School of
Health and Human Services

ST. CLOUD STATE
U N I V E R S I T Y ™

EDUCATION FOR LIFE.

Strategic Plan
2013–2016

OUR MISSION:

We prepare our students to be leaders,
scholars and professionals in promoting and
providing lifelong optimal health and wellness.

School of Health and Human Services Strategic Planning Team

Monica C. Devers, Dean
Rebecca Crowell, Professor and Chair, Communication Sciences and Disorders
Judith Larsen, Clinic Director, Communication Sciences and Disorders
G.N. Rangamani, Professor, Communication Sciences and Disorders
Sarah Smits-Bandstra, Assistant Professor, Communication Sciences and Disorders
Manijeh Daneshpour, Chair, Community Psychology, Counseling and Family Therapy
Tim Baker, Associate Professor, Community Psychology, Counseling and Family Therapy
Jennifer Connor, Associate Professor, Community Psychology, Counseling and Family Therapy
Leeann Jorgensen, Professor, Community Psychology, Counseling and Family Therapy
Bill Lepkowski, Associate Professor, Community Psychology, Counseling and Family Therapy
Dan Macari, Professor, Community Psychology, Counseling and Family Therapy
Tina Sacin, Associate Professor, Community Psychology, Counseling and Family Therapy
Kim Schulze, Professor, Community Psychology, Counseling and Family Therapy
Nona Wilson, Associate Professor, Community Psychology, Counseling and Family Therapy
Rona Karasik, Professor Gerontology
Phyllis Greenberg, Associate Professor Gerontology
Laura Finch, Professor and Chair, Kinesiology
Dave Bacharach, Professor, Kinesiology
Teresa Heck, Professor, Kinesiology
Caryl Martin, Associate Professor, Kinesiology
Sue Tarr, Professor, Kinesiology
Pat Ellinger, Director, Medical Laboratory Sciences (2011-13)
Brenda Lenz, Professor and Chair Nursing Science
Sue Herm, Associate Professor, Nursing Science
Steve Olsen, Pre-Nursing Advisor, Nursing Science
Joyce Simones, Professor, Nursing Science
Steve Ratliff, Director, Nuclear Medicine and Radiologic Technology
Tracy Ore, Chair, Social Work
Mary Pfohl, Associate Professor, Social Work
Gary Whitford Holey, Professor, Social Work

Christa Hayes, SHHS Student Relations Coordinator
Emily Simon, SHHS Experiential Learning and Outreach Coordinator
Jill Snippen, SHHS Administrative Director

Facilitator
Lisa Foss, Associate Vice President and Associate Provost
Office of Strategy, Planning and Effectiveness

Introduction

The School of Health and Human Services (SHHS) was created in the spring of 2011 as the result of the reorganization of St. Cloud State University's academic programs and services. Our School is one of four new schools at SCSU and brings together disciplines and programs from four of the five previous colleges at the University. This fact alone holds both great promise for our school and remains one of our most significant challenges.

The emergence of the School of Health and Human Services provides the opportunity to enhance SCSU's already existing strength in the fields of nursing, gerontology, community and clinical psychology, kinesiology, medical technology and social work, while at the same time creates space for collaboration to develop new interdisciplinary programs to support the needs of our community partners and workforce demands in the evolving health and human services environment. At the same time, merging the distinct and established operations, practices and cultures of teams of faculty and staff from across SCSU to work as a collaborative unit is an organizational challenge that requires purposeful efforts to work together differently while respecting the unique disciplines and established best practices within the school.

The strategic plan laid out in the following pages attempts to answer the complex challenges and immense opportunities that exist for the School of Health and Human Services at St. Cloud State University. It was developed as a first plan for a complex, new organization to chart a path forward as the faculty and staff of the School learn to work together and engage as a multi-disciplinary team focused on preparing students for success in a diverse but interconnected set of health and human service related fields.   It takes a first step forward and proposes a few bold initiatives that will lay the pathway for success. We expect the plan will continue to evolve as we engage in the work of implementation, as we track the results of our success, and as we continue to live into the promise of our new school.

School of Health and Human Services

The School of Health and Human Services (SHHS) is the largest school on SCSU campus.   The School is comprised on 5 departments and 4 programs: Communication Sciences and Disorders, Community Psychology, Counseling and Family Therapy, Gerontology, Kinesiology, Medical Laboratory Science, Nuclear Medicine, Nursing, Radiologic Technology, Social Work.

