

CEHD Strategic Plan 2015-2020

In 2019, the College of Education and Human Development will celebrate its 50-year anniversary. In the last five decades, there has been substantial growth in the number and diversity of students, faculty, instructional programs, and research activities in the College. While there has been growth, the College vision of *Transforming Lives* with a focus on improving achievement and health outcomes for all has been a constant. To realize that mission we have remained steadfast in our commitment to prepare highly qualified professionals in areas of high need. We have conducted research that promotes the development and implementation of effective practice and policy. While recognizing our ongoing commitments and focus, there have been significant changes in the operations, funding, instructional activities, and opportunities in the last five years. These include:

- Changes in funding that include decreased state-level support, elimination of restrictive student fees, and implementation of differential tuition and excellence fees that promote flexible use to support instructional programs.
- University-wide efforts to benchmark academic departments' performance on key areas of scholarly productivity, teaching outcomes and engagement.
- Integration and expanded use of technology-mediated instruction to support on-campus and distance education.
- Significant facility renovation and construction initiatives to support instructional and research activities.
- Dramatic growth in the number of full-time academic professional track faculty, currently approximately 50% of total faculty in the College, to support student enrollment growth in undergraduate and Masters' programs.
- CEHD faculty and leadership participating in two of the six university *Grand Challenges*.
- Development of two new Centers with large federal funding grants: Center for Translational Research on Aging and Longevity (CTRAL) and the Center for Research and Development of English Language and Literacy Acquisition (CRDELLA).
- Development of a College office on Organization Development and Diversity Initiatives (ODDI) to support and assess climate, diversity, and equity issues of students, faculty, and staff.
- Ten-fold increase in the number of undergraduate students participating in global education activities, approximately 550 students in the 2013-14 academic year.
- In the last five years there has been a 25% increase in student enrollment with our fall 2014 enrollment of 6,700 students; further, this increase represents growth primarily in undergraduate and graduate professional degrees, e.g., M.Ed. and Ed.D.

Status of CEHD 2010-2015 Strategic Plan Goals

Goals were organized under four domains: undergraduate education; graduate education; research; and engagement. The following reflects a synopsis of each of the goals and associated assessment information:

Undergraduate Education:

- Increase undergraduate (UG) diversity through improved recruitment and retention to 25% in five years.
 - Based on fall 2013 enrollment, ~27% of undergraduate students identify as racially/ethnically diverse with ~36% of FTIC UG students identifying as racially diverse.
- Create a climate that fosters and supports retention of students from diverse backgrounds.
 - With the leadership of the ODDI office, support from the Byrne Student Success Center and enhanced availability of high impact learning experiences, 87% of FTIC students graduate from CEHD and no demographic differences in retention rates.

Graduate Education:

- Prepare doctoral students for the professoriate.
 - Based on 2013 *Chronicle of Higher Education* surveys, there is significant variability in the percentage of our Ph.D. graduates entering academe; departments range from ~22% to 79%.
- Create a climate that foster and supports the development of graduate students and faculty from diverse backgrounds.
 - In fall 2013, ~48% of graduate students come from racially and/or ethnically diverse backgrounds and that percentage has remained somewhat constant since 2010 with a two percent increase in Hispanic students (~17% of students) and a two percent decrease (~11% of students) in Black students.
 - Since 2010, there has been a loss of four Black faculty and an increase of one Hispanic faculty member. In the 2013-14 academic year, ~77% percent of the faculty self-identified as White.
 - Climate assessment surveys have been conducted with students and faculty and while generally positive, concerns and issues were noted and a variety of initiatives have been undertaken with the leadership of the ODDI.

Research:

- Increase external funding:
 - While faculty, individuals and teams have been awarded significant federal and state awards, both 2014 *U.S. News & World Report* ranking information (CEHD ranked 36th in externally funded research) and Academic Analytics information (three of the four departments are at the 60th percentile or below in federal funding when compared to other universities) indicate significant room for improvement.
 - Moreover, 2014 Academic Analytics information indicates that with the exception of one department, the percentage of faculty who are Principal Investigators on federal grants is one-fourth that of other universities.
- Increase faculty dissemination of findings in top-tier publications:
 - 2014 Academic Analytics information indicates that CEHD tenure-track faculty publish journal articles at rates comparable to faculties at research institutions. However, the citation rates per faculty member and per article are significantly less.

