



COLLEGE OF HEALTH AND HUMAN SERVICES

STRATEGIC PLAN 2020-2025

Mission: Advancing health and well-being through inclusive, innovative, and equity-based practices in teaching, research, and service.

Vision: We will increase our national and global impact as we respond to changing health and human service needs of our region.

Principles: Innovative, Accessible, Inclusive, Engaged, Supportive, Interdisciplinary, Global, Sustainable, and Equitable.



Goal 1 – Expand partnerships/collaborations

Objective 1.1 Expand partnerships/collaborations in teaching and student support

Action Steps:

- a. Establish/update baseline for partnerships/collaborations in teaching
- b. Establish a series of IPE courses (for upper division students) that meet the needs of the programs across the college; have a group that new programs/directors can go to leverage IPE courses in the college to expand or improve offerings; consider impact of changes to gen ed
- c. Develop a process to evaluate resource allocation around co-teaching, etc.
- d. Integrate School of Data Science into CHHS through increased joint and affiliate appointments
- e. Explore increasing cross-listing, sharing/coordination of classes
- f. Build community partnerships into curricula, creating a pipeline from student to community through new service learning initiatives and enhancing community partnerships to foster student learning opportunities
- g. Work with the Center for Teaching and Learning to establish and monitor a structured teaching onboarding program for new PT and FT hires
- h. Enhance student success by partnering to integrate high impact undergraduate student success initiatives (Honors, education abroad, student research experiences, Prospect for Success, Health Connections Learning Community, Communication Across the Curriculum (CxC), E-portfolios, internships, etc.)

Plan for Current Cycle:

Measures: As part of the annual evaluation, Unit Heads report data related to the number and descriptions (who, what, why, when, where) of teaching partnerships/collaborations and high impact student initiatives that took place in the past year.

Performance Outcomes: This cycle we will establish unit baselines for partnerships/collaborations in teaching. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 1.2 Expand partnerships/collaborations in research

Action Steps:

- a. Establish/update baseline for partnerships/collaborations in research
- b. Create opportunities and vehicles for people across campus to come together to talk and then have the administrative structure to support it resulting in tangible products like publications, grants
- c. Increase multi-university and broad (within and across units, Colleges) interdisciplinary research initiatives (e.g., center planning grant)
- d. Increase research-related engagement between units, foundation, sponsored research, and community

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the number and description (who, what, why, when, where) of research partnerships/collaborations that took place in the past year.

Performance Outcomes: This cycle we will establish unit baselines for partnerships/collaborations in research. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 1.3 Expand partnerships/collaborations in community and/or discipline-based service

Action Steps:

- a. Establish/update baseline for partnerships/collaborations in community and/or discipline-based service
- b. Increase faculty who hold service leadership roles in community or discipline-based service
- c. Actively communicate, showcase, and celebrate partnerships/collaborations in community and/or discipline-based service
- d. Encourage staff community or discipline-based service

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the number and description (who, what, why, when, where) of partnerships/collaborations in community and discipline-based service that took place in the past year.

Performance Outcomes: This cycle we will establish unit baselines for partnerships/collaborations in community and discipline-based service. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).



Goal 2 – Expand the resource base (including people, place, and pocketbook)

Objective 2.1 Increase stakeholder commitment to expanding resources

Action Steps:

- a. Establish/update baseline for stakeholder commitment to expanding resources
- b. Develop a plan to increase CHHS member and alumni contributions to annual campaign
- c. Actively engage alumni and community stakeholders in shared goals including developing pipelines, teaching/mentoring, research
- d. Support units to build up their own contingency (for unforeseen expenses) /discretionary funds - Working with departments on how to best use discretionary and overhead funds
- e. Support units to manage their own budgets aligned with their own priorities
- f. Support units to plan their own fundraising priorities and initiatives
- g. Increase College contingency (emergency)/discretionary fund to \$100,000 and redistribute any amount above that to the units
- h. Articulate realities of budget situation and navigation of those realities

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the percent of CHHS members and alumni contributing to annual campaigns, and the number and description (who, what, why, when, where) of alumni/community stakeholder engagement. Where relevant, Unit Heads will also report the dollar amount raised in pursuit of this objective.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 2.2 Expand resource base for teaching and student support

Action Steps:

