## Goals for EHHD and MSU Strategic Plan

1. Learning  
2. Discovery  
3. Engagement  
4. Integration  
5. Access  
6. Stewardship

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<td>Learning</td>
<td>1L.1 Prepare students to graduate equipped for careers or further education</td>
<td>1L.1. At the Department &amp; Program Level, on a yearly basis, assess and improve (where needed) student learning of critical knowledge and skills.</td>
<td>1L.1. Use metrics determined during NW accreditation (or other accreditation processes) to develop yearly program reports for Dept. &amp; Dean's Office. In these reports, make recommendations for action strategies and resources needed for improvement. (Due May 31).</td>
<td>1L.1. MSU Data Office (Chris Fastnow), Office Staff (Tracy-HHD &amp; Maggie-ED), Program Leaders, and Graduate Student Assistant(s) to collect data. Program leader generates report, and uses GA help to conduct exit interviews. Other entities involved: career services, dept. statistician, field placement office,</td>
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<td>1L.2. Collect data on pass rates for appropriate licensing and/or accrediting agencies in various fields.</td>
<td>1L.2. Track passing rates for appropriate licensing and/or accrediting agencies in the various fields. Report in annual report for each program and make recommendations for improvement where needed (Due in May).</td>
<td>1L.2. Program Leaders; Program Faculty and Staff; Department Heads</td>
<td>advising office</td>
<td>1L.2. EHHD Leadership Team; Leadership Team, Dean and Provost will use data to make budgetary decisions when possible.</td>
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<td>1L.3. Develop a 1 page uniform template for yearly program reports and accreditation data (See 1L.1. and 1L.2.)</td>
<td>1L.3. Develop template by April 2014 and re-evaluate on a yearly basis for changes.</td>
<td>1L.3. Examine other program reports that are utilized at other universities (GA)</td>
<td>1L.3. Dean and Leadership Team; This information will be used for budgetary allocations and it will be disseminated via college website and program recruitment materials</td>
<td>1L.3. Program Leaders; Program Faculty and Staff; Department Heads</td>
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<td>2L.1 Increase Retention Rates in EHHD and Maintain Retention Rate in EHHD which is</td>
<td>2L.1. Examine retention rate data for each program, department, and for the college. At</td>
<td>2L.1. and 2L.2. MSU Data Analysis Team (Chris Fastnow) will provide general</td>
<td>2L.1. &amp; 2L.2. Program Leaders; Program Faculty and Staff; Department Heads</td>
<td>2L.1. &amp; 2L.2 EHHD Leadership Team</td>
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<td>higher than for MSU.</td>
<td>the program and department level, discuss these data, determine additional data needed, and make recommendations for change.</td>
<td>department and college data. If possible, information on transfer students will be included. Tracy (HHD) and Maggie (ED) will provide Dept. Level data.</td>
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<td>Baseline Retention Rates from 1st Fall to 2nd Fall among all 1st time students</td>
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<td>2010-12 (3 yr average) Education = 67.3% HHD = 56.6% MSU = 51.3%</td>
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<td>Baseline OVERALL Retention Rates among all students (transfers included)</td>
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<td>EHHD = 60.8% MSU = 51.3%</td>
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<td>3L. Maintain or Increase graduation rates in EHHD; Consider using principles espoused by Complete College America</td>
<td>3L.1. Examine undergraduate student graduation rates at 4, 5, 6 years. Consider external variables that effect graduation such as program, part-time, work, and other factors. 3L.2. Examine graduation rates of transfer students considering the need for classes that are below their class standing.</td>
<td>3L.1-3L.5 MSU Data Analyst (Chris Fastnow) will provide general department and college data. If possible, include information on transfer students. Tracy (HHD) and Maggie (ED) will provide Dept. Level data. Graduate student data will be provided by graduate program coordinators</td>
<td>3L.1.-3L.6 Program Leaders; Program Faculty and Staff; Graduate Coordinators; Department Heads</td>
<td>3L.1.-3L.6 EHHD Leadership Team</td>
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<td>3L.3. Increase the number of doctoral degree conferrals in EHHD from an average of 6 per year to a 5 year average of 10 per year by 2019.</td>
<td>3L.4. &amp; 3L.5. Establish baseline of: (a) average time to degree and (b) number (%) of part-time and full-time for doctoral students; then, come up with goals that improve upon the baseline values.</td>
