

UNT COLLEGE OF
HEALTH & PUBLIC
SERVICE

SYNERGY 2025:
OUR PATH FORWARD

STRATEGIC PLAN
2020-2025



Dear Colleagues and Friends,

The College of Health and Public Service (HPS) has been in existence for nearly 50 years, and, as we approach our semi-centennial in 2023, it has been an important time for us to reflect on the transformational impact that HPS has made in the lives of thousands of women and men who have graduated and gone on to serve in the health and public service sectors. As we continue to celebrate our college's proud past, we have developed a strategic plan, ***Synergy 2025---Our Path Forward***, for our optimistic future. Such a plan is imperative as HPS transitions into the next phase of development as it educates students to prepare them for a rapidly evolving workplace and global society.

This plan, ***Synergy 2025---Our Path Forward***, establishes our college's ambitious goals for the next five years. Its development was informed by an inclusive strategic planning process. This transformative journey formally began in September 2018, one month after I arrived to assume the position as Dean of HPS, and ended December 2019. Listed below is a detailed description of the timeline that encompassed this strategic plan that engaged faculty, staff, students, alumni, community partners, and many of our generous benefactors.

Phase I. The first phase of the strategic planning process consisted of a one-day retreat held on September 6, 2018, and included all seven of the HPS department chairs, the HPS Associate Dean, and all of the professional staff who report directly to the Dean. Our facilitator was Dr. Dan Pesut, Professor of the Nursing Population Health and Systems Cooperative Unit and Director of the Katharine Densford International Center for Nursing Leadership at the University of Minnesota. Dr. Pesut is an experienced facilitator, and previously served Tier 1 research universities in Department Chair and Associate Dean capacities. His first line of instruction was to discuss the common group challenges and dilemmas that slow progress and keep such entities from yielding the extraordinary outcomes that they desire. We learned about universal patterns of group behavior that outfit one to work with any group to solve any problem (in particular, we learned about change vs. transformation; levels of perspective; fragmentation; and cohesion). Then, the majority of the retreat focused on the importance of cultural values¹. He helped us discuss what we appreciate, how best to work together, and get an idea of a desired culture we hoped to develop in the college. To that end, this administrative team of 17 completed Cultural Transformation Tools©, a validated instrument from the work of Richard Barrett, an industrial/organizational psychologist. This tool assessed the teams' perception of their individual values and HPS' current values, followed by desired culture values of HPS, all of which were an attempt to get an idea of a desired culture that we hoped to create in HPS. Then, data from the Cultural Transformation Tools© was further used for each desired value and the group was asked to consider the following: 1) How do we define this desired value in HPS?; 2) How is this value displayed at its best in HPS?; and 3) What actions can the

¹ Values are a shorthand method of describing what is important to us individually and collectively as an organization at any given moment in time. Moreover, values are the principles we need to live by to support bonding and cooperation and collaboration (Barrett, 2017). Thus, values-driven organizations are the most successful organizations on the planet. That is, a better understanding of understanding the needs of the faculty and staff of HPS is a key to creating a high performing college.

leadership team take to make this value grow personally, as a group, and at the college level? Further, he helped the team discern what we appreciate and strategies on how to create more supportive and productive relationships between employees and leaders. At the end of this first day, a list of values that we aspire to adhere to and a rough draft of a new mission and vision statement emerged that guided the next phase of the strategic plan.

Phase II. The transformative values work set the stage for the second phase of our strategic plan which occurred over a two-day period in November of 2018 where all HPS faculty and staff, and multiple undergraduate and graduate students were invited to participate in the two-day event. Approximately three weeks prior to day one of the retreat, all of the faculty and staff were sent the cultural values survey---the same assessment that was previously completed by the administrative and staff team---and asked to complete it electronically to gauge the perception of their individual values, HPS' current values, and their desired culture values of HPS. There was an overall 72% completion rate of this survey and the results yielded an overall score of all individuals. Results were separated out by staff, full-time, non-tenure track faculty, full professors, associate professors, and assistant professors.

Day one of the retreat consisted of Dr. Pesut holding individual one-hour meetings with each of the aforementioned groups to provide an intensive tutorial following Barrett's values-driven organization work of the cultural values. He further went over the individual groups' results and the overall results of the entire group. The desired values from the overall groups' results were informative in the development of the new core values. In particular, accountability and coaching/mentoring were seen as requiring group development to increase better alignment. Other key values that emerged were open communication, teamwork, transparency, continuous improvement, and employee recognition.

All HPS faculty and staff, and multiple undergraduate and graduate students attended two all-day workshops. Once again, Dr. Dan Pesut facilitated the second day of strategic planning by utilizing Open Space Technology (OST), an effective, fast, and easily repeatable strategy for organizing meetings between anywhere from five to 2,000 participants. OST is salient for creating an environment that works across boundaries and departments to maximize excellence in teaching, build inter-professional research agendas, and serve the community as health and public service professionals.² OST is ideal where ideas/strategies/topics are self-generated in a short amount of time and uninhibited from any previously constrained agenda. To that end, these ideas/strategies/topics translated to 33 separate sessions that included many great ideas (e.g., "Collaborative Research"; "Overcoming barriers to quality, innovative teaching"; and "Recognizing and Rewarding Faculty/Staff Excellence"). Then, a survey was sent to all of the faculty and staff of HPS to rank order of importance and necessity of each

² More specifically, we employed seven OST processes: 1) enable a group to design its own agenda around passionate issues and responsible action plans; 2) acknowledging work, wisdom and expertise of all involved; 3) empowering one to move from one session to another at will; 4) supporting action planning during and beyond the meeting; 5) enabling connection with others in the group; 6) giving opportunity for meaningful conversations; and 7) providing a summary of each session beyond the retreat.

issue/topic that needed to be addressed in the strategic plan. The data collected from this survey set the stage for the third phase of the strategic plan.

Phase III. In February 2019, I established and participated in the implementation of the Strategic Planning Coordinating Committee (SPCC) that included either a faculty or staff member from each of the units in HPS, a student (who also served on the UNT Student Government Association), and two staff members from the Dean's Office. (Please see the Acknowledgments section of this plan for a specific listing of SPCC members). From February through May 2019, the SPCC met nine times to discuss and analyze the data from the OST retreat and survey results from the faculty and staff of the level of importance for the sessions that were implemented to develop the following components of the strategic plan: 1) a new HPS mission statement; 2) a new HPS vision statement; and, 3) a new set of HPS core values. The SPCC then developed a set of strategic initiatives, strategic goals, and action items.

Phase IV. All of the faculty and staff who attended the annual Dean's Convocation in August 2019 provided extensive feedback and comments on the strategic initiatives and strategic goals that were drafted by the SPCC. The attendees were also provided suggestions for action plans to more effectively implement strategic initiatives and strategic goals. This activity at the Dean's Convocation solicited valuable insights, fostered co-ownership on how to better generate collective action around achieving the goals, and set the stage for the next phase of the strategic plan.

Phase V. In an attempt to foster a smooth transition into this next phase, a new Implementation Design Action Plan (IDAP) committee was established to develop strategies, actions, and metrics that were extended from the strategic goals. (Please refer to the Acknowledgments section of this plan for a listing of IDAP members). By examining the data from the Dean's Convocation and the outcomes related to the work of the SPCC, the IDAP committee had three primary functions: 1) finalize action items (or action plans); 2) complete the metrics to be monitored and assessed from the actions that were proposed by the SPCC; and, 3) develop a comprehensive timeline and critical path to chart and monitor the performance during the implementation process of the strategic plan. In sum, the IDAP was charged with developing action plans to ensure each initiative is addressed and also ensure coordination with existing efforts on campus. The IDAP met six times to complete these functions from October through December of 2019. For each strategic initiative and strategic goal, the IDAP developed strategies, actions, and metrics. Also, the IDAP mapped the strategic goals and strategic initiatives to the new UNT university-level strategic plan. After the entire plan was completed, I asked the HPS Faculty Leadership Advisory Council (FLAC) to carefully review the entire document and provide suggestions for improvement. This final version reflects their valuable input and contribution.

The result of this important work is outlined in the following plan that provides a strategic framework with a set of strategic initiatives and goals to be executed by 2025. Throughout this plan, you will find a heightened attention to provide an even more personalized experience to prepare our students for fulfilling careers and inspire them to lead meaningful lives, while

strengthening the community, providing economic and social benefits to our region, and offering leadership by example across our country and around the world.

This five-year strategic plan, ***Synergy 2025---Our Path Forward***, underscores our strong commitment to realizing the bold aspirations for HPS as solicitously formed by numerous stakeholders and as informed by performance and strategic goals by the new UNT strategic plan. Successful implementation of our plan requires sustained focus and follow-up. We will continue to hold retreats, forums, visits, and presentations throughout the next academic year. At the “heart” of these efforts is promoting each of our individual responsibilities and our collective roles in creating an impact outlined by the strategic plan. Metric leaders will be identified to support, advise, and provide resources to the thematic areas.

As a leader of this great organization, I certainly bear the burden and responsibility for guiding transformative change, but I cannot do it all alone. The strategic plan was arguably the most inclusive and far-reaching strategic effort in our college’s history and included faculty and staff at all levels of the college, as well as the perspective of multiple students and alums of HPS.

I encourage each of you to familiarize yourselves with the plan’s promises, charges, and metrics and the impact they have on our students and the community we serve because, in the coming years, they will serve as our guideposts. Please know that you are critically important to the future of HPS, and we appreciate all that you do. With your support, we will reach greater heights of success never before imagined. It is an exciting time at HPS and UNT, and I am excited to collaborate with you to continue to elevate HPS.

Warm Regards,



Neale R. Chumbler
Dean

Mission

The College of Health and Public Service (HPS) is a trusted force that shapes diverse leaders who advance a healthy, equitable, and just society. HPS fosters faculty, students, and staff to conduct innovative, high-impact research and promote excellence in education. Our college is committed to being globally recognized for its unique achievements addressing challenges in health and public service.

Vision

HPS strives to be a transformative and collaborative leader in health and public service through inspirational teaching, groundbreaking research, impactful service, and community engagement.

Core Values**Ethics & Integrity**

We foster an environment reflecting mutual trust, accountability, and respect. We uphold honest, fair, and responsible standards. We strive for accountability through a commitment to our students, the responsibility to our faculty, staff, and stakeholders, and our duty to contribute to the betterment of society, including a commitment to integrating environmental sustainability into our culture.

Recognition & Respect

Our students, staff, and faculty are our greatest asset, providing a competitive advantage for HPS. We promote recognition and respect in accordance with each person's unique role and perspective.

Diversity & Inclusion

We value each person's unique identity, contribution, and dignity, within a safe and healthy workplace, actively integrating diversity in our daily actions, processes, and systems.

Transparency

We are a college that provides clear, open communication concerning processes, policies, initiatives, and other information that directly impacts students, faculty, staff, and other stakeholders to promote trust and fairness. We create an atmosphere wherein commitments are clearly defined, recognized, and maintained.

Collaboration

We aim to increase our understanding of each other and how we contribute to the central mission of HPS. We actively promote multidisciplinary communication, supportive relationships, and productive outcomes that contribute to the advancement of the college, university, and stakeholders.

Continuous Improvement

We are future-oriented and focused on our students, faculty, and staff, ensuring that each reaches their fullest potential. We are dynamic and flexible to meet the needs surrounding an evolving and diverse society. We hold ourselves to the highest of standards and are invested in our ongoing growth and expansion. Diligence, determination, and perseverance define and sustain who we are as an organization.

HPS Strategic Initiative 1: Excellence in Teaching and Dedication to Learning

Maps to UNT's Academic Affairs Priority area (#1), "Student Empowerment and Transformation" and specifically maps to UNT Academic Affairs, Strategic Goal 1: We will empower and transform our students in their educational and social environments to set them up for lifelong learning success.

Our college will provide student-driven, experiential education that implements research-based, high-quality, high-impact teaching for every student.

We will provide student-driven, experiential education that provides our students with the tools needed to be career ready in an inclusive and supportive environment. We will implement research-based pedagogy and ensure that students can meet the needs of a diverse and evolving society.

HPS Strategic Goal 1.1: Meet the needs of a diverse and evolving society by promoting excellence in graduate and undergraduate education through innovative, impactful, and research-based pedagogy.

Maps to UNT, Academic Affairs, Strategy 1.1: Increase best practice in curricular experiences for students

Strategy: All graduate and undergraduate courses (i.e., online, hybrid, face-to-face) should be designed to include innovative and evidence-based pedagogy (including service and experiential learning, research experiences – both faculty and student, interdisciplinary experiences, etc.) that is rooted in universal design principles.

Year 1

Actions and Metrics

Action 1: HPS will form an **Instructional Innovation and Enhancement Review Committee (IIERC)**. The committee should include at least one representative from each of the following groups a) assistant professors, b) associate professors, c) full professors, d) lecturers/clinical faculty, e) adjunct faculty, and g) faculty who teach in online degree programs, h) graduate-level teaching fellows, i) a representative from CLEAR, and, if possible, one student from each of the four modalities/types of instruction: 1) undergraduate; 2) graduate; 3) online; 4) face-to-face.

Metric for Action 1: IIERC will be established by March 2020.

Action 2: The IIERC will conduct a review of the literature regarding innovative and evidence-based instruction in higher education (different subcommittees may be formed to focus on specific instructional platforms and/or instructional tools (e.g., technology) and strategies (e.g., experiential-based learning, ways to meet the needs of students with diverse learning styles).

Metric for Action 2: The IIERC will complete the literature review by July 2020.

Action 2, Step 1: The IIERC will summarize the results of the literature review, including recommendations for best practices that also highlight inclusive and universally accessible formats in online, hybrid, and brick and mortar courses for both undergraduate and graduate level instruction (to be updated annually by each August).

Metric for Action 2, Step 1: The IIERC will complete the summary of the literature review and recommendations for best practices by August 2020.

Action 3: The IIERC will create a plan to disseminate the results and recommendations from the literature review(s). This plan should include the development of a mechanism/infrastructure/database for resources (e.g., technology resources, books, and articles about innovative and effective instructional strategies, examples, materials, etc.) that is accessible by HPS faculty, staff, and students (to be updated annually each August).

Metric for Action 3: HPS will establish a mechanism/infrastructure/database for innovative and evidence-based instructional resources (e.g., technology resources, books, and articles about innovative and effective instructional strategies, examples, materials, accessibility guidelines, etc.) that is accessible by HPS faculty, staff, and students, a literature review and recommendations for instructional best practices, and a dissemination plan by December 2020.

Action 4: The IIERC's recommendations will be incorporated in the professional development activities outlined in Strategic Goal 1.4.

Metric for Action 4: By October 2020, the recommendations will be incorporated into the professional development activities (see Strategic Goal 1.4).

Action 5: Each HPS department/program will name Program Coordinators for each degree program and/or certificate program they offer.

Metric for Action 5: Each HPS program and/or department will identify Program Coordinators by May 2020.

Action 6: Each HPS department/program will establish a **Curriculum Committee**, which is comprised of their Program Coordinators.

Metric for Action 6: The Curriculum Committee in each department will be formed by September 2020.

Year 2

Actions and Metrics

Action 7: The IIERC will work with a representative group of Program Coordinators/Curriculum Committee members (and likely the IIERC: CETE, see Strategic Goal 1.2) for each degree and/or certificate program in HPS to create a rubric to evaluate the use of innovative and evidence-based instructional strategies in courses. Courses, where applicable, will be linked to Career Connect and be tracked to marketable skills to reflect the broader UNT effort to track and report this data.

Metric for Action 7: The IIERC will complete the aforementioned rubric by May 2021.

Action 8: The IIERC will work with a representative group of Program Coordinators/Curriculum Committees (and likely the IIERC: CETE, see Strategic Goal 1.2) for each degree and/or certificate program in HPS to create an evaluation plan to determine the percentage of courses

in which innovative and evidence-based instructional strategies are currently being employed and the percentage of courses in need of support and redesign efforts.

Metric for Action 8: Program evaluation plans will be completed by October 2021 (to align with TracDat deadlines).