Engagement:

- Support and enhance P-16 research and engagement initiatives:
 - As a result of a number of local, state and federal grant activities, the work of CEHD faculty has impacted instructional practices of teachers and learning opportunities for students in K-12 settings (e.g., research, evaluation and outreach activities of Education Research Center, CRDELLA, Center for Development and Diversity, STEM projects, among others).
 - TAMU is the largest University producer of teacher certificates in the state; in 2012-13, 1,034 teachers were certified.

As is evident in the previously noted synopsis, there has been significant activity and, in some cases, positive development on the 2010-15 strategic goals. Selection of future College-level strategic goals, reflects, in part, performance on the current goals, but more importantly, reflects the aspirations of the College to be among the best colleges of Education and Human Development among public U.S. universities. Further, development of the 2015-20 Strategic Plan for our College reflects our vision, contextual changes and the recognition that this five-year period represents the last quarter in the university's effort to realize the goal of Vision 2020 to be a top ten public university.

CEHD Strategic Goals for 2015-20

As a prologue to the presentation on the proposed Strategic Plan goals for the College, the following were considerations that led to selection of these goals:

- Goals reflect identified areas of College-wide development benchmarked to similar colleges at AAU and top-tier land-grant universities.
- Proposed goals are aligned with and support University strategic initiatives to meet Vision 2020 and University-identified *Grand Challenges*.
- In some cases, goals identified in the CEHD 2010-15 strategic plan were not retained because of realized progress.

Please note that the proposed goals do not represent all valued College-level initiatives or outcomes to meet CEHD's mission of *Transforming Lives*. High-need and high impact college programs not specifically identified will continue to receive resources comparable to the previous five year allocation. The proposed goals reflect areas of CEHD development that will receive additional focused attention and resources. Further, the outcomes of individual programs also may have limited relationship with some select strategic goals (e.g., undergraduate teacher preparation programs to Goal 7 "Prepare research scholars for the professoriate"); however, all CEHD programs are aligned with one or more of the proposed CEHD strategic goals. Further, it is recognized that individual CEHD academic departments may have additional strategic goals.

The following is the list of proposed CEHD 2015–20 strategic goals:

1. Generate, disseminate and apply new knowledge that supports improved practice and effective policy with a focus on University-identified Grand Challenge initiatives, e.g., STEM Education, achievement disparities, cyber-learning, and One Health.
2. Manage student enrollment strategically with a particular focus on high-need fields and reflecting the demographic character of the state.
3. Expand extramural grant and contract activities, with a particular focus on multi-disciplinary collaborative efforts.
4. Prepare undergraduate students to engage in lifelong learning and lifelong health and wellness through instructional initiatives aligned with *Aggies Commit to Transforming Lives*.
5. Enhance, recognize and reward diversity and a climate of inclusion, equity and respect for students, faculty, and staff.
6. Engage in activities to articulate and promote College identity.
7. Prepare research scholars for the professoriate.

The following tables outline proposed College-level strategies, tactics, responsible parties, indicators, and desired outcomes for each of the identified strategic goals.

CEHD Strategic Plan 2015-2020

GOAL 1: Generate, disseminate and apply new knowledge that supports improved practice and effective policy with a focus on University-identified Grand Challenge initiatives: STEM education, achievement disparities, cyber learning, and One Health.

Goal indicators:

- Academic Analytics indicators:
 - Number of peer reviewed journal publications
 - Citations per faculty
- Demonstrated impact in Grand Challenge areas: citation analysis with focus on Grand Challenge areas

Goal benchmarks:

- Performance meets or exceeds aspirant peers of Academic Analytics in publication indicators
- Evidence of impact on state and national practice and policy

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Establish a CEHD advisory team with faculty leadership (director of interdisciplinary initiatives) to provide support for strategic research initiatives	Assemble a core interdisciplinary advisory team comprised of faculty researchers and practitioners from each of the identified Grand Challenge areas	CEHD Office of Research	Secured agreements from 5-7 advisory team members	Office is established and an action plan is developed
	Identify and catalog research, outreach and other scholarly activities organized by strands that include the areas of STEM education, achievement disparities, cyber learning, and health	CEHD Office of Research	Information research output posted on myCEHD, Departmental and external CEHD websites	Using 2015-2016 baseline year, number of views increases by 25% annually thereafter
	Provide personnel resources (e.g., faculty, doctoral students, staff) to assist with communication efforts to stakeholders	CEHD Offices of Faculty Affairs and Communications	Faculty/support staff identified and in place Communication and dissemination plan is developed	25% increase in the number of press releases at the end of year 1 and 20% annually thereafter

