

# STRATEGIC PLAN

College of Education and Human Development  
University of North Dakota

December 2004

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## **I. Introduction**

The College of Education and Human Development at the University of North Dakota is among the largest and most extensive colleges of its kind between Minneapolis and Seattle. The College possesses an excellent reputation in the region, drawing large numbers of students from throughout North Dakota, western Minnesota, eastern Montana, and Manitoba. Nonetheless, the College strives to improve upon its current reputation to become recognized as one of the leading colleges in the upper northwest in conducting research and teaching students in the areas of education and human development. The college's strengths include highly reputed and popular academic programs at the undergraduate and graduate levels, productive and innovative faculty and staff, extensive network of distance programs, and a talented and diverse student body. The obstacles currently affronting the college's efforts include inadequate physical and financial infrastructure, poorly developed external relations, high workloads, and limited funding to recruit highly talented faculty and doctoral students.

## **II. College of Education and Human Development**

The College of Education and Human Development (EHD) is one of nine colleges and schools within the university. The college includes six academic departments: Counseling, Educational Foundations and Research, Educational Leadership, Physical Education and Exercise Science, Social Work, and Teaching and Learning. While the teacher education program traces its origins back to the founding of the university in 1883, the present organizational structure dates to 1996 when, as part of a larger reorganization plan, The Center for Teaching and Learning, the major teacher education unit on campus, and the College for Human Resources Development, were combined.

The college offers programs at the baccalaureate, masters, specialist and doctoral level; fall 2004 enrollment totaled 1,481 students. Four of the six departments in the college offer both undergraduate and graduate degrees and the college fulfills the institution's responsibility for preparing professionals in the areas of human development and education. Undergraduate degrees are offered in Counseling (Rehabilitation and Human Services, Recreation & Leisure Services), Physical Education and Exercise Science, Social Work, and Education. As of the fall 2004 term, the college undergraduate enrollment was 940 students. The Department of Teaching and Learning houses one of the largest undergraduate academic programs (Elementary Education) at the university. Serving as the largest and only comprehensive teacher education program in the state, the department prepares teachers for pre-kindergarten through grade twelve settings and educates both special education post-secondary professionals. Further, the college serves the institution through coordination and administration of the teacher education program, which includes faculty from three colleges (Education and Human

Development, Business and Public Administration, and Arts and Sciences) and nineteen different academic departments.

All departments in the college offer graduate degrees. Two departments only offer graduate degrees: Educational Foundations & Research and Educational Leadership. The graduate enrollment of the college is 541 in fall 2004. The largest doctoral program at the university is Teaching and Learning. In the past two academic years, EHD produced more than half of the doctoral graduates at the university (72 percent in the 2003-2004 academic year).

At the graduate level the college holds a strong belief in and commitment to North Dakota – its people, its schools, and its communities. This belief and commitment is demonstrated through the careful ways in which graduate education is planned and delivered on campus and through distance education. This priority to providing access is evidenced by our large commitment to providing alternative course sections, summer programming, and distance programs, including a lengthy tradition of offering evening and weekend courses and weekly on-site and IVN-based instruction at various locations across the state, including the reservation communities. As technology has evolved the faculty have delivered graduate programs at various locations across the state, including the reservation communities, using those new technologies. Further, departments continuously experiment with cohorts and other delivery strategies to insure that working professionals in North Dakota have access to high quality graduate education. The college generates more than 45 percent of all graduate credit hours offered through Continuing Education.

A significant clientele for graduate education are K-12 teachers. Based on their nine month work schedule, these graduate students elect to complete a substantial portion of their degree requirements during the summer sessions. Thus, the faculty in the college carry a heavier than average teaching load in the summer and support a large portion of all credit-based summer school activities. In fact, many of the faculty in Educational Leadership and Teaching and Learning carry an overload in the summer term with courses and graduate student advising.

While there is a demonstrated commitment to serve North Dakota communities and schools, the demographics of the state of North Dakota will not yield student demand in the future that is commensurate with the college's and the university's aspirations for graduate student enrollment. As departments plan for the future, they will need to recruit new students from areas where population is growing and there is a demand for graduate education. To this end, Educational Leadership is currently investigating the delivery of its doctoral program in western North Dakota, central Minnesota, and selected international sites. Programs in Teaching and Learning and Counseling are investigating online and hybrid delivery of graduate degrees. To meet the aspirations for the future, the college will need to continue to be entrepreneurial in its program delivery and in its market identification while maintaining rigorous control over quality.

One of the primary ways that an academic program can scrutinize its programs for quality and accountability is through accreditation. Many programs in the college are accredited by the appropriate professional societies. Those programs that are not currently accredited (and where accreditation is possible) are reviewing the viability of seeking program accreditation. The Counseling Department, offers an MA program in counseling and an APA accredited doctoral program in counseling psychology, and also offers majors in Rehabilitation and Human Services as well as Recreation and Leisure Services. Social Work has full accreditation by CSWE for the BSSW and MSW programs. The college is the official NCATE approved unit for teacher education at the university, with our most recent reaccreditation coming in 2001, and offers the most comprehensive teacher education program in the state and region, with specializations in early childhood, elementary, reading, middle, secondary, special education, educational leadership, and higher education.

### **III. The College's Planning Process**

The current round of strategic planning for the College of Education and Human Development began in the spring of 2004. President Kupchella announced in February 2004 the intentions of the University to begin the process for all departments to update their strategic plans. During the course of the spring semester, the University Planning and Budget Committee identified the priority action areas for the university and charged various committees/departments with creating a new plan for the institution. Concomitantly, numerous training sessions were held by university representatives to train department heads and other representatives in the strategic planning process.

In the spring of 2004, Dean Rice convened a committee of departmental representatives to create a new strategic plan for the college. The committee met several times during the spring semester to conduct a SWOT analysis, as well as draft new mission and vision statements for the college. Completing these tasks before the beginning of the following fall semester enabled the committee to spend most of the fall conceiving and conceptualizing new priorities and goals for the college.

Soliciting the assistance from the College's technology and curriculum committees, the members of the Strategic Planning Committee set forth in sub-committees to outline an initial set of College goals. Following the top-down, bottom-up approach of planning, Departments were requested to work within the priority areas of the University. Once the departments completed their plans, representatives from each department briefed the committee on highlights of the departmental plans, reviewing those items relevant to a college-wide discussion. Thus, the Committee merged both their initially conceived goals and those suggested by each department in drafting this plan.

## IV. **Mission & Vision of the College of Education and Human Development**

The following are the working Mission and Vision Statements of the College. (The College's formal Mission Statement is included in the Appendix of this document.)

### Mission Statement

The College of Education and Human Development at the University of North Dakota advances learning and promotes healthy human development for all.

### Vision Statement

The College aspires to be nationally recognized as a regional leader in developing professionals who serve communities and schools throughout the upper Midwest.

The professionals who work in the College and study in the College academic programs will be known, individually and collectively, by their learning and teaching, their research and dissemination of knowledge, and their multicultural competence.

## V. **Strengths**

The College of Education and Human Development possesses a number of strengths which witness to the ongoing excellence and success of the college.

### ➤ **Faculty**

The college's faculty are the reason for our present and future success. As educators our first priority is to the education of our students; and many of our faculty, both individually and collectively, have been recognized by their students and the university to be among the best instructors in the university. As members of a research-intensive institution, our faculty also value the importance of research. While the senior members of our faculty continue to prove themselves as scholars in their respective fields, EHD is comprised primarily of faculty at the assistant professor level. Many of our new faculty come from the top graduate programs in the nation and evidence exceptional promise to become outstanding and productive scholars.

➤ **Students**

Students in EHD remain one of the strongest components of the college's current and future success. Many of the programs have recently raised their undergraduate admission requirements due to the increasing demand for those programs. The undergraduate teacher education program has the highest admissions standards of any teacher education program in the state. Moreover, our graduates excel both in their professional and academic pursuits. For example, master's students in counseling program consistently score in the 80th percentile on the national Counselor Preparation Comprehensive Examination (CPCE), which is approximately 3/4 of a standard deviation above the national average. Further, graduates from our education programs have gone on to be college presidents and many graduates have been recognized both regionally and nationally for outstanding performance as educators and educational administrators.

