



*College of Education and Behavioral Sciences  
Office of the Dean*

**GOALS  
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DEAN, CEBS**

Following are my goals for the next one, three and five years. I see my role as Dean revolving around leadership in four primary activities:

1. Ensuring the College of Education and Behavioral Sciences delivers high quality programs to students
2. Facilitating the work of the faculty, students, and staff in the areas of instruction, scholarship, and professional service
3. Developing significant national recognition for the College
4. Advancing the mission of the College.

These three activities derive directly from the mission and conceptual framework of the College.

**College Mission Statement**

*The College contributes to the betterment of society through research, professional service and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.*

The above activities and the mission statement lead to the goals outlined below. The assistant dean, school directors and center/institute directors in the College of Education and Behavioral Sciences are integral to the achievement of the College mission and to the advancement of the College. Their goals have been developed in accord with these College goals. For example, all school directors have been asked to attend to the issues of quality teaching, scholarship and professional service, recruitment, enrollment management, diversity and fund-raising/public relations in ways that make sense for their schools.

Note that I shared a version of the goals described below with the CEBS faculty at the College retreat in August 2007. My goals, and those of the assistant dean and school directors, will be put on the College website.

**Goal 1: Support and Enhance Faculty Efforts in Teaching, Advising, Scholarship, and Professional Service**

Sub-goals:

- A. Improve the recruitment and retention of faculty and students.
- B. Foster cohesiveness and collegiality among faculty, staff and students.
- C. Increase fundraising.

High quality and visible faculty teaching, advising, scholarship, and professional service are integral to the intellectual vitality and reputation of the College. The quality of the coursework and field experiences offered to students affects their emerging abilities as professional educators, psychologists, counselors and researchers. Faculty scholarship in the teacher-scholar model provides opportunities for faculty and students to collaborate in advancing knowledge in the discipline while also affording students with valuable mentoring opportunities. Enhanced opportunities in the areas of teaching, scholarship and professional service should impact the recruitment, retention and collegiality of faculty and students. Cutting edge scholarship and grant writing should also assist with fundraising.

*Strategies:*

1. Allocate resources to school directors in order to stimulate innovations in teaching, advising, scholarship and professional service.
2. Focus support for scholarship in three primary areas: educator quality, learning and cognition, and language and literacy.
3. Provide support to faculty for grant writing; examine new approaches to such support.
4. Continue to implement the College [Differential Staffing Plan](#).
5. Examine the feasibility of developing a Center for Pedagogy in Higher Education.
6. Provide professional development in teaching and scholarship to faculty.
7. Initiate a review of advising procedures and outcomes across the College.
8. Add an "Advisor of the Year" award to the three current awards in the College.
9. Increase the stipends for Teacher, Scholar, Service Provider, and Advisor awards from \$500 to \$1,000.
10. Examine the possibility of establishing an advising center for teacher candidates.

*Objectives:*

*1-Year and 3-Year*

1. Faculty will engage in increased scholarship and grant writing.
2. Faculty will continue to be recognized for quality instruction.
3. Fund raising (measured by contributions and number of donors) will increase by 5% in three years.
4. Enhanced scholarship and teaching will result in greater student recruitment and retention.

5. Enhanced advising will increase student retention.

#### *5-Year*

1. The national profile of the College will be elevated.
2. Fundraising will increase.
3. A Center for Pedagogy in Higher Education will be developed.

### **Goal 2: Manage Resources and Enrollment Effectively**

#### Sub-goals:

- A. Improve the recruitment and retention of faculty and students.
- B. Increase efficiency in enrollment management.

Additional resources for reallocation and reinvestment in the University and College have been scarce over the past several years. This has resulted in an even greater press to manage and allocate College resources in a manner that results in efficient functioning while maintaining high quality programs and supporting faculty, student, and staff professional endeavors.

#### *Strategies*

1. Use the program review process to assess programs across the College and to re-allocate resources as needed.
2. Examine curricular offerings, scheduling and class size to ensure maximum cost efficiency and predictability for students.
3. Develop and implement policies regarding class size and summer compensation.
4. Complete a survey of student summer needs; use data to inform summer programming.
5. Develop focused student recruitment efforts, for example through work with the Colorado Teacher Cadet program.
6. Continue to integrate on- and off-campus program structures and administration.
7. Expand off-campus programs.
8. Each school will be responsible for its own credit hour production.

#### *Objectives*

##### *1-Year and 3-Year*

1. Efficiencies generated will result in a savings in instructional costs (10% goal), which will be available for reinvestment.
2. Enrollment in summer will stabilize and increase.
3. Course scheduling will be more predictable for students resulting in increased retention.
- 4.

