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1. Introduction

The College of Education and Human Development (COEHD) prepares professionals for leadership in education and human development organizations serving diverse populations across their life span. Faculty engage in a broad and robust program of research and provide extensive service to the community, the university, their profession and the nation.

In fall 2001, the Division of Education was re-organized into the College of Education and Human Development. Currently there are five departments: Bicultural/Bilingual Studies, Counseling and Educational Psychology, Educational Leadership and Policy Studies, Interdisciplinary Learning and Teaching, and Health & Kinesiology. The college includes two of the three UTSA campuses; 1604 and Downtown. Counseling and Educational Psychology is located at the downtown campus and the remaining four departments are based at the 1604 campus.

The College hosts the Mexican American Studies Program, the Downtown Counseling Center, the Motor Development Clinic and the Downtown Plaza de la Lectura, A Reading Place linking UTSA students with school children seeking to enhance their reading skills.

2. College of Education and Human Development, Mission, Vision and Core Values

Mission Statement:
The College of Education and Human Development will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship and service. The COEHD will have a critical impact on the realization of human and community potential through its leadership in education, health and wellness, human development and policy studies. All programs of study include a focus on developing competencies for working effectively in multicultural and cross-national contexts.

Vision Statement:
The College of Education and Human Development will create a democratic, collaborative learning organization in a way that:
• promotes equity, excellence, social justice, risk-taking and accountability
• recognizes a healthy balance among scholarship, teaching, and service
• is responsive to community needs
• develops and applies new knowledge of effective policies and best practices
• prepares transformational educators/leaders to succeed in diverse, ambiguous and
challenging contexts
• builds community within and at large
• fosters the holistic development of all its members
• uses resources effectively and efficiently so that the College graduates citizens
  who are engaged in productive contributions to self, society, and the global
  community

Core Values:
• Commitment to social justice
• Integrity
• Equity
• Excellence
• Collaboration
• Respect
• Community

3. COEHD Strategic Advantages:

• Interdisciplinary programs that are closely linked to regional priorities
• Multilingual and multicultural faculty that is equipped to address complex
  educational, health and human development needs associated with an increasingly
  diverse and global society
• Activist scholars who bridge the academy and professional/community practice
• An extensive international network of colleagues with whom faculty are
  conducting research on issues of mutual concern
• Long-standing collaboration with multiple community constituencies
• Hispanic and Minority-serving college noted for its contribution to the education
  of Hispanic students and for practically addressing multicultural issues facing the
  nation
• Articulated college vision, mission reflecting broad-based faculty involvement
• Faculty with a breadth and depth of disciplinary content and pedagogical
  knowledge
• Faculty, staff, and students who value excellence and collaboration
• Faculty strength in integration of research, teaching, and service
• Established relationships with the community within and outside UTSA (e.g. the
  Downtown Counseling Center and the Downtown Plaza de la Lectura/A Reading
  Place)
• Well-established partnership with the University of Texas Health Science Center
  at San Antonio (including joint research projects and joint faculty appointments)
• Host to three prestigious national/international journals
• Increased visibility with respect to community public health as a result of health
  and wellness outreach activities conducted with the Health & Kinesiology
  Department’s 38’ Mobile Health Van. This unit is one of only seven in the
  United States, and the only one so well-equipped for a wide range of health
  screening and education and prevention of such serious community-wide health
  problems as obesity and diabetes
4. COEHD Strategic Challenges:

- High student to faculty ratio
- Insufficient instructional and research laboratory space, faculty office space
- Low student retention and graduation rates
- Current infrastructure inadequate for supporting and sustaining a research level university
- Insufficient financial support for students
- Difficulties associated with implementing the cultural shift from an open-enrollment university to a Tier One, Research University
- Lack of alignment of university budgeting and resource allocation process with academic strategic plans

5. COEHD Strategic Initiatives, Goals, Action Items and Metrics:

**UTSA Strategic Initiative I: Enriching Educational Experiences to enable Student Success**

Retention of students is a high priority goal at both the college and the university levels and COEHD will take a proactive stance in designing efforts to support and retain students while providing them with the knowledge, skills, and experiences that will enable them to respond effectively to the needs of a diverse and rapidly changing and increasingly cross-national population. In accordance with its 2005 Compact, the COEHD has recently implemented three innovative approaches to increasing student success. First, the college has been proactive in designating an Associate Dean for Teacher Education as well as an Associate Dean for Undergraduate Student Success as part of its efforts to improve student retention and graduation rates at the undergraduate level. Second, to assist the Associate Dean of Graduate Programs in enhancing the success of graduate students, the COEHD created the position of Student Development Specialist, an innovative approach to providing master’s and doctoral students with additional assistance in monitoring their progress toward degree completion, doing individual follow-up with students who stop out of their programs and facilitating their re-entry into the college. A third component of the 2005 COEHD Compact entailed the offering of courses designed to improve the writing skills of students at both the masters and doctoral level. For the past two years, during fall, spring and summer semesters, we have offered, tuition free, one writing course for master’s students and one for doctoral students. All three of these efforts have been enormously successful and provide a strong basis from which to pursue the following goals:
COEHD Goal I.1: *Increase the retention of students, with a particular focus on those years with the highest attrition rates (i.e. freshman, senior, master’s level)*

**Action Items:**

- Establish an undergraduate student-to-student mentoring program facilitated, in part, by students with graduate assistantships and fellowships at the master’s and doctoral level
- Pilot the use of Student Development Specialists for students specializing in undergraduate program areas to support faculty in enhancing recruitment and student success initiatives (target students in years with lowest retention rates as well as transfer students)
- Develop a comprehensive first-year student success program in conjunction with the COEHD Advising Office to familiarize students with COEHD program degree requirements, course sequencing, academic and student policies and procedures, COEHD advisors and tenured/tenure track faculty members in their program areas
- Charge the Associate Deans for Teacher Education and Student Success with additional outreach responsibilities to students for the purposes of improving the students’ experiences at UTSA and for increasing their retention and graduation rates. Additional data gathering, entry, and analysis responsibilities will be assigned to both Deans for the purposes of informing decision making in COEHD. (They will be assisted in their efforts by the Student Retention Specialist supported by university funds.)
- Identify ways in which to link undergraduates with employment opportunities/paid internships interest (part-time during the academic year and full-time in the summer) related to their professional fields of interest
- Increase the use of web-based communication with undergraduate and graduate students (e.g. departmental web-based bulletin boards posting important information)
- Implement writing improvement program targeted to COEHD undergraduates in collaboration with current university-wide efforts such as the Tomas Rivera Center and the Writing Center
- Extend number of writing skills courses offered to master’s and doctoral students

