

College of Education and Human Sciences
2008 Strategic Plan

Introduction

In 2006 the College of Education and Human Sciences designed and implemented a strategic plan for the college. In 2008, the goals and some minor language of that plan were revised. This is the current plan, as revised. The college is implementing the plan through the COEHS 2009-2010 Strategic Action Plan. Many thanks to all involved in development of the original plan and for those who assisted with the current revisions and development of the annual action plan.

Vision, Mission and Core Values of the College of Education and Human Sciences

The **vision** of the College of Education and Human Sciences is to be consistently recognized as a leading community that:

- Develops collaborative, interdisciplinary, innovative leaders.
- Engages in scholarly inquiry that informs our practice.
- Develop relationships that enable the college to prepare students and serve the community.
- Promotes social justice and equity in an atmosphere where diversity is valued.

Our **mission** is to prepare enlightened professionals who value the interdependent and dynamic nature of the human condition and who perform effectively to strengthen collaboration with community partners. The College's learning community is based on **core values** of liberal education, collaboration, social justice, diversity and reflective practice.

- **Liberal Education:** Professionals develop dispositions, knowledge and skills based on a sound liberal education.
 - Liberal education informs and enriches learning experiences embedded in professional education and practice.
 - The relationship between liberal education, personal fulfillment and professional competence is the foundation of professional performance, citizenship, and individual actualization.
 - Lifelong learning and professional competence are pursuits that span each graduate's entire career.

- **Collaboration:** Professionals collaborate to achieve a shared vision that reflects scientifically-based interdisciplinary practice and public policy.
 - Professional competence is achieved when students are active partners in the professional education programs that cross disciplines in cooperative and shared study, service and research to the maximum extent possible.
- **Social Justice:** Professionals work to transform unjust and oppressive educational, social, economic policies/systems into just and non-oppressive alternatives.
- **Diversity:** Professionals value the unique cultural styles, interaction patterns and beliefs of every individual and empower people to be socially responsible.
- **Reflective Practice:** Professionals cultivate a presence of mind that emphasizes continuous conscious analysis of values, assumptions and strategies underlying their practice and the consequences of that practice on other human beings.

College of Education and Human Sciences Goals And Priorities for Implementation

Goal A

To develop collaborative, interdisciplinary, innovative leaders.

Priorities:

Faculty should identify courses within each academic program where collaborative leadership elements will be stimulated

Encourage and support “out of the box” innovative thinking and action as well as interdisciplinary scholarship and teaching as a way to energize and renew members of the college as a whole.

Goal B

To inform our practice through scholarly inquiry.

Priorities:

Increase collaborations that result in interdisciplinary scholarly inquiry within and among departments.

Plan and convene meetings/programs/conferences on campus within or among departments that enable faculty and students to share and discuss research in their fields of interest.

Goal C

To develop mutually beneficial external relationships to prepare students and serve the community.

Priorities:

Design and implement a marketing plan for the college and its course offerings.

Honor and increase diversity within the college by implementing additional faculty and student recruitment and retention initiatives, including outreach to PK-12 students from underrepresented groups to encourage college attendance.

Goal D

To promote equity, diversity, and inclusiveness.

Priorities:

Determine how to use the college diversity data that has been collected to make recommendations for increasing diversity and decreasing structural barriers to inequality.

Maintain and expand partnerships with agencies that offer culturally diverse field experiences for students.

Collaborate with the Office of Multicultural Affairs on programs to encourage PK-12 students of color, particularly at the middle school and high school levels, to plan early for attending college and considering a field represented in our college.

Goal A

To develop collaborative, interdisciplinary, innovative leaders.

Strategic Assessment

Strengths and assets. Our college has a record of valuing collaborative, interdisciplinary and innovative student-faculty work. Examples of current structures, programs and projects that aid in meeting this goal include:

- The Center for Collaborative Leadership.
- The Center for Communication Disorders.
- The Center for History Teaching and Learning.
- The Community Fitness Program and the Physical Education Program for home-schooled children.
- The Human Development Center.
- The bi-annual Human Diversity Expo.

