

Strategic Priorities

COLLEGE OF EDUCATION AND HUMAN SCIENCES

1 ENACT PROGRAMS THAT FULFILL THE PROMISE OF THE COLLEGE OF EDUCATION AND HUMAN SCIENCES

Relation to Values: This priority supports the UNL core values of excellence, learner-centered education, establishing research and creative work as the foundation for teaching and engagement, stimulating research and creative work that fosters discovery, pushes frontiers, and advances society, engaging in community partnerships and valuing diverse people and ideas

Internal Actions:

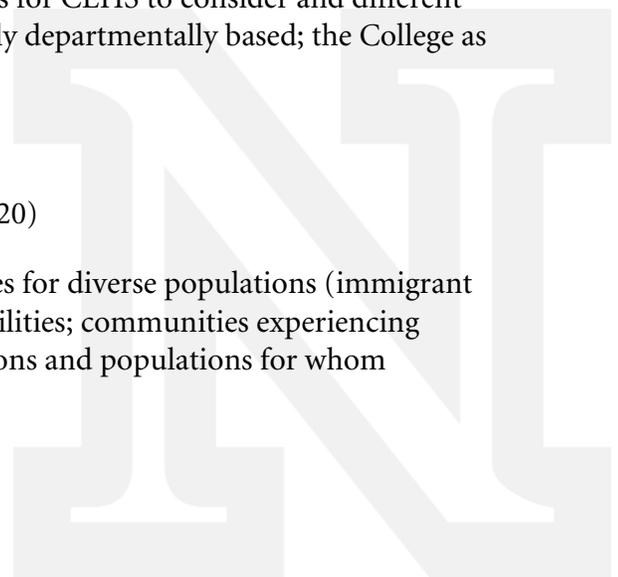
Enact years 2 through 5 of the CEHS Road Map to the Future. Plan and implement innovative teaching, research/creative work, and extension/outreach programs that:

- Are nationally distinctive.
- Address high student demand and high citizen need.
- Traverse disciplines and community systems.
- Address questions and problems at the intersection of disciplines and systems.
- Yield new methods of inquiry and statistical tools.
- Promote economic development in communities.

There are many programmatic opportunities available to the College. Due to limited resources and our desire to focus our efforts most efficiently, we do not expect to take advantage of all these opportunities; however each one presents unique potentials for CEHS to consider and different choices for CEHS to make. Some opportunities are uniquely departmentally based; the College as a whole could adopt others.

Emerging threads:

- Connecting teaching, learning and technology (P 20)
- Education, family support and community services for diverse populations (immigrant families, children and youth; individuals with disabilities; communities experiencing significant demographic shifts, vulnerable populations and populations for whom intervention would enhance quality of life, etc.)



- Economic Development (entrepreneurship, hospitality and tourism, rural networks, Schools at the Center)
- Global Perspectives and international partnerships
- Rural Communities (individuals, families, schools, entrepreneurship, social policy, issues)
- Innovative methods and tools of inquiry well-suited for holistic, multidisciplinary work
- Scholarship of teaching and learning, particularly in science, mathematics, culture-language-literacy
- School and Community Leadership
- Wellness and Healthy Living (health behavior, obesity, molecular nutrition, counseling)

Timeline: 2005-2008

- Follow current action plans developed by CEHS committees and departments relative to innovative program development.
- Conduct formative evaluations of effort and outcomes.
- Revise plans as necessary.
- Build on strengths.

Partners: IS, CIT, Office of Sponsored Programs, Facilities Planning, UNL Office of Academic Affairs, Assoc VC for Facilities and Information Technology, NU Foundation, IANR

Measures of Success:

- CEHS stakeholders will report that CEHS programs are timely and relevant.
- CEHS will be recognized nationally for its innovative educational programs.
- CEHS graduates will report that their education contributed to their ability to make a positive difference in people's lives.

