

COLLEGE OF APPLIED HEALTH SCIENCES 2020-2025 STRATEGIC PLAN

Preamble

The College of Applied Health Sciences has a rich history and many assets to position it for continued growth and success in advancing the programs of teaching/learning, discovery, and outreach/engagement. AHS can trace its roots back to 1895 when the University of Illinois first established departments of physical training for men and women. Since that time, the College has expanded to three academic departments and two units. Over the years, the combined contributions of visionary administrators, world-class faculty, and exceptional staff and students have led the University of Illinois to be recognized as the nation's most disability-friendly campus. Our units are inherently interdisciplinary, allowing us to address the pressing societal problems to improve health and well-being of individuals, families, communities, and organizations and to champion the full participation of individuals with disabilities in society. Our strategic plan will promote educational excellence and discovery through experiential learning for our students, promote interdisciplinary research collaborations across AHS units and across campus, and increase the impact and visibility of our outreach and engagement activities while remaining fiscally sound.

AHS must continue to attract outstanding students who will become leaders in promoting health, development, active aging, optimal living and learning with disability, and the development of livable communities. Our students must also be prepared to carry out this mission in diverse and changing societies, influenced by changing global conditions. We are committed to improving the access and affordability of our programs and reducing the barriers that have historically limited individual opportunity. We will improve the educational experience of our students, through outstanding and innovative classroom instruction, internships, experiential learning, study abroad, and research experiences. Our interdisciplinary faculty will inspire students to approach issues of health, aging, and disability from diverse perspectives and will create opportunities for critical thinking, scientific collaboration, interprofessional practice, and creative solutions through cross-fertilization of ideas and approaches.

Mission

We promote culturally relevant individual and community health and well-being across the lifespan, facilitate optimal living with disability, and foster the development of livable communities in a diverse society through learning, discovery, and engagement.

Vision

We aspire to advance our local and global leadership in interdisciplinary health scholarship, and to be recognized for innovation in teaching and learning, and for translating discoveries into practices and policies to benefit individuals and communities.

Principles

The College of Applied Health Sciences is committed to the University Guiding Principles and to

- promoting leadership and scientific discovery in health and well-being that benefits individuals, families, communities, organizations, and society;
- upholding ethical conduct, including honesty, fairness, equity, dignity, diversity and individual rights;
- embracing educational excellence, interdisciplinary learning, and global thinking;
- fostering all individuals' inclusion and active participation in their communities throughout their lifetimes; and
- furthering educational accessibility and equity.

Goals

Discovery: Advance discovery in applied health sciences that enriches knowledge and transforms policy.

Undergraduate Education: Provide outstanding learning experiences in diverse environments for undergraduate students pursuing careers in areas of health, disability, and well-being across the lifespan.

Graduate Education: Develop advanced knowledge and skills in diverse environments for graduate students pursuing academic and professional careers in areas of health, disability, and well-being across the lifespan.

Outreach and Engagement: Make a significant and visible societal impact through outreach and engagement programs designed to improve health, well-being, and inclusion of individuals and to enrich communities.

Resources: Strengthen resource investments and organization to support college strategic goals and initiatives.

GOALS with Metrics and Initiatives¹

Discovery: Advance discovery in applied health sciences that enriches knowledge and transforms policy.

Metrics ([supplemental metrics in Appendix A](#))

- Increase annual # of external grant proposals awarded
- Increase annual # of internal grant proposals awarded
- Increase % of faculty who are members of national academies
- Increase annual # of invited presentations at national and international workshops and conferences
- Increase annual # of [peer-reviewed publications](#)
- Increase annual # of peer-reviewed presentations at national and international conferences
- Increase # of out-of-unit (department, DRES, CVC, college) research collaborations
- Increase annual sponsored research expenditures

Initiatives

- Develop research support programs to improve faculty research productivity
- Expand seed grant programs to reflect the AHS mission and vision
- Provide resources to improve faculty affiliations with [collaborative initiatives](#)
- Support faculty leading targeted research initiatives or programs on campus
- Strengthen infrastructure to facilitate research collaborations between departments and units (i.e., DRES, Chez) and [non-academic institutions](#) and with local, state and federal [government agencies](#)
- Develop and implement diverse strategies to raise visibility of faculty contributions to discoveries and community impact
- Develop cross-college research themes that showcase strength and expertise, to guide hiring plans, and to create research centers of excellence
- Investigate and develop techniques to measure collective research [impact on policy](#) and practices for use by departments and the college (e.g., citation indices)

Commentary

The goal statement, metrics, and initiatives are designed to highlight the value of basic and applied health research in promoting health and well-being, to emphasize translation of discovery, and to advance interdisciplinary health scholarship that benefits individuals, families, communities, and organizations.