Action 9: Program Coordinators will compile the results of the program evaluations and will collaborate with their Department Chairs to create a 3-year plan to ensure that innovative and evidence-based pedagogy is present in each of the existing courses and is incorporated into each new course.

Metric for Action 9: Program evaluation reports will be completed by December 2021.

Action 10: On a semester-by-semester basis, Program Coordinators will meet with the Associate Dean of Academic Affairs to ensure that innovative and evidence-based pedagogy are present in each of the existing courses.

Metric for Action 10: Program Coordinators will hold their first meeting, thereafter to be conducted at the offset of each semester, with the Associate Dean for Academic Affairs. A progress report will be made by December 2021.

Action 11: Program Coordinators will use the assessment results to identify at least one course from each of the possible course types (e.g., undergraduate face-to-face, undergraduate online, graduate face-to-face, and graduate online) that will be redesigned to incorporate innovative and evidence-based instructional strategies.

Metric for Action 11: The first courses for redesign will be selected and named by Program Coordinators by December 2021; this process will recur with updates to be conducted at the offset of each semester as in Strategic Goal 1.1.

Action 12: The HPS Dean's Office will provide guidelines that delineate an incentive structure for revamping the course content and substantial course redesign to faculty members or staff to better achieve the student learning outcomes, when and where relevant.

Metric for Action 12: The guidelines for incentives will be finalized by December 2021. Awards will begin on an annual basis starting during January-March, 2022.

Action 13: Program Coordinators will work with respective faculty and staff to assess their progress toward Strategic Goal 1.1 on an annual basis; Program Coordinators will provide the IERC with an annual report each December that details: a) the percentage of courses that incorporate innovative and evidence-based pedagogy, b) their plan to sustain and grow the percentage of courses that incorporate innovative and evidence-based pedagogy, and c) any barriers related to their progress toward Strategic Goal 1.1.

Metric for Action 13: The aforementioned annual reports will be completed each December, beginning in December 2021.

Years 3-4

Actions and Metrics

Action 14: The IERC will use the results of the annual reports to determine if new/additional professional development activities and/or incentives are needed and/or if adequate progress toward Strategic Goal 1.1 has been made. They will submit this report to the Associate Dean for

Academic Affairs each June. Based on this report, the Associate Dean for Academic Affairs will meet with the respective Department Chairs to offer suggestions for course changes and/or recommend that some instructors re-tool their pedagogy.

Metric for Action 14: Reports will be completed each June with the first completed in June 2022.

Action 15: The IIERC will update the literature review and the mechanism/infrastructure/database for resources each August as stated above.

Metric for Action 15: Literature review updates will be completed annually starting in August 2022.

Action 16: Based on the results of the previous year's annual report, Program Coordinators in each respective HPS department will determine the next set of courses that will be redesigned to incorporate innovative and evidence-based pedagogy.

Metric for Action 16: Courses will be identified by December 2023 and by February 2024, all of the program coordinators will have reported said courses to the Associate Dean for Academic Affairs.

Action 17: The Dean's Office will provide incentives for participating faculty who are dedicated and committed to employing innovative pedagogy and willing to make the proper modifications in the specified courses.

Metric for Action 17: Incentives will continue to be awarded on an annual basis in Spring 2023 and 2024, and annually thereafter.

Action 18: HPS will disseminate at least one faculty member's use of innovative and evidence-based instructional strategies in HPS communication modalities (website, social media, publications, communication with alumni, etc.).

Metric for Action 18: Dissemination efforts will commence with the first faculty member's success reported by Spring 2022 and will occur at least once annually in 2023 and 2024.

Action 19: HPS Program Coordinators will send their annual reports to the IIERC.

Metric for Action 19: Reports will be submitted December 2023 and each December thereafter.

Action 20: The IIERC will compile the results of the annual reports to determine if new/additional professional development activities and/or incentives are needed and/or if adequate progress toward Strategic Goal 1.1 has been made. They will submit this report to the Associate Dean for Academic Affairs each June. Based on this report, the Associate Dean for Academic Affairs will meet with the respective Department Chairs and relevant Program Coordinators to articulate course modifications and to offer suggestions on how instructors, when necessary, are required to re-tool their pedagogy to better meet student learning outcomes.

Metric for Action 20: The first annual report will be completed by June 2023 and each June thereafter.

Action 21: The IIERC will update the literature review and the mechanism/infrastructure/database for resources.

Metric for Action 21: The first literature review update will be completed on August 2023 and annually thereafter.

Year 5

Actions and Metrics

Action 22: Based on the results of the previous year's annual report, Program Coordinators will determine the next set of courses that will be redesigned to incorporate innovative and evidence-based pedagogy.

Metric for Action 22: Courses will be identified by December 2025.

Action 23: The Dean's Office will provide incentives, when necessary, for participating faculty who are dedicated and committed to employing innovative pedagogy and are willing to make the proper modifications in the specified courses.

Metric for Action 23: Incentives will continue to be awarded in April/May 2025.

Action 24: HPS will highlight at least one faculty member's use of innovative and evidence-based instructional strategies in HPS media (publications, communication with alumni, other media outlets, etc.).

Metric for Action 24: Dissemination efforts will continue with faculty member's success reported by May 2025.

Action 25: Program Coordinators will send their annual reports to the IIERC.

Metric for Action 25: Annual reports will be submitted by December 2025.

Action 26: The IIERC will update the literature review and the mechanism/infrastructure/database for resources.

Metric for Action 26: Literature review updates will be completed by August 2025 and annually thereafter.

Action 27: The IIERC will compile the results of the annual reports to determine if Strategic Goal 1.1 has been met. Based on the results of their analysis, the IIERC will make recommendations as to (and how to) sustain innovative and evidence-based pedagogy in all HPS courses beyond Year 5 (2025), and recommendations to continue Strategic Goal 1.1 or to expand teaching innovation in HPS along with specific recommendations.

Metric for Action 27: The results and reviews of the reports will be accomplished by October 2025.

Outcomes

Short-term Outcomes: 20% of HPS courses will include innovative and evidence-based pedagogy rooted in universal design format by the end of Year 2.

Mid-range Outcomes: 50% of HPS courses will include innovative and evidence-based pedagogy rooted in universal design format by the end of Year 3; 65% of HPS courses will include innovative and evidence-based pedagogy rooted in universal design format by the end of Year 4.

Long-term Outcomes: 75% of HPS courses will include innovative and evidence-based pedagogy rooted in universal design format by the end of 2025.

Strategic Goal 1.2: Recognize the interconnection between proficient teaching and improved student learning outcomes and evaluate teaching effectiveness through embracing informed and innovative approaches to assessment and improvement of student learning.

Maps to UNT, Academic Affairs, Strategy 1.1: Increase best practice in curricular experiences for students

Strategy: HPS should have a sound, evidence-based plan incorporated into practices at the college and departmental levels to evaluate and improve teaching effectiveness.

Year 1

Actions and Metrics

Action 1: In order to develop a baseline assessment of current evaluation practices and initial structural development, HPS will develop the **Committee to Enhance Teaching Effectiveness (CETE)**, a subcommittee of IIERC. Moreover, the CETE will identify and develop innovative approaches to assessment that can be utilized in conjunction with student teaching evaluations. This committee will be inclusive to various teaching roles (such as assistant, associate or full professors, lecturers, adjuncts, professional teaching staff, teaching fellows).

Action 1, Step 1: Each department in HPS may identify an individual to serve on the IIERC: CETE, but not all departments are required to provide a representative.

Action 1, Step 2: The IIERC: CETE will identify at least one undergraduate student and one graduate student to serve on the committee.

Metric for Action 1: HPS will establish the IIERC: CETE by June 2020.

Action 2: The IIERC: CETE will determine current evaluative measures to assess teaching effectiveness being utilized across HPS for various teaching roles: full-time faculty, part-time faculty (adjuncts), teaching fellows, and professional teaching staff.

Metric for Action 2: HPS department chairs will provide a representative of the IIERC: CETE with their evaluation documents by June 2020.

Action 3: HPS Department Chairs will provide the IIERC: CETE with their current departmental evaluation tools for all part-time and full-time professional teaching staff.

Metric for Action 3: Department Chairs will submit the tools by June 2020.

Action 4: HPS Department Chairs will provide a list to the IIERC: CETE of the personnel teaching in each department (adjunct, full-time faculty, teaching fellows, full-time professional staff) and provide any evaluation mechanisms being utilized.

Metric for Action 4: Department Chairs will submit the list by June 2020.

Action 5: The IIERC: CETE will identify emerging, innovative, and evidence-based approaches to assessment and evaluation of teaching to improve student learning. The committee will conduct an initial review of the literature with respect to innovative and evidence-based approaches to teaching assessments to improve student learning outcomes.

Action 5, Step 1: The IIERC: CETE will review recommendations from scholarly associations and societies regarding best practices in teaching evaluations (For example, see www.asanet.org/studentevaluations).

Metric for Action 5: The IIERC: CETE will compile a report based on the research to be considered when developing the evaluation plan. The report of preliminary findings will be completed by December 2020.

Action 6: The IIERC: CETE will review and incorporate the feedback obtained from the first phase of the Strategic Planning Process (i.e., the HPS Open Space Technology All-College meeting, November 2018) as well as the Dean’s convocation Fall 2019 on this topic area.

Metric for Action 6: The IIERC: CETE will review the feedback by October 2020.

Action 7: The IIERC: CETE will prepare a report of the findings of the literature review and college assessment of current evaluative techniques.

Metric for Action 7: The report will be provided to the Associate Dean for Academic Affairs by December 2020.

Year 2 – 5

Actions and Metrics

Action 8: The IIERC: CETE will utilize the findings from the literature and assessment process completed in year one of the strategic plan to begin development of standardized evaluation tools. These evaluation instruments should be reflective of various instruction delivery types (i.e., online, large lecture, small seminar, etc.) and position types (full and part-time faculty, teaching assistants, and teaching staff). The IIERC: CETE will devise standard evaluation forms that could also be used for the promotion and tenure of faculty at various levels.

Metric for Action 8: 50% of total identified evaluation tool types will be developed by December 2021 and 65% will be developed by December 2022.

Action 9: On an ongoing basis, the IIERC: CETE will identify emerging, innovative, and evidence-based approaches to assessment and evaluation of teaching to improve student learning. The committee will conduct a yearly update to the review of the literature completed in 2020 with respect to innovative and evidence-based approaches to teaching assessments to improve student learning outcomes.

Metric for Action 9: The IIERC: CETE will compile an annual report based on the research to be considered when developing the evaluation plan. The report of updated findings will be completed beginning December 2021 and each December thereafter through 2025. The updated findings will continually be incorporated in the development of the teaching evaluation tools.

Action 10: The IIERC: CETE will implement a “Principles and Practices for Effective Teaching” series of workshops. These workshops will include hands-on activities that provide an opportunity for faculty to consider practical ways to implement state-of-the art methods within their specific context and led by experts in pedagogy to lead the college-wide teaching workshops. The workshops will be done once each semester. Examples of the topics include:

- a. Explore research-based teaching strategies that foster students’ learning
- b. Formative assessment and feedback
- c. Creating opportunities for active learning and strategies for efficient and effective grading
- d. Look at employing a teaching effectiveness evaluation or assess effectiveness of teaching workshop (pre/post evaluations and summative evaluation)

e. Utilize expertise of CLEAR staff in workshops

Metric for Action 10: The planning phase for the workshop will commence October 2021 and will be held that semester and each semester thereafter.

Action 11: HPS will become a leader in connecting work in the classroom to teaching philosophy as it ultimately relates to improved student learning outcomes. Therefore, each department in HPS will identify one representative each semester to attend an Online Teaching Portfolio Workshop held by an expert in online pedagogy.

Metric for Action 11: Each representative will have attended the workshop by October 2021.

Action 12: Each department will require full-time faculty to have a teaching portfolio, teaching philosophy, and reflective practice document. This portfolio can be used in the evaluation of faculty for promotions and in annual review assessments.

Metric for Action 12: HPS will implement a “train the trainer” program on building a teaching portfolio by December 2021 and by the following academic year (September 2022) have all full-time faculty complete and implement their portfolios.

Action 13: The IIERC: CETE will create an observation/mentoring program for experienced and skilled pedagogically experts and new faculty members to exchange ideas on teaching and assessment on learning.

Metric for Action 13: The CETE will coordinate with the **Professional Development for Teaching Excellence (PDTE)** committee (See strategic goal 1.4) to connect professional development to teaching evaluation through mentorship. The observation/mentoring program will be developed and implemented across the college by September 2023 with each department participating in the program.

Action 14: HPS has many experts in pedagogy on its faculty who will be utilized to facilitate and lead book groups. A three-part book group, which will last for about 75 minutes for each session, will explore the science of learning, and other related concrete strategies that are not only proven to raise student performance, but are also easily implemented into classes.

Metric for Action 14: The three-part book club will be implemented by September 2024.

Outcomes

Short-term Outcomes: The IIERC: CETE will provide an annual report to the Dean of HPS at the completion of each academic year summarizing successes, challenges, and identified next steps.

Mid-range Outcomes: The IIERC: CETE will assess the effectiveness of the developed evaluation tools and make modifications as necessary. The IIERC: CETE will compile the results of the annual feedback to determine effectiveness of evaluation processes.

Long-term Outcomes: Based on the results of their analysis, the IIERC: CETE will make recommendations regarding sustainability of the college plan beyond Year 5 (2025).

Strategic Goal 1.3: Improve and sustain existing programs and develop new, high-quality, state-of-the-art graduate and undergraduate programs in high-demand areas, ensuring students are career-ready.

Maps to UNT, Academic Affairs, Strategy 1.1: Increase best practice in curricular experiences for students

Strategy: All new and existing degree programs will be high-quality and state-of-the art, and informed by discipline-specific quality and career-readiness indicators.

Year 1

Actions and Metrics

Action 1: HPS will form a **Curriculum Committee (CC)** as a subcommittee of the IIERC. The IIERC: CC will be composed of at least one representative from each department/program's Curriculum Committees and, if possible, and at least one undergraduate and graduate student.

Metric for Action 1: HPS will establish the IIERC: CC by April 2020.

Action 2: The IIERC: CC (in collaboration with the Advising Office and the HPS Web Developer) will assure that the HPS website/database is up to date and reflects all programs, degrees, and certificates offered within HPS.

Metric for Action 2: The HPS website/database reflects all programs, degrees, and certificates offered within HPS by August 2020. The website audit will then be conducted on a yearly basis by each August, thereafter.

Action 3: The IIERC: CC will identify and create a common set of metrics (e.g., program demand, number of graduates, time to completions, post-graduation employment rates, etc.) that each program/degree/certificate offered within HPS will track annually.

Metric for Action 3: A common set of metrics (e.g., program demand, number of graduates, time to completions, post-graduation employment rates, etc.) to be tracked annually will be developed by August 2020.

Action 4: The IIERC: CC members will work with the Program Coordinators (see Strategic Goal 1.1) for their respective programs/departments to establish an infrastructure for the common program/degree/certificate metrics that are collected.

Metric for Action 4: Each department/program will establish an infrastructure to collect the common metrics for all programs/degrees/certificates by December 2020 and this database will be updated annually at the end of each Spring semester.

Action 5: The IIERC: CC members will work with the Program Coordinators for their respective programs/departments to ensure program evaluation plans are in place/updated to reflect current industry/discipline markers and stakeholder/prospective employer demands (department/degree/discipline specific measures should be part of the department strategic plans and, when appropriate, should be folded into the program evaluations entered into TractDat) and are updated annually and submitted to the IIERC: CC by October of each year.

Metric for Action 5: Each department/program will develop an evaluation plan for all programs/degrees/certificates by December 2020 and will be updated annually and submitted to the IIERC: CC by December of each year.

Year 2

Actions and Metrics

Action 6: The IIERC: CC (in collaboration with the Advising Office and HPS Web Developer) will update the HPS website to reflect all programs, degrees, and certificates offered within HPS.

