

THE COEHS STRATEGIC PLAN 2014-2016

Executive Summary

Faculty, administrators, and staff in the College of Education and Human Services are committed to several goals and objectives that can be accomplished during the years 2014-2016 and will contribute to goals more broadly identified in *Pathways to Excellence*, the University Strategic Plan launched in 2013 by Chancellor Rita Cheng. These goals are summarized below and expanded with specific action items in the larger document that follows.

1. Facilitate Student Success

- By strengthening recruitment efforts
- By increasing efforts to retain students

2. Increase Research, Scholarship, and Creative Activity

- By recruiting and retaining outstanding research faculty
- By providing specialized services to researchers and scholars
- By expanding opportunities for undergraduate and graduate student research

3. Promote Diversity and Inclusiveness

- By learning more about our diversity and inclusiveness issues
- By improving awareness of diversity issues and cultural competence
- By increasing efforts to attract and retain faculty and staff members of diverse backgrounds

4. Engage with the Broader Campus Community

- By strengthening campus communication, team building, and morale
- By boosting college identity and visibility

5. Expand Community Relations and Partnerships

- By pursuing and bolstering partnerships that produce mutual benefits for the College and community
- By soliciting input from stakeholders regarding the knowledge, skills, and awareness employers are seeking from graduates

6. Fine-tune Finance, Infrastructure, and Resource Allocations

- By developing clear goals for addressing budget shortfalls through increased enrollment

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1. Facilitate Student Success

By strengthening recruitment efforts

- A. Develop and implement recruitment presentations designed for high-achieving high school juniors and seniors, and directed or hosted by professors and students representing various COEHS programs and departments.
- B. Initiate, expand, and sustain contact with high school advisors and counselors critical to our recruitment efforts.
- C. Create and maintain recruitment materials targeted toward domestic and international students, especially for the various graduate programs throughout the college.
- D. Utilize current student leaders as resources and ambassadors to organize outreach activities designed to recruit future students.

By increasing efforts to retain students

- E. Review current strategies, and devise and implement additional strategies to improve student pass rates on certification examinations.
- F. Maintain high quality academic advisement services and assess their quality via student feedback.
- G. Devise and implement strategies to streamline the matriculation process from application to enrollment to program completion.

2. Increase Research, Scholarship, and Creative Activity

By recruiting and retaining outstanding research faculty

- A. Develop job descriptions for open positions that make clear our desire to attract candidates with potential for, or proven records of, quality research, scholarship, and creative activity.

By providing specialized services to researchers and scholars

- B. Develop and maintain a formal support system to promote and sustain grant-writing within the College.
- C. Develop and maintain statistical and academic support for research, scholarship, and creative activities within the College.
- D. Define, encourage, and measure our involvement in interdisciplinary collaborations that emphasize and support quality research, scholarship, and creative activity.

By expanding opportunities for undergraduate and graduate student research

- E. Promote and publicize integration of the College's teaching and research missions.
- F. Publicize graduate and undergraduate student research opportunities and accomplishments.
- G. Develop and maintain additional competitive graduate research assistant stipends (and ensure they are balanced across the College's many academic units) in order to recruit high-quality graduate students.

3. Promote Diversity and Inclusiveness

By learning more about our diversity and inclusiveness issues

- A. Work with staff from the Center for Inclusive Excellence and Center for International Education to develop a formalized, systematic process of gathering data from faculty, staff, and students about issues of diversity and inclusiveness within the College.

By improving awareness of diversity issues and cultural competence

- B. Create or borrow language affirming diversity and promoting tolerance; assure it is added to formal internal and external College communications.
- C. Update and revise formal agreements with community schools and agencies to reflect the COEHS commitment to diversity and inclusiveness.
- D. Develop an on-line awareness program for COEHS faculty, staff, and students that addresses issues of cultural competence.
- E. Establish a student support group charged with the responsibility of helping COEHS students cope with and resolve issues of diversity and inclusiveness.

