

**School of Education, Health and Society  
Miami University**

**Report of the Strategic Planning Committee**

**Adopted by EHS November, 2007  
Revised February 2008**

**Prepared by Members of the Strategic Planning Committee  
and Sub-Committees  
Fall 2007  
Report of the Strategic Planning Committee**

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## I. Introduction

### Strategic Planning Committee Charge

In the fall 2006, Dean Feyten initiated a planning process for the School of Education, Health, and Society (EHS). Planning was initially set in motion by members of the Dean's leadership team in two fall retreats with the assistance of an outside consultant and several faculty members and staff who served as resources for this initial planning process. Although these early planning efforts revealed several weaknesses, needs and challenges, they also re-emphasized many strengths and opportunities to which the Division should attend.

In an attempt to move the Division's planning efforts forward, Dean Feyten subsequently appointed a division-wide Strategic Planning Committee, with the goal of undertaking a comprehensive examination of the mission and future direction of the division. The Committee, co-chaired by Dr. Gary Peterson, Professor and Chair of the Department of Family Studies and Social Work and Dr. Kouider Mokhtari, Heckert Professor in the Department of Teacher Education, consisted of faculty and staff representing each of the departments within the division<sup>12</sup>.

The specific charge of the committee was to engage in a strategic planning process, or a deliberate effort to better understand our school's most important purpose (its mission), and to envision how we can serve this purpose more effectively during the next 5-10 years. The end product of the strategic planning process is the development of a strategic planning document which can guide us as we move forward in the next decade. This planning process will reflect the views, aspirations, and extensive input from EHS faculty members, divisional Department Chairs, the Dean and personnel in the Dean's office, faculty in other divisions at Miami University, staff members, students, central administrators and personnel from the surrounding school districts.

The work of the Strategic Planning Committee officially began in the spring of 2007 with the formation of three subcommittees, whose tasks focused on (a) identifying the division's vision, mission, and core values; (b) identifying divisional strengths and weaknesses; and (c) identifying opportunities for future development. The three subcommittees and the co-chairs spent approximately six months collecting various types of data which were highly useful in developing the strategic planning document.

The strategic planning document provides a summary of the findings of each the committees, and makes a set of recommendations relative to the division's strategic goals as it moves forward in the next decade. The Strategic Planning Committee's main goal was to provide a well-conceptualized working draft of the strategic plan to the Dean of EHS by November 15, 2007. The initial findings and recommendations of this working draft will be presented to faculty, staff, and other constituencies for their review and commentary before the end of the fall 2007 semester. This feedback will result from a divisional faculty meeting and from EHS committees late in the fall of 2007. Based on these culminating sources of feedback, final revisions to the plan will be made in December of 2007.

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<sup>1</sup> See attached appendices for a complete list of committee members.

<sup>2</sup> The SPC Co-Chairs and members of the subcommittees express their special thanks and appreciation to Mr. Donovan Weber, EDL doctoral candidate, for his excellent work and invaluable assistance throughout the strategic planning process.

## II. Process

Dean Feyten appointed a Strategic Planning Committee (SPC) for the School of Education, Health, and Society (EHS) consisting of 14 members in addition to the Committee Co-Chairs, Kouider Mokhtari, Heckert Professor, Teacher Education and Gary Peterson, Professor and Chair, Family Studies and Social Work) and Donovan Weber, a doctoral student from Educational Leadership who assisted the Co-Chairs and the SPC (i.e., the SPC consisted of 17 members).

In the initial SPC meeting during the spring semester 2007, the committee immediately recognized that, given the challenging task at hand and the November 15<sup>th</sup> deadline, that a partial division of labor was required to develop a strategic plan that was both efficiently constructed and thorough in its consideration of the issues. As a result, two types of meetings provided important mechanisms for dealing with the complex issues involved in creating an EHS strategic plan: (1) meetings involving the entire membership of the SPC and (2) more specialized subcommittee meetings that focused on distinct sets of ideas that had emerged from the two retreats that preceded the formation of the SPC.

The committee found three emergent sets of ideas relating to strategic planning: (1) the vision, mission, core values, and goals of EHS; (2) the current strengths and weaknesses of EHS; and (3) opportunities for future development to which our division should respond. Three subcommittees were formed (all of the SPC members were assigned to one of the three subcommittees) at the first general meeting of the SPC, with each being requested to address one of the three emerging sets of ideas. The membership of each SPC subcommittee and their subcommittee charges are as follows:

### Mission and Core Values Subcommittee

**Charge: To examine and identify the mission, core values, and general goals of the EHS**

- Sean Newsome, Subcommittee Co-Chair, Assistant Professor, Director of Social Work, Family Studies and Social Work
- Judy Rogers, Subcommittee Co-Chair, Associate Professor, Educational Leadership
- Theresa McGowan, NCATE Coordinator, Dean's Office
- Janet Baker, Superintendent, Hamilton City Schools
- Christin Crutchfield, Student

### Strengths and Weaknesses Subcommittee

**Charge: To identify and analyze the current strengths and weaknesses of EHS**

- Helaine Alessio, Subcommittee Co-Chair, Associate Professor and Chair, Kinesiology and Health
- Michael Dantley, Subcommittee Co-Chair, Professor and Associate Dean, Educational Leadership, Dean's Office
- Jim Shively, Professor and Chair, Teacher Education
- Ellen Hill, Director of Student Teaching & Field Experiences, Dean's Office
- Jenna Crocket, Student

## Opportunities (Futures) Subcommittee

**Charge:** To explore opportunities for new developments to which EHS should respond, particularly those that are developed in answer to vital social/economic/political issues of the day at national and international levels of analysis.

- Tom Poetter, Subcommittee Co-Chair, Professor, Educational Leadership and Director, Partnership Office
- Susan Mosley-Howard, Subcommittee Co-Chair, Associate Vice President, Dean of Students, Associate Professor, Educational Psychology
- Jean Eagle, Curriculum Coordinator and Partnership Director, Talawanda Public Schools
- Holly Wissing, Assistant to the Dean, Dean's Office

### Data Collection, Procedures, & Analyses

The data collected for purposes of this strategic planning process consisted of surveys, interviews, focus groups, and document analyses. The target audiences consisted of EHS faculty members, emeriti faculty, faculty members from other university divisions, members of the university's central administration, EHS Dean's Office personnel, EHS office staff, the EHS department chairs, undergraduate students, graduate students, local public school administrators, and alumni.

The Committee co-chairs and the Graduate Assistant (Mokhtari, Peterson, Weber) used a broad-based online survey strategy supplemented by in-depth interviews that pertained to all conceptual areas covered by the strategic plan (see Appendix A for copy of the survey and interview questions). The three subcommittees, in turn, used a diverse set of methods for gathering the data pertaining to their specific areas of interest including (a) core values, mission statement, goals and strategies; (b) divisional strengths and weaknesses; and (c) opportunities for future development (See Appendix B for a copy of the instruments and strategies used by the subcommittees).

The data obtained from the online survey initiated by the Co-chairs came from a total of 96 respondents including EHS faculty and emeriti faculty (n=52), graduate students (n=33), administrators (n=6), and staff members (n=5). The survey was anonymous and generated both quantitative data (e.g., respondents' demographics) and open-ended responses to specific questions.

The in-depth interviews were conducted with diverse administrators and staff members (n=14) who were closely associated with EHS. Interviewees consisted of local superintendents of school systems (n=3) EHS staff members (n=4), Department Chairs (n=4), and EHS administrators (3). In addition, unstructured interviews were conducted with three Miami University central administrators.

The data obtained from each of the three SPC subcommittees consisted of surveys, interviews, focus groups and analyses of pertinent documents (e.g., current mission). The faculty, students, and staff audiences targeted by each of the subcommittees varied depending on the goals of the subcommittees (see Appendix B for a copy of each of the subcommittees' reports).

The data obtained from each of the subcommittees were analyzed using qualitative and quantitative methods. Examples of quantitative analyses included basic descriptions of respondents in terms of faculty rank, gender, and affiliations. Examples of qualitative

data analyses consisted of themes which were generated using qualitative data analysis methods such as the Constant Comparative Method. Qualitative data were initially analyzed independently by members of the SPC committee and later discussed as a group by members of the SPC committee in a series of meetings each focusing on a set of data pertaining to specific themes such as strengths, weaknesses, opportunities, etc. The emerging themes were discussed until consensus was reached. The following section provides a brief summary of the main findings.

### **III. Summary of Main Findings**

The following section provides a summary of the main findings with particular focus on the division's strengths, challenges, and opportunities/futures as reflected in the respondents input obtained through surveys, interviews, previous documents and focus groups. This is followed by a tentative mission statement and set of core values developed by the Strategic Planning Committee. This document subsequently concludes with a set of strategic goals, and action recommendations generated by members of the Strategic Planning Committee, which will be reviewed and refined by divisional committees, EHS faculty members, staff personnel, and administrators. It is important to emphasize that all of the findings presented in this document are based in data gathered from faculty, staff, students, administrators and members of key external constituencies that EHS serves.

#### **DIVISIONAL STRENGTHS**

##### **Data sources for Strengths and Challenges**

The data for these findings about strengths and challenges were gathered from in-depth interviews, an online survey conducted by the Strategic Planning Committee, responses provided in focus group sessions and an online survey conducted by the Strengths and Weaknesses subcommittee. Responses were acquired from faculty, administrators, students, staff, and key members of external constituencies (e.g., public school administrators). Many of the strengths mentioned below were identified frequently as *potential* rather than fully realized areas of strength. The specific areas of strength consisted of the following:

##### **1. Commitment to service in the community**

Identified, as a strength from stakeholders within the EHS and from those outside the school is the *commitment* of EHS to serving and engaging the community. Although improvement is needed in this area, this is currently being accomplished through partnerships with schools, human service agencies, governmental offices, and public service agencies. EHS faculty and students are engaged in the community through their commitment to apply the knowledge they gain for the betterment of society. This is accomplished through entities such as the Partnership Office and the Center for Human Development, Research, and Technology but takes other notable forms as well throughout the Division.