Overall, we offer 12 undergraduate programs and 11 graduate programs:

Undergraduate Programs
- Athletic Training
- Chemical Dependency
- Communication Sciences & Disorders
- Community Health
- Community Psychology
- Health and Physical Education (teaching)
- Medical Laboratory Science
- Nuclear Medicine Technology
- Nursing Science
- Radiologic Technology
- Recreation and Sports Management
- Social Work

Graduate Programs
- Applied Behavior Analysis
- College Counseling and Student Development
- Communication Sciences and Disorders
- Community Counseling
- Exercise Science
- Gerontology
- Marriage and Family Therapy
- Rehabilitation Counseling
- School Counseling
- Sports Management
- Social Work

An indicator of the quality of the programs housed in SHHS is the number of programs who are currently accredited:

- Council on Social Work Education (CSWE)

- Commission on Collegiate Nursing Education (CCNE)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- Association for Behavior Analysis(ABA)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Rehabilitation Education (CORE)

We have a significant number of faculty and staff, degrees awarded and enrollments in our school are stable.

In AY 13-14, we have 85 faculty and staff working in SHHS. They are members of 5 different bargaining units.

Bargaining Unit	
IFO Faculty	73
MSUASF	4
MAPE	1
ASFCME	6
MNA	1

Table 1. SHHS Faculty and Staff AY 13-14

We have tracked the degrees awarded to students graduating from our programs since 2011.

	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013
Undergraduate	165	181	61	159	210	67	148
Graduate	34	86	43	33	108	31	26
TOTAL	**199**	**267**	**104**	**192**	**318**	**98**	**174**

Table 2. Degrees Awarded to Students from SHHS

Our declared and intended majors in SHHS have remained relatively stable in the first 2 years of our School.

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
College of Liberal Arts	1,574	1,696	1,478	1,510	1,403	1,471
School of Health and Human Services	1,272	1,280	1,274	1,351	1,279	1,347
Herberger Business School	1,199	1,207	1,127	1,185	1,115	1,181
College of Science and Engineering	880	929	905	982	912	1,023
School of Education	869	814	814	758	706	712
School of Public Affairs	784	807	722	785	747	727

Every MnSCU University has some college or school structure of allied health or health and human services. What makes us unique is the combination of health related disciplines and our human services programs. We have strong ties to other colleges and schools on campus. Our MLS, Nuclear Medicine and Radiologic Technology programs have faculty housed in the College of Science and Engineering. We align to the School of Education with our Health and Physical Education program and our School Counseling program. Our Autism Certificate program is offered in collaboration with the School of Education. We continue to hear from our employers and our community partners the need for excellent oral and written communication skills so our partnership with the College of Liberal Arts is critical.

SHHS Facilities

Our departments and programs are located across campus. This is both an opportunity and a challenge. The Dean's office is currently in Stewart Hall 365 with an anticipated move to the Brown Hall in summer 2014. Communication Sciences and Disorders (CSD) and Nursing are located in Brown Hall as is our on campus Speech-Language and Hearing Clinic. Gerontology and Social Work are located in Stewart Hall. Kinesiology is located in Halenbeck Hall. The Community Psychology, Counseling and Family Therapy department is located in the Education Building, although CPCF faculty are housed in the Education Building, Brown Hall and Headley

Hall.   Medical Laboratory Science and Nuclear Medicine and Radiologic Technology are located in Wick Science Building with lab and classroom space in ISELF.

Saint Cloud State University has submitted a proposal to plan for the renovation of Eastman Hall to create greater integration of academic and student service programs. SHHS will have a footprint in a renovated Eastman which will allow our programs to expand on the expectation of applied and experiential learning as a cornerstone of learning for School of Health and Human Services students, providing a distinction for the school and its programs within the higher education marketplace. The planned renovation would strengthen ties with the local medical communities.

The Opportunities in Front of Us

The School of Health and Human Services has tremendous opportunities before it. The increasing demand for professionals within the health and human services fields provide ongoing demand for our existing programs and the opportunity to create new and innovative programs that respond to the emerging needs of our society.

