

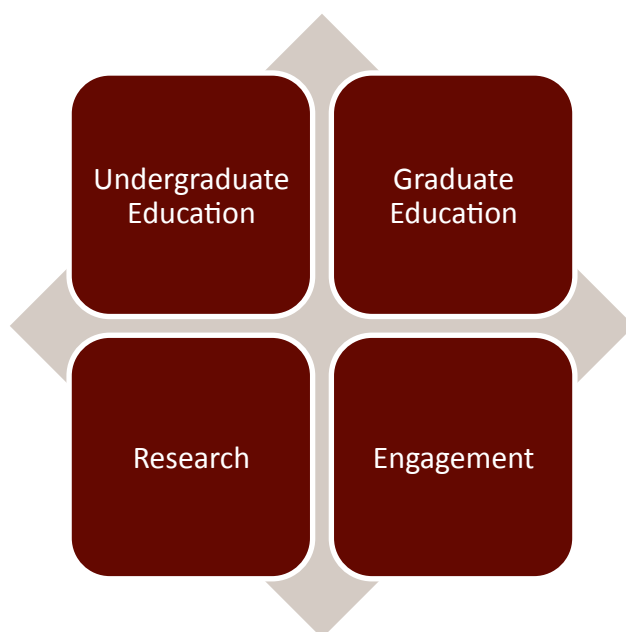
# College of Education and Human Development Strategic Plan 2010 - 2015

*“We Transform Lives”*

## Introduction

As it celebrates its 40th anniversary, the College of Education and Human Development can attest to the strengthening and growth of many of its domains across its history. In order to sustain this growth and further enhance the excellence for which it is known, the college has chosen to focus on four specific domains over the next five years. These domains, along with the rationale for their choice and a brief introduction to each domain's goals, are presented below.

### 2010 - 2015 Strategic Plan Focal Domains



The rationale for choosing to focus on these four domains stems from the mission of Texas A&M and from the College of Education and Human Development. According to *Vision 2020*,

*Texas A&M University is a creation of the state, and in its origin was designed to prepare educated problem-solvers to lead the state's development. This fundamental mission, born out of the land grant heritage of service, remains today. Texas A&M University's aspiration to be among the best public universities in the country resonates with this historical mandate. The diverse population of Texas should have access to the best public education in America without having to leave the state.*

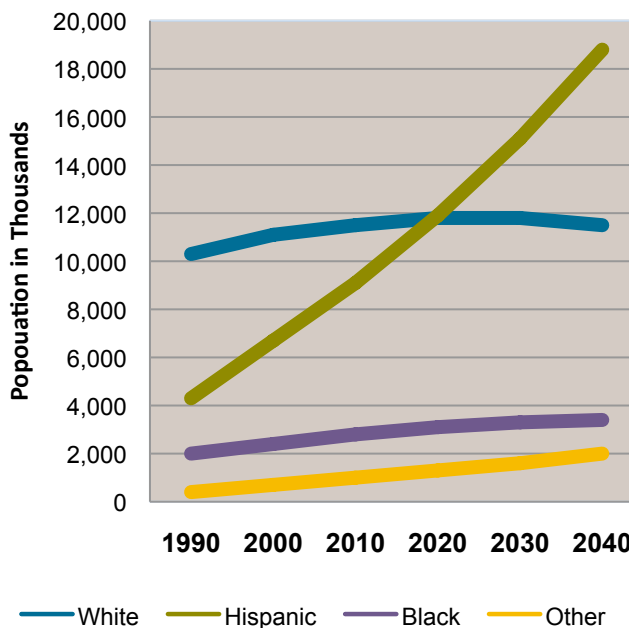
Advancing excellence in undergraduate and graduate studies, in research, as well as in professional, community, and societal engagement, is congruent with *Vision 2020* and with the college's mission to provide cutting-edge professional training to its students and to be on the forefront of research development for both knowledge building and problem solving of social issues.

Presentation of the strategic plan in four distinct domains is an artifact, devised for the purpose of clearly communicating the college's foci. In reality, these domains are not orthogonal, nor distinct, as they overlap and interact synergistically within the multiple routines of the college and its four departments (Educational Administration and Human Resource Development; Educational Psychology; Health and Kinesiology; and Teaching, Learning and Culture).

Moreover, the four domains are connected by a common, underlying thread — *diversity*.

The student, faculty and staff populations at Texas A&M have become increasingly diverse, over time, mirroring the mounting complexities inherent in the current U.S. demographics. While the university community has grown and developed into a complex multicultural, multiethnic and diverse population, its constituents also have become increasingly diverse and complex. To reflect and to better serve a dynamic local, state, national and global community, the theme of diversity — and the overt attempt to focus on this theme — weaves through the college's five-year strategic plan.