**Metrics:**

- Increase in student retention and graduation rates
- Number of paid internships established
- Impact of internships on student development as measured by evaluations conducted with participants, faculty, and other stakeholders
- Use by all departments of monthly-updated web-based bulletin board postings as one method of communicating important information to students
• Increase in the number of programs providing students with web-based opportunities for registering for comprehensive exams, qualifying exams, practica and internships.
• Increase in the use of web-based site specifically designed to address the informational needs of freshmen and transfer students
• The production and annual review of a marketing plan that clearly articulates such information as: the kinds of academic programs offered in the COEHD, the cost of attending the COEHD and the financial aid options available to students enrolling in the COEHD
• Increase in the number of students from underrepresented areas of San Antonio and surrounding communities
• Increase in the number of master’s and doctoral students enrolling in writing improvement classes
• Number of undergraduate students enrolling in writing improvement classes
• Provide writing improvement classes targeted to COEHD undergraduates
• The establishment of a Center for the Improvement of Teaching (CIT) in collaboration with other university initiatives related to this goal
• Number of faculty participating in classes/seminars offered by the CIT
• Number of faculty assisted by CIT

COEHD Goal I.2: Equip students with the necessary multicultural skills and professional knowledge to be leaders in providing educational, counseling, psychological and health and wellness services to schools communities and the professions

COEHD Goal I.2a: Conduct regular reviews of program content and course syllabi to ensure alignment of courses with departmental standards, professional standards, and certification requirements

Action Items:
• Biennial evaluation of departmental core course syllabi to ensure alignment of courses with departmental standards, professional standards, certification requirements
• Establish an advisory committee comprised of local professionals, educators, and students for the purposes of gathering input related to enriching student learning and success
• Biennial review of departmental core course syllabi to ensure that they include readings and assignments that increase students’ ability to work effectively with diverse populations of children, adolescents and adults
• Ensure that all required courses adhere to a common core of expectations, goals and objectives for students and instructors, whether taught by tenure track/tenured faculty or lecturers
• Full accreditation by nationally-respected accreditation agencies of all the formal programs of study offered by COEHD
• Investigate the developers of the Community-Based Education (CBE) model for the purposes of learning new approaches to successfully initiating and maintaining linkages among schools, students, their families and communities.

Metrics:
• Core course syllabi are aligned with departmental standards, professional standards, comparable courses in Tier One universities and certification requirements
• All certification programs accredited by relevant state and national accrediting bodies
• Increase in student passing rates on state and national certification and license examinations
• Annual meeting of departmental advisory committee with relevant faculty members for the purpose of providing input to department regarding the enhancement of student learning and success
• Presence of readings and assignments in departmental core course syllabi that address issues of diversity and propose suggestions for working effectively with diverse populations

COEHD Goal I.2b: Increase the number of tenure-track/tenured faculty who teach undergraduate core courses and who mentor part-time lecturers

Action Items:
• Increase the number of tenured faculty teaching gateway courses to undergraduate students
• Increase the number of tenure track/tenured faculty serving as guest speakers and facilitators in lower division majors courses
• Provide mentorship to lecturers teaching core courses by faculty members within each department who are charged with ensuring consistency in content across sections of the same course
• Increase the diversity of tenure-track and tenured faculty members in all program areas
• Increase communication with practicum, internship, and teaching partners to ensure the highest quality of training experience for our students

Metrics:
• Increase in the number of tenured faculty teaching gateway courses to undergraduate students
• Increase in the number of tenure track/tenured faculty serving as guest speakers and facilitators in lower division majors courses
• Number of meetings/conversations between lecturers and supervising faculty member for the purpose of ensuring consistency in course content.
• Increase in the diversity of tenure track/tenured faculty and lecturers in the COEHD

**COEHD Goal I.2c: Generate, research, and disseminate best practices in teaching, leadership and human development**

**Action Items:**
• Collaborate with local educators and community members on the generation, identification and dissemination of best practices in education, leadership, and human development
• Obtain external funding to support the generation, identification and dissemination of best practices in education, health and counseling
• Create learning opportunities that involve students working closely with faculty on research projects for the purpose of developing the knowledge and skills necessary to engage in scholarly inquiry and to equip them for successful professional careers

**Metrics:**
• Frequency and nature of meetings with local educators and community members
• Amount of external funding secured for generation, identification and dissemination of best practices
• Feedback from local educators and community members regarding their experiences as collaborators with COEHD faculty
• Number of times COEHD faculty disseminate best practices to leaders in education, health, and human development
• Number of times COEHD faculty are asked to provide information on best practices to local educators, health and human development professionals
• Number of faculty/student research collaborations
• Number of faculty/student joint authored publications
• Number of faculty/student joint research presentations

**COEHD Goal I.2d: Broaden students’ educational opportunities and provide them with increased levels of financial support**

**Action Items:**
• Increase the number of COEHD undergraduates who enroll in graduate programs offered by the college
• Increase financial support for undergraduate and graduate research activities
• Increase the number of doctoral students whose dissertations receive state, national and international awards
• Increase the number of doctoral students who receive Post-Doctoral awards from prestigious institutions
• Provide students with increased opportunities for international travel to increase their awareness of the global context within which we live
• Increase the number of degree programs offered by the college that build upon existing faculty expertise and respond to articulated community needs, including: a bachelor’s degree in Wellness and Health Promotion, an undergraduate Honor’s concentration in Health and Kinesiology, a doctoral program in Health and Kinesiology, a master’s and doctoral degree in Educational Psychology with specializations in school psychology, program evaluation and educational measurement.
• Increase the number of certificate options provided to students to supplement their formal degrees from the COEHD and to equip them with a broader skill set
• Include at least one required cross-departmental, or cross-college course in all professional degree programs that requires students to use multiple disciplinary perspectives to frame and solve problems
• Collaborate with colleagues in other states and countries who are interested in coming to UTSA for the purposes of exploring topics of mutual interest and/or teaching special topics courses.
• Establish a fund to support visiting scholars from other states and countries whose research and/or teaching interests compliment and extend those of COEHD faculty and graduate students.