Undergraduate Education: Provide outstanding learning experiences in diverse environments for undergraduate students pursuing careers in areas of health, disability, and well-being across the lifespan.

Metrics

- [Maintain # of enrolled students](#) in our undergraduate programs
- [Increase # of retained students](#) in our undergraduate programs
- [Increase # of undergraduate students from under-represented groups](#)
- [Increase # of undergraduate students engaged in experiential learning](#) annually
- [Increase # of undergraduate students who participate in research](#) annually
- Increase percentage of instructors rated at least 4.0 for overall teaching effectiveness (ICES Item 1)
- Increase percentage of undergraduate courses rated at least 4.0 for overall course quality (ICES Item 2)
- Increase percentage of instructors on the List of Teachers Ranked as Excellent by their Students
- Increase # of undergraduate students graduating annually
- Increase # of undergraduate students who graduate with AHS minors

Initiatives

- Promote and incentivize instructor participation in teaching workshops to enhance course quality and teaching effectiveness
- Define and develop a system to measure undergraduate student participation in research
- Grow opportunities for student research involvement
- Promote experiential learning, including community-based learning
- Implement a plan to strategically increase enrollment and retention
- Implement a plan to recruit and retain students from under-represented groups to diversify the student body
- Expand interdisciplinary learning

Commentary:

The recruitment and retention of outstanding undergraduate students and the provision of equitable access to high quality educational opportunities is fundamental to the success of AHS. As such, the goal statements, metrics, and initiatives are directed toward strategic opportunities to increase diversity our student body, while improving instructional quality, course effectiveness, and the array of experiential learning opportunities available to undergraduate students.

Graduate Education: Develop advanced knowledge and skills in diverse environments for graduate students pursuing academic and professional careers in areas of health, disability, and well-being across the lifespan.

Metrics

- [Increase # of graduate students enrolled in AHS graduate programs](#)
- [Increase # of graduate students from under-represented groups](#)
- [Increased funding available to support graduate students](#)
- [Increase # of graduate students participating in research initiatives with faculty](#)
- Increase # of graduate students authoring or co-authoring conference presentations or publications
- Increase percentage of graduate course instructors on the List of Teachers Ranked as Excellent by their Students
- Increase percentage of faculty instructors rated at least 4.0 for overall teaching effectiveness (ICES Item 1)
- Increase percentage of graduate courses rated at least 4.0 for overall course quality (ICES Item 2)
- Increase percentage of graduate students rated at least 4.0 for overall teaching effectiveness (ICES Item 1)
- Increase # of PhD students who obtain CITL Certificate in Foundations of Teaching
- [Increase # of students obtaining employment in their field of study after graduation](#)

Initiatives

- Implement a plan to increase enrollment and retention in traditional and online programs.
- Implement a plan to recruit and retain students from under-represented groups to diversify the student body
- Implement programs to increase funds available to support graduate students in all degree programs
- Implement a plan to provide opportunities for all graduate students to participate in research experiences.
- Promote and incentivize instructional mentoring and instructor participation in teaching workshops (graduate students, faculty)
- Promote opportunities for graduate students to excel outside the unit, including participation in non-AHS, national and international programs
- Promote post-graduate career and placement opportunities

Commentary:

The quality of the graduate student educational experiences is fundamental to AHS success by ensuring a diverse pool of highly competitive applicants with strong academic profiles. As such, the goal statements, metrics, and initiatives are aimed at promoting student achievement, leadership, and advancement by developing and maintaining instructional quality and effectiveness as well as providing equitable access to high quality educational opportunities. By ensuring world-class educational experiences, preparation, and job readiness through superior quality and unique value, our college will recruit and retain highly competitive and outstanding graduate students seeking to be leaders in the areas of health, disability, and well-being across the lifespan.

Outreach and Engagement: Make a significant and visible societal impact through outreach and engagement programs designed to improve health, well-being, and inclusion of individuals and to enrich communities.