Our programs have well established relationships with community partners and agencies that have grown from respect for the quality of our programs and graduates. The partnerships that have been established within one program can be expanded across additional programs within our school, providing greater learning and employment opportunities for our students and access to additional students and potential workforce for our partners.

The programs with the school have an existing commitment to providing applied and experiential learning opportunities for our students as part of their curriculum. Together, our programs can expand on this commitment to embed the expectation of applied and experiential learning as a cornerstone of the learning experience of SHHS students, providing a distinction for the school and its programs within the higher education marketplace.

Because of the nature of our disciplines, our faculty has experience working across disciplines and with other professionals in the field as they work with all populations across their lifespan. We can leverage this experience to increase interdisciplinary curriculum and programs and within the research that occurs by our faculty and our students.

Programs within our school have developed expertise and experience with distance education that can be leveraged by additional programs, expanding the reach of the school beyond the brick and mortar environment of SCSU and to alternative delivery strategies that support demands of different student populations.

The Challenges to Moving Forward

As a new organization imagines new opportunities to be explored through its strategic plan, it also must recognize and address the challenges that exist to moving forward. While the School of Health and Human Services is not alone in many of these challenges, this plan identifies opportunities for SHHS faculty, staff and administrators to take actions to address them within the School.

Potentially the greatest challenge facing the School is the constrained resource base from which the School must maintain its operations and plan and support future initiatives. Recent budget reductions have resulted in reduced numbers of faculty within the School and limited flexibility in resource allocation to support new activity. The current workload and expectations on faculty and staff leave little room for new initiatives or additional program development. As

SHHS engages in implementing its strategic plan, it must engage in resource allocation decisions that direct the limited resources to the greatest strategic priority within the school while pursuing opportunities for additional funding from non-state sources.

SHHS faces the challenge of simply being new. The existing organizational silos that existed prior to the creation of the School will continue within the School unless collaborative and communication structures are intentionally created to build a shared identity and vision for the school and its programs.

As the strategic plan is developed and implemented, SHHS must build the operating and support structures that will support its work as a cohesive unit.

SHHS Strategic Planning Timeline

In spring semester 2011, a survey was developed by department chairs and sent to all faculty and students from departments and programs that would be housed in SHHS after July 2011. In summer 2011, the Interim Dean invited chairs and faculty from each department and program in SHHS to participate in a series of planning sessions.   Once hired in summer 2012, the three staff members in the Dean's Office (Student Relations Coordinator, Experiential Learning and Outreach Coordinator, and the Administrative Director) joined this group.

In addition to these sessions/meetings, there were Brown Bag lunches throughout 2011-12 and 2012-13 and regular updates via DAC and convocation meetings. Working groups were formed on specific topics that required more detailed analysis, and student groups meetings were held each semester. Input from our community partners was ongoing throughout.

Under the facilitation of Associate VP/Associate Provost Lisa Foss, all of this work has taken the faculty and staff through a series of stages of production that have culminated in the writing of this strategic plan.

Components of the strategic plan

The SHHS strategic plan contains the following components, which are discussed in detail below:

      1. The SHHS Stakeholder Value Proposition

      2. SHHS strategic themes

      3. SHHS strategic objectives

      4. SHHS strategic results

      5. Timeline of implementation

**School of Health and Human Services
Mission, Vision and Core Values**

Our mission, vision and core value statements were created through our planning work and provide the guiding framework for our strategic plan. Our mission statement describes why we exist, our vision statement lays out what makes us distinct and what we are striving to achieve and our core values describe what is foundational to us as a school that will guide our collective decisions and actions as we implement our plan.

Mission

We prepare our students to be leaders, scholars and professionals
in promoting and providing lifelong optimal health and wellness.

Vision

We enhance the well-being of people and their communities through
nationally recognized innovative programs, rigorous practical
experiences and strong professional partnerships.

Core Values

Service to the community
Excellence in teaching, scholarship and practice
Professional and ethical behavior
Lifelong learning
Interdisciplinary innovation
Diversity

Stakeholder Value Propositions

It is critical that the programs and services provided through the School of Health and Human Services are designed to meet and exceed the needs and expectations of our diverse set of stakeholders. These stakeholder perspectives will drive our program development work, our stakeholder engagement and communication efforts and will frame how we measure our success.