### Population Demographics of Texas



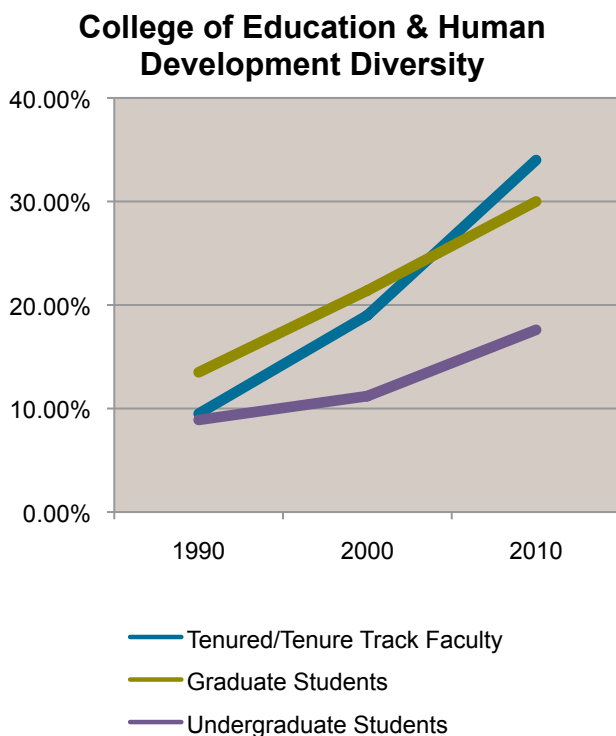
### Strategic Plan Structure & Presentation

This document presents the college's strategic plan for 2010 - 2015, organized according to each of its four focal domains.

[Click here to view a one-page chart summary of the strategic plan.](#)

[Click here to view a detailed table that aligns the focal domains and goals with Vision 2020 and the university's Academic Master Plan.](#)

## Undergraduate Education



While issues surrounding diversity have been a concern for the college in the past 20 years, marked changes in the composition of its community have placed diversity at the forefront. How to establish and maintain diversity as an essential element in the achievement of excellence remains a continual and engaging challenge. As the demographic and cultural diversity of the U.S. population broadens and intensifies, preparing leaders from diverse backgrounds with multiple perspectives — especially for the field of education — becomes vital. This need, coupled with the necessity to develop a climate supportive of diversity within the university motivates the primary goal within the Undergraduate Education Domain. In order to prepare leaders to function within multiple population groups, the college must recruit, retain and educate representatives of all population groups. The college is committed to the unrelenting pursuit of this goal.

The drive to focus on educating a diverse workforce results from forces both within and outside the college. As the college has increased the diversity profile of faculty, students and staff in an attempt to prepare leaders for multiple population groups, it also faces nontrivial challenges regarding how to optimally manage multiple worldviews, contributions and at times conflicting interactions within the college itself. Nevertheless, because diversity is an essential prerequisite for the survival of complex systems, the college has enthusiastically taken on the challenge and has committed itself – as the learning organization that it is – to mastering the strategies that will foster diversity, excellence and outstanding performance.

Coupled with the increasing complexities seen in the current U.S. demographics are the challenges posed by a fast-paced and ever-changing technological landscape. Because technology affects professional practice at all levels of expertise, it also impacts education, both in its teaching and in its learning dimensions. Preparing diverse leaders for roles in education cannot be decoupled from providing these leaders with appropriate technological skills and tools. Therefore, the college is committed to equipping all students, beginning at the undergraduate level, with both essential and cutting-edge technological skills and resources.

### Goals – Undergraduate Education

- Increase undergraduate diversity as defined by race, ethnicity, gender and first-generation status through improved recruitment and retention to 20% in two years and 25% in five years.
- Create a climate that fosters and supports the retention and development of students from diverse backgrounds.
- Ensure all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.

## Graduate Education

The college is committed to developing future leaders to serve at all levels of education (pre-K through college levels). As with the Undergraduate Education Domain, preparing graduate students to assume leadership roles requires a focus on providing these students with appropriate research skills, relevant technological expertise, content-area mastery and resources to serve a variety of human populations.

While the current U.S. professoriate ages and retires, the need for leadership in higher education, specifically, intensifies. Accordingly, *Vision 2020* proposed as one of its goals to

*Position Texas A&M University to become a major source of research faculty for the next generation by attracting outstanding research personnel at all levels.*

Yet replacement of faculty in colleges and universities is subject to the same expansion of diversity forces being played out in U.S. society as a whole. Therefore, the need to prepare higher education leaders from various demographic backgrounds that are equipped to educate and relate to members of minority communities, versed in their academic disciplines and primed for academic excellence, has become both vital and urgent.

Equally pressing is the need to provide this preparation within an environment whose climate and culture are supportive of all types of diversity (not merely ethnic or racial). The college is strongly committed to fostering a climate that will facilitate the recruitment, retention and preparation of graduate students and graduate faculty from diverse backgrounds for diverse work settings.

