

September 18, 2015

Deans Message

Robert D. Hill, Dean

Beginning-of-the-year Meeting, EHD

I want to welcome everyone to our “Beginning-of-the-Year” Fall College meeting. I’d like to thank the Dean’s staff for arranging the lunch and meeting. With the 2015-16 academic year already underway, we should all be congratulated for the preparation that went with such an excellent start.

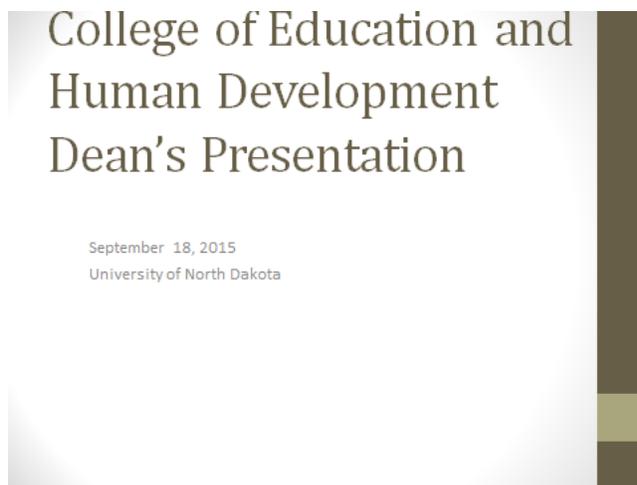
Before we get started with the meeting program, I’d like to recognize Kimberly Ruliffson from the UND Wellness Center and give her a few moments to introduce a health and wellness activity that our CEHD community will be participating in this year, then I’d like to give Gail Ingwalson, the Chair of the Department of Teaching and Learning a few moments to introduce the writing workshop, our annual CEHD activity established to assist faculty with their scholarly and creative writing efforts.

As a College learning community we are not only engaged in teaching and advising students, but in servicing all of the needs in our programs, departments, and the College. Many of us are also engaged in UND committee service. In addition, we have professional and academic commitments nationally and internationally. We are also engaged in ongoing research endeavors and I am very enthusiastic about these as they are important in the credibility of our College within UND, nationally, and internationally.

Following my presentation today, the Department Chairs and the Associate Dean

for Teacher Education will introduce new faculty and personnel and highlight planned activities for the year. I've also asked members of our CEHD support office, Kim Keeley our Grants and Contracts Specialist, Jay Erickson our Alumni Association Foundation Representative, Jesse Rhoades our 2015-16 designated CEHD public faculty member of our ad-hoc Dean's Research Executive Group, to highlight important developments in the areas of Grants, Alumni Development, the College Research Committee, and Research.

You have received a CEHD events handout with times and dates of College events across the academic year. Please use this handout for planning your schedules.



Today, I would like to discuss the topic of direction setting for the CEHD. The text and slides will be included in a written version of this presentation that will be posted on our CEHD webpage today.



As a point of shared understanding, a university faculty member's role and function is for the most part defined through the labeled activities of teaching, research, and service. In fact, if you examine the UND mission statement, it is entirely organized around the themes of Teaching, Research, and Service.



I examined our College of Education and Human Development Mission Statement that is posted on the CEHD website. The words Teaching, Research, and Service appear multiple times and like the UND Mission Statement, the College Mission statement is organized around the activity themes of Teaching, Research, and Service. But, there are other words which appear in the College mission statement at about the same frequency as the Teaching, Research, and Service terms. I've highlighted these words in Green.

These Green words, I suggest, are at the same level of importance as the Teaching, Research, and Service activity themes, but they have a different character. These words, in my view, are framework words within which CEHD faculty engage in the activities of Teaching, Research, and Service. A “Framework” in this sense describes a world-view or the contextual meaning or the values that underlie activities such as Teaching, Research, and Service. For example, faculty in CEHD don’t simply do Research, they do research with the view that research “aligns with” or “is enhanced by” or “occurs within the values of” or “adds to our understanding of” **Diversity, Ethics, Empowerment, and Development.**

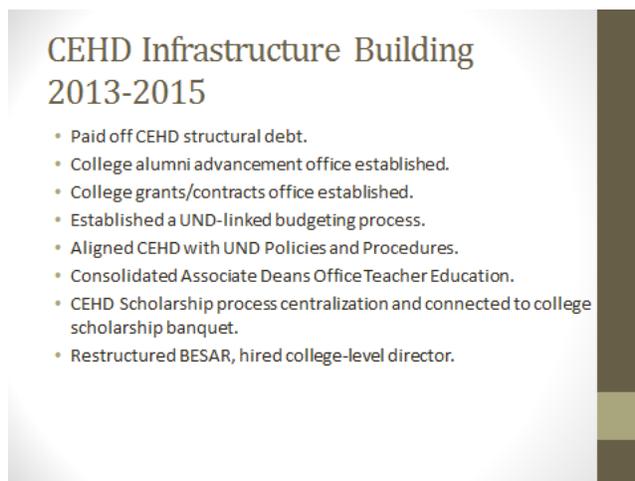


I make this point here to assist us in the beginning stages of a college-wide discussion that will lead, ultimately, to a set of CEHD priorities to guide our departments, programs, and the faculty within our CEHD community. Such “overarching” priorities will help me, as the Dean, to direct College resources towards ideas, planning, implementation of programming, and identity building around our thematic faculty activities of faculty Teaching, Research, and Service. As this College-Wide discussion progresses and a set of CEHD shared priorities are established it then becomes possible for a common college dialogue to occur that

links CEHD departments, programs, and faculty to the College mission.