Metric for Action 6: The HPS website/database will reflect all programs, degrees, and certificates offered within HPS by January 2021.

Action 7: The IIERC: CC will identify three strategic areas for curriculum development and possibilities for new degree programs/certificates, interprofessional courses that include two or more existing programs/degrees/certificates, etc., and will provide their recommendations to the Associate Dean for Academic Affairs and Department Chairs.

Metric for Action 7: Recommendations for new degree programs/certificates/etc., (see above) will be provided to the Associate Dean for Academic Affairs and Department Chairs by March 2021.

Action 8: The Associate Dean for Academic Affairs and Department Chairs will identify two new degree programs/certificates and two interprofessional courses that include two or more existing programs/degrees/certificates that will be developed over the subsequent year and will share this information with the IIERC (see Strategic Goal 1.1) and the IIERC: CC by February of each year.

Metric for Action 8: Three strategic areas for curriculum development and possibilities for new degree programs/certificates and two interprofessional courses that include two or more existing programs/degrees/certificates, etc., will be provided to the Associate Dean for Academic Affairs and Department Chairs by March 2021. Two new degree programs/certificates and two interprofessional courses will be selected for development over the subsequent year by April 2022.

Action 9: The IIERC: CC will recommend two degree programs for Grad Track Pathways to the Associate Dean for Academic Affairs and respective Department Chairs by December 2021.

Metric for Action 9: Two degree programs for Grad Track Pathways will be selected by February of each year starting February 2021.

Action 10: The IIERC: CC will compile the results of the annual reports (common metrics and evaluation plan summaries) and share the data with the Associate Dean for Academic Affairs, Department Chairs, and Program Coordinators.

Metric for Action 10: The IIERC: CC will compile the results of the annual reports (common metrics and evaluation plan summaries) and share this report with the Associate Dean for Academic Affairs, Department Chairs, and Program Coordinators by December 2021.

Years 3-5

Actions and Metrics

Action 11: The IIERC: CC (in collaboration with the Advising Office and HPS Web Developer) will update the HPS website to reflect all programs, degrees, and certificates offered within HPS.

Metric for Action 11: The HPS website/database will reflect all programs, degrees, and certificates offered within HPS by August 2022 and thereafter, each August annually.

Action 12: The IIERC: CC will compile the results of the annual reports and share this report with the Associate Dean for Academic Affairs, Department Chairs, and Program Coordinators by October 2022, and each October annually thereafter.

Metric for Action 12: The IIERC: CC will compile the results of the annual reports (common metrics and evaluation plan summaries) and share this report with the Associate Dean for Academic Affairs, Department Chairs, and Program Coordinators, and each October annually thereafter.

Action 13: The Program Coordinators will work with their respective Department Chairs to incorporate changes to program/degree/certificate programs indicated from the results of the annual reports (common metrics and evaluation plans).

Metric for Action 13: Department Chairs will revise program/degree/certificate programs as indicated from the results of the previous year's (2021-2024) annual report (common metrics and evaluation plans). This will begin on January 2023 and will repeat each January thereafter.

Action 14: The Associate Dean for Academic Affairs and Department Chairs will identify at least four new degree programs/certificates, at least two interprofessional course that includes two or more existing programs/degrees/certificates, and two or more degree program for Grad Track that will be developed over the subsequent year and will share this information with the IIERC (see Strategic Goal 1.1) and the IIERC: CC.

Metric for Action 14: Four strategic areas for curriculum development and possibilities for new degree programs/certificates and at least one interprofessional course that include two or more existing programs/degrees/certificates, etc., will be provided to the Associate Dean for Academic Affairs and Department Chairs each January (2022-2025) who will select four new degree programs/certificates, two or more interprofessional courses, and at least two degree programs for Grad Track to be developed over the subsequent year, beginning February 2023 and each February, thereafter.

Outcomes

Short-term Outcomes: 100% of all departments will have an evaluation plan in place to assess their respective programs/certificates/degrees.

Mid-range Outcomes: At least three new curriculum foci will be identified and processes for the curriculum will be developed.

Long-term Outcomes: Four new degree programs/certificates, two or more interprofessional courses, and at least two degree programs for Grad Track to be developed by December 2024.

Strategic Goal 1.4: Encourage participation in meaningful and specialized professional development activities for all faculty and teaching staff, considering everyone's unique contribution to teaching and student learning.

Maps to UNT, Academic Affairs, Goal 2: We will attract, develop and celebrate our campus community members to make UNT an outstanding environment in which to work and learn.

Maps to UNT, Academic Affairs, Strategy 2.4: Expand Mentoring, training, wellness resources, and leadership development/succession planning for our faculty, staff, and student employees.

Strategy: All faculty and teaching staff in HPS will have access to professional development opportunities, mentoring relationships, and peer support as it relates specifically to pedagogy and student learning.

Year 1

Actions and Metrics

Action 1: HPS will establish a **Professional Development for Teaching Excellence (PDTE)** committee, a subcommittee of the IIERC, to implement the teaching development training plan for the college. Each department in HPS may identify an individual to serve on the IIERC: PDTE, but not all departments are required to provide a representative. This group may consider creating subcommittees to prioritize differing developmental needs and programs (for example HPS college-wide programming, professional development for faculty, professional development for non-tenure track and clinical faculty, and teaching staff). (For professional development as it relates to non-teaching staff members, see Strategic goal 5.3/Proposed Strategic goal 6.)

Action 1, Step 1: The IIERC: PDTE will communicate regularly with the Instructional Innovation Committee to incorporate recommendations into the college teaching development plan (see Strategic Goal 1.1). Ongoing throughout all years of the strategic plan.

Action 1, Step 2: The IIERC: PDTE will provide a report to the Dean of HPS at the end of each academic year summarizing successes, challenges, and identified next steps.

Metric for Action 1: HPS will establish the IIERC: PDTE by May 2020.

Action 2: The IIERC: PDTE will assess training needs by department and position type to match existing university training courses and/or develop specialized training programs. Each committee member representative will survey their assigned unit to assess current training needs.

Metric for Action 2: The IIERC: PDTE will review feedback from the college via the Open Space Technology meeting in Fall 2018 and the Dean's convocation Fall 2019. Feedback will be compiled for the assessment by October 2020.

Year 2 – 3

Actions and Metrics

Action 3: HPS, through the work of the IIERC: PDTE, will develop and implement a teaching-based mentoring program targeted at all full-time personnel in the college who have teaching responsibilities. These include assistant professors and associate professors (tenure-track faculty), lecturers and clinical professors (non-tenure track faculty), and professional teaching staff.

Action 3, Step 1: The IIERC: PDTE will organize and compile a database of available faculty who can serve as mentors to new employees across the college. Each department will identify faculty members to serve as mentors to tenure track faculty,

lecturers and non-tenure track faculty, and professional teaching staff.

Action 3, Step 2: Encourage participation in Faculty First Flight, a program that provides training and support in teaching, student learning, and course design for newly hired UNT faculty. IIERC: PDTE will facilitate the creation of a peer-support group for new faculty, providing informal opportunities for exchange of ideas, allowing more opportunities to pass around ideas, resulting in a marketplace to continue to share ideas. The IIERC: PDTE will encourage, emphasize, and develop programs for new staff who have responsibility in teaching to mirror faculty training opportunities.

Action 3, Step 3: Organizational charts will be developed to help identify prospective mentor-mentee relationships across HPS departments.

Metric for Action 3: The Mentoring Program will be established by September 2021. At least 50% of the new faculty hired for the '21-'22 Academic Year will participate in the Faculty First Flight program, and that will increase an additional 10% for the '22-'23 Academic Year and an additional 5% per year up to 2025; 50% of the faculty will participate in the peer-support group and the group will begin meeting by the end of 2021. The organizational charts will be established by September 2021.

Action 4: HPS will develop and implement teaching-based professional development opportunities for adjunct faculty. Part-time/adjunct faculty members serve as a vital resource to the college and provide valuable instruction to our students. HPS will provide supportive professional development opportunities to allow adjunct faculty to thrive for the benefit of our students.

Action 4, Step 1: Each department will identify a faculty member to serve as a mentor for adjunct faculty.

Action 4, Step 2: IIERC: PDTE will consult with experienced adjunct faculty to develop an adjunct peer-support network.

Action 4, Step 3: Provide part-time faculty with physical space within the college where support, collaboration, and technical assistance can be easily obtained. HPS Dean's Office and HPS Space Committee will determine needs and resources to accomplish this action.

Action 4, Step 4: The IIERC: PDTE will develop and offer a seminar for new adjuncts with possible financial incentives for participating.

Action 4, Step 5: The IIERC: PDTE will develop a new adjunct orientation course (could be a shortened/modified version of the **Graduate Student Teaching Excellence Program (GSTEP)**).

Metric for Action 4: By September 2021, each department will match a mentor to an adjunct faculty member who will meet this mentee on a quarterly basis. The adjunct peer-support network will begin September 2022. The new seminar for new adjuncts will be implemented August 2022 and will occur twice a year thereafter. The new adjunct orientation course will be implemented August 2023.

Action 5: HPS recognizes the contribution of doctoral students to teaching students in the college and commits to their development and support. HPS Program Coordinators for Graduate Programs will ensure that all Ph.D. students participate in the GSTEP. HPS will develop a new Pro Seminar that will prepare students for scholarly and professional work such as

learning how to write grants and papers for peer-reviewed publications. Moreover, HPS will implement a college-wide pedagogy course for graduate students currently teaching and/or who are preparing for a career in teaching.

Metric for Action 5: All of these activities/programs will be done by September 2023.

Years 4 – 5

Actions and Metrics

Action 6: HPS will host a college-wide 1-3 day training/conference (topic areas could include emerging trends in evidence-based pedagogy) once per academic year. Each department can provide a recommendation for the visiting scholar and the college website will include a component that will serve as a repository for departmental training events.

Metric for Action 6: The training/conference will begin January 2023 and continue annually each January. The website will be developed by January 2023 and will be updated twice per year.

Action 7: The Dean's Office will work with the HPS departments to bring in a professional organization's regional conference to Denton. This conference will provide exposure and opportunity for faculty and students to give presentations, volunteer, listen to regional and national leaders, and provide exposure for HPS. The HPS Senior Development Officer will work with the Dean and the Dean's Advisory Council to fund this conference (see Strategic Initiative 4 below).

Metric for Action 7: This inaugural conference will be established by April 2023.

Action 8: The IIERC: PDTE will evaluate the successes and challenges of implementation of the teaching development training plan for the college.

Metric for Action 8: The evaluation plan will be implemented from January 2024-April 2024 and will be completed and submitted to the Associate Dean for Academic Affairs by December 2024.

Outcomes

Short-term Outcomes: A teaching development program will be implemented. One-third of the full-time faculty will participate in the development program by the end of the first year of implementation of the program.

Mid-range Outcomes: A teaching-based mentoring program will be implemented. At least 50% of faculty will participate in the '21-'22 Academic Year, with 10% more participating in each of the following successive years.

Long-term Outcomes: HPS will have had at least four 2-4 day training/conferences for faculty and teaching fellows that focus on emerging trends in evidence-based pedagogy. Information contained in these conferences will be integrated into the HPS curriculum.

Strategic Goal 1.5: Become a leader in the scholarship of teaching and learning, cultivating interest and collaboration among faculty members, and providing the supports needed to encourage dissemination of teaching scholarship.

Maps to UNT, Academic Affairs, Strategy 2.4: Expand mentoring, training, wellness resources, and leadership development/succession planning for our faculty, staff, and student employees.

Maps to UNT Academic Affairs, Goal 3: We will support, communicate and celebrate a dedicated culture of scholarly activity at UNT to expand UNT's innovative impact for our students and our community.

Maps to UNT, Academic Affairs, Strategy 3.2: Expand resources and revise procedures to facilitate innovation at UNT.

Strategy: Faculty, students, and staff members will be encouraged and supported to engage in or produce yearly written work, refereed presentations, small/large grants, or other types of scholarly activity reflecting research, experiential, pedagogical, or other related health and sciences information.

Year 1

Actions and Metrics

Action 1: HPS will affirm its commitment to fully recognize the role and importance of the scholarship of teaching and learning (SoTL) at both the undergraduate and graduate level in performance evaluations by ensuring that the College Promotion & Tenure guidelines include recognition of faculty members who participate in SoTL.

Metric for Action 1: College Promotion and Tenure guidelines will include recognition of faculty members who participate in SoTL by September 2020.

Action 2: The Associate Dean for Research (ADR) (see Strategic Initiative 2 below) will hold monthly mentoring/writing workshops open to all faculty, students, and staff developing presentations, papers, and/or proposals focused on the scholarship of teaching and learning.

Metric for Action 2: Starting September 2020 and occurring at least once a semester until December 2025, the ADR will hold mentoring/writing workshops open to all faculty, students, and staff developing presentations, papers, and/or proposals focused on the scholarship of teaching and learning.

Years 2-5 (ongoing)

Actions and Metrics

Action 3: The ADR will coordinate an annual training focused on SoTL (e.g., conducting research in the classroom, assessments, IRB, publication and presentation outlets, etc.).

Metric for Action 3: Starting January 2021 and occurring annually thereafter, the ADR will coordinate a training focused on SoTL (e.g., conducting research in the classroom, assessments, IRB, publication and presentation outlets, etc.).

Action 4: The ADR will develop a pilot funding for new and novel SoTL projects. Full-time faculty in HPS will be eligible to receive the funds (up to \$3,000) to collect data for SoTL projects that, in turn, can transition to either peer-reviewed publications or extramural grants.

Metric for Action 4: The Request for Proposals (RFP) process will be established by February 2021 with proposals received by April 2021 and successful proposals awarded by May 2021 and each May thereafter.

Action 5: Due to the importance of SoTL, HPS faculty will solicit and secure extramural grants for SoTL related endeavors.

Metric for Action 5: Each HPS Department will submit at least one application for external funding focused on SoTL-related projects (e.g., Research Experiences for Undergraduates [REUs], Leadership Training Grants, other types of teaching grants, etc.; if appropriate) annually beginning Winter/Spring of 2022.

Action 6: SoTL will be documented on its' importance and will be tracked and assessed for opportunities of improvement and advancement of novel pedagogy.

Metric for Action 6: In December of each year, beginning in 2021 and until 2025, Department Chairs will report to the Associate Dean for Research proposals for external funding focused on SoTL submitted during the prior calendar year (2020-2024) and the plan for submissions and modifications tailored for new directions in pedagogy for the subsequent year (2022-2025).

Action 7: The Dean's Office will provide an annual incentive and formal recognition for faculty, students, and staff who develop presentations, papers for peer-reviewed journals, and/or proposals focused on the scholarship of teaching and learning (e.g., funding for SoTL conference attendance, college specific forums, etc.).

Metric for Action 7: Starting January 2022 and recurring each January thereafter through January 2025, the Dean's Office will provide an annual incentive and formal recognition for faculty, students, and staff who develop presentations, papers, and/or proposals focused on the scholarship of teaching and learning (e.g., funding for SoTL conference attendance, college specific forums, etc.).

Outcomes

Short-term Outcomes: 50% of all full-time faculty will attend the SoTL workshops led by the ADR or his/her designees.

Mid-range Outcomes: The outputs related to SoTL (based on the previous year's annual count of publications, peer-reviewed presentations, and external funding) will increase by 15% from previous year.

Long-term Outcomes: HPS will increase its contributions to SoTL by 25% (based on the previous year's annual count of publications, presentations, and applications for external funding completed by HPS Departments/Programs; to be counted, tracked, and reported by the Associate Dean for Research). In particular, two or more REUs or related funding awards will be secured by the end of 2024.

Strategic Initiative 2: Innovative Research

Maps to UNT's Academic Affairs third priority area, "Scholarly Activity and Innovation" and specifically Maps to UNT Academic Affairs, Goal 3: We will support, communicate and celebrate a dedicated culture of scholarly activity at UNT to expand UNT's innovative impact for our students and our community.

