

Department of Counseling, Rehabilitation and Student Development  
The University of Iowa

Strategic Plan, 2005-2010

This is a draft of a strategic plan for the Department of Counseling, Rehabilitation and Student Development for 2005-2010. This plan complements the individual program plans submitted and accepted by the department faculty. This plan is an attempt to provide a clear sense of our priorities and efforts for 5 years. This plan is proposed with one overarching assumption that is the standard assumption of strategic planning: that we are always in the first year of a five-year plan. The performance indicators will be reviewed annually as a basis for revision of this plan.

Identity

The Department of Counseling, Rehabilitation and Student Development is a community of accredited nationally recognized graduate counseling and student affairs professional preparation programs with a diverse faculty and student body who through research, teaching, leadership, and service facilitate the development of human potential and opportunities across the lifespan.

Mission

The Department of Counseling, Rehabilitation and Student Development prepares students to facilitate human development across the life span; serve local, national and international communities. These goals are achieved through development of knowledge, skills, and attitudes appropriate to effective professional practice and to conduct and disseminate research.

Values

- Respect for individual dignity
- Human diversity including persons, programs and perspectives
- Holistic approach to development over the life span
- Academic programs which embody professional excellence
- Blended curriculum of theory, reflection, research and supervised practice
- Professional ethical practice and personal integrity
- Open communication
- Cooperative, constructive process within a (multidisciplinary) community of consumers, scholars and practitioners
- Systemic inquiry as a basis for teaching and practice

Culture

The culture of the Department has been formed through adherence to our core values. The culture is characterized by collaborative decision making within a community that fosters open and consultative communication.

## Goals

The University, College and Department have identified the following five goals—one each in the areas of undergraduate education, graduate and professional education and research, diversity, vitality, and engagement—as key to achieving its aspiration.

### GOAL 1: UNDERGRADUATE EDUCATION

GOAL: To provide undergraduate experiences that enable students to fulfill their intellectual, social, and career objectives.

The undergraduate initiatives within a comprehensive research university are dedicated to student experiences that enrich the lives of students and help them to become well-informed individuals, lifelong learners, engaged citizens, and productive in their career opportunities and choices. With the charge to prepare graduates to work with citizens in a pluralistic, technologically sophisticated, and global society, our commitments manifest themselves in research on human development and learning, pedagogical practice, counseling, educational policy, teaching, and assessment.

1. Strategy: Produce graduates who can provide leadership through an undergraduate experience that provides strong core skills in human relations as well as a liberal arts degree through:
  - a. Exposing students to a variety of human relations theories, models, and techniques;
  - b. Promoting critical thinking, writing, and research skills;
  - c. Enhancing the professional development experiences for advanced graduate students through opportunities as teaching assistants and lecturers;
  - d. Providing opportunities to develop leadership, teamwork, and collaboration skills;
  - e. Providing a safe, respectful, welcoming, and intellectually challenging environment in offices and courses that serve undergraduate students;
  - f. Providing opportunities for undergraduate students to explore and consider graduate study in Departmental programs
  - g. Increasing the cultural competence of undergraduate students.

TARGET	INDICATOR
1.1 The number of students who complete the Department of Counseling, Rehabilitation and Student Development' Human Relations minor.	Increase in the number of students who complete the program

## GOAL 2: GRADUATE AND PROFESSIONAL EDUCATION AND RESEARCH

GOAL: To cultivate excellent graduate and professional programs and to advance research and scholarship.

The Department of Counseling, Rehabilitation and Student Development is dedicated to the discovery, dissemination, and preservation of knowledge. Faculty, staff, and student research produces new knowledge, innovations, and creative works that improve our lives and our society. The Department's research and post baccalaureate programs foster a rich, vibrant learning environment for all students, including undergraduates. Moreover, our graduate and professional programs prepare the next generation of scholars and faculty members to carry this crucial effort forward into the increasingly knowledge-intensive world of the future. In the next 5 years, we will seek to enhance existing and develop new programs of distinction that are central to our teaching, research, and service mission.

1. Strategy: Increase the number of graduate and professional programs ranked in the top ten by:
  - a. Recruiting and retaining excellent faculty and research staff;
  - b. Providing faculty and research staff with the research support appropriate at a comprehensive research university;
  - c. Developing methods for identifying programs of emerging distinction that are central to improving the College's stature;
  - d. Identifying financial resources to support excellence and emerging distinction.
  - e. Graduating outstanding scholar-practitioners at the master's and doctoral level who are recognized in their fields by peers and colleagues.
  - f. Conducting and disseminating quality scholarship and research to professionals at the state, national and international levels.
  - g. Leading the scholarly agendas of our respective professions through faculty, graduate, and student contributions.
  
