

We care.

We share.

We dare.

A Strategic Plan for the College of Education and Human Ecology 2011-2016

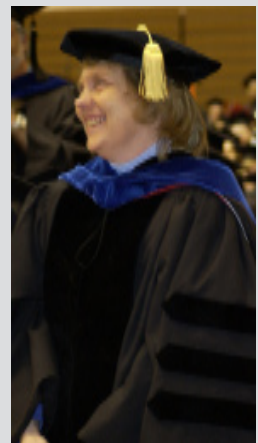
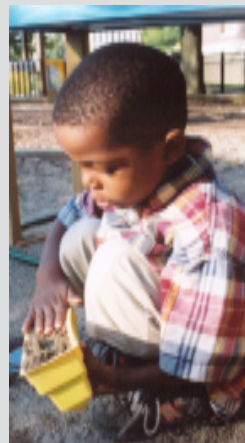


COLLEGE OF
EDUCATION AND
HUMAN ECOLOGY



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Transformation is the focus of the strategic plan of the College of Education and Human Ecology for the next two years. With the vote of the faculty and dedicated support from our administration, we are forging a truly new college consolidated into three departments. Our leaner structure will foster innovative synergy among our historic programs of distinction to better meet today's challenges.

These new synergies will strengthen our nationally ranked nutrition program, which includes one of the top doctoral programs at Ohio State. A partnership among our nationally recognized programs in family financial services, sport, retail and hospitality management areas will yield significant new opportunities. Our Schoenbaum Family Center will enhance its role as a cutting-edge learning environment for students preparing to support early childhood education and development.

In the area of childhood literacy, our faculty experts will test innovation in their programs, enhancing their role in the national vanguard of literacy research and practice. With our expertise in educational administration, teaching pedagogy and practice, we will explore new opportunities, including a new undergraduate educator preparation program. These efforts will uphold our national dominance in the field, which ranks six of our programs among the top 10 in the country, according to U.S. News & World Report. In all our work, our technology experts will infuse technology-enhanced learning and fully online courses, becoming a leader in e-learning at both the K-12 and post-secondary levels.

As we create a re-aligned college, our plan upholds the university's institutional values and outlines high-level strategic objectives. I thank our faculty, staff and students who are dedicated to this work. Their vision will fill our next years with unprecedented opportunities.

Sincerely,



Cheryl Achterberg
Dean, College of Education and Human Ecology



College Overview

The Ohio State University College of Education and Human Ecology stands at a critical juncture. This still-new college, formed in 2006 by the union of the College of Human Ecology and the College of Education, will re-align its academic units in 2012. In a recent ballot on the matter, faculty voted convincingly to transform our 6-unit structure (3 departments and 3 schools) into a leaner one of only three departments. Administrative and service units in the college will have restructured by 2012, too, shifting from decentralized to fully centralized services. All of these changes together will yield a fundamentally re-aligned and truly new college that fosters innovative synergies among programs, distributes resources more effectively and rationally, and in the end, fulfills the original mandate to bring these two colleges together in the first place.

As the college re-aligns, some of our historical areas of distinction will be preserved and strengthened to better meet today's challenges. Pioneering food scientists who conducted their bench studies nearly a century ago in what was then the Department of Home Economics would be proud of their contemporary legacy – including our nationally ranked nutrition programs and one of the top doctoral programs at OSU. Home Economics professors who long ago taught their students to manage their domestic resources would happily recognize the work of their modern colleagues who not only prepare students to become financial counselors, but also who engage in research about consumer behavior that garners national attention. Professors who originally created lab schools for teaching OSU's students to observe children's growth and development would easily recognize their contemporary counterparts who utilize the cutting edge Schoenbaum Family Center for the same purpose and who also conduct widely-cited, federal grant-funded research on matters such as counseling programs to ameliorate the effects of family-connected health crises.

Our education programs, too, enjoy distinguished, deep roots. The University School, built during the Progressive Era and administered by the old College of Education, was widely recognized as the finest embodiment of Deweyan principles anywhere in the country with many of the day's premier professors of pedagogy and practice. Today, our faculty who study childhood literacy similarly stand at the national vanguard of literacy research and practice. In the field of educational administration during the early Cold War years, our faculty helped found and then lead the nationally important University Council of Educational Administration, a programmatic position of eminence reinforced by unprecedented dominance of research and publication in the field. A long and distinguished line of the field's intellectual stand-outs since then have penned their studies and mentored their students in Ramseyer Hall. In the spirit of these important legacies, six of our education programs are ranked among the top 10 in the country according to the U.S. News and World Report.