As an interdisciplinary college at a top-tier research university, our college will recruit and retain outstanding faculty who will be known nationally and internationally for discovering, applying, testing, and sharing knowledge and creative works; and attracting external resources that expand understanding and positively impact lives and communities.

To make measurable progress towards our initiative, we will execute the following strategic goals by 2025.

Strategic Goal 2.1: Produce groundbreaking, high-impact scholarship that could be funded through federal, state, foundation, and other types of research grants.

Maps to UNT, Academic Affairs, Strategy 3.2: Support the development of “Tier One Our Way” through targeted innovation activities.

Strategy: HPS will develop infrastructure and implement novel initiatives to better equip faculty to secure extramural research funding that can be used to produce innovative scholarship.

Year 1

Actions and Metrics

Action 1: Launch a nation-wide search to recruit and hire the first-ever Associate Dean for Research (ADR) to support research initiatives.

Metric for Action 1: New ADR is selected and begins appointment in HPS by September 2020.

Action 2: The ADR will lead the implementation of a needs assessment to identify gaps and emerging needs for research.

Metric for Action 2: The needs assessment will be completed and a report finalized by December 2020.

Action 3: Implement a research expertise database on the HPS website that lists 2-3 areas of research expertise (including methodological and/or analytical proficiency) per HPS full-time faculty member with research as part of their workload. The HPS Senior Grants Analyst will collect, compile, and organize information to provide to the HPS Web Developer.

Metric for Action 3: All faculty will be represented and their pertinent details regarding their expertise will be listed on the HPS website by September 2020.

Action 4: Establish a **Research and Scholarship Advisory Committee (RSAC)** to serve as a key liaison between the HPS faculty and the Dean’s Office on matters related to research and research funding. The ADR will serve as Chair of the RSAC. The RSAC will meet once a month per each Academic Year and will be comprised of tenure track and/or clinical faculty who have research workload allocated. The RSAC will also provide consultation for development of special initiatives to increase research grant expenditures.

Metric for Action 4: The RSAC will be implemented by March 2020.

Action 5: Improve the quality of submitted research grant proposals, including timely identification (i.e., identify funding opportunities that complement faculty strengths) by establishing a new process of rigorously reviewing both extramural grants (similar to a National

Science Foundation/National Institutes for Health review panel) and intramural grants (see below, Strategic Goal 2.1, Year 2, Actions 1 and 2) prior to submission.

Metric for Action 5: Establish an internal review panel by December 2020 and begin reviewing extramural grants by Winter 2021.

Action 6: Ensure that the pre- and post-award grant support in HPS is transparent, efficient, and balances the needs of both the faculty and the mission of UNT. To that end, a Standard Operating Procedures (SOP) manual will be developed that delineates **pre-award** mechanisms – processes that include pertinent timelines, including guidelines for preparation of budgets, budget justifications, and all other elements included in a grant proposal template – that will enrich the effectiveness of grant submissions by Principal Investigators. This SOP also includes **post-award** mechanisms, including grant accounting, purchasing, reporting and other related post-award functions so that grant accounts can be successfully managed, thereby increasing the likelihood of augmenting research expenditures.

Metric for Action 6: The Senior Grants Analyst develops and completes the SOP with consultation from the ADR and RSAC by September 2020.

Year 2

Actions and Metrics

Action 7: A **Research Development In Grants (RDIG)** Intramural Program will be developed by the ADR and RSAC to fund pilot projects/feasibility studies (6 months in duration) for HPS faculty with research in their workload. RDIGs will be in the amount of \$6,000 to \$10,000 and faculty will be expected to leverage the results from the RDIG to develop larger-scale projects leading to pursuit of external research grants.

Metric for Action 7: The ADR and RSAC will develop program guidelines for and implement the RDIG program by January 2021, and solicit and collect RDIG applications by March 2021. At least two grants will be awarded by June 2021, with 2-3 more by December 2021 and then award up to 3-5 RDIGs annually by 2022.

Action 8: Develop **Quick Turn-Around Grants (QTAG)** for full-time faculty with research in their workload to support critical and immediate needs for research related activities by full-time faculty with research in their workload. QTAGs are small grants in the amount of \$1,000-\$3,000 for research and creative activity, funded by indirect costs accrued in the Dean's Office through the external grant process. Funds are intended to be spent within three months of being awarded.

Metric for Action 8: The ADR and RSAC will develop program guidelines for and implement the QTAG program by January 2021 and solicit and collect QTAG applications by March 2021. Two or more grants will be awarded by May 2021; then 2-3 more will be awarded by December 2021 and then 3-5 QTAGs will be awarded annually by 2022.

Action 9: Support full-time faculty with research in their workload to have dedicated time to prepare extramural research grants over the Summer.

Metric for Action 9: The ADR and RSAC will develop and implement a new, annually competitive **Summer Research Fellowship (SRF)** program by March 2022; 2-4 awards will be distributed annually starting in Summer 2022 and 2-4 newly, competitive grants submitted annually by December 2024 and annually thereafter.

Year 3

Actions and Metrics

Action 10: Retain, motivate and recognize faculty who excel as researchers, and develop and support opportunities for faculty to cultivate, advance, and proliferate their high-impact scholarship. Faculty whose research is funded through federal, state, and other external entities (e.g., foundations) will be rewarded and recognized for their achievement. These rewards, pending the appropriate UNT approvals, will consist of a generous proportion of resources that will be returned to funded Principal Investigators (PIs) to help bolster their funded research programs.

Metric for Action 10: Execute new Standard Operating Procedures for Indirect Grant returns and Salary savings from Academic Year time allocated for research from grants by July 2022.

Action 11: Reward faculty who successfully engage in interdisciplinary scholarship both within and outside of HPS.

Metric for Action 11: Develop guidelines that incentivize faculty (e.g., provide travel funds to attend scientific conferences and/or disseminate findings at such conferences in their respective professional development accounts). Also, modify College Promotion and Tenure guidelines to recognize individuals who successfully engage in interdisciplinary scholarship (i.e., extramurally funded grants). The guidelines will be implemented by December 2022.

Action 12: Recognize successful extramural research grants (i.e., actually winning the award) in the tenure and promotion process and in annual reviews.

Metric for Action 12: The College Promotion and Tenure guidelines will provide the appropriate processes that clearly delineates rewards for extramural research awards in Promotion and Tenure Guidelines by September 2022.

Years 4-5

Actions and Metrics

Action 13: Because recognition and rewards are valued in HPS (Initiatives 5-6), the RSAC will develop a structure and process to solicit, review, and nominate HPS faculty to receive research awards and nominations for research-related recognitions, both within and outside of HPS.

Metric for Action 13: The guidelines will be implemented by January 2023.

Action 14: Establish an annual signature event that recognizes faculty for high-impact, prestigious work including novel outcomes and research breakthroughs.

Metric for Action 14: Develop a process and assessment criteria and execute the process and establish the signature event by October 2023.

Action 15: Develop a recruitment strategy to recruit research active faculty who are recognized for their high-impact scholarship and research achievements and who will come to HPS to advance their scholarship with collaborative research projects. Special emphasis will be placed on recruiting minority scholars to increase HPS faculty diversity links (see Goals 2.4, 5.1).

Metric for Action 15: Implement the recruitment program by December 2023 and recruit at least two research active faculty members by December 2024.

Action 16: Develop a one-day grant writing workshop for HPS full-time faculty with research privileges to improve grant writing skills for faculty by bringing in an external consultant.

Metric for Action 16: Implement this workshop by Summer 2024 and offer it annually thereafter; tenure-track/tenured faculty will be encouraged to attend; two-thirds of all tenure-track/tenured faculty participate in retreat.

Outcomes

Short-term Outcomes: Ensure that personnel, committees, and mechanisms are in place (policies, procedures, financial resources, human resources, and infrastructure) to meet the goals and actions described.

Mid-range Outcomes: Ensure that the intramural grants are implemented and have been leveraged in larger grants and that rewards, awards, and incentives are in place.

Long-term Outcomes: Double Extramural Research awards from \$336,725 in FY2019 to \$1,000,000 in FY2024 Increase research expenditures by more than 50% from \$341,171.27 in FY2019 to \$750,000 in FY2024.

Strategic Goal 2.2. Generate interdisciplinary, community-centered research that will impact the region's, state's, nation's, and world's pressing challenges.

Maps to UNT, Academic Affairs, Strategy 3.4: Collaborate to create a research and innovation community where all areas and all people can excel.

Strategy: Expand interdisciplinary scholarship within HPS and across UNT that is responsive to local, regional, and global needs.

Year 1

Actions and Metrics

Action 1: Identify and develop applied research solutions for at least three grand challenges that capitalize on the research strengths of HPS faculty, all of which are responsive to local, regional, and global needs.

Metric for Action 1: A communication plan will be developed that disseminates tailored messages across HPS regarding the interdisciplinary strengths and suggested topics that could be investigated. Then, the Dean's Office, in collaboration with the RSAC, will employ a process to receive data from this plan and other venues (e.g., RWIPs, see below) to identify the challenges by September 2020. A report that synthesizes and compiles these overarching and cross-cutting strengths will be finalized by December 2020 and submitted to the Dean's Office.

Action 2: Develop a new program that cultivates interdisciplinary research by implementing **Research Works In Progress (RWIPs)**. Faculty meet in a face-to-face forum to foster intra-college interdisciplinary collaborations and offer feedback on pre-, ongoing, or post-grant products of individual faculty who are leading a research project. RWIPs are agenda driven with the ADR organizing them and Senior Grants Analyst attends to coalesce the collaborative research ideas.

Metric for Action 2: The RWIPs will meet once every two weeks for one hour. The RWIPs will begin September 2020 and will meet every month thereafter except for June and July of each year.

Action 3: Develop a new program to expand interdisciplinary scholarship – **Magnet Research Meetings (MRMs)**. Faculty meet, in a less structured format than the RWIPs to proactively link and coalesce researchers along problem-focused, interdisciplinary themes to develop research questions to address pressing challenges.

Metric for Action 3: The MRMs will meet once every two weeks for one hour (on the opposite weeks of the RWIPs). The MRMs will begin September 2020 and will meet every month thereafter except for June and July of each year.

Year 2

Actions and Metrics

Action 4: The ADR, members of the RSAC, and the Senior Grants Analyst will work collaboratively by using the HPS research expertise database and findings from the needs assessment to identify college-wide research strengths and suggested research foci.

Metric for Action 4: A report will be prepared by the ADR and submitted to the Dean, Chairs, and Vice President for Research and Innovation office that identifies the strengths in HPS and areas recommended to investigate in future research opportunities. This document, *HPS Research Strengths Report*, will be completed by April 2021.

Action 5: Based on the findings in the *HPS Research Strengths Report*, and after consultation of the RSAC and departments, the ADR will develop interdisciplinary teams that crosscut along disciplines, content areas, and methodologies that coalesce around grand challenges.

Metric for Action 5: Three Interdisciplinary HPS teams will be established by September 2021. The ADR will meet with these research teams twice a month for the rest of 2021 and once a month thereafter, and employ team science techniques to not only cultivate synergy, but also develop three grant proposals (one per team) by March 2022.

Action 6: Plan and host one research colloquium that involves at least two HPS departments each semester to expand interdisciplinary scholarship within HPS and across UNT that is responsive to the local, regional, and global needs.

Metric for Action 6: Initiate and implement the colloquium by September 2021 and run it twice a semester thereafter.

Action 7: Establish a **Statistics and Research Methods Core (SRMC)** team to provide scientific guidance to HPS faculty. The SRMC team will comprise of 3-5 faculty from HPS or across UNT. Individuals from the SRMC will be integral members of interdisciplinary research teams and will assist in study design, instrument development, development of an analytic plan, and data collection strategies in order to bolster the likelihood of success for the grants. For grant proposals, SRMC will be involved in the pre-proposal, during the study, and post-proposal phases.

Metric for Action 7: Execute the SRMC and integrate it into the research team and other grant submissions by September 2021.

Years 3-5

Actions and Metrics

Action 8: To foster and grow applied research solutions, the SRMC will establish workshops that focus on specific methodological (e.g., mixed methods) and statistical (e.g., hierarchical linear modeling) approaches for HPS faculty and doctoral students.

Metric for Action 8: Implement the monthly workshops by January 2022.

Action 9: The ADR will work with the Chilton Hall Building Coordinator (Senior IT Support Manager) and the HPS Space Committee to create a plan for the creative team space that will enhance interdisciplinary scholarship to discuss current and future work and to leverage in competitive grant proposals.

Metric for Action 9: The interdisciplinary team space will be utilized and in place by January 2023.

Action 10: Develop an advisory board of local/regional community organizations/stakeholders that could provide projects for faculty and students to engage in pressing challenges.

Metric for Action 10: Secure funding from the National Institutes for Health (R13/U13 mechanism, or comparable funding entity) to support an interdisciplinary scientific conference by January 2024.

Action 11: The ADR in consultation with the RSAC will develop a RFP process to solicit proposals for interdisciplinary research centers within HPS that tie to the aforementioned grand challenges. Then, based on the quality of the proposals, will recommend the development of the research centers. These centers, which will be located in the new interdisciplinary research space, will include two or more disciplines and will integrate students into the activities.

Metric for Action 11: Based on the recommendations, the Dean of HPS will implement up to three centers no later than December 2024.

Outcomes

Short-term Outcomes: Three overarching and cross-cutting themes will be identified.

Mid-range Outcomes: A series of programs will be employed (e.g., SRMC; RWIPs; MRMs) to foster interdisciplinary research. At least two-thirds of the full-time faculty with research privileges in their workload will participate in one of these initiatives.

Long-term Outcomes: Three teams based on the three overarching and cross-cutting themes will be established, meet regularly and at least one funded extramural grant will be secured from each group.

Strategic Goal 2.3: Increase opportunities for teacher-scholars to integrate their scholarship with their teaching through undergraduate, graduate, and postdoctoral research supervision programs and mentorships.

Maps to UNT, Academic Affairs, Strategy 3.3: Support the development of “Tier One Our Way” through targeted innovation activities.

Strategy: *HPS faculty will augment and enlarge their scholarship by assimilating undergraduate students into their ongoing research and HPS will proliferate their mentoring initiatives for undergraduate and graduate students, alike, to not only enrich the experience of students but to strengthen innovative research.*

Year 1

Actions and Metrics

Action 1: Establish **Undergraduate Student-Faculty Engagement (USFE)** grants in HPS. USFE grants will benefit both faculty members and students alike by supporting undergraduate students' intellectual development by fostering active engagement in the areas of research (links to Strategic Initiative 1.5).

Metric for Action 1: The ADR will develop a RFP and collect proposals. One to four USFE grants will be awarded by December 2020; three to five annually, thereafter.

Action 2: Streamline the process and timeliness of hiring undergraduate students as Research Assistants in HPS (this will help not only faculty members' productivity, but also enrich students' experience in HPS and likely will improve retention). To that end the ADR will establish a new process for hiring and integrating the RAs in HPS on research projects.

Metric for Action 2: The new process will be implemented by July 2020.

Action 3: Develop a plan to recruit, mentor, and support under-represented undergraduate students in research projects to diversify the HPS fields of study while targeting additional funding from federal grants (links to strategic initiative 5).

Metric for Action 3: The plan will be implemented by December 2020. More specifically the proportion of under-represented undergraduate students involved in research in HPS will increase 5% in 2021, an additional 5% in 2022, and 10% each in 2023 and 2024, respectively.

Action 4: Establish new faculty recruitment guidelines that add an important element that specifies that research active candidates have had a history of mentoring and supervising undergraduate and graduate students' research products.

Metric for Action 4: The new recruitment strategy will be implemented by December 2020 and implemented annually thereafter. The number of research active faculty who are qualified to supervise research projects for undergraduate and graduate students, including supervising dissertations, will increase by two new faculty in 2021, three more in 2022, and four or more in each of the successive years.

Year 2

Actions and Metrics

Action 5: Increase the proportion of graduate students who present their work at peer-reviewed scientific conferences by developing a generous pool of resources at the college level for graduate students under the supervision of research active faculty who can compete for and access such funds.