## **2. Growing interest in interdisciplinary collaborations.**

There is a strong interest within the school to conduct interdisciplinary work and research. Although the full potential of this interest has not yet been realized, there is reason to be optimistic about the future of collaborative work because of the extensive interest expressed by Divisional faculty members combined with rapidly increasing productivity levels. Great potential exists for interdisciplinary programming, research, and instructional linkages concerning formal educational settings, family environments, communities, and health settings but without a shared vision as yet about how this will emerge.

## **3. A talented faculty**

Respondents frequently mentioned the overall high quality of faculty members as another strength of EHS. The faculty overall is recognized as being hard working, having impressive scholarly agendas, being research active, and (in some cases) having both national and international reputations.

EHS also is distinguished for the young talented faculty members who have been recruited, hired, and are being mentored by senior faculty during the last 5 years. The faculty as a whole are notable for their extraordinary commitment to classroom teaching and high quality undergraduate education. This is a unique aspect of Miami University when compared to other universities of comparable size and stage of development.

## **4. A strong commitment to issues of diversity and social justice**

The commitment to diversity, interest in urban education, and concerns for social justice are acknowledged as significant strengths within EHS. Steps have already been taken in previous times to promote such ideals. The Urban Cohort is an example of such an initiative but further work is needed to fully develop and implement these important values.

## **5. Excellent Leadership**

The current leadership for the EHS at the departmental and divisional levels is the strongest it has been for some time. Respondents urged members of the division to take advantage of this leadership resource to inspire and be motivated to do great things for themselves and for the division.

## **6. Strong sense of academic community**

The EHS constituencies also recognized that we have done an effective job of maintaining a strong sense of community through which students feel that faculty and staff members, despite the large size of some departments and the Division, care them for.

## **7. Excellent facilities**

Recent renovations to McGuffey Hall have provided an excellent facility for fostering student learning and an educational community. This is particularly true of office and classroom instructional space but is less true for research space. Instructional technology is reasonably current but will require constant renewal in the future to keep pace with rapid changes.

## **8. Reputation**

An important strength is that the EHS is still the academic unit of choice in our region and state relative to the preparation of teachers, human/social service professionals, and health professionals.

### **DIVISIONAL CHALLENGES**

The following challenges or weaknesses were identified quite frequently by a majority of the respondents. Because some of these challenges (or weaknesses) are related conceptually to one another, they are grouped under major overarching themes or topics. Within each of these larger groupings of challenges it is important to note that a fair amount of overlap exists between what respondents considered to be strengths and challenges (or weaknesses). Consequently, while many respondents believed that much progress had been made in these areas (i.e. it was a strength), much often remained to be accomplished to significantly enhance our divisional standing in these areas (i.e., it was also a challenge or weakness).

The data for these findings about challenges were gathered from the responses of faculty, administrators, students, staff, and key members of external constituencies (e.g., public school administrators). Data collection procedures involved in-depth interviews, an online survey conducted by the Strategic Planning Committee, responses to focus groups, and an online survey conducted by the Strengths and Weaknesses subcommittee. The following areas were identified as potential challenges.

#### **A. LEADERSHIP AND INFRASTRUCTURE**

The following challenges are related to issues of leadership and infrastructure within the division. Examples of challenges within this theme include:

##### **1. Shared vision, values, and goals**

EHS does not appear to have a shared vision, values, and goals. There is no singular vision that is effectively communicated or understood that informs the work of the school. The result is that it appears that the school tries to offer something for everyone, without questioning the meaning of its offerings from a divisional perspective. Related to this idea is the recognition that program diversity in our existing departmental structure is a potential strength, but without any clear understanding about how these different academic units might contribute to a central vision and plan of action for the overall

school. Some of the data suggested that vision should be articulated that links the interests of schools, families and communities.

## **2. Leadership vacuum and instability**

Despite better leadership currently, the Division continues to suffer from the lack of administrative leadership in the recent past. A widespread belief exists that a lot of valuable time was lost due to frequent changes in leadership over the past decade. The resulting lack of stability and shared vision for the future has negatively influenced the school's ability to move forward in a clearly defined manner. It is widely believed that we must make up for lost time fairly rapidly.

## **3. External funding**

Although improvement has occurred recently, a deficiency remains in securing external funding in EHS, especially for grants from highly competitive funding sources with sizable indirect cost awards. The perception exists among some constituencies that substantial funding exists for educational research and program development and that EHS is underperforming in this area.

## **4. Accountability and continuous improvement deficiencies (i.e., a lack of systematic ways to collect data, analyze data, and a resulting inability to use data for program improvement)**

The lack of systematic divisional information/data gathering process also was recognized as a significant weakness. Currently, finding data and information (e.g. faculty expertise across departments for collaborative grant writing) about EHS is very difficult because no central mechanism has been charged with collecting and maintaining information about the school. This lack of Divisional data not only makes it difficult to quickly access important information, but it also serves as an obstacle for making important decisions about research, teaching and service activities based on solid evidence. Some mechanism is needed at the divisional level that is charged with accumulating information about what EHS does and accomplishes.

## **5. Technology integration**

The inability of those within the EHS to integrate new technology into teaching and the classroom was identified frequently. Although the school has good technological support for most current needs, a widely shared opinion exists that EHS is unlikely to keep up with and integrate the kinds of diverse technologies that either are or will become increasingly important in society. A strongly held opinion is that EHS is not using technology effectively enough to provide wider access to its courses and programs to audiences beyond the Oxford Campus.

## **B. PROGRAMS AND CURRICULUM FLEXIBILITY**

The following challenges are related to the quality and flexibility of our programs and curricula within the division. Examples of challenges within this theme include:

### **1. Lack of real-world connectedness**

Despite the potential for and current level of engagement that EHS has with external constituencies, there still exists a perceived disconnect by some stakeholders who view the faculty of EHS as being in “ivory towers.” Stronger efforts are needed to address the pragmatic issues of education such as financial, economic, management, and community linkage issues. Some criticized our Division for being excessively focused on reconstructing the larger current reality of formal educational settings without providing sufficient pragmatic skills (e.g., management skills and knowledge of school finance issues) so that students who are trained to be educational leaders can deal with existing circumstances in highly stressed school systems in our region and the country. Some of the work in EHS is perceived as being esoteric with little connection to the real circumstances faced by school systems that must cope with severe economic demands, accountability, and government initiated educational policies.

### **2. cross-disciplinary communication and collaboration**

Although mentioned as a potential strength due to extensive faculty interest, the lack of actually realizing concrete interdisciplinary and cross-departmental activities were noted as problems. The specter was raised often of faculty working in their respective silos, with little knowledge of similar work that might be taking place within their own department, division or elsewhere in the larger university. The outcomes of this isolationism include missed opportunities for better quality collaborative research, improved instructional programming, and more successful, collaborative external funding efforts.

### **3. Lack of curriculum coherence and flexibility**

Another ubiquitous critique rose by respondents both within EHS and from other departments and offices is the lack of curriculum flexibility that exists in EHS. The curriculum is too rigid in its sequencing and within delivery venues. Some, but not all, of this rigidity is caused by accreditation requirements. This inflexibility is prohibitive and frustrating to students and faculty who are pursuing interdisciplinary work as well as students who are participating in semester abroad programs. This rigidity makes other important goals more difficult to achieve, such as the internationalization of EHS programs.

## **C. PERCEIVED IMAGE & REPUTATION**

The following challenges are related to the ways in which we are perceived by outside constituencies. Examples of challenges within this theme include:

### **1. Low student academic credentials**

A ubiquitous critique from other departments and offices at Miami University is that students in EHS have the “lowest credentials” in the university. This was coupled with the perception that the curriculum in the EHS is not very challenging and that professors give high grades excessively. Students in the EHS were perceived as performing poorly in the areas of math and science and to lack the ability to perform well in classes outside of the EHS. It also was noted that EHS does not have many honors students, though this is fairly common in education departments across the country.

### **2. Low divisional profile**

The perception exists that the EHS faculty have a surprisingly low profile in the larger field of education at state, national, and international levels. This low profile has made it difficult for the EHS to have an impact on educational and social policy beyond local concerns in a time when national policies such as “No Child Left Behind” require informed commentary. This commentary includes constructive alternatives to as well as criticisms of current educational and social policies.

### **3. Professionalism and collegiality**

A final weakness noted by some of the respondents within the EHS as well as members of other departments and offices at Miami is a perceived lack of professionalism by a minority of faculty, staff, and administrators. This included a lack of collegiality by some faculty and staff members, with some faculty not meeting basic responsibilities that result from the changing expectations for higher performance in research, teaching, and service faced by faculty in higher education today. Faculty should all value and invest sufficient time in high quality instruction, research, and professional service in a manner that fosters collegiality. Some members of EHS feel like they have not been respected and treated unfairly partly as a product of top-down management/leadership styles and the failure of other colleagues to carry their share of the burden in workload issues.

## **D. GLOBAL AWARENESS**

The following challenge pertains specifically to the issue of global awareness and diversity issues among our faculty, staff, and students. At issue is the need to create a culture that promotes global awareness, celebrates differences, and values diversity in the broadest sense.