Over the next two years, the college will be engaged in the significant project of implementing changes that will capitalize on our existing strengths while creating new ones. In FY 12,



we will draft and submit our formal re-alignment proposal for university review. Our proposed academic units will forge their new identities by formulating new Patterns of Administration, preparing for promotion and tenure-related changes connected with re-alignment, possibly re-naming themselves, and adjusting their curricula as needed. All of our academic units will prepare their curricula to be ready for semester conversion. Most of our units have chosen to use the semester conversion process as an opportunity to strengthen and/or innovate in their programs: doctoral programs are restructuring for greater coherence and clarity; faculty across our units are forming new interdisciplinary curricular collaborations in areas such as the study of research methodology; and some faculty are forming innovative programs, including the proposed new bachelor's degree combining exercise science and nutrition – and especially including the series of proposed new undergraduate educator preparation programs.

Many other changes will be necessary for the college to prepare for re-alignment as well. All undergraduate student advising and other academic services are being centralized, a change necessitated both by the challenges of semester conversion as well as re-alignment. Recruitment, scholarships, equity and diversity, career services, international programs, and educational technology services each are reviewing their operations, if not engaging in fundamental transformations. Our fiscal, human resource, and IT services are restructuring to provide services centrally rather than by academic unit. Finally, our External Relations and Development teams are restructuring into a consolidated Advancement team with improved coordination and capacity.

Even as we undertake these re-alignment related projects, we also are looking ahead to cultivate new opportunities. Our Research Office, which has facilitated recent significant increases in our external research funding, is seeding new projects, developing greater research-support infrastructure, and ensuring that our facilities are adequate for our burgeoning research endeavors. New synergies among our family financial, sport, and hospitality management areas and also among our faculty concerned with educational technology may lead to significant new programs.

In short, the next two years will be filled with transformation, not just minor adjustments.



Strategic Vision

Simply stated, the college is in the business of developing human potential. Its unique combination of strengths enables us to address social, educational, and health and consumer needs in a comprehensive approach that accounts for differences in socio-cultural and environmental contexts. No other discipline or college is grounded in this integrated systems and lifespan approach.

Our vision is to be no less than the nation's best college of human sciences.*

* Colleges of Human Sciences are generally combinations of disciplines formerly known as home economics or human development with kinesiology and/or education.



Strategic Mission

Our mission is straightforward:

To resolve pressing educational, health and wellness, and social needs
locally, statewide, and beyond.



Shared Values

We conduct ourselves on behalf of the university according to the following institutional values:

- Excellence
- Collaborating as one university
- Acting with integrity and personal accountability
- Openness and trust
- Diversity in people and ideas
- Change and innovation
- Simplicity in our work

In addition to the university values, we are committed to this set within EHE:

- Innovation
- Evidence
- Impact



Strategic Scan

The External Environment

College Structure

The College of Education and Human Ecology joins many of its peer institutions in having restructured over the past decade. Colleges of “Consumer Sciences,” “Human Ecology,” or earlier still, “Home Economics,” have transformed themselves often by combining with programs such as education and kinesiology. APLU has designated such colleges as falling within the purview of its Board of Human Sciences – and in fact, “College of Human Science” is a common name for such entities. Though these college mergers have occurred largely during periods of economic distress, the rationale often expressed is that with these combinations, new synergies and efficiencies will be possible.

National Rankings

In the past, colleges of Human Sciences (and their predecessors) have not been nationally ranked. Nonetheless, for many decades the former College of Human Ecology is widely acknowledged to have been among the top handful of such institutions in the country. National rankings for specific programs currently exist in only a few fields, but NRC rankings are expected to expand to encompass more of our programs in the near future.

Several national rankings exist for education programs, however. Most notably, U.S. News and World Report ranks specific fields within graduate education. According to this ranking, five of our programs currently are among the top 10 in the nation and another four programs are in the top 20. In the near future, the National Council for Teacher Quality (NCTQ) will present a new ranking of teacher preparation programs that will be published by U.S. News and World Report, too. So far, only a pilot study of approximately 1/10th of all such programs has been reviewed. Although there has been significant national criticism of this upcoming ranking system on account of its undisclosed methodologies, rubrics, and evaluators, nonetheless, the high profile that this ranking system enjoys will make it a force with which all teacher preparation programs must contend.