While the preparation of leaders for higher education must reflect the diverse composition of the U.S. population and of the university's constituents it also should take into consideration the diversity of scholarship and expertise. Such diversity takes into account the need to prepare professionals for leadership in higher education, research or within pre-K-12 education. Through its doctoral programs, the college attempts to prepare higher education experts who are able to navigate multiple scholarship paradigms. The Ph.D. program prepares students to exercise leadership in research and knowledge building while the Ed.D. program prepares students to exercise leadership in educational practice at the local, regional, national and global levels.

The college's commitment to offer professional degrees such as the Ed.D. and M.Ed. is geared towards meeting the needs of the state and the nation for trained leadership within all domains of education, such as school teachers, school administrators and education policymakers. Additionally, graduate degrees offered online, such as the Executive Ed.D. program in the Department of Teaching, Learning and Culture, provide leadership training for professionals who will assume top positions at complex organizations. Unlike their Ph.D. counterparts who will be responsible for augmenting the knowledgebase in their disciplines, those with professional graduate degrees must become sophisticated consumers of this knowledge in order to apply it to the decision-making and policy-development processes in which they are engaged.

Within each of these paradigms, students familiarize themselves with multiple teaching, learning and researching strategies. As students acquire the ability to navigate across various professional strategies, learn to respect the inherent value in many modes of knowledge building and practice working in multistrategy teams, they become better prepared to face the realities of their future workplaces and to lead the nation in its educational and human development efforts.

### Goals – Graduate Education

- Prepare doctoral students for the professoriate
- Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction
- Prepare Ed.D. and M.Ed. students for success as practitioner-leaders

## Research

The college is strongly committed to generating knowledge in the fields of education and human development that will foster well-being and social justice for people across the state, nation and world. The backbone of this knowledge-generating enterprise – especially in universities of very high research output such as Texas A&M – is research. Development of the knowledge base in all disciplines is quintessential for the growth of a learning institution and for transformation of society at large.

Investment in research efforts is paramount for the College of Education and Human Development as it promotes synergism among teaching and mentoring of students, meeting the needs of the state and nation, and developing knowledge and technology. No other dimension of university life provides the framework for such encompassing synergism and such wide-ranging impact. Yet, resources to sustain research efforts are limited and competitive.

College faculty and research staff have been successful in securing extramural funding, from sources such as the U.S. Department of Education, National Science Foundation, and U.S. Department of Health and Human Services, to support their research initiatives. This support has been instrumental in attracting, recruiting and retaining outstanding graduate students nationwide. Despite such sustained efforts and their successful outcomes, the college maintains its commitment to increasing the funding for research within the college, as additional monies will allow the expansion of research efforts; building of additional research facilities, such as laboratories and classrooms; acquisition of necessary research equipment and resources; support and training of additional graduate students; and continued inclusion of undergraduates in hands-on research experiences.

Yet quality research can become useless if its findings and implications are not disseminated among other professionals the general public or the ultimate users of the research findings. Communication of research findings and methods, as well is pivotal for research to achieve its potential synergistic effect. Therefore, investing in strategic dissemination efforts and in the processes that facilitate dissemination to diverse audiences is a valuable strategic effort – one that is often taken for granted by many institutions of higher education.

Because dissemination of research across multiple and diverse audiences is a complex process, involving individual- and contextual-level factors, it cannot be taken for granted. The dissemination process requires focused attention, concerted efforts and systematic nurturing. The college has strategically focused on providing writing support services for both graduate students and faculty as part of this need. The college is committed to providing the necessary resources to foster excellence in writing and publishing, as well as sustained writing and publishing productivity, among its faculty and students.

### Goals – Research

- Increase external funding
- Increase faculty dissemination of findings in top-tier publications

## Engagement

Engagement with the profession, as well as with local, regional, state, national and global communities, is the one dimension of college life into which all other dimensions converge.

Throughout the college's 40-year history, it always has been a permanent vision, mission and goal to serve – with excellence and concern for social justice – three primary audiences: children, youth and families. As the college trains its undergraduates to function as school teachers and its graduate students to become leaders in educational and human development efforts at multiple levels, it continually reflects on its contributions to the well-being of these audiences.

The college is strongly committed to placing training and knowledge development at the service of children, youth and families in Texas and beyond. It proposes to strengthen existing engagement initiatives already in place that account for successful outcomes, such as the Center for Disability and Development, the Center for the Study of Health Disparities, the Center for Urban School Partnerships,

and the Texas Center for the Advancement of Literacy and Learning. The college also commits to developing new opportunities for engagement in response to specific needs and opportunities for involvement.

While the college focuses its engagement efforts in constituent groups outside campus, it is equally committed to serving the Texas A&M community. As the college refines its expertise in developing and implementing technology-mediated instruction, it broadens its ability to serve other colleges and provide opportunities for interdisciplinary collaboration. Because societal problems in the 21st century will become increasingly complex, multifaceted and multidimensional, developing solutions to these problems will require equally complex, multifaceted and multidisciplinary approaches. The college plans to increase the availability of professional development opportunities, coursework and interdisciplinary certificates that will foster interdisciplinary collaboration and facilitate access to available resources in the college. By serving these constituents, the college hopes to sustain service to its former students in their continued development, excellence and professional success.

