

College of Health and Human Services

Guiding Vision, Mission and Goals

Strategies and Metrics*

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Vision

The College will be a national leader in the preparation of health and human service professionals and scholars. Such leadership will be distinguished by its interdisciplinary emphases and roles in defining state-of-the-art practices, enriching our communities through model outreach activities, and advancing scholarship that informs policy and practice.

Mission

The College faculty and staff engage in research and creative activities that contribute to the development, interpretation, and application of new knowledge within professional disciplines and enhance the educational experiences of our students. We value student learning and inquiry through rigorous curricular and co-curricular activities that prepare them to assume leadership roles as professionals in a competitive, diverse and global environment. The College's outreach activities enhance the campus experience, extend the boundaries of the University and enrich quality of life, especially for those in need, through collaborations among faculty, administrators, staff, students and alumni.

Goals

Note: the term "**goals**" represents major intended achievements. Specific tactics and methods and resources we implement to reach toward those goals represent "**strategies**." Measures of success, i.e., how we are progressing in terms of meeting goals, are the "**metrics**."

- **Research and Creative Activities:** With special attention to thematic areas of strength, engage in individual and collaborative scholarship that advances the base of knowledge in the health and human service disciplines.
 - **Strategies:**
 - Increase staffing to enable faculty to focus on scholarly efforts, ensuring teaching load of 2-2-2 or less for faculty active in research and creative activity.
 - Increase graduate support resources through grants to permit a greater number of research assistantships.
 - Increase faculty mentorship activities to increase faculty productivity and effectiveness in research and creative activity, stressing the importance of the development of research stream/focus.
 - Increase support structure to facilitate faculty efforts in the areas of grant writing, technology transfer, philanthropic grant sources, and training grant sources.
 - Ensure that each faculty member clearly define a research/creative activity stream or focus by their mid pre-tenure review.
 - Provide opportunities for interdisciplinary collaboration, such as through the Appalachian Rural Health Institute (Diabetes Research Initiative and other future initiatives); Center for Sports Administration; the Institute for the Empirical Study of Language; and projects related to health, leisure and sport in Africa, and risk and resiliency in children and families.
 - Provide opportunities for interdisciplinary collaboration by building and maintaining relationships among various CHHS units and on-campus units, such as the GRID (Game Research and Immersive Design) Lab, the College of Osteopathic Medicine, African Studies and the Institute for the African Child, ILGARD (Institute for Local Government Administration and Rural Development), Edison Biotechnology Institute, the Institute for the Empirical Study of Language, and other units inside and outside of CHHS.

- Ensure that scholarly productivity is a critical component of reappointment, promotion and tenure considerations.
- Develop increased research space and resources for faculty.
- Secure sufficient start-up resources for existing and new faculty tied to research productivity/extramural funding expectations.
- **Metrics:**
 - Student to faculty ratio
 - # research active faculty with teaching loads of 2-2-2 or less.
 - # research assistants supported through research grants.
 - # faculty refereed presentations (determine baseline and index to load).
 - # faculty refereed publications (determine baseline and index to load).
 - # faculty grant applications (determine baseline and index to load).
 - Aggregate dollar amount of grant applications (and \$ per Group I faculty).
 - # faculty grant awards (determine baseline and index to load).
 - Aggregate dollar amount of grants awarded (and \$ per Group I faculty).
 - # faculty juried exhibits/shows (determine baseline and index to load).
 - # faculty awards for scholarship/creative activity (determine baseline and index to load).
 - # pre-tenure faculty having research/creative activity mentors.
- **Undergraduate: Provide a scholarly environment for inquiry-based, pre-professional and professional learning experiences that prepare graduates for employment or future graduate study.**
 - **Strategies:**
 - Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology.
 - Provide faculty access to continuing professional development regarding teaching, learning and assessment methods.
 - Assure that staffing levels permit appropriate class size, advising load, and facilitate faculty scholarly expectations.
 - Assure growth in honors programming.
 - Assure research support for undergraduate majors.
 - Promote service and experiential learning activities for each of the majors in CHHS (e.g., Respite Volunteer Program, WellWorks dietician counseling, Campus Recreation employment of CHHS majors).
 - Engage in continuous evaluation of program curricula, with modifications as appropriate.
 - Ensure that majors of professional curricula are actively engaged in the student level of their professional association.
 - Ensure that students of every undergraduate major are actively engaged in their curriculum.
 - Augment the educational process through residential learning communities.
 - Develop new curricular emphases (e.g., child life certificate concentration) and hone existing curricula to provide effective and efficient utilization of faculty research consistent with market demand for curricula.
 - Enhance recruitment activities of undergraduate majors inside and outside of the College and University (e.g., pre-physical therapy) into the graduate programs within CHHS.
 - Increase the number of faculty positions so as to reduce the faculty and student advisee ratio to the optimal level
 - Ensure that student advising is an important component in faculty performance evaluation