We also have established several inter-institutional agreements with other UW institutions, Nicolet College and the Chippewa Valley Technical College; and we enjoy ongoing relationships with area practitioners, schools and agencies, as well as inter-departmental partnerships, both within and across colleges. Our students engage in a number of active professional organizations housed in the college and are required to take interdisciplinary courses. A number of faculty and staff serve on multiple boards of directors for community agencies and on committees for professional organizations regionally, throughout the state, nationally and internationally.

Areas for improvement, growth and change: We need to maintain the strength of existing endeavors and encourage others such as:

- Expanding field placements.
- Introducing students to leadership opportunities throughout their careers to develop and maximize their own leadership skills.
- Encouraging faculty to be authentic collaborative leaders.
- Developing and encouraging student/faculty and student/student mentoring opportunities.
- Identifying and developing more opportunities for interdisciplinary teaching that the college supports with fair and flexible time reassignments.

- Encouraging faculty to develop innovative, collaborative leadership opportunities for themselves, their colleagues and students.
- Expecting students to take active responsibility for their own learning.
- Creating support structures for ongoing faculty involvement with incentives and support such as reassigned time and financial support for innovative activities.
- Energizing and renewing the college as a whole by encouraging and supporting thinking outside the box.

Strategic Actions

Strategy 1: Encourage collaborative leadership concepts within policies, procedures, curriculum and assessments.

- Faculty should identify courses within each academic program where collaborative leadership elements will be stimulated.
- Ensure that elements of collaborative leadership be included within revised college policies and procedures, including Search and Screen procedures.
- Include measures to assess collaborative leadership in surveys of graduates.
- Develop revenue streams to support professional development relating to collaborative leadership for students, faculty, and staff.

Strategy 2: Encourage and reward activities that model, support and amplify collaborative leadership concepts and practices.

- *Encourage and support “out of the box” innovative thinking and action as well as interdisciplinary scholarship and teaching as a way to energize and renew members of the college as a whole.*
- Review Department Evaluation Plans for language that reinforces and rewards collaborative leadership.
- Encourage and provide incentives, including financial support and/or time reassignment, for faculty who engage in collaborations that model and support collaborative leadership with students and other faculty.
- Ensure faculty and staff are aware of support for collaborative leadership opportunities.
- Disseminate information to the university community and beyond regarding collaborative leadership activities within the college.
- Establish scholarships and/or annual faculty, staff or student leadership awards such as the Jeff Oliphant Blugold Spirit Award.
- Expect students to take active responsibility for their own learning.

- Expand field experiences to include more collaborative leadership opportunities.
- Continue to improve the designated space in Campus School 107 for the Center for Collaborative Leadership for use by all members of the college community.

Goal B

To inform our practice through scholarly inquiry.

Strategic Assessment

Strengths and assets. COEHS faculty, instructional academic staff and students are engaged in a variety of research and scholarly endeavors such as:

- Engaging in faculty-student collaborative research projects.
- Disseminating scholarly inquiry, including applied research and the Scholarship of Teaching and Learning (SoTL), by presenting at regional, state, national and international conferences and publishing in professional journals and books and writing books and professional manuals.
- Participating in on-campus research communities such SoTL, Network for Excellence in Teaching (NET) Scholars and other groups supported by Learning and Technology Services.

Areas for improvement, growth and change. More faculty and staff within the college are engaging in the scholarship of teaching and learning, yet this area of inquiry could be increased, as could the extent of participation in the various on-campus research communities. Other areas for improvement and change include:

- Increasing and expanding scholarly collaborations within departments, within the college, within the other three colleges in the university and with community partners, agencies and institutions in the Chippewa Valley.
- Disseminating more widely faculty and student collaborative research activities by creating an online peer-reviewed COEHS Research Journal linked to the COEHS Web site.
- Securing extramural funding to support these collaborations.
- Balancing faculty and staff roles to enable opportunities for increased scholarly activity and collaboration.
- Mentoring new and developing faculty and staff and assisting them in networking with collaborative scholarly communities.
- Aligning Department Evaluation Plans with college priorities.

