

CNHS Strategic Plan 2016-2020

PROGRESS REPORTED as of June 20, 2018

Green=Progress in 2016-2017

Purple=Progress in 2017-2018

Working Vision: Improve health and wellness through education, community service, and research

Working Mission: Prepare graduates to lead and collaborate with stakeholders across disciplines to foster exemplary inter-professional, compassionate and family-centered services to create and use new knowledge and to contribute to the health and wellness of individuals, communities, and society

GOALS

Education

1. Provide a high quality effective educational environment for students, faculty, staff, and other community stakeholders that leads to excellent measurable outcomes.
2. Cultivate an environment that is diverse and inclusive.

Research

1. Grow our research endeavor.

Service

1. Support our campus and community through service in health related arenas
2. Partner with key constituents to provide pathways for practice that meet community health care needs

CNHS Supports

1. Foster faculty and staff excellence
2. Diversify funding mechanisms
3. Enhance learning, research, and office space

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Education

1. Provide a high quality effective educational environment for students, faculty, staff, and other community stakeholders that leads to excellent measurable outcomes.

Objectives:

- a. *Use current best practices in pedagogy & innovation in educational technology*

ACTIONS & TIMELINE: (person(s) responsible in parentheses)

- Recommend training opportunities to support faculty use of innovation in teaching (Chairs, Vice Chairs (VC)s, Program Directors (PDs))
 - Three nursing faculty involved in CTL courses on curriculum innovation
 - 89.47 % of the RMS faculty attended 1 or more courses on pedagogy through CTL, CNHS, RMS Teaching 'think tanks' or through external conferences/workshops
 - 100% of CSD faculty attended a UDL in AY17-18
- Increase faculty access to new technologies and teaching strategies (Chairs, VCs, PDs)
 - Nursing expanded the use of clickers in the classroom
- Establish college-wide teaching sharing sessions at least twice a semester (Chair-RMS; Chair-Nursing)
 - Piloted in RMS 3 times Spring 2017 & feedback was good; content area; CTL, brought a topic to agenda to talk
 - Not done at the college level
- Collaborate with the College of Medicine (COM) to bring teacher-scholars to the Teaching Academy (Chair-RMS; Chair-Nursing)
 - Met in October and December 2016 with Teaching Academy and they have not responded
 - CNHS faculty participated in the lectures of 2 teacher-scholars through the Teaching Academy in AY17-18
 - CNHS supported one nursing faculty member to be a part of the Teaching Academy in 2018

KEY PERFORMANCE INDICATORS:

- Move from baseline by 10% the number of faculty reporting conference attendance on pedagogy
 - Achieved for Nursing at 15%
 - Achieved for RMS at 89.47%
 - Achieved for BHSC at 44%
 - Achieved for CSD at 80%
- Move from baseline by 10% the number of courses faculty report the use of new technologies and teaching strategies

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- Number of faculty attending CNHS teaching sharing sessions and reporting satisfaction with the sessions and application of strategies learned
- Participated in co-sponsoring one teacher-scholar with the LCOM
 - **Planned for September 2017**
 - **CNHS faculty invited to participate in 2 of the LCOM teacher-scholar events in AY17-18**
 - **One faculty member in nursing was selected to be a part of the Teaching Academy AY17-18**

See link to **Universal Design for Learning to support students with various learning styles:**

<http://www.udlcenter.org/aboutudl/udlguidelines>

b. *Expand high impact practices to support first year experience, student retention & 4-year plan*

ACTIONS & TIMELINE:

- Continue and enhance the CNHS first year course, LINKS (peer mentoring) program, and high impact advising for students at risk (**Assistant Dean for Student Affairs & Office of Student Services (OSS) staff**)
 - **Julia Walberg from CSD offered a guest lecture to all sections on communicating in the health sciences Fall 2016.**
 - **Outreach and advising started in August with phone contacts for first year students**
 - **OSS attends junior faculty meeting orientation on advising each year**
- Meet with faculty who teach our first-year students outside our College to assess how we can better support their success in addressing student content needs (**Chair-MLRS; AD for Student Affairs**)
 - **In nursing, this has been done on an individual basis; on-going discussions with microbiology particularly around the implementation of 2.8 GPA during the 2017-2018 academic year**
 - **Contacted faculty who teach large service classes for our students out of our college and offered support**
- Facilitate a plan for implementation of high impact practices (HIP) in individual programs (**Chairs, VCs, PDs**).
 - **All departments submitted their plan for HIP in their programs by December 2017**
 - **Simulation tied to curriculum and IPE opportunities**
 - **Teamwork and Communication during Emergent Events in the Acute Care Setting Nursing and Med Students**
 - **In development – Simulation involving Laboratory Science students, nursing, and other health professions students**
 - **PRNU 113 Health Assessment – Increased # of SP cases**
 - **Mentoring Adult Health Clinical Faculty to develop and conduct simulations**
 - **Semi Annual “Interprofessional Faculty Development in Simulation” – August and January**