Metrics:

• The creation of new required cross-departmental and cross-college multidisciplinary courses
• Increase in financial support for undergraduate and graduate research activities (internal and external)
• Number and quality of student/faculty research projects
• Number of student/faculty peer-reviewed conference presentations and publications in peer-reviewed journals
• Number of students participating in international educational experiences
• Increase in external funding to support international travel experiences for students with financial need
• Increase in the offering of new degree programs as articulated in the above action items
• Increase in the number of COEHD alumni who enroll in graduate programs offered by the college
• Increase in the number of doctoral students whose dissertations receive state, national and international awards
• Increase in the number of doctoral students who receive Post-Doctoral awards from prestigious institutions
• Increase in the amount of COEHD-based funding for supporting undergraduate and graduate research activities
• Increase in the amount of external funding obtained for supporting undergraduate and graduate research activities
• Increase in the number of visiting scholars conducting research and offering special topics courses in the COEHD that introduce different cultural perspectives and extend the knowledge of both faculty and students

COEHD Goal I.3: COEHD programs at both the undergraduate and graduate levels will incorporate technology appropriate to achieving course objectives and skills that are commensurate with the expectations of the various professions for which the students are being prepared. In addition, COEHD will achieve national recognition for its research related to information technology in educational and community-based settings.

Action Items:
• Augment the existing COEHD IT staff by the number of individuals needed to adequately respond to the technology needs of faculty, staff and students
• Work with the offices of Instructional Technology and Distance Learning to provide specifically-tailored, hands-on workshops for faculty interested in incorporating technology into their classroom instruction
• Increase the number of classes that incorporate WebCT and distance learning for undergraduates and graduates
• Increase the use of technology for the purposes of responding to the demand for graduate programs for educators and human service professionals in outlying rural areas (e.g. the Middle Rio Grande Valley region)
• Increase in the number of COEHD faculty who seek external funding to explore the use of technology in professional preparation programs (e.g. teacher, administrator, counselor preparation) and to examine the equity issues associated with discrepancies in children’s and adult’s access to technology

Metrics:
• Increase in the number of courses offered to students using web-based/on-line formats
• Increase in the incorporation of technology into COEHD courses
• Increase in the availability and use of innovative technology for students in teaching labs
• Increase in the number of faculty participating in course/workshops/seminars and other learning opportunities designed to increase their knowledge about and use of technology in their instruction
• Amount of external funding for studying the use of technology in higher education
• Amount of external funding for collaborative research with local schools and community agencies for studying the use of technology in these settings

COEHD Goal I.4: *Develop more flexible and innovative approaches to scheduling and delivering courses and programs*

**Action Items:**
• Employ flexible class scheduling (e.g. block scheduling, compressed time frames, weekends) to accommodate the needs of working students
• Increase the use of teaching assistants, small group discussion leaders, and Learning Resource labs
• Increase the number of supplemental learning opportunities provided to students in the forms of hands-on laboratory and field-based learning opportunities
• Provide professional development opportunities to faculty to enhance their pedagogical skills and disciplinary knowledge

**Metrics:**
• Increase in the number of flexible class offerings
• Increase in the number of classes utilizing teaching assistants, small group discussion leaders and Learning Resource labs
• Increase in the number of students participating in supplemental learning opportunities
• Increase in the number of classes utilizing innovative laboratory activities and field-based experiences
• The number of COEHD-supported professional development opportunities provided to faculty
• Increase in the number of faculty participating in professional development activities, locally, statewide, nationally and internationally
• Increase in the number of courses offered to students using web-based/on-line formats
• Increase in the incorporation of technology into COEHD courses
• Increase in the availability and use of innovative technology with students in teaching labs
COEHD Goal I.5: Develop and implement mentoring/induction programs to support recent graduates

Action Items:
- Form mentoring/induction collaborative partnerships with area school districts, community agencies, businesses, health and wellness centers
- Offer professional development opportunities for COEHD graduates
- Establish summer institutes designed to respond to the needs of local educators, counselors, community and public health professionals (which will be determined in collaboration with these constituencies).

Metrics:
- Presence and number of collaborative partnerships for supporting mentoring/induction of COEHD graduates
- Increase in the number of professional development opportunities provided for COEHD graduates
- Presence and number of summer institutes

UTSA Strategic Initiative II: Serving Society through Creativity, Expanded Research, and Innovations

COEHD is committed to serving society and acknowledges its critical role in the realization of human and community potential through education, policy studies, health and wellness, school-based initiatives, and leadership. The College has established itself as one of the most successful colleges in the university with respect to the amount of external funding and research expenditures.

The COEHD will continue to emphasize research programs that respond to the educational, psychological, and health needs of the members of the San Antonio community in support of the mission and goals associated with the founding of the University of Texas at San Antonio. The findings of our research at the local level will play a critical role in informing both policy and practice on related issues at the state, national and international levels. In addition to conducting research that addresses local issues, the COEHD will play a critical role in conducting research that focuses on a variety of relevant issues at the state, national and international levels. These efforts will include: a) development of models; b) evaluation of programs; c) validation of theory; d) generation and validation of model-based practice.

The COEHD has already established a strong presence in the local community through such activities as: the Mexican American Studies Program, the Downtown Counseling Center, the Motor Development Clinic and the Downtown Plaza de la Lectura, A
Reading Place. The College also hosts the Academy for Teacher Excellence (ATE) and its affiliated programs, the Accelerated Teacher Education Program and the Teacher Academy Learning Community. As the College extends and diversifies its efforts to better serve society through creativity, expanded research and innovations, it will provide continuing support for the effective programs already in place.

Faculty members in the College are becoming increasingly active in international outreach activities that include both service and research. Examples include: a multi-year literacy project in South Africa, ESL training with high school teachers in rural Thailand, participation in international research on effective school leadership, and collaborations with Mexican universities and schools. The cross-national context within which we live requires students and faculty in the COEHD to become active participants in a global society. This will require a significant increase in both the extent and nature of our interactions with colleagues and students in other countries for the purposes of identifying shared concerns and generating novel solutions to these concerns.

