Introduction

The School of Health and Human Sciences (HHS) strategic plan for 2015-2018 was created during the 2014-2015 academic year. Dean Celia Hooper led the effort and, consulting with Kathie Ross of Healthy Companies, and along with department chairs, program directors, and associate deans, worked throughout the year to define priorities for the school. Faculty participated in the process through a survey, a town hall meeting, and departmental meetings led by their chair or director, where they were invited to provide feedback and suggestions.

The strategic plan will guide HHS for the next three years, particularly in the allocation of resources. The plan will be revisited frequently and measures tweaked as necessary.

Vision Statement

The School of Health and Human Sciences aims to inspire and equip people and transform institutions to work in ways that make the world better, safer, healthier, and more humane and just.

Mission Statement

The School of HHS, through teaching, scholarship, community engagement and service, prepares new generations of professionals, leaders, scholars, and entrepreneurs to enhance the quality of life of individuals, families, and communities.

Values Statement

As a community of scholars, the School of Health and Human Sciences values:

- Improved health, well-being, and quality of life for populations, communities, and individuals worldwide
- Care and respect for communities, with a focus on sustainability
- An academic environment in which diversity, inclusiveness, and respect for all is encouraged and celebrated
- Equitable partnerships when engaging with individuals, communities, and institutions in service and research
- Ethical principles applied to teaching, research, and community engagement
- A dynamic intellectual community that embraces interdisciplinary collaboration, creativity of thought, and innovation of practice
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<td>Enhance Student Success</td>
<td>1.1 To optimize course offerings and scheduling</td>
<td>1. Departments and programs will determine and implement strategies for determining effective class size, frequency of offerings, and learning formats. 2. Maximize availability of classes for progress toward graduation.</td>
<td>1. Number of student attempts to register for specific classes 2a Percent of HHS seniors surveyed who indicate they were able to get courses needed for graduation in a timely way 2b Percent of students graduating from graduate programs who indicate they were able to get the courses they needed in a timely way throughout the program.</td>
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<td>1.2 To maintain breadth of curriculum to meet student and societal needs</td>
<td>1. Provide courses necessary for emerging knowledge and skill requirements for career preparation. 2. Identify internal and external opportunities and resources to enhance international experiences for students and faculty. 3. Identify and begin to cultivate at least two prospective donors who can support international travel.</td>
<td>1a Number of successful departmental/program reaccreditations 1b Job placement rate for graduates 1c Percent of graduates in various types of positions 1d Gather input from community stakeholders who indicate that the UNCG curriculum supports their initiatives and needs for workforce development 2. Number of students traveling abroad each year.</td>
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<td>1.3 To build an inclusive culture and community that is supportive of all students including international and minority students</td>
<td>1. Continue and expand offerings of the Diversity and Inclusion Committee.</td>
<td>3. Number of SOEs/SOIs written</td>
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| 1.4 To support the application of innovative instructional and assessment strategies to improve student learning | 1. Promote interprofessional education/practice across Departments, Centers, Research Networks, and Institutes, by allocating funding to support development of two interdisciplinary/interprofessional courses each AY. |
2. Use HHS and department/program resources to host workshops on a variety of instructional and learning assessment techniques. |
3. Develop interdisciplinary course(s) at 500-level with experiential component. |
4. Identify new avenues for experiential learning. |
5. ITCs will organize at least 1 technology showcase in 15-16. | 1a Number of courses using innovative instructional strategies |
1b Number of departments with faculty offering interdisciplinary/interprofessional courses |
2. Number of courses using innovative assessment strategies |
3. Number of interdisciplinary/interprofessional courses |
4. Number of interdisciplinary/interprofessional courses |
5. Technology showcase and number of attendees. |
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<th>Support Faculty Development</th>
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<th>Strategic Activities</th>
<th>Strategic Measures - TBD</th>
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|                            | 2.1 To provide time and opportunity for faculty members to improve their teaching and research skills | 1. Support differential work assignments that optimize faculty productivity in teaching, research, service and community engagement.  
2. Use creative scheduling to concentrate teaching and research time (at least 1 eight-week three credit course/department).  
3. Provide opportunities for faculty to learn new research methods and approaches (e.g., OOR workshops like grant writing, qualitative research).  
4. Develop two faculty teaching/learning teams to pilot new teaching approaches.  