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
	Develop research and outreach liaison to support PIs	Ph.D. level position as post-doc or staff member	Outreach liaison is in place	Research collaborations and school partnerships increased by 20% after year 2 of implementation and 50% after year 5
S2. Provide College level recognition incentives	Establish annual recognition of faculty who make significant research and outreach efforts	Department heads	Faculty with significant research and/or outreach activities identified and selected by committee of peers	20% annual increase in number of CEHD faculty involved in a CEHD strategic research initiatives
	Department-level awards (<i>e.g., course release, summer support, stipend, plaque, service points on A-1, etc.</i>) for faculty who make substantive contributions to CEHD's strategic research initiatives	Department heads	Department-level awards in place by end of 2015-2016 academic year	All four CEHD departments to have institutionalized research and outreach awards by end of 2015-16 academic year Annual report of department awards to be submitted to the dean's office beginning fall 2016
S3. Strengthen impact of CEHD scholarship through increased publications and subsequent citations in top-tier journals for their respective disciplines	Provide CEHD faculty with list of journals indexed in Academic Analytics and add field to A-1 reporting system to accurately track indexed publications	Department heads, Instructional Technology, CEHD data management office	List is disseminated and made available on departmental and College websites	Top five Land Grant status CEHD ranked among the top 10 public colleges of education
	Set minimum expectations for faculty publications in reputable journals relative to their discipline	Department heads	List of journal articles published, accepted, or in press	Increase in number of publications in top peer-reviewed journals

GOAL 2: Manage student enrollment strategically with a particular focus on high-need fields and reflecting the demographic character of the state.

Goal indicators:

- Number and percent of student recruitment, retention and graduation rates by degree program, disaggregated by race and ethnicity
- Growth in identified high need professional certificate programs

Goal benchmarks:

- Performance meets or exceeds AAU publics and select aspirant peers

Strategies	Tactics	Responsibility Party	Indicators	Desired Outcomes
<p>S1. Identify undergraduate, masters, Ed.D., and Ph.D. programs where growth can and should occur, and programs where enrollment should remain constant</p>	<ul style="list-style-type: none"> • Complete a template for each degree program including: <ol style="list-style-type: none"> 1. Historical enrollment (CEHD provides) 2. Job market demand and need for graduates in area (Program completes) 3. Performance relative to peers or national standards (Program completes) 4. Alignment with CEHD and TAMU strategic goals (Program completes) • Information presented to Department Heads, Dean, and Academic Affairs deans, who collectively set priorities for growth. 	<p>S1.1. Office of Academic Affairs</p> <p>S1.2–1.4: Department heads and programs</p> <p>Presentation: Department heads, dean, Office of Academic Affairs</p>	<p>Completion of exercise</p> <p>Submissions of reports to CEHD leadership</p>	<p>Benchmarks generated by departments</p>

Strategies	Tactics	Responsibility Party	Indicators	Desired Outcomes
S2. Support recruitment, retention, and graduation goals that are aligned with S1.	Based on results from Activity #1, develop comprehensive recruiting, retention and graduation plan to include management and evaluation activities	Office of Academic Affairs, departments	Recruitment plan in place	Student body demographics consistent with goals
S3. Recruit undergraduate and graduate students to match the demographic character of the State	<p>Evaluate current recruitment plan, with an emphasis on attracting students who are racially diverse, first generation status, and/or come from economically disadvantaged high schools; based on efficacy of current plans and best practices, develop comprehensive recruitment plan</p> <p>Other Activities</p> <ul style="list-style-type: none"> • Set CEHD process for PhD admissions, with feedback from departments and Department Heads • Examine faculty to student ratio, seeking to mirror peers 	Office of Academic Affairs	Recruitment plan in place	Undergraduate and graduate programs that are demographically representative of the State

GOAL 3: Expand extramural grant and contract activities, with a particular focus on multi-disciplinary collaborative efforts.

