

Collaboration

| Strengths | Weaknesses |
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| <p>Collaborative relationships with local school districts, agencies, and community providers (78%)</p> <p>Collaborative teaching (though undercut by budgetary restrictions) (22%)</p> | <p>Difficulty establishing collaborative relationships vis-à-vis internships, advising boards, research partnerships, etc. due to lack of time, etc (46%)</p> <p>Difficult to collaborate due to differences in standards across credentials & graduate programs (38%)</p> |
| Opportunities | Threats |
| <p>LBUSD, LBCC, LB Educational Partnership – President Alexander and various faculty members are involved in Seamless Education Leadership Committees</p> <p>Writing workshops are being provided for undergrads – we should take advantage of these</p> | <p>University makes access to campus difficult for collaborative meetings (e.g., parking)</p> <p>Difficult knowing who to connect with at the district level</p> <p>Difficulty to set up connections with local school districts</p> <p>Its difficult working with different cultures and agendas of different agencies</p> |

Advocacy

| Strengths | Weaknesses |
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| <p>We are advocates for our students, our professions (82%)</p> <p>We have faculty who are advocacy experts (18%)</p> | <p>Lack of student involvement in our faculty governance at every level (program meetings, department meetings) (48%)</p> <p>Room for improvement in our multicultural component (39%)</p> |
| Opportunities | Threats |
| <p>We can offer a lot of professional development</p> <p>We can start an “advocacy” center</p> <p>We have \$750,000 – need to do more stuff in our backyard. What are faculty incentives to do this?</p> <p>VA is next door</p> <p>Utilize, connect with HIS to support AB540 students</p> | <p>Multiculturalism is not simply additive – it needs to be infused and that requires a significant retooling of our courses so is a major endeavor</p> <p>Students can’t teach in urban setting well in the area of advocacy and ELLs and other culturally diverse groups</p> <p>We don’t have a holistic view of diverse students and equity: Adult students, transfers, vets</p> |

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| | We keep pulling faculty out of the classroom who can do this work – then who steps in? |
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Evidence-based practices

| Strengths | Weaknesses |
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| <p>Signature assignments in various courses that require students to identify EBP and apply the practice within the context in which they train (55%)</p> <p>Intervention research is being conducted by our faculty (23%)</p> <p>Clinic setting for training on EBP (23%)</p> | <p>Colleagues may not know how to identify evidence-based practices so need to advocate for scientific practices in our teaching both within & across our departments (43%)</p> <p>Need to share more about EBP and ask each other about what the evidence is (anecdotal vs. empirical) (30%)</p> |
| Opportunities | Threats |
| <p>Need to establish learning communities read/discuss a relevant article/What works (26%)</p> <p>Should assess/understand how foundations and other organizations include EBP</p> <p>Use media as a strength – use media to correct false info that is being given to the public</p> <p>Use expertise in EBP to educate others about how the research base may inform practice and decision making</p> | <p>TWAADDIs – people don't want to change the way they've always done things</p> <p>People may fear data</p> <p>Media may interpret data incorrectly, make global generalizations that are not warranted</p> <p>Not enough collaboration</p> |

Leadership

| Strengths | Weaknesses |
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| <p>Strong program coordinators and strong leaders (43%)</p> <p>Our programs emphasize creating "leaders" within our students (43%)</p> | <p>The workload associated with being a leader can be overwhelming (81%)</p> |
| Opportunities | Threats |
| <p>Leadership programs held in high esteem,</p> | <p>Difficult to recruit faculty leaders due to</p> |

