

# 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

#### **Kinesiology:**

- A. Kinesiology department chair, program directors, and departmental advisors engage in all on campus Open House and Showcase recruitment efforts.
- B. Aforementioned personnel engage on off campus recruiting efforts as well e.g., John A. Logan showcase day.
- C. Kinesiology program directors personally meet with all potential students who come to campus with families to consider our major programs.
- D. Kinesiology program directors have regularly engaged in emailing and calling students with Hobson's database.

**Teacher Education Program:** Office of Teacher Education's increased usage of SSC (Student Success Collaborative) in order to maximize collaboration with advisement to ensure students stay on track for time to degree. (retention)

**Counseling, Quantitative Methods and Special Education:** The Quantitative Methods section is currently in the process of developing a Graduate Certificate Program to improve enrollments and increase students' interests to pursue scholarly activities.

**Counseling, Quantitative Methods and Special Education:** The change of name of the Department from Educational Psychology and Special Education to Counseling, Quantitative Methods will increase the interest and recruitment of students in the Counselor Education and Quantitative Methods sections. The name change will improve the image of the department and better reflects what the programs are engaged in.

**Health Education and Recreation** held a Major Discovery Day on February 27 (Friday, 11:00 AM -1:00PM, Pulliam 308). Invitations were offered to the students who were admitted to the College of Education and Human Services, but yet declared their majors yet and also to students who were exploring their majors by the word of mouths (by Health Education and Recreation students). More than 50 students visited the event and 37

students signed up for some more information about the programs in Health Education and Recreation.

**Educational Administration and Higher Education:** Completed Grad Days recruitment events on March 26-27. Interviewed 21 prospective students for the College Student Personnel Program.

**Educational Administration and Higher Education:** Dr. John Dively also conducted four sessions to recruit students to the Principal Preparation Program in February and March 2015. Two sessions took place at SIU and two took place in Mt. Vernon to build knowledge, interest, and a pool for the off-campus cohort slated to begin in Summer 2015.

**Workforce Education and Development:**

- A. Hosted Workforce Education and Development recruitment events at local businesses and a national conference to recruit students for undergraduate and graduate programs. Faculty and staff served as hosts at the following organizations:
  - Blue Cross Blue Shield
  - Aisin
  - Continental Tire
  - Academy of Human Resource Development 2015 International Research Conference in the Americas
  
- B. Represented Workforce Education and Development at SIUC Open Houses and Career Fairs to enhance our recruitment efforts. Faculty and staff worked tables at several of these events to distribute brochures and answer questions about programs
  
- C. Enhanced and distributed recruitment materials targeted to the recruitment of on campus and off campus students.
  - New, more detailed Southern California Master's Program brochure was created.
  - New Master's Degree Program posters were developed.
  - 50+ promotional items were sent to each of 14 Workforce Education and Development off campus military and civilian sites to distribute to current and prospective students.

**--By increasing efforts to retain students**

**Teacher Education Program:** We constructed and distributed a benchmark sheet outlining important steps through the Teacher Education Program. This benchmark sheet is provided to candidates at multiple points in their program and by the Teacher Education Program office, academic advisors and program faculty. We are working on additional supports to more clearly articulate program requirements (retention).

**Health Education and Recreation:** Student Recreation Society (SRS, a RSO) has not been active for several years due to the lack of leadership and faculty supervision. Two Recreation faculty (Tina Colson and Evan Coulson) initiated leadership roles to revive SRS and successfully recruited 27 student members for this spring. The SRS members have initiated a variety of new programs for Recreation students and participated in many campus volunteering activities. This type of support and supervision would enhance student morale and potentially increase student retention rate.

**Workforce Education and Development:**

- A. Offered advising to current students both on and off campus.
  - The off-campus Academic Advisor, four off campus full-time faculty, the off-campus Program Director, two full-time campus faculty, and one Academic Advisor in the COEHS Advising Center provided academic advising and course selection assistance to current students. On campus staff and the off-campus Academic Advisor assisted students with graduation checks to ensure they were taking the correct courses to persist and graduate.
  