State and National Political Contexts

Because academic fields in education primarily prepare professionals for careers in tax-supported institutions, they are particularly subject to governmental oversight – and, consequently, vulnerable to changes in political will. Given this, it is not surprising that state and national regulation of professional preparation programs has been in flux over the past few years with uncertainty continuing into the foreseeable future. State regulations governing teacher licensure that necessitated recent changes in our teacher preparation programs may shift yet again



Strategic Scan

The External Environment (con't)

this next year. Also, the primary national accrediting agency for teacher preparation programs, NCATE, is merging with another accrediting body, which will soon yield new accreditation requirements that all must follow quickly. Although we already have committed to a process that will lead to our re-accreditation in 2013, we may face the prospect of needing to alter this process mid-stream. These uncertain conditions are very much a part of the landscape of educator preparation.

Research Opportunities

Due to changes in the national economy, political climate and public opinion, federal agencies are increasingly stretched for research funding and increased competition continues to raise the quality and standards for funding. Currently NSF, NIH, and IES (within the Department of Education) are seeking to reduce (perceived) redundancies in social and behavioral sciences, putting many educational and research intervention programs at risk. Other research programs have been pointed more to evaluation than research per se. USDA has restructured much of its formula dollars to competitive dollars through NIFA, increasing opportunity for research funding in selected areas such as childhood obesity, but overall dollars are fewer. Across all agencies, there is a definite and growing preference for “research teams” with multiple investigators often collaborating across institutions and across disciplines. There is great interest, however, in translational research for schools and communities, children with special needs, childhood obesity, STEM education research and e-learning. In summation, the climate for obtaining competitive research dollars is extremely challenging especially for junior investigators. More effort in mentoring is needed to ensure success, but opportunities exist.

Educational Technologies

Students across the country increasingly are demanding that ever-greater portions of their college coursework be available online, or at the very least, with significant enhancement by way of digital media. This need is particularly acute among graduate professional programs, such as our current education programs, which tend to draw students with full-time jobs and who therefore need flexibly scheduled courses and/or minimal commuting.



Strategic Scan

The Internal Environment

Demand for Graduates

Despite a slow economy, demand for graduates of many of our programs is strong. Students who complete their degrees in Hospitality Management, Sport Management, and Fashion & Retail Studies are sought by local and regional employers. Those who study Human Development and Family Science find ready places in family and community social service organizations. In education, however, some of our graduates are finding that few positions exist due to significant cuts in funding for public pre-K-12 schools. This situation should ease within a year, though, as changes in the state retirement system may produce a wave of retirements followed by position vacancies.

Demand for Faculty

To meet the demand for new faculty and research opportunities, we need to develop innovative faculty lines that cross disciplines, colleges, universities, providing the College of Education and Human Ecology opportunities to make strategic, collaborative faculty hires that will: 1) support the new departments in the college re-alignment, 2) have immediate impact from a research and grant success viewpoint, 3) provide leadership for cross-disciplinary “incubators” for research advancement and mentoring of junior faculty, and 4) develop robust programs that will train scientists and scholars that are agile and collaborative.

21st Century Learning

With regard to advancing student learning, two cross-cutting themes shall be emphasized in the College of Education and Human Ecology: high-quality, research-based, technology-enhanced pedagogies and at the undergraduate level, workforce development emphasizing student internships and experiential learning.

Over the past two years, the College of Education and Human Ecology has been significantly developing its educational technology infrastructure in preparation for migrating our offerings to either hybrid or fully online formats. A dozen of our faculty will have completed our demanding Online Course Development Workshop (OCDW – developed in house) in FY11, which results in their converting at least one existing conventional course into a hybrid or fully online form. The college also has made important investments in staffing the Educational Technology Team; in purchasing tools and services such as lecture capture, Smart Boards in all of our classrooms, video conferencing systems, video and podcasting services and equipment, WordPress service, and many other notable enhancements; and most especially, in renovating and opening the new College Commons. The College Commons is a significantly technology-enhanced space that has just become the social center of the college while also symbolizing our commitment to building a first-rate set of educational technology services and, eventually, academic programs.