<td>3L.5. &amp; 3L.6. Increase financial support for full time doctoral students and post-doctoral</td>
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<td>3L.4. Decrease average time to degree for doctoral students</td>
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<td>3L.5. Increase the number and percentage of full time doctoral students</td>
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<td>3L.6. Hire more post-docs (preferably using grant money) to help with accreditation, teaching, and research</td>
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<td>4L. Increase pool of highly capable students in all EHHD programs</td>
<td>4L.1. Promote and market all EHHD programs both internally and externally.</td>
<td>4L.1. Develop an EHHD promotional video, and a yearly 1 page fact sheet on the college, and web-based annual report; disseminate it widely.</td>
<td>4L.1. Deb Redburn, MSU Communications, and others</td>
<td>4L.2. &amp; 4L.3 All EHHD faculty and staff</td>
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<td>4L.2. Increase the number of scholarships for EHHD students from 99 to 200 by 2019.</td>
<td>4L.2. Continue to promote student scholarships as a primary foundation initiative; Using names of prospective President/Provost Scholars from the Honors College, offer a minimum of five $500 scholarship/year to outstanding students.</td>
<td>4L.2. President/Provost</td>
<td>5L.1. President/Provost</td>
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<td>4L.4. Increase the number of students nominated for national awards such that a minimum of 3 students/year are nominated</td>
<td>4L.4. Track national student award nominations (and recipients) and report annually.</td>
<td>4L.4. President, Provost, Dean</td>
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<td>5L. Explore adding the Hotel, Tourism, Restaurant Management (HTRM) major within EHHD (possibly with Business and/or Gallatin College)</td>
<td>5L.1. Conduct a needs analysis to determine community needs, employment opportunities, faculty needs, and curricular opportunities; Emphasize the inclusion of recreation</td>
<td>5L.1. Work with a committee on the MSU campus to examine needs analysis and determine other steps toward adding this major.</td>
<td>5L.1. President/Provost</td>
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<td>5L.1. President, Provost, Dean</td>
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<td>6L. Explore adding activity courses back to Department of HHD.</td>
<td>6L.1. Collect and analyze data on course offerings, student interest/enrollment, instructor availability, cost-benefit analysis, etc.</td>
<td>6L.1. Continue to work with campus recreation to collect data on existing courses and desired courses, instructors, costs, profit, etc.</td>
<td>6L.1 Campus/Rec, EHHD Dean's office; Course Fees</td>
<td>6L.1 Campus/Rec, HHD Dean's office</td>
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<td>6L.2. In 2015, when the next call for course fees occurs in conjunction with the Montana Legislature, add course fees for all activity courses to fund infrastructure, equipment purchases/maintenance, facility upkeep, and activity class coordinator</td>
<td>6L.2. Write &amp; submit proposal</td>
<td>6L.2 EHHD Dean &amp; Campus Rec Staff</td>
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<td>6L.3. In order to expand offerings, improve &amp; standardize training of instructors, and offer courses for a grade, hire a full time activity class coordinator. Moving the</td>
<td>6L.3. Hire coordinator and continue to assess program</td>
<td>6L.3. EHHD Dean &amp; Campus Rec</td>
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<td>in this major.</td>
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<td>ACT program back into HHD would not be considered unless we can fund a full time coordinator.</td>
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**Discovery**

1D. Increase financial and personnel support for faculty, graduate and undergraduate research, creativity, innovation and scholarly achievement

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<td>1D.1. Maintain or increase college-level financial support for research (e.g., mini travel grants for students and faculty and seed grant support); current level of support is $10,000/yr for student/faculty travel and $10,000/yr for seed grants ($20,000 total)</td>
<td>1D.1. Distribution of seed grant money is managed by Associate Dean for Research. Distribution of faculty/student travel grants for faculty is managed by Dean.</td>
<td>1D.1. Funds from Foundation (Funds For Excellence)</td>
<td>1D.1 – 1D.5. Deans and Department Heads PhD Committee, Deans and Department Heads, Graduate School.</td>
