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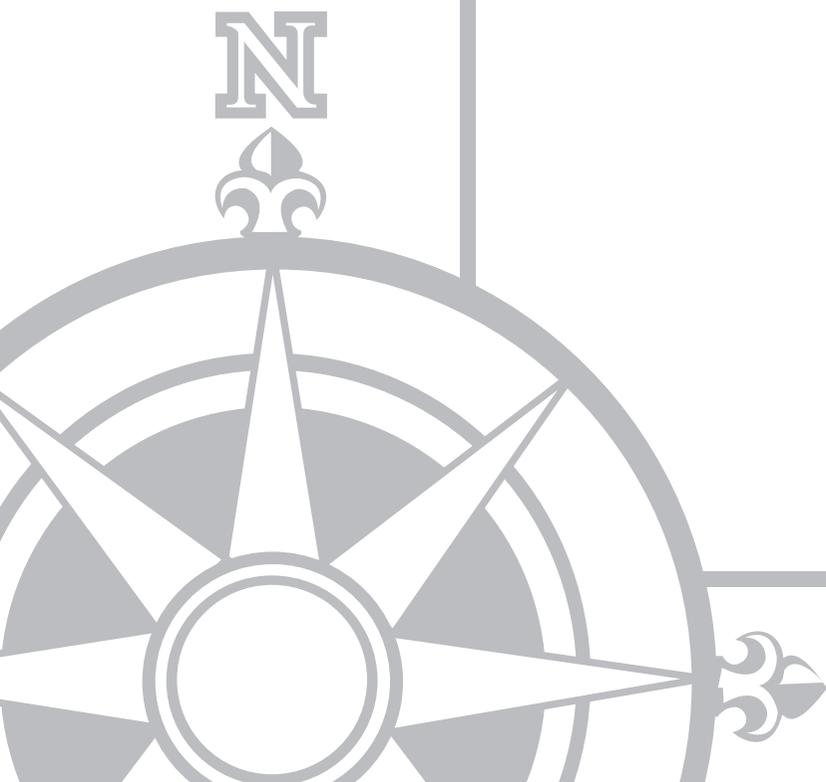
COLLEGE OF EDUCATION
AND HUMAN SCIENCES

*...dedicated to enhancing the lives
of individuals, families, schools, and
communities—and to strengthening the
relationships among them*

ROAD MAP TO THE FUTURE

*“The best way to predict
the future is to invent it”*

Alan Kay



ACKNOWLEDGEMENTS

Development of the *College of Education and Human Sciences Road Map to the Future* has been a highly participatory process including many faculty and staff members, students, alumni and stakeholders associated with the College of Education and Human Sciences. Thus, planning and writing the CEHS Road Map included contributions from hundreds of people. However, in any task of this kind eventually there must be a smaller group that pulls everything together and documents the outcomes of the larger group's deliberations. The CEHS Writing Group, a subgroup of the CEHS Transition Team, was charged with this task and included faculty, staff and students, who spent many hours during the summer of 2004 preparing this guide. All of us in the College of Education and Human Sciences appreciate their insights, time and effort. In addition, we thank Bart Wechsler, director of the Harry Truman School of Public Policy at the University of Missouri, for facilitating the planning and writing process and Jane Schneider for her work formatting and reproducing the original working draft. The Instructional Design Center designed the final report.

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CEHS MISSION

The College of Education and Human Sciences is dedicated to enhancing the lives of individuals, families, schools, and communities and to strengthening the relationships among them.

CEHS VALUES

In pursuing our mission, the faculty, staff, students, and graduates of the College of Education and Human Sciences are guided by shared values that inform every aspect of our work. Specifically, **we value:**