Metrics ([supplemental metrics in Appendix A](#)):

Outreach

- Increase # of articles appearing in national media outlets that feature AHS activities
- Increase # of media hits on articles that feature AHS activities in News Gazette, Chicago Tribune and New York Times
- Increase # of [podcasts or informational videos](#) that feature AHS activities

Engagement

- Increase # of community organizations partnering with AHS units/departments
- Increase # of new service programs that are implementing and evaluating [evidence-based practices](#) in collaboration with AHS faculty

Service

- Increase # of [academic professionals](#) and [faculty](#) serving on campus/community/state committees
- Increase # of academic professionals and faculty currently holding leadership positions (e.g., editor in chief, elected office)
- Increase # of academic professional staff and faculty serving on national/international review panels or professional committees

Initiatives:

- Educate the broader public, leveraging the research and innovation of AHS and the Communication Unit (podcasts, media outlets, social media, etc.).
- Promote and incentivize collaboration between research faculty and professional staff for the purpose of implementing evidence-based practices delivered to the student body and community (e.g., DRES, Chez, SLP, AuD, ORPR)
- Develop and implement strategies to encourage and incentivize participation of faculty and academic professional staff on campus, community, and state, and national review panels and committees to shape evidence-based practices and policies.
- Promote faculty leadership roles for special recognition in their respective disciplines (i.e. editorships, fellows, office holders, honors, early career awards, etc.)

Commentary:

The goal statement, metrics, and initiatives are designed to acknowledge the diverse range of outreach and engagement activities that occur within AHS, to stimulate faculty service for the public good, and to encourage translation of research activities to public service, community-based practices, and bi-directional community engagement.

Resources: Strengthen resource investments and organization to support college strategic goals and initiatives.

Metrics:

- Increase revenue generated by UG enrollments
- Increase revenue generated by enrollments in self-supporting Master's degrees
- Increase revenue generated by UG IUs
- Increase revenue generated from grant ICR
- Increase number of grants receiving full ICR
- Increase amount of gift-generated revenue
- Increase number of faculty and professional staff annually participating in leadership/professional development programs
- Increase number of faculty and staff using intranet to secure forms, materials or information about operational processes and policies (facilities, finance, HR)
- Increase college reserve fund
- Increase revenue generated by professional development courses/badges
- Increase revenue generated by corporate sponsorships/partnerships
- Maintain square foot charges

Initiatives:

- Ensure inclusive and respectful climate for faculty, staff, and students.
- Develop multilevel strategies for professional development of faculty and professional staff
- Improve current operations related to faculty/staff, facilities, and financial processes, policies, and resources
- Increase revenue generated by students/participants.
- Increase support programs to improve grant and contract revenue
- Develop financially supportive corporate partnerships.
- Establish an integrated and holistic approach to college advancement efforts

Commentary:

The goal statement, metrics, and initiatives are designed to acknowledge the diverse range of resources in AHS, including human, financial and facility, emphasizing the need to increase revenue and develop human resources while controlling for costs/expenditures.

Appendix A –Definition of Metrics and Supplemental Data Sources

Discovery Metrics [[return to Discovery](#)]

Supplemental metrics (from University strategic plan):

- Increase number of tenure system faculty (headcount)
- Increase annual sponsored research expenditures per faculty member
- Increase annual number of grants from private foundations
- Increase annual dollar value of grants from private foundations

Undergraduate Metrics² [[return to UG Metrics](#)]

- Sum of following for metric “**Maintain # of enrolled students in our undergraduate programs**” [[return](#)]
 - # of freshmen applicants
 - # of transfer students
- Sum of following for metric “**Increase # of retained students in our undergraduate programs**” [[return](#)]
 - # of freshmen to sophomore retained/graduated students
 - # of retained/graduated transfer students
- Sum the following for metric “**Increase # of undergraduate students from under-represented groups**” [[return](#)]
 - # of students who participate in [I-LEAP](#) and are specifically listed as first-generation college students, or are listed as eligible for President Awards Program ([PAP](#)) and Educational Opportunities Program ([EOP](#)).
 - # of URM students – undergraduate
- Sum of following for metric “**Increase # of undergraduate students in experiential learning**” [[return](#)]
 - # of students enrolled in service learning
 - # of students enrolled in internships
 - # of students participating in leadership courses/experiences
 - # of students participating in clinical observation hours
 - # of students participating in study abroad
- Sum of the following for metric “**Increase # of undergraduate students participate in [research](#)**” [[return](#)]
 - # of undergraduate students participating in James Scholar program
 - # of undergraduate students participating in initiatives such as [START](#), [SPARK](#)
 - # of undergraduate students participating in independent study
 - # of undergraduate students participating in research lab experience course credit
 - # of students taking honors thesis courses

Graduate Metrics [[return to G Metrics](#)]

- Sum of the following for metric “**Increase # of graduate students enrolled in AHS graduate programs**” [[return](#)]
 - # of graduate students in AHS graduate programs (on campus)
 - # of enrolled students in online Masters programs
 - # enrollees in certificate programs

² Double counting may be appropriate for some metrics but not others. Double counting is at the discretion of the Departments but should be applied consistently year-to-year. Some sub-metrics might be more relevant to some units; selection of sub-metrics is at the discretion of the units.