Goal indicators:

- Academic Analytics:
 - Total federal grant dollars
 - Total dollars per faculty
 - Percent of faculty with external funding
- *U. S. News & World Report*:
 - Total extramural dollars
 - Total extramural dollars per faculty
- Coordinating Board 18 Characteristics of Doctoral Programs

Goal benchmarks:

- Performance meets or exceeds aspirant peers in Academic Analytics
- Top 20 public as reflected in *U. S. News & World Report* indicators

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Strategically recruit and retain well-funded, highly productive scholars in each department	Priority faculty recruitment will reflect strategic goals 1 and 2 and emphasize cross departmental, College, and university engagement	Department heads with support from Dean's office	Department/unit level grants, grant monies, publications, and citations	Top ten public colleges of education on associated indicators
S2. Establish incentive program for extramural funding for contracts and grants	Departments make grant submissions a tenure-track faculty expectation, if not in place already	Departments	Submission of grants/contracts over 3 year period	Top ten public colleges of education on associated indicators for percent of faculty with a grant
S3. Provide support for faculty who support colleagues in proposal review and development	Formalize incentive plan within departments (e.g., administrative release; merit; stipend); require formal plan for process with each case Explore hiring outside consultants to review grants prior to submission	Department heads CEHD Office of Research	Generate list of mentors Consultant in place	All departments and the Dean's office have established an incentive plan to support grant mentors

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S4. Ensure tenured and tenure track faculty have the expectation to actively pursue and secure grant and contract funding	Departments revise A-1 to make grant activity a pre-requisite for being meritorious in research activities	Department heads	Departmental A-1s revised	Grant activity is a requisite condition to receive merit

GOAL 4: Prepare undergraduate students to engage in lifelong learning and lifelong health and wellness through Aggies Commit to Transforming Lives.

Goal indicators:

- Annual survey of undergraduate students regarding participation and quality of high impact learning experiences
- Department head report on faculty participation and quality of high impact learning experiences

Goal benchmarks:

- 100% of undergraduate students engaged in five or more high impact learning activities
- Associate dean and heads report that 100% of high impact learning experiences are deemed of high quality

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Institutionalize Aggies Commit to Transforming Lives through faculty incentives, recognition, and curricular changes	Institutionalize the Aggies Commit to Transforming Lives by imbedding high-impact learning experiences in the undergraduate and graduate curriculum	Office of Academic Affairs, departments, program faculty	Identification of high impact learning experiences in curriculum	All CEHD programs are engaged in five or more high impact learning activities
	Institutionalize the Aggies Commit to Transforming Lives faculty fellows and administrative fellows	Office of Academic Affairs and program faculty	Undergraduate student participation in: <ul style="list-style-type: none"> • Research • Global education • Peer mentoring 	All CEHD programs are engaged in five or more high impact learning activities
	Include Aggies Commit activities on departmental A-1	Department heads	Aggies Commit activities included in A-1	Increased faculty participation in Aggies Commit activities
S2. Support from Academic Affairs dean’s office for departments’ engagement in Aggies Commit initiatives	Academic Affairs Office will allocate fiscal resources and orchestrate programmatic support for Aggies Commit initiatives in departments	Office of Academic Affairs and program coordinators	Number of students participating in Aggies Commit activities; quality of the experiences	All CEHD programs are engaged in five or more high impact learning activities

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
	In collaboration with departments, Academic Affairs Office will establish expectations and support evaluative activities associated with Aggies Commit initiatives	Office of Academic Affairs	Presence of effective assessment of Aggies Commit activities, including continual improvement	Previous assessment. Continual improvement
S3. Develop alumni contact and update system to better track outcomes of our lifelong learner graduates and continue their engagement in Aggie Commit programs	Obtain additional information upon graduation so that additional contacts can be made (e.g., CEHD Alumni Association). Link graduates to CEHD and department social media	College development office, departments, career center	Development of an alumni tracking system	Track life-long learning, as measured by departmental outcomes; development of CEHD alumni network

GOAL 5: Enhance, recognize and reward diversity and a climate of inclusion, equity and respect for students, faculty, and staff.

