

GOAL: PRACTICE BASED RESEARCH

Goal Statement

CEHS leads the nation in practice-based research that is well-designed, timely, and relevant to practice.

CEHS will initiate practice based research that fully engages community partners in designing and conducting technically sound studies, answering questions that are important to practice, and yielding results that can help to improve practice. CEHS is well positioned to lead practice-based research given that the College already (1) engages faculty members with broad expertise in research methods and a passion for practice-based research; (2) prepares diverse practitioners in education and the human sciences; (3) partners in Nebraska Extension's unique community relationships throughout Nebraska and beyond state borders; and (4) recognizes substantial success in the conduct and publication of research through traditional and practice-based channels.

What success will look like:

- CEHS cultivates a community (e.g., Malone Center, Educare, Voices for Food, and NPOD) for practice-based research and student training.
- CEHS research is conducted through sustained community and stakeholder partnerships that will ground our research in a practice base.
- CEHS research is disseminated into communities through traditional and alternative media to improve access for practitioners.
- Information about CEHS research and its findings are prominent in Nebraska media – newspapers, email blasts, television, radio, and social media.

Metrics to gauge progress:

1. The number of community partners (and length of sustained partnerships) with whom CEHS faculty, staff and students (college and high school) are actively designing studies, collecting data, analyzing and interpreting results, and disseminating results.
2. The number of traditional and non-traditional publications that are created and disseminated about CEHS research.
3. The number of press releases and media stories at local, state, regional and national levels that communicate the value of practice-based research in CEHS.
4. The number of times our programs are cited by external agencies and organizations as exemplary of successful impacts on communities.
5. Translational impact data is gathered on all CEHS research.

Likely preliminary steps:

1. Facilitate more partnerships across CEHS departments, disciplines, and Nebraska communities.
2. Establish systematic means for planning and promoting the Meet Nebraska Bus tours to CEHS faculty members and Nebraska communities.
3. Establish and manage increased alternative media communications.
4. Ensure that CEHS promotion and tenure standards and procedures explicitly value the participation in research partnerships, and other creative forms of scholarship. This includes how we look at types of publications and scholarly products.
5. Create a system-wide CEHS metric system to gather media stories on practice-based research.
6. Maximize opportunity for staff engagement and support in processes necessary for practice-based research.

GOAL: GLOBAL ENGAGEMENT

Goal Statement

CEHS is a national leader in addressing local and global challenges; and CEHS students are equipped to think and effectively navigate across international borders.

We live in a world where our challenges (e.g. disease, poverty, healthcare, water, drought, nutrition, education, gender equality, human trafficking, pollution, climate change) move easily across regional, national, cultural, and linguistic borders. Solutions to these challenges most likely will come from people who are equipped to think across borders. The College of Education and Human Sciences is committed to being aware of and addressing local and global challenges, and to preparing the graduates that the world needs.

What success will look like:

- Faculty, staff, students, and visiting scholars born outside the US are fully integrated into our teaching, research, creative activity, service, and outreach.
- More research results are disseminated in international arenas (international conferences and publications).
- All 7 CEHS departments have conducted a curriculum internationalization effort so that courses and programs reflect global perspectives.
- CEHS offers a predictable rotation of sustainable faculty-led study abroad and domestic global opportunities.
- 50% of CEHS undergraduate students graduate with a global experience (domestic or international).
- 20% of CEHS undergraduate students graduate with a CEHS International Studies minor. All students who study abroad are encouraged to complete the minor.
- Our student body better reflects local and global diversity. We help Nebraska and the world recruit and retain a more diverse and aware workforce.
- There is evidence of more work with global communities within the state, and particularly with immigrant and refugee populations.
- There is evidence of more efforts to address local challenges with solutions borrowed from other parts of the world.
- There is evidence of more research and creative activity that addresses global challenges and is done with global partners.
- All students are provided multiple opportunities (e.g. in courses, study abroad experiences, co-curricular activities and domestic international experiences) to develop global awareness and competency.

Metrics to gauge progress:

1. Number of students who study abroad or have a global experience.
2. Number of faculty-led study abroad or domestic global offerings.
3. Number of students pursuing the International Studies Minor.
4. Number of courses approved for ISM.
5. Number of faculty who have led study abroad or a domestic global experience or who have participated in either.
6. Research that has global impact (addresses global issues). Find way to define this.
7. Number of International Students.
8. Number of courses with international components.
9. Internationalization of our work is mapped, and what disciplines are involved in this process.
10. Number of faculty, staff, and students with professional international experience.
11. Number of cross-national research initiatives.
12. Number of articles published or exhibitions mounted in international venues, with international partners and/or on international topics.