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<td>1D.2. Effectively manage growth in research endeavors within the college (e.g., consider how we will handle more faculty writing and receiving grants without sacrificing instructional quality or leaving department short-handed).</td>
<td>1D.2. Dept. Heads track grant activity and work with faculty.</td>
<td>1D.2. Continue to support Associate Dean for Research and FT Grant Support positions; support EHHD faculty research grants; offer grant writing boot camp at least every other year; require faculty to submit form informing Dept. Head and Dean of intent to submit a grant at least 2 weeks prior to grant submission.</td>
<td>1D.2. Associate Dean for Research will work with Dept. Heads and Dean to ensure that quality is maintained</td>
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<td>1D.3. Add PhD programs in ED by 2015 and in HHD by 2017; Design programs - admission criteria, program vision, course design, and other requirements while sustaining EdD program; Develop new doctoral program curricula including EHHD common courses in research, statistics, curriculum development, college teaching, etc.; Examine ways to support these programs (e.g., support</td>
<td>1D.3. Track new doctoral courses (or courses in common between departments) and impact on departments, track growth in programs. Convert some master’s student stipends to doctoral student stipends. Examine ways in which CPED helps goal to add Ph.D. in Education.</td>
<td>1D.3. Submit foundation initiative to support Endowed Faculty position in EHHD; tie resources to the doctoral program as it expands. Yearly support of CPED membership and meeting attendance.</td>
<td>1D.3. Departmental committees of graduate faculty work on specifics of doctoral program. Dept. Heads oversee those and submit to the Dean.</td>
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| fewer master's students and more doctoral students, rotate course offerings to include doctoral courses, join Carnegie Project on the Education Doctorate-CPED) | 2D.1. Form award nomination committees in each department  
2D.2. Nominate 3 faculty/year for MSU Awards  
2D.3. Nominate 1-2 faculty/year from each department (2-4 total) for national research awards  
2D.4. Continue to promote the activities of EHHD through regular and innovative communication (e.g., 1 page fact sheets, web-based annual review, Newsletters, MSU Communications) | 2D.1-2D.3. Track number of award nominations and awards won.  
2D.4. Track the number of publications and communications materials disseminated on a yearly basis. Track web hits to see who is accessing our website and what they are accessing. Continue to use data to inform what we do with promoting our programs. | 2D.1-2D.4. Resources provided by the Dean's Office | 2D.1-2D.4  Award nominations for faculty research will be tracked by Dept. Heads and Communication materials will be tracked by EHHD Communication Specialist; this information will be reported to the Dean once a year (in May). |
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<td>3D. Increase the research and creative activities of the college</td>
<td>3D.1. Increase the number of scholarly publications in EHHD from a baseline of 99 in 2013 to 150 by 2019.</td>
<td>3D.1 -3D.3. Use Digital Measures and Associate Dean for Research Development data to track: (a) number of publications, (b) number of writing groups and manuscripts submitted through those groups, (c) grant submissions, (d) percentage of grant active faculty, (e) percentage of successful grants, and (f) our national ranking on Academic Analytics.</td>
<td>3D.1 &amp; 3D.3. Dean’s office &amp; foundation funds to support Associate Dean for Research and Grant Support Position, Grant Writing Boot Camp, Manuscript writing groups, etc.</td>
<td>3D.1 - 3D.3. EHHD Leadership Team manages and supports overall efforts. Dept. Heads track number of publications for their faculty; Associate Dean for Research and Grant Support Position monitor and provide quarterly reports to Dean on (b – e); Dean monitors (f)</td>
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### Engagement

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<td>1E. Increase number of faculty and staff involved with service, outreach and engagement with</td>
<td>1E.1. Continue and expand engagement projects with Montana communities, regionally, nationally</td>
<td>1E.1. After the population of Digital Measures; annually assess the number and comprehensiveness of</td>
<td>1E.1. – 1E.3. Campus-wide coordinating infrastructure group. Engagement (Outreach), learning</td>
<td>1E.1 – 1E.3. EHHD Dean, Dept. head for HHD and ED, PIs, Representatives from those partnering</td>
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<td>Montana communities, regionally, nationally, and globally</td>
