

## VISION

### Current Version:

Advancing social justice, equality and community through learning and health worldwide.

### Proposed Versions:

1. Motivated by Marianist Characteristics, we advance social justice, equality and community through learning and health worldwide.
2. Motivated by our Catholic and Marianist values, we advance and innovate for social justice, equality and community through learning and health worldwide.

## MISSION

### Current Version:

The School of Education and Allied Professions educates leaders in education and health care who transform society through faith, community building, service, wellness and scholarship.

### Proposed Versions:

1. Embodied through our Catholic and Marianist values, the SEHS educates leaders in education and healthcare who transform society through faith, community building, service, wellness and scholarship.
2. Embodied (by, in or through) our Catholic and Marianist values, the SEHS forms leaders in education and healthcare who transform society through faith, community building, service, wellness and scholarship.
3. Living our Marianist principles and core values, the SEHS (forms or educates) leaders in education and healthcare who transform society through faith and innovation in community building, service, wellness and scholarship for the common good.
4. Living our Marianist principles and core values, the SEHS (forms or educates) leaders in education and healthcare who transform society through faith and innovation in community building, service, wellness and scholarship for the common good.
5. Living our Marianist principles and core values, the SEHS (forms or educates) leaders in education and healthcare who transform society.

### CORE VALUES

(Social justice, equality and community are included in vision statement)

Faith - Love of God and love of neighbor

Compassion - Respect of self and respect of others

Relationships - Empathy and forgiveness

Service - Inclusivity

Partnerships - Innovation, creativity, and entrepreneurship

Vocation - Transform society through adaptation and change

Health and wellness - Development of the whole person

Knowledge and scholarship - Community engagement/partnerships

Innovation for the common good - Common good

Development of the whole person - Development of the whole person with discernment for vocation

### PLANNING ASSUMPTIONS

1. No new resources for marketing
2. Budget will remain steady
3. The University is more focused on increasing graduate enrollment and we intend to increase enrollment
4. Accessibility and inclusivity are foci for the University
5. We must learn to function effectively inside constraints, restraints and inflexibilities
6. Make sure we have experts at the table
7. Our new President is open to two-way conversation about policy
8. Impetus and support for interdisciplinary and collaborative efforts

### S.W.O.T.

#### Strengths:

- Internal and external community partnerships
- Student focus
- Strong academic programs and reputation
- Hard-working and entrepreneurial faculty and staff.

#### Weaknesses:

- Stagnant/declining enrollment
- Lack of communication of our strengths-lack of packaging and marketing of what we do well
- Lack of communication leads to lack of trust
- Lack of diversity in race/ethnicity, age and SES in undergraduate student body
- Lack of institutional marketing support
- Lack of institutional flexibility (decisions made without subsidiary).

**Opportunities:**

- Define ourselves (our message about us) and how we want people to perceive us
- Integrate mental and physical health from an academic perspective
- Align academic components of mental and physical health with the student experience
- Innovative online education
- Expand programming with Sinclair Community College
- Become the leader in developing Catholic education in Ohio
- Align with societal needs (market analysis)
- Interdisciplinary & interprofessional education within SEHS and across campus
- Center for innovative practices
- Create more pathways for undergraduates to graduate degree programs; dual degree opportunities

**Threats:**

- Stagnant/declining enrollment; demographics of undergraduate enrollment
- Competition in the graduate education sphere;
- State, federal and International politicization of the perceived value of higher education;
- Losing the Marianist aspect of the University;
- Underrepresentation in the institution's strategic plan.

