

**In Pursuit of Excellence:
Integrating research, teaching, and outreach.**

Strategic Plan 2011-2015

Department of Health and Exercise Science

College of Applied Human Sciences

Colorado State University



Strategic Plan 2011-2015

9/8/2011

Vision

The Department of Health and Exercise Science will be a premier 21st century academic, research, and outreach department focused on achieving excellence in teaching and mentoring, biomedical research and discovery, and outreach and engagement.

Mission

The mission of the Department of Health and Exercise Science is to discover new knowledge through excellence in research in the areas of health and exercise science and to disseminate that knowledge through academic and outreach programs. Physical activity, wellness, and disease prevention concepts are central to the mission. The "Discovering Healthy Lifestyles" tagline describes our commitment to the discovery of new knowledge, and the dissemination of that knowledge through academic and outreach programs.



Department Goal

We are committed to our goal of producing nationally and internationally recognized research programs and graduates that focus on helping people protect, maintain, and improve their health and quality of life throughout the lifespan.

Core Values

- Pursue excellence in research and discovery, teaching and mentoring, and outreach and engagement.
- Act with integrity and mutual respect. “*Not equal gifts but equal contribution of effort*,” is a shared philosophy that instills genuine respect among faculty and staff for each person’s contributions.
- Expect civility among faculty, staff, and students.
- Expect accountability among faculty, staff, and students.
- Encourage and reward innovation in research, teaching and service (synergy).
- Promote freedom of expression.
- Demonstrate inclusiveness and diversity.
- Promote a student-centered environment.
- Recruit and retain the very best students at all levels (BS, MS, and Ph.D. degree trainees)
- Assure alignment with the CAHS and CSU strategic plans and missions.
- Assure alignment of our vision, mission, and goals with performance evaluations, merit, and tenure and promotion.

Objectives of the Department

A. To discover new knowledge in health and exercise science through research by

1. Producing nationally and internationally funded and recognized research and scholarship.
2. Conducting theoretical, basic, applied, and translational research.
3. Recruiting, developing and retaining nationally and internationally known faculty.
4. Developing and maintaining world-class research facilities.
5. Actively and aggressively pursuing external grants to support research programs.
6. Providing high quality MS student research experiences, training, publication and presentation opportunities, and theses.
7. Offering high quality PhD student research experiences, training, publication and presentation opportunities, and dissertations.
8. Providing high quality undergraduate research experiences.

B. To disseminate current and relevant information via quality academic programs by

1. Delivering academically rigorous course content in all undergraduate and graduate courses.
2. Providing academic assessment (exams, writing and presentation experiences, etc.) that reflects the rigor by requiring synthesis and integration of course material.
3. Rewarding high quality teaching and teaching innovation.
4. Addressing class size to appropriately balance rigor/pursuit of excellence with the pressures of a high student: faculty ratio.
5. Carefully examining and modifying both the undergraduate and graduate curriculum as appropriate to ensure both academic rigor and the most current course offerings/content.
6. Providing state-of-the art technology in both the lecture hall and teaching laboratories
7. Ensuring diversity in teaching methods to accommodate multiple learning styles.
8. Developing experiential learning opportunities.
9. Promoting honors and study abroad programs.
10. Making tutoring/mentoring programs available to undergraduates.

C. To provide excellent outreach and engagement programs to the community by:

1. Addressing the need for adequate facilities for both current and future outreach programs.
2. Exploring and implementing appropriate new outreach programs to address community needs.
3. Integrating research and discovery, and teaching and learning into outreach programs.

D. To provide high quality professional service through

1. Service as officers and participation as active members of professional organizations.
2. Service as peer reviewers for journals and funding agencies.
3. Service on CSU, CAHS and HES committees.
4. Community service on professionally related boards, task forces, work committees and coalitions.

PROGRAM HIGHLIGHTS 2006-2011

1. 2006: HES Research Seminar Series established (weekly, fall and spring semester).
2. 2006-2007: Dr. Gay Israel, President, ACSM Foundation.
3. 2007: A Doctor of Philosophy degree in Human Bioenergetics was developed and the first class of Ph.D. candidates entered the program in fall 2007, with a census of 12 students in fall 2010. All students are funded on a four-year plan by the faculty and the Department.
4. 2007: Provost Office approval of Revisions to HES Department Code and Guidelines for Faculty Reappointment, Promotion and Tenure. Criteria for Tenure and Promotion significantly increased. The HES Code and T&P Guidelines have been used by the Provost office as an example of Best Practice.
5. 2007: HES Initiates sponsorship of a Health and Exercise Science Living and Learning Community that currently has 69 students and occupies two floors of Corbett Hall. HES is the only department to sponsor a Living and Learning Community; all others are college level sponsors.
6. 2007: Interdisciplinary Core Infrastructure Award from the Office of the Vice President for Research proposal for core facilities, gas chromatography-mass spectroscopy, in support of metabolomics.
7. 2007-2008: HES research expenditures exceed \$1 million for the first time. A fifteen-fold increase in five years.
8. 2008: Human Performance/Clinical Research Laboratory (HPCRL) named as Colorado State University Program of Research and Scholarly Excellence (PRSE).
9. 2008: HES faculty member Dr. Frank Dinunno named Monfort Professor.
10. 2008: HPCRL Wet Lab addition opens, 1100 square feet (self-funded by HES, CAHS & VPR: \$500,000).
11. 2008: HES Faculty Honors Scholarship Awards established. Using funds generated by faculty from honors theses mentoring; these annual awards are given to four undergraduate students who demonstrate both strong academics and a quality undergraduate research experience.
12. 2009: HPCRL Research and Outreach Addition completed (Jan. 2010) – Approx 4,000 square feet of new wet lab, cell culture and four clinical research labs. (Self-funded by HES, VPR & CAHS: \$2,300,000).
13. 2009: HES was chosen by CSU to submit a \$5 million grant proposal for NIH – ARRA funds to complete construction of Phase III of the HPCRL. The proposal was not funded, but the plan remains in place.
14. 2008-2009: The Department played a significant role in the development and implementation of an inter-institutional School of Public Health that grants a Masters of Public Health Degree.
15. 2002-2011: HES community outreach programs (a long tradition at CSU) have been continually upgraded and have experienced significant growth. These programs include Adult Fitness, Faculty and Staff Noon-Hour Fitness Program, Youth Sports Camps and the Heart Disease Prevention Program.
16. 2009: Undergraduate Student advisement enhancements enabled Faculty and Staff to directly advise over 80% of the 1,120 majors in Fall 2009. HES student advising materials available to students empowered 20% of students to self-advise.
17. 2009: As a result of Departmental efforts, beginning in 2010 the costs of the HES Heart Disease Prevention Program will be reimbursable under the CSU Health Benefits Plan. This is a strong, independent quality indicator for this program.
18. 2009: Aspirational Peer data disclose that HES, despite having a young doctoral program, is competitively ranked in both grant production and publications.

19. 2009-2011: HES Faculty (Dr. Karyn Hamilton, Dr. Ben Miller, Dr. Adam Chicco) win CAHS tenure-track faculty scholarly excellence award (3 consecutive years).
20. 2010: Dr. Adam Chicco and Dr. Matt Hickey appointed to steering committee for the interdisciplinary Cell and Molecular Biology graduate program. HES faculty thus represent 50% of this steering committee.
21. 2011: Dr. Tracy Nelson named co-director of the CSU Colorado School of Public Health.
22. 2011: Dr. Matt Hickey awarded the Board of Governor's Excellence in Undergraduate Teaching Award.
23. 2011: Dr. Matt Hickey awarded the Association of Public and Land-Grant Universities (APLU) Board on Human Sciences Undergraduate Research Mentor Award.

STRENGTHS

HES has a core value and strength of truly integrating the tripartite mission of the university (teaching & mentoring, research & discovery, and outreach & engagement).

HES offers coursework and practical experiences to facilitate preparation of undergraduates for a wide variety of allied health career opportunities.

Graduate student experiences provide expertise in research on prevention of chronic and age-related diseases.

The HES research environment includes basic, integrative, translational, and clinical applications in the area of chronic and age-related diseases.

Our interdisciplinary research collaboration model matches priorities of the CSU strategic plan and the NIH research roadmap.

Medical community collaboration is strong (e.g., Heart Center of the Rockies, PVHS, NCSA).

Well-established outreach programs including Adult Fitness, Faculty and Staff Fitness, Youth Sports Camps, and the Heart Disease Prevention Program provide an ideal and well-received platform for disseminating important information and education about lifestyle and prevention of chronic and age-related diseases, while providing hands-on learning opportunities for students.

HES continues to use and refine a process for continuous and systematic improvement of programs in academic and administrative support areas.

HES is a participant in the University's Living Learning Communities program which assists students in succeeding both academically and socially.

HES has a solid business plan with revenue streams from grants, contracts, entrepreneurial programs and development.

HES has earned the trust of the CSU administration which fosters better start-up investment and funding for special initiatives.

OPPORTUNITIES and CHALLENGES

External

There are significant demographic trends that will drive research, teaching, and outreach goals. In addition, local and national challenges present structural and functional constraints that must be addressed.