Goal indicators:

- Faculty, student and staff surveys (surveys of current CEHD community and exit surveys for departing faculty, student and staff)
- Greater than 90% have a positive evaluation pertaining to climate, diversity and equity

Goal benchmarks:

- A positive perception of a climate of inclusion, equity and respect by students, faculty, staff and administrators
- Faculty and student demographics, as defined in the Diversity Accountability Report, that meet or exceed our peer institutions
- Staff demographics, related to race, ethnicity and gender, meet or exceed Brazos Valley census data.

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Evaluate CEHD organization units (departments and College) on climate, diversity, and equity	Annual evaluative feedback from staff and faculty related to climate, diversity and equity including bi-annual evaluations, focus groups, and departmental reporting	ODDI oversee evaluation activities	Improvements in previously identified problem areas (gender, power, sexual orientation, religion) Report to Dean	Less than 5% reporting of incidents by respondents for each area
	Provide ongoing review of climate and diversity data	Climate survey: CoDI subcommittee on Evaluation and Sustainability with support from departmental climate and diversity committees Staff Exit Interviews: Dean’s office HR liaison, Assistant Dean for Organization Development and Diversity Initiatives	Improvements in staff retention, climate and diversity Report to Dean	Less than 5% leaving due to reported diversity or climate concerns

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S2. Conduct College-wide professional development programs for faculty, students, staff and administrators to support ODDI initiatives	Develop recommendations, action plan and implementation strategies from CEHD equity white papers (equity, climate, etc.)	CoDI subcommittee on Education and Trust building	Alignment of recommendations and needs based upon equity white paper, data on inequities addressed/aligned	Implement action plan to address equity areas identified in spring 2014 Equity White Paper
	Create ad hoc committee (n=3; faculty, staff and graduate student) in each department to develop a report related to evaluation system and proposed actions from the equity white paper that would be departmentally focused. Present in meeting 1, ideas put to vote in second meeting	Departmental climate and diversity committees, department heads	Departmental climate and diversity participation (meetings, data, implementation of initiatives)	Create committee by September, development of system by end of fall, implementation of system beginning spring 2015
	Establish leadership development institute in the areas of climate, diversity, and equity	CEHD Critical Dialogues in Higher Education (CDHE) group	Departmental and Deans Office engagement. Units evaluation of changes post CDHE Summer Institute participation	CEHD Critical Dialogue Summer Leadership Institute (CDSLII) summer 2015 TAMU Difficult Dialogues Summer Institute (DDSI) summer 2016
	Faculty and staff search committee and tenure and promotion workshops on implicit bias and cognitive errors	Office of Faculty Affairs and ODDI	Office of Faculty Affairs offers two workshops per year	Increase in hires of diverse faculty, staff, and administrators

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
	Provide support to department search committees and department/College T&P Committees on processes and minimizing cognitive errors	Office of Faculty Affairs, CoDI sub-committee on Education and Trust Building and ODDI	Include checklist on diversity for search committees	Increased diverse hires
	Conduct annual CEHD Climate Matters conference	ODDI and CoDI Conference planning committee with participants from each department	Topics address climate issues identified in survey Growth in participants, diversity Conference survey data	Continued growth of conference College constituents see link between conference and improving climate issues through survey evaluations
	Expand CEHD's Difficult Dialogues Program (DDP) – DDP Modules, Quarterly Dialogues, Critical Dialogue Summer Leadership Institute	Critical Dialogues in Higher Education committee (CDHE)	Target participants for DDP modules/ completion of DDP modules Diverse and broad engagement in quarterly dialogues	100% deans and department heads and majority of faculty and staff have completed DDP modules
S3. Recognize faculty, staff, students and administrators with College climate and diversity awards for excellence in positively contributing to the CEHD climate	Survey existing departmental awards	CoDI ad hoc committee	Report to ODDI Dean	Report of all CEHD awards
	Generate award criteria for College level awards	CoDI Subcommittee on Leadership	Criteria linked to climate, diversity and equity. Report to CoDI	Implement CEHD climate awards program
	Develop departmental awards in collaboration and communication with ODDI	CoDI and departmental climate and diversity committees with department heads	Nominations Report to ODDI	Increase in number of climate and diversity awards in CEHD departments

GOAL 6: Engage in activities to articulate and promote a shared College identity.