Students

Our students believe we provide the highest quality academic programs in the area of health and human services, and our graduates feel well prepared for success. Our students consistently pass their certification or licensure exams and achieve job placement within their field. Through professional experiential learning and unique educational opportunities for interdisciplinary and inter-professional learning in classroom and clinical settings , our students are well prepared for the many environments in which they will practice and are exposed to real world experiences in diverse settings. Our graduates look to us for continuing education and professional development throughout their careers. Our students see our faculty as qualified, engaging, approachable and active in their disciplines.

Community partners

Our community partners and agencies see the School of Health and Human Services as a valuable partner in preparing students with the necessary skills and competencies required in their field and are proud of their relationship with our School. Their experience is that our students are exceptionally prepared for their field or clinical placements and are a good fit for the agency or site. They see SHHS as a critical source for prospective employees and resource and partner in the ongoing professional growth, staff training, and continuing education of their employees.

Field Coordinators/Internship Supervisors

Field coordinators/internship supervisors experience the School of Health and Human Services as a responsive and collaborative partner in the placement of students in clinical and field sites. They believe SHHS faculty and staff are accessible and reliable and provide clear communication and timely information regarding students and placements. From their perspective, the School has efficient and effective processes for student placement and engages in ongoing evaluation of students and placement sites that informs continuous improvement.

SHHS Faculty and Staff

Faculty and staff within the School of Health and Human Services believe the School is a worthwhile place to teach and work. The School maintains a professionally enriching environment that encourages our faculty and staff to remain active within and across disciplines and supports ongoing professional development. SHHS faculty and staff have a strong, shared commitment to diversity and delivering a state of the art model of service in diverse communities.

Donors (potential and existing)

Potential and existing donors within the School of Health and Human Services identify the School as a great choice for investing in the exceptional preparation of students in the health and human services field.

Donors are valued and clearly understand how their engagement supports not only future health and human service professionals but also the health of the communities in which they live and work. They believe the School is fiscally responsible and deserving of their gifts.

Strategic Results

As the faculty, staff and administration of the School of Health and Human Services moves forward with implementation of our strategic plan, we expect to see improvement on critical factors that indicate our success. These results are multi-faceted and indicate increasing levels of organizational health and success across our school and satisfaction and engagement of the students, stakeholders, clients and students we serve.

Our Students and Stakeholders:
- Job placement rate of our graduates
- Licensure or certification passing rate
- Student satisfaction
- Agency/clinical site satisfaction
- Employer satisfaction (graduate skill/competency alignment)
- Student retention and graduation rates (within major and school)
- Civic and community engagement levels of our students and graduates
- Student learning outcomes and competencies achievement
- Accreditation standards

Our Resource Deployment and Stewardship:

- Program sustainability
- Enrollment growth across the school, including underrepresented students
- Presence/partnerships in diverse community agencies and schools
- Faculty engagement in community service
- Private giving/donors

Our People and Processes:

- Number of clinical placements
- Faculty publications, presentations, grants (within disciplines and across disciplines)
- SHHS employee satisfaction and engagement
- SHHS employee recruitment and retention, including diversity goals
- Multicultural competence of students and graduates
- Process improvements

School of Health and Human Services Strategic Themes

The following five Strategic Themes provide the framework for our combined work as a school over the next few years. They represent the major focus of our School and broadly define how we will operationalize our mission and vision. Our strategic themes are designed to focus and guide our program and service development and improvement efforts and resource deployment decisions around those activities that are most critical to our future success. The five Strategic Themes for the School of Health and Human Services are:

Strategic Theme 1: Professional Experiential Learning

The School of Health and Human Services has a comprehensive system that identifies and responds to evolving trends in job placement, credentials, and stakeholder needs. We provide internships, service learning and other experiential opportunities that develop and apply professional skills while meeting the needs of the dynamic field of health and human services.

Strategic Theme 2: Inter-professional Opportunities and Collaboration

The School of Health and Human Services is committed to inter-professional opportunities and collaboration that energizes faculty, engaging them in creative work that reflects and extends beyond their primary disciplines. As a result, students experience directly the value of their chosen fields in the larger context of promoting optimal health and wellness.