- a. Establish/update baseline for all objectives in the strategic plan
- b. Re-imagine spaces to optimize the faculty and student experience (undergraduate, masters, doctoral) and contemporize learning
- c. Develop a comprehensive plan / model for academic advising practices with available resources

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to their own teaching, in what way has faculty pedagogy improved, how have teaching spaces/technology been enhanced, and their efforts to improve academic advising at the undergraduate and graduate level. Specific to the Advising Center: response rates to targeted advising campaigns and advising satisfaction results.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 2.3 Expand resource base for research

Action Steps:

- a. Establish/update baseline for resource base for research
- b. Reinvision College research funds supporting innovation, diversity, inclusion, and/or engagement
- c. Increase resources to support PhD/Post-docs
- d. Expand research infrastructure (pre/post award, biostatistics core, human subjects registry, Research Council, Interest/expertise maps, etc.)

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the number of grant/contract submissions and awards, the number of faculty who have submitted an external grant/contract submission within their first two years, number of grants/contracts submitted that include support for PhD/Post-docs.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 2.4 Expand resource base for service

Action Steps:

- a. Establish/update baseline for resource base for service
- b. Provide strategic service leadership opportunities to “deepen the bench” targeting mid level faculty
- c. Establish service awards

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the percent of mid level faculty in service leadership roles. Seconded senior faculty will be accountable for how they have specifically advanced items identified on the Strategic Plan.

Performance Outcomes: This cycle we will establish unit baselines for the measure above. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).



Goal 3: Expand inclusion, diversity, equity, and access (IDEA) so that all belong, contribute and thrive

Objective 3.1 Increase inclusion, diversity, equity and access (IDEA) in classes and programs

Action Steps:

- a. Establish baseline for IDEA programs and courses
- b. Establish college-level IDEA infrastructure to support CHHS classes and programs
- c. Address any identified IDEA gaps in CHHS leadership, faculty, staff, student, programs and classes using targeted plans
- d. Provide faculty, staff, and student development activities to share practices/resources in support of IDEA (e.g., syllabi statements, anti-bias training, cultural competence, etc.)
- e. Develop a teaching component as part of a comprehensive internationalization plan
- f. Encourage scholarship of teaching initiatives that champion IDEA

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the equity gap in program acceptance and persistence, the number of undergraduates who graduate with an internationalization experience, the number of syllabi that contain standardized statements in support of diversity, access, and inclusion, and the number of faculty and staff who report engaging in development activities in support of diversity, access and inclusion.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 3.2 Expand IDEA in research

Action Steps:

- a. Establish baseline for IDEA in research (IDEA research topics, scientists, community partners, students, collaborators)
- b. Establish college-level IDEA infrastructure to support CHHS research
- c. Increase and promote undergraduate research opportunities for under-represented groups (first generation, under-represented minorities, disabled, etc.)
- d. Actively pursue internal and external support for graduate students and post-docs who would contribute to the diversity of the College (e.g., campus multicultural post-docs program, NIH Diversity Supplements where relevant)
- e. Develop a research component as part of a comprehensive internationalization plan
- f. Encourage scholarship that champions inclusion, diversity, equity, and access (IDEA)

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the number of undergraduates engaged in research disaggregated by under-represented group membership, the number of PhD students and post-docs disaggregated by under-represented group membership, the number of faculty reporting external (national or international collaborators) on publications and presentations, the number of student-led academic (national or international) publications and presentations.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).

Objective 3.3 Expand IDEA in service

Action Steps:

- a. Establish baseline for service related to IDEA (college-level, university-level, community, national, etc.)
- b. Establish college-level IDEA infrastructure to support CHHS service
- c. Increase the number of those eligible to take Community Service Leave in support of IDEA
- d. Develop a service component as part of a comprehensive internationalization plan
- e. Hold an annual event that advances inclusion, diversity, equity, and access (IDEA)

Plan for Current Cycle:

Measures: As part of annual evaluation, Unit Heads report data related to the number of faculty and staff (and from which units) who have served on the DiVE committee since its inception, the number of undergraduates who graduate with service learning experience, the number of faculty and staff who take Community Service Leave, including the hours they take, and the types of service they provide.

Performance Outcomes: This cycle we will establish unit baselines. In future cycles units will be asked to consider expansion goals (e.g., % increase from baseline).