical, systemic, and ongoing marginalization within education and human development, we are committed to dismantling systemic barriers and taking bold actions that make the life chances of everyone equitable.

STRATEGIC OBJECTIVES:

1. Recruit, cultivate, and support Wheelock community members (faculty, staff, students, alumni) with a commitment to equity, diversity, and belonging.
2. Prioritize learning and teaching that emphasizes the unique histories, experiences, and challenges faced by people who have been marginalized.
3. Strategically support partners that build upon and amplify BU Wheelock's commitment to equity, diversity, and belonging.

FOCUS AREA: RESEARCH:

STATEMENT:

Guided by the communities we serve, we are committed to conducting high quality research collaboratively, using varied methodologies, in order to contribute to the knowledge base necessary to transform systems that positively impact learning and human development.

STRATEGIC OBJECTIVES:

1. Prioritize research in education and human development that informs the dismantling of systemic barriers and takes bold actions to counteract systemic injustices (actions, policies, or structures that restrict opportunity of traditionally marginalized groups or individuals).
2. Increase research productivity, impact, and stature of BU Wheelock.

3. Develop a culture of inquiry and curiosity that values and encourages methodological, conceptual, and interdisciplinary approaches reflected in our college.

4. Continuously develop the capacity for faculty, research staff (e.g., post-docs), and doctoral students to become the next generation of outstanding and influential researchers.

FOCUS AREA: LEARNING, KNOWLEDGE SHARING, and TEACHING

STATEMENT:

At BU Wheelock, we commit to academic excellence. We embrace practice- and research-informed teaching and learning that a) bridges disciplines and communities of practice, and b) builds from respect for the diversity of human experience. Our commitment as educators, researchers and administrators extends to those we serve and to our own personal growth as educators, professionals, and community members.

STRATEGIC OBJECTIVES:

1. Establish and maintain high academic standards in teaching, learning and research, and provide mechanisms to support students to achieve them.
2. Ensure that graduates of BU Wheelock have the skills, knowledge, and experiences to sustain purposeful, resilient, and satisfying careers in their chosen field.
3. Offer academic programs in alignment with the Guide Star and a set of key performance indicators (KPIs) to enable students to achieve learning outcomes specific to disciplinary and interdisciplinary knowledge applied to research, policy and practice, and build students' capacity to be ethical, reliable and resourceful members of their professional communities.
4. Offer teaching, learning and mentoring opportunities in various modalities that promote academic excellence and rigor and embrace creativity, innovation, and deep commitment to critical reflection, continual growth, and relevance to the communities and professionals whom we serve.
5. Build and enhance professional development programs, networks, and opportunities for faculty and staff that encourage their continued growth as learners and colleagues.
6. Invest in areas of academic distinction (signature areas) to advance the quality of BU Wheelock academic offerings and institutional reputation.

FOCUS AREA: PARTNERSHIPS

STATEMENT:

We believe in sustainable and reciprocal partnerships that exhibit respect and exercise humility to bring about systemic transformation through authentic collaboration.

STRATEGIC OBJECTIVES:

1. Deepen and prioritize partnerships with BPS that focus on systemic transformation.
2. Recognize and respect expertise, experiences, perspectives, and contributions of all parties in co-creating collaborations. (ethical and systematic approach).
3. Operationalize equity, diversity, and belonging strategic objectives within BU Wheelock partnerships in service to social justice.
4. Prioritize partnerships that contribute to, support, and strengthen the strategic objectives of our research mission and that focus on systemic transformation and exhibit authentic collaboration. Deepen and strengthen research-practice partnerships to facilitate engaged research in our communities.
5. Build and support partnerships that enhance rigorous learning, knowledge building, and teaching through authentic collaboration. Ensure that partnerships include opportunities for mutually beneficial teaching and learning.
6. Support existing and develop new sustainable partnerships that broaden our systemic impact on those who live in the City of Boston.

FOCUS AREA: ALLYSHIP, ACTIVISM AND ADVOCACY:

STATEMENT:

As members of BU Wheelock community, we recognize our multiple privileges, both earned and unearned. We commit to support marginalized communities and individuals in real, lasting and sustainable ways by listening to and learning from communities in order to advance intersecting causes, interests, values, and commitments.