Likely preliminary steps:

1. Compile baseline data on the items in all suggested metrics.
2. Map the current global work of the College.
3. Develop criteria for determining whether a course has significant international content or perspectives. Use these criteria for identifying such courses.
4. Review and revise our College and departmental governing documents to ensure that global engagement is encouraged, made visible and rewarded.
5. Develop/create engagement plan for continuous involvement of staff and administrators in faculty-led study abroad offerings and College globalization efforts.

GOAL: INCREASING VISIBILITY AND ENGAGEMENT

Goal Statement

CEHS excellence is widely recognized and respected throughout Nebraska and the world, as people know who we are, what we do, and that we make a difference.

Through year-long conversations around CEHS's six strategic goals, it is evident that the college has far-reaching impact on educational and human science practices in Nebraska, nationally, and internationally. The striking leadership of the college and the difference that it makes for the institute and state are not broadly understood outside CEHS. An essential goal is to increase CEHS's visibility and opportunities for engagement through skilled and targeted marketing and communication strategies.

What success will look like:

- Increased student credit hour production and enrollment.
- Increased web traffic.
- Increased numbers of engaged current students, alumni, foundation engagements, and outside partnerships.
- Network of alumni contributing to classes, programs, internships, and scholarship.

Metrics to gauge progress:

1. Number of students enrolled.
2. Number of student credit hours produced.
3. Web traffic: number of clicks, social media mentions, analytics, and altmetrics (<https://www.altmetric.com>).
4. Number of stories highlighting work of faculty, staff, students, and alumni.
5. Increased giving to the college.

Likely preliminary steps:

1. Compile baseline data on current college and department marketing and engagement efforts (e.g. social media, newsletter).
2. Analyze gaps and development of how to address gaps.
3. Communicate marketing/communications plan for CEHS and identify contact person.
4. Develop, train and communicate with appropriate personnel the established branding for messaging (i.e., hashtags, letterhead).
5. Increase publicity of our research, extension and innovations on a regular basis.
6. Establish a dedicated recruitment plan.
7. Compile baseline data on past practice and results to identify gaps and future needs.
8. Clearly articulate role of recruiter, student ambassadors, graduate assistants, faculty and staff in the process.
9. Partner with department and faculty in recruiting efforts.
10. Align recruitment communication with overall visibility and engagement branding plan.

GOAL: ENGAGE NEBRASKA

Goal Statement

CEHS engages Nebraska by enhancing, increasing and promoting many different partnerships with Nebraska Communities

CEHS already has a substantial foundation of partnerships with Nebraska given its active role in Nebraska Extension and strong ties with the Nebraska Department of Education, the Nebraska Department of Health and Human Services, and the University of Nebraska's Buffet Institute for Early Childhood. CEHS's role in Nebraska Extension includes contributions to programs and projects in early childhood development and education, food access and food security, healthy lifestyles for children and youth, and youth-focused entrepreneur initiatives. Programs are disseminated through community Extension offices (e.g. after school programs, summer youth programs, early childhood centers, and 4H). The College has taken visible and impactful steps to build on these Nebraska connections; recent examples of initiatives include the extensive faculty and staff participation in bus trips to meet Nebraskans (co-sponsored with Nebraska Extension) and the new and growing partnership with the Malone Center. A critical component of this goal is ensuring that Nebraska residents know that CEHS departments and Nebraska extension are contributing to the programs of value to their communities.

What success will look like:

Every CEHS department and center will have multiple essential partnerships with Nebraska communities that are enriched by research, teaching, professional development, and community engagement. The value of these relationships will be well known within Nebraska communities.

Metrics to gauge progress:

1. A visible Nebraska map that pinpoints locations where CEHS partnerships exist with each department identified by a different colored pin.
2. The number of faculty-community projects and partnerships that emerge following each Meet Nebraska bus trip.
3. Student hours of supervised practice in community settings are tracked as well as service learning hours.
4. Impact reports collated and summarized - to describe overall results from a CEHS partnership in a community and ensure these align with publicity and marketing of CEHS and UNL.
5. Theses and dissertations list that focus on problems of practice.
6. A system-wide CEHS metric system to collect and collate the various ways faculty and students are engaged in Nebraska communities.

Likely preliminary steps:

1. Define a clearly articulated engagement strategy in each department.
2. Sponsor trips out into Nebraska with faculty, staff and students. Vary the times and locations of these trips.
3. Use distance technology to merge CEHS expertise with grassroots knowledge and experience across all of Nebraska.
4. Educate and support CEHS faculty and staff in communication, collaboration, and media mastery to promote our story.
5. Provide credit and non-credit professional development opportunities for Nebraska communities and vice versa.
6. Establish a robust and on-going media presence with stories of CEHS's engagement in Nebraska.
7. Capitalize on Extension expertise throughout the state.
8. Organize a process for tracking community engagement of all faculty and students.
9. Review and revise college policy documents to recognize activities related to community engagement.