### **Goals – Engagement**

- Support and enhance P-16 research and engagement initiatives
- Increase use of technology-mediated instruction to facilitate access to high-quality programs

## Undergraduate Education

**Increase undergraduate diversity as defined by race, ethnicity, gender and first-generation status through improved recruitment and retention to 20% in two years and 25% in five years**

- Target recruitment efforts to include diverse high schools, first-generation students and high-need teaching fields
- Provide need-based scholarships for diverse students

**Create a climate that fosters and supports the retention and development of students from diverse backgrounds**

- Engage all freshman students in learning communities
- Invest \$50K in the Byrne Student Success Center to engage in retention efforts and learning communities

**Ensure all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks**

- Develop a scope and sequence for technology knowledge and skills for each undergraduate program and integrate into specific courses

## Graduate Education

**Prepare doctoral students for the professoriate**

- Invest \$50K to help students submit papers at conferences as part of a required initiative
- Offer writing courses
- Track alumni's employment
- Require teaching experience before graduation
- Assess rigor of courses

**Create a climate that fosters and supports the development of students and faculty of diverse backgrounds through research and instruction**

- Invest \$20K for faculty recruiting trips to encourage the recruitment of diverse faculty, staff and students
- Facilitate the retention of diverse faculty, staff and students

**Prepare Ed.D. and M.Ed. students for success as practitioner-leaders**

- Continually assess curricula to reflect CEHD values and current trends
- Assess selection admission and retention for applicants

## Research

**Increase external funding**

- Invest \$40K to hire a grant writer to assist CEHD research office with proposal development for faculty and invest \$75K for two post-doc fellowships in methodology
- Coordinate workshops on grant writing that are discipline specific through the CEHD research office
- Identify sources for external funding through CEHD development office
- Provide incentives for experienced grant staff and/or faculty to mentor others in proposal development and grant management
- Provide competitive financial support for multidisciplinary collaborations that lead to external grant proposals
- Provide one-time merit for faculty who submit a grant application to an external funding source

**Increase faculty dissemination of findings in top-tier publications**

- Provide training incentives and support for faculty to communicate with local, state and national representatives
- Provide training to faculty, students and research project staff to develop a dissemination plan for writing to laypersons and communicating with media
- Utilize a wide variety of current technologies through the CEHD communications office to disseminate research highlights to policy makers, stakeholders and academicians

## Engagement

**Support and enhance P-16 research and engagement initiatives**

- Identify engagement initiatives
- Invest \$3K to sponsor an engagement initiatives "Share Day" to strengthen engagement initiatives
- Invest in additional communications staff to help highlight engagement initiatives

**Increase use of technology-mediated instruction to facilitate access to high-quality programs**

- Encourage faculty to use podcasting and other technologies in their classes
- Investigate implementing the undergraduate distance program
- Increase online certification opportunities
- Provide professional development certificates and programs as outreach



# College of Education and Human Development

## Strategic Plan 2010-2015

### *We Transform Lives*

## *Undergraduate Education*

<b>GOAL 1: <i>Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years.</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Targeted recruitment efforts to include diverse high schools, first generation students, and high need teaching fields.	Recruitment office Department advisors	Visits, email contact, campus visits for students from diverse high schools	Limited assistance from the University Office of Admissions and some of the PSCs.	Number of diverse students Number of diverse graduates Track diversity of applicant pool Retention of students to degree in six years Retention of students from professional phase to graduation within 3 years
Provide need based scholarships for diverse students	Development officer Differential tuition	Identification of need through collaboration with Student Financial Aid Office	Lack of scholarships	Number and amount of scholarships available to diverse students
<b>GOAL 2: <i>Create a climate that fosters and supports the retention and development of students from diverse backgrounds.</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Engage all CEHD freshman in learning community type groups	Departments	Faculty members upper classmen freshman	Faculty resistance to additional responsibilities.	Involvement of freshman in learning communities Number of diverse faculty
Engage Byrne Center personnel in all learning community experiences	Departments College Byrne Center	Byrne personnel will offer time management and study skills seminars.	Shortage of personnel	Same as above
<b>GOAL 3: <i>Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Develop a scope and sequence for technology knowledge and skills for each program	Departments College	Identify common technology outcomes for each program Develop scope and sequence	Time - Increased work load on faculty	Ensure that each program has appropriate technology knowledge and skills experiences
Integrate scope and sequence into courses in each program	Departments College	Attach knowledge and skills from scope and sequence to courses of each program. Identify a capstone experience to measure expected outcomes.	Time - Increased work load on faculty. Unwillingness of faculty to modify their courses.	Evaluation of outcome measures identified in each program