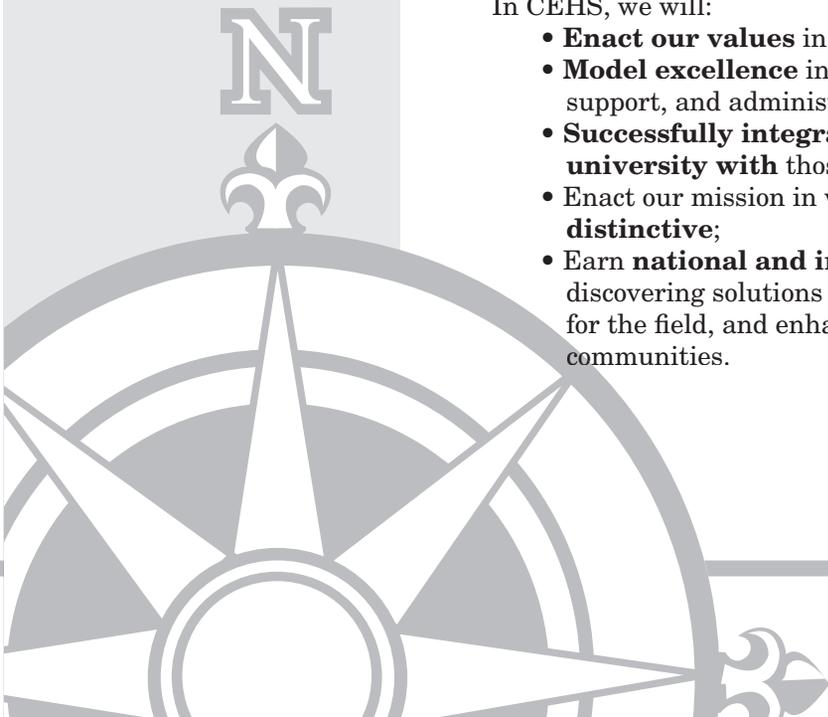
- **Excellence** in all aspects of the life of the College;
- **Innovation, creativity, and curiosity** as we address the complex issues facing individuals, families, schools, and communities;
- **Respect for diverse people, ideas, voices, and perspectives;**
- **Multidisciplinary approaches to scholarship** that integrate teaching and learning, research, scholarship, and creative activity, outreach, and service;
- **Working together** to positively impact the lives of individuals, families, schools, and communities;
- **Partnering with people in the community** to support the mission and vision of the College of Education and Human Sciences;
- **Emphasizing the creation of new knowledge and its application** to human and community needs thereby combining the strengths of a research and a land-grant university.

CEHS VISION

The College of Education and Human Sciences will be a **vibrant, diverse community** unified in its commitment to improving people's lives. Here people with varying interests, backgrounds, roles, and talents will thrive and each member's contribution will be respected, supported, and valued.

In CEHS, we will:

- **Enact our values** in every aspect of our work;
- **Model excellence** in teaching and learning, research, outreach, service, support, and administration;
- **Successfully integrate** the missions and traditions of a **research university with** those of a **land-grant institution;**
- Enact our mission in ways that make the College and its graduates **distinctive;**
- Earn **national and international recognition** for advancing knowledge, discovering solutions to critical societal problems, developing professionals for the field, and enhancing the lives of individuals, families, schools, and communities.



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INTRODUCTION

Building on rich traditions, the College of Education and Human Sciences represents an innovative new venture, bringing together students, faculty, staff, alumni, and other stakeholders dedicated to enhancing the lives of individuals, families, schools and communities and to strengthening the relationships among them. Within the college there is a complementary focus on the preparation of high quality educators and human science professionals. Learning and teaching, research and creative work, and outreach and service are also interdependent.

In creating the College of Education and Human Sciences, we committed ourselves to an inclusive planning process in which the entire CEHS community was invited to think and work together to create a shared future. Within our first year, we developed a vision of that future, agreed on a unified mission, and identified the core values that undergird all we do. Early in the process we designated fundamental issues that must be addressed to make our aspirations reality. Those issues provide the primary elements around which we have developed goals and benchmarks we believe will move CEHS forward. All of these are encompassed within the guidelines outlined in the *College of Education and Human Sciences Road Map to the Future*.

The *College of Education and Human Sciences Road Map to the Future* is structured around three themes:

Model excellence in teaching and learning; research, scholarship and creative activity; outreach and service.

Create and sustain a vibrant, diverse community.