Strategic Theme 3: Commitment to embracing the strengths and needs of a diverse population

The School of Health and Human Services is committed to embracing the strengths and needs of a diverse population, being sensitive to and respectful of all persons and groups. We are intentional about the ongoing internal work necessary, both personally and organizationally, by faculty, staff, and students for effective inter-cultural work. Our connections to external stakeholders will be responsive and purposeful in order to collaborate with and serve all communities.

Strategic Theme 4: Lifelong Educational Enrichment

The School of Health and Human Services is committed to enriching peoples' lives by providing services and lifelong learning opportunities, through expertise in health and human services, to meet the personal and professional goals of our students and people in our community. We provide these services and opportunities via community agencies, schools, health care facilities, and on our campus. Potential students are exposed to various disciplines, and have the opportunity to pursue their professional goals through our degree programs. We provide continued support to our alumni and community through conferences, networking, workshops, and online education.

Strategic Theme 5: Community Partnerships in Learning, Service and Innovation

The School of Health and Human Services is committed to building and sustaining partnerships which are responsive to the needs of students, faculty/staff and community partners, including partnerships that occur on and off campus.

Each of our strategic themes reflect and support, in several ways, our alignment to the institutional commitments at SCSU: applied and experiential learning, community engagement, sustainability and global/cultural understanding.

School of Health and Human Services Strategic Objectives

Strategic objectives are more tactical activities that must be completed to achieve the School of Health and Human Services Strategic Themes. Our Strategic Themes are not stand alone efforts but are inter-connected and reinforcing. As a result, the ten strategic objectives described on the following pages will in fact support the achievement of multiple themes within our strategic plan and support the achievement of the Strategic Results identified earlier in this planning document. Within each Strategic Objective, specific initiatives and activities have been (and continue to be) identified that will serve as the base for the School of Health and Human Services work plan for the next few years.

Strategic Objective 1: **Link classroom and community by providing students with opportunities to apply theoretical concepts through guided, hands-on learning**
- Design curriculum that prepares students for the experiential learning component of their program
    - Create online preparation orientation including information on benefits, expectations, overview of experiential opportunities and SCSU
- Develop an ongoing communication campaign targeted at students and existing and potential external partners promoting the benefits of experiential learning
- Expand the number and type of experiential learning opportunities and sites
- Create an on-campus interdisciplinary clinic where students are given the opportunity to provide direct service to community residents as part of their curriculum.
- Explore opportunities for experiential learning as part of our international/global commitment

Strategic Objective 2: **Develop and expand quality partnerships that meet the needs of our partners and our students**
- Create opportunities for regular and ongoing interaction between SHHS and external partners
- Develop expectations and methods for involving community partners in the design and development of programs and learning experiences within SHHS
- Strengthen connections between SHHS and community agencies that serve diverse populations
- Develop partnership with K-12 schools to expose students to future careers in health and human services
- Establish partnership agreements that provide clear and shared expectations between SHHS and its community partners
- Establish an experiential learning requirement for all programs in SHHS
- Create a School of Health and Human Services Advisory Board
- Create general consistency in our understanding of the definition of experiential opportunities – e.g. service learning and internships.

- o Identify and support the differences between undergraduate and graduate experiential learning needs.
- o Allow flexibility to accommodate program needs in the practice of experiential learning.
- o Develop systematic planning from programs/departments up to DAC to establish common experiential learning expectations
- Develop school wide policy and procedure for community partnerships
- Evaluate current perceptions of external communities of departments and programs within the SHHS
- Streamline communication with community partners.
- Enhance partnerships with our partners in Concepcion and Port Elizabeth.
- Explore options for another international partner for students in SHHS
- Engage with community partners in the development and implementation of well-being initiatives

Strategic Objective 3: **Create resources and infrastructure to support ongoing program development and engagement with external partners**
- Develop a school-level recognition and reward program for students, faculty, alumni and community partners
- Engage alumni in experiential learning activities
- Establish a budget to develop materials and contacts –including travel, gifts and stipends
- Allocate funding to support grant writing opportunities
- Establish equitable release for experiential learning supervision
- Use duty day time to discuss and develop common experiential learning expectations
- Explore opportunities to offer well-being services and training to community agencies, businesses and partners.