STRATEGIC OBJECTIVES:

1. As faculty and staff, we are involved in developing, critiquing, revising, and implementing outstanding curricular and co-curricular activities continually to ensure that we prepare students to be advocates for their professional fields and for individuals and communities with whom they work.
 - a. We craft classroom content purposefully to center pedagogy and practice that is anti-racist and humanizing.
 - b. We practice continuing learning and professional development as teachers and life-long learners, with a focus on unpacking privilege, anti-racist and humanizing pedagogy and

practice and the role faculty can play as advocates, allies, and activists.

- c. We prepare graduates whose work improves social outcomes and causes, particularly with groups that have experienced historical, systemic, and ongoing marginalization within education and human development and amplify existing efforts around such advocacy.
2. Increase BU Wheelock College service with and within local, national and global communities that supports allyship, activism and advocacy.
3. Using our multiple privileges, including many that are unearned (racial, gender-based, ability-based and others), build, sustain and promote alliances with communities based on the mutual needs and interest/fit in ways that develop and sustain trust. Support reciprocal partnerships that amplify advocacy for systemic transformation.

Strategy Map 2025, 2030 Measures 5- and 10-year targets and tactics

Research	Guided by the communities we serve, we are committed to conducting high quality research collaboratively, using varied methodologies, in order to contribute to the knowledge base necessary to transform systems that positively impact learning and human development.		
	2025	2030	Action Items
1. Prioritize research in education and human development that informs the dismantling of systemic barriers and takes bold actions to counteract systemic injustices (actions, policies, or structures that restrict opportunity of traditionally marginalized groups or individuals).			
a. Full-time faculty participating in and documenting research that directly counteracts systemic injustices.	100%		Put in place a mentorship system to support researchers from groups that have traditionally been excluded from academia.
b. Researchers and research teams will meaningfully involve individuals from groups represented in the research.	50%	100%	
c. Research will be disseminated in venues that are accessible to people outside of academia (i.e., not only in academic conferences and journals but also blogs, op eds, vlogs, storytelling, community gatherings, practitioner journals etc.).	100%		
d. Researchers will include citations from underrepresented scholars in our academic papers.	100% of manuscripts		
e. Researchers will include citations from scholars representative of the research sample in our academic papers.	100% of manuscripts		
f. Doctoral funding will be raised or supplemented (e.g., through summer funding, moving expenses, or other benefits) so it covers the cost of living in Boston.	amount?	amount?	
f. Funding will be allocated to support all research expenses (participant payments, publication fees, etc.) and all BU affiliated researchers, including doctoral students, will be discouraged from paying for research expenses out of pocket.	100%		
g. Promotion and tenure letters must include scholars from populations that are disproportionately impacted by the research.	100%		
2. Increase research productivity, impact, and stature of BU Wheelock			
a. Increase the number of tenure stream faculty from 30 to 40.	35	40	
b. Increase the proportion of tenure stream faculty.	33%	37%	
c. Increase average annual per tenure-stream faculty external funding (including research, training, evaluation, development).	400,000	600,000	
d. Increase the proportion of faculty who serve in research-related leadership roles in their profession (e.g., editorial boards, conference leadership, grant review panels).	50%	100%	
e. Increase the percentage of tenure stream faculty publishing annually in highly ranked journals.	60%	100%	
f. Increase percentage of available internal research grant funding.	30%	60%	
3. Develop a culture of inquiry and curiosity that values and encourages methodological, conceptual, and interdisciplinary approaches reflected in our college.			
a. Significant improvement (to be determined, by the research committee, in response to baseline data) in graduate students' and faculty members' perceptions that their methodological, conceptual and disciplinary approaches are valued, on the culture/climate survey.	50%	100%	All faculty search postings will include a statement about valuing the full variety of conceptual, methodological, and disciplinary approaches to educational research, and applicants' alignment with this value will be a criteria on which applicants are screened.
b. Faculty and doctoral students will attend at least 3 or more Research Office Sponsored Research Talks or brown-bag research lunches, at least one of which is outside their department.	100%		Create a systematic process for publicly recognizing a broad array of faculty research achievements.