## **OPPORTUNITIES FOR THE FUTURE**

The following areas were identified as opportunities with considerable frequency by respondents in need of further development within the division. Because some of these opportunities seemed conceptually related to one another, they were grouped under major overarching themes or topics. The data for these findings were gathered from in-depth interviews, an online survey conducted by the Strategic Planning Committee, and responses to focus groups conducted by the Opportunities for Future Development

subcommittee. Responses were acquired from faculty, administrators, students, staff, and key members of external constituencies (e.g., public school administrators).

## **A. PROGRAMS AND CURRICULA**

The following opportunities are related to need for faculty collaboration within and across programs and departments. Examples of such opportunities theme include:

### **1. Interdisciplinary collaboration**

Interdisciplinary work was raised again as an area of opportunity for the EHS. Although there was considerable variation about the best way to facilitate interdisciplinary work at the departmental, divisional, and university wide levels, there were several creative suggestions for nurturing this work.

### **2. Changes in technology**

Despite our current state of adequate technological support, this area was frequently mentioned as experiencing continued growth and change at such a rapid pace that EHS must work diligently to be current with these trends. Changes in classroom technology, online and distance education, and new technology that students are using such as Youtube, podcasts, and wikis were noted. Concern was expressed about how long traditional, campus-based programming will allow us to remain relevant in an age when access to higher education is being revolutionized by technology within other colleges and universities.

### **3. Changes in classroom instruction**

A widespread concern was expressed that we should never become complacent about one of our central purposes, making sure that we educate students to provide quality instruction. Teaching practices should constantly be evaluated and critiqued for their effectiveness in classrooms and for student learning. We should educate for quality teaching in a manner that prepares students for life in a national and global community that is sensitive to the need for diversity in a constantly changing social, economic, political, and ideological environment.

### **4. Health**

Concern was expressed about the need for EHS to address growing health problems in the United States such as problems with obesity, substance abuse, and inequalities in access to healthcare. This may be a theme that could be used to encourage interdisciplinary grant-writing, research, and/or instructional program development.

### **5. Families, Schools, and Communities**

Families in the United States and around the globe remain a basic but rapidly changing component of societies. We must recognize that much of this change in the structure and

meaning of families will continue and should be embraced and responded to by other aspects of our society, including EHS. Our Division is particularly positioned to foster research and educational programming that improves the welfare and encourages linkages among families, schools, social agencies, and communities. Families and schools, in particular, face many social pressures and issues for which our students should be prepared to deal with prior to beginning their careers (e.g., violence in families, schools, neighborhoods, and communities). Although we have begun to do this with some success (e.g., partnership activities), it is widely believed by divisional constituencies that much more could be done.

## **6. No Child Left Behind (NCLB) and the culture of accountability**

The culture of accountability, most prominently represented by No Child Left Behind policies, is clearly prevalent in formal educational and social agencies. EHS must be aware of increasing challenges that this development creates and increasingly educate students to be prepared for and adjust to this. Students must be prepared for and have skills to conduct systematic evaluations of instruction and intervention/prevention programs to empirically establish best practices. It is also important not simply to be critical of current policy decisions, but also to provide constructive alternatives and become increasingly visible in shaping educational and social service policy.

## **7. Educating students for the pragmatics of education and social agencies in our society**

Besides serving as a catalyst for positive social and educational change, another theme was that we must make sure that we address the “pragmatics” of dealing with formal educational environments as they exist today and in the immediate future. Specifically this means making sure that we educate students about the challenging economic (e.g., educational and social service agency financing), political, policy, and management issues faced by professionals who will assume positions as administrators, human service workers, health-related professionals, and teachers.

## **B. EMBRACING DIVERSITY**

The following opportunities are related to the creation of a culture which promotes diversity, embraces difference, and fosters social justice among its students and communities. Examples of such opportunities theme include:

### **1. Multi-cultural and racial diversity**

Diversity, broadly defined, was a strongly supported theme identified as requiring increased and continued attention in EHS. Diversity, in this case, referred to the importance of being inclusive in terms of race, class, ethnicity, gender identity, sexual orientation, and culture (domestic and international). This concern for diversity was extensively associated with the related topics of poverty, social justice, globalization, the changing social-demographics of our society, and immigration.

## **2. Addressing the needs of English language learners in public schools**

An important subcomponent of diversity issues was the emphasis placed by EHS constituencies concerning the ever-increasing numbers of English language learners within schools and communities. As a result, the view was expressed that we are not doing enough to prepare students for the linguistic and cultural challenges they face in the schools and in community service agencies.

## **3. Concerns for poverty, economic well-being, and social justice**

Closely associated with diversity are a cluster of associated themes ranging from the prevention of war, the shrinking of the middle class, poverty, and increased environmental awareness (i.e., global warming and sustainability). Diversity also was linked to the issue of globalization with an understanding that more recruitment of international students and cross-cultural sensitivity is needed in EHS as the world increasingly becomes a global community.

## **4. Global Awareness**

Globalization is commonly mentioned by constituencies that provided data as a separate issue to which EHS must respond. Of particular importance was the need for faculty and students to be aware of developments that are shaping the world we currently live in. Globalization was explicitly connected to increasingly global economic issues, competition for jobs, and resources in reference to countries like India, China (and other Asian countries), the Middle East as well as Western Europe.

## **5. Diversity of perspectives relative to scholarship and approaches to knowledge creation**

Faculty members in EHS have diverse perspectives about how scholarly inquiry, knowledge creation, the nature of social reality, and of what quality instruction consists. These perspectives range from positivistic approaches consistent with traditional empirically-based science to post-modern constructivist approaches for critiquing science and how knowledge is created. Both of these perspectives and the shades of gray between them are viewed as positive endeavors, should be valued, and fairly represented in the mission statement, goals, objectives, research, and instructional programs in various degrees throughout our division. Diversity in scholarly thought is as central to the long-term welfare of EHS as is diversity of our socio-demographic make-up.

### **MISSION STATEMENT AND CORE VALUES**

The Strategic Planning Committee also completed some initial work on a brief mission statement and a set of core values for EHS. The recommendation was made that further work on the mission statement and a more comprehensive statement of the shared vision in EHS was needed as specified in Strategic Goal #1 and General Action Recommendation 1.1 (described below on page 16).

### **Tentative Mission Statement:**

The Mission of the School of Education, Health, and Society is to inspire and challenge students with exemplary programs that prepare them to learn, educate, and serve in diverse education, health, family and community settings. Central to our concern with these settings is the creation of knowledge and the provision of service activities that increase our understanding of and seek to improve the quality of these contexts.

### **Core Values:**

#### **EMBRACING DIVERSITY**

- Foster the acceptance and inclusion of difference including race, ethnicity, class, gender identity, sexual orientation, ability and religion.
- Cultivate and connect diverse environments and communities
- Prepare culturally proficient practitioners for multiple contexts

#### **BUILDING COMMUNITY**

- Create a community of engaged learners
- Participate in reciprocal community partnerships
- Embody an organization that nurtures individual aspirations while promoting a communal spirit of shared responsibility
- Foster connections and dialogue among schools, government agencies, neighborhoods, and human service agencies
- Assist building communities at the local, state, and international levels

#### **THINKING CRITICALLY**

- Develop students' capacity for achieving perspective, constructing and discerning relationships, and gaining understanding
- Promote the expectation that faculty should model critical thinking
- Promote a balance among theory, inquiry, and practice
- Prepare liberally educated students (in the spirit of the Miami Plan)
- Prepare caring, competent, and transformative/conscientious practitioners
- Promote critical reflection as a means to interrogate the cultural, political, and moral contexts of institutions and professional practice

#### **CREATING KNOWLEDGE**

- Lead through outstanding scholarship and scientific inquiry
- Demonstrate excellence in teaching, recognizing students as our first priority and engaging them in the learning process
- Pioneer innovations in implementing technology across the curriculum
- Actively participate in university, state, national, and international venues
- Develop cohesive programs
- Lead by modeling integrity and honesty

#### **WORKING ACROSS DISCIPLINES**

- Pursue interdisciplinary approaches to the construction of knowledge

- Value and create cross division/discipline/department programs for addressing educational, health and social issues
- Engage multiple paradigms
- Foster communication across disciplines to encourage the emergence of new knowledge that rises above department specialization
- Create divisional infrastructure and reward systems to ensure interdisciplinary activities.

### **ADVANCING SOCIAL CHANGE THAT ENCOURAGES SOCIAL JUSTICE**

- Promote the advancement of social justice and equity
- Assist in ameliorating social problems
- Create, foster and actively participate in democratic communities

### **CULTIVATING COLLABORATION**

- Facilitate the interchange of ideas across all constituencies
- Cultivate leadership grounded in emancipation and empowerment
- Strengthen the vision shared by external partners and SEAP colleagues

### **FOSTERING A GLOBAL PERSPECTIVE**

- Pursue and share knowledge and strategies in the interest of strengthening our global society
- Engage in and value comparative perspectives of educational and social issues
- Promote cross-cultural exchange through study abroad experiences
- Foster social and environmental sustainability

## **RECOMMENDATIONS**

The final section of this plan provides strategic goals for change and subsequently makes action recommendations that prescribe specific changes that are needed to improve the teaching, research/scholarship, and service activities of EHS. These strategic goals and action recommendations derive logically from the previous sections of this document that describe strengths, challenges, and opportunities/futures. Other bases for these goals and action recommendations are the previously stated mission statement and core values that have been revised and articulated during this strategic planning process. All of the subsequent goals and recommendations are based on the multiple sources of data gathered as part of the planning process and are consistent with the mission statement and core values of EHS. All of these goals and action recommendations are believed to develop and maintain a context in EHS that will foster the highest quality instruction, programs, scholarship, services, professional practices, and collegial activities.

