

**Rush University**  
**College of Health Sciences**



**STRATEGIC PLAN**

**Approved April 1, 2011**

**Rush University**  
*College of Health Sciences*  
Mission and Vision

The purposes of Rush University are to educate students as practitioners, scientists and teachers who will become leaders in advancing health care and to further the advancement of knowledge through research. The College of Health Sciences, as an integral component of the University, seeks to prepare superb practitioners and leaders in the allied health professions to provide the very best care for our patients. In addition, the College seeks to make meaningful and significant contributions in advancing health care through excellence in research, scholarship, and service. In keeping with the Rush University practitioner-teacher model, the College integrates patient care, research, scholarship and service into the teaching-learning process of developing future allied health professionals and leaders.

***Mission***

***The Mission of the College of Health Sciences is to advance the quality and availability of health care through excellence in education, research and scholarship, service and patient care. The College promotes the values of diversity, access and inclusion in all of its endeavors.***

***Vision***

***The College of Health Sciences at Rush University will be a world class school of allied health sciences whose programs are recognized as among the best in the United States.***

*Mission and Vision Statements approved by Chairs Council July 27, 2007*  
*Revised Goals and Strategic Objectives approved April 1, 2011*

**Rush University**  
*College of Health Sciences*  
**Goals and Strategic Objectives**

***Goal 1: Excellence in Education***

As a leader in allied health professional education, the College of Health Sciences prepares highly qualified health care professionals in the allied health disciplines represented within the College, including health care administration. This will require that the College continue to ensure that the programs offered are among the best in the nation. Major indicators of program quality include exceptional graduate job placement, excellent graduate performance on board examinations, high levels of graduate satisfaction with their program of study, high levels of employer satisfaction with the graduates and competitive program rankings (where available). In addition, graduates' success in achieving leadership positions in the health sciences is an important outcome. These leadership activities may include clinical leadership, professional leadership, community service, education, research, and management. The College also seeks to promote the values of diversity, access and inclusion in all of its endeavors.

***Strategic Objectives - Excellence in Education***

The following are the CHS strategic objectives related to education. These objectives will be reviewed and revised on a regular basis based on recommendations from the College Strategic Planning Committee and input from faculty, students, staff, administrators, clinical service providers and other members of the Rush community.

Quality of program portfolio

The expansion of the College portfolio will demonstrate that we are meeting and influencing the health care needs of Rush University Medical Center, the State of Illinois and the nation.

Specific objectives include:

1. Ensure that existing programs offered within the College are appropriate to meet the needs of the community, have the resources needed to succeed, and are effective in preparing a diverse workforce of outstanding health care professionals and leaders. Programs will demonstrate outcomes consistent with this goal.
2. Optimize enrollment in existing programs in line with the provision of high quality education, while improving efficiency and resource utilization, where possible.
3. Obtain approval to offer a PhD in Health Sciences to prepare future faculty, researchers and leaders. Continue PhD program development and enroll the first cohort of students.

Continue to review the mix of program offerings in the college and consider the development or expansion of programs that meet the needs of Rush, the Chicago area and the nation (see current Program Plan).

- a. New programs should not have a negative impact on existing resources.
- b. Programs to consider may include research administration, expanded offerings in the imaging sciences, health informatics, and medical dosimetry.
- c. Consider developing a BS degree in health sciences as pre-professional preparation.
- d. Resources could be expanded with the continuing development of distance learning and/or consortiums.

#### Quality of faculty

To ensure that our programs are the highest quality, faculty will demonstrate effectiveness in their educational roles. Objectives related to faculty development are:

1. Continue to support the work of the Faculty Development for Teaching Committee in providing on-going development activities for faculty.
2. Design and implement a faculty development plan for promoting teaching excellence.
3. In conjunction with the Associate Provost for Academic Affairs, explore development of a Center for Excellence in Teaching or Teaching Academy.
4. Continue the planning and implementation of the doctoral (PhD) program in the health sciences to prepare future faculty and scientists for allied health (see also objective 3, quality of program portfolio).
5. Increase the diversity of the faculty to better represent the communities served by Rush.
6. Continue to assess faculty satisfaction and engagement to ensure retention maintenance of a high quality faculty.