5. Allocate dollars to fund interdisciplinary teams that apply new methods to research. | 1a Number of faculty receiving release time or internal funding to improve their teaching skills  
1b Number of faculty receiving release time or internal funding to improve their research skills  
2a Number of faculty participating in nontraditional teaching/research opportunities  
2b Outcome of survey of faculty satisfaction with short courses and research productivity  
2c Outcome of teaching evaluations using new teaching approaches  
3. Number of OOR workshops  
4. Survey of student and faculty satisfaction with new teaching methods  
5. Survey of student and faculty satisfaction with new research methods. |
| 2.2 To increase the funding, including external, allocated to enhance scholarly productivity | 1. Support faculty travel for dissemination of scholarship and enhancement of knowledge in teaching and research.  
2. Fund additional research assignments.  
3. Develop and fund grant writing boot camps for faculty for both incentive and structure for submitting external grant proposals.  
4. Identify strategic hires that would enhance interdisciplinary collaborations and result in highly productive research teams. | 1a Number of faculty supported  
1b Amount spent on faculty travel to professional meetings  
2a Number of faculty funded  
2b Number of research assignments funded  
3. Number of grants and contracts received  
4. Number of hires made with interdisciplinary focus. |
| 2.3 To create productive collaborations | 1. Create time and opportunity for faculty to engage in discussion around areas of common interest.  
2. Develop database of faculty expertise in research and teaching methodologies.  
3. Conduct focus groups of HHS faculty to determine clusters of faculty interests. | 1. Number of collaborations developed  
2. Number of grants submitted  
3. Number of products (courses, conferences, grants, publications). |
| 2.4 To sustain and enhance community engagement | 1. Link faculty members with community organizations in the Triad and beyond, including those affiliated with the HHS Board of Visitors.  
2. At least two faculty ‘pitch’ community engagement projects to BOV each semester. | 1. Number of collaborations developed  
2. Number of grants submitted |
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<th>Objectives</th>
<th>Strategic Activities</th>
<th>Strategic Measures - TBD</th>
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<td><strong>Strengthen Graduate Programs</strong></td>
<td>3.1 To create a sustainable funding model including stipends and waivers for graduate programs in HHS</td>
<td>1. Conduct an environmental scan of the levels and sources of stipends and waivers of our competitors in Fall 2015. 2. Prepare a report and financial request for the Provost and Chancellor based on the reports generated in the environmental scans in Spring 2016. 3. Allocate permanent funding for two additional graduate assistantships per year.</td>
<td>1. Discrepancy between amount of HHS graduate funding and competitors 2. Report submitted 3a Amount of HHS graduate assistant funding from permanent sources 3b Amount of external funding supporting graduate students 3c Number of in-state and out-of-state tuition waivers.</td>
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<td>3.2 To supplement graduate funding through grants and scholarships</td>
<td>1. Fund three additional graduate assistantships per year through grants; secure two additional graduate fellowships and scholarships per year 2. Develop incentive-based models for faculty who provide stipend and tuition coverage for students</td>
<td>1a Number of new graduate fellowships and scholarships 1b Number of new grant-funded assistantships 2. Number of faculty who pay stipends and tuition waivers on grants.</td>
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<td>3.3 To increase recruitment and growth of graduate enrollment</td>
<td>1. Establish a school-wide recruitment and enrollment plan including the activities listed here. 2. Secure two additional graduate fellowships and scholarships per year through endowments. 3. Increase accessibility through development of online degree offerings. 4. Collaborate with Student Affairs and the Graduate School for effective student recruitment activities.</td>
<td>1a Number of graduate students recruited each year 1b Number of graduate students enrolled each year 2. Number of new graduate endowments 3a Number of new online courses 3b Number of new online programs</td>
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| 3.4 To develop interdisciplinary and interprofessional curricular, research, and career training programs | 1. Identify structural and cultural barriers to interdisciplinary courses.  
2. Expand interdisciplinary course offerings and degrees.  
3. Work with the graduate school, DCL, and University Relations to develop a system for marketing new graduate programs, and interdisciplinary courses and programs.  
4. Support faculty in developing and teaching interdisciplinary courses.  
5. Apply for personnel preparation/training grants.  
6. Create an infrastructure for communication and networking among graduate students and faculty across departments. | 4. Number of activities implemented by departments/programs that are designed to enhance enrollment and recruitment.  
1. Focus group with faculty, graduate and undergraduate directors and department chairs  
2. Number of interdisciplinary courses on books  
3. Development of web pages describing interdisciplinary or interprofessional graduate programs  
4. Number of awards granted to faculty for developing interdisciplinary courses  
5. Number of training grants submitted  
6. Number of types of training activities. |