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Strategy Map 2025, 2030 Measures 5- and 10-year targets and tactics

Teaching, Knowledge Sharing, and Learning	At BU Wheelock, we commit to practice- and research-informed teaching and learning that a) bridges disciplines and communities of practice, and b) builds from respect for the diversity of human experience. Our commitment as educators, researchers and administrators extends to those we serve and to our own personal growth as educators, professionals, and community members.		
	2025	2030	Action Items
1. Ensure that graduates of BU Wheelock have the skills, knowledge, and experiences to sustain purposeful, resilient, and satisfying careers in their chosen field.			
a. Alumni Satisfaction Survey on Program Outcomes	improve by 50%	improve by 75%	
b. Number of Responders to Alumni Satisfaction Survey	35%	50%	
c. Percentage of BU Wheelock graduates who develop a career plan prior to graduation that includes mentorship and professional development education.	100%		
d. Percentage of BU Wheelock graduates who take a practicum/seminar on career planning/life design.	100%		
e. Number of BU Wheelock courses with defined disposition outcomes.	50%	100%	
f. Percentage of BU Wheelock graduates who get career positions or admission to graduate school in their chosen field one year after graduation.	80%	100%	Conduct an alumni survey every 5 years on graduates' satisfaction with their chosen field
g. Number of BU Wheelock graduates who are accepted in top-ranked PhD programs	improve by 50%	improve by 75%	
2. Offer academic programs in alignment with the Guide Star and a set of KPIs to enable students to achieve learning outcomes specific to "interdisciplinary knowledge applied to research, policy and practice..." and build students' capacity to be "...ethical, reliable and resourceful members of their professional communities."			
a. Percentage of academic programs evaluated in alignment with the guidestar, relevant research, current trends and research-based practices in the field as established in a set of KPIs.	75%	100%	Establish an external advisory body to undertake the assessment
b. Ecap proposals will include bibliography			
c. Program evaluations on interdisciplinary learning outcomes	improve by 75%	improve by 90%	
d. Employer Satisfaction Survey	improve by 50%	improve by 75%	
e. Partner Satisfaction Survey			
f. Number of BU Wheelock students engaged in professional communities to bring meaningful systemic change	75%	100%	Measure through curriculum assignments/co-curricular activities, alumni survey
g. Percentage increase of new graduate master's degree students through partnerships with communities	10%	20%	By Spring 2021 develop a graduate enrollment plan to include a set of enrollment strategies, materials, and funding sources to continue to increase the number of graduate students (master and doctoral) in alignment with the BU Wheelock guidestar and areas of need, with special focus on increasing the number of students of color and students from other groups traditionally underserved by higher education.
3. Offer teaching and learning opportunities in various modalities that embrace creativity, innovation, and deep commitment to critical reflection, continual growth, and relevance to the communities and professionals whom we serve.			
a. Number of BU Wheelock faculty who have knowledge and experience in pedagogy and content delivery in varieties of collegiate online and hybrid approaches to learning within a field of study.	100%		
b. Number of doctoral students who have knowledge and experience in pedagogy and content delivery in varieties of collegiate online and hybrid approaches to learning.	100%		
c. Number of BU Wheelock graduates with knowledge and expertise to work in remote modalities related to their chosen profession.	100%		
d. Number of TAs across BU schools who will take a course or PD at BU Wheelock before teaching for the first time.	50%	100%	Enhance collaboration with the BU Center for Teaching and Learning and other BU Centers to find synergies and areas of T&L where BU Wheelock could take a lead across the University.