#### Quality and diversity of students

The quality of students graduating from our programs is determined, in large part, by the quality of students entering our programs. Objectives related to ensuring the highest-quality students are admitted into our programs include:

1. Work with the administration to reorganize the University Admissions Office procedures to be client-centered, efficient and effective in its tasks for CHS.
2. Continue to develop the role of the college recruiter to include recruitment processes for all CHS programs.
3. Continue to develop recruitment materials, tools, and processes including, but not limited to the website, e-marketing, advertisements, mailings, brochures, and presentations and evaluate their usefulness.
4. Continue to develop stipends and scholarship programs to attract and retain the best students.

5. Increase the diversity of the student body to better reflect the communities served by Rush.

#### Quality of curriculum

1. Develop and implement interdisciplinary courses and/or units of instruction as needed, i.e. ethics; leadership, supervision and management; education; research and statistics; cultural competency; disaster response; disease prevention and disease management; patient safety; health care policy; and health care systems.
2. Continue to ensure the integration of didactic learning and clinical practice for students through appropriate sequencing of classroom, student laboratory, and clinical experiences. Clinical experiences should be enhanced by the use of case-based learning, problem-based learning, simulation laboratory, and/or student practice laboratories.
3. Continue to utilize and improve the Program Review and Outcomes Assessment System for measuring, monitoring and improving programs' educational outcomes.
4. Continue the Resource Assessment System for ensuring programs have the needed resources to meet their educational goals.
5. Ensure further development of the educational technology and IT support available for faculty and students. Provide adequate instruction to faculty for use of technology and adequately maintain the educational technology once in place. Suggestions for development include smart boards, Podcasting, adequate broadband width, faculty computers and available software.

#### ***Action Plan***

1. Perform periodic review of current program goals, objectives, outcomes and resources utilizing the PROA results, resource assessments, IDEA scores and other data to document and evaluate the quality and effectiveness of existing programs.
2. The Ph.D. Steering Committee will continue the planning and implementation of the PhD program following IBHE approval.
3. Continue college-wide bench marking and strategic planning activities to develop, review and refine proposed goals, objectives and strategies for implementation.
4. Annually meet with clinical service area representatives to review allied health workforce needs.
5. Continue to review program applicant pools, enrollment, graduation rates and graduate performance on key outcome measures (placement, board examinations, employer satisfaction, and graduate satisfaction).
6. Continue to review, evaluate and revise departmental budgets, enrollment targets and tuition rates to ensure the financial resources needed are in place to support program quality.
7. Establish a college baseline for diversity of the student body.

8. Investigate centralization at the University level for keeping records of preadmissions requirements such as criminal background checks and compliance with required immunity records.
9. Resolve issues concerning Blackboard, RU Learning, RU Connected (Datatel) and student e-mail.
10. Continue to develop stipends and scholarships, expand current offerings, and develop and additional sources of support such as a tuition forgiveness plan for graduates who go to work at Rush.
11. Document that community advisory committees are in place for each program and that they are being used to ensure that programs are meeting community needs and producing outstanding graduates.
12. Leadership Council will document and review proposals and recommendations for program expansion, revision or refocusing of resources.
13. Re-appoint the college Faculty Development for Teaching Committee on an annual basis and charge the committee with professional development activities in the college related to teaching excellence.
14. Re-appoint the college Interdisciplinary Education Committee on an annual basis and charge the committee with further developing interdisciplinary education within the college.
15. Continue to develop the promotion and tenure and annual faculty evaluation procedures to recognize and reward excellence in teaching and the scholarship of teaching.
16. Develop task force committees to review and address problems with University Admissions, Financial Aid, the Registrar's Office and other student service areas.
17. Develop and implement a college-wide award for Teaching Excellence.
18. Continue to survey faculty regarding satisfaction and engagement.
19. Advocate for the development of a university-wide space and facilities plan.

## ***Goal 2: Excellence in Research and Scholarship***

There is a need to further develop research activities within the College. Outcomes research and collaborative and interdisciplinary research should be expanded. In addition, research is needed in the areas of health promotion and wellness, disease prevention and management of chronic disease. There is also a need for research related to allied health work force issues and allied health training and education. In many cases, collaboration with other colleges and professionals is ideal for allied health research.

Major impediments to success in the research endeavor include insufficient faculty time due to heavy teaching and clinical loads, a need for faculty development, and insufficient numbers of existing faculty with research expertise. A research infrastructure within the College is needed to assist faculty in the development of research proposals, study design and management, data analysis and statistics, identification of funding sources, grant writing, and manuscript preparation. Access to laboratory facilities, space and equipment, limited funding availability, and a lack of startup funds and seed money are also substantial impediments to research within the College. There is also a need for more collaboration (interdisciplinary research) both within the College and with medicine, nursing, and the graduate college.

