

THE UEA FIVE YEAR STRATEGIC PLAN INTRODUCTORY STATEMENT

Many of the staff and leaders of UEA have recognized the need for long range planning. We have been guilty of budgeting and planning only one year at a time just like our state legislature. To remedy this problem, the UEA Futurist Committee was formed and given the task to build a five year plan for the UEA.

The processes used to develop this plan have been driven by Appreciative Inquiry. Appreciative Inquiry has helped us to look at our core values and dream a positive vision for our organization, members, and public education in Utah.

The plan is divided into goal areas. Each goal lists a desired outcome and sets a timeframe for achieving the goals. There is overlap in our outcomes, as our aspirations often fit in more than one goal area. The outcomes are what will be measured to track our progress.

IMPLEMENTATION

Each year the president, executive director, and the UEA Board of Directors establish work teams to design the activities that the Association will conduct to implement our strategic goals. At the end of each budget year the work team will evaluate progress and make recommendations for updates and changes to the Futurist Committee who will amend and adopt a plan for future years.

This plan has been created on extensive inputs from members, leaders, and staff. We believe this plan is based on “deep listening” and is a positive beginning for our long term planning. As with any new venture the plan is seen as our first effort and is flexible and open to change.

Background and Philosophy

Focus on Outcomes

This Strategic Plan describes the desired future for UEA and outlines the necessary incremental steps to reach that future. The outcomes are descriptive statements of the long range view and the sub-outcomes are the date-specific benchmarks toward that end.

Flexible Framework

The Plan will provide flexible framework for activities at the state, local, and UniServ levels and will strengthen our collective efforts.

Full Integration

This Plan is intended to be fully integrated, meaning that each outcome influences every other outcome. For example, stronger membership numbers have a direct, positive effect on the ability to advocate for members.

UEA's Mission Statement

UEA's mission is to advance the cause of public education in partnership with others: strengthen the teaching profession, promote quality schools for Utah's children, and advocate the well-being of members.

UEA Five Year Strategic Plan

Goal 1.0: Advance the Well-Being of Members.

Outcome 1.1: Elevated Respect: UEA and its members are respected as a prominent voice of education in Utah and are consulted on all educational issues:

Sub Outcome 1.1.1: By September 2006, we have the knowledge and skills and are effective participants on school community councils.

Sub Outcome 1.1.2: By September 2006, we annually conduct a campaign that builds community respect for Utah teachers.

Sub Outcome 1.1.3: By September 2008, we have participants on all state and local district boards and committees responsible for professional standards and school quality.

Outcome 1.2: Negotiated Contract: Every local association has a negotiated contractual agreement that is based on the UEA standards.

Sub Outcome: 1.2.1: By September 2006, UEA has updated model contract language and established UEA standards for use by local association bargaining teams.

Sub Outcome: 1.2.2: By September 2007, each local team has participated in bargaining skills training.

Sub Outcome 1.2.3: By September 2008, 50% of locals have successfully negotiated contractual agreements based on UEA standards.

Sub Outcome 1.2.4: By September 2010, 75% of locals have established collaborative relationships with districts which allow for joint decision-making on all matters related to the work of educators.

Outcome 1.3: Financial well-being: Educator compensation compares favorably with other professions requiring equivalent education and skills.

Sub Outcome 1.3.1: Salary

1.3.1.1. By September 2006, we have developed a combined legislative/bargaining strategy to incrementally raise teacher salaries.

1.3.1.2: By 2008, disparities in teacher salaries across the state are narrowed to reflect professional equity.

1.3.1.3: By September 2007, the Minimum School Finance Act includes funds for National Board Certified Teachers.

Sub Outcome 1.3.2: Other Benefits

1.3.2.1: By September 2007, each school district has an employee health insurance committee on which local associations are voting members.

1.3.2.2: By September 2010, educators have access to affordable post-retirement health insurance which provides quality coverage.

Outcome 1.4: All members are informed and assert their basic educator rights and responsibilities.

Sub Outcome 1.4.1: By 2006, the UEA Professional Rights and Responsibilities committee has established standards for its local and UniServ units.

Sub Outcome 1.4.2: By September 2007, all UniServ units and large locals have a trained and functioning professional rights and responsibilities committee.

Sub Outcome 1.4.3: By September 2009, each local has members trained to address issues of professional responsibilities and educator rights.

Goal 2.0: Strengthen the Teaching Profession

Outcome 2.1: Working conditions are optimum for student achievement and professional success.

Sub Outcome 2.1.1: By September 2006, we have developed a legislative/bargaining strategy to incrementally address class size issues in targeted areas.