e. Number of BU Wheelock courses to incorporate XR (AR, VR) technologies.	25%	50%	Develop partnerships with schools and units within Boston University to find synergies around possibilities and challenges in teaching and learning
f. Create opportunities to position BU Wheelock as “the go to place” to lead the campus conversation on transformative practices in teaching and learning grounded in social, racial and educational justice.			Create a teaching and learning for social transformation series.
4. Build and enhance professional development programs, networks, and opportunities for faculty and staff that encourage their continued growth as learners and colleagues.			
a. Articulate annual professional development goals for all faculty and staff	75%	90%	By Fall 2021, create an HR office that establishes effective, efficient HR processes. Outcomes should include new on-boarding process for faculty and staff that both introduces new members to our community and provides them the information they need to function successfully in their positions; complementary transitional processes for current faculty and staff taking on new roles; mid-year reviews, where appropriate; and, redesign the annual review process to ensure that current practices and communications reflect new policies and procedures adopted by Wheelock.
b. Number of faculty/staff promoted, appointed or elected to leadership roles internally and externally			By January 2021, convene a task force to oversee the development and implementation of targeted, timely, pertinent professional development - from idea to delivery. Outcomes of the task force should include policies and procedures for supporting faculty and staff professional development; creation of new opportunities for professional development, with specific attention to developing knowledge, skills, and aspects of one’s leadership, ally-ship, and professional competence; effective, comprehensive communication of professional development opportunities; and, an assessment plan that evaluates the efficiency and effectiveness of professional development programming.

Strategy Map 2025, 2030 Measures 5- and 10-year targets and tactics

Partnerships	We believe in sustainable and reciprocal partnerships that exhibit respect and exercise humility to bring about systemic transformation through authentic collaboration.		
	2025	2030	
1. Deepen and prioritize partnerships with BPS that focus on systemic transformation.			
a. BPS field placements (# of BU Wheelock students in a BPS placement)	75%	100%	
b. BPS research partnerships (# of BU Wheelock faculty in a BPS research project)	25	50	
c. BPS teachers served through professional development	25%	50%	
d. BPS students served	50%	75%	
e. BPS field placements in MedTrott Corridor	50%	75%	
f. BPS research partnerships in MedTrott Corridor	15	30	
g. BPS teachers served in PD in MedTrott Corridor	30%	60%	
h. BPS students served in MedTrott Corridor	60%	80%	
2. Recognize and respect expertise, experiences, perspectives, and contributions of all parties in co-creating collaborations. (ethical and systematic approach)			
a. Initiatives co-created with strategic partners.	12/year	24/year	
b. Strategic partner members represented on BU Wheelock advisory boards	50%	75%	
c. Strategic partner members hired as BU Wheelock adjuncts	25%	50%	
d. Strategic partners in grant applications	10/year	20/year	
e. Strategic partner members in co-authored publications	6/year	12/year	
3. Operationalize equity, diversity, and belonging strategic objectives within BU Wheelock partnerships in service to social justice.			
a. Strategic partnerships (MOU) with organizations with an explicit social justice mission	10	15	
b. Strategic partnerships (MOU) with groups focused on increasing the recruitment and retention (number) of racially/ethnically diverse professionals	5	10	
4. Prioritize partnerships that contribute to, support, and strengthen the strategic objectives of our research mission and that focus on systemic transformation and exhibit authentic collaboration. Deepen and strengthen research-practice partnerships to facilitate engaged research in our communities.			
a. Strategic multi-dimensional partnerships that integrate research, evaluation work, and clinical placements	5	10	
b. Connect research to partners through quarterly briefings	500 subscribers	1000 subscribers	
c. Community-based evaluation work	5 projects/year	10 projects/year	
d. Adjunct practitioners and scholars from strategic partners	4/year	8/year	

5. Build and support partnerships that enhance learning, knowledge building, and teaching through authentic collaboration. Ensure that partnerships include opportunities for mutually beneficial teaching and learning.		
a. Strategic partner members represented on BU Wheelock academic program advisory boards	50%	75%
6. Support existing and develop new sustainable partnerships that broaden our systemic impact on those who live in the City of Boston.		
a. Boston based field placements per student (# of BU Wheelock students in at least one Boston based placement)	75%	100%
b. Boston based research partnerships (# of BU Wheelock faculty in a Boston based research project)	25	50
c. Boston based practitioners served through professional development	25%	50%
d. Boston children and youth served	50%	75%
e. Field placements in MedTrott Corridor	50%	75%
f. Research partnerships in MedTrott Corridor	15	30
g. Practitioners served in PD in MedTrott Corridor	30%	60%
h. Children and youth served in MedTrott Corridor	60%	80%