In conjunction with the goals of the COEHD 2005 Compact, the College appointed an Associate Dean for Research in 2006 to increase and coordinate faculty and student research activities and to identify potential sources of research support. In summer 2007, COEHD instituted the Office of Research and Grant Development in for the purposes of supporting faculty and student research and enhancing the levels of external funding for research. The Office of Research includes a professional grant writer and two staff members responsible for pre-award and post-award assistance and oversight. These efforts have been very well received by the faculty and have contributed to a significant increase in grant applications as well as cross-disciplinary and cross-college research collaboration. In addition to providing on-going support for these initiatives, the COEHD will pursue the following goals:

**COEHD Goal II.1: The COEHD will achieve national recognition as a Tier I Research College that offers a model in which academic quality of life and scholarship in particular are sustained by a culture of respect, compassion, collaboration, community, and passion for excellence.**

**Action Items:**
- Provide all new faculty members with an opportunity to work with a senior faculty member for at least their first year, to assist with teaching strategies and the development of a research agenda
- Coordinate through the Associate Dean for Research, faculty-initiated requests for ad hoc faculty review panels to provide feedback on their manuscripts and research proposals
- Submit proposals for external research funding sponsored by tenured faculty that also include at least one junior faculty member as part of the professional development of that faculty member
- Support faculty and staff interactions that are consistent with a culture of respect, compassion, collaboration, community and excellence
• Recruit faculty members who are supportive of the COEHD model of research
• Recruit staff members who are supportive of the COEHD model of research
• Increase the number of opportunities for faculty and staff to interact informally with one another for the purpose of nurturing a culture of community, compassion and respect
• Provide a variety of venues for sharing among the COEHD Dean, Associate Deans, department heads, faculty and staff

Metrics:
• Faculty evaluations of mentorship experiences
• Number of faculty participating in faculty-initiated requests for scholarly review panels
• Number of manuscripts published with review panel assistance
• Number of proposals for external funding that include tenured and tenure-track faculty
• Number of faculty and staff grievances
• Faculty and staff evaluations regarding evidence of respect, compassion, collaboration, community and passion for excellence in the COEHD
• Number and quality of new faculty hired in the COEHD
• Number and quality of new staff hired in the COEHD
• Number of events for faculty and staff to promote a culture of community, compassion and respect
• Number and variety of venues for sharing information among the COEHD Dean, Associate Deans, department heads, faculty and staff

COEHD Goal II.2: COEHD faculty will engage in research that plays a critical role in informing as well as transforming research and practice at both the national and international levels.

Action Items:
• Increase the number and amount of externally funded research and training development funds generated by faculty
• Increase the number of faculty recognized at the state, national and international levels for their research contributions
• Increase in the quantity and quality of peer-reviewed publications produced by faculty and co-authored by faculty and students
• Generate college and departmental workload policies that support faculty research efforts
• Hire additional faculty with a proven record of success with respect to securing outside funding for their research
• Increase infrastructure for supporting faculty and student research
• Engage in cross-disciplinary and cross-college research collaboration with UTSA colleagues
• Increase faculty collaborations with private sector industry, government, and non-profit organizations
• Collaborate with colleagues at the national and international levels in researching topics of mutual concern.
• Organize and sponsor/co-sponsor conferences that bring doctoral students together across various institutions of higher education for the purposes of presenting their research and engaging in dialogue with senior scholars from UTSA and surrounding universities.
• Establish the COEHD as a host for national and international research conferences targeted to research priorities identified in COEHD Strategic Plan
• Faculty and students will participate in cross-national exchange programs for the purposes of establishing a network of scholars with whom to collaborate on issues of shared interest
• Establish departmental websites featuring best practices based on the research findings of faculty in the respective departments (emphasis will be on best practices for working effectively with diverse populations)
• Secure funding to support Post-Doctoral Fellowships in areas supported by the COEHD Strategic Plan

Metrics:
• Increase in the amount of external funding and total research expenditures
• Increase in direct costs from contracts and grants
• Increase in COEHD expenditures related to providing increased support for research activities
• Increase in both the number of cross-disciplinary and cross-college research collaborations with UTSA colleagues
• Increase in faculty collaborations with private sector industry, government, and non-profit organizations
• Increase in the number of faculty and students participating in cross-national exchange programs focused on research
• Workload policies at the college and departmental levels that support faculty research efforts
• Increase in the number of faculty recognized at the state, national and international levels for their research contributions
• Increase in the quantity and quality of peer-reviewed publications produced by faculty and co-authored by faculty and students
• Identification as one of the nation’s top-ranked colleges of education
• Presence of departmental websites featuring research-based best practices
• Host for national and international research conferences/symposiums
• Increase in the number of international visiting scholars in residence in the COEHD
• Amount of funding generated for Post-Doctoral Fellowships
COEHD Goal II.3: The COEHD will create new centers of research activity that assume a proactive role in addressing emerging issues in the various communities it serves

The COEHD now has a sufficient number of faculty with both the knowledge and experience necessary to initiate Centers of research focused on issues of practice and policy that address critical issues in P-20 education, counseling, public health and wellness promotion.

While continuing to support creative activities, program innovations and research programs with existing programs (i.e. the Academy for Teacher Excellence and its affiliated programs, the Mexican American Studies Program, the Downtown Counseling Center, the Motor Development Clinic, the Downtown Plaza de la Lectura, A Reading Place) the COEHD will sponsor the following new Centers (as a single college or, when appropriate, in conjunction with other colleges at UTSA):

COEHD Goal II.3a: The COEHD will create a Center for Borderland Studies to increase understanding of border cultures and conflict, and to generate knowledge and innovations for societal benefit through collaboration with public and private sector partners, at the local, national, and international levels

Action Items:
• Identify stakeholders (consumer participants) from advisory groups who will assist in conceptualizing the Center
• Engage in a strategic planning process for creating the Center
• Identify and secure financial support for the operation of the Center and for its research activities

Metrics:
• Amount of external funding generated by the Center
• National and international reputation of Center with respect to its stated goals
• Number of times participants in the Center are requested to provide expert testimony to various public and private groups in conjunction with their Center-based research
• Number of publications generated by the Center for both public and professional audiences