Strategic Objective 4: **Enhance the identity and visibility of the School of Health and Human Services**
- Promote student awareness of SHHS programs and opportunities
- Coordinate with SCSU structures for undergraduate (first year and transfer) and graduate student recruitment
- Promote community awareness of SHHS programs and opportunities
- Create a central location for the SHHS
- Establish an accessible and visible common space for SHHS to collaboratively serve the community
- Establish frequent and specific communication with alumni
- Develop and maintain an updated SHHS website

Strategic Objective 5: **Enhance student learning and success within the School of Health and Human Services**
- Design strategies to increase student retention and completion rates within the school

- Build "nimble" education paths within SHHS for students – e.g. student changes major with minimum penalty
- Create recruitment strategies to increase the diversity of students within the school and across programs
- Embed and support quality assessment practices within all SHHS programs
- Identify school-level student learning outcomes including developing cultural competence
    - Develop cultural consultant advisory board for SHHS
    - Seek out and obtain funding for student scholarship in cross cultural and intercultural practice
- Build inter-disciplinary student groups to build relationships and enhance peer-to-peer learning
- Improve the student advising process
- Support faculty-to-faculty conversations across the top feeder community colleges to engage in agreements that allow successful completion of programs
- Maximize student enrollment and matriculation including degree maps and course schedules
- Measure and evaluate perceptions of all students regarding their experiences of satisfaction with university support systems

Strategic Objective 6: **In partnership with the Center for Continuing Education, create curriculum and programs to support ongoing, professional education**
- Develop continuing education opportunities that provide CEUs to SHHS alumni and other professionals
- Create structures to provide customized training programs for community partners to meet their continuous improvement and staff development needs

Strategic Objective 7: **Leverage technology to build knowledge about and track engagement with external partner sites**
- Identify and/or purchase a database that allows programs to track sites and students enrolled in experiential learning, internships and employment
- Establish infrastructure so stakeholders can access experiential learning information for all SHHS opportunities.

Strategic Objective 8: **Develop, grow and support programs that are responsive to emerging changes in the field and community and employer needs**
- Evaluate program structures, including degree plans, majors, and minors, including mechanism to modify curriculum based on external and internal factors
- Promote and support inter-disciplinary courses and programs, including co- and team-teaching, learning and communities across disciplines
    - Develop a sustainable approach to assigning workload to promote interdisciplinary partnerships
- Encourage interdisciplinary and cross-cultural scholarship.

- o   Support inter-professional applied research and presentations
        - o   Build inter-disciplinary faculty research interest groups
- Build cross-disciplinary teams of faculty and staff to identify best practices in our changing fields
- Develop comprehensive campus wide efforts to enhance well-being

Strategic Objective 9: **Create a human resource strategy to support recruitment, retention and ongoing development of faculty and staff within SHHS**
- Design and support professional development for faculty and staff that prepares them for the ongoing changes in their field
- Recognize engagement and commitment to SCSU's learning commitments through the professional development process
- Develop and promote a faculty and staff learning community on topics relevant to SHHS (CETL)
- Promote and support culturally competent faculty and staff
    - o   Promote and increase training for faculty/staff and students for inter-cultural sensitivity and competence
    - o   Improve the knowledge among faculty/staff/students related to the status of current community partnerships
    - o   Provide CARE workshops for SHHS faculty/staff/students of community partners

Strategic Objective 10: **Build School-level capacity to support the work of department and programs**
- Streamline the administrative processes across departments with centralized forms – e.g. MOU, insurance, articulations.
- Develop a repository for school-wide and departmental processes and documents ensuring common policies across SHHS when possible – e.g. student handbooks, department resources, accreditation, syllabi and department procedures
- Educate faculty regarding Dean's Office support services available – e.g., advising, scheduling, assessment and placement
- Support innovative ideas and approaches to workload – e.g. guest lecturer to fulfill accreditation requirement

SHHS Fundraising Priorities

The Dean and the planning team, in consultation with the SCSU Foundation, have identified 5 fundraising goals:

1. A Campus Interdisciplinary Clinic
2. School of Health and Human Services "Physical" Space
3. Increased external funding for undergraduate and graduate scholarships
4. Increased external funding for students to engage in experiential learning projects
5. Increase in funding to attract and retain students from under-represented demographic groups
6. Mobile outreach to our communities

SHHS – Our Global Initiatives

One of the university's four "learning commitments" is Global and Cultural Understanding. Globalization and cultural understanding is integral to each of our strategic themes and our work is ongoing.   In our school, we are developing an approach to global preparation that allows students to be active and engaged in an interconnected world. We are focused on having our students study abroad, learn from the international students who come to our programs and create a learning environment in which our students are prepared to think globally even in local situations.