- B. Focused on student satisfaction
  - The Department Chair worked closely with Distance Education/Extended Campus to ensure student services were provided at optimal levels.
  - Utilized Instructional Course Evaluations to improve teaching and courses.

**School of Social Work:**

- 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.
  - The School of Social Work has continued to participate in open houses organized by COEHS Recruitment and Retention, with other programs as well as other University recruiting entities, whenever invited to participate.
  - Two School of Social Work faculty members who are currently working on a Behavioral Health Workforce Education and Training (HRSA) grant have aggressively recruited graduate students for the Trauma Based Behavioral Health Fellowship.
  
- B. Initiate and continue contact with high school advisors and counselors critical to our recruitment efforts.
  - In 2014 the School of Social Work faculty made visits to high Schools and Community Colleges in order to recruit students for the Undergraduate program.
  
- C. Create and maintain recruitment materials targeted toward domestic and international students, especially for the various graduate programs throughout the college.
  - The diverse international faculty in the School has engaged recruitment for the graduate program through our website, our Study Abroad and other international

activities. These initiatives as well as the attendance and presentations of faculty and students at various conferences help with the recruitment of international and domestic graduate students.

- Publications of Faculty research and creative works on international and domestic issues have drawn some students to our program.
  - The international award received by the School from the Council on Social Work Education in the past has also helped with promoting this aspect of COEHS recruitment efforts of the Strategic Plan.
- D. Utilize current student leaders as resources and ambassadors to organize outreach activities designed to recruit future students.
- This is work in progress. A discussion on having Faculty Advisors of the School's graduate and undergraduate RSOs facilitate students' leadership engagement in outreach activities as ambassadors is underway. Currently, students have participated together with faculty in distributing and disseminating information on recruitment for our programs.
- E. Devise and implement additional strategies to improve student pass rates on certification examinations.
- The School is working on improving clinical skills in order to increase LMSW licensure for our Master of Social Work graduates. Additionally, the School has adopted new curriculum standards so that our School Social Work graduate students can satisfy the new requirements for the school certification of school social workers. The School has a faculty member who is certified in School Social Work and whose primary responsibility is to guide its curriculum.
- F. Maintain high quality academic advisement services and assess their quality via student feedback.
- Though the School's academic advising for the Undergraduate program is centralized at the College level, the School maintains its sole responsibility of designing and monitoring the curricula. The ongoing communication between the Schools' Undergraduate Coordinator and other leadership has facilitated effective academic advisement. Any changes affecting advising and course offerings are easily communicated and thus maintaining the high quality.
  - The School's Graduate Program academic advising is done within the School of Social Work. It involves the faculty, graduate program coordinator and Assistant to the Graduate program Coordinator. Faculty are responsible for admissions as well as professional advising, while the Graduate Program coordinator and her Assistant engage in academic advising.
- G. Devise and implement strategies to streamline the matriculation process from application to enrollment to program completion.
- High quality advising is managed within the School for the graduate students. The process from application-enrollment to completion is implemented by the School's Admissions Committee in collaboration with the Schools' Director (Acting/interim).

## 2. Increase Research, Scholarship, and Creative Activity

--By recruiting and retaining outstanding research faculty

### **Kinesiology:**

- A. Faculty are assigned teaching workloads no greater than three classes one semester and two in another enabling them time to perform significant research projects.
- B. The Kinesiology Department has created dedicated research laboratory space for exercise physiology, motor behavior, sport psychology and sociology of sport, and biomechanics Labs in the Davies Building.
- C. Faculty routinely receive university assistantships for undergraduate and graduate research projects.
- D. The department sets aside each semester a portion of graduate assistantships for research purposes.
- E. The department dedicates a portion of Kinesiology Foundational monies for both students and faculty to conduct and disseminate their research.

**Counseling, Quantitative Methods and Special Education:** Currently pursuing high quality applicants for Faculty positions in the department (Counselor Education) that would strongly enhance the College's research productivity.