Strategic Actions

Strategy 1: Encourage, recognize and promote faculty, student and faculty/student collaborative research.

- *Increase collaborations that result in interdisciplinary scholarly inquiry within and among departments.*
- Provide financial support to faculty and students and/or shift responsibilities for faculty to engage in and present research.
- Increase participation in on-campus research communities such as SoTL, NET Scholars and other groups supported by Learning and Technology Services.
- Embed scholarly inquiry in courses to immerse students in research throughout their collegiate experience and careers – reading and critiquing, as well as engaging in research.

Strategy 2: Support faculty and students as they engage in individual or collaborative research and/or examine research during experiences other than classes.

- *Plan and convene meetings/programs/conferences on campus within or among departments that enable faculty and students to share and discuss research in their fields of interest.*
- Increase student participation in off-campus conferences by encouraging them to participate and by providing financial support for their participation.
- Mentor new and developing faculty and staff and assist them in networking with collaborative scholarly communities.
- Provide incentives through time reassignment or matching funding to increase intramural and extramural grant funding.
- Increase other external funding initiatives such as Foundation donations.

Strategy 3: Recognize and reward faculty and student research.

- *Encourage departments to make the various forms of scholarship part of their personnel plans or criteria for merit increases in salary.*
- Create and utilize public forums such as *Transitions*, brown bags, a blog, an interactive Web page, podcast or other emerging technologies to disseminate faculty and student research.
- Develop a college-wide peer-reviewed online research journal, linked to the college home page, to disseminate faculty and student collaborative projects to a wide audience including faculty, staff and students in the college, university colleagues, alumni and other community, national and international partners.
- Institute the annual Ronald Satz Teacher/Scholar award with a \$1,000 award for the recipient to be used in support of research or professional development.

Goal C

To develop mutually beneficial external relationships to prepare students and serve the community.

Strategic Assessment

Strengths and assets. The COEHS is engaged in a myriad of local, regional, state, national and international partnerships that are integral to both the college and the communities in which they are embedded. These connections create many opportunities such as:

- Student participation in service-learning.
- Student teaching, internships and other field-based experiences in a wide range of placements in a variety of communities in the region, in other parts of the country and internationally.
- Faculty-student research collaborations within communities ranging from Eau Claire to rural South Africa and northern Japan.
- Cross-departmental and cross-college interdisciplinary activities.

Areas for improvement, growth and change. Despite the richness and diversity of these partnerships, we remain committed to negotiating new opportunities and finding additional ways to nurture and sustain all of the partnerships we maintain, recognizing that these partnerships represent a central component of our programmatic strength and mission to enhance the human condition. Challenges that need to be addressed include:

- Restructuring the ways in which our partnerships are developed and maintained so they are less person-dependent and therefore more sustainable over time.
- Restructuring and/or reassigning faculty time to honor involvement with partnerships.
- Identifying creative ways of counting faculty participation in interdisciplinary courses that are team-taught.
- Marketing our college and its offerings through broadly distributed department newsletters and other online and printed venues.
- Enhancing connections with alumni by engaging them more directly with students, departments and the college.

- Honoring and increasing diversity among our students, faculty and staff by becoming more effective in recruiting and addressing the needs of students, faculty and staff from underrepresented groups.
- Recognizing the importance of contributing to the well-being of the communities in which we live and work.
- Continuing to develop a supportive college community that nourishes all who are a part of the community as well as the people, institutions and communities that it serves.

Strategic Actions

Strategy 1: Strengthen, enhance and broaden relationships within the college and university as well as with local, regional, national and international partnerships and alumni.

- *Design and implement a marketing plan for the college and its course offerings.*
- Create and distribute online departmental newsletters in each department.
- Plan and implement ways to engage more alumni in advisory roles in the college and departments.
- Offer more courses at convenient times in varying formats including online opportunities for lifelong learners.
- Increase involvement with Continuing Education to demonstrate our commitment to being embedded within the larger community of learners within our region.