## KEY FACTORS ANALYSIS

### Markets/Customers

1. Students and parents (traditional and nontraditional)
2. Partners and organizations (e.g., Premier, DPS, Daybreak)
3. Greater community

### Social Demographics

1. Diversity concerns (traditional and nontraditional)
2. Generational differences - X, Y, Zs
3. Access – missing students by not giving them Title IV access

### Economy

1. Affordability
2. May need to meet students where they are physically and demographically
3. Financial resources are tight

### Government Regulations

1. Accreditation
2. Regulatory changes-always in flux in healthcare
3. Regulations on employees

### Key Resources

1. Bring back associate Dean

2. Focus resources on priorities of the strategic plan which includes entrepreneurship
3. Diversity of faculty and staff

Technology

1. Communicate needs, opportunities and resources for our students, staff and faculty
2. Seek feedback from external partners-entire school (SEHS)
3. Better and more consistent training

**PRIORITY ISSUES / OBJECTIVES**

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| <p><b>Priority Issue #1</b></p> <p>Develop distinctive, new programs with a focus on improving diversity, accessibility, relevance and community accountability.</p> <p>Owners: Dave, Rochonda, Pam, Jane</p> <p>Completion Date:</p> | <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify new programs with exceptional growth areas for employment that are in education and health care and that are already highly diversified in their work force composition.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>2. Explore new and reexamine existing professional development opportunities (degree programs or certificates) delivered face-to-face, blended and/or online, in education and health care professions positioning UD to become a provider of quality PD.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>3. Engage in relevant and sustainable community partnerships to develop marketing, programming and financial incentives that promote increased accessibility and ongoing support that leads to student success and program completion. Expand and establish new partnerships with local public and private urban/underserved centers, including Catholic schools, Neighborhood School Centers and Upward Bound students to expose, engage and participate in SEHS/US opportunities to identified students and their families.</li></ol> <p>Completion Date:</p> |
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| <p><b>Priority Issue #2</b></p> <p>Develop innovations within Education and Health Science practices.</p> <p>Owners: Phil, Shauna, Connie, Corrine</p> <p>Completion Date:</p> | <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. EDT and EDA will work together to develop a feedback loop between faculty and our field partners (including superintendents, building/program administrators, curriculum specialists, teachers and other educational professionals) so that we can identify the key pedagogical, program, and social service challenges that impede success in school.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>2. EDT and EDA faculty, with input from our partners in the field, will develop affordable professional development offered online and/or onsite and/or on campus that addresses the needs identified in the feedback loop.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>3. EDT and EDA faculty will develop programming in the form of stackable certificates that meet the needs identified by field partners with special attention given to equity and access to quality educational opportunities.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>4. EDT and EDA will engage in research with school partners, preservice teachers, and other constituents on key pedagogical, program, and social concerns.</li></ol> <p>Completion Date:</p> <ol style="list-style-type: none"><li>5. EDT and EDA will work with partners (school and community) and preservice teachers on possible solutions to situations facing them.</li></ol> <p>Completion Date:</p> |
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| <p><b>Priority Issue #3</b></p> <p>Become the leader in developing Catholic Education in Ohio.</p> <p>Owners: Susan, Alan, Mary Lou</p> <p>Completion Date:</p> | <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. For purposes of assessment conduct a survey to determine the University of Dayton’s standing among regional Catholic school superintendents and principals with particular emphasis on Ohio Catholic school superintendents and principals. In two years the survey could be repeated to determine any change in standing/status among the superintendents and principals. (other areas to consider...Chicago, Louisville)</li></ol> <p><b>Completion Date:</b> Initial survey, December 2017. Follow up survey December of 2019.</p> <ol style="list-style-type: none"><li>2. Host a meeting with the Ohio Catholic school superintendents at the Dublin campus to consider professional development needs of teachers and administrators and to better insure attendance at professional development events. Assess Dublin campus as location for future Catholic Education Summits. Assess School law as one possible area of professional development for administrators.</li></ol> <p><b>Completion Date:</b> June 2018</p> <ol style="list-style-type: none"><li>3. With assistance from the Department of Counselor Education and Human Services develop on line training/coursework/webinar...What every teacher needs to know about the DSM (Diagnostic and Statistical Manual of Mental Disorders) V.</li></ol> <p><b>Completion Date:</b> Development June of 18. Distribution and assessment of training/coursework/webinar December 2018.</p> |
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