GOAL: DATA INFORMED TEACHING

Goal Statement

CEHS effectively uses data to evaluate, refine, and strengthen the quality of our educational programs, teaching, and outcomes these hold for our students.

The college's excellence in teaching is well documented by student feedback on CEHS courses, recognition of faculty excellence by parents of CEHS students, and the teaching awards won by CEHS faculty and CEHS departments. Nevertheless, the college is not satisfied with the limited kinds of readily-available data documenting the quality of our teaching — data describing enrollments, graduation, and student course evaluations. Program accreditors are demanding that CEHS programs provide empirically sound data to document that students achieve key outcomes necessary to their subsequent success in education and human science careers; and that programs and faculty provide students with equitable access to educational experiences. Faculty promotion and tenure procedures demand convincing evidence of the quality of teaching that occurs within courses. CEHS has the expertise to identify useful data from multiple sources that efficiently captures information valuable to the examination of teaching and learning in our programs.

What success will look like:

Teaching data will be available to all CEHS programs that allows identification of strengths and trouble spots in curriculum; functional analysis of the impact of routines and practices on student learning; description of the strengths, challenges and opportunities of programs; and documentation of the student learning that occurs. Faculty will regularly review teaching data and will revise and refine programs in response.

Metrics to gauge progress:

1. Program Data management rubric from CEHS peer reviews of biennial programs, APR's, and accreditation processes: precisely describe outcomes; choose data method to match outcome; regularly collate and graph data; identify strengths and weaknesses from meaningful trends in the data; revise and refine the program in response to the data.
2. The number of programs with student outcome assessments that have been integrated into a comprehensive data management system and well integrated into university systems.

Likely preliminary steps:

1. Find existing data, determine its accuracy and comprehensiveness.
2. Employ data tools that efficiently capture and analyze data on teaching quality and are readily available to teaching faculty.
3. Link data processes for all program reports (biennial, APR's, accreditations) into efficient, user-friendly, high quality data management system.
4. Integrate high quality data management procedures into biennial program reports at the undergraduate level.
5. Replicate these same high quality data management procedures into a report like biennial program reports at the graduate level.
6. Improve process of peer evaluations of teaching to produce data-driven teaching improvements.
7. Engage the instructional design experts in developing skills in utilizing technology to improve teaching as well as data collection and management.
8. Utilize admissions data.
9. Monitor undergraduate program refinements in response to the APR procedures, and the impact these modifications have for program success.

GOAL: DIVERSITY & INCLUSION

Goal Statement

CEHS is recognized as an exemplary unit on campus where diversity is highly valued and where students, staff and faculty are fully competent and confident to address issues of equity and inclusion.

Over the past three decades, Nebraska's diversity has markedly increased. One-fifth of the state's population is now ethnically diverse, and the state's growth is primarily occurring within traditionally under-represented demographic groups. CEHS is committed to preparing large numbers of educators and human service professionals to work in these increasingly diverse communities. Meeting this commitment requires that we affirm and sustain diversity throughout the college.

What success will look like:

- Diversity, understood here as proactive, sustained attention to issues of both equity (i.e., giving people what they need to thrive) and inclusion (opportunities available to all in such a way that everyone can participate) are on everyone's "radar" throughout the College.
- One College meeting each year is devoted to reporting on the progress of (and discussing) the emergent CEHS Diversity 5-Year Plan.
- CEHS community members are able to articulate shared and agreed upon definitions of equity and inclusion, and their meaning to their particular departments/units.
- CEHS unit leaders (e.g., the deans and department chairs) provide summaries of faculty contributions to the department and CEHS Diversity plans.
- A clearly defined leadership group is convened to guide development, and implementation of a CEHS Diversity 5-Year Plan.

Metrics to gauge progress:

1. A record of departments' increasing efforts around diversity.
2. Statements, goals and activities in annual reports of college leadership and the impact it made on their unit/department/college.
3. Course evaluations from students reflect ongoing instructor attention to equity and inclusion in all courses.
4. Instructors' syllabi for all courses reflect ongoing attention to equity and inclusion.
5. CEHS surveys and anecdotal evidence, CEHS community members' support for, commitment to, and competence in addressing diversity. This includes not only attention to diversity, but inclusion of diverse perspectives.
6. Increased numbers of faculty, staff and administrators represent a diverse and inclusive campus environment.

Likely preliminary steps:

1. Each department will develop their own goals and strategies related to diversity and inclusion.
2. Clearly defined leadership in the college will include interested faculty, staff and students from each department.
3. A CEHS Diversity Council will establish a regular meeting schedule and develops a work plan to design and implement the 5-Year Diversity Plan.
4. College meeting will discuss the Halualani Report from 2017, and then ask department chairs to hold department-specific discussions within their units.
5. CEHS will develop recruiting strategies to retain diverse undergraduate/graduate students, faculty and staff.