## Graduate Education

<b>GOAL 1: Prepare doctoral students for the professoriate</b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Require doctoral students to submit proposals for presentation at research and professional conferences.	Departments Grad Faculty Programs Students	Grad faculty who are mentoring Venues for presentation Research data Funding for grad student travel Poster-printing resources Presentation mentorship forums	Students not involved with research projects. Lack of effective communication about requirement for graduation. Lack of knowledge about travel support.	Number of presentations at professional conferences
Offer courses teaching the academic writing process (to include grant writing and productive academic writing skills).	CEHD Departments Grad Faculty / Grad Mentors	Courses offered throughout academic year and summers. Faculty willing to and capable of teaching grant writing/productive writing courses.	Lack of faculty willing to teach courses. Students' degree plans not flexible. Students not on campus when writing courses are offered (and/or courses not offered by distance). Lack of summer course funding.	Students taking writing courses Number of publications authored or co-authored by students
Track alumni's employment in academic positions/institutions, post-graduation.	CEHD Departments Programs Faculty IT staff	System for tracking Faculty obtaining updated information on former students. List-serve for alumni	Lack of data Lack of input Poor quality tracking system.	Number of graduates in professoriate
Require Ph.D. and Ed.D. students with no prior teaching in higher education environments to co-teach and, subsequently, solo-teach an undergraduate course.	Departments Faculty Program Directors Students	Policy Resources Availability of undergraduate courses.	Faculty willing to be mentors. Lack of incentives for faculty. Students unwilling to teach. Not being on campus. Lack of technology support. Lack of expertise for on-line course development and delivery.	Number of graduates with teaching experience
Periodic assessment of academic rigor of graduate courses (face-to-face and online courses).	Departments Faculty Program Directors Students Academic Advising Staff	Learning Outcomes. Assessment guidelines Assessment procedures Professional expectations or competencies External/Internal Reviews	Resistance to change Variations in interpretation of the term "rigor". Differences in goals and expectations among programs. Lack of faculty interest.	

<b>GOAL 2: <i>Create a climate that fosters and supports the development of students, faculty, and staff of diverse backgrounds</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Encourage recruitment of diverse faculty, students and staff.	CEHD Departments Faculty Students Staff VP for Diversity	Funds Incentives (start-up monies). Administrative support Community support Effective recruitment strategies	Campus and community climate regarding diversity issues. Definition of "diversity". Lack of funding. Absence of administrative support.	Develop and conduct a climate study involving faculty, staff and students, culminating with recommendations to implement with measures to follow.
Facilitate retention of diverse faculty, students, and staff.	CEHD Departments Faculty Students Staff Office of VP for Diversity	Funds Continuous assessment or monitoring of individuals' experiences with CEHD climate. Opportunities for interaction Workshops to discuss issues of diversity, and raise awareness. Interaction with community. Accountability	A&M Traditions Geographical location of A&M Community norms Personal attitudes Institutional barriers Perceptions Current climate in CEHD and A&M Current practices to promote diversity	Number of diverse students Number of diverse graduates Retention of students to graduation Number of diverse faculty
<b>GOAL 3: <i>Prepare Ed.D. and M.Ed. students for success as practitioner-leaders</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Continually assess the Ed.D. and M.Ed. curricula to reflect CEHD leadership values and current trends in school leadership.	Faculty Students Programs offering Ed.D. and M.Ed.	Funding Faculty members committed to Ed.D. training. Program Chairs along with faculty specializing in Ed.D. and M.Ed. curricula, to carry out assessment. Knowledge of stakeholders' needs. Collaboration with stakeholders Dialogue with peer institutions with similar programs. Awareness or understanding of current state and national policies, legislation, affecting education reform.	Absence of central university office overseeing P-20 initiatives and collaborations. Funding Perception of value of Ed.D. vs Ph.D. Academic requirements for entrance/admission Time constraints for assessing Ed.D. applicants, Course offerings Accessibility and delivery of Ed.D. curricula to students who work full time	Number of graduates Retention of students to graduation Track professional positions of graduates
Assess selection, admission and retention criteria for Ed.D. and M.Ed. applicants/students.	Program faculty CEHD Academic Advising Staff	Time Internal benchmarks/criteria Peer institutions' criteria Engaged faculty responsible for assessing criteria	Cumbersome and undefined admissions procedures. Time to review applications Time to review writing samples and portfolios	

## Research

**GOAL 1: *Create a climate that fosters development and growth for faculty research success in obtaining external funding. Increase external funding in two years to \$20 million and in five years to \$25 million***