- The largest growing section of the US population is the “Baby Boomers,” who are moving from working age to retirement age.
- The global and domestic obesity and Type 2 diabetes epidemics continue unabated.
- The epidemic of physical inactivity in the US and other nations is likely a causal contributor to chronic disease risk.
- Ethnic and socioeconomic health disparities continue to increase.
- Kinesiology has recently (2006) been recognized as a scholarly discipline within the Life Sciences taxonomy by the National Research Council.
- State fiscal support for higher education remains inadequate.
- The competitive environment for sustainable, renewable extramural research funding is extraordinarily challenging.
- Downturn in national and state economy makes it difficult for individuals to invest in medical care and healthy lifestyles.
- Students learn differently; relying on technology to an increasing degree.

Internal

There are a number of university and department demographic and strategic planning trends that will influence research, teaching, and outreach.

- The number of HES undergraduate majors continues to increase, outpacing growth in faculty/staff numbers and classroom space.
- Regardless of growth, the current student: faculty ratio is more than double the college average and four times the University average.
- Teaching requirements of faculty creates a competitive disadvantage for grant procurement.
- Faculty salaries are below those of other CSU faculty and national peers.
- The University Strategic Plan (USP) focuses on growing the undergraduate and graduate enrollment
- The USP focuses on recruiting transfer, out-of-state, and international students
- The USP focuses on interdisciplinary research and super clusters
- The USP calls for establishing more PhD programs in areas of strength
- Integrating CSU goals of high quality education, growth in enrollment, and excellence in research demands the careful use of human resources and facilities. Central support for targeted faculty hires is critical, as is institutional support for the requisite infrastructure to sustain the integrated activities of the unit.

KEY PLANNING ASSUMPTIONS

Key planning assumptions used in preparation of our strategic plan include the following:

1. Student enrollment will continue to grow rapidly, and enrollment management balanced with differential tuition will be critical to the success of the unit.
2. Annual faculty/staff salary increases will continue to lag behind peer institutions and inter-institutional peers. This needs to be addressed as a priority.
3. Academic and research facilities will be utilized at or above capacity and state funds to alleviate this limitation will not be available in the foreseeable future. Thus, the resources need to be allocated by the University.
4. HES will continue to be expected to do more with less.
5. Despite the foregoing, pursuing excellence in research and discovery, teaching and mentoring, and service and outreach need not demand sacrifices in one area to achieve excellence in another. While institutional support is critical to the success of the unit, the faculty are committed to pursuing the very best in all area of departmental activities.

EXECUTIVE SUMMARY

The departmental strategic planning discussions of 2010-2011 have addressed key objectives that parallel the University and College strategic plans, following the same order: 1). Teaching and Learning, 2). Research and Discovery, 3). Service and Outreach, 4). Resources and Support, and 5). Diversity. A core element of the HES strategic plan and the shared vision of the unit is that we are committed to excellence in ALL areas; the order of key objectives does not imply rank of import or merit to the unit's overall vision; excellence in all areas is the aim. With this in mind, the Department of Health and Exercise Science will focus on the following key objectives in the time period of 2011-2015:

KEY OBJECTIVES:

1. Aggressively pursue continued excellence in research and scholarship by positioning faculty for success in obtaining sustainable extramural funding
2. Assure excellence in all academic programs
3. Create distinctive and academically rigorous undergraduate research and educational experiences
4. Enhance the quality of undergraduate and graduate student recruitment, education, and mentoring
5. Improve discovery capabilities by expanding research infrastructure and human resources, and by fostering interdisciplinary research opportunities.
6. Expand departmental development and marketing activities
7. Increase departmental academic and research space

Each of these key objectives is infused throughout the strategic plan. Specific goals are embedded within each of the five areas of the USP. In addition, timelines, metrics, benchmarks, and comments have been included to provide guidance and accountability in accomplishing these goals.

Strategic Planning Area 1: Teaching and Learning		
Goal 1-1: Maintain/improve the quality of undergraduate and graduate education in part through lowering the current HES undergraduate majors student -to- faculty ratio to an appropriate level.		
Strategy	Rationale	Timeline/Metric
<p>1) Hire additional tenure track and/or special appointment faculty.</p> <p>1a) Pursue the awarding of new faculty lines to HES through CAHS and the University.</p> <p>1b) Pursue having the “high costs program fees” currently paid by our students returned to the department through differential tuition.</p> <p>1c) Actively lobby for some form of tuition distribution based on funding units with large numbers of majors and high student credit hour production.</p> <p>1d) Aggressively pursue the return of all differential tuition to the unit.</p> <p>1e) Explore models for the use of grant buyout funds to hire teaching faculty. Deploy differential tuition in such a way that the research goals of utilizing indirect cost recovery for infrastructure, personnel, start-ups and the like can be maximized.</p>	<p>1) The HES majors-to- faculty ratio is currently 82:1. The CAHS average is ~36:1. The University ratio is ~18:1. Reducing this ratio would entail increasing the number of faculty and /or reducing the number of student majors. Smaller student-faculty ratios enable reduced class sizes and enhances student engagement in learning. Also, with more faculty teaching, there is a potential to increase the number of HES elective courses. Achieving a majors-to-faculty ratio in HES that is comparable to the CAHS average would require more than a doubling of the present HES faculty, and achieving the University average would require more than a 4-fold increase in HES faculty (both cases assume no further growth in undergraduate enrollment).</p> <p>1d) Return of differential tuition to the unit generating the student credit hours allows for strategic use of such resources to support the educational mission of the unit.</p>	<p>1) <u>Timeline</u>: Ongoing. <i>Optimize the quality of UG education by hiring new faculty to teach both undergraduate and graduate courses so as to better balance the present teaching responsibilities in the unit.</i></p> <p>1a) <i>Recognize progress by achieving an increase of at least one faculty member per year of strategic plan.</i></p> <p>1b) <i>Recognize progress through an increase in HES RI funding through allocation of differential tuition or new faculty lines from the university.</i></p> <p>1c) <i>Recognize progress by securing differential tuition for HES majors.</i></p> <p>1d) <i>Begin immediately and pursue until successful</i></p> <p>1e) <i>Recognize progress by developing and disseminating a model for strategic investment of HES buyout funds in key priority areas consonant with the HES strategic plan.</i></p>

<p>2) Improve core UG courses by increasing the rigor of these courses, especially those taken early in the major such as HES 120, HES 145, and HES 207.</p>	<p>2) Increase in course rigor and clarifying student expectations early in the curriculum makes the academic rigor of the major clear to all majors. This is anticipated to have the effect of increasing the quality and commitment of those students who continue through the major. It also better matches student expectations with the reality of the curriculum. The newly hired academic support coordinators will play a key role in this effort.</p>	<p>2) <u>Timeline</u>: Ongoing. <i>Quantifying success in this area must incorporate several metrics in an assessment model; course performance, peer evaluations, student evaluations, quality of students retained, etc. Action should begin in AY 11-12 with an eye toward developing actionable assessment by AY12-13.</i></p>
<p>3) Appropriately brand department and undergraduate major concentrations, as demonstrated through use of appropriate names, a clear vision/mission, and marketing efforts.</p>	<p>3) Better branding ensures better matching of student career goals to the focus of the HES major concentrations, potentially reducing the number of majors to those who have the better fit to the major.</p>	<p>3) <u>AY 11-12</u>. <i>Secure faculty input and, if deemed appropriate, charge a committee with studying all issues related to department and concentration names name and reporting back to faculty for action.</i></p>
<p>4) Aggressively pursue the recruitment of the very best students at all levels.</p>	<p>4) The departmental mission of pursuit of excellence requires that we intentionally recruit and train the very best students for all of our academic programs.</p>	<p>4) AY 11-12 and ongoing. <i>This should include intentional means to market the unit and identify high quality students.</i></p>
<p>5) Carefully explore the anticipated impact of differential tuition on the ability of the unit to meet the educational needs of a large and growing body of undergraduate students.</p>	<p>5) Meeting the departmental goals of excellence in undergraduate education with a student: faculty ratio of 82:1 requires an enormous effort on the part of HES faculty, and this is not a sustainable student: faculty ratio for the long-term health of the department.</p>	<p>5) <u>Timeline</u>: Ongoing</p>

Goal 1-2: Achieve a faculty workload distribution for the department and for individual faculty that fosters excellence in both teaching and research.

Strategy	Rationale	Timeline/Metric
<p>1) Create a comprehensive teaching workload policy to include all faculty teaching and mentoring.</p> <p>1a) Establish a new course, HES 468 (UG Research) for all undergraduate research experiences mentored by faculty with appropriate credits hours assigned per contact hours, with required reporting and record archiving of the experience.</p> <p>1b) Establish a teaching workload policy for faculty involved in independent study, group study, HES 698 (Graduate Research), and other variable credit experiences, with appropriate credit hours assigned per contact hours, with required reporting and record archiving.</p> <p>1c) Use appropriate course registration for research laboratory/group journal club experiences; requires formalization of the experience (syllabus, grading, schedule of meetings, reporting/records).</p>	<p>1) The standard CAHS HES 2-2 teaching load requirement only includes credit for Type A (traditional) courses and not type B (variable credit) courses, although significant faculty time is often involved in many type B courses. Additionally, several faculty commitments in UG (honors and UG research) and graduate (group study, independent study, etc.) teaching are not credited under the current system as part of the “2-2” teaching load. The newly implemented teaching loads (“2-1”) for HES faculty with research funding is a healthy step. Additional work should be done to carefully compare teaching workloads in the college and in similar/competitive units both at CSU and at peer institutions. Such data can inform appropriate decisions about teaching load that reflect “best practices” while acknowledging the HES mission of excellence in teaching and research.</p>	<p>1) <u>Timeline:</u> AY11-12. <i>Recognize progress in this goal with new comprehensive teaching workload policies for the annual reporting mechanism. This must include a critical discussion of how different teaching & mentoring experiences are to be compared and careful analysis of the impact of any change on regular undergraduate courses.</i></p> <p>1a) <i>Recognize progress with the addition of HES 468 (UG Research) to the curriculum and recognized as teaching load.</i></p> <p>1b) <i>AY 11-12. Examine feasibility, impact, college, and graduate school policies.</i></p> <p>1c) <u>Timeline:</u> AY11-12</p>