Goal indicators:

- Survey all internal and external College communication regarding presence of College affiliation information
- Student surveys upon entering and graduation

Goal benchmarks:

- 100% of electronic, hard-copy and signage provides College identification information
- Survey of internal stakeholders indicates 90% understanding of College mission and impact
- Survey of external stakeholders indicates 75% understanding of College mission and impact

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Review and evaluate College and departmental communications practices and personnel creating a unified communication plan	<ul style="list-style-type: none"> • Seek input and feedback from leadership team regarding communications needs • Review information and provide suggestions and feedback to dean • Complete a signage, publication and web site review regarding branding and correcting or replacing as appropriate 	<p>Communications Manager</p> <p>Assistant Dean for Finance and Administration</p>	<p>Feedback surveys</p> <p>Review of signage</p>	<p>Identification of the College of Education and Human Development in all College facilities and with all print and electronic publication</p> <p>Seek input and feedback from leadership team regarding communications needs</p>
S2. Characterize College Identity	<ul style="list-style-type: none"> • Develop area research profile • Develop program area profiles • Identify themes of importance in research and program areas of CEHD by creating linkages from the data collected in Goals 1 and 2 from the profiles completed 	<p>Goal 1 group</p> <p>Goal 2 group</p> <p>Leadership Team</p>	<p>Feedback surveys</p>	<p>College level themes of what is important to the College of Education and Human Development</p> <p>Demonstration of those themes to internal and external constituents</p> <p>Ability of constituents to relate to the College and to the themes of importance</p>

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S3. Create a College promotion plan	<ul style="list-style-type: none"> • Development and implement college marketing media • Highlight the signature areas or linkages established on the Web • Determine other products including print materials 	Communications group	Revision of communication products (e.g., printed publications, websites, social media)	A five year college communications plan to guide publications and web presence

GOAL 7: Prepare research scholars for the professoriate.

Goal indicators:

- Number and percentage of Ph.D. graduates entering post-doc/professoriate, noting type of institution of higher education

Goal benchmarks:

- Performance meets or exceeds AAU land-grant/aspirant peers

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S1. Expand resources and support to facilitate doctoral students establishing and maintaining a prolific academic writing habit	Increase support for POWER (Promoting Outstanding Writing for Excellence in Research) studios and writing course initiatives based on the POWER writing model (and offered by facilitators training by the POWER leadership)	Deans and department heads POWER leadership	Increase in number of POWER BASIC and ADVANCED writing studio offerings. Increase frequency of offers for CEHD 603 (as needed)	Numbers of students participating in POWER BASIC and ADVANCED writing studios will increase by 20% beginning in fall 2015 (using fall 2014 as a baseline) Number of students taking the CEHD 603 writing course will increase by 15% (based on 2014 as a baseline)
	Ensure that CEHD graduate students have priority access to POWER writing studio enrollment (both BASIC and ADVANCED studios)	POWER Leadership	Increased enrollment of CEHD students attending BASIC and ADVANCED POWER writing studios	All graduate students in CEHD having the opportunity to attend BASIC and/or ADVANCED POWER writing studios
	POWER representatives available to visit relevant doctoral seminars/ classes	POWER Leadership	Doctoral students receive information about POWER opportunities early in their program of study	All graduate students in CEHD will be able to describe the services offered by POWER and how to access them

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S2. Alignment of departmental faculty expectation with Ph.D. student performance expectations	<p>Ensure that each department's A-1 process evaluates/ reinforces faculty for involving students as coauthors on publications</p> <p>Include review of doctoral students' progress in faculty annual review</p>	<p>Department heads</p> <p>Department heads</p>	<p>A-1 forms modified by October 2015 for faculty input of 2014 A-1 data</p> <p>A-1 forms modified in 2015 for implementation in spring 2016</p>	<p>Using data from 2014 A-1s as a baseline, the number of faculty publications with graduate student coauthors will increase by 20% year thereafter</p> <p>100% completion of doctoral student review</p>
S3. Institute a program to increase doctoral students' knowledge and skills in grant writing	<p>Establish planning committee of 4-6 faculty with review experience and/or funding from some of the major agencies (e.g., NIH, NSF, IES, DOE) to develop idea and structure of a doctoral seminar</p>	<p>CEHD Office of Research (establishes committee)</p> <p>Committee (develops ideas/structure of seminar)</p>	<p>Committee holds first meeting during spring 2015 semester</p> <p>Recommendations for proposed seminar structure submitted by May 2015</p>	<p>Course offered during 2015-2016 academic year (or summer 2016)</p> <p>By 2018, all CEHD students graduating with a Ph.D. will have participated in one or more grant-writing seminars</p>
	<p>Develop college-wide grant seminars available to doctoral students to cover the structure and essential elements of some of the major funding agencies</p>	<p>CEHD Offices of Academic Affairs and Research</p>	<p>Instructor(s) identified</p> <p>Seminar added to 2015-2016 schedule of course offerings</p> <p>Syllabus finalized</p>	<p>By 2018, all CEHD students graduating with a Ph.D. will have participated in one or more grant-writing seminars</p>