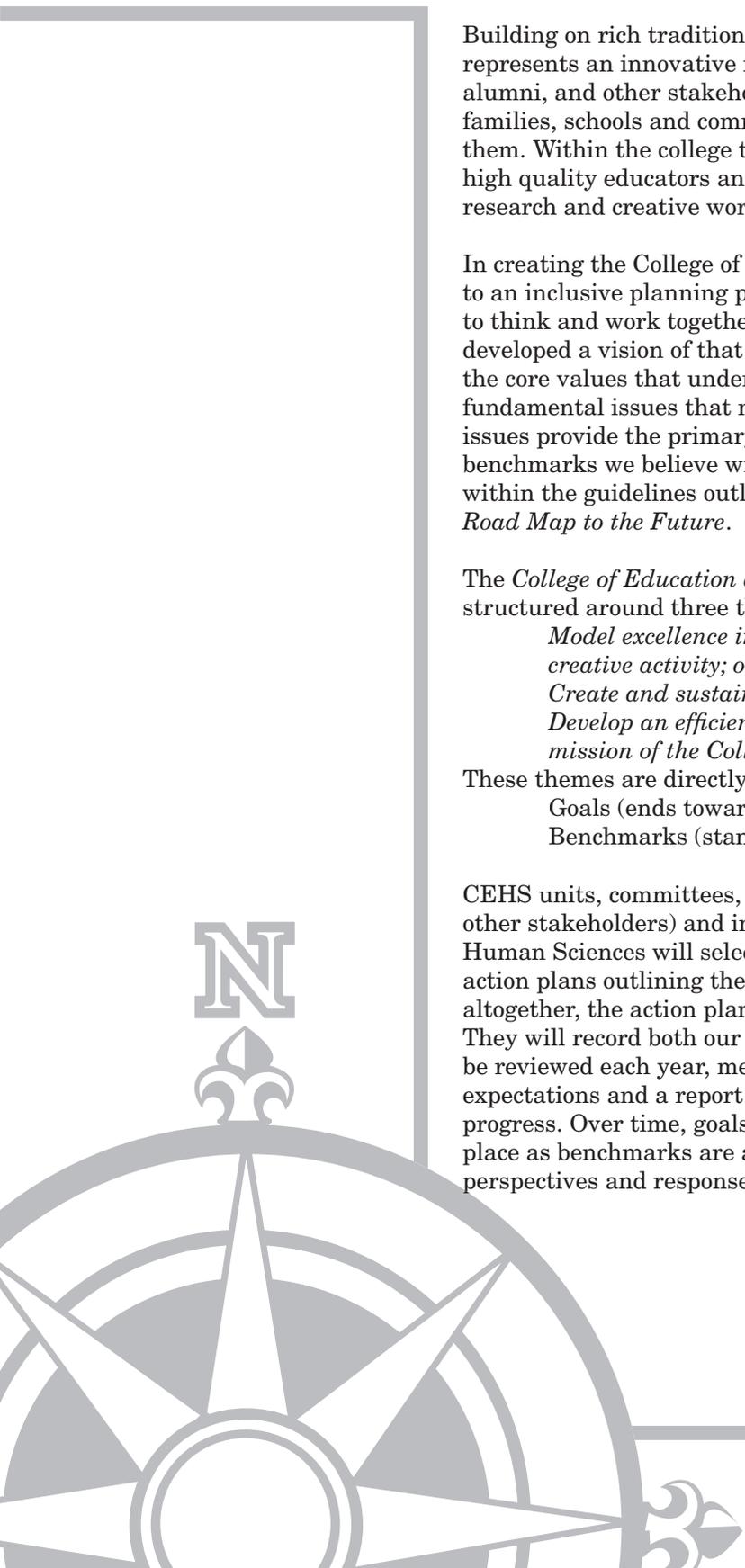
Develop an efficient and effective infrastructure to support the vision and mission of the College.

These themes are directly related to our vision. Under each theme are:

Goals (ends toward which our efforts are directed).

Benchmarks (standards against which measurements are made).

CEHS units, committees, relevant constituencies (such as alumni, students and other stakeholders) and individuals associated with the College of Education and Human Sciences will select goals and benchmarks to address and then create action plans outlining the specific steps necessary to achieve those goals. Taken altogether, the action plans represent the College's strategic planning efforts. They will record both our aspirations and our commitments. Action plans will be reviewed each year, measuring current performance against previously set expectations and a report will be made to the CEHS community regarding progress. Over time, goals may be revised and alternative strategies put in place as benchmarks are achieved or as circumstances change requiring new perspectives and responses.



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The CEHS strategic planning process described in this introduction provides a targeted approach to achieving our mission and vision while remaining flexible and dynamic. It is both process and outcomes focused. It also allows us to address goals across the college as a whole as well as within particular units. For example, college committees and the extended administrator's group include college-wide representation and will address college-wide issues. Such initiatives will require the support of many within CEHS. Simultaneously, each department and certain units (such as the Advising Center or the CEHS Recruitment Office) will select goals and benchmarks that have particular meaning to them and that they will work on as a group. This approach provides opportunities both for connections across and within units. Finally, the CEHS strategic planning effort will be aligned with other strategic plans required by the university and the external accrediting and reviewing bodies with which we are associated.