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| <p>continue and further develop strategies to sustain relationships</p> <p>Ensure program design considers needs of working professionals</p> <p>Be a leadership center, host annual leadership summit featuring “big name” speakers – invite alumni to participate and use as a recruitment opportunity</p> | <p>low pay</p> <p>Need time and appropriate people to be present in districts</p> <p>Need to study other local CSU programs</p> <p>Local leadership grant submitted – approved with university involvement. What does this suggest?</p> |
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Scholarship

| Strengths | Weaknesses |
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| <p>Use scholarship to inform our practice and our practice backgrounds mean our scholarship often involves practical aspects (59%)</p> <p>We have lots of faculty who study different aspects of difference and equity (23%)</p> <p>Faculty have knowledge of a variety of methods to answer appropriate questions (18%)</p> | <p>Need better infrastructure support (43%)</p> <p>Overreliance on rubrics - Need to teach students to embrace ambiguity to enhance their scholarship (38%)</p> <p>Students may not rely on research in meeting conclusions, aren’t good consumers of research (14%)</p> |
| Opportunities | Threats |
| <p>Research assistantships for grad students to assist in the research infrastructure support (e.g., \$10,000-\$15,000 per student)</p> <p>Foster innovation and critical thinking by using international research</p> <p>Restructuring CED Grad student orientation to focus on scholarship</p> <p>Funding (release time and stipend) so faculty can collaborate on cross-</p> | <p>Economic uncertainties</p> <p>Broader cultural influence that negatively impacts the critical thinking of individuals (ie technology, test scores)</p> <p>Individual complacency</p> |

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| department/cross-discipline research | |
| Across college shared reading program (pick 1 book each semester) and have guest speaker and discussion | |

Innovation

| Strengths | Weaknesses |
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| <p>Curriculum revisions - updating to reflect changes in credentialing, st. needs, attract sts to programs (55%)</p> <p>Incorporating tech in courses (e.g., uploading videos) (23%)</p> <p>Cross-dialogue across programs (e.g., Ed Admin and Ed Specialist) (18%)</p> | <p>We talk little about pedagogical innovation (43%)</p> <p>Burn-out and feeling a lack of appreciation (35%)</p> <p>TTWWADIs (22%)</p> |
| Opportunities | Threats |
| <p>Informal sharing of ideas in department meetings</p> <p>Assessment</p> <p>Use funding to increase sabbaticals</p> <p>Increase SCACs connected to the strategic plan</p> <p>Make more smart rooms (eg Ed2 160 and 216) and ambience of 218</p> <p>Have special topic seminar on achievement gap</p> | <p>Curriculum process in the college stifles innovation</p> <p>External standards</p> <p>Assessment</p> <p>Not enough sabbaticals</p> |

Effective Pedagogy

| Strengths | Weaknesses |
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| <p>We are good teachers (30%)</p> <p>Good psych knowledge and skills (e.g.,</p> | <p>We talk little about effective pedagogy and pedagogical innovation (55%)</p> |

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| <p>counseling) to help our students learn (26%)</p> <p>Potential to lead educational innovation (22%)</p> <p>Broad theoretical background in ed psych, child development and human learning implemented in our courses (17%)</p> | <p>Our students are not all teachers, they might need to see something other than education (27%)</p> <p>All of our practices are not necessarily informed by the standards related to “equity” (18%)</p> |
| <p>Opportunities</p> | <p>Threats</p> |
| <p>Funding – possibility of regaining and expanding strength of programs by filling positions again</p> <p>Publication – possibility of making a book or magazine for college or department where faculty introduce important perspectives in their area (e.g., counseling, ed psych). These magazines can be used as invaluable resources for teaching throughout the college</p> <p>Sharing – it’s a good idea to prepare opportunities for faculty/programs to share what they have been doing in areas like diversity, equity, etc.</p> <p>Guest speaker – we can be good guest speakers for Teacher Ed Courses (e.g., special ed issues, counseling-related issues, child development)</p> <p>Video series – with more funding becoming available, we might want to establish video series to be posted on our website</p> | <p>Time – it would be wonderful to teach 3 courses a semester</p> <p>Lack of space/time to collaborate</p> <p>If we try to use new technology, it takes time for us and students to get accustomed to it</p> <p>Our department has so many different foci and perspectives (this is also a strength but at times, it could be a threat)</p> |