See link to **High Impact Practices:** <https://www.aacu.org/leap/hips>

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KEY PERFORMANCE INDICATORS:

- First year retention rate is at or above 93% by Fall 2020
 - **First-year retention rate was 91.1% for the Fall 2016 cohort**
- Increase 4-year graduation rate for in-state students by 3% and out of state students by 5% by Fall 2020
 - **Increased 4-year graduation rate by 2% from the Fall 2012 to the Fall 2013 cohort**
- Plan established by each department to institute HIP by Fall 2017
 - **Chairs submitted their plan by the end of the Fall 2017**

c. *Establish new UG & GR programs within the college that address market demands, build on our strengths, and address accreditation requirements*

ACTIONS & TIMELINE:

- Develop UG Health Sciences major on campus program by Fall 2016 (Chair-MLRS; Associate Dean)
 - **Completed: UG HS major approved and students enrolled**
- Launch IH Minor by Fall 2017 (IH Program Manager & Associate Dean)
 - **Moving to UG Certificate and sent for approval in the fall of 2017**
- Sunset UG AT by Fall 2018 and launch masters in AT by Fall 2019 (Chair-RMS; PD-AT).
 - ~~MAT proposal will be submitted in fall 2017 to CPC and then CAC in Fall 2017~~
 - **NOTE: May delay start to Fall 2020; planned start date is Fall 2019 depending on status of accreditation requiring a substantive program change**
- Discontinue NMT by Fall 2016 (PD-NMT; Chair-MLRS)
 - **Completed: Have not enrolled students; but have not requested termination because there are dissenting opinions at the hospital and with the faculty about future needs**
- Launch masters in EXMS by Fall 2018 (Graduate PD-Masters in EXMS; Chair-RMS)
 - **PAWs is at CAC for Senate Approval in Fall; has been approved by Grad Executive Committee; likely to BOT in February 2018**
 - **Program was approved and will start in the Fall of 2019**
- Develop graduate proposal for Occupational Therapy by Fall 2020 (Associate Dean)
 - **Submission likely in 2018 or 2019; support from VOTA & UVMMC –Steve Eyler**
 - **Decision was made to move to an OTD, draft proposal submitted by Sarah Abrams and will be completed by new AD, Jeremy Sibold**
- Launch certificate in Paramedic Training by Fall 2018 (PD-IREMS; Chair-RMS; Associate Dean)
 - **Went through preproposal approval process in the Fall of 2017 with a plan for submission in 2018 if approved at CNHS CPC**

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- Develop graduate certificate proposal in Integrative Health (e.g., Health Coaching or IH Pain Management) by Spring 2017 (J. Kahn, IH Program Manager, Associate Dean)
 - **Delayed –will be done by Fall 2017 or Spring 2018**
 - **Certificate approved; now have 22 students enrolled in the certificate and classes are full**
- Explore new models of clinical education (e.g., residency & fellowship training) in DPT by Spring 2018 (PD-DPT)
 - **Phase I on the out-patient musculoskeletal side begins July, 2018 with the new collaborative established with DEE PT, including a faculty practice model**
 - **Beginning to consider a post-doctoral degree residency and fellowship training program, but working on the DPT CE and faculty component first**
 - **DPT faculty member will begin teaching within ortho residency program in Fall 2018- with a goal of DPT-IPE-residency education**
- Grow existing graduate programs by Fall 2018 (Chairs, VCs, PDs)
 - **CSD-18; DEPN-22; DNP-8; MLS-5 this year and 6 next year; Total nursing graduate enrollment is approximately 90 in the Fall of 17, significant growth is limited by classroom space and clinical sites.**
 - **Graduate programs in CSD, DPT, and DEPN maintained or slightly increased their growth for Fall 2018 enrollees; MLS likely to have 6 in Fall 2018**
- Market new certificate/non-degree programs through CDE (Chairs, VCs, PDs)
 - **Meeting quarterly with CDE to discuss new programs or certificates & other strategies for CE; most of the discussion has been related to Health Sciences and Summer Academy**
 - **Working with CDE to help market our new health coaching certificate which should start in Summer 2019**
 - **BHSC partnered with CDE on the Summer Academy for the course: Biomedical Science and Human Disease, Health 095 , with 22-23 students enrolled**
- Develop clear pathways for dual enrollment in clinical/professional doctorates and PhD programs (Chair-CSD, PD-DPT, VC-Graduate Nursing, Associate Dean, Dean).
 - **CNHS faculty enrolled in doctoral programs in CTS, Educational Leadership & Policy Studies, Neuroscience & CNHS PhD**
- Launch PhD in Human Functioning and Rehabilitation Science by Fall 2017 (Chair-CSD, Dean, AD-Business Op)
 - **Interim PD program director identified and business manager notified to initiate process; 3 students enrolled; Orientation planned for September 1 & program plans completed for 3 students**
 - **Successfully launched with 3 students & 9 applications for this second round of which 3 were invited and 2 accepted**
- Develop strategies to help graduating students excel in their state/national licensure examinations by Spring 2017 (Chairs, VCs, PDs)