Metric for Action 5: New process will be established by March 2021. The percentage of graduate students who disseminate their research at research conferences will increase 5% in Year 2 and 10% each year thereafter.

Action 6: HPS undergraduate student experience will be enriched by their active integration into faculty members' ongoing research projects. To that end, students will receive credit on their transcript and faculty members receive workload credit. HPS undergraduate research classes in the curriculum will be developed that are scaffolded at the sophomore, junior, and senior levels.

Action 6, Step 1: 2000 level courses that are geared for sophomores. This is where initial research (e.g., literature reviews, data entry) is executed under the supervision of faculty.

Action 6, Step 2: 3000 level courses that are geared for juniors. This is where practical work and field experience in supervisory applied research settings (e.g., human service agency; clinic) is conducted under the supervision of faculty.

Action 6, Step 3: 4000 level courses that are geared for seniors. This is where the student learns to carry out a special project and does some basic analyses and final report writing under the supervision of faculty.

Metric for Action 6: Each of these new undergraduate research courses should be incorporated into the curriculum by December 2021.

Action 7: Develop a HPS undergraduate research fellowship program that will enable undergraduate students to pursue formal research educational experiences. The fellowships will combine a scholarship (or stipend) with a mentored experience (faculty advisors for research projects – links to Strategic Initiative 1). Recognize faculty advisors for successful completion with funds added to a professional development account.

Metric for Action 7: Execute the program by December 2021 and award at least two fellowships in 2022, and at least three in 2023, and four or more in 2024 and thereafter.

Action 8: Increase HPS undergraduate students' participation in the UNT Undergraduate Research Fellowship program (includes stipend – links to both Strategic Initiative 1 and 5) by advertising this program in new and existing HPS undergraduate research classes, social media, and other mediums of communication.

Metric for Action 8: Increase the undergraduate recipient rate in the UNT Undergraduate Research program by 10% by December 2021, 15% by 2022, and 20% for each of the years 2023 and 2024.

Action 9: Reward faculty advisors for their mentorship on the successful completion of their mentees' Undergraduate Research Fellowship program.

Metric for Action 9: Implement the incentive by December 2021. Funds will be provided in faculty members' professional development accounts for mentees' successful completion of the program.

Years 3-5

Actions and Metrics

Action 10: Proliferate graduate student development by increasing their ability to conduct impactful research by adding more graduate students into extramurally funded research projects during the Academic Year.

Metric for Action 10: Increase the percent of graduate students on funded research projects by 25% by December 2022. The number of graduate students funded on faculty members' grants will increase by 5% by December 2020 and an additional 5% per year for the next five years.

Action 11: Establish a Summer funding program that provides summer funding opportunities for Ph.D./doctoral students to conduct research including travel for field work or access to lab equipment.

Metric for Action 11: Incorporate the summer funding program by May 2023.

Action 12: Provide bridge funding for students who are currently paid through a funded grant during “intermissions” in faculty funding.

Metric for Action 12: Implement the funding mechanisms by May 2023.

Action 13: HPS will be a *Research Experiences for Undergraduates* (REU) site to initiate and conduct projects that engage undergraduate students in research.

Metric for Action 13: Secure a National Science Foundation *Research Experiences for Undergraduates* (REU) grant, which supports active research participation by undergraduate students, by December 2023.

Action 14: Create better financial packages for doctoral students by securing additional funds from donors (links to Initiative 4) and elsewhere.

Metric for Action 14: Increase the financial package for doctoral students by 15% by May 2024.

Action 15: Recruit competitive graduate students by increasing graduate research and mentorship opportunities in HPS around grand challenges.

Metric for Action 15: Apply for and secure at least one interdisciplinary training grant around a HPS grand challenge (e.g., a NIH T32 program) by December 2024.

Outcomes

Short-term Outcomes: New intramural grants will be established for faculty to integrate undergraduate students into research projects.

Mid-range Outcomes: All of the HPS academic departments will have the three-level undergraduate research classes integrated into their curriculum and at least three students from each will have initiated the process into the classes.

Long-term Outcomes: Undergraduate students actively integrated into research projects will increase by 20%; the percentage of graduate students who are integrated into faculty funded extramural grants will increase by 25%.

Strategic Goal 2.4: Recruit and retain research-active faculty who will not only meaningfully contribute to expanding innovative scholarship, but also mentor Assistant and Associate Professors.

Maps to UNT, Academic Affairs, Strategy 3.2: Expand resources and revise procedures to facilitate innovation at UNT.

Strategy: *Recognize research-active faculty that actively engage in mentoring Assistant and Associate Professors.*

Year 1

Actions and Metrics

Action 1: Establish a training program for mid-career and senior faculty to be equipped to serve as effective research mentors for Assistant and Associate Professors.

Metric for Action 1: The training program will be initiated by December 2020 and will continue throughout the next five years.

Action 2: Recognize faculty who provide exemplary mentoring to mentees.

Metric for Action 2: By December 2020, institute mechanisms to reward mentors with contributions to their professional development accounts.

Year 2

Actions and Metrics

Action 3: A two-year, structured mentoring program will be established. This program will include an interdisciplinary panel of three scholars that includes a primary mentor and two secondary mentors. All three members should have a rank higher than the mentee. The primary mentor should currently hold or have recently completed extramural research grants/contracts. The primary mentor, who should be local, meets with the mentee once a month in an agenda driven structure and the outcomes of these meetings are sent to the ADR; and the interdisciplinary panel (not necessarily UNT faculty) meets once a quarter. Interim Outcomes and 2-year research outcomes are generated.

Metric for Action 3: The Mentoring Program will be implemented by September 2021; 50% of all Assistant and Associate Professors will participate in the mentoring program within the first year of implementation; 75% after the second year of implementation (September 2022).

Action 4: Implement guidelines and processes to provide funding for Assistant Professors to compete and receive fellowships from discipline sanctioned early-career fellowship programs for early career mentorship.

Metric for Action 4: Have at least two submissions submitted by December 2021 and three new submissions each year thereafter. By 2023, HPS will have one successful applicant, and by 2025 there will be two additional secured.

Years 3-5

Actions and Metrics

Action 5: Develop and implement a recruitment strategy to make a concerted, focused recruitment strategy to hire under-represented faculty that contributes to the growth of research clusters and mentoring programs (linked with Strategic Initiative 5).

Metric for Action 5: Increase the number of under-represented faculty by 5% by December 2023 and 10% each year thereafter.

Action 6: Implement research clusters around aforementioned grand challenges and hire mid-career and senior faculty researchers into these clusters.

Metric for Action 6: Implement a hiring plan that centers around a “cluster hire” strategy. Hire at least four new mid-career and/or senior faculty with active research agendas into these clusters by December 2024.

Outcomes

Short-term Outcomes: At least a dozen of the Associate and/or Full Professors will receive training on how to serve as effective research-based mentors.

Mid-range Outcomes: Over one-third of all Assistant and Associate Professors will participate in the mentoring program within the first year of implementation and 50% after the second and third years, thereafter.

Long-term Outcomes: The new hiring plan will be implemented that focuses on hiring interdisciplinary clusters that also include active, extramurally funded research agendas.

Strategic Initiative 3: Holistic Student Experience

Our college will empower students intellectually, socially, and professionally, and will inspire them to take advantage of an experiential education through cross-disciplinary research initiatives, conference participation, study abroad opportunities, and new life experiences.

Strategic Goal 3.1: Increase undergraduate student engagement with HPS and UNT by meeting the diverse needs of students and allowing them to customize their education to achieve their individual learning objectives.

Maps to UNT Academic Affairs, Goal 2: We will attract, develop, and celebrate our campus community members to make UNT an outstanding environment in which to work and learn.

Maps to UNT, Academic Affairs, Strategy 2.3: Improve services to aid at-risk, transfer, non-traditional, veteran, online, and working students.

Strategy: Establish an annual process to inform students about student organizations and activities for professional development related to their major.

Year 1

Actions and Metrics

Action 1: Undergraduate department coordinators will work with their respective departments to post activities/events on the HPS calendar.

Action 2: Departments will maintain a webpage with student organizations and events information.

Action 3: Each department will employ a departmental social media liaison (email, Twitter, digital signage, Instagram) responsible for promoting events published on departmental website.

Action 4: Each department will implement a webpage with research opportunities for undergraduate students based on the research courses available (links with Initiative 2.3).

Metrics for Actions 1-4: All HPS departments will update their websites consistent with these recommendations by May 2020. Thereafter, HPS Departments will review department websites at least once per academic year for updates.

Strategy: Create engaging opportunities for students in HPS and at UNT.

Action 1: The Instructional Innovation and Enhancement Review Committee (IIERC) will initiate reviews to see if there are any additional HPS courses which can be approved for the UNT core curriculum. The Chair of the IIERC will work with the Director of the UNT Core and assist with this process.

Metric for Action 1: The IIERC will identify 5-10 HPS courses for core approval to attract undergraduate students to funnel them into HPS majors by September 2020.

Action 2: The IIERC will make recommendations to develop/customize degree plans tailored for undergraduate students (e.g., double major options for students either in HPS or in other

colleges; creative additions for minors – minors that lead to grad tracks. The HPS Graduate program coordinators and new Graduate Advisor will assist with the process.

Metric for Action 2: Each degree plan will be reviewed by the IIERC and each HPS department will initiate the process for additions of graduate tracks by December 2020.

Action 3: The IIERC will create a career development course. The career development course will assist students, especially undecided majors who wish to clarify their career goals in exploring their interests, abilities, and values, and in relating these to academic, personal, and career choices.

Metric for Action 3: The Career Development Course will be developed by December 2021.

Action 4: HPS academic programs will host their own or collaborate with other departments and the Career Services Center to hold job fairs, seminars, and continuing education events. These events will include students and alumni, alike.

Metric for Action 4: All programs (or collaborating academic departments) will hold job fair seminars and continuing education events by December 2020.

Action 5: The **Advising Council Committee (ACC)** will be developed to support departments to increase student awareness of HPS faculty-led study abroad opportunities within HPS and elsewhere throughout UNT. The composition of the ACC will include program coordinators, faculty who are not program coordinators and HPS academic advisors/academic counselors.

Metric for Action 5: The ACC will be established by September 2020 to perform several functions. The ACC will initiate and develop communication channels with the faculty who lead study abroad programs in each academic department by September 2020.

Year 2

Actions and Metrics

Action 6: The IIERC will submit the career development course recommendations through Curriculog.

Metric for Action 6: Submission of the career development course recommendations will be completed by May 2021.

Action 7: The IIERC will initiate the approval process for any additional HPS courses, which can be approved for the UNT core curriculum.

Metric for Action 7: Submission of the core course recommendations will be completed by May 2021.

Action 8: The ACC will collaborate with HPS academic departments to identify scholarship and other funding opportunities to support faculty-led study abroad programs.

Metric for Action 8: A subcommittee of the ACC members will visit HPS department faculty who lead study abroad programs and recommend to the Office of the Dean scholarship and other funding opportunities. The HPS Dean's Office will disseminate the information by December 2021.

Years 3-5

Actions and Metrics

Action 9: Augment opportunities for undergraduate students to attend peer-reviewed research conferences. Department Chairs will identify and report to the Associate Dean for Academic Affairs names of students eligible to attend. The Associate Dean for Academic Affairs will

develop a RFP process so that students can prepare proposals to attend said conferences. The Associate Dean for Academic Affairs will develop a rubric for evaluation and a subcommittee from the IIERC will be developed to evaluate it.

Metric for Action 9: Each HPS department will send at least two undergraduate students to professional conferences by September 2023 and three or more each year thereafter (links with Strategic Goal 2.3).

Action 10: The ACC will collaborate with departments to identify and implement criteria for selecting eligible students for study abroad opportunities and awards.

Metric for Action 10: There will be a 5% increase in Study Abroad scholarships to selected HPS eligible students by December 2023 and 7% and 10% for each year, thereafter.

Action 11: The career development course will have been approved. IIERC and the Associate Dean for Academic Affairs will finalize it for implementation.

Metric for Action 11: First time offering the career development course by September 2024.

Outcomes

Short-term Outcomes: At least three new degree plans will be customized/tailored for undergraduates and two new degree plans for graduate students customized accordingly.

Mid-range Outcomes: HPS will increase their offerings of faculty-led programs by 5% and there will be a 10% increase in students participating in such programs.

Long-term Outcomes: There will be a 10% increase in Study Abroad scholarships for students.

Strategic Goal 3.2: Enhance student success, persistence, and retention by utilizing various student support programs and developing new intervention strategies.

Maps to UNT, Academic Affairs, Strategy 1.2: Expand student support services to encourage students' sense of belonging, growth mindset, well-being, and mental health.

Strategy: *Departments will enhance student success, persistence, and retention.*

Year 1

Actions and Metrics

Action 1: Departments will continue implementing, modifying, and tailoring their respective retention plans that were implemented in December 2018, based on student and market needs and demands.

Metric for Action 1: All HPS departments will implement an early warning system as part of their retention plans to improve retention by December 2020.

Action 2: The ACC will collaborate with departments to design a college-level retention program which targets students with a GPA below a 2.25 to decrease the number of students who are classified as on "Probation" or "Academic Alert" to "Good Standing."

Action 2, Step 1: The ACC will gather data on HPS students who are classified on "probation" or "academic alert" and help them return to "good standing".

Action 2, Step 2: The ACC will gather data on factors that contribute to students' academic difficulty to identify the appropriate type of support and assistance required for students: 1)

financial need; 2) lack of motivation; 3) adjustment to college life; 4) ineffective study skills; and 5) unclear directions or goals.

Action 2, Step 3: To identify best practices to emulate in HPS, review other UNT colleges' retention programs/initiatives for probationary students. Consider information on what retention initiatives we can implement for HPS students or if it will be part of the college level retention program.

Action 2, Step 4: Consult with other UNT colleges with high retention about their retention programs/initiatives they use for First Time in College (FTIC) students and transfer students from community colleges. Collect information on if there are any additional retention initiatives that can be incorporated in HPS to enhance retention in HPS.

Metric for Action 2: An ad hoc committee will be formed from the IIERC and ACC representatives. Based on all of this information collected, a new college-level retention program will be developed and submitted to the Associate Dean for Academic Affairs and the Dean by October 2020.

Action 3: The IIERC and the ACC will create a new one-hour HPS course that is similar to UCRS 1100 – Application of Learning Foundations. This new course will be a study of critical theories of learning and their effective utilization for increasing academic performance and persistence. The course will contain critical knowledge for students to be successful in college. For example, the course would include information on wellness (physical and mental), how to cope with stress/anxiety, how to foster social support, financial management, appropriate use of technology, etc.

Metric for Action 3: The one-hour course similar to UCRS 1100 Application of Learning Foundations will be developed and launched by August 2020.

Action 4: HPS will optimize the UNT early warning system for students in HPS. It will pilot test the Department of Audiology-Speech Language Pathology (ASLP) Notification of Concern form in all HPS departments.

Metric for Action 4: Departments will ensure that all faculty have been trained on use of the UNT early warning system by August 2020 and will implement the pilot of the ASLP notification of concern form by October 2020.

Action 5: The ACC will review transfer student graduation rates.

Action 5, Step 1: The ACC will examine the feasibility of program completion for each HPS department.

Action 5, Step 2: The ACC will examine each department's course scheduling and rotations.

Metric for Action 5: The ACC will develop a report of their findings regarding transfer student rates for the college including feasibility of program completion and course scheduling and rotation by December 2020.

Strategy: Inform students and faculty of resources that are available for their progression and success.

Year 1

Actions and Metrics

Action 1: Utilize the HPS website by keeping students informed of the various resources available to them. Utilize the same website to keep faculty informed of available resources for

students. The HPS Web Developer will work with the ACC and Associate Dean for Academic Affairs and Department Chairs to ensure that the content is accurate and up-to-date.

Action 2: The HPS Program Director will work with academic departments to use social media components to market this website.

Metric for Actions 1&2: All departments will have updated their websites congruent with these recommendations by December 2020. HPS Departments will review department websites at least once per academic year for updates. Social media will be employed in all department websites.