We expect to keep the *College of Education and Human Sciences Road Map to the Future* at the forefront of our thinking over the next several years. The document is not an end unto itself, but rather a tool we will use to strategically position ourselves to achieve our highest aspirations. Through our mission and vision we have determined our destination – this document will serve as a road map or guide to help us to get from here to there.

CEHS faculty, staff, students, and alumni

SUMMARY

COLLEGE OF EDUCATION AND HUMAN SCIENCES

THEMES AND GOALS

THEME 1

... Model excellence in teaching and learning; research, scholarship, and creative activity; outreach; and service ...

- Goal 1: Achieve excellence in teaching and learning. (See page 7)
- Goal 2: Achieve excellence in research, scholarship and creative activity. (See page 8)
- Goal 3: Achieve excellence in mission-based extension, outreach, and public service. (See page 8)

THEME 2

...Create and sustain a vibrant, diverse community...

- Goal 4: Develop and maintain an atmosphere where all members of the CEHS community feel valued. (See page 10)
- Goal 5: Promote an environment that supports the health and well-being of CEHS faculty, staff and students. (See page 10)
- Goal 6: Develop and implement policies that support the professional development and success of CEHS community members. (See page 10)
- Goal 7: Ensure that citizenship is a shared and valued activity within CEHS. (See page 11)
- Goal 8: Develop a shared CEHS identity. (See page 11)
- Goal 9: Create, enhance, and maintain diversity in the CEHS community (See page 11)



THEME 3

...Develop an efficient and effective infrastructure to support the vision and mission of the College...

- Goal 10: Create a governance and administrative structure that contributes to more efficient and effective operations and decisions. (See page 13)
- Goal 11: Provide quality services that support college programs and members of the CEHS community. (See page 13)
- Goal 12: Provide resources to increase the quality and (as appropriate) quantity of undergraduate and graduate students. (See page 14)
- Goal 13: Provide adequate infrastructure and resources to allow consistent and systematic development of a technology-rich environment for research, teaching, extension, and service. (See page 14)
- Goal 14: Develop Management Information Systems to support college operations. (See page 14)



Goals are not fate; they are direction, they are not commands; they are commitments, they do not determine the future; they are the means to mobilize resources and energy to make the future.
P.F. Drucker



CEHS THEMES, GOALS AND BENCHMARKS

THEME 1

... Model excellence in teaching and learning; research, scholarship, and creative activity; outreach; and service ...

The College of Education and Human Sciences seeks to become a model of excellence in teaching and learning; research, scholarship, and creative activity; outreach; and service. It will achieve national and international recognition for advancing knowledge, discovering solutions to critical societal problems, developing professionals, and enhancing the lives of individuals, families, school, and communities.

GOAL 1: ACHIEVE EXCELLENCE IN TEACHING AND LEARNING.

We will have made substantial progress toward this goal when:

B 1. The values of excellence, innovation, and collaboration are consistently demonstrated in our academic culture.

B 2. CEHS faculty and staff support and challenge one another to create, develop, and improve programs that meet the academic needs, career goals, and life circumstances of our students.

B 3. Students across the college have both formal and informal opportunities to collaborate and learn from one another.

B 4. Students have increased opportunities to take courses outside their majors and earn minors and/or concentrations in other CEHS departments.

B 5. Every undergraduate and graduate program provides students with opportunities for research and professional practice experiences.

B 6. Faculty and students have opportunities to enhance their instructional skills and for ongoing professional development in their roles as teachers.

B 7. All learners on- and off-campus have easy access to high quality teaching and learning opportunities in a state-of-the-art technology-rich environment.

B 8. CEHS programs prepare graduates who have a distinctive perspective and array of skills that distinguish them from graduates of other institutions and make them highly qualified to enter and succeed in their professional fields.

B 9. Simple, effective assessment processes are in place to systematically evaluate all CEHS programs.

B 10. Increased numbers of high quality, diverse applicants enroll in CEHS programs.

B 11. High quality advising services help students discover academic and career options and facilitate student success in the College and its programs.

GOAL 2: ACHIEVE EXCELLENCE IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY.