**Health Education and Recreation** is hiring three Tenure Track Faculty in Health Education for AY of 15 and 16. Health Education and Recreation successfully recruited top-notch candidates who demonstrate excellence in research and scholarship. Two of them already signed on their offer letters and

**Health Education and Recreation** is bringing two more candidates for campus interview to fill the third position.

**Educational Administration and Higher Education:** Recruiting and Retaining Outstanding Research Faculty – we are currently searching for a tenure-track faculty member in Educational Administration.

**Workforce Education and Development:** Utilized job descriptions for open positions that clearly stated 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

### **Workforce Education and Development:**

- A. Promoted on campus and off campus opportunities to apply for grants and publish creative works.

- B. The WED Online Journal for Workforce Education and Development Editor published articles from authors around the country and distributed requests for articles for the WED Journal the Online Journal for Workforce Education and Development.

**--By expanding opportunities for undergraduate and graduate student research**

**Health Education and Recreation:** Graduate students in Recreation program are invited to present at professional conferences with their faculty. For instance, two graduate students will be presenting on April 17 at Illinois Recreation Therapy Association Regional Conference with two faculty members.

**Educational Administration and Higher Education:** Expanding research opportunities for graduate students – During the 2014-2015 academic year, nine doctoral students completed their degrees in Educational Administration and Higher Education. Four of these students completed in fall 2014 and five will graduate in May 2015. Moreover, three master's students elected to complete the research paper option and will earn their degrees in May and August 2015, respectively.

**School of Social Work:**

**--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.
- This is work in progress in the School. The few positions filled during this period of the COEHS Strategic Plan have generally ended with the cheapest candidate due to economic challenges. The School continues to aspire to hiring the best qualified TTT, NTT and TA in order to maintain the School's accreditation standards.
  - Nonetheless, research productivity has been low for the new hires during the 2014 year since all these hires have been NTT and TAs whose primary responsibility is to teach. Together with the College, we are exploring ways to maintain the quality of our programs by developing sustainable ways of recruiting and retaining outstanding research faculty so that our accreditation status including the preparation processes for the Reaffirmation of Accreditation moves forward with adequate research and teaching Faculty.

**--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.
- The School's grant activity has improved in the past year. The funding for the School of Social Work's Parents' Resource for Information, Development, and Education (PRIDE) and the Integrated Assessment grant programs and their scope has increased.

- An interdisciplinary trauma grant was earned in which one of our School faculty members is the PI.
  - The School and the College have provided a framework for encouraging grant-writing and the search for competitive external grants by faculty.
  - The School has supported and encouraged faculty to become fiscal officers as well as PIs of the grants they acquire. Hence, the volume of grant activity and applications has increased.
- C. Develop and maintain statistical and academic support for research, scholarship, and creative activities within the College.
- The School has benefited from the COEHS's newly created position of Associate Dean for Research and Statistical Analysis. When preparing reports and documents required by the Council on Social Work Education, the expertise and statistical analysis skills from this office have been constructive and helped the School present quality documentation and presentations.
- D. Define, encourage, and measure our involvement in interdisciplinary collaborations that emphasize and support quality research, scholarship, and creative activity.
- This is work in progress as the College has hosted a meeting (conclave) that encouraged interdisciplinary collaboration within the College, which includes the School of Social Work.

**--By expanding opportunities for undergraduate and graduate student research**

- E. Promote and publicize integration of the College's teaching and research missions.
- This is work in progress. The College has facilitated opportunities for such integration while maintaining the uniqueness of each of the various academic units based on the demands of the differing accrediting bodies that determine their curriculum standards.
- F. Publicize graduate and undergraduate student research opportunities and accomplishments.
- Some Faculty from the School have engaged and supervised several Graduate and Undergraduate students in research endeavors such as those from the McNair program, research rookies and presentations at the College's brown bag series. The College's Journeys Magazine has also been used to publicize such activities.
- 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.
- The School has received its share of support and funding for GAs that work with faculty on their research.

### ***3. Promote Diversity and Inclusiveness***

**Kinesiology:** Faculty engage in community and other activities which promote diversity and inclusion (e.g., Celebrating Women Benefit Luncheon, Speaking Across Lines Diversity Luncheon, Be Fit, Be Cool Fitness activity sponsored by the Indian Physicians Community Group etc.)