➤ **Staff**

The staff of the college remain a backbone of the organization's ongoing activities and endeavors. Members of our staff have been honored by the University for their meritorious service and our students and faculty both recognize the strength of having knowledgeable and quality staff members. They contribute to the pursuit of the mission, achievement of goals, and creation of the front-line image of the organization. Through their secretarial, financial, technological, and organizational expertise, our staff increases the quality of college activities.

➤ **Sponsored Programs and External Funding**

External funding remains a leading priority of the University and the college contributes significantly toward this goal. According to ORPD's 2002-2003 annual report, the College of Education and Human Development generated \$3.1 million dollars in external funding, more than all other colleges and schools with the exception of the Schools of Medicine and Aerospace Science (see appendix C). The funds generated by EHD support research in the fields of education and health and aid in development of the next generation of educators and health officials. The level of extramural support generated by the College attests to its ongoing commitment to identify and secure external support of our research and teaching efforts.

➤ **Graduate Education**

Graduate education continues to be a source of new enrollments and revenue for both the college and university. EHD is one of largest providers of graduate education at the University and the largest educator of doctoral students within the graduate school. As one of the few research-oriented institutions in the upper mid-west, our programs draw students from a wide geographic area and are able to attract some of the best and brightest minds in the region. Because of the excellent reputation of our graduate programs, we believe them to be a potential source of growth for the college and intend on offering more distance programs

through the use of either on-site cohort programs or increased utilization of online technology.

## VI. Weaknesses

A number of weaknesses currently inhibit the college from performing at its highest level of capacity. This plan lays out a framework for addressing many of the existing deficits. Acknowledging the ongoing paucity of financial resources available from the state and university, this plan capitalizes on addressing existing shortcomings in the areas of private giving and research support to create solutions for the problems with the physical and financial infrastructure.

### ➤ **Physical Infrastructure**

Many departments and colleges are confronted with a deficient physical infrastructure. Unfortunately, the College of Education as a whole is particularly disadvantaged as our facilities remain among the most outdated and most in need of immediate major renovation. Space limitations seriously affect the quality of our instructional programs, the expansion of our research efforts, and the recruitment of top quality faculty and students. New instructional and research facilities are needed in the immediate future.

The departments of the college currently occupy space in four buildings: Education Building, Hyslop Sports Center, Gillette Hall, and Montgomery Hall. While the long term goal of the college is to expand the current education building and centralize all departments, the most pressing issues revolve around the immediate renovation of the existing space in the Education Building and Hyslop Sports Center. The Education Building, originally constructed in 1954, remains in almost the same condition as when it was initially constructed. One of the few improvements to the building came in 2003 when the wiring of the building necessitated upgrading as the existing electrical infrastructure could not handle the electrical requirements of technologies unforeseen at the time of its construction, such as computers and window air conditioners. Further, many of the existing faculty offices are among the smallest on campus and current classroom configurations inhibit effective teaching and learning, particularly at the graduate level. The fifty-year old windows, painted with lead-based paint, make it difficult to keep some offices warm and usable; while, on the other hand, the HVAC system makes other office insufferably hot during all times of the year. One classroom (Room 7) houses a primary HVAC component (a blower) which creates enough noise in the winter and summer to interfere with teaching and students' abilities to learn. In addition, the lavatory facilities are woefully inadequate as there exists only one restroom on both the third and fourth floor, requiring individuals of one gender to search out facilities on another floor in the building.

A number of problems with the Hyslop Sports Center confront the Department of Physical and Education and Exercise Science. Increasing demand for PEXS

classes results in increasing class sizes, which is problematic as many of the classrooms do not have enough desks to accommodate all students and the largest classroom has a pole in the middle of the room which renders one quarter of the room unusable as students are unable to see the chalk boards or projection screen in the front of the room. Available technology is outdated, inadequate, and often in need of repair. Further, effective usage of both office and classroom space is prohibitive due to a deficient HVAC system and less than ideal office arrangements. The HVAC system is improperly adjusted to accommodate the departmental space as temperatures often exceed acceptable conditions for learning and working, resulting in students noting on teaching evaluations that heat is a major detractor from their learning experience and faculty using their air conditioners during all times of the year. In addition, the close proximity of some faculty offices to the weight room inhibits faculty work due to blaring music and weights being dropped on the ground.

➤ **Financial Infrastructure**

Our fiscal infrastructure is similarly problematic. In the past year, EHD graduated 72 percent of all doctoral students in the graduate school (see appendix), produced 38 percent of credits hours in Continuing Education over the past three years (46 percent of graduate credit hours), and generated more external funding than all colleges/schools except the medical and aerospace science schools. Yet, EHD remains one of the most poorly funded colleges in the University. Years of minimal state funding have resulted in operating budgets that are insufficient to support our instructional budgets and many faculty and staff salaries that are not competitive with peer institutions. Further, because of the high summer instructional workload (see below), many of the departments are forced to operate at full operating capacity for twelve months on a nine-month operating budget, which inhibits departments from providing faculty with basic instructional needs such as easels, flip charts, and LCD projectors. Even paper and printing has to be rationed because current budgets can not accommodate basic copying and printing needs. While recent efforts by the central administration have attempted to address these inequities, many of our departments remain the most poorly funded on campus and salaries at the associate and full professor levels remain uncompetitive, making it difficult to retain faculty beyond the assistant professor rank.

➤ **Faculty & Staff Workload**

Current faculty-to-student and faculty-to-staff ratios far exceed the national norm and the subsequent high workloads have been cited as a systemic problem by the Higher Learning Commission. While carrying among the heaviest undergraduate teaching loads at the University, our faculty continue to deliver a substantial proportion of the graduate education, continuing education, sponsored programs, and summer school.

In many departments at UND and at most institutions, the summer provides a respite for faculty, allowing them time for scholarship, course development, and

personal renewal. The strong demand by students for summer coursework means our faculty are expected to teach 2-3 courses each summer. The problem is further exacerbated because of our summer compensation policies (flat rates per credit hour by rank); UND faculty are paid substantially below those of their peers at other institutions whose compensation policies are calculated as a portion of faculty base salary. Furthermore, low base salaries for many of our faculty means teaching in the summer is an economic necessity. These factors combine to create an environment of low morale, particularly when faculty learn that the University derives profits of almost \$2 million from their efforts. Expecting our faculty and staff to work beyond what should be expected and for lower pay than their peers results in serious consequences including burnout, chronic exhaustion, illness, and loss of morale. While we can take great pride in the fact that we accomplish as much as our peers with approximately 60 percent of the resources, it makes it very difficult to keep productivity high and retain high quality faculty and staff.

➤ **Alumni and External Stakeholder Relations**

Historically, the college has had limited relationships with its alumni and other external stakeholders, having no person charged with the task and no infrastructure in place to sustain relations with students after they graduate. The college rarely engages with its alumni and does not have any college-wide publications geared toward recruiting students or informing external stakeholders such as alumni, professionals in the fields, or legislators about the excellence and expertise of the college.

➤ **Recruitment and Support of Highly Talented Students**

Through increased recruitment efforts, we need to optimize enrollments and increase the number of highly qualified undergraduate and graduate students who choose our college. Our college lacks the level of dedicated doctoral student assistantships enjoyed by other colleges of education and human development. Even though our doctoral programs produce more than half of all doctoral degrees, the university supplies very few graduate assistantships to our departments compared to other graduate programs in the university. In order for our recruitment efforts to be successful, we need to increase the availability of student support at the undergraduate and master's level and assistantships at the doctoral level.

## VII. Opportunities

Several opportunities exist for the College of Education and Human Development to build upon its strengths and achieve its goal of becoming the top college of its kind in the upper mid-west.