We will have made substantial progress toward this goal when:

B 1. Research, scholarship and creative activity of faculty and students reflects the multifaceted mission and vision of the college and influences the impacts the College achieves.

B 2. External funding for research, scholarship, and creative activity consistent with the College's mission has increased substantially.

B 3. Undergraduate and graduate student participation in research, scholarship, and creative activity is the norm in all CEHS programs and students are routinely included in proposals.

B 4. Appropriate assessment processes are in place to systematically evaluate CEHS research, scholarship, and creative activity.

B 5. Research of quality and importance to individuals, families, schools and communities is produced and disseminated.

B 6. Mechanisms are in place for encouraging multidisciplinary research.

B 7. Research is regularly integrated into the teaching and outreach of CEHS.

GOAL 3: ACHIEVE EXCELLENCE IN MISSION-BASED EXTENSION, OUTREACH, AND PUBLIC SERVICE.

We will have made substantial progress toward this goal when:

B 1. Members of the CEHS community support and challenge one another to create, develop, and improve extension, outreach, and public service programs that best meet the needs of stakeholders and clients.



B 2. CEHS extension, outreach, and service programs positively impact the lives of individuals, families, schools, and communities and strengthen the connections among them.

B 3. Nebraska's citizens have access to high quality extension and outreach, and public service programs in a state-of-the-art, technology-rich environment.

B 4. Simple, effective assessment processes are in place to systematically evaluate outreach, extension, and public service programs.

B 5. Members of the CEHS community, external stakeholders, and clients know about and value the diverse extension, outreach, and public service programs and resources available through the college.

B 6. Collaborations with cooperating agencies and organizations address critical societal issues and result in positive impact on them.

B 7. Graduate and undergraduate students are involved in Outreach and Cooperative Extension activities



THEME 2

...Create and sustain a vibrant, diverse community...

To achieve its vision, the College of Education and Human Sciences must create and sustain a vibrant community where people feel appreciated and are treated with dignity. Such an environment fosters trust, collaboration, mutual understanding and ultimately promotes achievement of other College goals.

GOAL 4: DEVELOP AND MAINTAIN AN ATMOSPHERE WHERE ALL MEMBERS OF THE CEHS COMMUNITY FEEL VALUED.

We will have made substantial progress toward this goal when:

- B 1. CEHS faculty, staff and students are knowledgeable about and demonstrate appreciation for their colleagues, what they do, and how they contribute to the College.
- B 2. CEHS faculty, staff and students routinely behave in a respectful, courteous, and collegial manner.
- B 3. CEHS faculty, staff and students are routinely involved in decisions that impact them and their roles and responsibilities.

GOAL 5: PROMOTE AN ENVIRONMENT THAT SUPPORTS THE HEALTH AND WELL-BEING OF CEHS FACULTY, STAFF AND STUDENTS.