### **A. Strategic Goal # 1. Develop a shared vision, mission, and core values for EHS**

**General Action Recommendation # 1.1 Develop a shared vision, mission, goals, and core values that are informed by current research, policy, and the needs of the division's main audiences.**

**Specific Recommendation # 1.1a.** A shared vision and mission statement should be crafted that accurately represents and is inclusive of the diverse academic units and perspectives provided in our division. This statement should recognize that EHS is characterized as having multiple paradigms that guide its diverse activities. Examples of the range of perspectives in EHS include both the constructivist and social/health science perspectives that are equally prevalent in diverse forms. This vision and mission statement should seek to increase the conceptual and partnership linkages between academic units in EHS that service schools, families, social/health service agencies and communities. **Another central concern of the revised mission statement should be to foster social justice and equity through a wide variety of strategies engaged in by EHS.** The current mission statement presented in this document is viewed as tentative and requires additional work. A more comprehensive and finalized vision statement should be crafted based on the final version of this strategic planning document.

**Responsibility for Implementation # 1.1a.** The Dean's Faculty Advisory Committee should continue to refine our current vision and mission statement provided in this document.

**Fit of EHS Strategic Goal #1 with President's Goals:**

**Strategic Goal IV:** Elevate the National Profile of Miami University (i.e., by contributing to clarifying our "core brand" by forging a clearly communicated mission and set of core value).

**B. Strategic Goal # 2. Foster interdisciplinary activities in EHS.**

**General Action Recommendation # 2.1** Enhance cross-disciplinary communication and collaboration among faculty, staff, and students across programmatic and departmental lines. The overall intent is to devise multiple ways of fostering interdisciplinary activities in EHS by creating a common infrastructure and reallocating resources to encourage cross-departmental/program linkages.

**Specific Recommendation # 2.1a.** Create a division-wide Ph.D. program. Use the existing interdisciplinary doctoral option in EDL to conceptualize, propose and develop a division-wide Ph.D. program shared equally by all departments and programs with a substantial role in the mission of EHS.

**Responsibility for Implementation 2.1a.** Dean, Special Task Force.

**Specific Recommendation # 2.1b.** Identify interdisciplinary themes to encourage and provide seed funding. Identify 2 or 3 interdisciplinary themes that reflect current faculty strengths across departments in the EHS

that have great potential for national and international prominence (e.g., literacy, at-risk-youth—suggested only as illustrations). These should be areas of extraordinary strength in EHS for which national prominence is likely and where substantial investment has an excellent chance of acquiring additional external funding. Internal seed money may be necessary to encourage the creation of interdisciplinary grant proposals written by teams of collaborating scholars from different departments in EHS. The end product should be interdisciplinary grant proposals submitted to major external funding agencies.

**Responsibility for Implementation 2.1b.** Dean, Special Task Force

**Specific Recommendation # 2.1c. Develop interdisciplinary courses and shared programming across departments.** Interdisciplinary capstone courses and the possibility of establishing cross-departmental degree programs should be considered. One example might be a masters level program in Human Development (for example only) shared by all departments in the Division. A feasibility analyses should be conducted followed by possible implementation.

**Responsibility for Implementation 2.1c.** Dean, Special Task Force, EHS Undergraduate and Graduate Curriculum Committees.

**Specific Recommendation # 2.1d Create curricular coherence and flexibility across Divisional programs/departments.** Conduct a systematic review of curricula within the division with the goal of enhancing curricular coherence and flexibility across departmental lines. A central objective should be to eliminate duplication and make efficient use of instructional resources so that students may take courses across departments as they progress toward degrees that are based in departments.

**Responsibility for Implementation 2.1d.** Dean, Special Task Force, EHS Undergraduate and Graduate Curriculum Committees.

**Specific Recommendation # 2.1e. Appoint faculty members whose work is interdisciplinary to joint appointments across academic units.** Designate vacant faculty positions as joint appointments in more than one department. Hire individuals into these positions whose expertise and work is focused on interdisciplinary themes that are identified areas of strength in EHS. Consider the possibility of offering joint appointments to current senior faculty whose scholarship and teaching crosses department boundaries. Reassess faculty appointments across the division and see if voluntary relocation of certain faculty to other academic units might encourage interdisciplinary research and teaching.

**Responsibility for Implementation 2.1e.** Dean, Special Task Force

**Specific Recommendation # 2.1f.** Foster the construction of interdisciplinary knowledge through co-teaching arrangements that encourage critical thinking across disciplines.

**Responsibility for Implementation 2.1e.** Dean, Associate Deans having responsibility for Undergraduate and Graduate Studies, EHS Undergraduate and Graduate Committees, Department Chairs

**Fit of EHS Strategic Goal #2 with President's Goals:**

**Strategic Goal I:** Make the Miami undergraduate experience the best in the country

**Strategic Goal II:** Ensure Excellence in graduate education.

**Strategic Goal III:** Raise the level of scholarly of scholarly accomplishments.

**C. Strategic Goal # 3. Continue fostering both domestic diversity and international diversity in EHS.**

**General Recommendation # 3.1** Engage in systematic planning and take action to recruit a diverse faculty, staff, and student population.

**Specific Recommendation # 3.1a.** Develop a comprehensive planning document that specifies goals and plans of action to increase diversity in the faculty, staff and student populations of EHS. A key component of this document should specify recruitment strategies and incentives that are common across departmental lines. *Diversity is defined in a comprehensive sense to include ethnicity, culture, race, class, gender identity, special needs populations, and sexual orientation.* Leadership for this process should be provided by the Dean's Office and the Department Chairs with extensive input from department faculties working through the Department Chairs.

**Responsibility for Implementation # 3.1a.** EHS Diversity Committee

**Specific Recommendation # 3.1b.** Reallocate some faculty positions across department lines based on the need to diversify the EHS faculty. Some faculty positions should be reallocated across departmental lines to implement priorities recommended in this document. A high priority criterion for reallocating new or vacant faculty positions across

departmental lines is the likelihood that diverse faculty and staff can be recruited for a particular employment line.

**Responsibility for Implementation # 3.1b.** EHS Diversity Committee

**Specific Recommendation # 3.1c.** Ensure that EHS curricula support efforts to increase diversity. Conduct a comprehensive analysis of the curricula in EHS to ensure that EHS creates an intellectual environment that supports a diverse student population and serves the best interests of a society that has become linguistically and culturally diverse.

**Responsibility for Implementation # 3.1c.** EHS Diversity Committee

**Specific Recommendation # 3.1d.** Consider placing greater emphasis and more resources to support programs like English as a Second Language (ESL). This is critical to fostering a linguistically and culturally diverse academic environment.

**Responsibility for Implementation # 3.1d.** Dean, Dean's Office, Department Chairs, EHS Undergraduate Curriculum Committee, EHS Diversity Committee

**Specific Recommendation # 3.1e.** All activities associated with General Recommendation # 3.1 should have the guiding purpose of fostering social justice and equity in schools and the larger society.

**Responsibility for Implementation # 3.1e.** Dean, Dean's Office, Department Chairs, responsible committees, and faculty of EHS.

**General Recommendation #3.2.** Create opportunities for students and faculty to have international experiences in an increasingly "globalized" world.

**Specific Recommendation # 3.2a.** Place greater emphasis and support the expansion of study abroad programs for students. Provide incentives and financial support for students and faculty who are willing to participate in such programs.

**Responsibility for Implementation # 3.2a.** EHS Diversity Committee

**Specific Recommendation # 3.2b.** Place greater emphasis on and provide support for faculty to have international experiences through participation in international meetings, collaborative research, and faculty exchange programs.

**Responsibility for Implementation # 3.2b. EHS Diversity  
Committee**

**Fit of EHS Strategic Goal # 3 With President's Goals:**

**Strategic Goal I:** Make the Miami undergraduate experience the best in the country

**Strategic Goal II:** Ensure Excellence in graduate education.

**Strategic Goal VII:** Strengthen our identity as the employer of choice for faculty and staff

**D. Strategic Goal # 4. Conduct a comprehensive assessment of the curricula in EHS for coherence and comprehensiveness.**

**General Recommendation # 4.1. Conduct a comprehensive assessment of the curricula in EHS to eliminate duplication of coursework across departments.** Save instructional resources by eliminating duplication and sharing coursework across departments.

**Responsibility for Implementation # 4.1.** EHS Undergraduate and Graduate Committees, Department Chairs, Associate Deans

**General Recommendation # 4.2. Conduct a comprehensive assessment to ensure that the curricula in EHS deal with critical social and environmental concerns of the day such as social justice, equity, economic well being (or poverty), and sustainability.** This may include other issues that may emerge in a rapidly changing world.

**Responsibility for Implementation # 4.2.** EHS Undergraduate and Graduate Committees

**General Recommendation # 4.3. Conduct a comprehensive analysis of our curricula to ensure that we are dealing with the “pragmatic concerns and skills” required by the schools, school systems, families, health promotion agencies, and human development concerns in our region.**

**Specific Recommendation # 4.3a. Ensure that our curricula address such issues as school finance, the economics of education, and administrative management competencies.**

**Responsibility for Implementation # 4.3a.** EHS Undergraduate and Graduate Committees

**Specific Recommendation # 4.3b. Ensure that we continue to provide the highest quality education about the best teaching practices that fit**

**the requirements of and challenge the schools in our region and the nation.** This is fundamental to our continuing success and must always be at the forefront of our collective efforts.