➤ **Continuing and Off-Campus Programs**

EHD remains the largest generator of off-campus credit hours in degree-based programs (see Appendix C). By taking our programs off-campus, the college has

been able to offer educational experiences to parts of the state historically lacking access to such opportunities. Because of declining populations in the state, the College acknowledges the urgency in identifying new markets in which to offer distance programs. For example, this year the Department of Educational Leadership opened a new doctoral program in the Fargo area and several departments are exploring the possibility of taking programs to western North Dakota, western Minnesota, northern South Dakota, Canada and Southeast Asia.

It must be noted, however, that while our off-campus programs present numerous opportunities, the current fiscal arrangements with Division of Continuing Education inhibit our ability to effectively move into new markets and maintain existing programs. Many of our programs are operating at or below cost, with the departments often using their already under-funded operating budgets to support the distance programs. As the college moves forward with developing additional off-campus programs, we intend on exploring the possibility of new profit-sharing models so that the departments providing programs garner greater benefit from the additional work.

➤ **Research**

Over the past decade areas of education and human development have increasingly become an issue of major concern for the public and subsequently our political leaders. On the national level, issues ranging from standardized testing to college access have catapulted education to the forefront of the public policy debate. Locally and regionally, the rapid depopulation of the Great Plain states and the withering physical and social infrastructure of many rural communities suggest a need for further research on rural schools and communities. As such the College of Education and Human Development needs to partner with local, state, and national organizations to improve education and human development opportunities throughout the region and nationally, specifically focusing on at-risk rural communities.

## **VIII. Organization of the Plan**

The organization of this plan allows both the causal reader and college planners to utilize the work of the College's Strategic Planning Committee without having to sort through material irrelevant to their needs. To ensure the usefulness of this document to future College leaders, the Committee went to great length to outline very specific steps for implementing many of the strategic goals outlined below. Noting that some readers are more concerned with organizational vision, rather than implementation details, this report is purposefully divided into distinct sections.

The first section provides a snapshot overview of the report, listing both University priorities and College goals. Each goal then includes our indicators of success. While such indicators may be readily apparent to the current committee, we believe it important to inform both the college and university communities

what we believe to signify successful completion of Colleges goals. If one is looking to identify the overall goals and intentions of the College for the next five years, we encourage readers to review the first section.

The second section includes the same priorities and goals as the first section, but provides additional information including timeline, resources needed, and those responsible for completion of the goal. This section is specifically designed for use by the College and Department leaders for future planning and decision making.

## IX. Prioritization of Needs

As part of the planning process, the college strategic planning committee identified three areas of prioritization which the College's leadership should utilize in long-term planning and resource allocation decision making. These areas of prioritization are not goal specific; rather the goals are broadly designed to support the achievement of each of the following strategic priority areas.

### 1) Research & Scholarship

The highest priority of the college should be to increase faculty production of research and scholarship, including publication of scholarly material and acquisition of extramural funding. While in the past several years, the college has been one of the highest producers of extramural funding, expansion of current research capabilities is hampered by a lack of deep infrastructure. To capitalize on the expertise of our faculty and the current high profile of education and human services-related research, resources supporting research and scholarly efforts need to be expanded.

- *Staffing* - If new resources were to become available, the highest priority for the college is to add additional staff to the college's support infrastructure. Specifically, the committee determined that the Dean's office needs to add both an associate dean for research and graduate studies and a director of technology to provide leadership and direction for both research and teaching activities.
  - *Associate Dean Position* - At present, EHD is run with extreme efficiency and little overhead. However, growth in the areas of research, graduate programs, summer school, and distance education has concomitantly increased the administrative and coordinative requirements of the dean's office. At present, these responsibilities fall upon the dean and two support staff. The committee firmly believes that in order to sustain and improve the college's commitments in the areas of research and graduate studies a new associate dean position needs to be created.
  - *Director of College Technology* – Of equal importance to the committee is the addition of a Director of College Technology to provide vision and leadership in the area of research and

online technologies. The needs and expectations of faculty and students regarding technology have increased exponentially over the past several years and technology staffing has not kept pace with this growth. In addition, through our work with the PT3 (Preparing Tomorrow's Teachers to use Technology) and creation of the program in Instructional Design and Technology, the college is emerging as a leader in the area of research regarding the integration of technology with learning. In order to support, the research agenda of the faculty and continue to grow our expertise in the research of learning technologies, a director of college technology is needed to serve as a resource and leader in aiding the college to become a recognized leader in the area as well as to insure that the support needs of the college are met with the assistance of the current technology staff person.

- Facilities – In order to meet both existing needs and expand the college's research efforts, a major renovation of the outdated physical infrastructure of the college needs to occur. Current space inhibits our ability to recruit high quality faculty and staff and there exists no space in which to expand existing or add new research projects. (See pg. 8 for more information regarding the physical infrastructure).
- Technology – The current availability of research-related technology inhibits faculty ability to engage in research. The college needs to move toward equipping all faculty with laptops with web-based communication software and hardware. Increasingly, faculty are becoming more mobile, working from a variety of places in order to enable them to work while on research-related trips to collect data or present scholarly material. As such, we need to be responsive to this trend and provide faculty with the appropriate technological infrastructure to assist them in balancing research and other service requirements such as on-campus meetings.

## 2) Assessment & Accreditation

In accordance with both institutional and government priorities, the committee determined that issues pertaining to assessment and accreditation to be the second highest priority of the college. Obtaining and maintaining accreditation through professional organizations attests to the quality of our programs and assures the general public of such. This is particularly important when dealing with professions in education and human services that work toward the betterment of society. Further, assessment helps us ensure that we are producing highly skilled and knowledgeable graduates and thus achieving the fundamental mission of postsecondary education.

## 3) Service Partnerships

As the flagship institution of the State of North Dakota, the University of North Dakota retains the responsibility to serve the people of the state and its surrounding regions through the practical application of our research and scholarship to rural communities and enabling the occupational mobility of the state's citizens. As a leader in the areas of education and human development, the college is highly committed to utilizing our resources and abilities in the betterment of rural schools and communities. In support of this goals, appropriate resources should be obtained and allocated to fund articulation agreements with tribal colleges, expanding our distance programs, and developing a Center for Research and Study of Rural Schools and Communities.

## **X. IX. College Priorities and Goals**

**University Priority: Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership**

**Goal 1: Become a leader at UND in ongoing assessment of student learning**

### **Indicators of Success**

- Create college-wide committee, increasing communication among departments
- Organize and maintain assessment documents for each program/department
- Be recognized by the University as a model for assessing student learning

**Goal 2: Maintain/Achieve accreditation status for all EHD program where appropriate.**

### **Indicators of Success**

- All programs in the college accredited, where appropriate

**Goal 3: Ensure all academic programs balance flexibility and fairness for students.**

### **Indicators of Success**

- All departments maintain easy to follow advising materials for students.
- Utilize the internet to post departmental advising materials.
- Students express satisfaction with advising experiences.

**Goal 4. Increase level of curricular interdisciplinarity between and among departments in the college.**

### **Indicators of Success**

- Common courses such as research methods are identified and cross listed among departments.
- Programs, such as those in the area of higher education, work collaboratively to develop curriculum and develop new courses.

Goal 5: Emphasize professional growth in teaching for continued modeling of teaching excellence at UND.

**Indicators of Success**

- Faculty engage in professional development and scholarship of teaching & learning
- College sponsors teacher in-service for faculty
- College hosts two brown bags per semester on teaching/pedagogy
- College faculty utilized as a campus resource on postsecondary teaching & learning.

**University Priority: Expand and strengthen the University's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.**

Goal 1: Increase faculty research and scholarly contributions to academia as well as the local, state, national and international communities.

**Indicators of Success**

- Be recognized as Center of Excellence for research on Rural Schools and Communities.
- Increase external support of sponsored programs by 10 percent annually
- Increase professional development support for faculty travel to a minimum of \$750 a year.
- Offer on-campus research skills seminars
- Align faculty work time allocation with university research expectations
- Align departmental and college Promotion and Tenure policies with institutional research expectations.