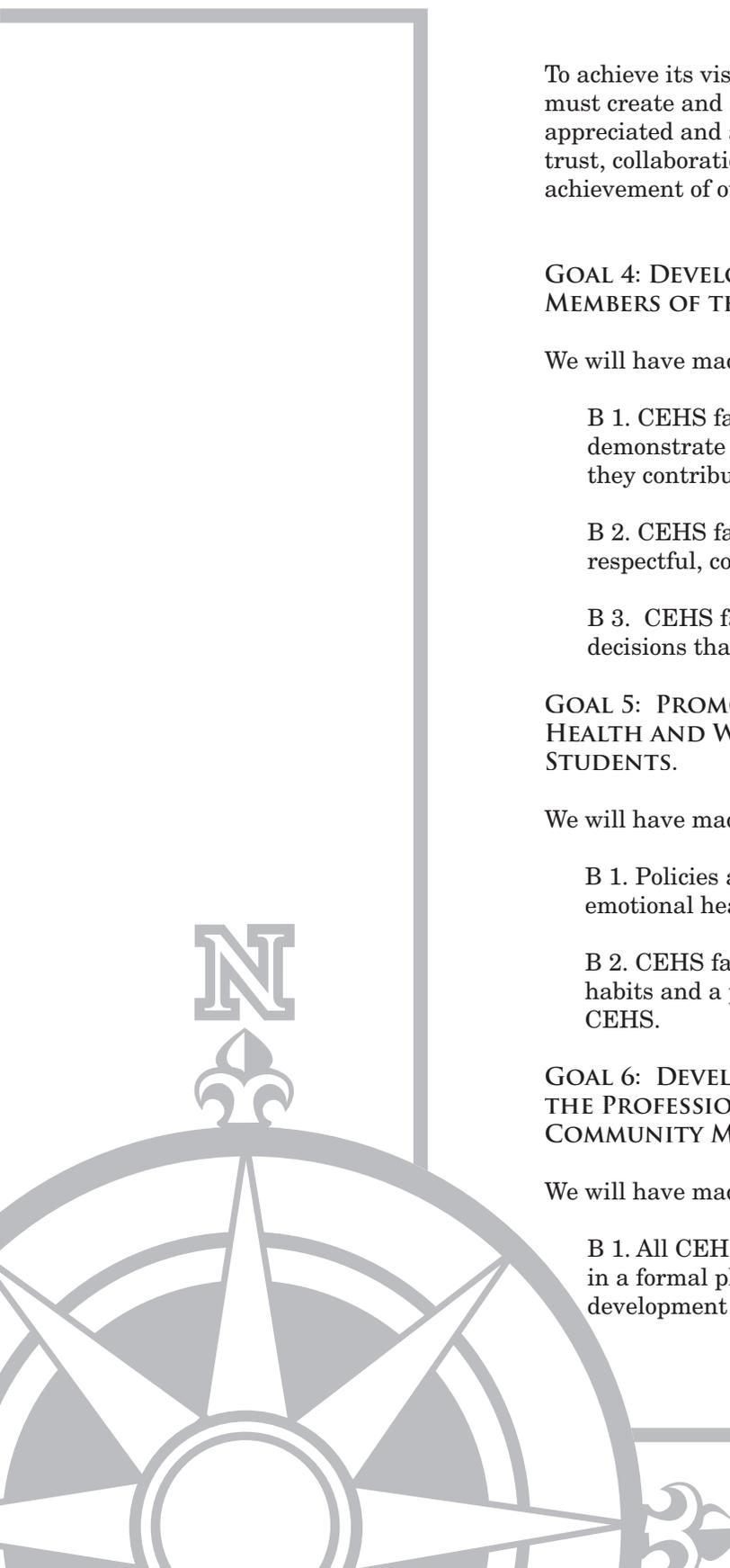
We will have made substantial progress toward this goal when:

- B 1. Policies and practices are in place that promote physical and emotional health of CEHS faculty, staff and students.
- B 2. CEHS faculty and staff members report that healthy work habits and a positive work environment have been developed within CEHS.

GOAL 6: DEVELOP AND IMPLEMENT POLICIES THAT SUPPORT THE PROFESSIONAL DEVELOPMENT AND SUCCESS OF CEHS COMMUNITY MEMBERS.

We will have made substantial progress toward this goal when:

- B 1. All CEHS faculty and staff have the opportunity to participate in a formal planning process to address their individual professional development goals.



B 2. College and departmental policies support the continuing growth, development and success of CEHS faculty and staff members.

B 3. College and departmental policies balance faculty assignments based on the needs of the individual, departments or units, and College.

B 4. The College, departments, and units have systematic plans for developing leadership at all levels

GOAL 7: ENSURE THAT CITIZENSHIP IS A SHARED AND VALUED ACTIVITY WITHIN CEHS.

We will have made substantial progress toward this goal when:

B 1. Citizenship is acknowledged, recognized, and rewarded at all levels within the College.

B 2. Citizenship responsibilities are equitably distributed among faculty, staff, and students consistent with role, assignment, and career stage

GOAL 8: DEVELOP A SHARED CEHS IDENTITY.

We will have made substantial progress toward this goal when:

B 1. Students, alumni, faculty, and staff have frequent opportunities to interact in a variety of formal and informal settings.

B 2. Open communication among CEHS community members is expected and supported.

B 3. A variety of tools and methods are used to ensure that all CEHS community members receive accurate and timely information as needed.

B 4. Symbols of college identity are recognized within CEHS, UNL, and the larger society.

B 5. Mentoring systems are in place to help connect members of the CEHS community to each other and support their success.

B 6. Annual awards programs systematically recognize individual and group contributions and accomplishments.

GOAL 9: CREATE, ENHANCE, AND MAINTAIN DIVERSITY IN THE CEHS COMMUNITY

We will have made substantial progress toward this goal when:

B 1. All CEHS programs and policies contribute to an inclusive climate.

B 2. All CEHS learners (on and off campus) experience programs and courses that are respectful of diverse abilities, perspectives, backgrounds and needs.