<p>2) Explore the use of differential teaching loads among faculty to best utilize the expertise and talent of faculty involved in classroom teaching for the benefit of HES majors. The model should also leverage the talents of extramurally funded faculty to balance research and teaching commitments (needs formalization of code and merit considerations for teaching as primary appointment).</p> <p>2a) Hire additional teaching faculty and special appointment faculty.</p>	<p>2) The use of special appointment teaching faculty and/or the use of tenure track teaching faculty will enable achieving both excellence in teaching and research by reducing the competition for faculty time and effort between teaching and research.</p>	<p>2) <u>Timeline</u>: AY11-12. <i>Recognize progress by realizing the addition of new faculty members and development of a plan for differential teaching loads.</i></p>
<p>3) Explore the pros and cons of single sections of courses rather than multiple small sections in targeted HES courses (e.g., HES 207).</p>	<p>3) The model must balance the goal of immediate relief of faculty teaching time for research productivity and grant procurement with the goal of academic excellence in the classroom.</p>	<p>3) <u>Timeline</u>: ongoing. <i>Recognize progress with reduced sections of courses where feasible and in the best interests of student learning.</i></p>
<p>4) Create new formal lab experiences for appropriate core courses that will be taught by GTAs.</p>	<p>4) Formalizing the lab for appropriate courses (e.g., HES 207) will provide both enhanced learning experience for students and appropriate credit for course contact hours. Utilization of GTAs for this lab experience mimics the model for HES 403, which is a successful model of teaching and learning. This model also creates GTA opportunities that are more aligned with the focus of study for graduate students.</p>	<p>4) <u>Timeline</u>: AY11-12. <i>Recognize progress with formal laboratory sections for HES 207 taught by GTAs. The long-term goal is to have formal lab sections for HES 207, 307, and 319 by AY 14-15.</i></p>
<p>5) Secure GTA positions for assistance in lecture-based courses.</p>	<p>5) Strategic utilization of GTAs in lecture based courses can simultaneously provide mentored teaching opportunities to MS/PhD students and relieve faculty workload burden.</p>	<p>5) <u>Timeline</u>: AY 12-13</p>
<p>6) Review the undergraduate and graduate curriculum with an aim to improve classroom rigor and student training opportunities.</p>	<p>6) Periodic review of curriculum will enhance the effectiveness and efficiencies of academic programs along with faculty time efficiencies. Both M.S. and Ph.D. curriculums are at a point of review with attention to the focus of each program and effectiveness/efficiency of curriculum.</p>	<p>6) <u>Timeline</u>: AY 11-12. <i>Recognize progress by completion of the review processes and enactment of any proposed changes.</i></p>

<p>7) Investigate the use of post-doctoral trainees in teaching selected courses, in whole or in part.</p>	<p>7) Provides direct classroom experience for post-doctoral trainees. May provide a partial funding mechanism for these individuals and increasing the ability of faculty to recruit and to support post-docs.</p>	<p>7) <u>Timeline</u>: AY13-14. <i>Recognize progress by hiring of post-docs with partial teaching requirement.</i></p>
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Goal 1-3: Engage in distance education opportunities through the Division of Continuing Education		
Strategy	Rationale	Timeline/Metric
<p>1) Evaluate the potential distance education market for both individual courses and for departmental existing or new programs.</p> <p>1a) Establish a committee and a plan to evaluate markets, poll faculty knowledge and interest, examine other successful distance education programs/courses in the discipline, and examine quality markers for distance education. Use brainstorming sessions to bring faculty together for developing innovative ideas.</p> <p>1b) Evaluate compensation models for courses/programs offered through the Division of Continuing Education.</p>	<p>1) Distance education is a powerful and growing force in education today. Distance education in this new face of enhanced technology has proven to be very helpful to students who cannot come to the CSU campus or travel to attend classes in a traditional university. Distance Education can be a new source of revenue in support of departmental programs and faculty.</p>	<p>1) <u>Timeline</u>: FY12-15</p> <p><i>1a) Recognize progress through the realization of a committee to investigate Distance Education markets and a final report documenting distance education opportunities and implementation of Distance Education recommendations.</i></p>
<p>2) Support individual faculty initiatives in Distance Education.</p>	<p>2) Individual faculty may have an opportunity to develop a Distance Education course that targets a specific audience. Such efforts should be supported within the context of quality educational experiences.</p>	<p>2) <u>Timeline</u>: FY12-15. <i>Recognize progress by successful support of faculty initiatives in Distance Education with implementation of individual courses.</i></p>

Goal 1-4: Provide high quality academic and career advising to undergraduate students.		
Strategy	Rationale	Timeline/Metric
1) Involve the three new Academic Support Coordinators in ongoing and new academic and career advising initiatives.	1) The HES majors-to- faculty ratio is currently ~82:1. The CAHS average is ~36:1. These disproportionate numbers are barriers to students having access to first-rate advising resources.	1) <u>Timeline</u> : AY 11-12. <i>Effectively utilize the new Academic Support Coordinators in this effort. Develop a means to assess impact and modify efforts as needed.</i>
2) Increase the quality of both faculty and peer advising through appropriate training, evaluation, incentives, resources, and consideration of new structures for delivering advising.		2) <u>Timeline</u> : Ongoing. <i>Recognize progress by realizing annual improvement in student advising evaluation.</i>
3) Develop a web-based undergraduate advising manual for students and work to increase student and faculty efficiency with the DARS system	3) High quality academic and career advising should be an efficient blend of technological and human resources to ensure consistent monitoring and contact with students.	3) <u>Timeline</u> : Ongoing. <i>Recognize progress by use of list-serve for all HES students to be utilized for providing information about events, advising, and other communications.</i>
4) Establish a system that requires students to develop long-term (two- and four-year) plans with support from their advisors. This is being piloted in HES 120 currently.	4) The development of benchmark indicators for monitoring students' progress toward their degree provides direction for students and a personal investment in program completion. This process for anticipating course selection can eliminate issues that impede students' progress toward their degree.	4) <u>Timeline</u> : Ongoing. <i>Recognize progress through the incorporation of this plan initiated in HES 120.</i>
5) Develop/leverage software/technology (akin to DARS) to match 4-year program of study with semester-to-semester course offerings.	5) This provides an additional tool that can be used by students and faculty advisors.	5) <u>Timeline</u> : Immediate and ongoing.

Goal 1-5: Recognize and support excellence in teaching		
Strategy	Rationale	Timeline/Metric
<p>1) Provide incentives and rewards for excellence in teaching.</p> <p>1a) Examine the reward system to promote excellence in teaching. This should parallel the incentive system for successful grant procurement.</p>	<p>1) Teaching award programs should go beyond the one-time acknowledgment of excellence. Faculty receiving teaching effectiveness awards are resources to the campus in its efforts to develop effective instructional approaches and encourage faculty development. These faculty provide a valuable resource in addressing undergraduate education and faculty development, and should become an integral part of the department's strategic planning efforts.</p>	<p>1) <u>Timeline</u>: AY11-12. <i>Recognize progress through the development of a specific financial incentive program for excellence in teaching. In addition, the nomination of an HES faculty member for University and national awards/recognitions must continue to be pursued.</i></p>
<p>2) Decrease class sizes in upper division courses to enhance teaching and learning.</p>	<p>2) Smaller class size can enable more intensive/focused learning. In addition, we intend to continue to carefully explore how to effectively deliver content to larger classes.</p>	<p>2) <u>Timeline</u>: AY11-12. <i>Recognize progress by realizing an increase in the number of teaching faculty.</i></p>
<p>3) Continue to develop methods and strategies to better teach classes of different sizes.</p>	<p>3) Specific analysis/assessment of content delivery methods and best practices is needed to optimize teaching across a range of class sizes.</p>	<p>3) <u>Timeline</u>: AY11-12. <i>A committee should be tasked with exploring this issue and reporting to faculty.</i></p>

Goal 1-6: Faculty and students will have access to state-of-the-art learning opportunities enabled by continuous assessment and improvement of classroom and laboratory, facilities, and environments.