**Responsibility for Implementation # 4.3b.** EHS Undergraduate and Graduate Committees

**Fit of EHS Strategic Goal # 4 with President's Goals:**

**Strategic Goal I: Make** the Miami undergraduate experience the best in the country

**Strategic Goal II:** Ensure Excellence in graduate education.

**Strategic Goal VI:** Elevate the national profile of Miami University.

**Strategic Goal VII:** Strengthen our identity as the employer of choice for faculty and staff.

**E. Strategic Goal # 5.** Continually keep the technological infrastructure current that is necessary for the highest quality teaching, research/scholarship, and service activities.

**General Recommendation #5.1.** Develop a long-term technology integration plan aimed at supporting high quality research, teaching and service activities.

**Specific Recommendation # 5.1a.** Develop a 5-10 year comprehensive plan for the acquisition and infusion of the technological requirements needed to support high quality teaching, research and service activities. Because technological change is very rapid, this plan should continually be reassessed and updated.

**Responsibility for Implementation # 5.1a.** Dean, EHS Technology Committee

**Specific Recommendation # 5.1b.** Consider expanding the use of state-of-the-art technology by EHS to enhance the provision of distance, on-line curricula. The current revolution in higher education places increased emphasis on providing easier access to instruction for non-campus-based student populations. These opportunities should be aimed at serving new student populations that are currently under-served. An example of meeting this recommendation would be the expansion of distance learning, a strategy that is consistent with “engaged university” concepts.

**Responsibility for Implementation # 5.1b.** Dean, EHS Technology Committee, Undergraduate and Graduate Committees.

**Fit of EHS Strategic Goal # 5 With President's Goals:**

**Strategic Goal I:** Make the Miami undergraduate experience the best in the country

**Strategic Goal II:** Ensure Excellence in graduate education

**Strategic Goal III:** Raise the level of scholarly of scholarly accomplishments

**F. Strategic Goal # 6. Enhance the quality of research/scholarship in EHS.**

**General Recommendation # 6.1.** Focus on current areas of strength and reallocate resources within EHS to components that will build national prominence and enhance our resource base.

**Specific Recommendation # 6.1a.** Identify “centers of excellence” within the EHS. Invest resources in programs and activities with documented effectiveness, productivity and success. The goal is to do a finite number of things but do them well and develop a national reputation in these selected areas.

**Responsibility for Implementation # 6.1a.** Committee for the Advancement of Teaching, Research, & Service

**Specific Recommendation # 6.1b.** Develop a strategy and a set of criteria for determining program effectiveness. The main goal here is to promote the development of programs which have the potential of significantly enhancing the mission and goals of the division. A related purpose is to identify under-performing programs to receive diminished funding.

**Responsibility for Implementation # 6.1b.** Committee for the Advancement of Teaching, Research, & Service

**Fit of EHS Strategic Goal # 6 with President's Goals:**

**Strategic Goal II:** Ensure Excellence in graduate education

**Strategic Goal III:** Raise the level of scholarly of scholarly accomplishments

**Strategic Goal VIII:** Maximize the University's resource base

**G. Strategic Goal # 7. Enhance connections with external constituencies through partnerships and improvements in the public presentation of EHS.**

**General Recommendation # 7.1.** EHS should increasingly become connected to and relevant to external constituencies in the schools, human service agencies, and surrounding communities. This will be a central feature of focusing on the core value of “building communities.”

**Specific Recommendation # 7.1a.** Develop a carefully crafted plan for partnership activities that are inclusive of all EHS programs and departments. This plan also should include a mechanism for determining the impact of partnership work on students faculty, and the communities serve by EHS, including school systems, community agencies, state government agencies, and federal government offices.

**Responsibility for Implementation # 7.1a.** Partnerships Committee

**Specific Recommendation # 7.1b.** Support the development of programs that service the needs of and strengthen the links between schools, social/health services, and community agencies. One example would be the development of an M.S.W. Program with a specialized focus on social work practice for families, school environments and the linkages between these two primary social settings.

**Responsibility for Implementation # 7.1b.** Partnerships Committee

**General Recommendation # 7.2.** Develop a well-articulated plan for enhancing our divisional profile.

**Specific Recommendation # 7.2a.** This profile enhancement plan should specify a strategy for publicizing the accomplishments of EHS and for having greater impact on state and national educational policy.

**Responsibility for Implementation # 7.2a.** Dean’s Leadership Team and Partnerships Committee

**Specific Recommendation # 7.2b.** This profile enhancement plan should consider the possibility of strengthening how EHS may address selected “hot issues” (e.g., educational policy—NCLB, key health issues, school violence issues, youth-at-risk problems, environmental concerns) that are at the forefront of our society today. The profile enhancement plan should be selective and well-focused in terms of the issue or issues chosen. The resulting plan should not attempt to be inclusive of too many issues so that efforts are scattered.

**Responsibility for Implementation # 7.2ba.** Dean’s Leadership Team and Partnerships Committee

**Specific Recommendation # 7.2c.** A particularly important part of the profile enhancement plan should be a strategy to correct the false negative image concerning the quality of EHS students and our divisional academic standards. The high quality of our students should be described and emphasized.

**Responsibility for Implementation # 7.2c.** Dean's Leadership Team and Partnerships Committee

**Fit of EHS Strategic Goal # 7 with President's Goals:**

**Strategic Goal IV:** Increase the impact of the regional campuses on the university and their communities

**Strategic Goal V:** Improve the future of Ohio

**Strategic Goal VI:** Elevate the national profile of Miami University

**H. Strategic Goal # 8. Remain committed to the teacher-scholar model as a guide for faculty members' career patterns in EHS.**

**General Recommendation # 8.1.** Maintain the emphasis in EHS faculty members' careers on maintaining an overall equal balance between instruction and research with additional attention to service and collegiality. Annual performance evaluations and tenure and promotion practices should sustain this balanced model for faculty members' careers and productivity levels.

**Responsibility for Implementation # 8.1.** Dean, Faculty Development Committee

**General Recommendation # 8.2.** Allow sufficient flexibility in faculty members' careers through the recognition of differential career roles (that is, flexibility in the balance a faculty member maintains in teaching, research, and service). Annual performance evaluation systems in EHS departments should allow for this flexibility in faculty performance standards, particularly after completion of a faculty member's probationary period.

**Responsibility for Implementation # 8.1.** Dean, Faculty Development Committee

**Fit of EHS Strategic Goal # 8 with President's Goals:**

**Strategic Goal III:** Raise the level of scholarly of scholarly accomplishments

**Strategic Goal VII:** Strengthen our identity as the employer of choice for faculty and staff

**H. Strategic Goal # 9. Become more responsive to the need for creating an immediate work environment that maintains high standards for the social and physical context of EHS faculty staff, and students.**

**General Recommendation # 9.1. Create a collegial community of learners for faculty, staff and students that provides an intellectual and social environment that is democratic, nurturing, moral, ethical, and respectful. A central feature of a positive community of learners is to provide learning experiences and develop strategies that foster social justice and equity in schools, families, communities, the larger society, and global communities.**

**Responsibility for Implementation # 9.1. Dean, Dean's Faculty Advisory Committee**

**General Recommendation # 9.2. Foster awareness of environmental concerns and serve as an example of practicing sustainable life-styles at home and in the workplace.**

**Specific Recommendation # 9.2a. As much as possible, ensure that all academic units in EHS practice sustainability and environmentally sound practices in conducting their daily operations.**

**Responsibility for Implementation # 9.2a. Dean, Dean's Faculty Advisory Committee**

**Fit of EHS Strategic Goal # 9 with President's Goals:**

**Strategic Goal VII: Strengthen our identity as the employer of choice for faculty and staff**

- I. Strategic Goal # 10. Maximize EHS' financial resource base with particular focus on (a) enhancing external grant funding support, (b) increasing alumni fund-raising to support faculty teaching, research, & service activities, (c) making maximum use of current resources, and seeking to raise additional resources through entrepreneurial activities.**

**General Recommendation # 10.1. Increase annual alumni giving to at least \_\_ from the current level of \_\_.**

**Specific Recommendation # 10.1a. Create a culture in which giving contributes significantly to core functions, especially to faculty and student activities.**

**Responsibility for Implementation # 10.1a. Dean, Dean's Leadership Team, Development Office**

**Specific Recommendation # 10.1b. Increase the number of professorships and chairs from the current number of 40 to at least 100.**

**Responsibility for Implementation # 10.1b.** Dean, Dean's Leadership Team, Development Office

**Specific Recommendation # 10.1c. Use some of the development funds acquired to address the other priorities (i.e., Strategic Goals) specified in this strategic plan**

**Responsibility for Implementation # 10.1c.** Dean, Dean's Leadership Team, Development Office

**General Recommendation # 10.2. Place emphasis on strategies that will increase external grant funding.**

**Specific Recommendation # 10.2a. Establish a divisional policy specifying that the quality of the scholarly topics and potential for acquiring external funding are important criteria for providing finances to support interdisciplinary themes and centers of excellence.**

**Responsibility for Implementation # 10.2a.** Dean, Dean's Leadership Team, and appropriate advisory committee as needed.

**Specific Recommendation # 10.2b. Provide incentives for EHS faculty members to write external grant proposals.** Ensure that all governance documents in EHS (i.e., divisional and departmental) define grant writing as central scholarly activity for tenure and promotion and for annual merit reviews.

**Responsibility for Implementation # 10.2b.** Dean, Dean's Leadership Team, and External Funding Advisory Task Force

**Specific Recommendation # 10.2c. Create a division-wide plan to structure a variety of faculty development activities to foster external grant-writing.** Overall goals should be to create a scholarly culture among EHS faculty members in which grant writing is a central professional responsibility and provides faculty with necessary grant-writing skills.