- **Metrics:**
 - # continued and # new program accreditations to obtain external measures of program quality.
 - # HTC and honors programs and majors in CHHS.
 - # CHHS majors engaged in undergraduate research activities.
 - # CHHS majors completing a senior thesis.
 - # CHHS majors presenting research at state or national conferences.
 - # CHHS majors submitting manuscripts to journals.
 - # undergraduate majors engaged in service and experiential learning activities.
 - # pre-professional student groups and number of active members in CHHS.
 - Proportion of majors who report active engagement in their program of study as evidenced by scores of the NSSE.
 - Proportions of students passing certification, licensure, and registration examinations.
 - Scores on the alumni survey, evidencing high program satisfaction.
 - Retention and graduation rates within the College.
 - Mean section size at each level (100-400) by major.
 - # students participating in residential and other learning communities as well as the number of residential learning communities in the College.
 - # undergraduate students matriculating into CHHS (or other Ohio University) graduate programs.
 - # undergraduate students matriculating to graduate programs outside Ohio University, as appropriate to their major.

- **Graduate: Provide distinctive graduate educational experiences to prepare professionals and scholars.**
 - **Strategies:**
 - Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology.
 - Provide faculty access to continuing professional development regarding teaching, learning and assessment methods.
 - Ensure appropriate staffing levels to reduce course loads, facilitate greater faculty mentoring of graduate students, and enable faculty to provide greater focus to the development of scholarly careers.
 - Provide a service learning activity for each of the majors in CHHS (e.g., Respite Volunteer Program).
 - Engage in continuous evaluation of program curricula, with modifications as appropriate.
 - Ensure that majors of professional curricula are actively engaged in the student level of their professional association.
 - Ensure that students of every graduate major are actively engaged in their curriculum.
 - Increase the number of faculty positions so as to reduce the student advisee to faculty ratio to the optimal level
 - Ensure that majors of professional curricula are actively engaged in the student level of their professional association.
 - Expand doctoral programming in selected areas of CHHS (hearing science, speech/language science, advanced and transitional clinical doctoral programming in physical therapy, biomechanics [in collaboration with campus colleagues]) and facilitate the involvement of exercise physiology researchers in the BIOS exercise physiology doctoral program.
 - Expand master's level programming, either through the creation of new degrees, concentrations or certificates, in the area of risk and resiliency in children and family, African Health, Rural Health, and Nursing Education.
 - Promote scholarly expectations for graduate students, particularly at the doctoral level.

- Offer a larger number of colloquia for faculty/staff and graduate students to discuss basic and clinical research findings.
- Provide high quality orientation programs for incoming graduate students, particularly those with teaching assignments.
- Ensure adequate support for increasing numbers of graduate students.
- **Metrics:**
 - # Group I faculty lines
 - # continued and # new program accreditations to obtain external measures of program quality.
 - # CHHS majors engaged in graduate research activities.
 - # graduate majors engaged in service and experiential learning activities.
 - # doctoral programs in CHHS.
 - # doctoral students majoring in CHHS programs.
 - # doctoral degrees awarded from CHHS.
 - # of masters students majoring in CHHS programs.
 - # masters degrees awarded from CHHS.
 - # graduate assistantship positions and stipend level in CHHS.
 - Proportion of graduate assistantships supported externally.
 - # juried publications, articles, grants applications, and grant awards by graduate majors, particularly at the doctoral level.
 - # colloquia for faculty and graduate students to discuss and enhance teaching and learning.
 - Proportions of students passing certification, licensure, and registration examinations.
 - Proportions of students obtaining competitive internship placements.
 - Scores on the alumni survey, evidencing high program satisfaction.
- **Faculty, Staff, Student Quality and Diversity: Bolster program quality by maintaining a climate in which diversity is intrinsic to our curriculum, scholarship, and student and faculty recruitment and retention practices.**
 - **Strategies:**
 - Provide funding for recruiting efforts to encourage diverse students, faculty and staff.
 - Develop programming and curricula that reflect increased globalization and concern for diverse and underserved populations, especially Appalachia and people with disabilities.
 - Develop transfer and pipeline agreements with institutions that have significant populations of students from diverse and under-represented backgrounds.
 - Recruit and retain students most likely to succeed in the demanding curricula in CHHS.
 - Recruit and retain faculty of the highest quality.
 - Decrease proportion of Group II and III instructional faculty, primarily by successfully filling vacant positions with a preponderance of Group I faculty.
 - Apply merit-based principles to faculty/staff salary increments.
 - **Metrics:**
 - \$ purposed for diversity recruiting.
 - # students recruited to CHHS through the Urban Scholars Program and Appalachia Scholars Program.
 - # CHHS students in study abroad programs.
 - # agreements between CHHS and foreign institutions.
 - # agreements between CHHS and institutions with pipelines of students of color and students from Appalachia.
 - # of programs that contain international components and study opportunities.