<td>and globally. 1E.2. Support and/or provide engagement training to staff and faculty on effective, research-based methods for engagement and integration of teaching and discovery. 1E.3. Review the role of committee service versus community engagement.</td>
<td>engagement projects. 1E.1. Using Digital Measures data, document the number of grants, awards, manuscripts, posters, trainings, and other metrics related to engagement. 1E.2. Submit 1 foundation initiative per year related to engagement 1E.3. Offer 2 lectures per year on engagement (e.g., ED and HHD outstanding engagement award winners do a presentation every year) 1E.4. Encourage RPT committee to discuss engagement and determine if there are ways in which it can be more effectively included in the RPT process.</td>
<td>and discovery departmental committees. 1E.1 – 1E.3. Digital Measures, External Partners, and Dept. Heads; EHHD Dean</td>
<td>populations.</td>
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<td>2E. Increase engagement collaborations in learning, discovery with Extension agents and alumni.</td>
<td>2E.1. Convene EHHD faculty and staff at MSU Extension Family and Consumer Update in May, 2014 to introduce potential collaborative projects between faculty and agents. 2E.2. At departmental and/or college meetings, discuss potential engagement projects with alumni.</td>
<td>2E.1 &amp; 2E.2. Use data listed above (1E.1.) to assess 2014 objective focusing on agents and alumni and underserved communities. Continue to re-evaluate through 2017.</td>
<td>2E.1 &amp; 2E.2. EHHD and Departmental resources can be applied based on college and departmental priorities.</td>
<td>2E.1 &amp; 2E.2. EHHD Leadership team</td>
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<td>3E. Increase engagement with underserved communities across Montana, regionally, nationally, and globally from 2014-17.</td>
<td>3E.1. At departmental and/or college meetings, discuss potential engagement projects with underserved communities across Montana, regionally, nationally, and globally—at least twice/year.</td>
<td>3E.1. Use metric data listed above (1E.1.) to assess 2014 objective focusing on agents and alumni and underserved communities. Continue to re-evaluate through 2017.</td>
<td>3E.1. EHHD and Departmental resources can be applied based on college and departmental priorities.</td>
<td>3E.1. EHHD Leadership team</td>
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<td>4E. Increase the comprehensiveness of community partnerships with educational</td>
<td>4E.1. Support coalitions and propose specific partnership professional developments from</td>
<td>4E.1. Collect data on the effectiveness of professional development collaborations between</td>
<td>4E.1. Provide EHHD and Departmental support for forming coalitions, partnerships, and for offering</td>
<td>4E.1. EHHD Leadership team</td>
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<td>collaborations such as 4 Rivers Supt., Crow/N. Cheyenne School Leaders Coalition, etc. from 2014-17</td>
<td>2014-17. 4E.2. Provide 4 Rivers Supt’s Coalition with three professional development and/or research efforts; assist in three specific Crow/N. Cheyenne School Leaders Coalition efforts during 2014-17.</td>
<td>MSU and educational partners. Present data at UTEC or other relevant conferences or meetings.</td>
<td>professional development.</td>
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<td>5E. Increase number of students involved with service, outreach and engagement with Montana communities, regionally, nationally, and globally.</td>
<td>5E.1. Provide students with two opportunities a year to network with engagement opportunities (MSU Catapultooza and one specific to EHHD). 5E.2. Encourage EHHD faculty to examine (and scaffold) courses in which service learning &amp; engagement should be utilized.</td>
<td>5E.1. Conduct a post-event survey with students who participated in the EHHD networking opportunities. Find out what students like and dislike about existing programs. 5E.2. As part of strategic planning for each department, include time to discuss course scaffolding, and evaluation of engagement activities. Work to develop a standardized evaluation for that can be used for all activities within the college.</td>
<td>5E.1 – 5E.2. EHHD Dept. Heads and Dean’s Office</td>
<td>5E.1. Departments and EHHD Leadership team</td>
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<td>11. Create additional opportunities for faculty and students to work across disciplines and in the integration of learning, discovery, and engagement</td>
<td>11.1. Develop and conduct Informal writing groups, round tables, brainstorming sessions.</td>