Strategic Scan

The Internal Environment (con't)

Student and market demand for engagement in internship experiences (beyond those specifically required of degree programs) is anticipated to increase, resulting in the generation of graduates more fully prepared for the workplace and/or post-graduate experience. The college has already invested personnel and resources to enhance the availability of meaningful undergraduate internships and now should facilitate incorporation of these internships into the undergraduate learning experience.

Research and Discovery

Despite increased competition for federally funded research dollars, EHE has done very, very well since the merger, increasing funded research over 200% in the last year alone. EHE is now well poised to advance research and scholarship in two of the university's discovery themes: food security and production as well as health and wellness. Food security, according to the Food and Agriculture Organization of the United Nations, "exists when all people, at all times, have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." We currently have funded research from USDA, NIFSI, and OSU's FIC to fund food safety and food (in)sufficiency research in Nutrition and Consumer Sciences. Additional pilot work in Weinland Park is being conducted by the International Poverty Solutions Collaborative on food deserts and a multidisciplinary team funded by a Kellogg's pilot grant is exploring food security issues in the area. These smaller projects could be readily 'ramped up' into larger research efforts.

Wellness is a multidimensional state of being and according to the President's Council on Physical Fitness and Sports, it is described as positive health; quality of life and well-being are descriptors of wellness. Wellness is not the same as physical fitness though fitness is an element of wellness and it signifies what one is vs. what one does. The World Health Organization has long described health as complete physical, mental, and social well-being, not merely the absence of disease or infirmity. EHE has numerous federally funded investigators working on various aspects of health and wellness in nutrition, human development and family sciences, consumer sciences, and physical activity and educational services with work that focuses on risk reduction from a molecular to family systems level.

Ohio State is unique in that colleges of medicine, veterinary medicine, agriculture, and education and human ecology are located in close proximity. The "P4" Personalized Health Care Initiative and "One Health" concepts are supported through alliances of these colleges. Notably, the reorganization of the college aligns wellness-related disciplines and positions the College



Strategic Scan

The Internal Environment (con't)

of Education and Human Ecology to be an equal partner in the initiatives. In short, the college is poised to capitalize on opportunities in this arena, especially in large, collaborative, intervention studies. We can also enhance Extension education in the realm of personalized health and human nutrition through our cooperative extension specialists and programming.

A third major research theme for the college is literacy. Internationally renowned research in reading and writing is steady in the college with two of the largest ever funded projects ongoing (Reading Recovery and Reading for Comprehension). Additional areas that are well established within the college include personal and family financial literacy as well as science or STEM literacy initiatives. The college shall, therefore, define literacy research to include these three areas.

Service and Outreach

The College of Education and Human Ecology can build on an already rich and extensive platform of service and outreach to individuals, families, schools and communities throughout Ohio and the nation.



Strategic Objectives

To exploit these opportunities and strengths and address the threats and challenges, the College of Education and Human Ecology has identified the following high-level strategic objectives aligned to The Ohio State University's four strategic goals:

- Learning – Provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and enhanced by diversity with an excellent 21st century curriculum.
- Discovery – Produce nationally recognized research and scholarship that advances fundamental and translational knowledge addressing the most pressing national and/or world problems.
- Engagement – Establish mutually beneficial partnerships with the citizens, schools, communities, and institutions of Columbus, Ohio, the nation and beyond to advance their well-being through the exciting work of The Ohio State University.
- Resources – Become a college model recognized for financial sustainability, effective resource management, and operational simplicity and effectiveness.

Learning - *Provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and enhanced by diversity with an excellent 21st century curriculum.*

Cultivate a student-centered, technology-enhanced learning experience

The College of Education and Human Ecology will promote student success by providing a rigorous educational environment with a wide array of course choices, excellent advising, and support services. Service learning, research experiences, internships, and international experiences will become increasingly common. E-learning in hybrid and stand-alone courses, degree and certificate programs will be found in all majors to meet the demands and expectations of 21st century learners and to prepare them for today's and tomorrow's careers.

Offer a 21st century curriculum

Multiple new degrees and licensure programs at both the undergraduate and graduate levels will be rolled out with the quarter to semester conversion calendar. In addition, all our curricula have been extensively revised and updated; additional revisions/adjustments will be needed to reflect academic unit realignments as well. Special attention shall be given to the preparation of students for the Ohio workforce including teachers in high need areas such as STEM, special education and foreign language as well as service industry professionals.