We have 2 established international partnerships in SHHS - with the Universidad de Concepcion in Chile and with Nelson Mandela Metropolitan University in South Africa.   Our primary partnership is with the Universidad de Concepcion. The Nursing Science department and Communication Sciences and Disorders department are both engaged in ongoing exchange of students.   CSD faculty have taught week-long seminars in Concepcion and are exploring research collaborations.   Nursing faculty will be travelling to Concepcion later this year.

Implementation Timeline

Our faculty and staff were asked to prioritize the strategic objectives in terms of when these projects should be completed.   Here is our projected timeline for executing the strategic plan. This timeline is a road map and will be reviewed annually and updated. We anticipate a major review/update in 2016.

2013-14/2014-15

- Design curriculum that prepares students for the experiential learning component of their program
- Develop an ongoing communication campaign targeted at students and existing and potential external partners promoting the benefits of experiential learning
- Expand the number and type of experiential learning opportunities and sites
- Explore opportunities for experiential learning as part of our international/global commitment Create opportunities for regular and ongoing interaction between SHHS and external partners
- Strengthen connections between SHHS and community agencies that serve diverse populations
- Develop partnership with K-12 schools to expose students to future careers in health and human services
- Establish partnership agreements that provide clear and shared expectations between SHHS and its community partners
- Support faculty-to-faculty conversations across the top feeder community colleges to engage in agreements that allow successful completion of programs
- Create a School of Health and Human Services Advisory Board
- Create general consistency in our understanding of the definition of experiential opportunities – e.g. service learning and internships.
- Evaluate current perceptions of external communities of departments and programs within the SHHS
- Enhance partnership with our colleagues in Concepcion and Port Elizabeth.
- Develop a school-level recognition and reward program for students, faculty, alumni and community partners
- Engage alumni in experiential learning activities
- Establish a budget to develop materials and contacts –including travel, gifts and stipends
- Allocate funding to support grant writing opportunities.
- Establish equitable release for experiential learning supervision
- Promote student awareness of SHHS programs and opportunities
- Coordinate with SCSU structures for undergraduate (first year and transfer) and graduate student recruitment

- Promote community awareness of SHHS programs and opportunities
- Establish frequent and specific communication with alumni
- Develop and maintain an updated SHHS website
- Design strategies to increase student retention and completion rates within the school
- Embed and support quality assessment practices within all SHHS programs
- Identify school-level student learning outcomes including developing cultural competence
- Build inter-disciplinary student groups to build relationships and enhance peer-to-peer learning
- Improve the student advising process, including training
- Measure and evaluate perceptions of all students regarding their experiences of satisfaction with university support systems
- Identify and/or purchase a database that allows programs to track sites and students enrolled in experiential learning, internships and employment
- Promote and support inter-disciplinary courses and programs, including co- and team-teaching, learning and communities across disciplines
- Encourage interdisciplinary and cross-cultural scholarship.
- Design and support professional development for faculty and staff that prepares them for the ongoing changes in their field
- Recognize faculty engagement and commitment to SCSU's learning commitments through the professional development process
- Promote and support culturally competent faculty and staff
- Streamline the administrative processes across departments with centralized forms – e.g. MOU, insurance, articulations.
- Develop a repository for school-wide and departmental processes and documents ensuring common policies across SHHS when possible – e.g. student handbooks, department resources, accreditation, syllabi and department procedures
- Educate faculty regarding Dean's Office support services available – advising, scheduling, assessment and placement
- Support innovative ideas and approaches to workload – e.g. guest lecturer to fulfill accreditation requirement.