Strategy	Rationale	Timeline/Metric
<p>1) Enhance classrooms and laboratories with state-of-the-art equipment and technology.</p> <p>1a) Establish an ongoing process of replacing equipment in lecture and lab courses</p>	<p>1) Through the use of advanced technology, the process of learning in the classroom can become significantly richer as students have access to new and different types of information.</p> <p>1a) Department laboratories must provide the facilities and equipment for a wide variety of physiological and performance testing. Facilities must receive ongoing substantial renovation, equipment maintenance, and the purchase of various pieces of new equipment.</p>	<p>1) <u>Timeline:</u> Ongoing</p> <p><i>1a) Recognize progress through the ongoing evaluation and upgrading of the quality of technology in classrooms and laboratories, and by exploring the feasibility of interdepartmental teaching lab facilities (i.e SBME).</i></p>

Goal 1-7: Broaden the integration of international perspectives in students' programs of study and promote interdisciplinary experiences.		
Strategy	Rationale	Timeline/Metric
1) Increase the number of students in an international learning experience by enhanced marketing of international opportunities early in student's academic career	1) Today's global challenges demand international competence. Students who study abroad in quality programs for academic credit; engage in service and experiential learning, internships, and research; and study foreign areas and languages are far better prepared for the demands of the twenty-first century.	1) <u>Timeline</u> : AY11-12. <i>Recognize progress through the realization of an increase in the number of students studying abroad.</i>
2) Establish a designated bulletin board and online information source within the department to promote international opportunities for students.		2) <u>Timeline</u> : AY 11-12. <i>Develop a designated bulletin board promoting international experiences. Such opportunities can also be made explicit on the HES webpage, in HES 120, and through the academic support coordinators.</i>
3) Increase the number of credit-bearing internships abroad.		3) <u>Timeline</u> : Ongoing. <i>Recognize progress through the realization of an annual increase in the number of internships abroad.</i>

Goal 1-8: Promote undergraduate and graduate experiential learning and research opportunities.		
Strategy	Rationale	Timeline/Metric
<p>1) Enhance the funding of the Undergraduate HES Faculty Scholarship Award by promoting student involvement in the Honors Program and exploring other funding opportunities for the award.</p> <p>1a) Increase awareness of research opportunities in HES. Such opportunities can also be made explicit in HES 120 and through the academic support coordinators.</p>	<p>1) Undergraduate research gives students a taste of what a career in science would be like and an edge in applying for graduate schools and jobs. As a matter of fact, many graduate schools and employers have come to expect it.</p>	<p>1) <u>Timeline</u>: AY12-13. <i>Recognize progress through the realization of an increase in the number of applicants and research awards.</i></p> <p>1a) <u>Timeline</u>: AY12-13</p>
<p>2) Attract high-ability HES students to the Discipline Honors Scholar program – Track 2 by advertising the program within courses and on bulletin boards and the HES website.</p> <p>2a) Assess the current recruiting plan for the Discipline Honors Scholar Program – Track 2.</p> <p>2b) Add HES courses to the Discipline Honors Scholar program – Track 2.</p>		<p>2a) <i>Recognize progress by observing an increase in the number of HES students participating in the Discipline Honors Scholar Program Track-2.</i></p> <p>2b) <i>Recognize progress by the approval of two additional HES classes to the Discipline Honors Scholar Program Track-2.</i></p>
<p>3) Increase the number of students participating in the HES Living / Learning Community by updating the description of the program on the department website.</p>	<p>3) The HES Living and Learning Community is a residential program for students who share similar academic interests, or an interest in a multi-cultural living experience, in Corbett Hall. In this living-learning option, HES students attend classes with a cohort of Corbett peers and have an Academic Support Coordinator meet with them in the residence hall.</p>	<p>3) <u>Timeline</u>: AY12-13. <i>Recognize progress by an increase in the number of HES students involved in the HES Living/Learning Community.</i></p>
<p>4) Continue to pursue means to recognize and reward faculty involvement in undergraduate and graduate research mentoring.</p>	<p>4) Mentoring students at all levels provides a unique training opportunity for the best students. It also requires a considerable investment of faculty time.</p>	<p>4) <u>Ongoing</u></p>

Goal 1-9: Promote continuous assessment and improvement in learning outcomes		
Strategy	Rationale	Timeline/Metric
1) Monitor learning outcomes and measurement strategies utilized in <i>other senior capstone courses</i> to the newly adopted HES capstone classes: <i>HES 456 Advanced Wellness Programming and HES 476 Exercise and Chronic Disease</i> .	1) HES 492 Senior Seminar was dropped from the department's AUCC Category 4 A and C (Depth and Integration/ Capstone) and replaced with HES 456 Advanced Wellness Programming for the Health Promotion Concentration and HES 476 Exercise and Chronic Disease for the Sports Medicine Concentration.	1) <u>Timeline</u> : Immediate. <i>Recognize progress through the adaptation of assessment strategies in new Capstone classes.</i>

Goal 1-10: Increase success and persistence to degree among quality students.		
Strategy	Rationale	Timeline/Metric
1) Deploy the talents of the three new Academic Support Coordinators to facilitate the recruitment, retention, and training of the very best undergraduate students.	1) The Academic Support Coordinators and advising staff will help assure a quality academic advancement program for HES majors and will offer continuity and consistency to the formal academic advising program.	1) <u>Timeline</u> : AY 11-12. <i>An assessment/annual evaluation of these positions can provide direction for any future modifications of goals/time commitment.</i>
2) Create a process for promoting student retention through enhanced first-course services (HES 145, HES 207) by developing and advertising on syllabi a tutoring program for HES 145 and HES 207.	2) Underclassmen require additional assistance in the early courses that require a minimum GPA level for continuance in the major.	2) <u>Timeline</u> : AY 11-12. <i>Recognize progress by the development of tutoring programs for early courses.</i>
3) Promote utilization of the General Education Tutoring Center and the First-Year Center through the inclusion of program description on all appropriate syllabi.	3) Making assistance and guidance available for underclassmen would promote retention toward degree.	3) <i>Recognize progress by the addition of each University assistance program to all department course syllabi.</i>
4) Examine retention rates of students residing in the two floors of the HES Living and Learning Communities.	4) The Living and Learning Community program is a valuable resource for promoting a positive learning experience and has been shown to increase student academic performance and retention.	4) <u>Timeline</u> : AY12-13. <i>Recognize progress by an analysis of retention rates of students in the LLC and comparing those rates to cohorts living in other resident halls.</i>
5) Make a formal contact with at-risk students with GPAs below 2.3 to link them with a department advisor and tutoring services.	5) These at-risk students need guidance about developing skills to remain in the program or advice about moving to other programs.	5) <u>Timeline</u> : AY 12-13. <i>Letters sent to all at-risk students.</i>
6) Make formal contact with all freshmen and transfer student within first 6 weeks of the semester.	6) Establishing contact early, and making the academic support resources (including Academic Support coordinators) available to new students should facilitate retention.	6) <u>Timeline</u> : Immediately. Deploy the Academic Support Coordinators in this effort.
7) Create a mentoring program linking successful upper division majors with new students.	7) Peer mentoring is part of a long-term academic success plan for HES majors.	7) Immediately. Deploy the Academic Support Coordinators in this effort.

<p>8) Encourage faculty participation in events outside of the classroom that facilitate the development of mentoring relationships: Homecoming Race, RAM Welcome, Activities in the HES Living and Learning Community, Adult Fitness Program, University Honors Program, Heart Disease Prevention Program, research activities.</p>	<p>8) These outreach programs are critical to the overall benefit of the academic program, and faculty support and attendance at these events are important.</p>	<p>8) <u>Timeline</u>: Ongoing. <i>Recognize progress by realizing an increase of faculty participating in events outside of the classroom.</i></p>
<p>9) Invite a speaker to a faculty meeting or seminar to discuss appropriate teaching strategies to promote sensitivity to varying learning styles of students.</p>	<p>9) This strategy and others that facilitate ongoing training/re-training will facilitate excellence in teaching and learning throughout our faculty and curricula and contribute to student success in degree completion.</p>	<p>9) <u>Timeline</u>: AY 12-13</p>
<p>10) Train front-line staff and work-study students regarding campus resources that provide assistance to students and culturally relevant support services.</p>	<p>10) This communication informs student to connect with an appropriate University personnel that specialize in academic and career advising.</p>	<p>10) <u>Timeline</u>: AY 11-12. <i>Realize progress by the annual training of department staff and work-study.</i></p>
<p>11) Establish an ad-hoc committee for advising, retention, and diversity. Committee makeup – 50% students, 50% faculty.</p>	<p>11) This committee will monitor trends and recommend strategies and programs to respond to the needs of students.</p>	<p>11) <i>Committee established and begin annual meetings AY 11-12.</i></p>
<p>12) At the start of each semester, provide all HES majors with the following information via University e-mail and website: a) department advisor office hours, b) a list of campus resources available to students, c) updates on curriculum and advising materials, d) reminders of academic scheduling dates, e) a list of dates and times of the professional speaker series.</p>	<p>12) This approach will ensure that all students are provided with tools to facilitate their success.</p>	<p>12) <i>Information starts being sent AY 11-12.</i></p>

13) Assess the value and impact of <i>HES 120 Introduction to Health and Exercise Science</i> .		<i>13) Recognize progress by developing a means of evaluating the value of this introductory course.</i>
14) Assess the value and impact of the Health and Exercise Science Living and Learning Community.		<i>14) Recognize progress by developing a means of evaluating the value of this department program.</i>
15) Assess the impact of Academic Support Coordinators	15) The optimal utilization of these valuable positions requires attention to detail in assessing impact and modifying position goals as needed.	15) <u>Timeline</u> : AY 12-13