2 PREPARE GRADUATES WHO DEMONSTRATE DISTINCTIVE PERSPECTIVES AND SKILLS THAT DISTINGUISH THEM FROM GRADUATES OF OTHER INSTITUTIONS AND MAKE THEM HIGHLY QUALIFIED TO SUCCEED

Relation to Values: This priority supports the UNL core values of excellence, preparing students for life through student-centered learning, stimulating research and creative work that pushes frontiers and advances society, engaging in community partnerships and valuing diverse people and ideas.

Internal Actions:

- Implement the CEHS Signature Course (in partnership with the Lincoln Public Schools and other human service agencies/businesses in the community).
- Develop and carry out the CEHS technology-based orientation for first-year students. Reorganize the three CEHS Learning Communities to promote interaction among education and human sciences students.
- Follow-through with projects developed through the CEHS interdepartmental teaching proposals
- Implement new academic options proposed by departments (e.g., dual education and special education major, integration of early childhood and elementary certification programs, refocused emphases in teacher education and special education, community college leadership, health behavior option, etc.).

Partners: Lincoln Public Schools, Lincoln Community Learning Centers, UNL Career Services, UNL Housing Division, UNL Dean of Undergraduate Studies, UNL Associate Dean of Graduate Studies, UNK, UNO, UNMC

Timeline:

2005 --Pilot new programs (e.g., signature course, integrated teaching efforts, newly integrated CEHS Learning Community, CEHS Orientation, alternative certification models, etc.), collect initial data, create comprehensive catalogues of research and outreach

2006 --Rrevise programs/catalogues as necessary, expand student involvement in the signature course;

2007-2008 - Continue data collection and revise/expand efforts as appropriate.

Measures of Success:

Assessments of student learning will show that CEHS students demonstrate:

- a) holistic integrative understandings of individuals, families, schools and communities,
- b) increased competence in their respective fields.

Demand for CEHS programs will increase among potential undergraduate and graduate students. Employers will seek out CEHS graduates and placement rates for CEHS graduates will increase.

3 INCREASE THE SCOPE, NUMBER AND VARIETY OF FUNDED RESEARCH AND CREATIVE WORK THAT INTEGRATE EDUCATION AND THE HUMAN SCIENCES

Relation to Values: This priority supports the UNL core values of excellence, establishing research and creative work as the foundation for teaching and engagement and stimulating research and creative work that fosters discovery, pushes frontiers, and advances society.

Internal Actions:

- Reorganize the CEHS research office and coordinate the efforts of that office with the work of the Nebraska Center for Research on Children, Youth, Families and Schools. Develop college-wide scholarly activity policies that support differentiated work distributions and research-active faculty efforts.
- Increase opportunities for dissemination of scholarly work in public forums.
- Increase support for dissemination of scholarship nationally and regionally.
- Create opportunities for faculty to ‘find’ one another and to collaborate across disciplines. Initiate CEHS Research Council to provide support to CEHS researchers, to guide CEHS research policy development and to offer entrees to CEHS faculty with relevant community partners and funding agencies.
- Leverage the collective expertise of all CEHS Research Centers to nurture emerging CEHS scholars and to support new discoveries.
- Emphasize research, scholarship and creative activity in future hires.
- Seek new faculty who have expertise in methods and statistics to address questions at the intersection of systems and across disciplinary boundaries.
- Develop individual department plans related to scholarship as appropriate (See unit APRs and departmental research plans).
- Initiate Rural Communities and Immigrant Families Interest Groups that span CEHS and the NU system.
- Develop catalogues of CEHS research and outreach.
- Initiate a signature speaker series and collegiate symposium to highlight CEHS faculty/student research/outreach that integrates education and the human sciences.