#### *Objectives*

##### *5-Year*

1. Funds will be available to support the advancement of the College mission.
2. Academic year enrollment will increase.

### **Goal 3: Increase the Visibility of the College across the State and Region**

#### Sub-goals:

- A. Improve the recruitment and retention of faculty and students.
- B. Foster cohesiveness and collegiality among faculty, staff and students.
- C. Increase fundraising.

The College of Education and Behavioral Sciences is recognized for its high quality programs and faculty scholarship. It is important that the College retain and enhance this reputation. To accomplish this goal it is important that I have a visible presence in the state.

#### *Strategies:*

1. Continue playing a visible role in the [Governor's P-20 Council](#).
2. Maintain a high profile among education leaders, superintendents and principals.
3. Write three articles for the print media.
4. Publish a yearbook and two newsletters annually.
5. Lead efforts at building a new College facility.
6. Hire a College development officer.
7. Expand off-campus programs around the state.

#### *Objectives*

##### *1-Year and 3-Year*

1. The College profile will be elevated.
2. Fundraising will increase.
3. At least one new off-campus program or cohort will be added annually.
4. The publication of College activities will help drive a shared vision.

#### *Objectives*

##### *5-Year*

1. Funds will be available to support the advancement of the College mission.
2. Plans for a new building will be well underway.

### **Goal 4: Employ Open and Regular Communications**

#### Sub-goals:

- A. Enhance shared governance.
- B. Foster cohesiveness and collegiality among faculty, staff and students.

Effective and open communication is essential to fostering a sense of shared mission and collegiality among the members of the College. [Principles of Effective Communication](#), enunciated a couple of years ago, will continue.

#### *Strategies:*

1. Continue with College coffee mornings and meetings.
2. Publish annually a yearbook and two college newsletters, for example the [May 2007 newsletter](#).

3. Keep College personnel informed of ongoing events via regular communications, such as information concerning the [College budget](#).
4. Treat College members with respect.
5. Tackle critical issues in an open and honest manner
6. Mentor new faculty and hold workshops for those applying for sabbaticals and tenure/promotion.
7. Maintain high performance expectations.
8. Seek feedback from faculty on College-wide policies.

*Objectives*

*1-Year and 3-Year*

1. Employee satisfaction (as assessed through university measures) will increase.

*Objectives*

*5-Year*

1. Funds will be available to support the advancement of the College mission.

**Goal 5: Bring Issues of Diversity to the Forefront of the College Agenda**

Sub-goal:

- A. Faculty and staff professional development.

The mission of the College refers to “working effectively with diverse populations in an evolving global community.” Given our role in the preparation of professional educators, the topic of diversity in all its manifestations is important to the College.

*Strategies:*

1. Work with the College Diversity Committee to provide access to cultural competence training.
2. Bring issues of diversity to the fore during College meetings.
3. Expand international exchange agreements.
4. Require all programs to implement strategies to recruit faculty and students from diverse backgrounds.

*Objectives*

*1-Year and 3-Year*

1. Cultural competence (as assessed through university measures) will increase.
2. Percent diverse faculty and students will increase across the College.
3. Number of international exchange agreements originating in the College will increase.
4. Diversity will be listed as a strength on accreditation reviews.

**Goal 6: Prepare for Accreditation Reviews and Assure Program Quality**

Sub-goals:

- A. Improve the recruitment and retention of faculty and students.
- B. Foster cohesiveness and collegiality among faculty, staff and students.

### C. Increase fundraising.

Accreditation reviews are a means to demonstrate the quality of programs in the College. Positive reviews provide a mark of distinction. The next authorization review by the Colorado Department of Higher Education will occur in March 2008, followed by a re-accreditation visit from the [National Council for Accreditation of Teacher Education](#) in fall semester 2008. These efforts involve faculty from across the campus and will be organized by the assistant dean.

#### *Strategies:*

1. The details and scope of the work required for these reviews is very extensive and requires the engaged involvement of many from across the campus. Plans have been developed to complete the paperwork and to meet all deadlines.
2. Ensure all programs collect data to inform program decisions.

#### *Objectives*

##### *1-Year, 3-Year and 5-Year*

1. CEBS programs will retain accreditations.
2. Accreditation will result in measurable (through the program review process) program improvements.
3. Positive publicity and funds will be generated as a result of our success.
4. Faculty, staff and student consideration of the conceptual framework will lead to increased cohesiveness, as will the collaboration required for a successful national accreditation review. This cohesiveness can be documented through the accreditation process and through campus-wide measures.
5. Student recruitment will increase as a result of positive accreditation efforts.

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