CEHD Aspirations & Expectations: Our new Vision and Mission Faculty and Staff Assembly 10/24/06

New

The College of Education & Human Development

UNIVERSITY OF MINNESOTA

M³ Vision:

MULTIDISCIPLINARITY

- **Spanning multiple fields   new ways of seeing and enacting**

MULTICULTURALISM

- **Honoring similarities and differences   "us and we"**

MODEL FOR ENGAGEMENT

- **Listening, learning, and aligning   impactful, replicable, and sustainable community relations here and across the world**

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The new College Mission Statement:

The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.
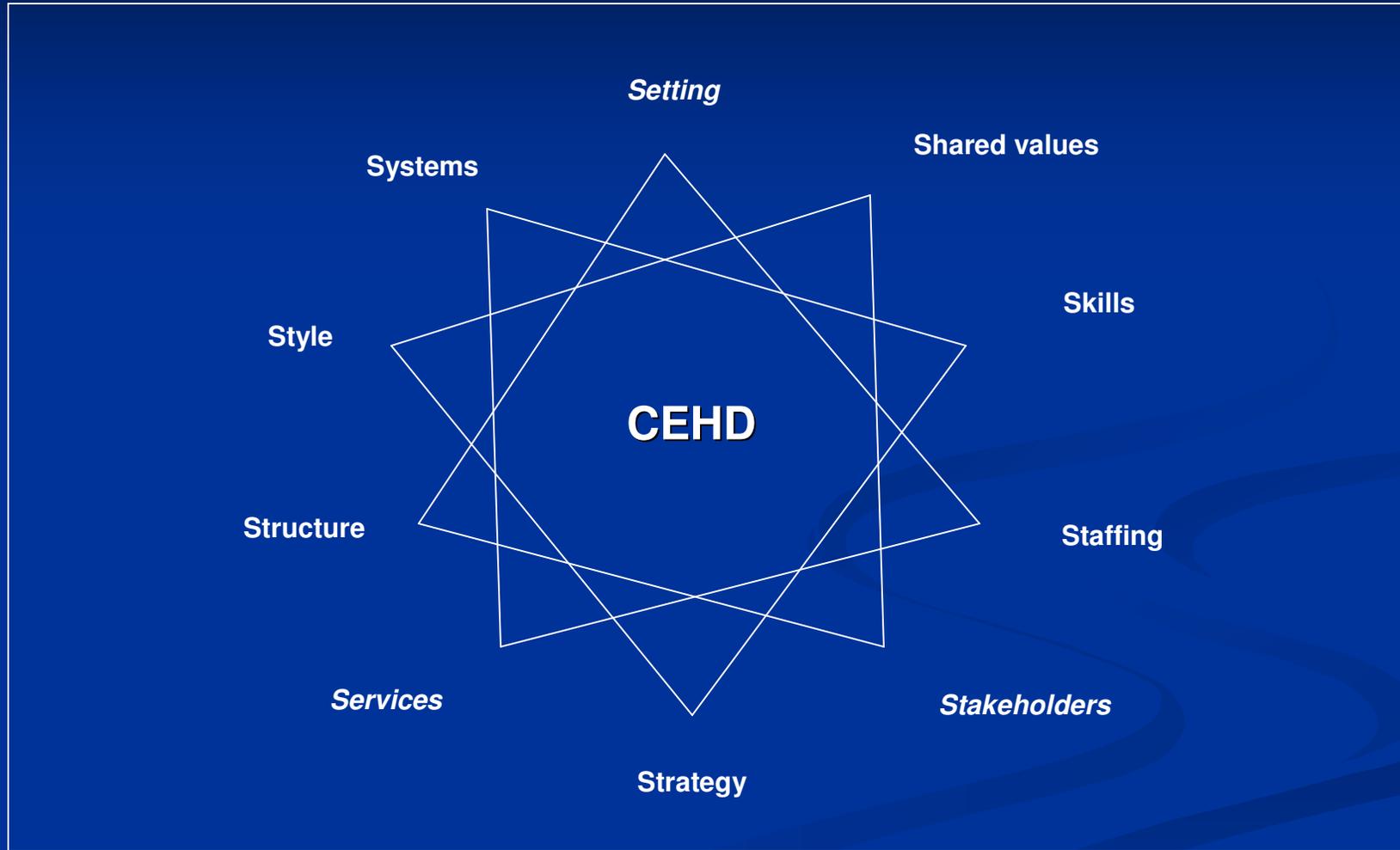
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Building bridges

Setting

Shared values

Systems

Skills

Style

CEHD

Structure

Staffing

Services

Stakeholders

Strategy

Adapted from Pascale & Athos (1981)

Building bridges

10-S ELEMENTS OF THE NEW CEHD

Setting	CEHD's locations and physical work environments	Strategy	The way(s) the mission is operationalized within the College
Shared values	Guiding concepts and fundamental values around which the College is built	Structure	The way(s) tasks and administrative and academic personnel are divided within the College and the way(s) tasks and people are divided on the College's Advisory Council
Skills	Basic organizational competencies, particularly those residing within College staff, faculty, and students	Services	The way(s) the mission is operationalized within the communities that the College serves
Staffing	Human Resources full-time and part-time faculty, staff, and student roles and responsibilities	Style	Leadership styles of the Dean and Leadership Teams as well as the overall operating style of the College
Stakeholders	Individuals and groups outside of the College who have an interest in the College and its work	Systems	Formal programs, plans, and procedures that guide the functioning of the College

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An Example... Multiculturalism & the 10-S Framework

Setting

- Is the College accessible from all surrounding communities and to all potential stakeholders?
- Does the physical space include elements that value, and do not offend, multiple cultures?