Faculty participation in scholarly activities related to their disciplines is a hall mark of outstanding schools of allied health. Activities that will be encouraged at Rush include the discovery of new knowledge and the dissemination of existing knowledge through invited lectures, invited courses, presentations, publications (papers, book chapters, and textbooks), service as an editor or on an editorial board for scholarly publications, grant submissions, consultations, and software and product development.

### ***Strategic Objectives - Research and Scholarship Excellence***

The following are the College's strategic goals and objectives related to research and scholarship. These objectives will continue to be reviewed and revised based on recommendations from the College Research Development Committee, Associate Dean for Research and Chairs Council.

1. Develop additional research support infrastructure within the College, managed through the Dean's office, to expand and support fundable or publishable research activities.

#### Objectives

- a. Establish a research office in CHS to help with the preparation of grants and budgets and to
  - i. Continue to disseminate information to faculty about available RFPs
  - ii. Formalize the process to support external and internal review of grant proposals and manuscripts and make the availability of this resource known.
  - iii. Develop the resources/mechanism to support consultation about research design and data analyses

- b. Continue to award seed funds to CHS faculty on a competitive basis to support pilot or preliminary research which may lead to extramural funding.
2. Expand the faculty development program for research in allied health, under the supervision of the Faculty Research Development Committee (FRDC), in liaison with the Dean's office.

#### Objectives

- a. Expand the relationship with the Rush University (College of Medicine) Research Mentoring Program by continuing to enter young investigators from the College of Health Sciences in the University Program and foster outcomes research resources by nominating additional College of Health Science mentors.
  - b. Increase the responsibility of the FRDC to work with the Associate Dean for Research to
    - i. Work with departments to develop guidelines for research expectations in relation to faculty teaching loads, compensation, and clinic or other outside assignments and define guidelines for protected research and other scholarly time
    - ii. Help departments develop research goals
    - iii. Improve the dialogue with Philanthropy to assist in Foundation funding
    - iv. Develop a short course on clinical and outcomes research
  - c. Continue to conduct regular "lunch and learn" research activities within the College.
3. Seek development and/or other funds to establish a Center of Excellence for Allied Health Research within the College with a focus on outcomes and comparative – effectiveness research.

#### Objectives

- a. Establish a task force to develop the purpose, structure, and funding for the center and an implementation plan. A focus on allied health outcomes research and evidence-based practice should be a priority.
- b. Other center activities may include research related to health promotion, wellness and disease prevention (smoking and tobacco abuse, drug and alcohol abuse, obesity and nutrition, fitness, healthy lifestyle, accident avoidance, stress, anxiety, depression, grief); workforce research (human resources/healthcare delivery); chronic disease management (heart disease, cancer, stroke, asthma, COPD, diabetes, other); and educational research (teaching, learning, methods, evaluation).



### *Action Plan*

1. Implement a research office within the College to be led by the associate dean for research. This office would be charged with faculty research development, providing assistance with developing ideas, finding potential funding, and collaboration across departments and colleges, grant writing assistance, assistance with research design and statistics, study management and publication assistance, and pre-and post-award financial management.
2. Continue to award funds for seed grants with the Faculty Research Development Committee as the Internal Grant Review Committee for administering these funds.
3. Establish a subcommittee of the College Strategic Planning Committee to develop a strategic research plan for the College. This plan should include identifying areas of potential growth or concentration and opportunities for comparative-effectiveness and outcomes research, interdisciplinary and collaborative research and research to improve patient care.
4. Evaluate current research activities within the College and available support infrastructure, including laboratories and equipment (implemented by the Faculty Development for Research Committee).
5. Continue the regular Research Collaborative Group meetings to provide a forum for discussion, mentoring and faculty assistance (e.g., CHS Research Forum).
6. Ensure College participation in university efforts to be included in a clinical translational science research center (CTSC).
7. Appoint a task force to seek development funding for a Center of Excellence for Research in Allied Health with a focus on outcomes research.
8. Encourage implementation of a student research project requirement for all graduate programs and integration of student research into the overall college goals for research
9. Ensure that promotion and tenure and annual faculty evaluation procedures recognize and reward excellence in research and scholarship by continuing to report metrics for research and scholarly activity productivity.
10. Develop expectations that that all departments participate each year in the Rush research forum.
11. Expect each department each year to have at least one research goal.
12. Develop and implement a college-wide award for excellence in research and scholarship.
13. College goals and metrics for research will be set annually and objectives will be reviewed on continuing basis.