Year 2

Actions and Metrics

Action 3: Implement the new college-level retention initiative for FTIC undergraduate students, as well as transfer undergraduate students.

Metric for Action 3: Following the report submitted to the Dean's office, the Dean and Associate Dean for Academic Affairs will confer with Department Chairs and implement the college retention initiative for FTIC students by September 2021.

Action 4: The ACC will collaborate with departments to develop the requirements of the college-level retention program and determine: 1) if any students on "probation" or "academic alert" will be required to participate or be strongly suggested; and 2) how to best support HPS online students on "probation" or "academic alert" through the college-level retention program.

Action 5: The HPS retention program will consider the following student holistic issues in crafting the retention program that follows known best practices, but is tailored to the needs of HPS students: a) tenets of Holistic Health/Well-Being; b) Academic or learning: study skills, learning styles, note taking strategies, reducing test anxiety, time management, etc.; c) Challenges: attention, focus, or engagement such as childcare, food, housing, or other financial insecurities; d) Mindsets: stress management and mindfulness, connections to learning; e) Motivations; and f) Individual strengths and challenges to better create a plan to achieve goals.

Metric for Actions 4&5: HPS will decrease the number of students who are classified as on "Probation" or "Academic Alert" to "Good Standing" by 10% by Spring 2021.

Strategy: Ensure that community college transfer students persist through their undergraduate career in a seamless manner.

Year 1

Actions and Metrics

Action 1: Create a transfer student success program where each department will identify a retention officer who will receive a list of transfer students and develop transfer student engagement strategies.

Action 1, Step 1: Implement an Open house.

Action 1, Step 2: Add Meet-and-Greet sessions three times per year (once each semester and once in the Summer).

Action 1, Step 3: HPS retention officers will coordinate strategies with faculty members.

Metric for Action 1: By 2025 HPS will increase the 4-year and 6-year graduation rates by 8% and 5%, respectively for transfer students.

Action 2: Optimize the UNT early warning system for students in HPS by utilizing the ASLP department Notification of Concern form in all departments as a pilot implementation.

Metric for Action 2: All faculty and advisors will utilize the early warning system for HPS students by August 2021.

Year 3-5

Actions and Metrics

Action 3: HPS will invest more in students who are having financial problems and provide them with financial assistance. Create an incentive initiative (e.g., microgrants) for students with financial need to be able to graduate in their final semester.

Action 4: Discuss process by which students can be awarded a financial rebate/scholarship type award towards tuition in their final semester. Students to be selected based on financial need and academic history.

Action 5: Gather data on the tuition award program for success.

Metrics for Actions 3-5: Achieve a 100% success rate of the tuition incentive for graduation.

Action 6: Modify course schedules and offerings as necessary to facilitate degree completion.

Metric for Action 6: Pertinent and relevant revised course schedules and offerings will be implemented by August 2023.

Outcomes

Short-term Outcomes: The undergraduate retention rate will increase 3% and graduate retention rate will increase 4%.

Mid-range Outcomes: The undergraduate retention rate will increase 5% and graduate retention rate will increase 7%.

Long-term Outcomes: The undergraduate retention rate will increase 7% and graduate retention rate will increase 10%.

Strategic Goal 3.3: Bolster academic advising by implementing data-informed advising and decision making to support student success.

Maps to UNT, Academic Affairs, Strategy 1.2: Expand student support services to encourage students' sense of belonging, growth mindset, well-being, and mental health.

Strategy: *Integrate and bolster more synergy between advising and departmental communications.*

Year 1

Actions and Metrics

Action 1: The HPS Program Director will chair a sub-committee from the ACC that has as its' primary aim the improvement of communication between advising and individual departments.

Metric for Action 1: The committee will develop a new process and implement it by June 2020. As a byproduct of this outcome, one to two advisors will have met with program coordinators for every HPS program by October 2020.

Action 2: Utilize data collected from HPS Success Workshops/Sessions to review college/department FTIC student retention. More specifically, data will be collected and utilized from the Mandatory Freshmen HPS Priority Spring Registration to review college enrollment FTIC student retention.

Metric for Action 2: HPS will decrease the number of students who are classified as on “Probation” or “Academic Alert” to “Good Standing” by 10% by Spring 2021.

Strategy: Identify the facilitators and barriers to student success.

Action 1: Perform process mapping analysis for undergraduate and graduate academic programs to identify the facilitators and barriers to student success.

Action 1, Step 1: As a sub-analysis, process mapping will be performed for how the pre-health professions students are advised who have HPS majors (e.g., an HPS major student seeking careers in medicine, pharmacy, dentistry, occupational therapy, physical therapy, etc.).

Metric for Action 1: Process mapping and analysis will be done for one department by December 2020, two more by June 2021, and three more by May 2022. Due to the time-consuming nature of process mapping, a representative sample of four graduate programs will have process mapping done, two completed by July 2023, and two more by July 2024.

Strategy: Examine and explore strategies to advance and enhance academic advising.

Year 1

Action 1: The ACC will take a random, retrospective 20% sample of complaints and grievances from students to identify themes and areas of concern ensuring the accuracy and thoroughness of information provided.

Metric for Action 1: The ACC will identify 3-5 specific areas of student concern by December 2020.

Action 2: Advisors will request access to and incorporate into their day-to-day activities academic data analytics such as: enrollment data, number of credits and courses attempted, retention from semester to semester (overall and of specific student groups), grade point average, cost of attendance, major(s), and graduation rates.

Metric for Action 2: Advisors will obtain requested access and receive the appropriate training to access listed information by May 2020. No later than December 2020, 90% of the advisors will incorporate the data into their routine practice.

Action 3: Establish assessment and accountability measures for academic advising in HPS connected to undergraduate student success metrics.

Action 3, Step 1: Ensure the HPS student survey created by HPS Advising is completed by students in appointment manager after advising appointment is tied to advising office’s learning objectives for students. The student responses should reflect the mission and vision statements of the Advising Office.

Metric for Action 3: Have a student survey assessment completion rate of 25% by December 2020.

Action 4: Identify training and development opportunities for academic advisors. Advisors will continue to attend national and regional advising conferences such as NACADA and TEXAAN; advisors will be encouraged to take part in other professional advising associations promoting learning; and the Advising Office will begin to utilize the new advisor training modules created by Advising Services for new advisors.

Metric for Action 4: All advisors will have participated in at least one professional development activity by December 2020.

Year 2

Actions and Metrics

Action 5: The ACC will develop a rubric to assess the quality of student interaction and engagement.

Metric for Action 5: A qualitative rubric will be implemented for 100% of advisors to provide constructive feedback by June 2021.

Action 6: Implement the Appreciative Inquiry Advising Process by the HPS Academic Counselors and Academic Advisors. (This process is a best practice that employs positive proactive advising interactions that build strong relationships with students and helps them set expectations for their success.)

Metric for Action 6: At least 85% of the advising sessions in HPS will employ the Appreciative Inquiry Advising Process no later than December 2021.

Action 7: The ACC will audit the advisor caseloads to ensure that workload is within the norm of their respective fields.

Metric for Action 7: The ACC will review NACADA's advisor caseload norms and make recommendations to increase/decrease per the national norms.

Action 8: The ACC will identify full-time and part-time variations in each program to project graduation rates (4 years or 6 years) associated with each program to determine if any advising processes need to be updated or changed based on programs' part-time enrollments.

Metric for Action 8: Implement changes to advising processes as needed by December 2021.

Year 3-5

Actions and Metrics

Action 9: The ACC will review all of the process mapping results completed thus far and the results from the quality of student interaction and engagement.

Metric for Action 9: Academic Advising will implement any necessary changes from these assessments by May 2022.

Action 10: The ACC will gather data on the student populations to gain a better understanding of HPS students' needs. More specifically, the ACC will utilize NACADA's best practices for large student subpopulations. Some of the examples include: a) Student-Athletes; b) Honors Students; c) First Generation College Students; d) Students with Disabilities; e) Nontraditional Students; f) Working students; g) International students; and i) Transfer Students.

Metric for Action 10: Implement NACADA's best practices for large student subpopulations by May 2024.

Outcomes

Short-term Outcomes: HPS will decrease the percentage of students who are classified as on “Probation” or “Academic Alert” by 10%.

Mid-range Outcomes: Process mapping analysis will be performed on at least four academic programs and facilitators/barriers to success identified. A new evaluation rubric will be implemented to assess the quality of student interaction and engagement with advisors.

Long-term Outcomes: The quality of student interaction and engagement of advisors will increase by a total of 5%.

Strategic Goal 3.4: Strengthen community college, high school, and internal recruitment strategies to recruit a diverse body of qualified students.

Maps to UNT, Academic Affairs, Strategy 1.4: Create great student experiences from admission through graduation.

Strategy: Increase the number of undergraduate and graduate students in HPS by employing tailored recruitment strategies.

Year 1

Actions and Metrics

Action 1: Add more grad tracks for undergraduate programs as a direct pathway to HPS graduate programs.

Action 2: Consider ways to position undergraduate students to matriculate into graduate programs.

Action 2, Step 1: Explore barriers for students to accept grad track opportunities.

Action 2, Step 2: Students receiving Emerald Eagle Scholarships cannot take grad level courses or their scholarship is taken away.

Metric for Actions 1&2: The ACC will identify programs where graduate education (“grad”) tracks can be implemented by May 2020 and file a report of recommendations to the Associate Dean for Academic Affairs by July 2020.

Action 3: Facilitate efficient progress of high achieving undergraduate students to matriculate into graduate programs.

Metric for Action 3: Provide partial scholarships and/or financial incentives to all of the top 5% of HPS undergraduates who desire to matriculate into HPS graduate programs.

Action 4: The HPS Program Director will work with graduate coordinators in developing a communication strategy and modality. That is, departmental graduate faculty will visit undergraduate classes/make in-class announcements/distribute fliers to online courses at the end of each semester and inform them of the benefits of staying at UNT for their graduate education.

Metric for Action 4: A communication strategy will be developed by April 2020. One to two graduate faculty from each HPS department will disseminate information to undergraduate students in a representative sample of undergraduate classes on the benefits/highlights of their graduate program by October 2020.

Action 5: Recruit the first-ever Graduate Advisor in HPS.

Metric for Action 5: Hire HPS Graduate Advisor by start date of August 2020.

Action 6: The ACC will work with the HPS Program Director and the Senior Development Officer to develop an undergraduate alumni recruitment strategy (e.g., could include accessing the Registrar's list every semester) to increase the number of graduate admissions with the Graduate Advisor.

Metric for Action 6: The recruitment strategy will be employed by December 2020.

Strategy: Increase external recruitment of undergraduate and graduate students.

Year 1

Action 1: Add HPS-Chilton Hall as part of the tour for new prospective students and families. HPS Program Director will facilitate the communication with UNT officials to ensure the implementation.

Metric for Action 1: HPS-Chilton Hall will be added as part of the tour for new prospective students by December 2020.

Action 2: Develop a transfer student recruitment philosophy and purpose statement.

Metric for Action 2: Implement and disseminate a transfer student recruitment philosophy and purpose statement by May 2021.

Action 3: Continue to utilize the Notification of Prospective Students from Undergraduate Admissions to provide program information to interested students.

Metric for Action 3: Confirm that the Notification of Prospective Students from Undergraduate Admissions is being used by all departments/advisors by December 2020.

Year 2

Actions and Metrics

Action 4: The first-ever college recruiter hired will collect data on HPS student demographics to see how we can conduct targeted marketing and recruiting in the DFW area to increase enrollment.

Metric for Action 4: Hire HPS College Recruiter by start date of August 2021.

Action 5: By working with Financial Aid Office, provide more scholarships to new HPS undergraduate students starting at UNT.

Metric for Action 5: Add four new scholarships for new HPS students by December 2021.

Year 3-5

Actions and Metrics

Action 6: The college recruiter will consistently increase student enrollments through innovative recruitment practices by employing the following strategies: a) develop a community college recruitment strategy; b) develop a high school recruitment strategy; c) engage faculty and staff in student recruitment activities (e.g., visits to teacher academies/career and technical schools, job fairs, etc.); and d) Incorporate alumni into undergraduate recruitment activities and as admissions ambassadors (see initiative 4).

Metric for Action 6: Increase undergraduate enrollment by 20% by 2025. Increase graduate enrollment by 15% by 2025.

Outcomes

Short-term Outcomes: Increase undergraduate enrollment by 7%; increase graduate enrollment by 5%.

Mid-range Outcomes: Increase undergraduate enrollment by 12% and increase graduate enrollment by 10%.

Long-term Outcomes: Increase undergraduate enrollment by 20%; increase graduate enrollment by 15%.

Strategic Goal 3.5: Enhance undergraduate career coaching and develop strong alumni connections to foster student accountability in obtaining desired post-graduation employment.

Maps to UNT, Academic Affairs, Strategy 1.4: Create great student experiences from admission through graduation.

Strategy: Enhance undergraduate career coaching to obtain desired post-graduation employment.

Year 1

Actions and Metrics

Action 1: The ACC will partner with the UNT Career Center to hold office hours in Chilton Hall for students. This visibility and accessibility will be important for consultations.

Metric for Action 1: Space will be identified and utilized by September 2020.

Action 2: The IIERC will develop two Personal Professional Development courses for students to take in their senior year before they graduate from UNT. These courses will have an emphasis on career development including preparation of professional resumes, developing interviewing skills, and utilizing UNT Placement Office facilities and services. One professional development course will focus on HPS health majors, while the other course will focus on HPS public service majors.

Metric for Action 2: Courses will be developed by December 2020.

Strategy: Develop and strengthen alumni connections.

Action 1: Every graduate will have access to a coach who will help that student develop, implement, and execute a lifetime learning plan.

Metric for Action 1: Department coaches will be identified and will work closely with the New Graduate Advisor by December 2020.

Action 2: By December 2020, the ACC will create and implement a new assessment form (survey) to gather feedback from recent undergraduate alumni on their perceptions of the effectiveness of HPS programs and support services that they experienced as a student.

Metric for Action 2: HPS departments will analyze results of the post-graduate employment data and distribute reports internally to the Dean's Office and to the HPS Program Director by December 2020.

Year 2

Actions and Metrics

Action 3: Encourage alumni to remain connected with their departments (see initiative 4.5).

Action 3, Step 1: Encourage current students and alumni to share job postings for new graduates which departments can forward.

Action 3, Step 2: HPS Departments will invite alumni to job fairs for networking (See Initiative 3.1).

Action 3, Step 3: HPS Departments will publish a newsletter keeping alumni and students informed of current events and new initiatives (see initiative 4.6).

Metric for Action 3: HPS Program Director will implement a dissemination program by April 2021.

Action 4: The IIERC will submit the two professional development course recommendations through Curriculog.

Metric for Action 4: The two professional development course recommendations will be submitted by May 2021 through Curriculog.

Action 5: Prepare students to articulate their marketable skills that employers seek when recruiting for their future workforce (e.g., communication, leadership, critical thinking, and teamwork).

Action 5, Step 1: Utilize the services of Career Connect in one academic department (e.g., Behavior Analysis) to allow undergraduate students to develop ePortfolios (a process similar to what is currently utilized by the MS program in Health Services Administration).

Metric for Action 5: All departments will demonstrate how students are prepared with the marketable skills that employers seek by December 2021.

Action 6: Implement the student assessment form (survey) to gather feedback from recent alumni on student services.

Metric for Action 6: Faculty and staff will meet jointly as collaborators or as a college to share strategies to implement survey critiques and recommendations by December 2021.

Year 3-5

Actions and Metrics

Action 7: Market the professional development courses and first-time offering courses.

Metric for Action 7: Student enrollment in professional development courses will increase by 5% in 2022, 7% in 2023, and 10% by 2024.

Action 8: Enhance or refine student support programs using the student assessment form (survey) data to assess the effectiveness of HPS programs for undergraduates and graduates completing the program.

Metric for Action 8: By March 2024, the college will implement strategies/improvements to student support services based upon the results of the survey.