ACTIVITY / STRATEGY	OWNERSHIP	INPUTS	BARRIERS / CONSTRAINTS	OUTCOME MEASURES
CEHD research office staff contacts PIs to offer assistance with proposal development.	CEHD research office	Faculty complete pre-proposal form. Department heads communicate with CEHD research office of faculty who have areas of expertise related to an RFA.	Faculty do not complete pre-proposal form. Not enough time between RFA and dissemination and deadline. Limited information on faculty research interests.	Amount of funding
CEHD research office coordinates workshops on grant writing that are discipline specific to various federal agencies (e.g. DOE, NIH, NIMH, NSF).	CEHD research office CEHD CPI	Successful PI in the topic of the specific workshop facilitates (e.g., NSF) Announcements of workshops in advance. Venue for workshop. Video recording of workshop, recordings and materials archived online.	PIs too busy to develop and conduct workshop. Lack of time for faculty to attend workshop.	Number of PIs Number of new PIs
CEHD development office staff works with faculty to identify sources for external funding.	CEHD Development Office, CEHD Research Office, Department heads.	CEHD Research Office and department heads refer faculty to development office as an additional resource. CEHD Development office provides information to faculty on how they can assist faculty.	Faculty do not know of the existence of the development office.	Amount of funding
Provide incentives for experienced grant staff to mentor staff in proposal development and grant/contract management.	CEHD Departments	Experienced grant staff give time to mentor. Identify incentives Identify all grant staff in the college.	Limited time for experience grant staff to mentor others. Grant staff who need mentoring may not realize they need it.	
Provide competitive financial support for multidisciplinary collaborations that lead to external grant proposals.	CEHD Research Office, Departments	Seed grants with specific focus on multidisciplinary proposals	Limited resources. Faculty do not know other faculty involved in the same research interests in other disciplines. Faculty can't see how their research expertise can contribute to a multidisciplinary project. (lack of creative, outside of the box thinking)	Number of submitted grants
Provide incentives for experienced PIs to mentor faculty who have never received a grant.	Departments CEHD Research Office	Experienced PI gives time to mentor. Identify incentives (stipends? Time off?) CEHD Research Office identifies faculty who have never received a grant.	Limited resources. Limited time for experienced PI to mentor others.	

Provide one time merit for faculty who submit a grant application to an external funding source.	Departments	Financial resources.		
<b>GOAL 2: <i>Elevate our Faculty and Their Research and Scholarship</i></b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Provide training, incentives and, support for faculty to communicate with local, state, and national representatives.	CEHD Research Office CEHD CPI CEHD Communications Office Department heads	Faculty with previous experience communicating with state and/or federal representatives will facilitate workshops. Financial resources for travel. Identify incentives.	Limited resources. Limited time for experienced faculty to facilitate workshop.	
Provide training to faculty, students, research project staff on developing a dissemination plan, writing for laypersons, and communicating with the media.	CEHD Research Office, CEHD CPI CEHD Communications Office	Faculty and PIs with previous experience facilitate workshops on developing a dissemination plan, writing for laypersons and /or communicating with the media. CEHD Communications office facilitates workshops on communicating with media, writing for lay persons. Venue for workshop.	Limited time for experienced faculty to facilitate workshop. Limited time or interest for faculty, students, research project staff to attend. Lack of awareness on how such training can be a benefit.	Number of faculty trained in communicating to lay audiences Faculty publications in peer reviewed journals
CEHD communications office utilizes a wide variety of the more current technologies to disseminate research highlights of CEHD faculty to policy makers, stakeholders, and academicians.	CEHD Communications Office CEHD Research Office Department heads.	CEHD Research office and department heads provide leads to communications office. Knowledge of current technologies including social networking sites and web 2.0. Time to convert news stories to appropriate format (e.g., video stream).	Faculty time to work with communications office to explain their research and scholarship.	Stories picked up in national and new publications

# Engagement

<b>GOAL 1: Support and Strengthen P-16 research and engagement initiatives</b>				
<b>ACTIVITY / STRATEGY</b>	<b>OWNERSHIP</b>	<b>INPUTS</b>	<b>BARRIERS / CONSTRAINTS</b>	<b>OUTCOME MEASURES</b>
Identify engagement initiatives	Faculty PIs Department heads	Information Grants Faculty School partners Rahul – database identifier	Funding Time Communications Faculty reporting	List of engagement activities currently
Strengthen engagement initiatives	Faculty Department heads PIs Dean’s Office	Grants Funding to encourage large scale collaborative projects Faculty School Partners	Funding Time Faculty participation	Numbers of increased engagement activities
Highlight engagement initiatives	Faculty Department Heads Communications Group	Database information Faculty information Communications staff Time	Time Appropriate communications venues	Stories and media coverage of engagement activities
<b>GOAL 2: Increase use of technology mediated instruction to facilitate access to higher quality programs and professional development engagement activities.</b>				
Encourage faculty to use emerging technologies in their classes	Faculty Technology Services	Equipment Faculty Lessons	Faculty technology skills	
Investigate implementing the undergraduate distance program	Faculty Department Head	Faculty Courses on line Internship opportunities Connections with community colleges	Marketing distance undergraduate program Coordinating distance program Students	
Increase online certification opportunities	Faculty Program groups	Faculty On line course materials	Certification options Creating programs Coordinating additional students	Additional courses or programs offered online Increased students in these programs
Provide professional development certificates and programs as outreach	Faculty Program groups	Faculty Course materials	Professional organizations Time	Additional outreach for professional development opportunities.