Goal 2: Increase undergraduate and graduate students' research efforts.

**Indicators of Success**

- Create a fund to support financial support for student research and presentations at academic conferences.
- Ensure at least 25 percent of graduate students present at scholarly conferences each year
- Increase number of faculty who utilize undergraduate and graduate students in research projects.

Goal 3: Capitalize on the variety of research and scholarly skill and pursuits in the college by increasing interdisciplinary research and scholarship among departments within the college.

**Indicators of Success**

- Develop a Center for Research and Study of Rural Schools and Communities.
- Utilize BESAR as a college-wide support service for research and analysis.
- Develop an "experts" list of faculty research areas.

Goal 4: Improve the college's research support infrastructure.

**Indicators of Success**

- Hire an associate dean to coordinate and support faculty research efforts.
- Create research support programs in the college.
- Provide leadership and support to assist faculty in pursuing interdisciplinary research projects.

**University Priority: Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of educational and academic programs.**

Goal 1: Support a culture of service that enables and rewards faculty and staff for participating in and contributing to communities external to the university.

**Indicators of Success**

- Faculty and staff actively engage in community service.
- Promotion and tenure documents recognizes and reward faculty service contributions.

Goal 2: Identify and expand partnerships with rural communities, utilizing faculty expertise to enhance their economic, health, and overall living conditions.

**Indicators of Success**

- Establish college-based, interdisciplinary programs geared toward serving rural communities.
- Members of rural communities recognize impact of college initiatives.

Goal 3: Identify and expand partnerships with tribal colleges

**Indicators of Success**

- Update articulation agreements at the undergraduate level and update as necessary.
- Develop graduate experiences that prepare graduates for work in tribal colleges and communities.

**University Priority: Improve the campus climate for learning and living.**

**Goal 1: Determine and fund appropriate level of staffing at the College level in order to provide enhanced support for college and departmental activities.**

**Indicators of Success**

- Review work requirements of the Office of the Dean and hire additional staff to assist the Dean with organizational and administrative duties. (Committee recommends hiring two associate deans. One to handle undergraduate level issues, including accreditation, and the other to coordinate and support faculty research and graduate education).
- Hire additional technology staff to support teaching, learning, and research related technologies.
- Conduct a bi-annual survey of all faculty and staff to determine whether college is providing appropriate level of support.

**Goal 2: Serve as a leader in assessing and improving the college and campus climate for underrepresented groups of students, staff, and faculty.**

**Indicators of Success**

- Create campus climate research team
- Develop, distribute, and analyze instrument/processes for assessing climate issues.
- Members of underrepresented groups report satisfaction with their experience in the college and on campus.

**Goal 3: Recruit and retain more diverse, particularly Native American, faculty and staff**

**Indicators of Success**

- Coordinate faculty advertising in minority-oriented publications
- Support dual-academic careers
- Number of diverse faculty and staff increases
- Faculty and staff from underrepresented groups report satisfaction with their experience at UND
- Create post-doctoral opportunities for underrepresented students.

**Goal 4: Improve student engagement and experiences in the college.**

**Indicators of Success**

- Student satisfaction with college-experience increases.
- Students involved in college governance through such measures as a Dean's Student Advisory Board.
- Retention and graduation rates increase.
- Level of alumni involvement and financial support increases.

**University Priority: Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University's mission.**

Goal 1: Have each department collect enrollment information and adopt an enrollment plan to be utilized in admission decisions and course planning.

**Indicators of Success**

- All departments in the college adopt an enrollment plan
- Departments use the enrollment plan in admission decisions and course planning.

Goal 2: Expand graduate programs into new markets via distance cohorts and web-based technology.

**Indicators of Success**

- Identify markets in which there is lack of graduate program offerings and determine level of student interest.
- Expand graduate programs into new regional, national, and international markets.
- Increase availability of web-based technology and software to be used in distance programs.

**University Priority: Optimize the use of information technology to improve student learning, research, and the administration of the University.**

Goal 1: Provide ubiquitous access to technology and resources, supporting instruction, learning, and research at multiple levels.

**Indicators of Success**

- Faculty report satisfaction with both availability and support of technology.
- Students report satisfaction with availability of technology.
- All classrooms installed with “smart” technology, as funding permits.
- All faculty aware of and express satisfaction with the wireless internet available in the Education Building.
- Hire additional staff to support college’s technological infrastructure.

Goal 2: To be recognized as a leader in technology and pedagogy at the college, university, community, state, and regional level.

**Indicators of Success**

- College utilized as a source of expertise by both internal and external organizations.
- Increase use of technology for assessment purposes.

Goal 3: Utilize web page to increase communication to internal and external constituents.

**Indicators of Success**

- Students report web page as helpful in assisting them in their selection of academic programs.
- Faculty and staff utilize the college and departmental websites as sources of information.
- Website frequently updated with new information regarding EHD and its faculty, staff, and students.

**University Priority: Enhance the University's revenue stream through vigorous private fund-raising and marketing with Deans and other University personnel working in concert with UND Foundation staff.**

**Goal 1: Improve the college's relationship with alumni**

**Indicators of Success**

- Alumni report an ongoing and satisfactory relationship with the college.
- Create a college alumni council to direct initiatives regarding alumni involvement.
- Alumni remain active and involved in college and university activities.
- Alumni regard the college and faculty as sources of information and support after graduation.

**Goal 2: Develop a college-based recognition program for donors**

**Indicators of Success**

- Establish a tiered recognition program for donors.
- Alumni and friends aware of others who have given to the college.
- Donors indicate they are satisfied with their relationship with the college.

**Goal 3: Identify prospective donors, develop a case statement for giving program, and increase amount of private donations to the College.**

**Indicators of Success**

- Identify and contact prospective donors
- Determine funding priorities of the college
- Develop case statement
- Annual giving increases
- Planned giving increases
- Qualified individual hired to lead college's development program.

**University Priority: In support of all of the above, ensure that the University has first-rate physical facilities and is appropriately and efficiently organized.**

Goal 1: Develop a master plan for the college's facilities in order to maximize the use of space both in terms of function and location.

**Indicators of Success**

- Create a minimum standard for office space.
- Determine space needs of all departments.
- Plan is utilized by the University to determine scope and design of annual improvements.
- Needs of the College reflected in University's capital budget requests.

Goal 2: Renovate existing facilities to ensure classrooms, offices, and labs effectively support the needs of academic programs and faculty research efforts.

**Indicators of Success**

- Bring all faculty offices into compliance with aforementioned minimum space requirement.
- Provide all staff assistants with a comfortable and efficient workspace.
- In conjunction with the Facilities Office, complete a deferred maintenance plan for all college buildings.
- Faculty, staff, and students indicate satisfaction with space utilization and facilities.
- Renovate Education Building
- Renovation PEXS office in the Hyslop Sports Complex.
- Update conference rooms such as Education 308 and 208.

Goal 3: Unite entire college into closer proximity in order to improve communication, collaboration, and climate.

**Indicators of Success**

- Draft a plan to obtain appropriate classroom and office space in and around the Education Building.
- Relocate all departments into closer proximity with each other.

Goal 4: Create a cohesive physical environment in the College that ties departmental units together, allows for easy access, and provides for a warm and welcoming space.

**Indicators of Success**

- Students and visitors report ease in navigating through the college and feel welcome in all college spaces.
- Offices and classrooms are welcoming and designed to maximize use of space and flow of people.
- Aesthetic projects for all college buildings are identified, funded, and completed.

## Appendix A

### College of Education and Human Development Mission Statement

The College of Education and Human Development has the unique mission within the University of fostering healthy human development and learning across the lifespan, beginning in early childhood. In support of this mission, the College actively embraces human and cultural diversity as an asset and seeks to weave it throughout all of our activities. At both the graduate and undergraduate level, students in EHD develop the skills and self-awareness to become effective professionals and leaders in schools, higher education, and human service and wellness organizations. In these roles, graduates of EHD empower individuals, families, groups, organizations, and communities to make healthy decisions and lead full and productive lives. Through these efforts, graduates serve a vital function in re-creating and maintaining a healthy economy and enhanced quality of life.