Strategic Objectives (con't)

Expand professional development/continuing education

The College of Education and Human Ecology has had a close relationship with Franklin County schools for many years. In the next five years, the college will partner across the university to deepen and enrich these partnerships (e.g., work with Fisher College on a principal development program) and extend its continuing education reach to other service sectors using e-learning whenever possible.

Discovery - *Produce nationally recognized research and scholarship that advances fundamental and translational knowledge addressing the most pressing national and/or world problems.*

Support university discovery themes of food security and production and health and wellness

The college has a critical mass of investigators and a strong research base to build upon to advance knowledge generation in these discovery theme areas. Attention will be given to building collaborative research teams with partners from other OSU colleges, emphasizing our comprehensive, holistic approach to intervention and prevention.

Support the College of Education and Human Ecology discovery theme of literacy

Build on the very successful research base the college has in reading/writing, STEM education research and financial literacy.

Develop collaborative “team science” culture and approach to research and grant funding

The College of Education and Human Ecology is committed to nurture and support collaborative research teams in the pursuit of grant funding and implementation of awards and programs. In part, this effort will be enhanced with new faculty hires, but culture transformation generally is also needed. Workshops, seed grants, and other trainings will be made available. Special attention will be given to incorporating college center expertise with faculty expertise.

Engagement - *Establish mutually beneficial partnerships with the citizens, schools, communities, and institutions of Columbus, Ohio, the nation and beyond to advance their well-being through the exciting work of The Ohio State University.*



Strategic Objectives (con't)

Become a stronger community resource

The College of Education and Human Ecology has a large presence in the education and child and youth services community. It should be better coordinated with university and other initiatives such as Learn4Life and leveraged for greater impact.

Establish state leadership in e-learning

The College of Education and Human Ecology has a unique new opportunity to conduct quality reviews and filter all pre-college/early college distance education courses for secondary students in the state. It can build on this platform to create and deliver a variety of other courses at the secondary and post-secondary level enhancing the teaching, research and outreach mission of the college and university.

Build international relationships

The College of Education and Human Ecology has a few ongoing and deep relationships in Indonesia and Africa. The breadth of our relationships should grow with higher numbers of faculty engaged with more universities and programs, and the depth of these relationships should grow with greater coordination of teaching and research with each site.

Resources - *Become a college model recognized for financial sustainability, effective resource management, and operational simplicity and effectiveness.*

Improve sustainability of financial and physical resources

The College of Education and Human Ecology has retired its debt in the last year and embarked on centralization of its business services and streamlining operations. More can and should be done. Continuous improvement is a constant goal.

Foster human resources

The College of Education and Human Ecology is committed to building professional skills among its students, staff, and faculty and to fostering cultural transformation to support college and university goals.



Achieving our Objectives

Learning – *Provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by an excellent 21st century curriculum and a diverse student body*

Cultivate a student-centered, technology-enhanced learning experience

- Provide academic advising for all College of Education and Human Ecology undergraduates that will enable smooth transitions from quarters to semesters as well as college realignment
- Increase the number of undergraduate course offerings and graduate course offerings that are classified either as ‘hybrid’ or ‘fully on-line’ to at least 25% by 2013
- Establish a minimum of one new international experience/yr for students in each of the next four years, e.g., international product development tour for Fashion and Retail Studies
- Develop system for tracking technology enhanced courses in the college, specifically ‘hybrid’ and ‘fully on-line’ courses
- Develop plans to begin offering at least one full graduate program by distance by 2013, e.g., Family Financial Planning
- Increase mentoring of undergraduate research and honors activities

Offer a 21st century curriculum

- Complete the approval process for all initially proposed semester conversion plans
 - This includes all doctoral programs such as EdD in Ed Policy and Leadership and PhDs in EPL, T&L, and PAES
- Adjust approved semester conversion plans as needed for college re-alignment
- Re-evaluate curriculum in family financial management, hospitality, fashion retail studies, and others as they pertain to workforce development or health and wellness, facilitating internships and experiential learning
- Integrate internships into revamped professional program curricula
- Implement new joint major between Human Nutrition and Physical Activity and Educational Services
- Collaborate with the College of the Arts and Sciences in pre-service teacher education to prepare STEM teachers through the Woodrow Wilson program and the ASPIRE program (use FY 11-12 as baseline)
- Establish one distance education course/yr with international reach
- Support TESOL and ALP language programming for university’s initiative for international students
- Implement dual degree for Indonesian graduate education students in partnership with University of Illinois and Indiana University