Shared values

- Does the mission statement explicitly include a reference to multiculturalism?
- Is the College's value of multiculturalism clearly and continually articulated to all College faculty, staff, students, and other stakeholders?

Skills

- Are there formal and informal opportunities for College faculty, staff, and students to share their skills and learn from each other?
- Are opportunities provided for College faculty, staff, and students to enhance their own multicultural competence?

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Staffing

- Are the College's faculty, students, and staff representative of its current and potential stakeholders' cultures?

- Are the College's recruitment policies and retention practices designed to attract, retain, and reward faculty, staff and students from diverse cultures?

Stakeholders

- Does the College model multicultural competence in its interactions with stakeholders?

- Are opportunities provided for stakeholders to give feedback for enhancing the multicultural competence of the College?

Strategy

- Is the College's value of multicultural competence reaffirmed through its brochures, publications, and other communications?

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- Are College activities evaluated with respect to their alignment with the overall goal of delivering the College's products and services in multiculturally competent ways?

Structure

- Is dialogue around the College's multicultural competence a regular part of its academic and administrative meetings?
- Is dialogue around the College's multicultural competence a regular part of its Advisory Council and committee meetings?

Services

- Are the College's services and products meeting the multicultural needs represented by the communities?
- Do the faculty, staff, and students reflect the cultural plurality present in the service populations?

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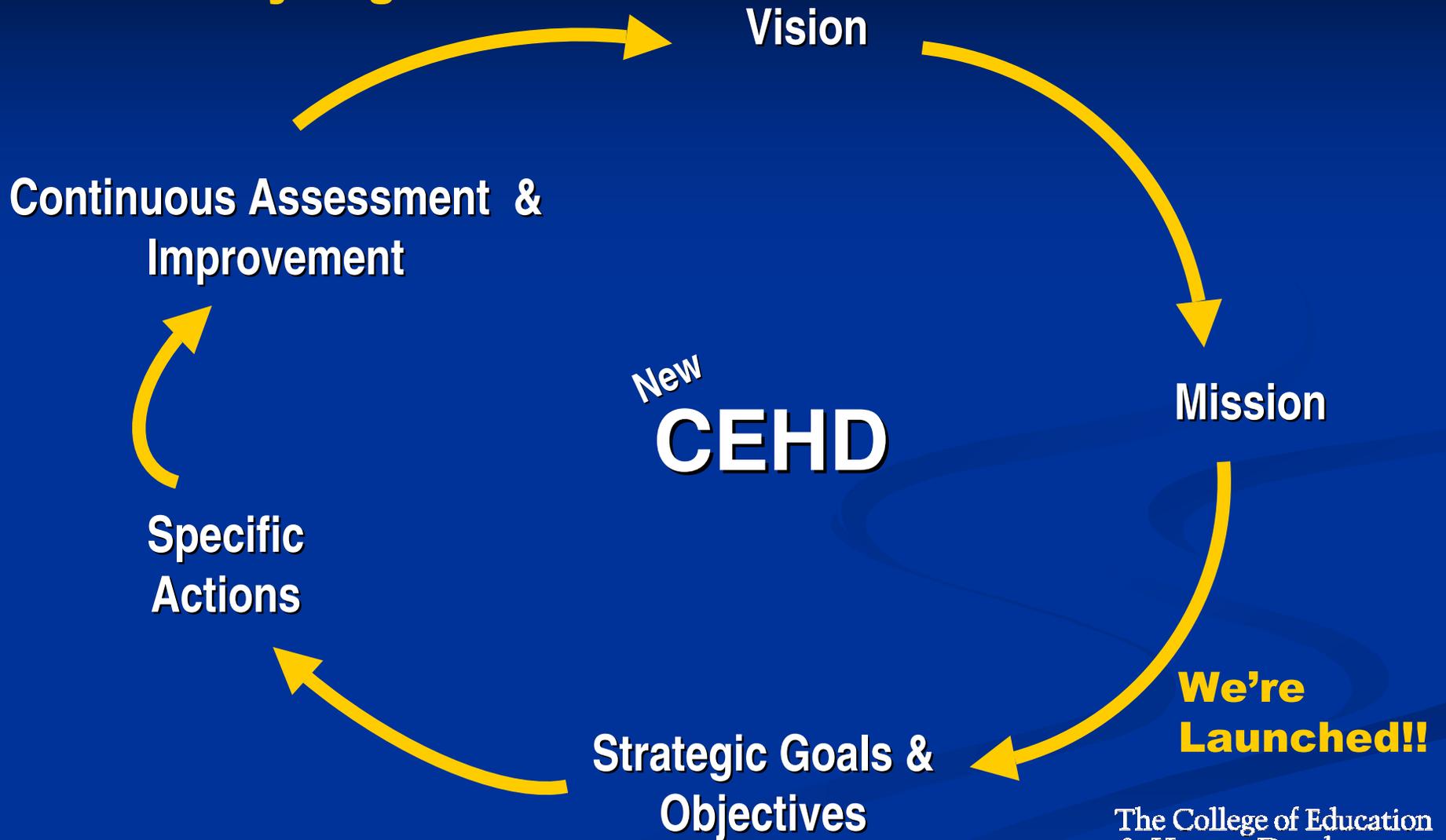
Building bridges

Style

- Do the College's Academic and Administrative Leadership Teams embody and model multicultural competence through composition, words, and actions?

- Do the Leadership Teams overtly encourage multicultural competency through the inclusion of multiple perspectives?

Systems

- Does the College's fundraising, budgeting, decision-making, communication, marketing, and technology systems reflect a multicultural philosophy?

- Are systems in place to help mediate if cultural differences become a source of friction within the College?

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Building bridges

Vision

Mission

New CEHD

Continuous Assessment & Improvement

Specific Actions

Strategic Goals & Objectives

We're Launched!!

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