Strategic Planning Area 2: Research and Discovery		
Goal 2.1 Maintain the current upward trajectory of research productivity and annual external research expenditures		
Strategy	Rationale	Timeline/Metric
1) Increase the number of established and early stage faculty with substantial renewable extramural grants.	1) CSU is a research intensive institution, with explicit goal of reaching \$500 million in annual extramural finding. HES has made the goal of growing a nationally recognized program of extramurally funded research a priority. Pursuing these goals requires a sustained investment in both infrastructure and human resources. With respect to the latter, it is essential that support be provided to BOTH pursue and maintain these extramurally funded research programs. The next 5 yrs that are the focus of this HES Strategic Plan are critical for maintaining the productivity of faculty recently hired to establish nationally-recognized research programs. Recent acquisition of small, short-term/non-renewable and/or mentored/salary (K) grants are not a means of funding a sustainable independent research program.	1) <u>Timeline</u> : Immediate and ongoing. <i>Efforts must be coordinated with discussions on workload and faculty accountability. Among other goals, aim to have 4 or more HES faculty with RO1 (or comparable) funding by 2015.</i>
<p>2) Maximize the time and funds available to faculty that are currently supported by small, short-term/non-renewable and/or mentored/salary (K) grants to support a transition to substantial renewable extramural grants.</p> <p>2a) Decrease the standard teaching load of faculty engaged in extramurally funded research to as low as is feasible.</p> <p>2b) Optimize class design to meet both the departmental goals of high quality instruction and the release time necessary to reach institutional and departmental goals on research productivity:</p> <p>2bi) Consider the impact of combining sections of selected core science</p>	<p>2) Achieving the aims of excellence in research requires sustained investment in the human resources required to facilitate such programs. In the competitive current funding environment, it is critical to immediately establish parity of teaching loads with peer faculty at other institutions with whom our faculty compete on the federal level.</p> <p>2 a-b) This strategy will</p> <ul style="list-style-type: none"> • increase time faculty can devote to developing their research programs and securing major grant funding. • enhance the quality of education for undergraduate students by allowing faculty adequate time to balance course preparation with other responsibilities. This aim can further leverage faculty expertise to the benefit of students by better aligning teaching opportunities with faculty expertise/training. 	<p>2) <u>Timeline</u>: Immediate. <i>Begin discussion internally and with dean reading implementing appropriate changes in workload distribution/reporting with ongoing re-evaluation over the next 5 years</i></p> <p>2a) <i>Strategic reduction in standard teaching load implemented SP2011. Assess impact and continue to explore means to balance departmental goals for teaching and research excellence.</i></p> <p>2bi) <i>Strategic implementation in HES 403 SP2011. Assess impact</i></p>

<p>courses (e.g. HES 207, 307), adding recitations as possible. This obviously needs to be balanced against class-size aims stated elsewhere in the plan.</p> <p>2bii) Institute team teaching approach in key courses to capitalize on faculty areas of strength and minimize new class preps.</p>		<p><i>and implement where feasible in other courses.</i></p> <p><i>2bii) Plan to strategically implement in HES 476 in Fall 2011. Assess impact and implement where feasible in other courses.</i></p>
<p>3) Submit an interdisciplinary training grant (pre-doc or post-doc) as home department or collaborating unit</p>	<p>3) This will enhance funds available to trainees and help maximize time available to faculty to focus on research</p>	<p>3) <i>Plan is being explored with CMB program in 2011. Explore additional collaborative opportunities (i.e., FSHN, BMS, or other units). Secure training grant by 2015.</i></p>
<p>4) Aggressively pursue the hiring of tenure track and teaching faculty lines</p>	<p>4) Hiring of additional tenure track and special appointment teaching faculty would greatly enhance our ability to continue providing the excellent undergraduate education we already provide while simultaneously continuing our upward trajectory of research productivity.</p>	<p>4) <u>Timeline</u>: Immediate. <i>In addition to traditional means of support (Provost, RI), explore alternate/non-traditional /entrepreneurial means to support such hires.</i></p>
<p>5) Effectively implement the new Academic Support Coordinators to assist in balancing faculty time burdens.</p>	<p>5) Such a position enhances undergraduate education, provides a centralized site for academic advising resources, and can provide additional time for extramurally funded faculty to sustain their research programs.</p>	<p>5) <u>Timeline</u>: Immediate.</p>
<p>6) Utilize ongoing and new efforts to strategically redirect some of indirect costs recovered from extramural grants obtained by the department to faculty and research staff support. This may include:</p> <ul style="list-style-type: none"> • GRA positions • Bridge or pilot grants. • Core equipment and service contracts • Securing physician/researcher coverage, and/or lab technician support 	<p>6) Indirect costs allocated toward increasing the research activity/productivity of our present faculty will maximize the competitiveness of these faculty for sustainable, renewable funding, and can enhance graduate education by involving graduate students in the teaching of core sciences.</p>	<p>6) <i>Continue strategic investment of indirect cost recovery and develop means to monitor PI accountability and investment outcomes.</i></p>

<ul style="list-style-type: none"> • Travel/seed money for pursuing new research ventures. 		
7) Continue to work with administration to implement a program to reward extramural grant procurement with increased salary from direct or indirect costs while grant is active.	7) Rewarding extramural grant success is a straightforward incentive program which can serve to promote the research goals of the unit.	
8) Implement a plan for increasing faculty salaries to a level commensurate with other faculty of similar rank and research productivity at CSU.	8) This is essential for attracting new faculty and retaining the current faculty responsible for the past upward trajectory of increasing research expenditures and future research productivity of the department.	8) <u>Timeline</u> : Immediate.
9) Implement plans to increase/create programs that generate funds to support improvements in the quality of both undergraduate and graduate education and research training.	9) Creative development of new outreach programs provide opportunities for integration of the three domains of the land-grant mission.	9) <i>Develop a team to identify viable options in 2012. Implement at least one program by 2013 and assess impact/outcomes.</i>
10) Examine the recruitment of and curriculum for masters level graduate students. For those MS applicants with an interest in research/pursuit of the PhD, facilitate the transition to a faculty mentor's lab.	10) This will enhance the quality of the graduate program and facilitate placement of MS graduates in quality doctoral programs.	10) <i>Develop a team to work with Graduate Program director to develop and implement a specific plan before the 2012 recruitment process begins.</i>
11) Join forces with on-campus individuals with shared research goals, to position ourselves well to receive University resources (Cluster hires, infrastructure grants, etc) directed toward focused research areas	11) The University directs resources toward research programs mostly likely to be successful at acquiring significant extramural funding and developing marketable products/intellectual property. Being part of these efforts will contribute to the upward trajectory of the HES and CAHS research programs.	11) <i>Cancer supercluster proposal submitted SP2011. Continue to push opportunities and facilitate faculty interactions with other units in pursuit of this goal.</i>
12) Identify opportunities within our research programs to pursue ideas in line with CSU ventures/patents/marketable ideas.	12) Entrepreneurial efforts, where consonant with faculty strengths and program aims, may provide an alternate means of pursuing sustainable funding. Mechanisms like SBIR/STTR, as well as industry funded grants are among those to be considered.	12) <u>Timeline</u> : Immediate.

13) Investigate cost:benefit ratio for establishing a more formal collaboration with University of Colorado Denver Health Science Center (UCD)	13) This strategy may provide more resources for faculty and trainees at both UCD and CSU and it should be aimed at making collaborative efforts more seamless from the standpoint of Sponsored Programs and Regulatory compliance.	13) <u>Timeline</u> : AY 12-13.
14) Investigate the value to becoming a site for training professional students (MD, MD/PhD, RN, PA) from area professional programs (UNC, UCD, others?)	14) This strategy COULD provide more resources for faculty and trainees for all institutions involved.	14) <u>Timeline</u> : AY 12-13. <i>Identify the pros and cons and strategic opportunities for growth in this area.</i>
15) Pursue more active collaborations with Medical Center of the Rockies Foundation (MCRF) for clinical trial opportunities	15) The MCRF is growing their capabilities to perform clinical trials that could include in-patient resources and high level of medical coverage that is difficult to accommodate within the HPCRL. MCRF is establishing a relationship with CSU Sponsored Programs to facilitate these types of efforts. 15a) Intentional development of collaborative relationships within the new PVHS-University of Colorado Hospitals merger may provide for expanded research and training opportunities.	15) <u>Timeline</u> : AY 12-13. <i>Identify the pros and cons and strategic opportunities for growth in this area.</i>
16) Formalize and initiate new collaborations with PVHS to grow research programs	16) PVHS faculty/staff are an important resource that could help with patient/subject recruitment and care of chronic disease populations that are the focus of our research programs.	16) <u>Timeline</u> : AY 12-13. <i>Identify the pros and cons and strategic opportunities for growth in this area.</i>
17) Continue to market aggressively the work done in the Department on campus and nationally	17) Continuing to increase local and national awareness of the capabilities and successes of HES research programs will facilitate establishment of new collaborations, acquisition of new extramural funding, etc.	17) <i>Develop a strategic plan/template for pursuit of this goal and develop a means of outcome assessment.</i>
18) Support faculty in finding and funding sabbaticals that will develop both skills and relationships related to extramural grant success	18) Strategic investment in training sabbaticals can provide faculty with new skills and new collaborative opportunities. This enhances the opportunities for scholarship and can position the faculty member for continued/new success in competing for extramural grants.	18) <u>Timeline</u> : Immediate. <i>Identify strategic opportunities for supporting this investment.</i>