Achieving our Objectives (con't)

Enhance our student body

- Maintain GRE minimum scores of 1000 (500/500 preferred for college-supported graduate assistants); decrease exceptions from 12 to 6
- Review admissions requirement for all of our undergraduate degree programs, both competitive and noncompetitive, to ensure that programs promote diversity and enroll no more than can be accommodated while ensuring quality
- Review undergraduate scholarships' process to improve effectiveness of program, to maximize funding disbursed, and to improve communication with applicants/donors/faculty/administrators
 - Increase the number of undergraduate scholarships of at least \$1000 awarded through improved scholarship program efficiencies
 - Award at least five scholarships of at least \$1000 to high-caliber undergraduate transfer students
- Review strategies for recruitment and retention of diverse students to improve the proportion of diverse graduate students by 5% and diverse undergraduate students by 5% by 2015
- Establish articulation agreements for jr. transfers with Columbus State Community College for education majors, hospitality management and possibly fashion retail management

Expand professional development/continuing education (off-campus)

- Develop collaborative program with Columbus City Schools and Fisher College of Business for acting and prospective principals
- Expand outreach of Walter E. Dennis Learning Center to local high schools and Columbus State Community College
- Establish a Teacher Leader Endorsement (P&L and T&L to collaborate); accelerated Principal and Superintendent Licensure programs
- Offer ServSafe Food Safety and ServSafe Alcohol training, along with the ManageFirst subjects Cost Control, Human Resources, and Marketing to independent restaurateurs in Ohio
- Develop an online food safety training program for grocery store managers/employees specifically targeting the prepared foods and hot/cold food bar areas
- Renegotiate exchange of services and other contracts with school districts to deliver high quality, cost-effective professional development courses and continuing education that fits the semester conversion



Achieving our Objectives (con't)

Discovery – *produce nationally recognized research and scholarship that advances fundamental and translational knowledge addressing the most pressing national and/or world problems*

Support university discovery themes of food security and production and health and wellness

- Conduct nationally recognized research and scholarship in Health and Wellness, broadly defined, and in Food Security and Production, using a multidisciplinary, holistic approach as appropriate
- Establish stronger research linkages with P4, the “One Health” Initiative, and other health and wellness coalitions addressing human, animal, and environmental health
- Enhance collaboration in nutrition research through the creation of a virtual OSU “division” including colleges of FAES, Medicine, Nursing, Public Health, and Veterinary Medicine
- Support growth and development of International Poverty Solution Collaborations and Food Innovation Center
 - Submit one major grant/yr with College of Education and Human Ecology faculty as PI or Co-PI engaging faculty from at least three to four colleges

Support College of Education and Human Ecology discovery theme of literacy (including reading/writing, STEM and financial literacies)

- Promote research and collaboration in science and math education, reading and writing, and financial literacy, using a multidisciplinary, holistic approach as appropriate
- Establish research program at Metro Early College High School
 - Establish seed grant program to engage OSU faculty and centers in Metro research efforts
 - Support minimum of one graduate student/yr at Metro to conduct research

Develop collaborative “team science” culture and approach to research and grant funding

- Offer team building workshops for research groups
- Offer grant writing support, workshops
- Integrate college center activities with academic units and faculty on research grants
- Hire a minimum of six faculty positions in FY 2012 to support the major research themes and the newly formed academic units
- Retain outstanding and highly productive faculty within the college with pre-emptive or retention packages
- Increase national awards and recognition
 - Submit minimum of one national nomination for an award/yr/academic unit



Achieving our Objectives (con't)

- Encourage collaborative research on a national scale, e.g., Reading Recovery, Reading for Understanding and partnership with Stanford University, American Association of Colleges of Teacher Education (AACTE) and Council of Chief State Officers (CCSSO) to develop a Teacher Performance Assessment Instrument; pilot for State of Ohio teacher induction and alternate routes to teacher licensure
- Increase number of faculty on federal agency grant review panels by 20-25% over five years
- Win competitive research awards of \$25-30M/yr or more; increase proposals submitted by 5%