# College of Education and Human Development

## Strategic Plan 2010-2015 Alignment with University Plans

CEHD Strategic Plan	Vision 2020	Academic Master Plan
<b><i>Undergraduate Education</i></b>	(Imperative, precept, goal)	
<b>Increase undergraduate diversity as defined by race, ethnicity, gender, and first generation status through improved recruitment and retention. Increase diverse student enrollment to 20% in two years and 25% in five years</b>	(6, A, 4) Recruit outstanding minority students and provide the educational opportunities and leadership development experiences that will prepare them as future leaders for Texas. (6, A, 3) Increase the geographic diversity represented in the faculty, students, and staff. Target areas of the state, country, and world from which to recruit our populations of faculty, students, and staff.	Theme 1, Strategy 1 – Recruit, mentor and professionally develop a diverse and high achieving community of faculty , staff and students through an environment that fosters quality of life and work/life balance and encourages the campus community to have a broad knowledge of and be engaged in updating and developing comprehensive plans.
Targeted recruitment efforts to include diverse high schools, first generation students, and high need teaching fields.	(6, A, 1) Recruitment activities must focus on students and their parents in targeted school districts and community colleges through strategically located outreach centers and through utilizing students and faculty of diverse backgrounds in recruiting activities.	
Provide need based scholarships for diverse students	(11, B, 2) Maintain access by appropriate strengthening of financial aid.	Teaching-Strategy 7 Enhance scholarship support and preserve the university’s reputation for a best-value education in order to actively recruit and advance a high-achieving student body that reflects diversity of the state and nation.
<b>Create a climate that fosters and supports the retention and development of students from diverse backgrounds.</b>	(6,A,2) Create an environment that respects and nurtures all members of the student, faculty, and staff community. Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.	Theme 1 Develop human potential and diversity at Texas A%M to ensure the highest quality environment for workplace productivity, learning and discovery.
Engage all CEHD Freshman students in learning community type groups	(3,D,1) Use the strength of Texas A&M University’s student enrichment and traditions to facilitate students’ learning both in and out of the classroom. Provide high-quality service and developmental opportunities while fostering an inclusive campus community in support of the university’s educational mission.	
Engage Byrne Center personnel in all freshman learning community experiences	(3,A,2) Nurture the individual student to insure highest probability of success. We must assume responsibility for the success of our students. Attain a 95 percent freshman retention rate and an 80 percent six year graduation rate— levels consistent with the best institutions.	

<b>Ensure that all students are well equipped with technology skills and highly capable in applying those skills to diverse tasks.</b>	(2,A,5) Advance Texas A&M University's information technology strategies and infrastructure to position us to be a world leader in the development and delivery of education in the 21st Century.	Teaching-Bach LO6 - Show proficiency in current technologies and the ability to adapt to emerging technologies
Develop a scope and sequence for technology knowledge and skills for each UG program in the CEHD.		
Integrate scope and sequence into particular courses in each UG program in the CEHD		
<b>Graduate Education</b>		
<b>Prepare doctoral students for the professoriate</b>	(1,B,3) Position Texas A&M University to become a major source of research faculty for the next generation by attracting outstanding research personnel at all levels: senior faculty, junior faculty, postdoctoral associates, and students.	Teaching Doctoral LO1 – Master the degree program requirements, including theories, concepts, principles, and practices; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions. Teaching Doctoral LO3 - Communicate effectively.
Require doctoral students to submit proposals for presentation at research and professional conferences.		Teaching Doctoral LO4 - Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
Offer courses teaching the academic writing process (to include grant writing and productive academic writing skills).		
Track alumni's employment in academic positions/institutions, post-graduation.	(1,B,3) While recognizing that not all doctoral graduates seek academic careers, place 75 percent of those who do at top-tier national institutions.	
Require Ph.D. and Ed.D. students with no prior teaching in higher education environments to co-teach and, subsequently, solo-teach an undergraduate course.	(2,A,4) Impact the quality of higher education in the 21st century by providing graduate students excellent preparation as teachers as well as researchers. Give responsible training in pedagogy to graduate teaching assistants and to graduate students seeking academic careers.	Teaching Doctoral LO6 - Teach and explain the subject matter in their discipline.
Periodic assessment of academic rigor of graduate courses (face-to-face and online courses).		Teaching Strategy 5 - Design and implement plans for assessing teaching effectiveness and student achievement of the University Learning Outcomes.
<b>Create a climate that fosters and supports the development of students, faculty, and staff of diverse backgrounds through research and instruction.</b>	(2,A,1) Create a climate that welcomes graduate students as part of the community of scholars and increase the size of the graduate student population while maintaining present numbers of undergraduate students. Insure that our students are prepared to compete successfully in a global environment.	Theme 1, Strategy 1 – Recruit, mentor and professionally develop a diverse and high achieving community of faculty , staff and students through an environment that fosters quality of ilfe and work/life balance and encourages the campus community to have a broad knowledge of and be engaged in updating and developing comprehensive plans.