B 3. Increased numbers of high quality, diverse applicants enroll in CEHS programs.

B 4. Increased numbers of high quality, diverse faculty and staff are hired and retained in CEHS.

B 5. Research and outreach that addresses the needs of diverse populations increases.

B 6. All members of the CEHS community and the people it serves feel valued.



THEME 3

...Develop an efficient and effective infrastructure to support the vision and mission of the College...

In order to carry out its mission and achieve its vision, the College of Education and Human Sciences requires efficient and effective infrastructure, policies and procedures that support good administrative practices, and individuals committed to quality service.

GOAL 10: CREATE A GOVERNANCE AND ADMINISTRATIVE STRUCTURE THAT CONTRIBUTES TO MORE EFFICIENT AND EFFECTIVE OPERATIONS AND DECISIONS.

We will have made substantial progress toward this goal when:

- B 1. Consistent policies and procedures have been adopted at college- and departmental-levels.
- B 2. College and departmental committees are given appropriate responsibilities, carefully organized to include all interested and affected members of the community, and given the resources needed to accomplish their work efficiently.
- B 3. Lines of communication among faculty, staff, and administration are open and frequently used to share information and address problems.
- B 4. All members of the CEHS community have access to both formal and informal processes for expressing issues and concerns about the College.
- B 5. Campus distance and separation issues have been addressed so successfully that location no longer acts as a barrier to accomplishing our mission and vision.

GOAL 11: PROVIDE QUALITY SERVICES THAT SUPPORT COLLEGE PROGRAMS AND MEMBERS OF THE CEHS COMMUNITY.

We will have made substantial progress toward this goal when:

- B 1. A team-oriented customer service is the way business gets done in the College, departments, and units.
- B 2. The College attracts and retains high quality staff dedicated to the CEHS mission and vision.
- B 3. Tools, resources, policies, and programs are in place that help faculty and staff achieve success in their positions.

B 4. Surveys and college research indicate the presence of a positive work environment in CEHS.

B 5. Surveys and college research indicate that the quality, efficiency, and effectiveness of support services is high.

GOAL 12: PROVIDE RESOURCES TO INCREASE THE QUALITY AND (AS APPROPRIATE) QUANTITY OF UNDERGRADUATE AND GRADUATE STUDENTS IN CEHS.

We will have made substantial progress toward this goal when:

B 1. College and departmental recruiting and marketing plans attract more diverse, high quality students to CEHS.

GOAL 13: PROVIDE ADEQUATE INFRASTRUCTURE AND RESOURCES TO ALLOW CONSISTENT AND SYSTEMATIC DEVELOPMENT OF A TECHNOLOGY-RICH ENVIRONMENT FOR RESEARCH, TEACHING, EXTENSION, AND SERVICE.

We will have made substantial progress toward this goal when:

B 1. All faculty and staff are provided with modern software and equipment tailored to meet their responsibilities.

B 2. Reliable and secure access to and protection of data and networks is provided for CEHS faculty, staff and students.

B 3. Support needed to maintain their software and computer hardware are readily available to faculty, staff, and students in CEHS.

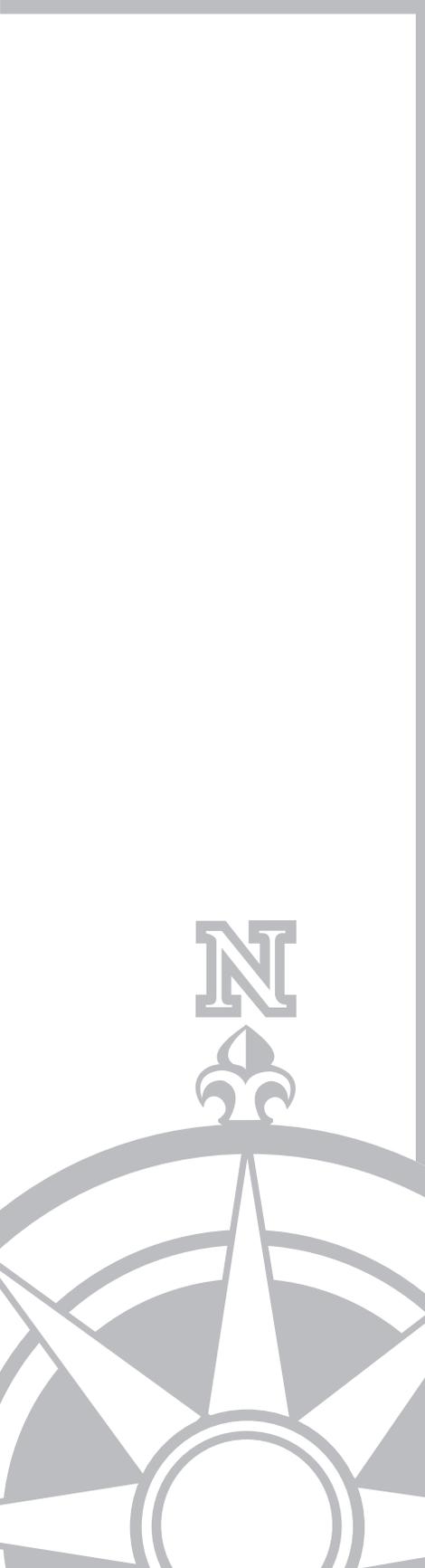
B 4. Technology support is provided to CEHS faculty and staff who are interested in software development.