Engagement – *Establish mutually beneficial partnerships with the citizens, schools, communities, and institutions of Columbus, Ohio, the nation and beyond to advance their well-being through the exciting work of The Ohio State University*

Become a stronger community resource

- Inventory current outreach activities; align to areas of excellence and emphasis; set priorities and leverage partnerships
- Integrate outreach/extension/regional campus engagement efforts; incorporate college centers in activities where appropriate
- Promote new and enhance existing private and public sector partnerships
 - Collaborate with public universities in the state (SUED) to advance quality of teacher preparation programs
 - Collaborate with Learn4Life (Dean is OSU point person), Campus Partners, United Way, Columbus Foundation, and other organizations dedicated to enhancing neighborhoods and communities in Columbus
 - Collaborate with Ohio school districts
 - SMITI and Woodrow Wilson partnership with OAA, A&S, and College of Education and Human Ecology
 - TPA – Partner with Wright State, University of Cincinnati, University of Dayton to pilot teacher assessment instruments coordinated with state Race to the Top schools in FY12; state-wide implementation FY13; “high stakes” metrics for universities FY14
 - Partner with State Dept of Ed/Board of Regents/NCATE to assess teacher performance; create metrics for State of Ohio (development FY12; pilot FY13)
 - Stand up for Shakespeare – Collaborate with the Arts Initiative, Theater, and English departments for teaching and research FY12; FY 13-15
 - Play a more active role in state and public policy issues (LEARN deans, AAU deans, BOR, DOE)



Achieving our Objectives (con't)

- Extend reach of Columbus Area Writing Project (CAWP) for Columbus area teachers
- Establish a bi-annual leadership institute for College of Education and Human Ecology alums and key constituents

Establish state leadership in e-learning

- Establish digital warehouse at Ohio Resource Center (ORC) – increase access of Ohio students to college-ready or early college curricula

Build international relationships

- Establish a minimum of one MOA with an international university each year, preferably in support of university gateway efforts
- Collaborate with American Learning Center and Wu Han University

Resources – *Become a college model for financial sustainability, effective resource management, and operational simplicity and effectiveness*

Improve sustainability of financial and physical resources

- Achieve capital campaign goals of \$30M in new gifts and endowments
- Develop process to align resources with the College of Education and Human Ecology strategic priorities
- Continue streamlining initiative to support services across college
- Create five-year plans for finance and for educational and information technology services according to university guidelines
- Allocate budget for renovation/repairs
- Pursue alternative sources of revenue to support growth, outreach, and research

Foster human resources

- Establish Advancement team model
- Build human capital in the college, especially leadership depth in academic and support units
- Promote communication of college to enhance reputational rankings, upgrade college unit websites
- Create five-year plans for diversity and cultural action according to university guidelines



Measuring our Performance

To assess the College of Education and Human Ecology's success in implementing its strategic plan, we will measure our performance using the score cards that appear in the next section. These metrics reflect the university's high level goals as well as the objectives that comprise the College of Education and Human Ecology Strategic Plan.



Tracking Performance Against our Objectives

Learning Scorecard

Objectives	Metrics	2016 Objectives	1-Year Goal	Status
Cultivate a student-centered technology-enhanced learning experience	<ul style="list-style-type: none"> Support of grad students Quality of grad students Number of student scholarships Number of transfer students Offer selected degrees by distance Increase e-learning courses by 25% (undergrad and grad) Complete advising reorganization and training Add one international experience per year Integrate internships into student programs 	<ul style="list-style-type: none"> E-learning catalogue available New e-learning degrees in place Array of international service learning and internship options available 	<ul style="list-style-type: none"> Increase student diversity by 1% Advising center reorganization complete Increase scholarships available by \$100,000 One new international experience established Five courses available by distance 	
Offer a 21st century curriculum	<ul style="list-style-type: none"> Six-year graduation rate Establish undergraduate pathway to teacher licensure Establish new doctoral degrees Establish new undergraduate degree in HDFs Re-align courses to college re-alignment structure Establish certificate programs for school leadership Revise curricula in Hospitality Management and Family Financial Programming 	<ul style="list-style-type: none"> New degree programs in place New certificates in place 	<ul style="list-style-type: none"> Gain approval for undergraduate teacher preparation degree and recruit first class Complete quarter to semester curricular conversions Review Family Financial degree program Gain approval for Ed.D. and Ph.D.s in Educational Policy and Leadership, Teaching and Learning, and Physical Activity and Educational Services 	
Expand Professional Development/Continuing Education	<ul style="list-style-type: none"> Number of school district partners beyond Franklin County Number of cross university CE partnerships Number of e-learning outreach programs 	<ul style="list-style-type: none"> CE of choice in Franklin County Minimum of one per academic unit Minimum of one per academic unit 	<ul style="list-style-type: none"> New Exchange of Services agreement for Franklin County school districts Develop program with Fisher and CCS to develop new principals Establish accelerated principal and superintendent licensure programs 	