<td>11.1. Track the work of at least one writing group per semester (e.g., productivity during and after the group meetings). Examine things that participants liked (so they continue) and disliked (so they can be changed). Conduct formative and summative evaluations.</td>
<td>11.1 Dean’s Office; Associate Dean for Research, Grant Specialist.</td>
<td>11.1. Dean, Leadership Team, Associate Dean of Research, Grant Specialist,</td>
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<td>11.2. Develop 2 cross discipline certificates to enable MSU students and faculty to better serve the diverse needs of Montana people and communities (e.g., gerontology certificate with nutrition as a means of serving aging population still living in their own homes).</td>
<td>11.2 Track online/cross-disciplinary program enrollment; collect data on student evaluations and from community to determine need and impact of programs.</td>
<td>11.2. Dean’s Office; Dept. Heads</td>
<td>11.2. Dean’s Office; Dept. Heads; Faculty in charge of programs; Program Leaders</td>
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<td>11.3. Examine and</td>
<td>11.3. Add language to P&amp;T documents to create measures that recognize</td>
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<td>potentially revise language in P&amp;T document to recognize integration activities as they pertain to productivity.</td>
<td>and appropriately celebrates integration activities on campus and across local, state, regional and national contexts.</td>
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<td>Departmental &amp; College Promotion &amp; Tenure Committees; faculty input</td>
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<td>1I.4. Increase local, regional, national and international engagement in an effort to promote and find opportunities to market EHHD programs and graduates across local, state regional and national contexts.</td>
<td>1I.4. Track number of promotional activities and potential impact.</td>
<td>1I.4. Dean’s Office; Dept. Heads</td>
<td>1I.4. EHHD Communications, MSU Communications, EHHD Leadership Team</td>
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<td>2I. Create an EHHD Distinguished Professor Award that Recognizes Integration of Learning, Discovery, and Engagement</td>
<td>2I.1. Outline criteria (similar to those in Engineering and L &amp; S), circulate to faculty, ask for nominations, have a committee make recommendations for this award winner</td>
<td>2I.1. Track nominations, representation from departments and programs</td>
<td>2I.1. Funding for this program will initially be provided by the Dean’s Office; ultimately, funding will be sought from MSU foundation or a private donor.</td>
<td>2I.1. Nominations solicited in each department; Dept. Head submits 2 names; committee named by Dean selects recipient and makes recommendation to Dean</td>
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<td><strong>Access</strong></td>
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<td>1A. Expand access to course offerings</td>
<td>1A.1. Expand course offerings to alternative times and methods</td>
<td>1A.1. Use classroom scheduling software, and information about student needs and preferences, examine</td>
<td>1A.1. Dean’s Office, Dept. Head, Provost, President; Classroom space, manage faculty (TT, NTT) lines if needed, seek funding &amp; training for new methods (EU, CFE)</td>
<td>1A.1. Dept. Head; Dean’s Office</td>
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<td>class patterns to expand course offerings.</td>
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<td>1A.2. Increase dual credit enrollment</td>
<td>1A.2. Expand number of students involved in dual credit enrollment by 15%</td>
<td>1A.2. Grants; school districts</td>
<td>1A.2. Dept. Head; Dean’s Office; Board of Regents; Partnerships with various P-12 districts</td>
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<td>1A.3. Expand learning management software capacity for distance learning access (e.g., software platforms that exceed D2L aka virtual classroom, online/hybrid/video conferencing software capacity)</td>
<td>1A.3. Track innovations as they occur and examine class outcomes relative to traditional classes/classrooms.</td>
<td>1A.3. MSU Teaching &amp; Learning Funds, Private Foundations, Dean’s Office, Department Heads</td>
<td>1A.3. EHHD Leadership Team &amp; Faculty</td>
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| 2A. Manage growth in College of EHHD, with a concurrent growth in academic instructional support (e.g. TT & NTT faculty, staff, and advisors) and a maintenance of quality | 2A.1. Conduct research to determine if rate of growth in EHHD is correlated with student retention, graduation, faculty satisfaction, and other metrics.  
2A.2. Improve student to faculty ratio in EHHD so all undergraduate programs in the college achieve or maintain a ratio of at least 40:1.  