There are several aspects of this process that are already in place. First, I believe that the current CEHD mission statement as it has been written is essentially sound. The Departments have all updated their mission statements based on the College Mission Statement. The priorities I am referring to can; therefore, emerge from these mission statements.

Second, it has been essential that the organizational structure of the College and its operational and fiscal infrastructure is solid. To ensure this strong infrastructure has taken some efforts from all of us over the past two years. Since my arrival as Dean I have been working to build a best-practices college-level organizational and fiscal infrastructure. This slide depicts some of objective steps in this process.

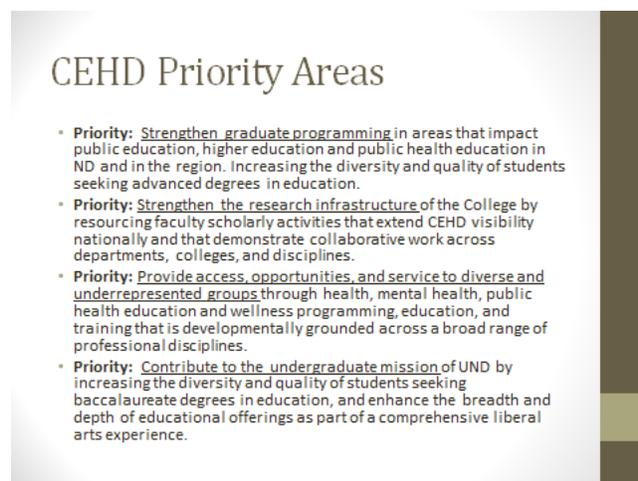


The CEHD paid off a substantial structural debt, the CEHD established a working College Advancement infrastructure connecting the college to the Alumni Association Foundation, a Grants and Contracts office including a college-wide database for CEHD grants and contract and procedures for grant submission and

accounting has been established, a regularized and common CEHD departmental to college to UND fiscal budget review process is in place, critical CEHD Human Resource policies and procedures are now aligned with UND and NDUS policies and procedures, the Associate Dean's Office of Teacher Education is now fully consolidated and college-level accounting for CEHD endowment and scholarship activities is now linked to the Alumni Association Foundation, and BESAR has been restructured to fully address its Charter and become a substantial dollar generating evaluation arm of the CEHD.

There is still work to do this area, but our College is now positioned to articulate a set of priorities to guide departmental activities.

In 2014-15, I asked the interim Associate Dean for Research at the time, Tom Steen, to engage faculty in a general dialogue to identify themes of four priority areas. As they emerged from this dialogue, four general priority areas are described in this slide.



CEHD Priority Areas

- **Priority:** Strengthen graduate programming in areas that impact public education, higher education and public health education in ND and in the region. Increasing the diversity and quality of students seeking advanced degrees in education.
- **Priority:** Strengthen the research infrastructure of the College by resourcing faculty scholarly activities that extend CEHD visibility nationally and that demonstrate collaborative work across departments, colleges, and disciplines.
- **Priority:** Provide access, opportunities, and service to diverse and underrepresented groups through health, mental health, public health education and wellness programming, education, and training that is developmentally grounded across a broad range of professional disciplines.
- **Priority:** Contribute to the undergraduate mission of UND by increasing the diversity and quality of students seeking baccalaureate degrees in education, and enhance the breadth and depth of educational offerings as part of a comprehensive liberal arts experience.

I want to underscore the point that these are general priorities. I've tried at this juncture not to introduce priorities that are already shaped by specific

departmental or program content or specific training directions in the five separate departments. Instead these are priorities that should fit for specific departmentally-driven directions and initiatives.

The content of this slide gives you a sense of how a set of four general college priorities might be stated as manifest themes for departments to build upon.

There are many ways to develop departmental priorities from these themes that would give content focus to priorities, but still help departments to stay integrated with one another and collectively move in a focused forward direction.

During the month of October I will ask the Department Chairs to discuss this formative draft of college-level priorities with the goal of articulating and affirming a set of specific departmental priorities that would align with the themes described in these four college priorities. It may be that these four categories do not comprehensively cover the five departmental academic and professional content areas. If so, then a fifth or even a sixth college-level priority area might need to be created. But, these four priority themes will be a starting point for departmental discussion and feedback to the College about their adequacy for a College direction which, by assumption, would mean where the College will invest its resources and influence. With this in mind, I'd like to take a few questions to see if there are ideas from the faculty that might be useful as we begin to work as a collective to shape, affirm, and then confirm an established set of College priorities to guide us into the future.

For the remainder of our program I've asked for presentations from key

individuals from our College who are part of our beginning of the year program. Each of the Department Chairs to take a few minutes to introduce new faculty and staff and provide us with an update of departmental activities and plans for the 2015-16 academic year. We will start with KPHE, EFR, CPCS, T&L, and EDL. This will be followed by a presentation from Kim Keeley our CEHD Grants and Contracts Officer, Jay Erickson our Alumni Association Foundation Officer, Jesse Rhoades serving this year as our public faculty member for the ad-hoc College of Education Executive Research Team, and Meghan Salyers who will be presenting in behalf of Anne Walker our Associate Dean for Teacher Education.

I'd like to thank the Dean's staff for arranging the lunch and attending to the meeting preparations. I look forward to interacting with you to build a common set of priorities for the CEHD as we move forward through this academic year.