Partners: UNL Office of Research, ARD Dean, Faculty Advisory Committee, CEHS Chair Council, NE Center for Research on Children, Youth, Families and Schools, CEHS Research Liaison, CEHS Graduate Student Advisory Board

Timeline:

2005-2008 Follow current action plans developed by CEHS committees and departments relative to scholarly enhancement

Measures of Success:

- Mechanisms will be in place to encourage transdisciplinary research and creative activity. External funding for research, scholarship and creative activity consistent with the CEHS mission will increase.
- Faculty and students will report that the results of transdisciplinary research is regularly integrated into the teaching and outreach of CEHS.
- Stakeholders will report that research and creative activity of quality and importance to individuals, families, schools and communities is produced and disseminated.

4 INCREASE THE DIVERSITY OF PEOPLE, IDEAS AND PERSPECTIVES REPRESENTED IN CEHS

Relation to Values: This priority supports the UNL core values of excellence and valuing diverse people and ideas.

Internal Actions:

- Develop a comprehensive diversity plan incorporating goals and benchmarks identified in the CEHS Road Map to the Future. We anticipate structuring the plan around components such as the following:
- Develop a shared and inclusive understanding of diversity. We believe this component will be an ongoing educational process for faculty, staff and students.
- Create a welcoming climate. Climate will emanate from our collective understanding of diversity and our commitment to excellence and inclusiveness.
- Recruit and retain a diverse student body. Innovative approaches and monitoring progress in this component will be a critical factor in the overall plan.
- Recruit and retain a diverse workforce. Like the component above, innovative approaches and monitoring progress will be critical.
- Develop curricula that support diversity goals. This will include a new general education program as well as more specific courses and programs of study within the College. Such programs will encompass the broad understanding of diversity established within CEHS.
- Develop a mechanism to support and monitor our diversity goals. We must institutionalize the changes we make. Values related to diversity must find their way into

the informal workings of the College as well as into formal mechanisms such as the College by-laws and other official documents that help govern our collective action.

Partners: Office of Equity and Diversity, Ethnic Minority Affairs Committee, ADA Compliance Office, GLBT Office, Consultants, CEHS Faculty Advisory Committee, CEHS Graduate Student Advisory Board, CEHS Undergraduate Student Advisory Board, CEHS Staff Council, CEHS Extended Council

Timeline:

2005

- Initiate college-wide discussions

2006

- Establish benchmarks and standards for each of the program components above
- Identify the important data to gather, analyze and maintain
- Establish the comprehensive educational UNL curriculum
- Have a complete plan in place by May 2006

Measures of Success:

- Faculty, staff and students will report that respect for diverse people, ideas and perspectives is clearly evident in CEHS.
- Increased numbers of high quality, diverse applicants will enroll and remain in CEHS programs,
- Increased numbers of high quality, diverse faculty and staff will be hired and retained in CEHS.
- CEHS will have in place mechanisms to support and monitor our diversity work.

5 INCREASE STUDENT ENROLLMENTS IN CEHS UNDERGRADUATE AND GRADUATE PROGRAMS PAYING PARTICULAR ATTENTION TO DIVERSITY AND QUALITY

Relation to Values: This priority supports the UNL core values of excellence, learner-centered education, and diversity of ideas and perspectives

Internal Actions:

- Create a comprehensive recruitment/retention plan for CEHS in which quality and diversity are emphasized

- Develop new strategies for attracting and retaining a diverse, high quality CEHS student body
- Develop print, web-based and audio-visual materials to support CEHS recruitment activities
- Increase the attractiveness of CEHS programs by highlighting meaningful career opportunities to which potential students can relate
- Continue to streamline requirements in CEHS undergraduate majors to make it possible for students to graduate in 4 years.
- Reassess CEHS undergraduate general education and major requirements to make it easier for students to move from one CEHS major to another.
- Enact the Student Services Center action plan to help students discover a variety of academic and career options across the college.
- Increase scholarship opportunities in the College for both undergraduate and graduate students

Partners: Admissions, CEHS Alumni Organization, Cooperative Extension Division

Timeline: 2005-2008

Follow through on action plans developed by CEHS committees and departments relative to student recruitment and retention (See Student Services Center Plan, Executive Graduate Council Plan, current CEHS Recruiting Plan, CEHSAO Plan)

Measures of Success:

- CEHS enrollments will increase within those majors and graduate specializations that have the capacity to grow.
- CEHS majors currently in decline, but deemed critical to the mission of the college, will stabilize their enrollments.
- The diversity and quality of the CEHS student body will increase.
- Opportunities for students to expand their first-hand knowledge of diverse people and ideas will increase.
- More CEHS undergraduates will obtain a degree within 4.5 years on average.