Strategy Map 2025, 2030 Measures 5- and 10-year targets and tactics

ALLYSHIP, ACTIVISM, AND ADVOCACY	As members of BU Wheelock community, we recognize our multiple privileges, both earned and unearned. We commit to support marginalized communities and individuals in real, lasting and sustainable ways by listening to and learning from communities in order to advance intersecting causes, interests, values, and commitments.		
		2025	2030
			Action Items
1. As faculty, we develop, critique and revise curriculum continually to ensure that we prepare students to be advocates for their professional fields and for individuals and communities with whom they work. - We craft classroom content purposefully to center pedagogy and practice that is anti-racist and humanizing. - We practice continuing learning and professional development as teachers and life-long learners, with a focus on unpacking privilege, anti-racist and humanizing pedagogy and practice and the role faculty can play as advocates, allies, and activists. - We prepare graduates whose work improves social outcomes and causes, particularly with groups that have experienced historical, systemic, and ongoing marginalization within education and human development and amplify existing efforts around such advocacy.			
a. Number of BU Wheelock courses which integrate anti-racist and humanizing pedagogy.	100%		
b. Number of BU Wheelock students engaged in experiential learning/fieldwork or co- curricular activities with groups who have experienced historical, systemic, and ongoing marginalization	100%		
c. Number of BU Wheelock faculty working with groups who have experienced historical, systemic and ongoing marginalization	100%		
d. Number of BU Wheelock faculty who have completed PD in anti-racist and humanizing pedagogy	100%		Develop PD opportunities (AEDI)
e. Number of BU Wheelock courses which incorporate anti-racist and humanizing content and pedagogy in their learning outcomes	100%		Incorporate in KPIs
f. Number of BU Wheelock graduates involved with organizations or ventures that actively support removal of systemic barriers and improvement of social outcomes for individuals or groups who have experienced oppression and discrimination	75%	100%	
2. Increase BU Wheelock College service with and within local, national and global communities that supports allyship, activism and advocacy.			
a. Percentage of BU Wheelock faculty who serve as a member of a local, national or international organization that advances anti-racist and humanizing causes	75%	100%	By Fall 2025, BU Wheelock will have a well-established a community-wide Social Justice Network, bringing together alumni, partners, faculty, and staff to focus on anti- oppressive causes and interests to amplify the power of our community, create meaningful connections, and advance causes and interests of mutual importance.
b. Percentage of BU Wheelock staff who serve as a member of a local, national or international organization that advances anti-racist and humanizing causes	50%	75%	
c. Percentage of BU Wheelock faculty with leadership responsibilities within professional, governmental and nongovernmental organizations in order to advance anti-racist and humanizing causes and dismantle systemic oppression (racism, discrimination.)	75%	100%	
d. Percentage of BU Wheelock staff with leadership responsibilities within professional, governmental and nongovernmental organizations in order to advance anti-racist and humanizing causes and dismantle systemic oppression (racism, discrimination.)	50%	75%	
3. Using our multiple privileges, including many that are unearned (racial, gender-based, ability-based and others), build, sustain and promote alliances with communities based on the mutual needs and interest/fit in ways that develop and sustain trust. Support reciprocal partnerships that amplify advocacy for systemic transformation.			
a. Create and implement decision guidelines that demonstrate commitment to community alliances to college-supported initiatives (e.g. hiring, internal research funding, centers, labs and institutes, department, program budgets, financial aid allocation, and others).	100%		- Prioritizing time, people, and other resources to develop relationships based on shared learning, shared resources, developing trust. Preferential points in grants for community alliances
b. Amplify the work of community advocacy/alliances across official college communication	100% of annual communication will have at least 1 piece		annual report, alumni newsletter and alumni magazine, quarterly research newsletter
c. Amplify the work of community advocacy/alliances via social media			