**Responsibility for Implementation #10.2c.** Dean, Dean's Leadership Team, and External Funding Advisory Task Force

**General Recommendation #10.3. Continue to make maximum use of current resources by funding the prioritized goals of this strategic plan and reallocating resources within EHS to do so.**

**Specific Recommendation #10.3a. Provide increased funding to centers of excellence, divisional strengths, and changes in instructional programs recommended in this strategic plan.** Key criteria that justifies funding should include effective “returns on investment” such as potential to gain recognition nationally, service critical student needs, generate external funding, increase endowments, or enhance other sources of revenue.

**Responsibility for Implementation #10.3a.** Dean, Dean’s Leadership Team, and External Funding Advisory Task Force

**General Recommendation #10.4. Seek to raise additional resources through entrepreneurial activities to fund EHS priorities that result from this strategic planning process and other financial requirements.**

**Specific Recommendation #10.4a. Develop a comprehensive divisional plan that identifies and specifies implementation procedures for fund raising strategies (summer courses, workshops, outreach activities) that have potential for raising revenue beyond existing resources.**

**Responsibility for Implementation #10.4a.** Dean, Dean’s Leadership Team, and External Funding Advisory Task Force

**Fit of EHS Strategic Goal # 10 with President’s Goals:**

**Strategic Goal I:** Make the Miami Undergraduate Experience the Best in the Country

**Strategic Goal II:** Ensure excellence in graduate education

**Strategic Goal III:** Raise the level of scholarly of scholarly accomplishments

**Strategic Goal VIII:** Maximize the University’s resource base

## **IMPLEMENTATION**

Besides the suggestions for implementation specified above, it is recognized that several recommendations may require additional committee input and detail before being put fully into practice. Wherever possible, the existing committee structure of EHS should be used for implementing these recommendations from the strategic plan. Some aspects of this plan, however, may require specialized expertise from an appointed ad hoc committees to make sure that the components of this strategic plan are realized. The Dean in consultation with the leadership team and the EHS Advisory Committee should set time-lines for implementation. It is likely that EHS

standing committees will need to be supplemented by ad hoc committees with specialized purposes. Each of these committees should (a) advise the Dean in their specialized areas, (b) develop specific implementation plans as required, and (c) initiate and monitor the implementation of recommended initiatives. The Dean and the Faculty Advisory Committee should charge these specialized committees with carefully focused tasks that are recommended in this strategic plan.

## **Appendix A**

### **EHS Strategic Planning Committee In-depth Interview and Online Survey Questions**

**Please answer all of the questions that apply to you:**

**1. Which title best describes you:**

- a. Faculty Member      b. Graduate Student      c. Administrator
- d. Community Leader      e. Staff member      f. Not Applicable

**2. I am a member of the faculty at the rank of:**

- a. Instructor/Lecturer      b. Assistant Professor      c. Associate Professor
- d. Full Professor      e. Professor emeritus/emeriti      f. Not Applicable

**3. As a faculty member I am on the following track:**

- a. Tenure track      b. Non-Tenure track      c. Tenured      d. Not Applicable

**4. How many years have you been at Miami?**

**5. Which department are you affiliated with:**

- a. Teacher Education      b. Educational Psychology      c. Educational Leadership
- d. Kinesiology and Health      e. Family Studies and Social Work      f. Not Applicable

**6. I am associated with the following program within my department (e.g. social work, school psychology, reading, not applicable):**

- 7. What do you believe are the most important current strengths of the School of Education and Allied Professions (SEAP) that we should continue to value and strengthen in the future? How should SEAP maintain and enhance these existing strengths?**
- 8. What do you believe are areas of significant weakness in SEAP?**
- 9. Do you believe that these weaknesses should be strengthened in the future or should the resources from these areas be shifted to strengthen higher priority areas?**
- 10. What do you believe are fundamentally important changes in our society and/or around the globe that SEAP must respond to with resources for program development, scholarly activities, and service involvements?**
- 11. Do you believe that SEAP should increasingly emphasize interdisciplinary activities across university divisions, departments, programs and centers? How can this be best accomplished?**
- 12. What do you believe should be the desirable balance (i.e., equal or differential emphasis on each) for SEAP regular faculty in their teaching, research, and service involvements? Or do you believe that differential faculty loads should be recognized and encouraged?**
- 13. What do you believe should be the top 3 priorities for SEAP in terms of strategic planning goals for the next 10 years that are concerned with building excellence in teaching, research, and service activities. Please identify these goals and prioritize them.**
- 14. What do you believe are the most important strategies SEAP should use to address the priorities you have identified?**
- 15. Are there any additional issues you would like to identify that should be part of the strategic plan for SEAP?**

## **Appendix B**

### **Subcommittee Reports to the Strategic Planning Committee**

#### **A. Committee Report on Vision, Mission, and Core Values**

Date: September 18, 2007

To: Gary Peterson and Kouider Mokhtari, Co-Chairs, Strategic Planning Committee

From: The Core Values Subcommittee of the Strategic Planning Committee  
Sean Newsome, FSW; Judy Rogers, EDL; Teresa McGowan, NCATE Coordinator

Re: Our report

As part of the SEAP strategic planning process the Core Values Subcommittee was asked to generate a list of core values for the School distilled from previously existing departmental and divisional documents. After we identified the values that were evident in current divisional documents, we were to present these to each department and the Dean's staff for feedback, revision, and eventually endorsement.

We gathered and reviewed mission, vision and values statements from each department. Additionally we analyzed the NCATE Conceptual Framework, the standards for licensure programs, the current mission statement of SEAP, and summary themes from the strategic planning retreat held in January 2007. Finally in order to have an historical comparison/perspective we reviewed the Principles Guiding the Development of Curricula as detailed in the 1995 Proposal for the Institute for Educational Renewal and also the mission and goals expressed in the SEAP Revised Five-Year Plan: 1991 – 1995. Each of the subcommittee members read these documents and independently identified themes that emerged across all the sources. We then compared and contrasted our lists of themes and negotiated a set of core values that captured our respective sense-making of the data.

Members of the Core Values Subcommittee visited each department and the Dean's staff to present the core values we had distilled for review, critique, modification, etc. Each of these meetings was individualized to the department. For example, the acting chair of the Teacher Education Department took the core values and created a survey. Once the survey was completed, further discussion took place during a department meeting. Both the Educational Psychology and Family Studies and Social Work Departments used department meeting time to discuss and give feedback. In addition department members followed up with further comments via e-mail. The Educational Leadership and Kinesiology and Health departments used department meeting time to discuss and give feedback. In the case of all departments, a cover letter outlining the charge, process, and request of the Core Values Subcommittee was sent along with the list of distilled core values for review prior to meeting times. The Dean's Staff communicated their thoughts through e-mail after receiving the cover letter and the Core Values. A follow-up meeting was held with the Dean, Assistant Deans and Administrative Assistant for further discussion and feedback. Valuable insights were received from each department and staff group.

Once all of the department meetings/staff meetings were held, the Core Values Subcommittee met once again to synthesize the feedback. This synthesis provided direction as we refined the core values. A final document outlining those values was developed. These will be presented to the Strategic Planning Committee as a whole for their use in the final report.

Our final task was to evaluate how well we carried out our Assessment Plan. All of the steps were completed as outlined. In this analysis, the subcommittee determined that the core values aligned with the current vision statement but not the current mission statement. It is the recommendation of the Core Values Subcommittee that a new mission statement be written.

Our overarching hope is that the core values we have identified are truly at the heart of our work in SEAP and can serve to inform all that we do whatever our place and role in the School and community.

## **Core Values of SEAP**

### **EMBRACING DIVERSITY**

- Foster the acceptance and inclusion of difference including race, ethnicity, class, gender identity, sexual orientation, ability and religion.
- Cultivate and connect diverse environments and communities
- Prepare culturally proficient practitioners for multiple contexts

### **BUILDING COMMUNITY**

- Create a community of engaged learners
- Participate in reciprocal community partnerships

- Embody an organization that nurtures individual aspirations while promoting a communal spirit of shared responsibility

### **THINKING CRITICALLY**

- Develop students' capacity for achieving perspective, constructing and discerning relationships, and gaining understanding
- Promote a balance among theory, inquiry, and practice
- Prepare liberally educated students (in the spirit of the Miami Plan)
- Prepare caring, competent, and transformative/conscientious practitioners
- Promote critical reflection as a means to interrogate the cultural, political, and moral contexts of institutions and professional practice

### **CREATING KNOWLEDGE**

- Lead through outstanding scholarship and scientific inquiry
- Demonstrate excellence in teaching, recognizing students as our first priority and engaging them in the learning process
- Pioneer innovations in implementing technology across the curriculum
- Actively participate in university, state, national, and international venues
- Develop cohesive programs
- Lead by modeling integrity and honesty

### **WORKING ACROSS DISCIPLINES**

- Pursue interdisciplinary approaches to the construction of knowledge
- Value and create cross division/discipline/department programs for addressing educational, health and social issues
- Engage multiple paradigms

### **ADVANCING SOCIAL CHANGE**

- Promote the advancement of social justice and equity
- Assist in ameliorating social problems
- Create, foster and actively participate in democratic communities

### **CULTIVATING COLLABORATION**

- Facilitate the interchange of ideas across all constituencies
- Cultivate leadership grounded in emancipation and empowerment
- Strengthen the vision shared by external partners and SEAP colleagues