19) Explore hiring of self-funded (soft money) research scientists.	19) Bringing greater research capability and extramural funding to the HES research programs will promote the overall growth of our Research and Discovery achievements.	19) <i>Begin immediately to identify strategic opportunities for supporting this investment in department research and training infrastructure.</i>
20) Integrate honors students into research earlier in their undergraduate programs.	20) Honors undergraduate students who are integrated into research programs in their first year at CSU are far more likely to experience great success in their undergraduate research endeavors while simultaneously helping provide skilled personnel to our research programs.	20) <i>Discuss the plan with Honor's program and OURA staff. Consider modeling after HURS program. Implement as soon as possible. Involve Academic Support Coordinators in process.</i>
21) Pursue opportunities for research infrastructure/equipment grants.	21) Growing the infrastructure/equipment resources will enhance the capabilities of our faculty engaged in research and provide opportunities of additional collaboration.	21) <u>Timeline</u> : Immediate.
22) Continue applying for renewal of our Program of Research and Scholarly Excellence (PRSE)	22) The PRSE brings both visibility and financial support to the program.	22) <i>Fall 2011 is next cycle. WE should position the unit for ongoing support via this mechanism. Due 10/26/2011.</i>
23) Continue pursuing the naming of members of our faculty with Monfort, University Distinguished Professor, and other prestigious awards including those in faculty's professional organizations	23) University-wide recognition and honors such as these enhance the visibility and reputation of the department, even if the application is not selected.	23) <u>Timeline</u> : Immediate and ongoing
24) Increase the participation in programs promoting research education in diverse student populations such as the Alliances for Graduate Education and the Professoriate.	24) Intentional pursuit of AGEP and related training opportunities simultaneously meets the departmental vision for diversity, enhances the quality of graduate education, and can provide additional funding opportunities specifically dedicated to underrepresented minorities pursuing careers in the biomedical sciences.	24) <u>Timeline</u> : Immediate and ongoing
25) Develop a template for the common training of PRAs, GRAs, and all other trainees on good lab practices in the HPCRL, and in the wet lab in particular.	25) In addition to statutory obligations pertaining to radiation safety, disposal of hazardous waste, and disposal of biohazards, common training on good lab practices makes for both a safer lab environment and better quality science for the entire department.	25) <u>Timeline</u> : Begin immediately; distribute training template before the end of 2011.

Strategic Planning Area 3: Service, Outreach, & Engagement		
Goal 3-1: Translate the outcomes of research and discovery into innovation in service, outreach, and engagement		
Strategy	Rationale	Timeline/Metric
1) Enhance the communication of novel translational research findings (both from HES labs and within the respective disciplines) to faculty and staff engaged in outreach efforts.	1) The central mission of CSU includes integration of all three components of the tripartite mission of a land-grant institution. HES has extraordinarily talented faculty and staff engaged in research and discovery, teaching and mentoring, and in outreach and engagement. Continued efforts to translate the research and discovery efforts into both the classroom and the public is consonant with the CSU mission and enhances both the visibility and potential impact of HES activities.	1) <u>Timeline</u> : Ongoing
2) Intentionally pursue new outreach efforts that can be sustainable, that integrate the research and teaching mission, and that are at least self-funding, if not net revenue generating.	2) The opportunities for innovative new outreach programs that are consonant with the HES mission and which can provide service to the state of Colorado are numerous. While the existing programs have an excellent track record, careful pursuit of new outreach programs may provide opportunities for integrating the research, teaching and mentoring efforts in novel ways.	2) <u>Timeline</u> : Ongoing. <i>Specific target dates should be developed to explore and pursue efforts that make the most sense. The development and implementation of at least one new outreach program by 2015 is strongly recommended.</i>
3) Promote faculty participation in outreach and engagement efforts	3) Promote faculty involvement in departmental and university engagement events, community service, engagement, and educational events.	3) <u>Timeline</u> : Ongoing

Goal 3-2: Be recognized as the premier provider of comprehensive programs designed to enhance human health and disease prevention across the lifespan for communities and citizens in the region.

Strategy	Rationale	Timeline/Metric
1) Strive for excellence and innovation in existing service and outreach programs by assessing the aims, delivery, success, and financial impact of each program.	1) Continued (intentional) efforts to explore better ways to meet the outreach and engagement mission are part of the departmental pursuit of excellence in all areas.	1) <u>Timeline</u> : Ongoing. <i>Requires a deliberate examination of current programs to determine how best to optimize human resources, infrastructure, and the attendant business models.</i>
2) Pursue CSU funding and designation of the HPCRL as a “core facility” for human clinical research services.	2) Central support of the clinical testing services currently in place in the HPCRL (as well as new services) enhances the research capacity of HES faculty and can improve the visibility of the programs within the unit.	2) <i>Submit core infrastructure proposal in next round of funding (AY 13-14).</i>
3) Leverage the HES seminar series to interface with outreach/engagement efforts. One speaker per year can be designated as a focus for such engagement efforts, and the seminar marketed accordingly.	3) Such efforts can showcase the quality of ongoing research/discovery efforts within the unit. Additionally, this should facilitate development efforts.	3) <u>Timeline</u> : AY 11-12
4) Continue efforts to make service programs available to diverse populations. This can include specific marketing strategies and continued pursuit of a means of support for low income and underserved populations (Caring for Colorado Grant)	4) The department has a consistent record of both research and discovery related to ethnic health disparities; the aim is consonant with both the HES mission and the overall CSU mission.	4) <u>Timeline</u> : Ongoing
5) Integrate evidence-based research approaches into all service programs.	5) Infusion of rigor and academic/professional excellence in to all aspects of departmental activities is critical to the success of the department.	5) <u>Timeline</u> : Ongoing
6) Enhance and expand existing programs and events to provide better service, increase enrollment/revenue, and provide additional student training and research opportunities. <ul style="list-style-type: none"> • Adult Fitness • After-School Program • Heart Disease Prevention Program • Homecoming Race • Noon Hour Faculty/Staff Fitness Program 	6) Existing programs are strong, but external and internal competition requires constant improvement and program development to meet changing needs.	6) <u>Timeline</u> : Ongoing. <i>Evaluate success through participant assessment and continual program development.</i>

<ul style="list-style-type: none"> • Youth Sport Camps <p>6a) Evaluate business models and conduct needs assessments for adding new revenue-generating programs.</p>		
<p>7) Review emergency protocols and participation guidelines.</p>	<p>7) Participant and staff safety is paramount.</p>	<p>7) <u>Timeline</u>: Annual.</p>
<p>8) Assure inclusion of diverse populations in all programs.</p> <p>8a) develop strategies for participation access for low income participants through scholarship programs.</p>	<p>8) Healthy People 2020 lists disparate health care as a primary concern; it is important to include members of all groups.</p> <p>8a) Continue recent success of Re/Max Northern Colorado sponsorship of Youth Sports Camps providing scholarships for low income youth.</p>	<p>8) <i>Ongoing via targeted marketing (e.g., website and publication photos, marketing procedures. Recognize success by inclusion of diverse participants.</i></p> <p>8a) <u>Timeline</u>: Ongoing. <i>Continue aggressive grant-seeking efforts. Success is measured through successful grant procurement.</i></p>
<p>9) Target the HPCRL as “Fitness Assessment Central” for firefighters and emergency service personnel.</p>	<p>9) The HDPP currently provides frequent fitness assessments to a large percentage of this group; expanding statewide is a logical next step.</p>	<p>9) <u>Timeline</u>: AY 2011-2012. <i>Examine methods of further expansion.</i></p>
<p>10) Examine need and potential impact of establishment of “geriatric frailty prevention” program.</p>	<p>10) As the population continues to age, this need will become increasingly obvious and important. In addition, such a program builds on strengths within the department and across campus.</p>	<p>10) <u>Timeline</u>: AY 2012.</p>

Goal 3-3: Leverage human resources to develop service programs to enhance student learning, provide research opportunities and databases, and generate revenue.		
Strategy	Rationale	Timelines/Metric
1) Increase student training opportunities in existing outreach programs.	1) Current and future outreach programs provide excellent hands-on learning opportunities for undergraduate and graduate students.	1) <u>Timeline</u> : AY 11-12. <i>Work on promotional plans with Academic Support Coordinators.</i>
2) Develop models to leverage existing outreach programs/facilities to expand the research and discovery capacity of the unit.	2) Integration of outreach and research activities (such as has been ongoing within the HDPP) can provide novel opportunities for extramurally funded research.	2) <u>Timeline</u> : Ongoing.
3) Aggressively pursue new space to meet the needs of the outreach and engagement efforts of the unit.	3) HES is in need of permanent non-shared space for Youth Sports Camps and After-school outreach programs.	3) <u>Timeline</u> : AY 11-12.
4) Increase student service-learner involvement in outreach programs (e.g., Noon Hour, Youth Sport Camps, Heart Disease Prevention Program, Adult Fitness).	4) Practical experience benefits the student and the program alike.	4) <i>Ongoing via intra-departmental marketing and development of service-learning credits.</i>

Goal 3.4: Promote performance and innovation in service and outreach		
Strategy	Rationale	Timeline/Metric
1) Promote faculty involvement in development and implementation of Department and University events and programs.	1) Every faculty member can make valuable contributions to the creation and delivery of programs.	1) <u>Timeline</u> : Ongoing . <i>Set expectation for involvement in appropriate activities.</i>
2) Appropriately recognize/reward faculty and staff participation in article and grant review and professional society membership and leadership/administration.	2) Service to professional organizations is an important responsibility in continuing to advance or field.	2) <u>Timeline</u> : Ongoing.
3) Promote faculty and staff involvement in community service and wellness initiatives (e.g., Healthier Communities Coalition, COPAN, CanDO!, Obesity Prevention, etc.).	3) Continued involvement in community wellness programs is a primary component of the Department mission.	3) <u>Timeline</u> : Ongoing

Goal 3.5: Utilize HES programs and targeted marketing to facilitate increased recognition and involvement from the community		
Strategy	Rationale	Timeline/Metric
1) Develop efficient management strategies for educational programming and community tours of facilities and programs.	1) Community involvement and support are crucial for the continued success and development of our programs.	1) <u>Timeline</u> : AY 2011-2012. <i>Develop website application and information; develop standardized sessions. Engage the Academic Support Coordinators in this effort.</i>
2) Maintain quality of facilities and address maintenance and cleaning issues.	2) Appearance, cleanliness, and safety are components of professionalism.	2) <u>Timeline</u> : AY 2011-2012.