By increasing efforts to attract and retain faculty and staff members of diverse backgrounds

- F. Create a list of locations for advertising faculty positions, adding at least three new locations aimed at specific diverse populations each year (can include listserves).
- G. Prepare a hiring and retention plan to welcome and provide support for diverse faculty and staff.

4. Engage with the Broader Campus Community

By strengthening campus communication, team building, and morale

- A. Assemble College Advisory Committee, Academic Affairs Committee, and Executive Council members to brainstorm and commit to strategies for building organizational trust.
- B. Assemble selected faculty, staff, and students with a charge that they both identify major COEHS issues and challenges and seek solutions that can be implemented within the next year to re-establish intercollegiate respect and cooperation.
- C. Prioritize processes that will equip College personnel with the evidence and statistical information they need to confidently support or challenge campus initiatives that result in major impacts on College programs, personnel, and administration.

By boosting college identity and visibility

- D. During each of the next two years, host a series of six or more Saturday morning mini-conferences for graduate teaching assistants campus-wide. Provide one (1) EDUC credit for each semester of perfect attendance, and use this opportunity to offer sessions about andragogy, instructional planning, time-management, student diversity and engagement, teamwork, and personal life skills that highlight the human services expertise of COEHS personnel.
- E. Add a section to the COEHS website to emphasize the many accomplishments, national appointments, public service initiatives, and other thrusts that make us both unique among SIU colleges and also more visible as a community presence and resource.

5. Expand Community Relations and Partnerships

By pursuing and bolstering partnerships that produce mutual benefits for the College and community

- A. Standardize a process for obtaining feedback from students about the quality and contributions of their community service and training experiences for the purpose of informing community partners about the impact of their programs and professional development partnerships.
- B. Expand and sustain partnerships for professional education opportunities with schools, businesses, agencies, and other community organizations.
- C. Conduct research and service activities that address the needs of schools, social service agencies, and communities.

By soliciting input from stakeholders regarding the knowledge, skills, and awareness employers are seeking from graduates

- D. Encourage all departments/programs in the COEHS to maintain or initiate contact with employers of their graduates for the purpose of obtaining feedback regarding the preparation of their students for employment.

6. Fine-tune Finance, Infrastructure, and Resource Allocations

By developing clear goals for addressing budget shortfalls through increased enrollment

- A. Within the next two years, increase both graduate and undergraduate enrollment and implement an aggressive, comprehensive plan designed to retain and stabilize existing student enrollment.
- B. Within the next three years, explore new opportunities to increase post masters degree enrollment by delivering new distance education certificate programs (such as one for P-12 master teachers that will prepare them to assess the needs of diverse at-risk students within their local communities and provide them with the skills and knowledge to recommend to parents or guardians appropriate community and human service organizations where focused, quality interventions for these children may be obtained).

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In Appreciation

A considerable number of faculty, students, administrators, and staff associated with the College of Education and Human Services worked diligently to provide requested input during preparation of the College's Strategic Plan. While actual development and crafting of the plan fell to members of the 2013-2014 College Advisory Committee (CAC) by direction of Dean Keith Wilson, input was solicited by the 2012-2013 CAC from seven (7) focus groups (all but one of which met during the spring of 2013) whose members were first nominated within individual departments; then recommended to the Dean by members of the CAC for their expertise, campus affiliations or responsibilities, and expected contributions; and ultimately invited to participate by the Dean via an individual e-mail communication. Then Associate Dean D. Shane Koch assisted in this process. Each focus group was comprised of representatives from as many departments or schools within the College as possible; school and department faculty numbers, as well as agreement to serve, affected final focus group composition. The 2013-2014 CAC subsequently solicited input from two other groups: members of the College Executive Council, who considered all of the focus group reports in making their recommendations to the CAC, and trusted colleagues whose input seemed prudent in specific situations.

In appreciation for their various contributions, these participants are identified below by name and by department or school affiliation. Their efforts, commitment, and expertise were invaluable in identifying College goals and priorities and in providing guidance to the CAC during development of this document. We remain grateful for their collaboration in identifying our priorities.