The six departments of EHD employ a multi-faceted approach to education, relying on research, teaching and service in the education of students. The continuing development of effective and innovative instruction methods provides excellent service and education to diverse groups of students, including those both on and off the UND campus. The constellation of disciplines within the college emphasizes basic and applied research with implications for individual development and social change. This emphasis is reinforced by the professional service provided by faculty throughout the college, many of whom are involved in service to members of the community in mental health, wellness, and teaching roles. Within all three domains - teaching, research, and service - we attempt to form partnerships with community, state, tribal, and national organizations and government, as well as schools and human service agencies, to provide a more comprehensive effort to foster human development and learning. We especially seek to develop mutually supportive partnerships with historically under-served populations.

## Appendix B

### Continuing Education Credit Hours Generated by EHD<sup>1</sup> 2001-2004

<b>Total Credit Hours Generated</b>			
Academic Year	EHD	UND	Percent of CHs generated by EHD
2003-2004	2334	5850	39.9%
2002-2003	1908	5529	34.5%
2001-2002	2247	5385	41.7%
<b>Three Year Total</b>	<b>6489</b>	<b>16764</b>	<b>38.7%</b>
<b>Total Graduate Credit Hours Generated</b>			
2003-2004	1922	3736	51.4%
2002-2003	1484	3645	40.7%
2001-2002	1817	4079	44.5%
<b>Three Year Total</b>	<b>5223</b>	<b>11,460</b>	<b>45.6%</b>

### Continuing Education Degree Programs Offered by EHD 2003-2004

- Master of Education in Educational Leadership
- Master of Education in Special Education
- Master of Science in Elementary Education
- Master of Science in Early Childhood Education
- Master of Science in General Studies
- Master of Social Work
- Ph.D. in Teaching and Learning (Higher Education focus)
- Ph.D. in Educational Leadership (K-12 & Higher Education)

### Continuing Education Non-Degree Programs Offered by EHD 2003-2004

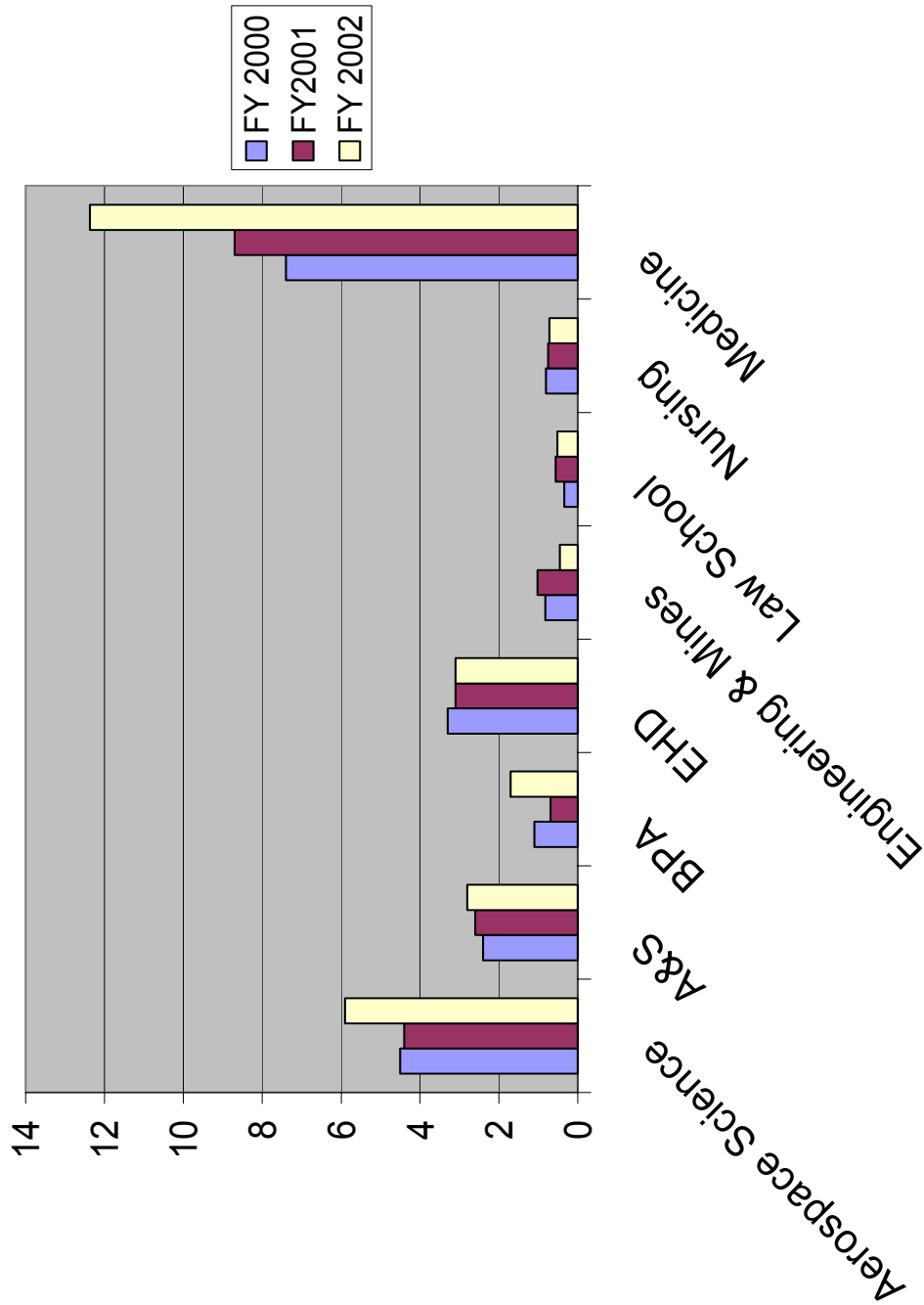
- Autistic Spectrum Disorders Certificate Program
- English as a Second Language Endorsement Program

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<sup>1</sup> Source: Continuing Education Annual Reports

### Appendix C

Sponsored Program Support at UND by College/School: FY 2000-FY 2002<sup>2</sup>  
 (Reported in Millions of Dollars)