Outcomes

Short-term Outcomes: Student enrollment in professional development courses will increase by 5%.

Mid-range Outcomes: Student enrollment in professional development courses will increase by 7%.

Long-term Outcomes: Student enrollment in professional development courses will increase by 10%.

Strategic Initiative 4: Community Commitment

As a community-engaged college, we will be recognized for mobilizing and leading partnerships that revitalize and sustain our city and region. We will bring together HPS and our stakeholders to address societal needs and enhance our ability to generate and mobilize our skills and knowledge as subject matter experts. We will actively engage in outreach to community partners while building upon current relationships to elevate experiential learning, development, and research opportunities for our students. We also will leverage our commitment to community to inspire our stakeholders to invest in our college and our students.

Strategic Goal 4.1: Increase awareness about the numerous health and public service offerings available through HPS on a continuous and growing basis for our community and stakeholders.

Maps to UNT Academic Affairs, Strategy 2.6: Collaborate to market our campus community's accomplishments.

Strategy: *Through social media and marketing, HPS will engage in a community service event, thereby highlighting their innovative programs for maximum visibility and will be known in the region as a key resource of community resources.*

Year 1

Actions and Metrics

Action 1: HPS will distribute a random regional, electronic survey of organizations in the North Texas area to better understand the perceived awareness of current HPS services and the desired needs for additional services.

Metric for Action 1: There will be a 30% survey response rate with a sample size of 1000. The survey will be conducted by November 2020.

Action 2: HPS will add to its college website a Community Resources Tab that highlights health and public service resources in the North Texas region. Residents will be able to access a directory of essential services in one place.

Metric for Action 2: The Community Resources Tab will be in place by December 2020.

Year 2

Actions and Metrics

Action 3: Each HPS department will add, on a continual basis, a section to their respective website including the specific public service activities and events that they sponsor each year. These departmental service links will include all past and current public service offerings and events including affiliated faculty/staff information, contact information, and event-related data (attendance, age of attendees, etc.).

Metric for Action 3: Features for all HPS departments will be in place by July 2021.

Action 4: HPS Program Director will feature two stories for each department at least once a year with a story covering a service-related community event.

Metric for Action 4: By December 2021, at least one story for all seven departments will be featured, and one to two per department, annually, thereafter.

Years 3-5

Actions and Metrics

Action 5: All HPS departments will be encouraged to have at least one community service offering including inter-and intra-departmental collaborations and developments.

Metric for Action 5: By March 2022, 75% of departments will participate accordingly.

Action 6: HPS will engage in a yearly college day of service spearheaded by one department each year. The college will find a health or public service project within our community in which the whole college will be encouraged to participate.

Metric for Action 6: By May 2022, HPS will implement the college day of service.

Action 7: The HPS space committee will develop a proposal to expand existing HPS physical space capacity in order to better provide community service programs that involve students and/or HPS faculty.

Metric for Action 7: By December 2024, there will be a 20% increase in square footage of HPS space dedicated to community service oriented pedagogical and/or applied community-based research programs. .

Outcomes

Short-term Outcomes: Survey of community service-related organizations will be completed.

Mid-term Outcomes: HPS will have at least three community collaborations that are either research or pedagogically oriented (i.e., service learning).

Long-term Outcomes: HPS will have at least seven community collaborations that are either research or pedagogically oriented (i.e., service learning).

Strategic Goal 4.2: Ensure that our academic programs and services align with the community needs of the North Texas region and beyond.

Maps to UNT, Academic Affairs, Strategy 1.4: Create great student experiences from admission through graduation.

Strategy: HPS will assess its programs to assure they align with its mission, vision, and community needs. The founding of an applied research institute will be explored.

Year 1

Actions and Metrics

Action 1: All HPS academic programs will conduct a self-assessment to ascertain if their programs align with the college's mission and vision, and to ensure that there are connections with the community.

Metric for Action 1: All of the department’s self-assessments will be completed by September 2020.

Action 2: HPS will establish a database of all persons that have already utilized college-level services or service-related outlets. This repository of information will include various variables that could potentially inform and inspire community service and applied research activity by HPS faculty.

Metric for Action 2: Database will be developed by December 2020 and information will be updated annually thereafter.

Year 2

Actions and Metrics

Action 3: All HPS departments will include a link on their respective website of service-related research activities, applied research reports, studies, and peer-reviewed scientific articles. A type of “open source” for the public.

Metric for Action 3: Departmental service links of research will be in place by July 2021.

Action 4: Each department in HPS will design and conduct at least one service-related research study (e.g., applied research grant) independently or in collaboration with another HPS department on a yearly basis.

Metric for Action 4: All HPS departments will implement said study by December 2021.

Years 3-5

Actions and Metrics

Action 5: HPS will establish an applied research institute – The Health and Public Service Institute of Research and Community Enhancement – that will serve as a recognized leader in informing innovative health and public services.

Metric for Action 5: Form a committee and advisory board by December 2022. Identify a donor or external funding mechanism by December 2023 and implement the institute by December 2024.

Outcomes

Short-term Outcomes: An extensive database will be constructed that includes an exhaustive list of variables and community service activities.

Mid-range Outcomes: All departments will perform at least one service-related applied research study.

Long-term Outcomes: An applied research institute will be implemented that will serve as a vehicle for donors to support innovative health and public services.

Strategic Goal 4.3: Expand the HPS research base to include external funding sources that focus on health and community service-related issues to find solutions to everyday problems.

Maps to UNT, Academic Affairs, Strategy 3.3: Support the development of “Tier One Our Way” through targeted innovation activities.

Strategy: Increase our external funding opportunities by submitting additional grant applications that focus on community-based health service issues.

Year 1

Actions and Metrics

Action 1: The Senior Development Officer, HPS Program Director, Senior Grants Analyst, and Associate Dean for Academic Affairs will develop a broad registry that includes foundations, companies, and the like who have the capacity and interest in funding applied research projects that focus on community service, outreach, and transformation.

Metric for Action 1: The HPS Program Director will develop and implement a marketing strategy for the said foundations and companies, and construct the donor registry by December 2020.

Action 2: HPS Dean's Office will provide faculty college-wide training opportunities that are specific to public service concerns. HPS will assure that university-wide training opportunities related to external grants are widely disseminated in the college.

Metric for Action 2: Information provided spring 2020. Training to begin fall 2021. HPS Dean's Office will provide a list of training opportunities from UNT and will begin to establish HPS-specific training for its departments. Short 20-minute trainings to be conducted during department faculty meetings.

Year 2

Actions and Metrics

Action 3: Each HPS department will submit at least one grant proposal yearly which will fund a prospective community service project, independently or in collaboration with another HPS department.

Metric for Action 3: By December 2021, 75% of HPS Departments will have submitted at least one grant, with 30% of projects being successfully funded.

Years 3-4

Action 4: HPS will increase its small and large grant-based funding that supports health and public service-related projects.

Metric for Action 4: By December 2022, small and large grant-based funding secured will increase by at least 5%.

Action 5: HPS will provide faculty with small grant seed monies for projects on service-related research and/or outreach activities (see Strategic Goal 2.1).

Metric for Action 5: By December 2023, at least four projects will be funded (up to \$5,000).

Outcomes

Short-term Outcomes: At least four pilot projects will be secured for community-oriented projects.

Mid-range Outcomes: At least four external grants submitted that have a community partner or are specifically community-based in their context and implementation.

Long-term Outcomes: At least seven external grants submitted that have a community partner or are specifically community-based in their context and implementation.

Strategic Goal 4.4: Become recognized statewide and nationally as a leader for our programmatic approach to service learning.

Maps to UNT, Academic Affairs, Strategy 1.1: Increase best practice in curricular experiences for students.

Strategy: Enhance HPS's stance on experiential-based learning by strengthening the curriculum and by creating a HPS core service requirement.

Year 1

Actions and Metrics

Action 1: Each department will assess its curriculum to identify which courses offer a service-learning component.

Metric for Action 1: The IIERC will work with the Associate Dean for Academic Affairs to implement a survey to each HPS department's leadership and finalize the results by July 2020.

Action 2: HPS will bring in an expert in service-learning methodology to provide a workshop to HPS faculty that have an interest with and capacity to incorporate service-learning pedagogy into their classes.

Metric for Action 2: By December 2020, at least one workshop on service-learning methodology will be provided to HPS faculty.

Year 2

Actions and Metrics

Action 3: The Associate Dean for Academic Affairs and a sub-committee of the IIERC will establish standardized criteria and metrics to assess and evaluate service-learning pedagogy.

Metric for Action 3: By December 2021, the said criteria and metrics will be established and implemented in assessments.

Year 3

Actions and Metrics

Action 4: HPS will add a new section on the college website to showcase service-learning projects.

Metric for Action 4: By December 2022, the HPS Web Developer will add a new section on service learning to the website. The Web Developer will update this section at the end of each semester and summer session.

Action 5: At least one class in each department will include an experiential-based, community service-learning component, including, but not limited to: in class case-based studies involving community service examples; community-based observations and/or service delivery and volunteer activities; a student practicum or externship experience focusing on the delivery of a health or public service-related experience.

Metric for Action 5: December 2022, 80% of HPS classes will be modified accordingly.

Years 4-5

Actions and Metrics

Action 6: Each department in HPS will create a new elective course that is tailored solely on student development and implementation of some type of health or public service-related activity (e.g., non-profit and/or voluntary sector setting). Course credit will range from 2-3 hours and may count toward elective credit in the undergraduate programs in HPS.

Metric for Action 6: The new elective course will be established in each department by December 2024.

Outcomes

Short-term Outcomes: There will be a 4% increase in undergraduate students' enrollment in experiential-based, community service-oriented classes.

Mid-range Outcomes: There will be a 10% increase in undergraduate students' enrollment in experiential-based, community service-oriented classes.

Long-term Outcomes: There will be a 20% increase in undergraduate students' enrollment in experiential-based, community service-oriented classes.

Strategic Goal 4.5: Capitalize on our strong legacy by increasing opportunities for outreach and lifelong connections between alumni and students.

Maps to UNT, Academic Affairs, Strategy 1.2: Expand student support services to encourage students' sense of belonging, growth mindset, well-being, and mental health.

Strategy: *Prioritize alumni relations by strengthening student communications and recordkeeping. Departments will make efforts to involve alumni in on-campus and other events as much as possible.*

Year 1

Actions and Metrics

Action 1: A college "directory form" will be created (or online form that students can fill out on the website) that will capture current and future demographic information on each student and graduating student. Students will have access to this form upon entering HPS and after they graduate for updating. During HPS and Department orientations, students will be exposed to the form and instructed on the importance of keeping it updated.

Metric for Action 1: By April 2020, HPS will have created a fillable PDF form that will be available on the HPS website for students and alumni to update their records. Starting in May 2020, each department will track the number of students that graduate.

Action 2: With the use of the tracking form, each department in HPS will maintain a data set of contact information for its graduates. For each graduate program, graduate program coordinators will track the year-by-year employment of the graduates for 2020-2025. Every effort will be made to keep this data set up to date. It should be updated on a yearly basis with the induction of May graduates.

Metric for Action 2: By May 2020, each HPS department will begin to track and keep records of all graduating students. This will help find out where the former students work. This year-to-year data will be collected from 2020-2025. This data will provide employment data for every student graduate for the first five years (2020-2025).

Years 2-5

Actions and Metrics

Action 3: Each department will consider a standardized messaging format for its marketing, communications, and brand management strategies in its communications with its alumni. An ever-increasing, well-informed alumnus will require communications from their department that are up-to-date, appealing, and consistent.

Metric for Action 3: By September 2021, each department will include an agenda item on their faculty meeting to discuss marketing materials. Selections will be made, and marketing materials adopted by September 2022.

Action 4: Each department will communicate with its alumni at least on a quarterly basis to provide an update or status of their department including student and faculty successes and research. This may be done by newsletter, email newsletter, Facebook post, or other social media.

Metric for Action 4: By September 2022, each department will have quarterly communications with their alumni. This practice will continue on a quarterly basis, thereafter.

Action 5: Department Chairs and their faculty will work together to integrate alumni into functions of the department (e.g., guest speakers, mentors, managers or clinicians in residence, advisory boards). This integration will also enrich the experience for students.

Metric for Action 5: By September 2023, Department Chairs will report every semester how alumni were engaged in departmental activities on a semester-by-semester basis. This report will be filed and submitted to the HPS Dean.

Outcomes

Short-term Outcomes: A college strategy will be implemented that strengthens communication with HPS alumni.

Mid-range Outcomes: Each HPS department will communicate with 10 or more alumni on a quarterly basis about pertinent updates regarding their respective departments.

Long-term Outcomes: Each HPS department will have at least five alumni integrated into the operations of the department or college (e.g., guest speakers; service on advisory boards).

Strategic Goal 4.6: Develop a culture of cultivating and stewarding alumni and non-alumni donors.

Maps to UNT, Academic Affairs, Strategy 2.6: Collaborate to market our campus community's accomplishments.

Strategy: Implement an intentional stewardship plan that provides direction for creating a culture of giving and establishing an environment where councils and advisory boards are welcomed and encouraged in HPS.

Year 1

Actions and Metrics

Action 1: Establish a Dean's Advisory Council to represent HPS to the community. The DAC will coordinate fundraising and other development strategies with HPS.

Metric for Action 1: By April 2020, the DAC will be implemented.

Action 2: Working with HPS staff and committees and UNT's development office, HPS will develop a stewardship plan that addresses major points pertinent to development and creating a culture of development for HPS. HPS will create a stewardship plan that establishes criteria for cultivating alumni to be consistent supporters willing to give back both through their time and monetarily. Impact reports will be provided to stakeholders.

Metric for Action 2: HPS will have a working stewardship plan in place by December 2020.

Year 2

Actions and Metrics

Action 3: Departments will engage alumni and strategic partners to provide internships, practicums, shadowing experiences, and other alumni student experiences, all of which will enrich the student experience.

Metric for Action 3: At least five internships/practicums, will be implemented by September 2021, with three new ones each year thereafter.

Action 4: The HPS Senior Director of Development, in collaboration with the ACC, the Retention Officer and Associate Dean for Academic Affairs, will develop an advancement strategy for microgrants and scholarships for students who are at high-risk of not finishing UNT due to financial challenges.

Metric for Action 4: This plan will be implemented by September 2021.

Action 5: Engage alumni as global ambassadors and cultivate ongoing relationships that last a lifetime. These ambassadors will serve to represent the department in external activities with the community at large and promote the program to external stakeholders. Each department will select an outstanding alumnus to serve as an ambassador for the program.

Metric for Action 5: All seven HPS departments will appoint ambassadors by September 2021.

Years 3-5

Actions and Metrics

Action 5: HPS will create a new college-level signature event that will highlight HPS and its students and faculty. This event should be a large-scale affair that will publicize the college.

Metric for Action 5: HPS will begin a signature event by October 2020, with the inaugural occasion occurring in Winter/Spring 2021.

Action 6: Incorporate alumni into our recruitment and advising program. Departments will assign two alumni to assist with the recruitment of new students and provide orientation and advising to current students.

Metric for Action 6: All HPS departments will incorporate alumni in recruitment and advising strategies and protocols by December 2022.

Action 7: HPS will incorporate alumni into the development of post-graduation professional development plans. HPS departments will assign two alumni to assist with connecting students to professional organizations in the area.

Metric for Action 7: All HPS departments will have incorporated at least one alumnus/alumna to assist students by March 2023. And, each department will augment that number to at least two no later than December 2024.

Action 8: Each HPS department will identify opportunities to bring alumni back to campus through mini-signature events (e.g., workshops, conferences, speaker series, etc.). Alumni could serve as guest speakers, adjunct professors, managers, or professionals in residence, etc.

Metric for Action 8: All HPS departments will implement at least one signature event that is recurring by September 2023.

Outcomes

Short-term Outcomes: A stewardship plan that targets alumni and non-alumni will be established. A college-level signature event will be developed to showcase the great work that HPS is performing.