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
	Reward and recognize faculty who participate in the development and delivery of grant writing seminars. (e.g., stipend, professional development resources, A-1 credit, public recognition.)	CEHD deans and department heads	<p>Instructor(s) identified</p> <p>Seminar added to 2015-2016 schedule of course offerings</p> <p>Syllabus finalized</p>	By 2018, all CEHD students graduating with a Ph.D. will have participated in one or more grant-writing seminars
S4. Promote greater faculty support for mentoring doctoral students	Recognize faculty with strong evidence of mentoring (publishing with students, involving students in grant activities, student awards, placement of students at research universities, etc.)	Department heads and CEHD Office of Faculty Affairs	<p>Department-level awards/acknowledgements presented at end of 2014-15 academic year</p> <p>Two College-level graduate student mentorship awards established and presented during fall 2015 awards dinner</p>	<p>Increased numbers of CEHD graduate student:</p> <ul style="list-style-type: none"> • publications in peer-reviewed outlets • involvement in grant activities • placements in professorial positions
	Provide recognized faculty with travel stipends (i.e., up to \$1,000) and/or match funding for student travel	Department heads and CEHD Office of Faculty Affairs	<p>Department-level awards/acknowledgements presented at end of 2014-15 academic year</p> <p>Two College-level graduate student mentorship awards established and presented during fall 2015 awards dinner</p>	<p>Increased numbers of CEHD graduate student:</p> <ul style="list-style-type: none"> • publications in peer-reviewed outlets • involvement in grant activities • placements in professorial positions

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
	Departments examine their evaluation and reward structure to reduce potential disincentives for faculty mentoring	Department heads	<p>Department-level awards/acknowledgements presented at end of 2014-15 academic year</p> <p>Two College-level graduate student mentorship awards established and presented during fall 2015 awards dinner</p>	<p>Increased numbers of CEHD graduate student:</p> <ul style="list-style-type: none"> • publications in peer-reviewed outlets • involvement in grant activities • placements in professorial positions
S5. Add College-level teaching as part of Ph.D. programs (where appropriate)	Convene doctoral program chairs across the College to (a) determine programs that already have such a requirement and how they are structured; (b) share process and evaluation tools currently in use, and (c) discuss potential barriers and corresponding solutions to adding this requirement	Office of Academic Affairs	<p>Committee convened during spring 2015 semester</p> <p>Written summary of findings and recommendations submitted to Dean's executive committee by end of spring 2015</p>	Number of doctoral students completing college teaching experiences/competencies will increase by 20% over the five-year period

Strategies	Tactics	Responsible Party	Indicators	Desired Outcomes
S6. Enhance research methodological expertise of students in Ph.D. programs	Conduct a survey of doctoral programs' current research and statistical methods requirements (coursework and required competencies)	Office of Academic Affairs	Survey data summarized and shared with GIC and all doctoral program chairs	Increase in research and statistical methods requirements (coursework & required competencies) as evidenced when comparing original and updated requirements
	Analyze survey findings to determine areas of strengths and potential areas for improvement	Committee of doctoral program chairs	Summary of strengths and areas for improvement submitted to GIC	
	Identify existing courses/structures currently available in the College and disseminate across doctoral programs	Office of Academic Affairs	Information disseminated to departments, and doctoral program chairs	
	Programs consider and submit any updates to their doctoral requirements in this area	Doctoral program chairs and department heads	Updated doctoral programs' research and statistical methods requirements (coursework & required competencies) on file with CEHD Office of Graduate Studies	
S7. Track student publication activity after graduation	Request students complete a Google Scholar page	Department heads	Database of student publications five years after graduation	CEHD doctoral graduates among most highly cited in their fields