2A.3. Conduct curriculum mapping activities to delete repetition, determine viability and need for various courses. | 2A.1. Hire a statistician to conduct analyses from the column to the left of this one.  
2A.2. Track Faculty:Student Ratios yearly; make recommendations as to how to find resources to cope with growth.  
2A.3. Conduct curriculum mapping activities every 3 years and produce a report outlining curricular changes and accompanying rationale. | 2A.1.-2A.3 Department Heads, Dean’s Office, Provost, President | 2A.1.-2A.3 EHHD Leadership Team with Program Leaders; Program Faculty and Staff |
<p>| BASELINE GROWTH (from 2010-11 to 2013-14) College of EHHD | | | | |
| Fr/Soph grew from 521 to 656 (net growth of 135 or 33.8/yr) | 2A.1. Conduct research to determine if rate of growth in EHHD is correlated with student retention, graduation, faculty satisfaction, and other metrics. | 2A.1. Hire a statistician to conduct analyses from the column to the left of this one. | 2A.1.-2A.3 Department Heads, Dean’s Office, Provost, President | |
| Jr/Sr/PstBch grew from 710 to 856 (net growth of 146 or 36.5/yr) | 2A.2. Track Faculty:Student Ratios yearly; make recommendations as to how to find resources to cope with growth. | 2A.2. Dept. Heads &amp; Dean’s Office | 2A.2. EHHD Leadership Team; Program Leaders | |
| Second majors grew from 20 to 36 (net growth of 16 or 4/yr) | 2A.3. Conduct curriculum mapping activities to delete repetition, determine viability and need for various courses. | 2A.3. Dept. Heads &amp; Dean’s Office | 2A.3. Program Leaders &amp; Department Heads | |
| Graduate Students grew from 403 to 459 (net growth of 56 or 14/yr) | | | | |
| Total majors | | | | |</p>
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<td>grew from 1654 to 2007 (net growth of 353 or 88/yr)</td>
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<td>In <strong>Education</strong>, most of the growth was at the graduate level (from 2012-13 to 2013-14, grad students grew by 134); overall growth rate of 20 students/yr—although secondary teaching majors are hard to track.</td>
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<td>In <strong>HHD</strong>, most growth was at the undergrad level (30-35 majors/yr over a 4 yr period with an overall growth rate of 68.5 students/yr)</td>
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<td><strong>Stewardship</strong></td>
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<td>1S: <strong>Human Resources.</strong> Attract, develop and retain the best faculty</td>
<td>Working within MSU guidelines: 1S.1. Recruit diverse</td>
<td>1S.1. Track and</td>
<td>1S.1. Human</td>
<td>1S.1. – 1S.5. EHHD</td>
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<td>and staff to achieve our EHHD mission.</td>
<td>and talented faculty and staff candidate pools.</td>
<td>analyze faculty and staff search pools. Make corrections where problems arise.</td>
<td>Resources, MSU Data Analysis, ADVANCE, Departments</td>
<td>Leadership Team</td>
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<td>1S.2. Provide raises to faculty and staff when possible and available in an attempt to raise faculty &amp; staff to peer market average.</td>
<td>1S.2 On a yearly basis, track and analyze faculty &amp; staff salaries and make adjustments where possible.</td>
<td>1S.2. – 1S.5 Dean’s Office</td>
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<td>1S.3. Offer 1 professional development opportunities per year for staff and faculty, aligned with employee’s PD goals.</td>
<td>1S.3. Provide opportunities for faculty and staff to present information about their conferences when possible.</td>
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<td>1S.4. Continue to examine ways to optimize faculty workload, based on faculty talent.</td>
<td>1S.4. Examine a variety of workload models and implement one that aligns with MSU plan.</td>
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<td>1S.5. Revise college and departmental role &amp; scope documents to analyze faculty and staff search pools. Make corrections where problems arise.</td>
<td>1S.5. Examine a variety of role and scope documents from similar institutions and departments and implement one that aligns with MSU plan.</td>
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<td><strong>Encourage and reward a culture of innovation, experimentation, excellence, professional growth, and efficacy.</strong></td>
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<td>MSU, EHHD Dean's Office, EHHD Departments</td>
<td><strong>2S.1 – 2S.4</strong> EHHD Leadership Team &amp; MSU Administration</td>
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| **2S Physical Resources.**  
Enhance aesthetic appeal and functional quality of our EHHD physical resources to support high quality learning, research and work environments. | 2S.1. Create a committee & plan to study the current condition and needs of all EHHD facilities, including individual office spaces, public spaces, teaching spaces, and lab spaces.  