Mid-range Outcomes: HPS will secure 10 new discretionary/expendable \$10,000 gifts from new donors.

Long-term Outcomes: HPS will secure at least five new discretionary/expendable \$50,000 gifts from new donors.

Strategic Initiative 5: Diversity, Inclusion, Respect and Recognition

Our college will cultivate a more diverse student body, faculty, and staff while establishing a culture of inclusion to ensure fair treatment, access, advancement, and opportunity for all. HPS will provide a respectful and supportive environment that meets the needs of a diverse and evolving society.

*We believe as a defining feature of UNT's past, present, and future that **diversity** refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender identity, age, religion, language, abilities/disabilities, sexual affiliation, socioeconomic status, geographic region, and more.*

***Inclusion** is the act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in HPS's opportunities. **Inclusion** will be an important component to cultural competence.*

***Equity** is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff in every stage of HPS education and career development, while striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.*

Strategic Goal 5.1: Be a college committed to a diverse and inclusive environment by providing extensive training programs to faculty and staff that will result in greater diversity in people and ideas throughout HPS.

Maps to UNT, Academic Affairs, Strategy 2.4: Expand mentoring, training, wellness, resources, and leadership development/succession planning for our faculty, staff, and student employees.

Strategy: HPS will cultivate a professional setting that embodies inclusivity thereby developing and implementing a culture of training in diversity and equity.

Year 1

Actions and Metrics

Action 1: Create an **Enhancing Equity, Diversity and Inclusion Committee (EEDIC)** to lead HPS in developing, evaluating, and prioritizing actions to reflect our commitment. The committee should include at least one representative from each of the seven academic departments; a representative from advising; a representative from the HPS Information Technology Department; an undergraduate student representative; a graduate student representative; and a representative from the Dean's Office. The committee of 12 individuals will focus on evaluating the climate of HPS and implementing a training platform to address diversity inclusion and equity for all HPS staff, faculty, and students.

Metric for Action 1: The EEDIC will be implemented by December 2020 and will begin to have monthly meetings in each academic year.

Action 2: The EEDIC will do a baseline survey of HPS employees on the perceived climate of HPS on diversity, inclusion, and equity issues, and conclude with a report to the Dean's office on the status of the climate of HPS.

Metric for Action 2: The survey will be distributed and completed by March 2020.

Action 3: The EEDIC will review the data from this baseline survey and will host focus groups from representative groups in the college to collect additional data to better inform additional structures and processes that may need to be implemented to enhance equity and diversity in HPS. The groups reviewed will be: a) non-tenure track faculty, b) tenure-track faculty, c) tenured faculty, d) HPS staff, and e) HPS students (undergraduate and graduate). This data will be summarized and reviewed to compile a complete report on the climate of HPS.

Metric for Action 3: The EEDIC will utilize findings from the report to develop an action plan of trainings, and events that appeal to, celebrate, and support the diverse identities of HPS. The action plan will be submitted to the Dean of HPS by March 2021.

Action 4: The EEDIC will work with the IIERC to propose the creation of co-curricular activities that will promote diversity and inclusive opportunities.

Metric for Action 4: A proposal of said activities will be submitted to the Associate Dean for Academic Affairs by February of 2021.

Action 5: The EEDIC will partner with UNT and other community members to bring in speakers to address our students, with a key focus on living and working in a diverse and global society. HPS will collaborate with UNT to select guests that are in line with our college culture.

Metric for Action 5: Develop a list of recommended speakers/topics that align with HPS' aspired college culture by June 2020 and make a recommendation of speakers by December 2020.

Action 6: Resume an activity similar to *Fall Forum* that used to occur at HPS. The forum is intended to feature local and notable speakers in a panel format to discuss diverse issues. HPS will extend an invitation to all UNT members to attend these events.

Metric for Action 6: Implementation of the first HPS Forum panel by January 2021.

Year 2

Actions and Metrics

Action 1: Establish a new set of diversity trainings in HPS that is on a rotating schedule.

Metric for Action 1: Increase scheduled trainings at HPS by 100%; By September 2021, there will be an overall participation rate of 80% for HPS faculty and staff.

Action 2: Schedule in-person training at Chilton Hall with the Division of Institutional Equity and Diversity. The offerings will include: 1) Inclusion; 2) Equity and Community Building Series; 3) Title IX/ Preventing Sexual Misconduct; 4) General EEO Principles; and 5) EEO principles for Supervisors and Search Committee Training.

Metric for Action 2: At least one training topic will be selected and offered on a quarterly basis beginning April 2021, and every three months thereafter.

Action 3: Develop Faculty Fellows to focus on development of inclusive pedagogy training to initiate peer-training for faculty, adjuncts, and teaching fellows in HPS.

Metric for Action 3: This inclusivity focus of faculty fellows will be implemented by July 2021.

Action 4: Collaborate with UNT OEO and Office of Faculty Success to develop a proactive and inclusive strategy for faculty and staff recruitment and retention for each department which highlights proven strategies for increasing the diversity of HPS faculty.

Action 4, Step 1: Develop a new hiring guide that incorporates best practices for equity and inclusion to be used by all hiring committees in the college.

Action 4, Step 2: Consult with talent acquisition experts to review our recruitment process and provide recommendations to hiring managers.

Action 4, Step 3: Review position announcements and recruitment plans for inclusiveness and require/revise training for search committees prior to the searches.

Metric for Action 4: The implementation of said proactive and inclusive recruitment strategy with all of the aforementioned action steps will be implemented by December 2021.

Outcomes

Short-term Outcomes: New set of comprehensive diversity trainings will be established. There will be an overall 80% participation rate for this comprehensive five-part training, with 100% participation for a two-part portion of it.

Mid-range Outcomes: Decrease in equity and diversity incidents reported to relevant UNT offices (HR, OEO, etc.) by 50% by July 2022. The percent of new faculty of color will increase by 15%.

Long-term Outcomes: The percent of new full-time faculty of color will increase by 25%.

Strategic Goal 5.2: Augment inclusive initiatives to embed cultural competencies across curricular and co-curricular experiences.

Maps to UNT, Academic Affairs, Strategy 1.1: Increase best practice in curricular experiences for students & **Maps to UNT, Academic Affairs, Strategy 1.4:** Create great student experiences from admission through graduation.

Strategy: Assess student, faculty, and staff cultural experiences in HPS as an impetus for a transformative culturally competent curriculum.

Year 1

Actions and Metrics

Action 1: The EEDIC will conduct an exhaustive review of current cultural competency practices/courses offered by programs/departments.

Metric for Action 1: The review will be summarized in a final report and submitted to the Associate Dean for Academic Affairs by April 2020.

Action 2: The EEDIC will implement a survey of students, faculty, and staff that focuses on organizational cultural identity of HPS.

Metric for Action 2: The survey will be completed and data summarized, and a report submitted to the Associate Dean for Academic Affairs by September 2020.

Year 2

Actions and Metrics

Action 3: Create a committee of internal and external stakeholders to determine college-wide culturally focused activities.

Metric for Action 3: The committee will be implemented by February 2021.

Action 4: Create a Strategic Enrollment Management plan which focuses on a proactive and targeted recruitment of students of color.

Metric for Action 4: Each HPS academic department will have said Strategic Enrollment Management plans implemented by December 2021.

Year 3

Actions and Metrics

Action 5: Improve student satisfaction by creating new student organizations that meet our current population's needs and interests.

Metric for Action 5: At least two new student organizations will be implemented by Fall 2022. Student participation in new and already established organizations will increase by 15% in 2023, 20% in 2024, and 25% in 2025.

Years 4-5

Actions and Metrics

Action 6: Establish new practices/events/trainings to promote a culture of inclusiveness in the college.

Action 6, Step 1: Develop inclusive spaces such as gender-neutral bathrooms.

Action 6, Step 2: Partner with the Pride Alliance to host college-wide Ally trainings.

Action 6, Step 3: Partner with the Blue Zone for college-wide neurodiversity trainings.

Action 6, Step 4: Partner with the Office of Faculty Success, Institutional Equity and Diversity, and other UNT colleges/departments with expertise in cultural competency/implicit bias.

Action 6, Step 5: Partner with Institutional Equity and Diversity and CLEAR for college-wide training on accessibility and universal design.

Action 6, Step 6: Develop Service-Learning opportunities that focus on cultural competency.

Action 6, Step 7: Increase support and bolster cultural competence for existing student organizations already associated with HPS programs/departments.

Metric for Action 6: All of said practices/events/trainings will be implemented by December 2024.

Outcomes

Short-term outcomes: The percent of students of color will increase by 5% in HPS.

Mid-term outcomes: At least two new student organization that bolster cultural competence will be implemented by Fall 2022. Student participation in new and already established organizations will increase by 15% in 2023, 20% in 2024 and 25% in 2025. The percent of students of color will increase by 10% in HPS.

Long-term outcomes: The percentage of students of color will increase by 15% in HPS.

Strategic Initiative 6 - Professional Development, Excellence, and Recognition

Professional Development refers to the continued training and education of HPS faculty and staff in order to improve and increase discipline and job-related competencies and expertise.

Respect refers to the belief that any person in HPS is worthy of one's admiration because of the reputable qualities and capabilities that are brought to the workplace.

Recognition relates to reinforcement of specific behaviors, practices, or activities that result in improve work performance.

Strategic Goal 6.1: HPS will be known as a college that develops employees and treats all faculty, staff, and students with respect and optimal recognition.

Maps to UNT, Academic Affairs, Strategy 2.4: Expand mentoring, training, wellness resources, and leadership development/succession planning for our faculty, staff, and student employees.

Strategy: To expand advanced, novel professional training opportunities that empower and develop faculty and staff to be better equipped and motivated to perform their duties and to increase their individual productivity and boost their engagement in HPS.

Year 1

Actions and Metrics

Action 1: The EEDIC and HPS Program Director will make recommendations on new processes and guidelines that invest in both faculty and staff by developing and implementing college-wide opportunities for meaningful professional development that are tailored for the needs of both faculty and staff.

Metric for Action 1: The recommendations will be sent to the Office of the Dean by December 2020.

Year 2

Actions and Metrics

Action 2: The EEDIC and the HPS Program Director will develop a college-wide training program for professional development through partnerships with UNT Human Resources and Student Affairs. Topics will include: 1) Foundations of Supervision; 2) Student Mentoring and Advising; 3) Staff Leadership Training; and 4) Faculty Leadership and Succession Planning Training.

Metric for Action 2: The training program will be implemented by January 2021.

Action 3: Through the leadership of the HPS Staff Leadership Council (SLC), a repository of online training will be developed that will focus on the leadership, communication, and supervision skills to develop and maintain a diverse, equitable, and inclusive environment.

Metric for Action 3: The online repository will be established by March 2021.

Action 4: Improve onboarding to better meet needs of incoming staff by implementing a new employee orientation in HPS that includes nuts-and-bolts information as well as professional development information and on-demand options for pre-employment orientation components.

Metric for Action 4: The new orientation will be implemented by August 2021.

Action 5: Following the leadership of the SLC, create an ad hoc SLC sub-committee that creates a staff handbook for quick reference to UNT systems, processes, policies, etc., that would be accessible to all staff, especially new staff. The ad hoc chair of the committee will distribute handbook to new hires.

Metric for Action 5: The staff handbook will be developed and disseminated by September 2021.

Years 3-5

Actions and Metrics

Action 6: HPS will develop a Leadership Program to support individuals interested in seeking managerial, supervisory, or administrative roles within the department or college and to provide guidance to newly hired or newly promoted faculty administrators.

Metric for Action 6: The Leadership Program will be implemented by December 2023 and will run a cohort of enrollees on a semester-by-semester basis.

Outcomes

Short-term Outcomes: A new staff handbook will be developed and implemented.

Mid-term Outcomes: A new leadership development program will be developed and 10% of the existing employees will participate.

Long-term Outcomes: 35% of the full-time employees will participate in some level of extensive professional development activities.

Strategic Goal 6.2: Recognize and reward faculty and staff for using their expertise, creativity, and collaborative spirit to improve accountability, productivity, and efficiency.

Maps to UNT, Academic Affairs, Strategy 2.4: Expand mentoring, training, wellness resources, and leadership development/succession planning for our faculty, staff, and student employees.

Strategy: To develop connections and sense of belonging among faculty and staff better by increasing employee engagement and morale, and by providing multiple opportunities for growth and recognition.

Year 1

Actions and Metrics

Action 1: Develop an ad hoc committee to review the annual results of the Gallup 12-item survey for HPS that is commissioned each year by UNT System to better understand the engagement and concerns of faculty and staff. In particular, question #4 from this survey gauges the extent to which employees have received recognition or praise for doing good work within the past 7 days.

Metric for Action 1: The EEDIC ad hoc committee will be established and a process for the results will be implemented by April 2020.

Action 2: Based on this review of the data, this EEDIC ad hoc committee will recommend strategies to enhance engagement and employees' sense of recognition. This includes helping employees see their value. This is accomplished when supervisors consistently provide positive feedback to their employees. Other important components to investigate include the following: 1) improving communication methods by engaging in better and meaningful conversations from supervisors to employees; 2) developing positive approaches to resolving performance & conduct problems; 3) implementing techniques to help HPS employees see their value and to know that their best efforts are acknowledged and valued; and 4) distributing personal invitations to workshops and trainings.

Metric for Action 2: The recommended strategies from the ad hoc committee of the EEDIC will be submitted to the Office of the Dean by October 2020.

Action 3: A HR liaison will provide a workshop on the UNT Engagement toolkit, a repository of rich information for team members at the director level that focuses on fostering better engagement techniques with faculty and staff.

(https://www.untsystem.edu/sites/default/files/employee_engagment_managers_toolkit_2018_0.pdf)

Metric for Action 3: All HPS Department Chairs will review and integrate the techniques and recommendations from the toolkit into their standard operating procedures by December 2020.

Action 4: A detailed and up-to-date organizational chart will be created for each department and the rest of the administrative functions in HPS, which identify lateral versus vertical growth opportunities for HPS staff and faculty.

Metric for Action 4: The organizational chart will be created by December 2020.

Year 2

Actions and Metrics

Action 5: HPS will develop an Excellence in Teaching Recognition Awards Program. This program, consistent with Strategic Initiative 6, will employ actions and initiatives that reward excellent work performance and recognize the valuable contributions by faculty from various ranks and types of appointments. Awards recommended for implementation will be developed for part-time (adjunct) faculty, lecturers, clinical faculty, tenure track faculty, professional teaching staff, and teaching fellows.

Metric for Action 5: The IERC: PDTE will develop evaluation criteria, establish deadlines, etc., by January 2021 and awards delivered by April 2021 and every April, thereafter.

Action 6: The EEDIC will develop recommendations and guidelines for HPS supervisors to develop a process to do “quality of life check-ins” to reconnect HPS faculty and staff with resources and opportunities.

Metric for Action 6: The guidelines will be implemented by March 2021.

Action 7: Develop HPS **Awards and Recognition Committee (ARC)** as an ad hoc subcommittee from the EEDIC which will create procedures for recognition and awards.

Metric for Action 7: The procedures will be implemented by March 2021.

Year 3-5

Actions and Metrics

Action 8: The EEDIC will put forward recommendations for department chairs to create a process for acknowledgment and rewards that is different from the merit pay process.

Metric for Action 8: The recommendations will be implemented by March 2022.

Action 9: Increase the communication of faculty, staff, and student achievements by presenting them via the HPS website, HPS digital signage, and in a quarterly newsletter. This could include: a) faculty, staff, alumni and student successes; b) faculty and adjunct research and grants; c) faculty, staff and student conference attendance; d) faculty, staff and student “fun facts”.

Metric for Action 9: All of said communication mediums will be in place by December 2023.

Outcomes

Short-term Outcomes: The overall HPS Gallup survey scores will increase .25 points, on average, for the overall score.

Mid-term Outcomes: The overall HPS Gallup survey scores will increase by .67 points, on average, for the overall score.

Long-term Outcomes: The overall HPS Gallup survey scores will increase by 1.00 points, on average.

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