### ***Goal 3: Excellence in Service***

One attribute of outstanding allied health schools is the ability to make important contributions in the area of service. Professional service may include participation at the state, national and international levels in activities to advance the effectiveness of the allied health professions. Faculty professional service activities to be encouraged may include service as reviewers or editorial board members for professional journals; participation in professional association and society committees (members, committee chairs), boards (members, officers); and participation on community and governmental advisory panels. Community service and outreach activities may include volunteer activities (health fairs, talks, presentations, clinical outreach) and service on community boards and service committees and other community education and service activities.

Professional continuing education is also provided by many allied health schools. Current practitioners must keep up with advances in their disciplines, and allied health faculty are uniquely well prepared to assist in providing courses and programs to meet this need. Continuing education is also required for licensure in most allied health fields. Last, continuing education can be a source of income for allied health schools to help support other activities, such as faculty professional development.

Our Excellence in Service Goals will be measured in the following ways:

1. Students participating in service activities during their tenure (activity, number of students, percentage of students).
2. Student satisfaction with appreciation for community service on exit survey.
3. Faculty participating in volunteer community service, and hours of participation (activity, number of faculty, percentage of faculty).
4. Faculty who provide professional/leadership service to journals, professional associations, and boards (activity, number of faculty, percentage of faculty).
5. Provision of continuing education to local, national, and international audiences (event listing, audience, number of attendees, hours/credits, number of events).

### ***Strategic Objectives - Service Excellence***

The following are the College's strategic objectives related to service. These objectives will continue to be revised and refined based on recommendations from the College Strategic Planning Committee.

1. Promote faculty participation in state, regional, national and international professional service activities such as professional associations, editorial boards, examination boards, and specialized educational accreditation agencies as members, committee appointees, committee chairs, officers and leaders.

2. Promote faculty and student participation in community service activities as volunteers and leaders.
3. Develop an active continuing education division for both live programs and internet-based programs for providing high quality professional continuing education.

### *Action Plan*

1. The college will develop and implement a professional and community service requirement for all CHS students as a part of their academic programs.
2. The CHS Student Government Association (SGA) will be encouraged to further develop service opportunities for CHS students.
3. The dean will convene a committee to evaluate the potential of a centralized continuing education division in the College.
4. COSFAP, the dean and the chairs will ensure that promotion and tenure and annual faculty evaluation procedures recognize and reward excellence in service.
5. Dean's office staff will modify the PROA to better capture faculty and student community service participation and hours with a structure that can be translated into the community benefit data collection.
6. The Dean will designate an individual to ensure that CHS service activities are optimally aligned with Rush University service goals.

#### ***Goal 4: Excellence in Patient Care***

Rush University integrates patient care, education and research through the practitioner-teacher model. Clinical education of students, faculty practice, and clinical services all contribute to providing high quality patient care. In addition to supervising clinical training and clinical experiences for College of Health Sciences students, many College faculty have clinical or administrative responsibilities within Rush University Medical Center.

#### ***Strategic Objectives – Excellence in Patient Care***

The following are strategic objectives related to excellence in patient care. These objectives will continue to be reviewed and revised based on recommendations from the College Strategic Planning Committee.

##### Strategic Objectives

1. Define the practitioner-teacher model as it is practiced in CHS.
2. Ensure that the professions' standards of excellence in patient care are practiced by CHS faculty and students.
3. Establish infrastructure to conduct patient care related research such as clinical outcomes, clinical resource allocation, and clinical application of translational sciences (see also Goal 2, Research).
4. Ensure the integration of clinical practice and teaching through case-based, problem-based, and evidence-based learning and the use of simulation laboratories and/or standardized patients.
5. Continue to support excellence in operations and patient care at Rush.

#### ***Action Plan***

1. Establish a College task force to define CHS faculty roles in the practitioner-teacher model and to address how the model results in excellence in patient care. Complete by January 1, 2012
2. Establish a College task force to define the infrastructure described in Strategic Objective 4 and to develop its own action plan. Initiate the task force by July 1, 2011.
3. Each program, by Fall of 2012, will have at least one course that incorporates case-based, problem based, or simulation teaching methods, as reflected in the course syllabus. By Fall of 2013, each program will have 4 or more such courses.
4. The college will offer workshops and/or lunch and learn sessions to assist faculty in using case-based, problem-based and simulation-based teaching methods.
5. The college will continue to promote excellence in operations and patient care through research, education, faculty practice and leadership.