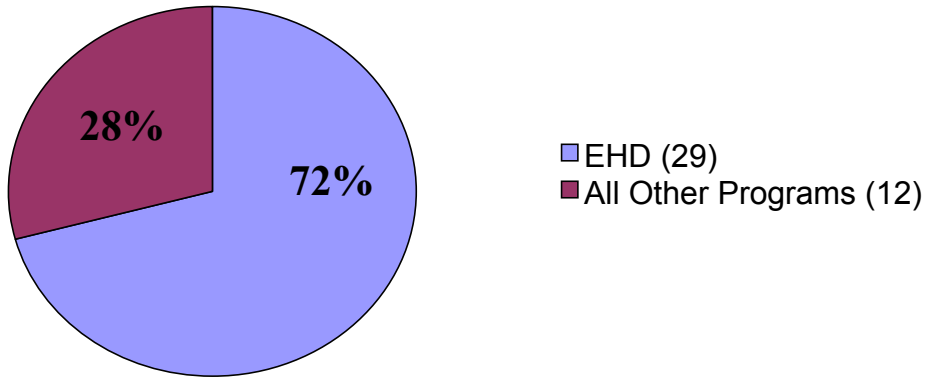


<sup>2</sup> Source: ORPD Annual Reports

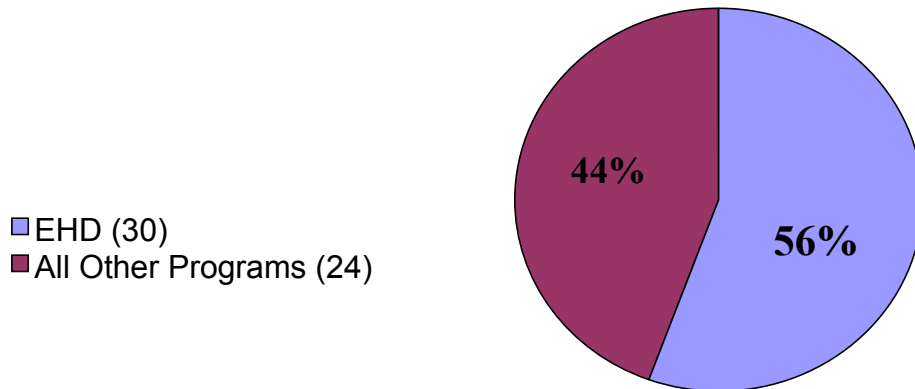
### Appendix D

#### Proportion of UND Doctoral Degrees Awarded by EHD<sup>3</sup>

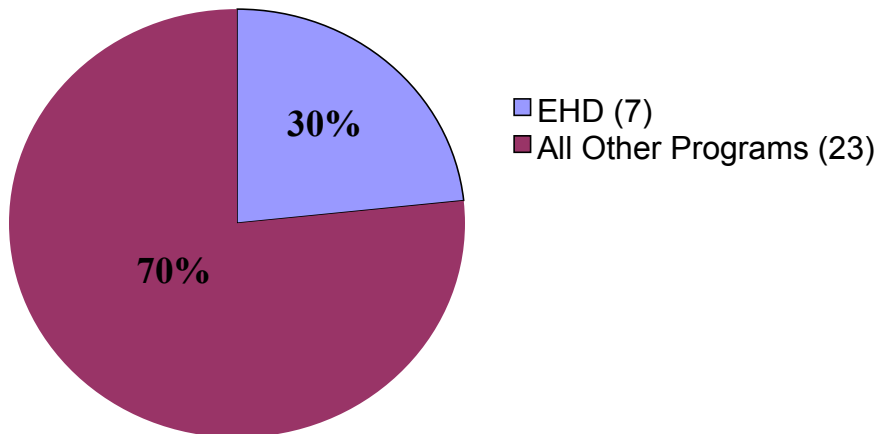
##### Doctoral Degrees Awarded in AY 2003



##### Doctoral Degrees Awarded in AY 2002



##### Doctoral Degrees Awarded in AY 2001



<sup>3</sup> Source: Graduate School Annual Reports

## Appendix F

### Human Resources of College (Fall 2004)

#### Academic Departments

Position	Counseling	EFR	EDL	PEXS	Social Work	IDT <sup>4</sup>	T&L
Full-Time Faculty(tenure track)	11	5 <sup>5</sup>	8	7	8 <sup>6</sup>	1	24 <sup>7</sup>
Part-Time Faculty	6	3	3	45 <sup>8</sup>	4	0	15
GAs (grant-funded) <sup>+</sup>	1.5	0	0	0	0	0	0
GAs (univ.funded) <sup>+</sup>	3.5	1	1	3	1.5	0	9
Support Staff (grant funded)	0	0	0	0	8	0	1
Support Staff (univ. funded)	1.7	1	1	1.38	1	0	3
Other	0	0	0	0	0	0	1 <sup>9</sup>

<sup>+</sup>Based on ½ time employment (20 hours/week)

#### Administrative/Support Offices

Office	Staff
Dean's Office	Dean 1 Administrative Assistant 1 Administrative Officer 1 Technology Coordinator
Teacher Education Office	Director of Teacher Education Director of Student Teaching and Field Placement 2 FTE professional advisors 2 FTE administrative assistance 1 GTA
BESAR	Director (part time) .75 Administrative Assistant

<sup>4</sup> T&L incorporated the IDT program into their department in fall 2004. Because it remains an inter-college program, however, the staffing is reported separately.

<sup>5</sup> Includes one phased retirement

<sup>6</sup> Includes one non-tenure track field coordinator

<sup>7</sup> Includes one phased retirement

<sup>8</sup> These staff lines are funded through the athletic department (92 credit hours) and military science (2 credit hours).

<sup>9</sup> Director of University's Children Center.

### Departmental Personnel Requests

#### Academic Departments<sup>10</sup>

<b>Department</b>	<b>Priority One</b>	<b>Priority Two</b>	<b>Priority Three</b>
<b>Counseling</b>	One faculty line for distance masters program	Additional administrative support	Two faculty lines to support creation of school psychology program
<b>EFR</b>			
<b>EDL</b>	Program coordinator for MA program	Two graduate assistants	Additional administrative support
<b>PEXS</b>	One faculty line in pedagogy	N/A	N/A
<b>Social Work</b>	Part-time support staff	One faculty line	Additional GTA/GRA positions
<b>IDT</b>	One faculty line		
<b>T&amp;L</b>	One faculty line in early childhood	One additional faculty line (to be determined)	

#### Administrative/Support Office Personnel Requests

<b>Office</b>	<b>Staff</b>
Dean's Office <sup>11</sup>	2 Associate Deans <ul style="list-style-type: none"> <li>• Research &amp; Graduate Studies</li> <li>• Undergraduate Programs &amp; Outreach</li> </ul> Director of College Technology

<sup>10</sup> Priorities determined by departments

<sup>11</sup> The new positions in the Dean's Office were ranked by the strategic planning committee to be the highest priority for the college.

## Appendix G

## Implementation Plans

**University Priority: Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership**

Goal 1: Become a leader at UND in ongoing assessment of student learning

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Department Assessment Plan
1. Seek ongoing support from Associate Provost for Assessment.	None	Dean	2005 and on-going	Filed in EHD offices and Provost
2. Form a college committee on assessment to increase college-wide communication about assessment.	Commitment of time from faculty	Designee from each department in college	2005 and on-going	Meetings are scheduled and take place twice a semester
3. Organize and maintain assessment documents for each program/department.	Support Staff	Department Chair and Support Staff	2005 and on-going	Files are in placed in Dean's office
4. Report on student learning in EHD Annual Report.	None	Chairs and Dean	2004-2005 Academic Year	Examination of annual reports

Goal 2: Maintain/Achieve accreditation status for all EHD program where appropriate

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Department Assessment Plan
1. Develop and make readily accessible a list of all accrediting bodies in the college, maintaining readily accessible accreditation	Department Chair and Support Staff	Dean	2005	Documents are on file in the Dean's office

documents (e.g., standards and accreditation reports) in the EHD office.				
2. Form a college committee on accreditation to increase college-wide communication about accreditation.	Time from chairs	Dean, Director of Teacher Education	2005	Committee meets at least once a year.
3. Provide resources for programs to maintain and/or seek accreditation.	Funds to complete self study and submission fees	Chairs and Dean	2005 and on-going	Department maintain accreditation

Goal 3: Ensure all academic programs balance flexibility and fairness for students.

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Assessment
1. EHD Curriculum Committees seek program area accountability for curriculum that supports students' best interests.	Time of faculty	Chair of graduate and undergraduate curriculum committees	2006	Evaluation of students' perceptions
2. Develop governance procedures for college curriculum committees that support maintaining thoughtful curriculum changes (e.g., face to face meetings, reporting to programs, longer terms on EHD curriculum committees)	Time from curriculum committees	Chairs of committees	2005	Appointment to these committee are staggered
3. Articulate specific transition plans for students when program changes result in new programs.	Time from advisor Program plans for all students	All advisors in the college	2006	Plans are in students files or on shared drive
4. Develop current,	Implement	Graduate and	2006	Feedback from

easy to follow, advising materials for students.	People Soft	undergraduate coordinators		students
5. Use College web pages to facilitate access to advising information.	Implement People Soft	Technology support person	2006	Material is on the web

Goal 4. Increase level of curricular interdisciplinarity between and among departments in the college.

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Assessment
1. Optimize use of statistics courses across departments.	Instructors for the course	EFR Chair and Dean	2005	Class is available
2. Identify courses in College that can be cross listed and serve students across departments.	Chairs meet with faculty to discuss	Dean and Chairs	2005	Classes are cross listed

Goal 5: Emphasize professional growth in teaching for continued modeling of teaching excellence at UND.