Encourage recruitment of diverse faculty, students and staff.	(6,A,3) Increase the geographic diversity represented in the faculty, students and staff.	Research Strategy 4 Reinforce the importance of being a comprehensive research university by recruiting and retaining a diverse community of world-class scholars in areas of existing and emerging strengths.
Facilitate retention of diverse faculty, students, and staff.	(1,A) Achieve the highest quality faculty and faculty life. The evolution of the highest quality of student life requires a commitment to high-quality faculty and faculty life. Intense dedication to teaching, research, and service on the part of faculty will be matched by the university's commitment to provide a supportive, encouraging environment. The dimensions of this environment are manifold....The aim is to provide an environment that supports the highest creative and intellectual work to benefit students, the institution, and the faculty—in short, to create an encompassing community of scholars.	
<b>Prepare Ed.D. and M.Ed. students for success as practitioner-leaders</b>		
Continually assess the Ed.D. and M.Ed. curricula to reflect CEHD leadership values and current trends in school leadership.	(5,B,1) Increase awareness of existing and improving quality of professional programs. Achieve top-ten standing, by appropriate evaluating organizations, for all graduate professional programs.	Teaching –Master's and Doctoral LOs
Assess selection, admission and retention criteria for Ed.D. and M.Ed. applicants and students.		
<b>Research</b>		
<b>Create a climate that fosters development and growth for faculty research success in obtaining external funding. Increase external funding in two years to \$20 million and in five years to \$25 million</b>	(1,B) Expect and support research and scholarship of the highest caliber. Scholarship is the foundation of quality in teaching, researching, and service. Our goal for 2020 is to produce scholarship that breeds excellence and is uncompromising in its commitment to understanding. This is the highest form of truth-seeking and the reason for hiring the best faculty and recruiting the best students. The cornerstone of the academic enterprise is traditional, basic research	Research Strategy 4 Reinforce the importance of being a comprehensive research university by recruiting and retaining a diverse community of world-class scholars in areas of existing and emerging strengths.
CEHD research office staff contacts PIs to offer assistance with proposal development.		
CEHD research office coordinates workshops on grant writing that are discipline specific to various federal agencies (e.g. DOE, NIH, NIMH, NSF).		
CEHD development office staff works with faculty to identify sources for external funding		

Provide incentives for experienced grant staff to mentor staff in proposal development and grant/contract management.		
Provide competitive financial support for multidisciplinary collaborations that lead to external grant proposals.	(1,C,1) Create and refine structures and mechanisms that encourage and support interdisciplinary work.	Research Strategy 3 Support institutional mechanisms to promote excellence in multidisciplinary and multimodal research, especially those that simultaneously reinforce the disciplinary excellence of the colleges and schools.
Provide incentives for experienced PIs to mentor faculty who have never received a grant.		
Provide one time merit for faculty who submit a grant application to an external funding source.		
<b>Elevate our Faculty and Their Research and Scholarship</b>		
Provide training, incentives and, support for faculty to communicate with local, state, and national representatives.	(7,A,2) Lead the development of alternative modes of scholarly communication and measurement of quality.	
Provide training to faculty, students, research project staff on developing a dissemination plan, writing for laypersons, and communicating with the media.		
CEHD communications office utilizes a wide variety of the more current technologies to disseminate research highlights of CEHD faculty to policy makers, stakeholders, and academicians.		
<b>Engagement</b>		
<b>Support and enhance P-16 research and engagement initiatives</b>		Engagement area 2 – Pre-K-14 education constituencies
Identify engagement initiatives	(9,B,1) Identify common interests between the community, the university, and nearby metropolitan areas through ongoing relationships among the leaders. Expedite and effect positive growth and development in the Houston-Bryan-College Station corridor. (12,B,3) Expand the idea of service through extension and research to the most pressing social problems of the late 20th and early 21st centuries.	
Strengthen engagement initiatives		
Highlight engagement initiatives	(12,A,1) Demonstrate the role and responsibilities of a flagship university and communicate its importance to stakeholders.	

<p><b>Increase use of technology mediated instruction to facilitate access to higher quality programs and professional development engagement activities.</b></p>	<p>(2,A,6) Advance Texas A&amp;M University's information technology strategies and infrastructure to position us to be a world leader in the development and delivery of education in the 21st Century. Increase to 50 percent the proportion of the master's population enrolled in distance and other non-traditional master's offerings.</p>	
<p>Encourage faculty to use new and emerging technologies in their classes</p>		
<p>Investigate implementing the undergraduate distance program</p>		
<p>Increase online certification opportunities</p>		<p>Engagement area 3 – Non-degree learners and students</p>
<p>Provide professional development certificates and programs as outreach</p>	<p>(6,B,2) Develop and offer international distance education programs, including master's degree, professional development and continuing education. Have 20 percent international enrollment in distance education master's degrees, professional, and continuing education programs.  (12,B,1) Establish Educational Extension and Research programs as a fundamental and high-priority land grant mission of Texas A&amp;M University in the 21<sup>st</sup> Century.</p>	<p>Engagement area 3 – Non-degree learners and students</p>