Strategy 2: Provide a supportive college environment for students, faculty and staff that enhances collaborative efforts, honors diversity and recognizes the importance of the communities in which we live and work.

- *Honor and increase diversity within the college by implementing additional faculty and student recruitment and retention initiatives, including outreach to PK-12 students from underrepresented groups to encourage college attendance.*
- Reward interdisciplinary and collaborative efforts with financial support and/or reassigned time.
- Plan and implement brown bag lunches, symposia and other college-based professional learning opportunities to continue building a supportive college community, based on a culture that values and demonstrates teamwork and collaborative leadership and that nourishes members of the college community, as well as the people, institutions and communities that the college serves.

- Identify additional incentives to encourage and value partnerships within the college and university, and communities.

Goal D

To promote equity, diversity, and inclusiveness.

Strategic Assessment

Strengths and assets. The following represent broad areas of current strength relating to this goal:

- Providing local, regional, national and international experiences for faculty, staff and students in diverse environments through exchanges, service learning, practica, field experiences and internships.
- Recruiting faculty and staff from national pools in coordination with Affirmative Action to secure a staff with a range of backgrounds and interests.
- Maintaining standards that require study of and experiences with diversity through course work and other venues.
- Working to secure resources to support diversity and social justice projects through differential tuition, grants, faculty-student research collaboration grants and other internal allocation of resources and extramural grants.

Areas for improvement, growth, and change. We need to draw on and maintain our strengths as a basis for extending our reach to create more student and faculty interactions with diverse groups and experiences and to assure greater diversity among our students, faculty and staff by:

- Systematically and deliberately expanding the range of formal and informal experiences dealing with diversity and social justice and working across disciplinary, course, department and program boundaries.
- Examining and expanding our perspectives, definitions and application of diversity and social justice.
- Reviewing and modifying as needed our policies and practices in working to recruit and retain a more diverse faculty and staff.

- Recruiting and retaining more students, faculty and staff from underrepresented groups.

Strategic Actions

Strategy 1: Document the current college environment in terms of social justice, equity and diversity as a means of guiding future decisions and tracking future progress.

- *Determine how to use college demographic data to make recommendations for increasing diversity and decreasing structural barriers to equity.*
- Continue to gather and analyze college demographic data to determine the diversity profile and retention patterns of students, faculty and staff from underrepresented groups.
- Launch discussions, based on the data analysis, to recommend programmatic, policy and procedural changes to reflect our active commitment to social justice, equity and diversity.
- Continue to gather and analyze data to monitor progress.

Strategy 2: Systematically and deliberately expand the range of formal and informal experiences dealing with diversity and social justice and work across disciplinary, course, department and program boundaries.

- *Maintain and expand partnerships with agencies such as the Aldine School District in Texas and Prince George's County School District in Maryland that offer culturally diverse field experiences for students.*
- Develop and nourish established international partnerships including those in South Africa, Japan and Korea and forge additional international partnerships.
- Encourage and increase faculty and student international exchanges.
- Support at least one Diversity Fellow from the college annually.
- Offer a \$200 stipend from the college to faculty who collaborate with a student from a minority group in a faculty/student collaborative research project.
- Organize college-wide forums for faculty, staff and students to explore books and other resources to increase classroom engagement around issues of social justice, equity and diversity.
- Link curricular materials dealing with diversity to the college Web site.
- Provide financial support to departments that invite a visiting minority scholar or practitioner for a departmental residency.

Strategy 3: Recruit and retain more students and faculty from underrepresented groups.

- *Collaborate with the Office of Multicultural Affairs on programs to encourage PK-12 students of color to plan early for attending college and considering a field represented in our college.*
- Formalize ongoing discussions among faculty and staff to share and develop more effective ways to recruit and retain more diverse students and faculty.
- Identify and contact doctoral candidates of color and invite them to apply for positions.
- Contact alumni of color to assist in recruiting and retaining students of color.
- Create linkages with diverse campus student organizations and familiarize them with the majors offered in the college.
- Implement formal and informal mentoring opportunities for students and faculty from underrepresented groups.