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Assessment
1. Support College faculty participation in programs to enhance scholarship of teaching and learning.	Time to prepare proposal	Chairs	2005	Grants are secured and knowledge shared
2. Sponsor EHD faculty inservice on teaching.	Coordinator	Dean and Inservice Coordinator	2005	Inservice is conducted
3. Sponsor at least two "Brown Bag" luncheons per semester on teaching/pedagogy.	None – coordinate with OID	Chairs	2005	Evaluation feedback form
4. Assume leadership across the university in promoting teaching as scholarship.	Time for faculty to prepare presentations	Director of Teacher Education, Dean	2006	Documentation of numbers of presentations

**University Priority: Expand and strengthen the University's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.**

Goal 1: Increase faculty research and scholarly contributions to academia as well as the local, state, national and international communities.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Provide professional development support to reinvigorate faculty research efforts and to develop research skills.	Faculty release time; software; operational funds	Dean	Fall 2007	1) Seminars provided for campus faculty. 2) Access to software for data analysis 3) Support for travel to prof. meetings
Provide the resources faculty need to conduct research.	To be determined	Dept. Chairs Dean	Fall 2005	Faculty productivity increases. Increase faculty travel to \$750. Ext. support of faculty research increases by 10%
Examine and change or develop new department and college personnel policies that promote the allocation of faculty work time for research.	Faculty time	Dept. Chairs Dean	Spring 2006	Faculty work time allocation aligned with university research expectations
Examine departmental and college Promotion and Tenure policies to insure that they support scholarship.	Faculty time	College and Department P&T Committees	Spring 2006	Departmental and college Promotion and Tenure policies aligned with institutional research expectations.

Goal 2: Increase undergraduate and graduate students' research efforts.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Provide financial support for students conducting research	Operating funds/ donations	Dean Development Officer	Fall 2008	Fund created to assist students with research.
Provide financial support for students to attend professional conferences to present scholarly papers.	Operating funds/ donations	Dean Development Officer	Fall 2008	Fund created to assist students with research.
Increase number and type of opportunities for students to assist with faculty research.	Graduate assistantships, stipends, salary support	Dept. Chairs Faculty	Fall 2008	All graduate students participate in faculty research and 25% of all undergraduate students participate in faculty research increases.

Goal 3: Capitalize on the variety of research and scholarly skill and pursuits in the college by increasing interdisciplinary research and scholarship among departments within the college.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Develop a Center for Research and Practice with a focus on rural schools and rural communities.	Faculty release time, external funding,	To be determined	Fall 2008	Center established
Hire a staff member	Salary &	Dean	Spring	Staff member

who will write grants for the Research Center and provide technical support to faculty writing grants	benefits		2008	hired and extramural funding increases
Develop partnerships and collaborations with community and school agencies that provide opportunity for research and the translation of research findings into practice.	Faculty time, funding for communicating with external stakeholders	To be determined	Beginning in Fall 2005	Partnerships developed and external stakeholders express satisfaction with efforts
Incorporate BESAR as a college-wide support service for research analysis and related activities	To be determined	Director of BESAR	Spring 2006	BESAR recognized by faculty as a research support unit.
Develop a profile of faculty research interests that can be provided to prospective partners both on campus and in the communities we serve.	Staff time and money for marketing	Dean's Office	Spring 2006	List developed and community asking faculty for assistance

Goal 4: Improve the college's research support infrastructure.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Hire an associate dean	Salary, benefits, office space	Dean & Provost	Spring 2006	Position created and filled
Create support programs for research (e.g., skills development, initiation grants)	Staff time, money	Dean	Beginning in spring 2006	New programs implemented, faculty express satisfaction, & productivity increases.

**University Priority: Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, culture and arts programming, and economic development programs as well as through a comprehensive array of educational and academic programs.**

Goal 1: Create a culture of service that enables and rewards faculty and staff for participating in and contributing to communities external to the university.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Identify service activities being undertaken across college, both within and outside of the university community	List of present activities	Department Chairs	Spring 2005	Activities identified
Develop policies and procedures for providing incentive for faculty to establish and nurture service activities	College wide Committee (perhaps promotion and tenure committee?)	Dean, Committee, (promotion and tenure committee?)	Spring 2006	Policies and procedures developed
Create a visible presence within the university community by promoting service activities through the expertise of our colleagues (i.e. counseling services; excellence in teaching; wellness, etc.)		Dean, Department Chairs, Faculty,	Fall 2005 - ongoing	Recognized for various faculty expertise
Faculty and student working collaboratively on joint/interdisciplinary service projects		Faculty	Fall 2005 - ongoing	Faculty and students working together.

Goal 2: Identify and expand partnerships with rural communities, utilizing faculty expertise to enhance their economic, health, and overall living conditions.

<b><u>Action Step</u></b>	<b><u>Resources Needed</u></b>	<b><u>Responsible Person(s)</u></b>	<b><u>Proposed Timeline</u></b>	<b><u>Assessment</u></b>
Identify existing programs being delivered to rural communities throughout region through departments in college	List of programs	Department Chairs	Spring 2006	Programs identified
Create links between and among programs to establish a coordinated partnership/interdisciplinary effort.	Committee	Committee established with representation from each program	Fall 2006	Cooperation among departments increases
Explore options and implement programs to expand collaborative partnerships with rural communities throughout regions.		Department Chairs, Committee referred to above	Spring 2007	Rural communities acknowledge and express satisfaction with work of the college in their communities

## Goal 3: Identify and expand partnerships with tribal colleges

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Identify existing programs being delivered to reservations and tribal colleges through departments in college	List of programs	Department Chairs	Spring 2005	Programs identified
Create links between and among programs to establish a coordinated partnership/interdisciplinary effort.	Committee	Committee established with rep. from each program	Fall 2005	Articulation agreements and other programs developed
Explore options to expand collaborative partnerships with reservations and tribal colleges		Department Chairs, Committee referred to above	Spring 2006	Develop graduate experiences that prepare graduates for work in tribal colleges and communities.

**University Priority: Improve the campus climate for learning and living.**

**Goal 1: Determine and fund appropriate level of staffing at the College level in order to provide enhanced support for college and departmental activities.**

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Conduct work load study of Dean's Office	Money for study	Dept. Chairs	Spring 2006	New staff hired (comm.. rec's two assoc. deans)
Conduct work load and needs study of college tech. office	Money for study	Technology Committee	Spring 2006	New staff hired
Hire appropriate staff.	Salary, Benefits, Office Space, operational budget		Beginning in Fall 2006	
Conduct biannual needs survey of faculty & staff		Dean's Office	Ongoing	Survey conducted and respondents satisfied with college support.

**Goal 2: Serve as a leader in assessing and improving the college and campus climate for underrepresented groups of students, staff, and faculty.**

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Create campus climate research team	Interested researchers	Team leader	Spring, 2005	
Seek support from top administration	Time and commitment	Campus climate team	Fall, 2005	
Develop instrument and/or process	Time, expertise, copies, telephone, GRA	Campus climate team	Spring, 2006	

Collect Data	Time, people, technical support	Campus climate team	Fall, 2006	
Analyze Data	Time, people, technical support	Campus climate team	Spring 2007	
Report results to administration, campus, other constituents			Spring, 2007	
Use results to create new goals				

Goal 3: Recruit and retain more diverse, particularly Native American, faculty and staff

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Require coordinated faculty advertising in minority publications	Money for ads	Deans office	Spring, 2006	Check publications
Explore expanding employee benefits to all domestic partners	Input from insurance companies	Human resources	Spring, 2007	Attract, hire, and retain a more diverse pool of faculty.
Support dual-academic careers	Coordination across university	University task force	Spring, 2006	Attract, hire, and retain a more diverse pool of faculty.
Increase salary at associate and full professor levels	Money	President of UND	Immediately	Salaries all levels exceed average for peer institutions
Recruit on reservations	Time, staff, and travel	College task force	Spring, 2005	Number of N.A. faculty increase
Target talented Native American Undergrads	Scholarships and staff	Faculty and chairs	Ongoing	Number of N.A. students increase
Create Post-Docs and/or funded positions	Money	Faculty	Fall 2006	Number of N.A. students increase