Sub Outcome 2.1.2: UEA links its members to resources that can support their work in the classroom for student achievement.

Sub Outcome 2.1.3: By 2008 educators have adequate materials and technology to educate the child for the 21st century.

Sub Outcome 2.1.4: We advocate for professional discretion in the design of instruction and assessment to optimize student success.

Outcome 2.2: Utah Educators maintain high standards of professionalism.

Sub Outcome 2.2.1: We continuously promote adherence to high standards of licensure, performance, and ethics.

Sub Outcome 2.2.2: By September 2007, UEA local associations collaborate with district administrations to design professional development offerings according to identified needs of educators.

Sub Outcome 2.2.3: By September 2008, paid professional days will be provided to those attending the UEA Convention.

Sub Outcome 2.2.4: By September 2010, educators have five additional paid days dedicated for Professional Development and self-directed planning.

Outcome 2.3: New teachers are provided quality mentoring programs:

Sub Outcome 2.3.1: By September 2006, we develop standards for quality induction and mentoring.

Sub Outcome 2.3.2: By September 2008, all local associations participate in quality district teacher induction and mentoring programs that meet UEA standards.

Outcome 2.4: Teachers' expertise is sought by policy makers and others when formulating education policy at all levels.

Sub Outcome 2.4.1: By 2006, UEA's Teaching and Learning Committee provides expertise and strategies on instructional issues to guide the organization.

Sub Outcome 2.4.2: By September 2006, in partnership with the Utah State Office of Education, the UEA articulates standards for quality teaching.

Outcome 2.5: UEA is pro-active in the recruitment of a diverse teaching force that is reflective of the demographics of student population.

Goal 3.0: Engage in Meaningful Partnerships that Promote Quality Public Schools.

Outcome 3.1: UEA and its partners and stakeholders develop a common understanding and consensus as to the components of a quality public school and evidence of continuous school improvement cycles and develop an infrastructure for dealing proactively with educational issues.

Sub Outcome 3.1.1: By Spring 2006, UEA and school-community partners have a shared positive vision for the future of education in Utah.

Sub Outcome 3.1.2: By December 2005, a school-community partnership model is generally accepted by UEA partners and facilitated through the Appreciative Inquiry process.

Sub Outcome 3.1.3: By September 2006, UEA and partners have executed and implemented the model for common initiatives.

Sub Outcome 3.1.4: By September 2006, UEA is engaged with community groups and ethnic minority groups on education issues of common interest, e.g., achievement gap.

Sub Outcome 3.1.5: By September 2008, UEA and partners have created a statewide network that provides communication and grass root mobilization strategies.

Outcome 3.3: By September 2006, the broader community actively promotes investment in public schools as good economic development policy.

Outcome 3.4: UEA has partnerships with universities offering education pre-service programs.

Goal 4.0: Build Organizational Capacity

Outcome 4.1: Increased Membership: By September 2010, UEA has 25,000 K-12 active members.

Sub Outcome 4.1.1: By August 2005, UEA has in place an effective, flexible system for assisting locals in recruitment and retention of members.

Sub Outcome 4.1.2: By September 2005, the UEA's membership strategy for recruitment and retention is implemented in three (3) locals targeted for membership recruitment and retention.

Sub Outcome 4.1.3: By September 2006, UEA's Membership Strategy will be extended to up to six (6) additional locals.

Sub Outcome 4.1.4: By September 2007, UEA will have in place an active, organized UEA retired organization.

Sub Outcome 4.1.5: By September 2007, all UEA locals have a written, multiple year recruitment plan specifying goals and strategies to meet their portion of the statewide 25,000 member goal.

Outcome 4.2: Increased Member Involvement: In addition to the Association Representative, at least two (2) members in every school site are actively participating in and advancing the work of the Association.

Sub Outcome 4.2.1: By September 2006, targeted locals will have a functioning member work group for each UEA strategic goal.

Sub Outcome 4.2.2: By September 2007, all UniServ units and large locals will have a functioning member work group for each UEA strategic goal.

Outcome 4.3: Enhanced Leadership: Fifteen percent of members have participated in an Association leadership development program.

Sub Outcome 4.3.1: By September 2006, we have established an on-going multi-faceted leadership development program.

Sub Outcome 4.3.2: By September 2008, 100% of local units have members participating in Association leadership skills training.

Outcome 4.4: UEA has a dynamic structure that assures quality service to all members.

Sub Outcome 4.4.1: UEA periodically reviews UniServ alignments and make adjustments to best serve members.

Sub Outcome 4.4.2: UEA regularly accesses its organizational structure and the programs offered to members.

Approved by the UEA Board of Directors March 18, 2005