2S.2. Participate in University process to ensure appropriate instructional space is allocated.  
2S.3. Create a committee and a plan to utilize space in Reid (top 2 floors) when Business vacates Reid.  
2S.4. Given the growth in HHD, work to | 2S.1. By 2015, a list of priority renovations will be developed by each building where EHHD faculty reside (Reid, Romney, Rec Center, Herrick)  
2S.2. Designate a person who always attends these meetings (e.g., Associate Dean)  
2S.3. & 2S.4. By the end of Spring 2014, a space renovation committee will be named and work will commence. By the end of Fall 2014, recommendations will be made for utilizing the top 2 floors in Reid when business vacates and for the 4th floor in Herrick. | 2S.1 – 2S.4. MSU, EHHD Dean’s Office, EHHD Departments | **2S.1 – 2S.4** EHHD Leadership Team & MSU Administration |
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<td>3S: Economic Resources. Increase and effectively allocate resources in support of the MSU Strategic Plan.</td>
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<td>renovate the 4th floor of Herrick Hall.</td>
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<td>3S.1. Utilize the EHHD Strategic Plan to guide budgetary decisions.</td>
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<td>3S.2. Continue and expand EHHD foundation fundraising initiatives such that a minimum of 3 new projects/year are developed (e.g., develop American Indian and international support center for Multicultural Center--facilities, faculty and involvement).</td>
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<td>3S.1. On a yearly basis, examine ways in which the budget was used to implement the strategic plan priorities. Dean will present a report to the faculty at the end of the year faculty meeting.</td>
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<td>3S.2. Dean, Department Head and Foundation Officer will work together to ensure that new, innovative proposals are submitted.</td>
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<td>3S.1. &amp; 3S.2. Dean’s Office, Dept. Heads</td>
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<td>3S.1. &amp; 3S.2. EHHD Leadership Team</td>
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MSU Strategic Plan Definitions:

**Learning:** Since its inception, MSU has prepared graduates to meet the challenges of tomorrow. Successful, sought-after graduates are part of our legacy, and preparing students is central to our mission. MSU students learn in the classroom, lab, studio and field, through a hands-on, student-centered curriculum that integrates learning, discovery, and engagement in and out of the classroom.

**Discovery:** Innovative and significant research and creative activities distinguish the 21st century University and are a recognized hallmark of MSU, where faculty, students and staff all participate in the creation of knowledge and art.

**Engagement:** Engagement is the collaboration between MSU and its local, state, national, and global communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity (Carnegie Foundation, 2006). Engagement, a form of scholarship that bridges teaching, research and service, brings the university’s intellectual resources to bear on societal needs (Association of Public and Land Grant University’s Council on Engagement and Outreach (APLU CEO)).

**Integration:** Integrating learning, discovery, and engagement is the marquee feature of this MSU strategic plan. Traditionally, land-grant universities have educated students, conducted research and provided outreach to their communities and states. MSU has gone a step further by regularly integrating research and teaching, practicing service-learning and combining research with outreach. With this plan, MSU now boldly defines the 21st century land-grant university as one where learning, discovery, and engagement merge seamlessly to the benefit of students, faculty, staff, and the wider community.

**Access:** Land-grant universities were established by Congress in 1862 with the explicit intent to educate the sons and daughters of the industrial classes. MSU continues to fulfill that intent, believing that education serves society as a whole through job creation, stronger civic participation, and a reduction in the societal costs borne by a less educated populace. MSU does not turn away qualified Montanans and will continue to provide access to a quality education for all students to improve the state and the well-being of its citizens.

**Stewardship:** As a public institution, MSU recognizes and honors its obligation to the many constituents who invest their time, financial resources, energy and support. MSU deeply values the public trust granted to it and is committed to continued good stewardship of its resources.