Search for training grants like INDMED or INDPSYCH	Staff time	Dean	Fall, 2006	Number of N.A. students increase

Goal 4: Improve student engagement and experiences in the college.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Create a Dean's Student Advisory Board to inform Dean of student needs/concerns	To be determined	Dean	Spring 2006	Students report increased satisfaction with college
Increase support of college-based student orgs.	To be determined	Dean & Dept. Chairs		Students report increased satisfaction with college
Involve more students in college governance, faculty research, and student organizations	To be determined	Dean & Dept. Chairs		Students report increased satisfaction with college  Retention and graduation rates increase  Level of alumni involvement and financial support increases

**University Priority: Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University's mission.**

Goal 1: Have each department collect enrollment information and adopt an enrollment plan to be utilized in admission decisions and course planning.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Have all departments adopt enrollment plan	Faculty Time	Dept. Chairs	Fall 2006	Plans implemented and used in admission decisions and course planning

Goal 2: Expand graduate programs into new markets via distance cohorts and web-based technology.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Identify markets in which there is a lack of graduate program offerings and determine level of student interest.	Surveys, Focus Groups	Dept. Chairs	Fall 2005	Markets identified
Expand graduate programs into new regional, national, and international markets	Faculty lines & operating budget	Graduate and distance coordinators	Begin Spring 2006	New programs added
Increase availability of web-based technology and software to be used in distance programs.	Technology money	Technology Committee	Fall 2005	New courses and programs using web-based technology implemented

**University Priority: Optimize the use of information technology to improve student learning, research, and the administration of the University.**

Goal 1: Provide ubiquitous access to technology and resources, supporting instruction, learning, and research at multiple levels.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Increase faculty access to wireless network	WiFi capable computers	Tech. Comm. & Tech. Coord.	Spring 2006	All faculty aware of and express satisfaction with the wireless internet available in the Education Building.
Install all classrooms with smart technology	Financial resources	Tech. Comm. & Tech. Coord.	Spring 2009	All classrooms have smart technology
Identify and fulfill technology needs of students, staff, and faculty	Surveys, focus groups, financial resources	Tech. Comm. & Tech. Coord.	Ongoing	Faculty report satisfaction with both availability and support of technology. Students report satisfaction with availability of technology.
Hire additional technology staff	Salary & Benefits	Dean, Tech. Comm., & Tech Coord.	Spring 2006	Position created and filled.

Goal 2: To be recognized as a leader in technology and pedagogy at the college, university, community, state, and regional level.

Action Step	Resources Needed	Responsible Person(s)	Proposed Timeline	Assessment
1. Increase number of media-equipped classrooms college-wide.	Funds from student technology committee	Chairs and CILT	2006	Classrooms have technology
2. Support work of the	None	Dean	2005	More

EHD Technology Committee and maximize their opportunity to communicate with EHD faculty and Dean.				communication college – wide about
3. Evaluate effectiveness of technology platforms being used by departments (HTML e-z, Blackboard, Livetext, etc.)	Expertise on Technology and software	CILT, EHD Technology Coordinator, College Technology Committee	2005	A written plan is in place describing how technology is used
4. Evaluate effectiveness of teaching with technology.	Program evaluator	Chairs	2006	Evaluation is in place
5. Seek and provide the infrastructure to support use of technology (e.g., staff, hardware, and software).	Funds from CILT	Dean and Chairs	2006	Infrastructure is in place

Goal 3: Utilize web page to increase communication to internal and external constituents.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Each dept. identify web master	Faculty or staff time	Dept. Chair	Fall 2005	Students report web page as helpful in assisting them in their selection of academic programs. Faculty and staff utilize the college and departmental websites as sources of information. Website frequently updated with new information regarding EHD and its faculty, staff, and students.
Identify faculty info. to be put on page.	Faculty Time	Webmaster	Spring 2006	
Identify student-focused info. to put on page	Faculty Time	Webmaster	Spring 2006	

**University Priority: Enhance the University's revenue stream through vigorous private fund-raising and marketing with Deans and other University personnel working in concert with UND Foundation staff.**

Goal 1: Improve the college's relationship with alumni

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Gather alumni contact info		Development Officer	Fall 2005	! ) Alumni report an ongoing and satisfactory relationship with the college. 2) Alumni remain active and involved in college and university activities. 3) Alumni regard the college and faculty as sources of information and support after graduation.
Create alumni council		Dean	Spring 2006	
Create young alumni council		Dean	Spring 2006	
Implement new alumni programs		Alumni Council, Development Officer, Dean	Ongoing	

Goal 2: Develop a college-based recognition program for donors

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Est. tiered recognition program		Development Officer	Fall 2005	Alumni and friends aware of others who have given to the college. Donors indicate they are satisfied with their relationship with the college
Publicly recognize donors		Dean	Ongoing	

Goal 3: Identify prospective donors, develop a case statement for giving program, and increase amount of private donations to the College.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Identify and contact prospective donors		Development Officer	Beginning in Fall 2005	Annual giving increases  Planned giving increases
Determine funding priorities of the college		Dean	Fall 2005	
Develop case statement		Dean & Development Officer	Fall 2005	
Hire qualified individual to lead college's development program.		Dean	Spring 2005	

**University Priority: In support of all of the above, ensure that the University has first-rate physical facilities and is appropriately and efficiently organized.**

Goal 1: Develop a master plan for the college's facilities in order to maximize the use of space both in terms of function and location.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Create a minimum office space size standard.		Dept. Chairs	Spring 2006	Plan is utilized by the University to determine scope and design of annual improvements.  Needs of the College reflected in
Determine current and future space needs of all departments.		Dept. Chairs & Dean	Spring 2006	

				University's capital budget requests.
Communicate needs to central administration		Dean	Spring 2006	

Goal 2: Renovate existing facilities to ensure classrooms, offices, and labs effectively support the needs of academic programs and faculty research efforts.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Adjust faculty office space		Dean & Dept. Chairs	Fall 2007	Faculty, staff, and students indicate satisfaction with space utilization and facilities.
Provide all staff assistants with a comfortable and efficient workspace	Money for upgrades	Dept. Chairs & Deans	Fall 2007	
In conjunction with the Facilities Office, complete a deferred maintenance plan for all college buildings		Dean & Facilities	Spring 2006	
Update conf. rooms such as Ed. 208 & 308	Capital Budget	Dean, Development Officer	Spring 2007	
Renovate Education Building and Hyslop Center	Capital Budget	Dean, Development Officer	Spring 2010	

Goal 3: Unite entire college into closer proximity in order to improve communication, collaboration, and climate.

<u>Action Step</u>	<u>Resources Needed</u>	<u>Responsible Person(s)</u>	<u>Proposed Timeline</u>	<u>Assessment</u>
Contact and coordinate with facilities	Telephone	Dean	Spring, 2005	
Create a plan	Time and commitment	College task force	Fall, 2005	Plan created
Implement plan	Moving trucks and staff	Dean	Fall, 2010	College centralized

Goal 4: Create a cohesive physical environment in the College that ties departmental units together, allows for easy access, and provides for a warm and welcoming space.

**Indicators of Success**

<b><u>Action Step</u></b>	<b><u>Resources Needed</u></b>	<b><u>Responsible Person(s)</u></b>	<b><u>Proposed Timeline</u></b>	<b><u>Assessment</u></b>
Identify the primary public areas of the college		Dean, Dept. Chairs, Dept. Staff	Fall 2005	Students and visitors report ease in navigating through the college and feel welcome in all college spaces. Offices and classrooms are welcoming and designed to maximize use of space and flow of people. Aesthetic projects for all college buildings are identified, funded, and completed.
Create a college improvement plan to improve the public spaces		Facilities Committee	Spring 2006	
Implement Plant	To be determined		Spring 2008	