COEHD Goal II.3b: The COEHD will establish a Dual Language (DL) Research and Evaluation Center designed to create academic standards, provide program evaluations, teacher preparation and transformative leadership, and provide research opportunities for doctoral students and faculty
Action Items:
- Identify stakeholders (consumer participants) from advisory groups who will assist in conceptualizing the Center
- Engage in a strategic planning process for creating the Center
- Identify and secure financial support for the operation of the Center and for its research activities

Metrics:
- Creation of a list of standards for use by current and future stakeholders
- Creation of DL training (e.g. week-long) for non-educators
- Creating of a special topics course on DL for graduate students
- Number of publications generated by the Center for both public and professional audiences
- Amount of external funding generated by the Center
- National and international reputation of Center with respect to its stated goals

COEHD Goal II.3c: The COEHD will establish a Policy Center focused on High School to College Transitions, Student Retention and Success in Higher Education. The Center will play a critical role in shaping both theory and practice related to these issues and will provide research opportunities for doctoral students and faculty.

Action Items:
- Conduct quantitative research on issues related to student transitions (e.g. high school to college, community college to four year college), student retention and academic success using the existing UTSA longitudinal student data base
- Conduct qualitative research on related issues in conjunction with Student Affairs and other relevant units/colleges at UTSA
- Engage in collaborative research with:
  - middle and high school educators
  - colleagues in other institutions of higher education (i.e. community colleges, four year universities, non-traditional/alternative/online universities)
  - nationally-recognized policy centers locally and nationally (e.g. the Intercultural Development Research Association in San Antonio and the Linguistic Minority Research Institute at The University of California, Santa Barbara)

for the purposes of better understanding high school to college transitions, student retention and academic success factors
Metrics:
- Amount of external funding generated by the Center
- National and international reputation of Center with respect to its stated goals
- Number of times participants in the Center are requested to provide expert testimony to various public and private groups in conjunction with their Center-based research
- Number of publications generated by the Center for both public and professional audiences

COEHD Goal II.3d: The COEHD will establish a Center for the Improvement of Mathematics and Science Teaching [this could be an independent center or could be a component of a STEM center that includes the College of Science and the College of Engineering]

Action Items:
- Identify, in collaboration with local P-20 educators and community members, the issues associated with improving mathematics and science teaching in San Antonio and surrounding communities
- Conduct research on the effects of high stakes testing on mathematics and science teaching and student learning, particularly among diverse student populations
- Conduct research for the purpose of identifying best practices in math and science teaching, particularly with multicultural and multilingual populations of students
- Establish a national reputation as a Center that provides research-based solutions and policy recommendations with respect to improving both the teaching and learning of mathematics, P-20.

Metrics:
- Amount of external funding generated by the Center
- National and international reputation of Center with respect to its stated goals
- Number of times participants in the Center are requested to provide expert testimony to various public and private groups in conjunction with their Center-based research
- Number of publications generated by the Center for both public and professional audiences
COEHD Goal II.3e: *The COEHD will establish a Center for Public Health Education and Wellness Promotion*

**Action Items:**
- Promote the visibility of the Mobile Health Van as an essential component of the Center’s mission and goals
- Secure external funding to support research and service activities conducted by the Mobile Health Van in San Antonio, surrounding communities and rural areas of the state
- Collaborate with local (e.g. UTHSC), national entities (e.g. NIH) and international entities (WHO) on conducting research that focuses on health education and wellness promotion by targeting critical issues in the community such as diabetes and obesity that are also of concern nationally and internationally

**Metrics:**
- Amount of external funding generated by the Center
- National and international reputation of Center with respect to its stated goals
- Number of times participants in the Center are requested to provide expert testimony to various public and private groups in conjunction with their Center-based research
- Number of publications generated by the Center for both public and professional audiences

COEHD Goal II.3f: *The COEHD will establish a Center for Educational Leadership*

**Action Items:**
- Conduct collaborative research with national and international colleagues on the qualities of educational leaders (P-20) identified as effective in their respective contexts (e.g. leaders who have been able to sustain positive changes over time)
- Research the characteristics of leaders who can propose and implement innovative solutions to challenging problems, particularly within ambiguous, rapidly changing and increasingly diverse contexts
- Conduct research on the impact of innovative, multidisciplinary approaches to problem identification and resolution in leadership training
- Examine the impact of educational experiences specifically designed to enhance the self-reliance and creativity of educational leaders
- Secure external funding for supporting cross-cultural and cross-national educational experiences of participants and for conducting research on the effects of these experiences
• Conduct research on how, if at all, high stakes testing environments affect the leadership behaviors of educational leaders
• Explore how, if at all, educational leaders’ understanding of the political contexts in which they work, affects their ability to succeed

**Metrics:**
• Amount of external funding generated by the Center
• National and international reputation of Center with respect to its stated goals
• Number of times participants in the Center are requested to provide expert testimony to various public and private groups in conjunction with their Center-based research
• Number of publications generated by the Center for both public and professional audiences

**UTSA Strategic Initiative III: Promoting Access and Affordability**

The COEHD values its role as an entity dedicated to the support of educational access and affordability for all students. Our role in promoting this support will help develop educational leaders, counselors, health and wellness professionals, policy experts and faculty researchers who are dedicated to serving society through creativity, expanded research, and innovations. In conjunction with the 2005 Compact, the COEHD established the position of Coordinator of Undergraduate Student Services for the purposes of identifying sources of scholarships and grants for undergraduate students, disseminating this information, and managing the various scholarship and donor accounts. Building and extending our efforts in this area include the following goals:

**COEHD Goal III.1: The COEHD will intensify its efforts to inform prospective students and their parents about the kinds of programs we offer, the admission requirements and cost of attending, the financial and academic supports we offer to students and the opportunities to engage in student activities.**

**Action Items:**
• COEHD faculty will work more closely with local schools and community groups to provide the information that educators, counselors, students and family members need to make decisions about applying to the COEHD
• COEHD will develop a reader-friendly informational booklet as well as an online version of the booklet that provides answers to the most commonly asked questions about the programs in COEHD as well as the application process, cost, and related issues
• Degree programs in the COEHD will provide clear degree plans and graduation options for students
• COEHD faculty will work closely with COEHD advisors and the Freshman Advisory Center to facilitate students’ success
• COEHD faculty will engage in outreach efforts with high school teachers targeted to improving students’ transition from high school to the COEHD (e.g. guest teaching with high school teachers both in the COEHD and in local high schools, holding focus groups with teachers and counselors to discuss such things as: the college admission process, course requirements, tuition costs, and various financial aid packages).