- # number of programs that contain significant coursework and experiences with diverse and underserved populations.
 - Quantitative profile of entering students (first year, transfer, and graduate) in the College (as measured by high school rank, achievement test scores, undergraduate GPA).
 - # and proportion of Group I faculty in CHHS.
- **Environment:** (a) **Build and maintain partnerships across disciplines to provide a learning-centered environment that is sustainable, supportive, and inclusive and contributes to the scholarly endeavors pursued by faculty:**
 - **Strategies:**
 - Provide service models to governmental organizations to demonstrate the College's role in embodying state-of-the-practice.
 - Provide continuing education and professional development activities to position the College as the primary provider of professional development in Southeast Ohio and beyond.
 - Promote partnerships with businesses, industries, and organizations
 - **Metrics:**
 - # partnerships with businesses, industries, and organizations.
 - # consulting contracts with governmental organizations and businesses.
 - # professionals participating in CHHS continuing education activities.

and (b) Enrich the campus community and extend our boundaries through partnerships among disciplines, agencies, institutions, regions, and nations.

- **Strategies:**
 - Provide for the public good through the actions of the College
 - Provide high-quality recreation and leisure opportunities for OHIO students.
 - Provide relevant employment, professional experience, and leadership opportunities for OHIO and CHHS students through Campus Recreation and WellWorks assets.
- **Metrics:**
 - # partnerships with businesses, industries, and organizations.
 - # individuals served through our clinical outreach to the Southeast Ohio area through our on-campus clinical activities and through our off-campus contracts.
 - # degree and certificate offerings through our regional campuses and other off-campus locations.
 - # low-income and underinsured patients seen through our on- and off-campus clinics.
 - # patient visits in our on- and off-campus clinics.
 - # partners participating in Kids on Campus.
 - # Kids on Campus children yearly exposed to career exploration activities.
 - # students participating in Campus Recreation activities.
 - # clients visiting WellWorks.
 - # of students employed in CHHS (*Campus Recreation, Child Development Center, Atrium Café, etc.*) assets.
 - # CHHS students employed in relevant experiential learning activities outside CHHS but within University.
- **Infrastructure:** **Augment the existing infrastructure and align it with the needs of the College in its pursuit of national prominence.**
 - **Strategies:**
 - Increase resources for programs commensurate with mission and faculty/staff needs.
 - Ensure that each of our academic majors utilizes and meets regularly with an advisory board.

- Develop a comprehensive space utilization plan to support both the teaching and research missions of the college.
- **Metrics:**
 - # of CHHS Advisory Boards
 - Frequency of meetings of professional programs with their professional advisory boards.
 - # programs supported through the Revenue Distribution Plan to yield increased revenue over cost.
 - Net square footage for faculty research laboratories.
 - Ratio of dollar amount of start-up per new Group I faculty member relative to external dollars awarded per Group I faculty.
 - # Group I faculty.
 - # FTE teaching faculty (Group I, II, IV).
 - # faculty using laboratory/studio spaces.
- **National Prominence: Achieve national and international prominence through program recognition and rankings, extramural funding, and the accomplishments of faculty, administrators, staff, students and alumni.**
 - **Strategies:**
 - Serve as a national model to demonstrate quality and cost-effectiveness of clinical, hospitality, recreational, and child development operations.
 - Extend the reputation of CHHS faculty
 - Extend the reputation of CHHS alumni
 - Increase the effectiveness in promoting the accomplishments of CHHS programs, students, faculty, and alumni.
 - **Metrics:**
 - # nationally competitive awards received by CHHS faculty and students.
 - # named professorships/endowed chairs within the College.
 - # scholarly/creative activity accomplishments (publications, patents, exhibition awards, and grant awards) and honors/awards of CHHS faculty.
 - # scholarly/creative activity accomplishments (publications, patents, exhibition awards, and grant awards) and honors/awards of CHHS alumni.
 - # upper quartile (and top ten) ranked academic programs in CHHS.
 - # of alumni honored by their professional organizations.
 - # of alumni in senior positions in their respective professions.
 - # of alumni honored by the Ohio University's Alumni Association
 - # faculty receiving honors from their peers (e.g., association fellowship) for their work.

Consistent with VISION OHIO, the College of Health and Human Services has embarked on a purposeful quest to reach a truly distinctive, world-class status. The quality of our College will be judged by (1) the national rankings of our programs and other visible significant accomplishments, (2) the accomplishments of our faculty; (3) the accomplishments of our alumni and students; and (4) our use of student, faculty and staff engagement and service learning to positively impact the health and well-being of the underserved populations of Appalachian Ohio and beyond.

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