2. Strategy: Improve the infrastructure and culture central to the growth of research, scholarship, and creative work, including interdisciplinary and international efforts, by:

- a. Ensuring the availability and robustness of information technology services and support required for extraordinary and day-to-day research, scholarship, and creative activity;
  - b. Investing selectively in equipment that can serve the needs of multiple investigators;
  - c. Utilizing the Grants Research Service Center to support the research enterprise;
  - d. Identifying opportunities for investment at the intersection of existing Department's strengths and extramural funding opportunities;
  - e. Adopting administrative structures and incentives that encourage strategic cross-unit collaborations;
  - f. Supporting and enhancing the Department's current and emergent Centers.
3. Strategy: Enhance graduate and professional education by:
- a. Recruiting and retaining highly qualified and diverse students, and maintaining high standards for timely and successful completion of post baccalaureate programs;
  - b. Providing competitive financial support for graduate scholars and professional students;
  - c. Providing a curriculum that develops culturally competent and ethical graduates;
  - d. Utilizing the resources of the Center for Teaching Excellence;
  - e. Establishing strong programs for postdoctoral scholars and professional trainees.
  - f. Socializing emerging professionals to become effective advocates and leaders for their respective professions
  - g. Contributing to national and regional conversations and other initiatives that improve student learning, practice, and research.

	TARGET	INDICATOR
2.1	Time to PhD degree	80% of Full Time Ph.D. students entering with a master's degree will graduate in 6 years or less
2.2	Sponsored research applications	Increase the number of annual external grant applications
2.3	The number of graduate and professional programs ranked in the top 20	Maintain nationally ranked graduate and professional programs ranked in the top 20
2.4	Faculty scholarly and creative productions	Increase faculty scholarly and creative productions to an average of 3 peer reviewed articles and 3 presentations per year
2.5	Professional Leadership	Increase number of faculty held elected or leadership positions in state, regional or national organizations
2.6	Recruitment Plans and Goals	Department allocates resources to achieve individual program recruitment plans

### GOAL 3: DIVERSITY

GOAL: To promote excellence in education by increasing the diversity of the faculty, staff, and students.

Diversity, broadly defined, is essential to the educational experience and central to all parts of the Department's mission. A diverse learning environment helps members of the Departmental community challenge stereotypes and develop complex critical thinking skills; better prepares them to become active citizens, leaders, and also allies for social justice; and equips them to live as members of an international community, in which success and personal happiness increasingly depend on the ability to appreciate and negotiate difference on a global scale. We respect individual dignity and value human diversity including persons, programs and perspectives. We therefore embrace our responsibility to create a welcoming environment for underrepresented members of the community, including underrepresented faculty, staff, and students; persons with disabilities; lesbian, gay, bisexual, and transgendered persons; persons of disadvantaged socioeconomic status; and nontraditional and international students targeting racial/ethnic, gender and international status.

1. Strategy: Enhance the educational and work experience for all members of the community and prepare our graduates to live in an increasingly global environment by:
  - a. Providing opportunities that nurture and enhance the cultural competency of faculty, staff, and students;
  - b. Continuing to support the work of the College's Diversity Committee;
  - c. Ensuring that all faculty, staff and students are familiar with and in compliance with the Departmental Multicultural Competence Policy;
  - d. Promoting, celebrating and maintaining a diverse learning environment as a necessary and central component of professional development.
2. Strategy: Integrating diversity as a fundamental value and a central component of the Department's cultural climate by:
  - a. Developing and supporting initiatives that create a respectful, welcoming, and inclusive climate;
  - b. Advocating and supporting a welcoming and accessible environment for faculty, staff, students, and visitors with disabilities;
  - c. Implementing comprehensive plans that will maintain the vitality of the Department's cultural climate;
  - d. Designing, promoting and participating in diversity activities throughout the Department and the year;
  - e. Continuing to support Iowa Center for Assistive Technology Education and Research (ICATER).
3. Strategy: Build a critical mass of underrepresented faculty, staff, and students by:
  - a. Encouraging programs to develop comprehensive recruitment and retention plans for students and faculty;

- b. Improving the recruitment, retention and graduation rates for underrepresented students;
- c. Increasing the diversity of the faculty, especially in tenured, tenure track, and clinical positions;
- d. Enhancing the Department’s marketing and recruiting strategies in colleges and universities with substantial populations of underrepresented students;
- e. Continuing to support the work of the Department’s Diversity initiatives including the Post-Doctoral Program and the Holmes Scholars Program.