Metrics:
• Number of outreach activities targeted to informing relevant audiences about applying to the COEHD
• Production of hard copy and online version of informational booklet about the COEHD and the college admission process, and related issues
• Availability of understandable degree plans and graduation options for students and their families
• Increase in retention and graduation rates
• Number of collaborative activities with high school teachers and counselors focused on improving students’ transition from high school to college

COEHD Goal III.2: The COEHD will expand access to our programs and professional development opportunities by expanding existing collaborations as well as establishing new working relationships with school districts, institutes of higher education, agencies and corporations at the local, state and national levels.

Action Items:
• Intensify recruitment of students from underrepresented areas of San Antonio and surrounding communities
• Expand recruitment activities to the national level
• Create a network of online and hybrid classes that allow degree programs and professional development opportunities to be more easily delivered off campus
• Procure memorandums of understanding from university administrators regarding support for specific partnership programs that guarantee adequate levels of financial support for offering these programs
• Establish training and incentive programs for faculty willing to participate in offering or supervising off campus degree or professional development programs

Metrics:
• Increase in the number of students from underrepresented areas of San Antonio and surrounding communities
• Increase in the number of out-of-state students attending the COEHD
• Increase in the number of memorandums of understanding from university administrators for specific partnership programs and in levels of financial support for offering these programs
• Presence of training and incentive programs to support faculty participating in off campus degree or professional development programs
COEHD Goal III.3: *The COEHD will enhance affordability by increasing the availability of funding for its students*

**Action Items:**
- Expand the responsibilities and capacity of the Coordinator of Undergraduate Student Services to identify available sources of student scholarships and grants and to collaborate with the COEHD Development Officer in generating new sources of student support from external sources.
- Increase the amount of financial support the COEHD can provide to master’s level students.
- Work closely with the Graduate School and potential donors to enhance funding opportunities for full-time doctoral students.
- Increase levels of financial support for doctoral students by increasing the number and amount of faculty generated, externally funded research projects.
- Secure a broad range of paid internship opportunities that provide both financial support and professional growth for students, particularly in the summer.
- Work with the Office of Financial Aid to increase the level of financial support for students during their student teaching year when they are unable to work part-time.
- Work closely with school district, community agencies, health and wellness organizations to develop master’s level cohort programs to practicing professionals.

**Metrics:**
- Increase in the amount of financial support available to undergraduates.
- Increase in the amount of financial support available to master’s students.
- Increase in the amount of financial support available to doctoral students.
- Increase in the number and amount of faculty generated, externally funded research projects that support doctoral students.
- Increase in the amount of financial support available to student teachers.
- Provision of graduate programs that accommodate working professionals.

*UTSA Strategic Initiative IV: Serving the Public through Community Engagement*

Existing and developing degree programs within the COEHD provide numerous opportunities to serve local communities in and around San Antonio, as well as communities at the state, national and international context. Serving the public through community engagement provides rich learning opportunities for students and allows faculty to contribute to the community welfare.
COEHD Goal IV.1: *To provide responsive educational, health, counseling and psychological services to the communities we serve.*

**Action Items:**
- Establish sustainable teaching, research, and service partnerships with local school districts, hospitals, community mental health agencies, businesses, health and wellness centers for the purposes of locating student interns and for collaborating on issues of mutual concern
- Provide students with professional development and field-based learning opportunities to apply their knowledge and serve their communities
- Explore the implications of the Community Based Education Model for community engagement and research in San Antonio and surrounding areas
- Provide professional development opportunities to practitioners in education, counseling, educational psychology, health and wellness.
- Design degree programs in consultation with area agencies for the purposes of building capacity in these agencies
- Secure external funding to support outreach activities of Mobile Health Van
- Continue and extend support for: the Motor Development Clinic; the Adolescent Health Institute Educator Professional Development Summer Seminar; The Downtown Plaza de la Lectura, a Reading Place; The Downtown Counseling Center
- Increase student and faculty learning opportunities through global exchange

**Metrics:**
- Number of community partnerships that result in student participation in community activities
- Number of faculty members serving as members/officers on community-based committees and area councils
- Number of courses that implement service learning opportunities
- Number of community-based projects included in courses
- Number of community partnerships that result in faculty and community collaboration focused on issues of concern to the community
- Annual review of faculty-sponsored community engagement activities to provide feedback from participants on the extent to which these activities resulted in positive outcomes for all involved
- Development of a general model to guide COEHD’s community engagement activities
- Number and kind of professional development opportunities offered to community professionals
- Number and kind of degree programs designed to meet specific needs of various community agencies/organizations
- Number of people receiving services from each of the COEHD-sponsored community outreach centers
- Number of times Mobile Health Van conducts public health related events/services
• Amount of external funding secured for outreach activities of Mobile Health Van
• Number of students participating in global learning opportunities
• Number of faculty participating in global learning opportunities

COEHD Goal IV.2: To incorporate the expertise of community professionals into designing and revising course syllabi to make courses more relevant to emerging issues in the respective fields of counseling, psychology, education, health and wellness.

Action Items:
• Establish field partnerships and leadership committees for COEHD professional programs for the purpose of obtaining advice and evaluative feedback to program faculty in their efforts to improve program quality

Metrics:
• Annual meetings of community advisors with program faculty

COEHD Goal IV.3: The COEHD will establish a Center for Educational Data Analysis and Interpretation for the purposes of assisting public schools with managing the data collected for mandatory local and state reports and understanding the curricular and pedagogical implications of these data.

