

2015-2020

DEPARTMENT OF EDUCATION ADMINISTRATION AND HUMAN RESOURCE DEVELOPMENT

Strategic Plan



VISION

The vision of the College of Education and Human Development is to *Transform lives through leadership and innovation in education and human development*. The Department concurs with this shared vision.

MISSION

Prepare students to be successful leaders in a global, diverse, technological, interconnected, and interdependent society.

We:

- Create and disseminate new knowledge
- Prepare exemplary, caring, reflective, and quality scholars and practitioners who lead in their chosen professions
- Engage in theory, research, and practice in the preparation of our graduates
- Work collaboratively with a number of constituents to effect change at the local, state, national and international levels

CORE VALUES

The Department is guided by the following core values:

- Excellence
- Integrity
- Leadership
- Accountability
- Respect
- Selfless Service

GOALS

The Department is guided by the following priority goals:

1. Prepare our doctoral graduates for the professoriate and educational practice
2. Create a diverse, inclusive, and supportive environment for work, learning, research, and service
3. Increase external funding to support our research and students
4. Strategic and effective enrollment management at undergraduate and graduate levels
5. Recruitment and retention of students with diverse backgrounds to reflect the demographic character of the state
6. Increase the use of technology-mediated instruction to enhance teaching, research, and learning experiences

GOALS, METRICS, OBJECTIVES AND EXEMPLAR PROGRAMS AND INITIATIVES

Goal 1: Prepare high quality graduates for the professoriate and educational practice

Key Metrics

- Job placement of EAHRD graduates upon successful completion of their degree programs
- Number and percentage of graduates who obtain faculty positions in Tier 1 institutions
- Number and percentage of graduates who obtain faculty positions in colleges and universities

Objectives/Implementation Strategy

- 1.1 Demonstrate a positive yearly trend in number of Ph.D. students enrolled based on resources available in the Department.
- 1.2 Seek funding to support the recruitment and retention of top quality entering students
- 1.3 Provide more co-teaching experiences for all Ph.D. students in undergraduate and masters courses
- 1.4 Engage Ph.D. students to a greater degree in scholarly activities (i.e., publishing, conference presentations)
- 1.5 Broaden recruitment efforts of full-time Ph.D. students nationally and internationally
- 1.6 Forge connections with other colleges to increase accessibility and availability of courses to Ph.D. students
- 1.7 Encourage a more thoughtful selection of coursework

Exemplar Programs and Initiatives/Tactics

- PhD students in EHRD program take a qualifying examination between 24- 36 credit hours
- Doctoral students are required to present at peer-reviewed conferences prior to graduation
- Doctoral students encouraged to have published one refereed journal article prior to graduation
- Increase the accessibility and availability of advanced research methodology courses
- Increase the number of articles co-authored by students and faculty in peer reviewed journals
- Texas Center for the Advancement of Literacy and Learning (TCALL)
- John R. Hoyle Memorial Administrative Leadership Annual Practitioners Conference
- Educational Leadership Research Center (ELRC)

Goal 2: Create a diverse, inclusive, respectful and supportive environment for work, learning, research and service

Key Metrics

- Conduct climate surveys for students, faculty, and staff every 2 to 3 years
- Greater than 85% of students, faculty, and staff surveyed have a positive perception pertaining to climate, diversity and equity
- Conduct focus groups for students, faculty and staff

Objectives/Implementation Strategy

- 2.1 Offer professional development programs for student leaders, faculty, and staff
- 2.2 Recognize students, faculty, and staff for excellence in contributing to a positive work and learning environment.
- 2.3 Staff demographics, related to race, ethnicity and gender, meet or exceed Brazos Valley census data.
- 2.4 Provide accommodation for students with learning disabilities

Exemplar Programs and Initiatives/Tactics

- Students, staff, and faculty annual achievement awards
- CEHD climate annual awards
- Critical Dialogues Leadership Summer Institute offered by ELRC and ODDI
- Staff and faculty participation in mediation training program

Goal 3: Increase external resources to support our research activities and students through grants and contracts

Key Metrics

- Academic Analytics: Total federal grant dollars, total dollars per faculty, percent of faculty with external funding
- 18 PhD Characteristics: Average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year. All external funds received from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.
- U.S. News & World Report: Total extramural dollars, total extramural dollars per faculty
- Number and percent of citations per faculty
- Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE

Objectives/Implementation Strategy

- 3.1 Develop a reputation and impact of our scholarly excellence through publication and citations
- 3.2 Extend collaboration among faculty, programs, and disciplines in the area of extra mural funding
- 3.3 Utilize research infrastructure in the College in submission of grant and contracts
- 3.4 Discuss opportunities for grantmanship in program meetings
- 3.5 Design recognitions for successful grant partnerships
- 3.6 Utilize social networking tools to increase collaboration with other who have similar research interests.
- 3.7 Identify funding strategies for the development and implementation of innovative programs

Exemplar Programs and Initiatives/Tactics

- Revised A-1 inclusive of grant activity as a pre-requisite for being meritorious in research activities
- Increase in number of grant applications by over 50%
- Increase in the number of students supported by grant and extramural funding
- Increase in the number of publication
- Current efforts include ALI, ELRC. International HRD program, TCALL

Goal 4: Effective and strategic enrollment management at undergraduate and graduate levels

Key Metrics

- Average time to graduation at undergraduate levels (4, 5, and 6 years)
- Average time to graduation at masters 2 years and doctorate 6 years (4 years for full time students with financial support)
- Student satisfaction with faculty instruction for both face to face and online courses
- Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year

Objectives/Implementation Strategy

- 4.1 Review undergraduate curriculum as recommended by the Academic Program Reviewers to move the program from a bridge to first choice program
- 4.2 Offer more honors undergraduate courses
- 4.3 Review the Enrollment Management Plan and update as needed.
- 4.4 Publish detailed enrollment requirements; review and update as needed
- 4.5 Ensure departmental web presence
- 4.6 Develop uniform admission requirements across EAHR
- 4.7 Staff to be liaison between faculty and students
- 4.8 Increase enrollment requirements for change of major undergraduate applicants to match the requirements for undergraduate transfer students

Exemplar Programs and Initiatives/Tactics

- Learning Communities course offered to Freshmen and Transfer Students
- Study abroad and academic field trip opportunities for our students
- High Impact learning activities offered through Aggies Commit to Transforming Lives
- Frequency in use of our webpage
- Increase in graduation rates and years of completion undergraduate and graduate students
- Increase in multiple pathways of instruction and learning strategies because of training provided to faculty and teaching assistants.
- Increase in percentage of course sections offered via distance education

Goal 5: Recruitment and retention of students with diverse backgrounds to reflect the demographic character of the state

Key Metrics

- Enrollment headcount by race and ethnicity (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Hispanic, Not Hispanic, Other) and gender
- Increase retention numbers and percentage by race and ethnicity (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Hispanic, Not Hispanic, Other) and gender
- Increase graduation numbers and percentage by race and ethnicity (White, Black, Hispanic, Other) and gender

Objectives/Implementation Strategy

5.1 Review the Enrollment Management Plan and update as needed

5.2 Intentional recruitment of underrepresented minority (URM) students

Exemplar Programs and Initiatives/Tactics

- Learning Communities course offered to Freshmen and Transfer Students for retention purpose
- Increase in enrollment of students with diverse backgrounds such as first generation, students of color, transfer students, non-traditional students
- Offer fellowships to qualified graduate students from underrepresented populations
- Increase in first-year retention and transfer students from underrepresented populations
- Increase in graduation rates among the students from underrepresented populations

Goal 6: Increase the use of technology mediated instruction to enhance teaching, research and learning experiences

Key Metrics

- Number of courses successfully taught online
- Student satisfaction with faculty instruction for both face to face and online courses

Objectives/Implementation Strategy

6.1 Increase in multiple pathways of instruction and learning strategies because of training provided to faculty and teaching assistants.

6.2 Increase in percentage of course sections offered via distance education

6.3 Increase in the number of trainings provided to faculty and teaching assistants

6.4 Increase number of online courses and increase the amount of web support of face-to-face courses

6.5 Increase EDAD masters courses offered online

6.6 Training of faculty and staff on online skills

6.7 Identify and communicate college's online resources

Exemplar Programs and Initiatives/Tactics

- Departmental graduate assistants who support faculty with online course design
- Instructional designers at college level
- Support provided by Information and Technology Services at the University level
- Financial incentives provided to faculty to design and revise their online courses during summer
- Increase in multiple pathways of instruction and learning strategies because of training provided to faculty and teaching assistants.
- Increase in percentage of course sections offered via distance education
- Increase in the number of trainings provided to faculty and teaching assistants