	Target	Indicator
3.1.	Racial/ethnic U.S. minority graduate masters student enrollment as a percentage of enrollment	Maintain at 8% (I)
3.2	Racial/ethnic U.S. minority graduate Ph.D. student enrollment as a percentage of enrollment	Maintain at 15% (I)
3.3.	Racial/ethnic U.S. minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 10.3% to 13.0 % (P)
3.4.	Gender Equity Across Ranks	Percentage of women at each rank

GOAL 4: VITALITY

GOAL: To strengthen the Department of Counseling, Rehabilitation and Student Development’s intellectual and community vitality through recruiting and maintaining a highly productive faculty and staff, supporting the effective allocation of our resources and providing opportunities for social and intellectual involvement.

1. Strategy: Build an exemplary Departmental community by:
  - a. Providing nationally competitive salaries and benefits for faculty;
  - b. Providing equitable salaries across gender and race;
  - c. Providing professional staff salaries competitive within the University;
  - d. Recruiting and retaining diverse faculty and staff;
  - e. Providing competitive start-up packages for new faculty hires;
  - f. Providing a sense of community that promotes collegiality.
  
2. Strategy: Build and maintain a highly productive Department by:

- a. Providing opportunities for professional growth for faculty and staff;
  - b. Providing support services for teaching and research;
  - c. Fostering all types of scholarship, including quantitative and qualitative research, interdisciplinary efforts, and other creative works;
  - d. Offering mentors for junior faculty and post tenure review for senior faculty;
  - e. Increasing the number of faculty who produce refereed scholarship, consistent with research intensive universities.
  - f. Increasing support for the travel and involvement of faculty leaders in professional organizations.
  - g. Facilitating national and international travel, communication, and collaboration;
3. Strategy: Nurture creative leadership throughout the Department by:
- a. Recognizing faculty and staff achievements and programs;
  - b. Encouraging and supporting involvement in college, university and professional association activities;
  - c. Providing incentives and opportunities for junior and senior faculty to maximize their research, teaching and service productivity;
  - d. Ensuring complete and thorough implementation of performance management policies.
4. Strategy: Secure new resources and financial support by:
- a. Forging mutually beneficial partnerships;
  - b. Broadening the base of philanthropic support;
  - c. Enhancing support for faculty and staff to secure external funding.

	TARGET	INDICATOR
4.1	Equitable salaries across gender, race and rank	Annually review Department faculty salaries by gender, race and rank
4.2	Philanthropic support	Increase by 5%
4.3	Donor recognition	Support donor identification and recognition program
4.4	Percent of employees receiving annual performance reviews	Increase to 100%

### GOAL 5: Engagement

GOAL: To actively initiate and participate in community activities and professional organizations by CRSD faculty, staff and students. Engagement is a commitment of the department to extend its expertise beyond the traditional boundaries of classroom and campus.

Engagement activities by the department include (but are not limited to) collaboration with public organizations, service to professional and community boards, leadership in professional organizations, courses and workshops for a variety of learners, consultation to address issues of policy and practice, and engagement in volunteer community/educational activities.

1. Strategy: Promote individual and collective contributions to public service by
  - a. Recognizing accomplishments of graduates who contribute to public engagement and service;
  - b. Recognizing the participation of faculty staff and students in community, state, and national service; and
  - c. Using the World Wide Web and other media, promoting public awareness of faculty, staff, students' areas of expertise, contributions, accomplishments and involvement inside and outside the University
2. Strategy: Facilitate and support faculty, staff and student engagement with external and internal service partners, by
  - a. Promoting membership on examination and credentialing boards and policy-making bodies, and participation in state, local, and national associations;
  - b. Engaging K-16 students, staff and families and community members in department programs and activities;
  - c. Offering consultation and expertise to schools, community organizations, associations and government programs;
  - d. Engaging faculty, staff and students in an annual service project.
3. Strategy: Provide and disseminate life-long learning opportunities for the public via the department, by
  - a. Increasing availability of faculty expertise via presentations, consultations, and professional development opportunities to state, local and national agencies;
  - b. Providing access to professional development for community and school partners;
  - c. Providing courses and workshops to increase professional knowledge and skills; and
  - d. Providing access and delivery of online or other instruction to meet the needs of non-traditional students.
4. Strategy: To invite public input to departmental policies and procedures, by
  - a. Continuing use of program advisory boards; and

	Target	Indicator
5.1	CRSD contributions to external community	Develop recognition program for faculty, staff, and students who make significant external contributions
5.2	Number of students participating in cooperative education, community internship, service learning, and volunteer programs	Collect information from all programs and set targets
5.3	Tracking outreach and economic development efforts	Collect information on all outreach and economic development efforts and set targets