- The following for metric “**Increase # of graduate students from under-represented groups**” [[return](#)]
 - # of URM students – Masters and PhD
- Sum of the following for metric “**Increased funding available to support graduate students**” [[return](#)]
 - # of students being supported on research grants
 - # of students being supported on teaching assistantships
 - # of students being supported on scholarships
 - # of students being supported by competitive campus-level GRAs
- Sum of the following for metric “**Increase # of graduate students participating in research initiatives with faculty**” [[return](#)]
 - # of graduate students participating in independent study research experience and pre-thesis research experience courses
 - # of students taking research taking thesis research courses (599)
- Sum of the following for metric “**Increase # of students obtaining employment in their field of study after graduation**” [[return](#)]
 - # of students obtaining jobs after graduation of professional programs within 2 years
 - # of PhD students obtaining tenure track positions

Outreach/Engagement Metrics [[return to O/E Metrics](#)]

Supplemental metrics

- Increase # of individuals receiving direct services and # of visits (per FTE engaged in relevant services)
- Increase # of individuals receiving direct services and # of visits related to new, collaborative evidence-based practice programs
- Total # of faculty who hold disciplinary honors (early career award, national academy, fellow, honors)

Appendix B – Definitions

Discovery

- ***Collaborative initiatives*** [\[return\]](#) include but are not limited to Beckman, IGB, DNS, CICOM, DPI, IIN, Extension, Foundations
- ***Non-academic institutions*** [\[return\]](#) include but are not limited to Carle, DRES, Chez, Mayo Clinic, local clinics
- ***Government agencies*** [\[return\]](#) include but are not limited to National Park Service, public schools, Public Health Department
- ***Peer-reviewed publications*** [\[return\]](#) include manuscripts in press (print or online), provided they are only counted once
- ***Impact on policy*** [\[return\]](#) is defined as a development, implementation, or modification at the institutional, local, state, or national level

Undergraduate and Graduate Education

- ***SPARK*** [\[return\]](#) – Students Pursuing Applications Research and Knowledge Program – is designed to recruit *high-achieving* freshmen and to engage them in undergraduate research with AHS faculty.
- ***START*** [\[return\]](#) – Students Aging Researchers Training Program – offers underrepresented undergraduate students training in gerontology/aging and develops their research skills.
- ***I-LEAP*** [\[return\]](#) - Manny L. Jackson Illinois Academic Enrichment and Leadership Program - Provides support to undergraduates enrolled in the College of Applied Health Sciences who are first-generation students, students from underrepresented groups (as defined by federal guidelines), student athletes, and those recognized by the President Awards Program (PAP) and Educational Opportunities Program (EOP). (Inclusion criteria for EOP and PAP are set and the students flagged by main campus Admissions office.) Through bi-weekly one-on-one counseling, mentorship, workshops, academic skills development, leadership training, and referrals to resources, I-LEAP aims to increase student success at the University of Illinois and within the campus community. I-LEAP helps with retention and graduation of students but not with enrollment. Students are invited to participate after being admitted. Website: <https://ahs.illinois.edu/I-LEAP>
- ***President Awards Program (PAP)*** [\[return\]](#) is a scholarship available on all University of Illinois campuses, focusing on first-generation and students from counties with less representation.
- ***Educational Opportunities Program (EOP)*** [\[return\]](#) schools are high schools with a high percentage of students who receive free or reduced lunches and who have a higher percentage of URM. EOP students do not get scholarships.
- ***Undergraduate research:*** [\[return\]](#) Research on UIUC campus is broadly defined as undergraduate students learning about current disciplinary research, taking part in research discussions, and being exposed to research experiences in regular coursework. It can also encompass advanced research experiences such as capstone projects or senior theses (<https://undergradresearch.illinois.edu/about/mission.html>). Different units within AHS can define research experience at the undergraduate level to suit their own specific goals.

Outreach/Engagement

- ***Podcasts and informational videos*** [\[return\]](#) include digital audio or video files that are publically available on the Internet; ideally, podcasts and informational videos will be part of a series to which members of the public can subscribe. Examples of podcasts and informational videos include NPR, YouTube, Ted Talks, etc.
- ***Evidence based practice (EBP)*** [\[return\]](#) is the conscientious use of current best **evidence** in making decisions about patient care practices (Sackett, Straus, Richardson, Rosenberg, & Haynes, 2000).
- ***Academic Professionals (APs)*** [\[return\]](#) are salaried employees whose positions meet specialized administrative, professional, or technical needs. They perform high-level duties, and frequently have specialized responsibilities in academic, research, or administrative areas.
- ***Faculty*** [\[return\]](#) refers to tenure-track and specialized faculty at or above the rank of assistant professor.