Goal 3-6: Prepare and empower learners outside the campus environment		
Strategy	Rationale	Timeline/Metric
1) Encourage and facilitate faculty participation in quality educational off-campus programs.	1) Faculty and student involvement in high quality public health education/outreach efforts provides opportunities for translation of research and enhances the visibility of HES activities.	1) <u>Timeline</u> : Ongoing.
2) Explore the costs and benefits of expanding the HES distance education offerings.	2) Distance education appears to be part of a growing CSU and national effort to meet the needs of diverse and non-traditional students. Careful exploration and expansion of HES distance education efforts can expand the reach of the unit and meet the needs of education and training beyond the borders of the CSU campus.	2) <u>Timeline</u> : AY 2011-2012.
3) Engage CSU alumni and former faculty in outreach and engagement efforts.	3) HES alumni are a demographic that is invested in the health and activities of the unit. Engaging them in creative ways as part of both outreach and training efforts provides a means by which HES alumni can remain in contact with the department and allows for networking opportunities for current HES faculty and students.	3) <u>Timeline</u> : AY 2011-2012 and ongoing. <i>Involve the Academic Support Coordinators in this effort.</i>
4) Work with emeritus faculty in HES as a means to provide engagement opportunities and leverage their expertise in mentoring, teaching, and outreach.	4) Emeritus faculty represent a high talent group of experienced academics who have much to offer. Involving their talents in mentoring, teaching, and outreach has the potential to enhance the quality of all of these efforts.	4) <u>Timeline</u> : AY 2011-2012 and ongoing.

Strategic Planning Area 4: Resources and Support		
Goal 4-1: Enhance the level of institutional support for human resources		
Strategy	Rationale	Timeline/Metric
1) Implement a plan for increasing all faculty salaries to a level commensurate with other faculty of similar rank and productivity at CSU and peer institutions nationally.	1) This is essential for attracting new faculty and retaining the current faculty responsible for the past upward trajectory of increasing research expenditures and future research productivity of the department.	1) <i>Begin immediately and pursue until successful. Goal is to achieve 100% equity with CSU and peer institutions as soon as possible.</i>
2) Enhance employee compensation.	2) In addition to faculty salaries (#1 above), continued efforts to make the compensation packages as attractive and competitive as possible for special appointment, administrative professional, and state classified employees is needed.	2) <u>Timeline</u> : Ongoing. <i>Efforts should be made to achieve staff/employee parity relative to peer units at CSU as soon as possible.</i>
3) Increase the number of academic faculty (tenure track and special appointment), departmental support staff, academic support coordinators, and research support staff throughout the department.	3) As has been noted throughout this strategic plan, HES remains critically understaffed. Targeted hires of academic faculty (tenure track and special appointment), departmental support staff, academic support coordinators, and research support staff are essential to the long-term viability of the unit.	3) <u>Timeline</u> : Ongoing. <i>Secure and retain the two open HES positions in Fall 2011 and initiate search in AY 11-12 for these positions. Work to secure additional positions to address student: faculty ratio with an aim of at least one new hire per year for duration of the plan (through 2015).</i>
4) Enhance the role of HES emeritus faculty by involving emeritus faculty in graduate student mentoring/committees, university committees, development/outreach, and teaching.	4) Emeritus faculty represent a rich history, knowledge base, and resource for potential student and faculty mentoring.	4) <u>Timeline</u> : AY 2011-2012. <i>Identify and involve emeritus faculty in departmental activities as soon as possible.</i>
5) Retain differential tuition, and work towards a model in which all differential tuition is allocated to the unit that generates it.	5) Retention of differential tuition in the unit that generates the revenue allows for direct reinvestment in departmental programs and human resources.	5) <u>Timeline</u> : AY 2011-2012.
6) Develop a standard template for annual evaluation of research associates (PRA) and administrative professionals.	6) Consistent performance reviews for all members of the department is in the best interests of all employees and can contribute to the overall quality of the unit.	6) <u>Timeline</u> : AY 2011-2012.

<p>7) Secure adequate RI funding to lower our undergraduate student majors to tenured/tenure-track faculty ratio of 82:1 to the college level of 37 and then to the University level of 18. (This goal is consonant with goals stated under Strategic planning areas 1 (teaching and learning) and 2 (research and discovery), and is critical to the departmental vision.</p>	<p>7) We are very pleased to have differential tuition phased in from FY 12-FY 14; however, our growth has been so rapid that we need an allocation of RI funded tenure-track positions from central administration as well. It is critical during the next few years to strike the correct balance of majors to tenured and tenure-track faculty. Strategies may include a cap of the major, balanced against the corresponding loss/gain of differential tuition. Heroic efforts will be made to retain and invest differential tuition (without central and dean's withholding if possible) in faculty positions.</p>	<p>7) <u>Timeline</u>: AY 2011-2012.</p>
<p>8) Secure an academic physician position to conduct research, teach and provide medical supervision for human experiments and outreach programs in the HPCRL.</p>	<p>8) Such a position is a natural progression from the current medical coverage situation. Funding should be explored through a variety of channels (development endowed chair, clinical core funding, RI, etc.)</p>	<p>8) <u>Timeline</u>: AY 12-13 and beyond</p>

Goal 4-2: Build necessary infrastructure to support academic, research, and outreach mission of the unit.		
Strategy	Rationale	Timeline/Metric
1) The program plan has been developed and the building is on the Physical Development Plan for a 19,863 gsf academic addition at a cost of \$15,350,000. The strategy will be to advocate strongly to the administration to make this badly needed building a priority for funding.	1) HES houses one of the largest undergraduate majors on campus and is presently limited to a building with three classrooms with a total capacity of <150 students. The construction of an academic addition is critical to meet the needs of this large and growing student population. There is a critical need for teaching lab space, office space, and classrooms to serve this large and growing student population.	1) <i>Advocate as priority in AY 11-12, with goal of completion of the academic addition by AY 14-15.</i>
2) Develop a shared funding plan for the HPCRL Phase III addition with the Vice President for Research, Dean's Office, and department. Design a 7,175 gsf space and a remodel of existing space as needed to create needed adjacencies and efficiencies.	2) The research activities in the HPCRL are already at or above capacity, and programs already "spill over" into adjacent spaces. Continuing to meet the research aims of our very talented faculty and new faculty to be hired demands adequate space. Construction costs are low thus rapid progress on this goal saves significantly on total costs.	2) <u>Timeline</u> : AY 2011-2012.
3) Developing a design and the requisite university funding for safety upgrades (sprinkler system and asbestos abatement) in the Moby-B wing.	3) The proposed safety upgrades are fundamental to building safety. The upgrades will materially impact employee and student safety.	3) <u>Timeline</u> : AY 2011-2012.
4) Work with facilities and other relevant parties to develop a plan for facilities use (new or remodeled) to meet the needs of the after school program.	4) A stable, safe, and adequate space for the after school program is essential to the growth of this community outreach program.	4) <u>Timeline</u> : Ongoing.

Goal 4-3: Expand annual development activities in collaboration with college development staff		
Strategy	Rationale	Timeline/Metric
1) Increase annual giving from alumni by increasing both the number of alumni who give and the amount of each gift.	1) HES alumni represent a large demographic with strong ties to the unit. Providing them with a variety of options to invest in HES simply makes sense.	1) <u>Timeline</u> : Ongoing.
2) Endow the HES research seminar.	2) The endowment of the HES research seminar is a major goal of current development activities. The seminar series has done a magnificent job of highlighting the quality work of the department and increased the visibility of HES. In addition, it allows HES faculty and students to interact with successful scholars from other campuses. The development of a stable source of endowment/support for the seminar series would enhance the seminar and departmental image.	3) <u>Timeline</u> : AY 2013-2014. <i>Goal: \$200,000</i>
3) Obtain an endowed chair position.	3) The endowment of a chair in HES also remains a major priority on the HES development plan. The ability to recruit a high profile senior research scientist depends on success in this effort. Such a position is envisioned to enhance graduate and undergraduate training and faculty development.	3) <u>Timeline</u> : Ongoing , with a goal of stable endowment by 2015. <i>Goal: \$3,000,000</i>
4) Increase the number of endowed scholarships available to undergraduate and graduate students.	4) Students are increasingly shouldering more of the burden for the university budget. Scholarships can lessen this burden and enhance the image of the department.	4) <u>Timeline</u> : Ongoing, with a goal of one new scholarship per year. <i>Goal: \$25,000 per scholarship</i>
5) Obtain a graduate student endowment.	5) This endowment would be intended to fund student research, travel to present research, emergency funds, etc.	5) <u>Timeline</u> : Ongoing. <i>Goal: \$100,000</i>
6) Develop a research equipment and maintenance fund.	6) Such a fund is critical to support research; it will free up investigator funds for direct research spending. Aggressively pursue in-kind equipment gifts by cultivating industry relationships.	6) <u>Timeline</u> : Ongoing. <i>Goal: \$500,000</i>

Goal 4-4: Explore new and expand existing revenue generating programs		
Strategy	Rationale	Timeline/Metric
1) Carefully evaluate the distance education market for both individual courses and programs of study that are consonant with the HES academic mission and that are attentive to on-campus teaching, research, and service expectations of the faculty.	1) Distance education is a powerful tool to meet student demand and to generate revenue for the department.	1) <u>Timeline</u> : AY 11-12.
2) Continue to expand and market existing outreach programs and look for opportunities to create new revenue generating programs (i.e., Gerontology outreach, Obesity prevention, ethnic health disparities outreach and education, etc.)	2) Enhancing existing and creating new outreach programs fits the tripartite mission of the university and creates potential new revenue to support the department.	2) <u>Timeline</u> : Ongoing.
3) Significantly expand extramurally funded research and subsequent indirect costs recovery. (This goal is consonant with several stated in more detail in Strategic planning area 2, research and discovery).	3) Increasing extramurally funded research will generate indirect costs that can be reinvested in research and discovery. During the duration of this plan, investigations should make heroic efforts to transition to grant sources paying full indirect when possible.	3) <u>Timeline</u> : AY 11-12 and ongoing.