Tracking Performance Against our Objectives

Discovery Scorecard

Objectives	Metrics	2016 Objectives	1-Year Goal	Status
Support University Discovery Themes	<ul style="list-style-type: none"> Number of faculty and research teams addressing Food Security and Production on funded grant awards Number of faculty and research teams addressing Health and Wellness on funded grant awards Number of peer reviewed faculty or center publications associated with each research theme 	<ul style="list-style-type: none"> Increase 100% Increase 100% Increase 20% 	<ul style="list-style-type: none"> Establish baseline metrics for publication, grant applications, and awards Establish three new interdisciplinary research teams Increase grant submissions by 10% Four new faculty hires 	
Support the College of Education and Human Ecology Theme of Literacy	<ul style="list-style-type: none"> Number of externally funded faculty addressing issues on: <ul style="list-style-type: none"> Reading/Writing STEM Education Family Financial Literacy 	<ul style="list-style-type: none"> Increase 20% Increase 100% Increase 100% 	<ul style="list-style-type: none"> Two new faculty hires Establish two new STEM education research teams/partnerships Increase grant submissions by 10% 	
Develop collaborative “team science” culture	<ul style="list-style-type: none"> National recognition/rankings Grant \$ awarded/expended 	<ul style="list-style-type: none"> Increase ranking in relevant subjects by 5 points Increase grant funding by \$5M/yr 	<ul style="list-style-type: none"> Offer team building workshops Offer grant writing support Establish baseline for national awards, grant review panels 	

Tracking Performance Against our Objectives

Engagement Scorecard

Objectives	Metrics	2016 Objectives	1 -Year Goal	Status
Become a Stronger Community Resource	<ul style="list-style-type: none"> P12/Community survey data Number of community partnerships 	<ul style="list-style-type: none"> Data showing the College of Education and Human Ecology is strong resource 	<ul style="list-style-type: none"> Conduct P12 inventory survey Learn4Life initiative established 	
Establish state leadership in e-learning	<ul style="list-style-type: none"> Number of e-courses reviewed Number of secondary e-enrollments Number of post-secondary e-enrollments Number of new e-courses created 	<ul style="list-style-type: none"> 100% Increase 500% Increase 200% Increase 100% #1 source in Ohio for teacher training in developing e-courses 	<ul style="list-style-type: none"> Establish Digital Learning Clearinghouse in ORC, processes and structure Review AP courses in core subject areas Increase secondary e-enrollment by 100% Develop teacher training workshop 	
Build international relationships	<ul style="list-style-type: none"> Number of MOU's with international universities Number of international projects Number of faculty and staff engaged 			

Tracking Performance Against our Objectives

Resources Scorecard

Objectives	Metrics	2016 Objectives	1-Year Goal	Status
Improve Sustainability of Financial and Physical Resources	<ul style="list-style-type: none"> Financial plan Education and Information Technology plan One University Framework Capital Campaign Goals 	<ul style="list-style-type: none"> 100% implemented 100% implemented 100% adopted 100% achieved 	<ul style="list-style-type: none"> Plan created and approved Plan created and approved 100% adopted 50% accomplished 	
Foster Human Resources	<ul style="list-style-type: none"> Staff Development Plan Diversity Plan Cultural Action Plan Culture Surveys 	<ul style="list-style-type: none"> Plans 100% implemented Above university means on all dimensions of culture survey (faculty and staff) 	<ul style="list-style-type: none"> Establish Advancement Team Model Implement two Senn-Delaney culture transformation workshops Upgrade web presence for college centers Produce updates of major research accomplishments for donors, college friends 	