### **FOSTERING A GLOBAL PERSPECTIVE**

- Pursue and share knowledge and strategies in the interest of strengthening our global society
- Engage in and value comparative perspectives of educational and social issues
- Promote cross-cultural exchange through study abroad experiences
- Foster social and environmental sustainability

## **B. Report of the Strengths and Weaknesses Subcommittee**

### **Current Strengths of EHS**

1. Current commitment of EHS to partnerships with schools, human service, governmental, and public service agencies
  - Renewed commitment through continuing funding of the Partnership Office
  - Addresses the Engaged University Model
2. The potential for the departmental units in EHS that create important opportunities to link basic and applied knowledge about schools, families, and health issues.
  - Great opportunities exist for extensive interdisciplinary collaborations, much of which is unrealized.
3. Growing interest and “emerging commitment” to interdisciplinary and cross-departmental collaboration through some of the following possible strategies:
  - Collaborative research activities
  - Interdisciplinary classes
  - Interdisciplinary capstone courses
  - Interdisciplinary doctorate at the divisional level
  - Interdisciplinary human development program
  - Joint grant writing
  - Collaboration through centers
  - Formation of interdisciplinary teams around themes
  - Creation of research/teaching clusters across departments and programs
  - Incentives for interdisciplinary activities
  - faculty hired with or assigned to joint appointments

- Alliances between EHS and business for financially distressed school systems
4. EHS is the is the educational institution of choice in the region for the career training of educators, human/social service professionals, and health professionals
  5. Recent faculty hires have brought in very talented, young faculty members with better research profiles than their predecessors and with considerable teaching talents.
  6. An enthusiastic, exceptionally hard working faculty who have impressive scholarly agendas and who are research active. Some have national and international reputations for their scholarship.
  7. Miami University is unique among universities for its stage of development by emphasizing undergraduate teaching so extensively.
  8. A strong reputation for emphasizing and being committed to high quality undergraduate education.
  9. High quality instruction is provided by a faculty who are dedicated to exemplary teaching. There are a number of excellent teachers in the EHS.
  10. Strong emphasis on teacher education that is inquiry based and constructivist in approach.
  11. Updated, renovated buildings that provide a good environment for teaching and learning.
  12. Strong emphasis on providing opportunities for the application of knowledge in realistic work settings. Examples would be applying knowledge in realistic employment settings through practice teaching, field placements, and field practicum experiences.
  13. Currently, there is strong administrative leadership in EHS Deans office and the constituent departments.
  14. Strong commitment exists for bringing about increased diversity in the faculty, students, curricula, and all aspects of EHS. Diversity is defined in terms race, culture, class, gender, and sexual preference.
  15. Commitment to and some progress in the area of urban education
    - Urban cohort
  15. Concern for social justice in a large number of faculty across the programs and curricula in EHS.



**SCHOOL OF EDUCATION, HEALTH AND SOCIETY (EHS)  
STRATEGIC PLANNING COMMITTEE**

Pete Peterson, Kouider Mokhtari and Donovan Weber

### Major Weaknesses

A brief synopsis of the major weaknesses triangulated through various data sources including (a) survey of faculty, staff, and students and (b) interviews with administrators representing EHS, Miami University and area public schools

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Order is alphabetical and not a matter of priority

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1. **Cross disciplinary communication and collaboration**—there is a lack of systematic collaboration among faculty within their own departments, across divisional departments and across the university.
2. **Curriculum coherence and flexibility**—the curriculum within the division is too rigid and restrictive with respect to course offerings and delivery venues. “Strictness of curricular demands and sequencing is a huge problem, making internationalization of the school very hard; for instance, we can’t do study abroad with the current curriculum.”
3. **Diversity**—we have much work to do to enhance diversity (broadly defined) among faculty, staff, and students. We need a proactive—not a reactive—approach if we are to significantly enhance diversity within our division.
4. **Divisional Profile**—EHS faculty have a surprisingly low profile with respect to education issues. Education is a high profile issue in our society and we have no profile on these very public issues – we seem to have “no way of interfacing with the public – we go to Columbus and write scholarly articles, but neither of these is how you influence funding in Ohio.” It is surprising that we don’t have anyone that writes about school funding—an incredibly high profile issue.
5. **External Funding**—while much progress has been made in grant funding during the past year or so, we are still below expectations, especially when one considers all the funding that is available for education.
6. **Institutional Research**—it is inexcusable that we don’t have an office charged with data collection and analysis for program planning and improvement purposes. Need to invest in an office to be charged with the systematic study of what we do—including data collection and use of data to make informed decisions pertaining to research, teaching, and service activities.
7. **Leadership Vacuum and Stability**—change in leadership within the departments and the division has negatively influenced the school’s ability to move forward in a clearly defined manner. Need to work toward promoting a stable leadership.

8. **Professionalism**—professionalism and collegiality among faculty and staff are questioned. Few members the school community feel they are “not treated fairly” and with dignity.
9. **Real-World Connections**—faculty are perceived by nearly all stakeholders to be in “ivory towers” and do not seem to be grounded in reality, particularly with respect to service activities within schools and communities. We have failed, as a division to address the "management" skills in the education of our graduates who become high level administrators in our school systems. Need to do a better job addressing some of the hardcore "pragmatic issues of education"—such as school finance, economics, etc. that school principals and superintendents will need.
10. **Shared vision, values, and goals**—there is no articulated shared vision, values, goals, and strategies for informing and guiding our work. We seem to try to do everything for everyone and we run the risk of degrading the quality of what we do.
11. **Student academic credentials**—students within EHS are perceived to have the “lowest credentials” within the university– “based on admission credentials– somewhat based on salaries of graduates.” “EHS doesn’t have many honors students – this has been historical, pretty common in schools of education across the country.”
12. **Technology integration**—While we have good technology support within the division, we need to seriously invest time and resources to integrate diverse technologies in ways that enhance learning and teaching, facilitate faculty research, and providing wider access of our courses and programs to target audiences.

**SCHOOL OF EDUCATION, HEALTH AND SOCIETY (EHS)  
STRATEGIC PLANNING COMMITTEE**  
Pete Peterson, Kouider Mokhtari and Donovan Weber

### **Opportunities/Futures**

These findings are based upon the answers to the following question:

**What do you believe are fundamentally important changes in our society and/or around the globe that SEAP must respond to with resources for program development, scholarly activities, and service involvements?**

Responses were collected from personal interviews as well as an online survey. Identified below are reoccurring themes in responses to this question in no particular order.

#### **1. Globalization**

Globalization was frequently mentioned and includes a broad spectrum of concerns from future competition with China and India for jobs, to the need for students to have international experiences, to the need for students to have broader cultural competency to live in the United States.

“There is a big world beyond Oxford. Our students need to experience that world. It is the diversity of the world that is its strength. Our students need to experience that through many different avenues. We need to do more to provide opportunities for that to happen.”

“Must begin with a recognition of the global nature of what we all do--should be reflected in programs, research, and service.”

“With a growing "global" society it is important to recognize the many ideological differences from one culture to another and even more important to try to understand the differences and similarities between various cultures.”

#### **2. Concerns of poverty, diversity and social justice**

Frequently mentioned and ranging from the prevention of wars, the shrinking of the middle class and the growing gap between the rich and poor. Diversity was also linked to globalization with the understanding that we need more international students and influences in our programs.

#### **3. English Second Language (ESL)**

With issues of immigration and the ‘browning’ of the United States it was noted that we are not doing enough to prepare students for the language challenges they will face in schools. Hamilton was referred to several times as an example of what is happening in the United States and how ill prepared we are for this change (particularly Spanish).

#### **4. Technology**

Technology was frequently mentioned with concern that students are using technology in their daily lives that we have not identified yet (e.g. youtube, podcasts, blogs, etc.) and that we are falling behind in the area of online distance education.

##### **a. Classroom technology**

Overwhelming sense that we must be aware of changes in technology and be prepared to use it effectively in the classroom. Also stressing that the school should be expedient in evaluating and incorporating these technologies.

##### **b. Online and distance education**

There were numerous suggestions that the SEAP needs to start exploring online and distance education.

“We are going to suffer greatly, particularly in graduate education, if we do not begin to strategically invest in online and/or alternative education strategies.”

##### **c. New technology**

“. . . somehow we have got to prepare teachers who are going to be able to utilize technology to enhance instruction for the next ten or fifteen years. It’s not just using the internet and email anymore, it’s creating wikis and blogs and creating webcasts, podcasts, things like that.”

“Our students are better at technology . . . than we can aspire to . . . The technology that the students are using to learn, to communicate, we as a university seem to be behind, not just the division, but the university seems to be behind.”

#### **5. Changes in classroom instruction**

Being aware of what effective teaching will look like in the future, and emphasizing the importance of faculty adapting to these changes.

#### **6. Health**

Obesity and a variety of other health problems are a growing problem in our country that we should be preparing to deal with.

#### **7. Families**

Families are changing. We should be aware of the social pressures that families are facing and prepare to address them.

## **8. NCLB and culture of accountability**

### **C. Futures Subcommittee Report**

#### **EAP Strategic Planning Process, Fall 2007**

**Co-Chairs: Tom Poetter, Susan Mosley-Howard**

**Committee: Jean Eagle, Talawanda Schools; Holly Wissing, Dean's Office.**

#### **Introduction**

Since the spring of 2007, our subcommittee acted as one of three divisional committees in the strategic planning process led by Drs. Peterson and Mohktari. Our subcommittee explored what we are calling "Educational Futures." Our task was to gather data from the division about areas of development, perhaps more specifically to identify what we might set our sights to do together in the next 5 years under the most ideal of conditions. Our division is at a pivotal moment in its history. With a rich past behind us, and a future full of possibilities, we want to pause and carefully craft the path we wish to take as we move forward together. To this end, our committee gathered data of two types. First, we conducted a focus group session attended by key members of each divisional department. Second, we created and disseminated a survey instrument to each member of the EAP faculty. In this report, we describe our two data collection events, share the results, and make some initial interpretations.