B 5. CEHS faculty, staff and students have access to graphical design services and technology to enhance productivity and innovation for teaching, research, and outreach.

GOAL 14: DEVELOP MANAGEMENT INFORMATION SYSTEMS TO SUPPORT COLLEGE OPERATIONS.

We will have made substantial progress toward this goal when:

B 1. Integrated data bases are readily available for obtaining accurate and timely information about faculty, staff, and students as well as other administrative data.



COMMON TERMS USED THROUGHOUT THIS DOCUMENT

Action Plans: Carefully devised procedures that describe how a person or group will address goals and benchmarks. Action plans include

- 1) Activities/strategies to be implemented in response to a goal or benchmark,
- 2) Who is responsible for carrying out each strategy,
- 3) Timelines for implementation,
- 4) Potential partners needed to implement the plan, and
- 5) Methods and tools for assessing results.

Benchmarks: Standard of accomplishment against which measures are made

CEHS Community: Faculty, staff, students, and alumni associated with the College of Education and Human Sciences

Certificates: A prescribed course of study that is not a degree major and does not lead to a license to practice in a school or other professional setting

Community: The public or society in general; people who share common history, economic and political interests; people who share common geography and shared interests in society

Distance Learning Technology: Technology required or used to support off-site educational offerings

Goals: End or outcome toward which effort is directed

IANR: Institute of Agriculture and Natural Resources

Management Information Systems: Coordinated systems that make it possible for critical data for planning, advising and reporting to be available

Signature Course: A course specifically designed to help students explore the values and mission of the College of Education and Human Sciences

Stakeholders: Individuals, groups and organizations in the larger society that have a compelling interest in CEHS programs and graduates

Strategies: Carefully devised actions/tactics for attaining goals

Themes: Over arching directions related to the mission and vision of the College

UCARE: Undergraduate Creative Activities and Research Experience

ENACTING THE CEHS ROAD MAP TO THE FUTURE

Planning in CEHS will take place within the context of our values and will focus on furthering our mission and vision.

Step 1 Finalize *Road Map to the Future* reportAugust/September, 2004

Step 2 Committees, departments and units will review theOctober, 2004 report and select **high priority** goals and benchmarks to address.

Each group will then develop action plans in response to chosen goals and benchmarks. Each action plan will include:

- a) Strategies/activities that reflect and enact the CEHS mission and values,
- b) People designated to implement parts of the plan,
- c) Timelines for implementation,
- d) Potential partners necessary for implementing the plan,
- e) Methods/tools for assessing results.

Planners may choose sample strategies suggested in this report or new ones that better fit their purpose. Timelines may encompass one or more years. Space is limited to one double-sided page per benchmark.

Step 3 Each planning group will submit their plans to the CEHSNovember, 2004 Expanded Council. Plans will be reviewed and feedback will be provided. A comprehensive strategic plan for CEHS will be created based on these individual plans.

Step 4 Implement plansNovember, 2004

Step 5 Committees, departments and units will report progress May, 2005

Step 6 Report of total CEHS progress will be compiled July, 2005

Step 7 CEHS community will review annual progress report August

Committees, departments and units will continue their work, expand their work using new strategies, revise their action plans as needed or select new high priority benchmarks to address.

Step 8 Continue planning and acting as appropriateSeptember, 2005