MEMBERS OF THE 2013-2014 COLLEGE ADVISORY COMMITTEE

Donna M. Post—Committee Chair	Curriculum and Instruction
Patrick Dilley	Educational Administration and Higher Education
Barbara Hagler	Workforce Education and Development
Saliwe Kawewe	School of Social Work
Jennifer Koran	Educational Psychology and Special Education
Jared Porter	Kinesiology
Dhitinut Ratnapradipa	Health Education and Recreation
Joel Ringdahl	The Rehabilitation Institute
Mallory Bollinger	Graduate Student Rep., School of Social Work
Bryan Gere	Graduate Student Rep; The Rehabilitation Institute
Casheena Stephens	Graduate Student Rep; Workforce Education and Development
Associate Dean Cathy Mogharreban (ex officio)	Dean's Office Representative
Monica Raines (ex officio; recorder)	Dean's Office; Dr. Mogharreban's Secretary

MEMBERS OF THE 2013-2014 COLLEGE EXECUTIVE COUNCIL

Keith B. Wilson	Dean, College of Education and Human Services
Cathy Mogharreban	Associate Dean, College of Education and Human Services
Nancy Mundschenk	Acting Director of Teacher Education
Paul Asunda	Interim Chair, Workforce Education and Development
Carl R. Flowers	Director, The Rehabilitation Institute

Todd Headrick	Chair, Educational Psychology and Special Education
Chester Hood	Coordinator, Recruitment and Retention
Jeanette Johnson	COEHS Webmaster
Elaine Jurkowski	Interim Director, The School of Social Work
Kim Little	COEHS Chief Academic Advisor
John McIntyre	Chair, Department of Curriculum and Instruction
Eden Thorne	COEHS Director of Development
Heewong Yang	Chair, Health Education and Recreation
E. William Vogler	Chair, Department of Kinesiology
Susan Wills	Business Manager II, COEHS Dean's Office

MEMBERS OF THE VARIOUS FOCUS GROUPS

•Campus Community

Jennifer Koran, CAC Facilitator	Educational Psychology and Special Education
Tony Calabrese	Non-Tenure-Track Faculty Rep; Kinesiology
Kathryn Martin	Non-Tenure-Track Faculty Rep; The Rehabilitation Institute
Donna M. Post	Curriculum and Instruction

•Community Relations

Valerie Boyer, CAC Facilitator	The Rehabilitation Institute
Phil Anton	Kinesiology
Dorea Glance	Educational Psychology and Special Education
Elizabeth Lewin	Educational Administration and Higher Education
Kim Miller	Health Education and Recreation

•Diversity and Inclusiveness

Barbara Hagler, CAC Facilitator	Workforce Education and Development
Laverne Byfield	Curriculum and Instruction
Karla Horton	School of Social Work
Bobbi Knapp	Kinesiology

•Finance, Infrastructure, and Resource Allocation

John McIntyre, Facilitator	Curriculum and Instruction
Donna M. Post, CAC Rep. (ex officio)	Curriculum and Instruction
Keith Waugh	Workforce Education and Development
Susan Wills	AP Rep. (in charge of finance), Dean's Office
Stacy Thompson	Curriculum and Instruction

•Futures

Dhru Mukherjee, CAC Facilitator	CAC Chair, 2012-2013, School of Social Work
Grant Miller	Curriculum and Instruction
Yanyan Sheng	Educational Psychology and Special Education
Julianne Wallace	Kinesiology

•Research, Scholarship, and Creative Activity

Dhitinut Ratnapradipa, CAC Facilitator	Health Education and Recreation
Lingguo Bu	Curriculum and Instruction
Frackson Mumba	Curriculum and Instruction
Jared Porter	Kinesiology
Ruth Anne Rehfeldt	The Rehabilitation Institute

•Student Success

Saran Donahoo, CAC Facilitator	Educational Administration and Higher Education
Julia Champe	Educational Psychology and Special Education
Maria Claudia Franca	The Rehabilitation Institute
Rose Moroz	Administrative Professional Rep., Curriculum and Instruction