Action Items:
• Provide statistical consulting services needed by districts for managing and interpreting their student data bases
• Provide professional development for local educators to increase their effectiveness in working with the data bases made available to them by their districts
• Provide professional development to educators regarding data based decision making
• Assist local districts in securing external funding to support a variety of user-friendly data formats to make data more easily available to educators for their review, analysis and interpretation

Metrics:
• Extent and nature of demand for the Center’s services
• Number of educators participating in professional development training offered by the Center
• Level of educators’ satisfaction with Center services
• Amount of external funding secured in collaboration with local school districts
UTSA Strategic Initiative V: Expanding Resources and Infrastructure

The COEHD is committed to fostering an environment that supports innovative learning and scholarship. Expanded resources and aggressive infrastructure development is critical to this effort and will include input from students, faculty and staff as well as an increased financial commitment from the University to ensure that we achieve the goal of becoming a premier research institution. The expanded infrastructure initiatives already implemented in accordance with the 2005 COEHD Compact (described in previous sections of this document), provide a strong foundation for pursuing the following goals:

**COEHD Initiative V.1: Invest Resources in the Retention and Recruitment of High Quality Faculty and Staff**

**Action Items:**
- Engage in aggressive efforts to retain and recruit quality tenure track/tenured faculty, lecturers and staff needed to support current and future programs
- Provide adequate start-up money for new faculty
- Provide appropriate and competitive compensation for all faculty and staff
- Increase departmental operating allocation per faculty member
- Focus on maintaining a positive and supportive collegial culture within the COEHD
- Increase funding for faculty development leaves

**Metrics:**
- Increased retention of faculty and staff
- Successful hiring of exceptional faculty and staff, with priority given to programs in high need areas (such as math and science instruction and health promotion education) and new program offerings (such as the proposed Ph.D. in Child and Adolescent Development, co-sponsored with COLFA)
- Increase in departmental operating allocation per faculty member
- Reduction in the number of faculty and staff who leave the COEHD for higher salaries
- Number of events focused on building and maintaining community within the college
- Increase in the amount of funding available for faculty development leaves
COEHD Initiative V.2: Increase the number of faculty to a level that meets the minimum requirements of the relevant accrediting agencies

Action Items:
• Hire number of faculty needed to meet accreditation standards of all professional degree programs

Metrics:
• Number of faculty meets accreditation standards for each professional degree program

COEHD Initiative V.3: Increase and retain sufficient physical space to enable innovation in classroom teaching, laboratory and research instruction and the success of departmental research programs

Action Items:
• Investigate the creative use of existing space to alleviate current space shortage
• Explore collaborations with school districts, community agencies and businesses that could provide much-needed space for teaching, laboratory work and research

Metrics:
• Success in redesigning existing space to better accommodate students and faculty
• Acquisition of additional space through partnerships with school districts, community agencies and businesses

COEHD Initiative V.4: Increase non-traditional sources of revenue through partnerships with industry and government, and through an enhanced commitment to the spirit of entrepreneurship

Action Items:
• Encourage involvement with the Small Business Innovative Research program
• Encourage the pursuit of Government contracts
• Provide support for invention disclosure and patent applications

Metrics:
• Increase in the number of faculty partnering with government and industry for extramural funding
• Invention disclosure and patent applications will be filed for the first time by COEHD faculty
COEHD Initiative V.5: Provide sufficient resources for keeping students, faculty and staff technologically current, both in hardware and software.

Action Items:
• Convene college wide committee to work with newly-hired Supervisor of Instructional Technology for the COEHD on identifying and prioritizing student, faculty and staff needs for hardware and software
• Faculty development provided by the Supervisor of Instructional Technology to acquaint faculty with latest approaches to infusing technology into the teaching and learning process
• Increase the number of externally funded faculty research projects addressing issues related to the use of technology in educational settings

Metrics:
• Secure increased funding for the purpose of providing students, faculty and staff with cutting edge technology
• Increase in faculty research focused on technology and its use in educational settings
• Number of faculty participating in professional development related to the use of instructional technology

COEHD Initiative V.6: Provide sufficient level of resources for optimal student learning opportunities.

Action Items:
• Secure increased financial support for students to conduct and present original work
• Increase faculty generated external funding to support student research and teaching assistantships
• Work with COEHD Development Officer to secure new scholarship money to provide additional financial support to students

Metrics:
• Secure increased funding for supporting student research and conference travel
• Increase in the amount of faculty-generated external funding that includes student support
• Increase in the amount of scholarship money generated through development activities of the college
6. Key Indicators:

The following metrics will serve as indicators of COEHD’s overall progress in achieving our vision and meeting our strategic goals. Each indicator will have associated targets and will be benchmarked against past performance, as well as peer institution performance, as applicable.

**UTSA Strategic Initiative I: Enriching Educational experiences to Enable Student Success**
- Graduation rates
- Retention rates
- Average time to graduation
- Number of students and faculty participating in international educational experiences

**UTSA Strategic Initiative II: Serving Society through Creativity, Expanded Research, and Innovations**
- Number of publications
- Number and amount of grants
- Research expenditures
- Number of parents and licenses
- Number of graduate students and graduate programs

**UTSA Strategic Initiative III: Ensuring Access and Affordability**
- Student enrollment
- Student retention
- Graduation rate (6 years)
- Number and amount of student scholarships and grants awarded
- Number of supplemental education programs

**UTSA Strategic Initiative IV: Serving the Public through Community Engagement**
- Number of collaborations with schools, community agencies, clinics, universities (American and international), research labs/institutes, businesses and corporations
- Number of professional development programs
- Number of outreach degree programs

**UTSA Strategic Initiative V: Expanding Resources and Infrastructure**
- Number of core facilities
- Number of centers and institutes
- Student/faculty ratio
- Square feet of research space and instructional space
7. Call to Action and Accountability for the College of Education and Human Development:

For our *UTSA 2016* Strategic Plan to be successful, we must follow through to incorporate the **College of Education and Human Development** initiatives into our everyday management, operations, and decision making. The intent of UTSA is to operate as an integrated whole, with each element and component contributing to the University mission and vision, collaboratively and in a holistic fashion. This approach will transform the institution from our present reality toward realization of our future vision. Thus, we will become a catalyst and crucible for change, inviting and involving all stakeholders to the table as contributors as well as beneficiaries. This approach reflects the notion of citizenship imbedded in our statements of mission, vision, and core values. Citizenship in its truest sense involves a shared responsibility and contribution to the welfare of our entire community.
Implementation:

An implementation process that will ensure that the strategic plan is carried out effectively is critical to our success.