2015-16

- Develop expectation and methods for involving community partners in the design and development of programs and learning experiences within SHHS
- Establish an experiential learning requirement for all programs in SHHS
- Explore options for another international partner for students in SHHS
- Create a central location for the SHHS
- Establish an accessible and visible common space for SHHS to collaboratively serve the community
- Build "nimble" education paths within SHHS for students – e.g. student changes major with minimum penalty

- Create recruitment strategies to increase the diversity of students within the school and across programs
- Maximize student enrollment and matriculation including degree maps and course schedules
- Establish infrastructure so stakeholders can access experiential learning information for all SHHS opportunities.
- Evaluate program structures, including degree plans, majors, and minors, including mechanism to modify curriculum based on external and internal factors
- Develop a faculty and staff learning community

2016 and later

- Create an on-campus interdisciplinary clinic where students are given the opportunity to provide direct service to community residents as part of their curriculum.
- Develop continuing education opportunities that provide CEUs to SHHS alumni and other professionals
- Create structures to provide customized training programs for community partners to meet their continuous improvement and staff development needs
- Build cross-disciplinary teams of faculty and staff to identify best practices in health and human services

Implementation of the Strategic Plan

We are currently developing work plans that would allow us to meet our objectives. We anticipate that will be finished in summer 2014.   However, some of our work is underway. Here is the current status on some of our work.

Strategic Objective 2: **Develop and expand quality partnerships that meet the needs of our partners and our students**

> **Project 1**: Development of "Flourishing Campus" well being initiative
>
> Start Date: Work began in fall 2011 with planning group consisting of Dean Devers, Steve Hoover, Rebecca Crowell, Manijeh Daneshpour and a broad representation for other units on campus: CETL, Student Health Services.   Since 2012-13, the point person has been Steve Hoover.
>
> Estimated Completion Date: Planning process is to be completed in 2014 and a workplan will be presented to President and VPs in Spring semester 2014.
>
> Outcome: Plan is reviewed and approved and work begins in 2014-15.
>
> **Project 2**. Development of Transfer Guides from top 7 Community Colleges
>
> Start Date: Fall 2013
>
> Point person: SHHS Student Relations Coordinator.   Team members will be faculty across the School.
>
> Outcomes: Transfer guides are developed with faculty and used as a resource with community college partners and made available on our website.

Strategic Objective 3: **Create resources and infrastructure to support ongoing program development and engagement with external partners**

> **Project 1**: Develop a school-level recognition and reward program for students, faculty, alumni and community partners
>
> Team: Dean, Experiential Learning and Outreach Coordinator Director, Administrative Director, Chairs and Directors
>
> Start Date AY 12-13.

Outcomes:
Summa cum laude graduate recognition starting December 2013
SHHS Scholarship reception spring semester, started in Spring 2013 and ongoing
Community recognition event, spring semester 2013 and ongoing

Project 2: Collaborate with community partners on Greater St. Cloud Community Priority, "Support Aging in Place".

Team: Dean Devers, Faculty in SHHS with expertise in aging (Bresser, Whitford, Page, Rangamani, Greenberg, Karasik and others), Community Facilitators – Laura Hood and Lori Vrolson

Outcome: Development of plan to address way to support aging in the community.

Strategic Objective 5: **Enhance student learning and success within the School of Health and Human Services**

Project 1: Develop introductory elective class, SHHS 111, to inform students of the range and scope of disciplines within our school.

Team: SHHS Faculty, Student Relations Coordinator, DAC members, SHHS faculty

Outcome: New course proposal developed and taken through the curriculum process.

Strategic Objective 9: **Create a human resource strategy to support recruitment, retention and ongoing development of faculty and staff within SHHS**

Project 1. Support professional development for faculty and staff that prepares them for the ongoing changes in their field

Start Date: Spring 2012.

Work group: Dean, Administrative Director, Department Chairs

2011-12: Process developed for faculty to submit requests for technology innovation to be used in class, labs or clinics.

Outcome: Funded $20,000 of new technology into SHHS.

2012-13: High Impact Practices: faculty submitted proposals in support of High Impact Practices to support student learning.

Outcome: Funded $20,000 and work is being implemented in 2013-14. Assessment reports due Spring 2014.

Strategic Objective 4: **Enhance the identity and visibility of the School of Health and Human Services**

Project 1: Update and create recruitment materials

Ongoing – Fall/Spring/Summer

Team Leads: Experiential Learning & Outreach Coordinator, Student Relations Coordinator

Team Members: SHHS Faculty, DAC members, IT Support Staff, University Communications

Outcomes: Recruitment materials for prospective students