#### **Data Collection Events**

##### **1. Focus-Group Session**

We invited 9 colleagues from EAP representing all five department to participate in a focus group from 12-2 pm on May 11, 2007, at the King Library Dean's Office Conference Room. In attendance were: Doris Bergen (EDP), Melissa Chase (PHS), Kathy McMahan-Klosterman (EDP), Jay Kimicek (PHS), Alfred Joseph (FSW), Jean Eagle (Talawanda Schools, Futures Committee Member). Facilitators: Tom Poetter (EDL), Susan Mosley-Howard (EDP). Invited but unable to attend were Iris Johnson (EDT), Tom Kopp (EDT), Nelda Cambron-McCabe (EDL), and Lisa Weems (EDL).

After giving participants a short overview of the progress of the strategic planning process and team including the direction and progress of the other two subcommittees at work, we conducted a conversation based on the following 2 queries:

- 1) When you look across the division at departments and colleagues in other areas, what is it about their work that seems most exciting to you, or that holds the most potential for connecting to your work?
- 2) What might the division do with these opportunities for connecting, perhaps in terms of programming, teaching, and curriculum? That is, what great possibilities

lie outside of your field of study, and may hold potentially great educational value even if they lie outside your comfort zone?

Following are notes taken during the session and collated for this report:

- Faculty members across EAP know little about what other faculty members are doing. The group agreed by consensus that this is true, and that while the group members wound up having a fruitful conversation in this setting, they wondered at the beginning if they even knew enough about each other to get started (the group actually had each member tell a little bit about the programs in his/her department before we started). Members of the group also commented that this is not only a divisional problem (that is, “inter” departmental, having some idea about what the different departments and individuals across departments do and are doing), but an “inner” departmental problem as well.
- The group agreed that our physical space is a limitation for sharing. One suggestion was to have a designated wing where faculty could be mixed and not departmentalized. Of course, the issue of being housed in two buildings came up (KNH in Phillips, the rest of departments in McGuffey).
- One group member mentioned the possibility of using themes to connect departments and individuals. Perhaps a theme like “A holistic approach to human development – movement and families” could pull people from multi-disciplines together. We had some good discussion around that. Also, we had the suggestion of putting the child at the center, and building an ecological model based on how each discipline in the division could make a contribution to the development of wellness in individual children.
- One member suggested that we needed a way to know what each other is doing, like with a yearly, updated face book publication that lists areas of research and teaching for all faculty in EAP.
- This is all indicative of a classic conflict: we talk about needing professional people coming out of our programs who are aware of and see the value in interdisciplinary work, but we don’t practice it in our own work!
- Another idea would be to have more thematic sequences that involve multiple departments.
- The group mentioned the importance of any commitment to interdisciplinary work finding its way formally into promotion and tenure documents so that faculty see its value and feel it when it counts.
- Another idea was to select a “floater” who talks with people and works with people across departmental boundaries. One member didn’t think the word “floater” would work well since his context for it is the use of the word as a descriptor for a dead body in the Bronx River (nervous laughter).
- We need to put people together purposefully over time if we want interdisciplinary work to take hold over time. Also, we should offer incentives for faculty to get involved in themes that are important to the division as a whole and are identified as such. At root, the group felt that this required Leadership (more than surface level commitment) to make this work; in order to create cross-disciplinary teams we need to offer monetary support.

- We discussed the need for us to do more with policy, which is an integrated activity. We should be producing policy briefs together and with students about a multitude of topics in education and health that impact the community, state, and nation. Form a policy research institute in EAP that everyone can participate in.
- We had another round of discussion about topics that people could weigh in on because they cut across departmental boundaries, such as how to deal proactively with the rising numbers of children identified as autistic. The topic of childhood obesity as one of these encompassing topics came up as well.
- We also had a fruitful conversation about combining service with our courses so that students see the issues we cover in class in action in the real world. We discussed alternative spring breaks and working in the division to carefully define service learning and community service in courses.
- We discussed the idea of forming a “Speakers’ Bureau within the division which could be utilized to connect faculty and students and topics/themes across the division.
- The group hopes that the strategic planning process will lead to action steps taken in these areas among others.

## 2. Futures Survey

We designed a follow-up survey to reflect aspects of the focus group that we thought were important to gain more information on from members across the division. The survey and the results are given below:

### 1. To what degree do you believe your own work as a teacher, researcher, and/or servant would be enhanced through strong collaborations with individuals from other departments in EAP?

A great deal	14	34%
A lot	8	20%
Somewhat	12	29%
Not so much	7	17%
Not at all	0	0%
Total	41	100%

### 2. How willing would you be to engage in purposeful and planned collaborations with faculty members across departments?

Very willing	18	43%
Willing	8	19%
Somewhat willing	13	31%
Not very willing	2	5%
Not at all willing	1	2%
Total	42	100%

- 3. In your own teaching/research/service, what themes frame your work? List them below in words, phrases, and/or sentences.**

**38 responses.**

- 4. To what degree would an updated “Face book” or webpage directory of EAP faculty and their work help you make connections across the school?**

A great deal	12	29%
A lot	8	19%
Somewhat	13	31%
Not so much	8	19%
Not at all	1	2%
Total	42	100%

- 5. To what degree should interdisciplinary work factor into how the division views tenure and promotion decisions?**

A great deal	6	14%
A lot	7	17%
Somewhat	17	40%
Not so much	8	19%
Not at all	4	10%
Total	42	100%

- 6. To what degree is it important to you that EAP take a more aggressive approach in developing policy positions on issues in education and the allied professions?**

A great deal	12	29%
A lot	9	22%
Somewhat	14	34%
Not so much	4	10%
Not at all	2	5%
Total	41	100%

- 7. To what degree would you be willing to explore combining service opportunities for students in the classes you teach?**

A great deal	14	33%
A lot	12	29%
Somewhat	6	14%
Not so much	8	19%
Not at all	2	5%
Total	42	100%

**8. To what degree would you frequent a common area designed for faculty to congregate casually/socially?**

Whenever possible	7	17%
Often	9	21%
Sometimes	12	29%
Not so much	10	24%
Never	4	10%
Total	42	100%

**9. Would you be willing to participate in a speakers' bureau within the division?**

I would participate	28	68%
I would not participate	13	32%
Total	41	100%

**10. If you would participate, list a few topics you could speak on (be as specific as possible):**

29 Responses

**11. To what degree could your own department be more integrated?**

A great deal	11	28%
A lot	8	20%
Somewhat	14	35%
Not so much	5	12%
Not at all	2	5%
Total	40	100%

**12. If you agree that your department could be more integrated, describe several ways integration in your own department could be enhanced over time. Please be as specific as possible.**

25 Responses.

**Conclusions/Next Steps**

It is clear to us that there is a strand of energy in the faculty interested in pursuing a grander, larger vision of the work of the division as a shared, collaborative, interdisciplinary enterprise, for which individual faculty will be recognized and for which the agenda and profile of the division might be advanced. We sensed a strong push within the strategic planning process, from the dean, and from our focus group members (our questions focused on collaboration and interdisciplinary themes) that this was an important area to think about in terms of our future. There is definitely some interest and

energy in terms of looking at our individual work as having divisional and wider impact, and serving to connect our work and our agendas and our influence across disciplines.

However, it is also clear, especially from the survey, that 30% or so of the respondents (around 12) consistently responded in lukewarm fashion to the questions (somewhat interested, for example). We aren't overly surprised by this, in terms of the fact that this might be considered a typical reaction to be expected from higher educators. Like any division, we have members who are no doubt comfortable in their work, have a disciplinary identity in their work, and see little (if any) need to expend extra effort in connecting within their own departments or across the division. According to the survey, 12 of us won't even consider being in a speakers' bureau to serve the division! And, even among those selected for the focus group – in part because the subcommittee chairs perceived them to be well-connected across the division and university – there was little practical, clear understanding or comfort about what is going on across the division. Clearly, if it is in our will to push an interdisciplinary identity and practice in our division, it will require that we have a clear idea about what this means and what it counts for, as well as a clear idea of who will participate (do we entice those who want to play through incentives or try to professionally develop all members in this direction as part of our overall plan?).

Also, it was clear from the focus group session that there is a great deal of interest among the participants in pinpointing themes/topics that we can work together on across the division. There is a sense that having some shared/official direction for at least part of our work would be productive and potentially very exciting and beneficial. The cautions are also there, however, that is that thematic/topical work that connects inter-disciplinarily across the division should officially count for something and be formally recognized and encouraged by the division's leadership.

One area for future development is an increasing profile in grants and contracts as well as in the wider conversations in the state and nation regarding education and health policy. How does our division play in these areas? How do we encourage faculty to take the next steps in these directions? What kind of divisional leadership will guide the way?

And faculty members are interested in connecting teaching, research, and service beyond the standard four walls of the university. We have strengths in this area that should not be taken for granted but built upon purposefully.

It is clear from focus group members that there are individuals who are ready to take the next steps toward a more unified, incentive-filled, impact-oriented agenda in our division. What they hunger for is an action filled agenda that they feel they can participate in and guide/influence.

Based upon these data, we therefore recommend that we spend time deciding whether to craft an intentional agenda that involves collaborative or interdisciplinary divisional goals as an inherent part of our strategic plan.