<table>
<thead>
<tr>
<th>Plan Levels</th>
<th>Scope</th>
<th>Timeframe</th>
<th>Lead Responsibility</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Strategic Plan</td>
<td>University Strategic Direction</td>
<td>10 years</td>
<td>Campus Management and Operations (CMO) and Team 2016</td>
<td>Long-term initiatives</td>
</tr>
<tr>
<td>University Compact</td>
<td>Operational Goals</td>
<td>2 years</td>
<td>CMO and Deans Council</td>
<td>Short-term initiatives</td>
</tr>
<tr>
<td>Vice Presidential and College</td>
<td>Unit Strategic Directions</td>
<td>5 years</td>
<td>Vice Presidents and Deans</td>
<td>Long-term initiatives</td>
</tr>
<tr>
<td>Strategic Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental Plans</td>
<td>Operational Goals</td>
<td>12 months</td>
<td>Colleges and Departments</td>
<td>Implementation details</td>
</tr>
<tr>
<td>Task Forces</td>
<td>Cross-divisional Goals</td>
<td>Short-term</td>
<td>Appointed by CMO</td>
<td>Priority initiatives and reforms</td>
</tr>
</tbody>
</table>

- We must integrate UTSA 2016 into our operational planning (unit-level plans and compacts).

- We must integrate UTSA 2016 as the guide for our COEHD budget process.

- We must participate in ongoing revision and modification of the COEHD plan.

- We must develop an organizational structure to support the COEHD plan and assign responsibilities.

Accountability:

In order for the plan to work, COEHD must ensure that an effective system involving both communication and assessment is established and maintained.
**Communication:**

**COEHD** must develop a communication system to inform our personnel of our fidelity to our mission and progress toward its initiatives, goals and action items. Routine reporting of metrics on our goals will be a standard part of our meeting schedules. Every month there will be a report on one of the initiatives. The report will include progress (metric review) and issues. Twice a year, progress on all initiatives will be incorporated into a report reviewed by the CMO, Team 2016 and the Executive Leadership Council. UTSA’s President will present an annual public “State of UTSA” address that reflects overall progress toward University initiatives and goals to which **COEHD** contributes.

As a result of our internal system and the public Web site, the university community will be able to assess our progress, and senior leaders will have regular opportunities to discuss and adjust our initiatives as needed.

**Marketing UTSA:**

**COEHD** will contribute information to the CMO and Team 2016 to help UTSA tell its story and share our 2016 Vision, both of which are essential to attract top students, faculty, research sponsors, and resource contributors and to gain optimal buy-in from all UTSA’s community and state stakeholders. Stories demonstrating UTSA’s values-in-action work to positively reinforce integrity, excellence, inclusiveness, respect, collaboration, and innovation. The UTSA image, branding, reputation, and prestige will reflect all the aspirational goals outlined in this plan and inform key audiences about progress, constantly recognizing and celebrating accomplishments along this journey.

**Assessment:**

**COEHD** must develop an assessment system to determine our fidelity to our announced mission and progress toward our vision. There will be clear lines of responsibility for managing and reporting the components of our strategic plan, to include collecting metric data, reporting progress, and resolving issues.

8. **Appendices:**

I. **College of Education and Human Development** Strategic Planning Process

II. **College of Education and Human Development** Matrix of University Foundational Themes and Areas of Excellence
APPENDIX I.

College of Education and Human Development
Strategic Planning Process

The College of Education and Human Development began its Strategic Planning Process in Spring 2005 in conjunction with the College Compact, produced in July 2005 in the form of a strategic plan for the years 2005-2010. Input into the plan was obtained from the members of the College Executive Council (consisting of four Department Chairs, one Division Head, three Associate Deans and the Chair of the College Council) and from individual faculty members.

The Strategic Planning process for the current document was a much more inclusive and extensive process than that for the Compact. Department chairs developed Strategic Plans for their program areas in collaboration with their entire faculty through intensive strategic planning meetings and retreats. Each Department Chair identified a leadership mentor/mentee team (composed of a senior and junior faculty member) at the request of the Dean. The purpose of these teams was to assist Chairs with the planning process, and to build additional leadership capacity within each department in an effort to secure widespread and long-term commitment to implementing the department’s strategic plans. The 2005 College Compact and the University Strategic Plan that was finalized in spring 2007 guided the departmental strategic planning process.

Each department submitted the final drafts of their strategic plans to the Dean who then synthesized plans across departments to formulate the 2007 College of Education and Human Development Strategic Plan detailed in this document.
### APPENDIX II.
**COEHD MATRIX OF FOUNDATIONAL THEMES AND AREAS OF EXCELLENCE**

<table>
<thead>
<tr>
<th>College of Education &amp; Human Development</th>
<th>Globalization</th>
<th>Cultural Pluralism</th>
<th>Tranformative Leadership</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distinguished for the integration of cross-national perspectives, the exploration of global issues, and the provision of international learning experiences in the professional preparation of our students, the production of research and the performance of service</td>
<td>Research I-recognized for its diverse, supportive, and inclusive culture and its commitment to community-based collaboration</td>
<td>Center for innovative policy &amp; practice that develops inclusive, transformative leaders guided by principles of community, equity, respect for diversity, integrity, service, and scholarship.</td>
<td>Recognized for theoretical and practical contributions to improving the physical and mental health of children and adults, with a particular focus on the needs of local and surrounding communities</td>
</tr>
</tbody>
</table>
### APPENDIX II. (CONTD.)

**COEHD MATRIX OF FOUNDATIONAL THEMES AND AREAS OF EXCELLENCE**

<table>
<thead>
<tr>
<th>Security</th>
<th>Energy &amp; Environment</th>
<th>Human Development</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend understanding of and propose solutions to social science and policy issues affecting immigrant admission, settlement, and integration.</td>
<td>Prepare educators who are knowledgeable about and committed to conservation and preservation of the environment.</td>
<td>Prepare professionals for leadership in education and human development organizations serving diverse populations across their life span. Emphasis is on critical examination of models of human development and their applicability to the specific individuals and communities with whom they work.</td>
<td>Acknowledged for our success in developing support mechanisms that sustain the programs and activities we initiate, both internally and externally.</td>
</tr>
<tr>
<td>Collaborate with community leaders, both locally and nationally, to address the challenge of providing a safe learning environment within an increasingly complex environment characterized by emergent threats that require novel responses</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>