6 ASSESS CEHS STUDENT LEARNING OUTCOMES & IMPACTS

Relation to Values: This priority supports the UNL core values of excellence and preparing students for life through student-centered learning.

Internal Actions:

- Implement an outcomes assessment plan in every program in CEHS to provide meaningful information to help us answer three questions: (1) What skills and knowledge should students acquire? (2) How do we assess whether students are learning? (3) What does a CEHS diploma convey?
- Aggregate and communicate data internally and externally.
- Use student-learning data to continually improve programs.
- Adapt a computer-based technology model developed at Colorado State University to support this plan (referred to at UNL as the Pearl Plan)

Partners: CASNR, CIT, IS, UNL Office of Academic Affairs, Assoc VC for Facilities and Information Technology, CSU College of Applied Human Sciences

Timeline:

2005- Formalize agreements with partners as necessary and create an initial system to assess student learning and impacts at UNL;

2006 - Pilot at least one program in each department, begin data collection;

2007 - add programs in each department, continue data collection, prepare initial report of progress for North Central Accreditation effort; 2007-2008 continue data collection and create summary reports for NCATE and CSREES reviews.

Measures of Success:

- At least one program in each department will have identified learning objectives in place Year 1 and CEHS will begin collecting data in relation to those objectives.
- By 2007 all CEHS programs will be included in the Pearl Plan.
- Faculty will report having relevant data with which to judge learning and teaching effectiveness.
- Program planning and revisions will incorporate Pearl Plan data.
- CEHS will meet NCATE and CSREES standards for assessment of student learning in the 2009-2010 reviews.

7 CONTINUALLY IMPROVE CEHS FACILITIES, TECHNOLOGY, DATA MANAGEMENT AND SUPPORT SERVICES TO ENHANCE CLIMATE AND PRODUCTIVITY

Relation to Values: This priority supports the UNL core values of excellence, learner-centered education, establishing research and creative work as the foundation for teaching and engagement and stimulating research and creative work that fosters discovery, pushes frontiers, and advances society.

Internal Actions:

- Enact years 2 through 5 of the CEHS Technology Plan.
- Follow through on plans to upgrade classroom space, laboratory space, and the Student Advising Center.
- Follow through on plans for building the International Quilt Study Center Building.
- Expand the CEHS E-ARFA to encompass the activities and outcomes of the entire CEHS faculty.

Partners: IS, CIT, Office of Sponsored Programs, Facilities Planning, UNL Office of Academic Affairs, Assoc VC for Facilities and Information Technology, NU Foundation, IANR

Timeline:

2005-06 - Refer to proposals to renovate space submitted to UNL this year. Begin renovations on funded projects.

2005-2008 - Follow current action plans developed by CEHS committees and departments relative to facilities, technology and support services (See Technology Plan, Staff Plan, Student Services Center Plan).

2006-08 - Prioritize unfunded space proposals and begin renovations using Foundation funds as appropriate. Our goal is to have all current proposals completed by 2008. See Space portion of this plan for further details.

Measures of Success:

- CEHS faculty and staff will report that they have the tools to do their jobs well.
- CEHS faculty, staff and students will report that CEHS is great place to work and learn.
- CEHS facilities and technology will clearly support innovative approaches to teaching and learning, research and creative activity, extension and outreach.
- Integrative databases will be readily available for obtaining accurate and timely information about faculty, staff and students as well as other administrative data.