**Teacher Education Program:** We are making intentional clinical placements for all teacher candidates in schools deemed diverse (racially, linguistically, SES, disability) for the EDUC 303 experience. (awareness to diversity issues)

- By learning more about our diversity and inclusiveness issues**
- By improving awareness of diversity issues and cultural competence**

**Workforce Education Program:**

- Required WED 581 Workforce Diversity in the Southern California and Illinois Master's Program, and strongly encouraged on campus master's students to take this course.
- Promoted events hosted by the Office of Diversity, Affirmative Action, and those that are geared toward awareness months, i.e. Native American Month, Black History Month, etc.

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

**School of Social Work:**

- By learning more about what our diversity and inclusiveness issues are**

- 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.
  - This is work in progress. Our Faculty and students have diverse backgrounds and come from various parts of the world. Every graduate student is required to pass a course that specifically addresses diversity issues due to the demands of competence in our discipline and the nature of the work in which our graduates are largely engaged. The School continues to participate in inclusive discussions at various School and College levels.

- By improving awareness of diversity issues and cultural competence**

- Create or borrow language affirming diversity and promoting tolerance; assure it is added to formal internal and external College communications.



- The School has such language that supports diversity as a requirement by the National Association of Social Workers and the Council on Social Work Education. Diversity and inclusion issues are vertically and horizontally integrated in our curriculum.
- C. Update and revise formal agreements with community schools and agencies to reflect the COEHS commitment to diversity and inclusiveness.
- Consistent with this College goal, the School has been creating, updating and renewing field placement affiliation agreements with various agencies in the Community. This is work in progress due to the sheer volume of agencies involved for both Graduate and Undergraduate placements. These are binding legal documents required by the College as well as the University.
- D. Develop an on-line awareness program for COEHS faculty, staff, and students that addresses issues of cultural competence.
- This is addressed within the School's programs on an on-going basis in the classroom.
- E. Establish a student support group charged with the responsibility of helping COEHS students cope with and resolve issues of diversity and inclusiveness.
- None yet at the School level.
- 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).
- The School has a diverse faculty. When there are open positions, the openings are posted on the websites for the Council on Social Work Education, the NASW and its local chapters. There are also social work organizations such as the Deans and Directors of Schools of Social Work, International Association of Schools of Social Work, etc. that make resources available to us based on membership. We are also able to post job openings on their listserves.
- G. Prepare a hiring and retention plan to welcome and provide support for diverse faculty and staff.
- The School has a long history and experience of hiring and retaining diverse faculty.

#### *4. Engage with the Broader Campus Community*

**Kinesiology:**

- A. Kinesiology faculty regularly serve in intercampus governance and other organizations e.g., Faculty Senate, Graduate Council, Intercollegiate Athletics Advisory Council, Faculty Athletics Representative (NCAA), Gerontology Group.
- B. Kinesiology faculty obtain joint faculty positions in other units e.g., Dr. Bobbi Knapp, Sport Sociologist in the Department of Sociology and Dr. Jared Porter, Motor Behaviorist in the Department of Psychology and Cognitive Neuroscience group.
- C. PETE faculty (Calabrese, Valley, Vogler) serve on the COEHS UAAC council.

**Teacher Education Program:** Office of Teacher Education and PDS council strengthening the Intern program to ensure the best candidates work with our PDS. We are planning a Teacher Education Program Round Table with P-12 school partners for fall, 2015 to solicit input from stakeholders on ways to co-construct clinical preparation. (mutually beneficial partnerships)

**Counseling, Quantitative Methods and Special Education:** The Quantitative Methods section has cross-appointments in the Department of Psychology (COLA). The Director of the Applied Research Consultants (ARC) housed in the Department of Psychology is a member of the Quantitative Methods section of our department. ARC expands opportunities for associates and students through offering options to present at conferences and workshops, and to participate in a number of professional development seminars

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

### **School of Social Work:**

- A. Assemble College Advisory Committee, Academic Affairs Committee, and Executive Council members to brainstorm and commit to strategies for building organizational trust.
  - The conclave was an effort at this and some social Work faculty participated although the absence of a shared agenda may have become a trust issue at the time (meaning?).
- 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.
  - Pending and to be done before the end of the Strategic Plan period.
- 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.
  - Efforts made at the College level with data obtained from the various units.