Goal 4-5: Develop and implement a comprehensive marketing plan for all aspects of the department		
Strategy	Rationale	Timeline/Metric
1) Discuss the marketing and academic mission value of a departmental name change-concurrently with a college name change.	1) The Departmental name must adequately reflect the mission and goals of the unit and should be consonant with the college name and mission.	1) <u>Timeline</u> : AY 11-12. <i>Pursue any consensus name change accordingly.</i>
2) Assess current tools to ensure that HES is recruiting and training high quality graduate students. Where current recruitment and/or training strategies do not meet the stated goals for excellence, modify accordingly. (This goal is consonant with those stated in Strategic Planning area 1, teaching and learning, which speak directly to graduate education.)	2) Careful attention to recruitment and training of outstanding graduate students reflects the departmental commitment to excellence. Diversity strategies should be deployed in all recruiting efforts.	2) <u>Timeline</u> : AY 11-12.
3) Aggressively pursue campus awards and national recognition of faculty, staff, and students.	3) HES has outstanding faculty, staff, and students. Highlighting the excellence in scholarship, teaching, and outreach enhances the departmental visibility and reputation.	3) <u>Timeline</u> : Ongoing.
4) Continue to assess the national ranking of the department relative to peer institutions. This should include the NRC kinesiology doctoral program rankings, as well as direct comparisons of program quality indicators (i.e., extramural awards in total and per FTE, publications in total and per FTE, etc.).	4) Striving for excellence requires knowing where HES stands relative to peer institutions.	4) <u>Timeline</u> : Ongoing.
5) Enhance departmental communication on and off campus to emphasize the quality research, teaching, and outreach activities of the unit.	5) Enhanced communications should include a diversity strategy in all communications, enhancement of the alumni messenger, and regular updates/enhancements of the department webpage.	5) <u>Timeline</u> : Ongoing.
6) Prominently feature the department's interdisciplinary and off-campus collaborations.	6) Clear communication about faculty participation in interdisciplinary research efforts at CSU and research collaborations with other institutions, clinical collaborators, and industry partners enhances the departmental visibility and reputation.	6) <u>Timeline</u> : Ongoing.
7) Consistently highlight the professional service activity of the faculty.	7) Professional service (editorial, grant review, professional society leadership, etc.) is a useful quality indicator.	7) <u>Timeline</u> : Ongoing.

Goal 4-6: Plan for new office, classroom, and laboratory-technology needs		
Strategy	Rationale	Timelines/Metrics
1) Continually upgrade faculty and staff office technology.	1) Conduct an annual audit of computing hardware and software needs.	1) <u>Timeline</u> : Ongoing.
2) Continuously upgrade classroom and teaching laboratory technology needs.	2) Conduct an annual assessment of classroom and teaching laboratory equipment and technology needs.	2) <u>Timeline</u> : Ongoing.

Strategic Planning Area 5: Diversity		
Goal 5-1: Promote an environment that encourages excellence, access, and inclusion		
Strategy	Rationale	Timeline/Metric
<p>1) Follow the University's Best Practices for hiring, retaining, and engaging a diverse faculty. (e.g., Engineering College's "Women and Minorities in Engineering Program")</p> <p>1a) The Department Head and Search Committees will investigate alternative recruitment venues, internal HES opportunities, and networks to maximize the opportunity to hire individuals from underrepresented groups.</p>	<p>1) With the departure of one faculty member in December 2010 and an additional announced retirement for December 2011, the department is in a position to make a concentrated effort to search for candidates from underrepresented groups. As had been emphasized throughout this document, merely replacing 2 open positions does nothing to address the critically high faculty: student major ratio.</p>	<p>1) <u>Timeline</u>: Ongoing. <i>Recognize progress in this goal by utilizing innovative strategies in the new faculty searches to identify and increase the likelihood of hiring faculty from underrepresented groups.</i></p>
<p>2) Maintain a high percentage of diverse HES majors employed as work-study.</p> <p>2a) Target HES majors who qualify for work-study and represent underrepresented groups by e-mail to encourage application to this department program.</p>	<p>2) The hiring of diverse students in the department's work-study program is an immediate effort that can demonstrate sensitivity to diversity and create a welcoming environment for underrepresented groups.</p>	<p>2) <u>Timeline</u>: AY 11-12. <i>Recognize progress by an increase in the number of work-study students from underrepresented groups.</i></p>
<p>3) Engage Student Affairs Cultural Centers for recruiting and retention efforts of students.</p>	<p>3) These groups will be able to share culturally appropriate strategies to assist the department in efforts to recruit and retain diverse students.</p>	<p>3) <i>Recognize progress by realizing a formal contact being made with the Student Affairs Office.</i></p>
<p>4) Demonstrate an increase in the 6-year graduation rate of diverse students awarded degrees.</p> <p>4a) Involve the new Academic Support Coordinators in development and implementation of specific strategies to recruit and retain undergraduate students from diverse populations.</p>	<p>4a) Such intentional efforts should increase graduation rates of this target group.</p>	<p>4) <u>Timeline</u>: AY 11-12. <i>Realize progress by an increase in the number of diverse students awarded degrees.</i></p>

<p>5) Make a formal contact with at-risk students with GPAs below 2.3 to link them with a department advisor and tutoring services.</p>	<p>5) These at-risk students need guidance about developing skill to remain in the program or advice about moving to other programs.</p>	<p>5) <u>Timeline</u>: AY 12-13. <i>Letters sent to all at-risk students.</i></p>
<p>6) Develop pre-collegiate and post-baccalaureate strategies to increase the number of majors from underrepresented groups by establishing partnerships with institutions that have diverse populations.</p>	<p>6) With the assistance of the University Admissions Office, the department can utilize their resources to identify appropriate institutions serving diverse populations.</p>	<p>6) <u>Timeline</u>: AY 12-13. <i>Realize progress by compiling a list of targetable institutions for minority student recruitment.</i></p>
<p>7) Encourage and support faculty and staff participation in diversity-related activities such as the Graduate Center for Diversity & Access – Alliance for Graduate Education & Professoriate Program (AGEP), and Diversity Conferences.</p>	<p>7) Increased faculty awareness and in-class promotions will lead to increased student appreciation and involvement in diverse experiences</p>	<p>7) <u>Timeline</u>: AY11-12. <i>Recognize progress by the involvement of a minimum of one faculty and/or staff at each diversity-related activity.</i></p>
<p>8) Evaluate the current level of student involvement in service learning, practicums and internships, and AmeriCorps experiences that are exposed to and work with diverse populations.</p>	<p>8) Diverse experiences such as these are beneficial not only for intellectual and cultural development, but for job search benefits as well.</p>	<p>8) <u>Timeline</u>: AY 11-12 and ongoing. <i>Recognize progress with the compilation of numbers of students involved in such programs.</i></p>
<p>9) Work with the graduate school to implement a plan to support diversity among students by recruiting graduate students from underrepresented groups by promoting relationships with colleagues at Universities with large diverse populations.</p> <p>9a) Continue to seek financial support for diverse graduate students from funding sources such as: Bridge to the Doctorate, Alliance for Graduate Education and Professoriate, the McNair Fellowship, and the Fast-Track to Work Scholarship.</p>	<p>9) Currently, diverse and international students experience frequent logistical and technical issues with admission, so additional assistance here is crucial.</p>	<p>9) <u>Timeline</u>: Ongoing. <i>Recognize progress by the commitment of the new Graduate Coordinator to such efforts.</i></p>

<p>10) Encourage NIH funded faculty to apply for Minority Supplements to fund diverse students in their laboratories.</p>	<p>10) Several federal funding agencies such as NIH provide supplements to support minority hires and such finds are a great way to enhance diversity. In addition, there is a strong need to promote diversity in the biomedical, behavioral, clinical, and social sciences research workforce. This type of funding can enhance recruitment and improve the quality of the educational and training environment, while also improving the ability to recruit subjects from diverse backgrounds into research protocols.</p>	<p>10) <u>Timeline:</u> AY11-12 and Ongoing <i>Recognize progress by the renewed commitment to this effort by the Department Head and NIH funded faculty.</i></p>
<p>11) Add a diversity site/link to the HES webpage</p>	<p>11) A celebration and marketing of our diversity on the website provides marketing to help further enhance our diversity.</p>	<p>11) <u>Timeline:</u> AY 11-12. <i>Use the college website as a model and build content immediately.</i></p>
<p>12) Educate faculty of the best means to reach diverse students in the classroom.</p>	<p>12) Attention to the needs of diverse students both in and outside the classroom is critical to their success. Faculty training in “best practices” is part of this effort.</p>	<p>12) <u>Timeline:</u> Immediate.</p>