- 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.
- None offered by the School yet.
- 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.
- The School has provided information whenever requested by the College for this purpose.

## ***5. Expand Community Relations and Partnerships***

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

### **Kinesiology:**

- A. Kinesiology student organizations have participated in multiple community outreach activities e.g., three Kinesiology student organizations, the Organization of Sport and Exercise Science; the PE Teacher Education Club, and Sport Studies Association have served in leadership and participatory roles in American Heart Association's Heart Walk, Be Fit Be Cool obesity prevention in children activity), Splash Park fundraisers, and both the Southern Illinois Healthcare conference for men and women.
- B. Strong Survivors Cancer Community Fitness program is run by Kinesiology faculty and students in conjunction with John A Logan and Southern Illinois Health Care.

**Health Education and Recreation** is participating in the "SIUC Freshman Retreat Program (August 16 - 19)" which will be provided to many incoming Freshmen to SIUC. This is a new collaborative effort by Student Recreation Center, Touch of Nature and Health Education and Recreation dept. The primary roles of Health Education and Recreation are to provide student and faculty leaders for the retreat program and to engage in research component of examining the outcome of the program.

**Educational Administration and Higher Education:** Pursuing and bolstering partnerships - throughout this academic year, we strengthened our relationships with our partner organizations - IASA, IASBO, and IPA. Drs. S. Brent Clark and Michael Jacoby starting teaching for the department (periodically) in Summer 2014 and plan to continue to do so. The partners also assisted in recruiting both students and faculty position applicants for Educational Administration and Higher Education. Dr. Clark formally served as a member of two of the faculty position search committees currently open in the department.

The partners also helped by sharing information about the department conferences with their membership, which contributed to increased attendance at both the Education Law Conference in Fall (September) 2014 and the 18<sup>th</sup> Annual Educational Leadership Conference in Spring (March) 2015.

Both the Education Law and Educational Leadership Conferences drew and built upon community relations and partnerships. Practicing administrators and educators from around the state participated in the Law Conference in the fall. Concentrating on the southern Illinois region, the Educational Leadership Conference also had good attendance. For the first time in its history, the Educational Leadership Conference actually catered to educators at all levels by including topics on K-12, community colleges, and four-year higher education.

Dr. Green maintains regular contact with the Educational Administration Advisory Council. They had in-person meetings in both the fall and spring semesters. In addition, she obtained their inputs related to the curriculum for the proposed teacher leadership endorsement, revisions to the superintendent program, and preliminary planning for the EdD degree.

#### **School of Social Work:**

- 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.
    - The School has instruments and data collection mechanisms in place, such as Field Practicum Evaluations and feed back by the Community Advisory Committee, Professional Advisory Committee and Surveys.
  - B. Expand and Sustain partnerships for professional education opportunities with schools, businesses, agencies, and other community organizations.
    - This is work in progress and is on-going.
  - C. Conduct research and service activities that address the needs of schools, social service agencies, and communities.
    - Some School faculty have engaged in such activities.
- 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.
    - The School has been doing this since the mid-1990s.

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

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

**Health Education and Recreation:** As one of the ways to increase enrollment number in B.S. in Health Education, Health Education and Recreation submitted the RME to change the current B.S. program name (Health Education). The new B.S. program name for Health Education will be Public Health. The new program name will reflect the current trends and needs of our students more effectively and it is expected to recruit a good number of new students in the near future.

**Kinesiology:** Participate in Summer Cost recovery model to address college financial shortfalls.

### **School of Social Work:**

- 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.
  - This is work in progress. Applications for both the MSW and the BSW programs are increasing.
- B. Within the next three years, explore new opportunities to increase post master's 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).
  - The School of Social Work faculty has engaged in distance education classes for both Graduate students and Undergraduate seniors over the past year. Two Health Mental Health core courses and electives such as Military Social Work, Grant Writing, Medical Social Work and Aging have also been offered.