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- Nursing at UG is 94% and 100% at graduate level, an improvement of 6 pts and 6 pts above the national average; put in a 2-credit course in the senior year for UG; subsidize Kaplan to come in and for a review; AT 100%; CSD 100%; PT last 2 cohorts have been 100%, hired a cardiopulmonary expert to gain some ground in clinical pieces; RADT—100% last year, added fall semester exam review unit; NMT-100%; MLS above national average; **UG nursing licensure exam results increased to 99% in 2017; all programs above the national average in 2017**

KEY PERFORMANCE INDICATORS:

- IH minor has 15 students by Fall 2018; **changed to IH undergraduate certificate to start Fall 2018; 22 students now enrolled**
- AT masters has 20 students by Summer 2019 **Just got approval for substantive change from accrediting body**
- EXMS masters has 10 students by Fall 2018; **now changed to Fall 2019**
- Paramedic certificate has at least 10 students enrolled by Fall 2019; **now changed to Fall 2020; AD will work with HSCI to create pathways within the HSCI major; will work on certificate for others across UVM and UVM Health Network; Dean has talked with CAS about possible pathways for their students**
- Proposal for an OT program is submitted to Faculty Senate in Fall 2020
- Proposal for a Health Sciences major (on campus) is submitted to Faculty Senate by Fall 2017
 - **Achieved**
- Proposal for a graduate certificate in IH is submitted to Faculty Senate by Fall 2017 **now changed to Spring 2018; accomplished Spring 2018 but is a post bac/grad certificate and not a graduate certificate**
- Existing graduate programs are fully enrolled by Fall 2018
 - **Achieved for CSD, Nursing and DPT for Fall 2017**
- One DPT residency program is submitted to Faculty Senate by Fall 2019
- Marketing plan for new programs developed by Summer 2017
 - **We have a template for program promotion**
- Successful accreditation and re-accreditation for DPT and AT by Fall 2017
 - **Self-studies completed; visits occurred or planned; PT providing a response; AT has site visit in Spring 2018**
 - **AT site visit successful; responding to accreditation report and applying for a substantive change to the master's degree**
- Two PhD students enrolled by Fall 2018 and 5 by Fall 2019
 - **Achieved for Fall 2017 with 3 students enrolled**
 - **2 students enrolled for Fall 2018 for a total of 5 students in the first year+ of the program**
- Licensure exam pass rates are above the national average in all disciplines by Fall 2017
 - **Achieved for all disciplines except MLS**

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- **Achieved for all disciplines in 2017**

d. *Enhance IPE in all graduate programs*

ACTIONS & TIMELINE:

- Develop a plan for infusion of IPE including defined measurable outcomes in graduate curricula across programs by Spring 2017 (P. Bednash, Associate Dean for IPE, IPEC team (D. Kazenski, B. Ouellette-Morton, B. Rouleau, N. Lemieux)
 - **IPEC Committee is working on the plan that was submitted to the AD for IPE in Spring 2017; this is a working document**
 - **89.47% of RMS faculty participate in IPE, simulation, travel courses; and/or program development**
 - CSD Discussed IPE in context of increasing simulations at MEGA meeting in Spring 2017
 - **CNHS IPE Faculty Development Workshop in August 2017**
 - **Second Annual IPE Student Orientation Event to host 400 learners in September 2018**
 - **Visiting Faculty Scholar LCOM Teaching Academy focused on IPE curricular innovation**
 - **Filming of families affected by CVA as an IPP case example has been done – editing this summer. The IPE Evidence Based Practice course has secured the Larner Classroom for Spring 2019, on Monday evenings 4-7.**
 - **The undergraduate IPE Gerontology course is enrolling students for this fall 2018.**
 - **DPT Program is hosting an October resident ortho rounds speaker series that will include DPT students and clinical community invitations with a speaker of DPT faculty choice on rehabilitation of patients with Orthopedic disorders**
- Expand CNHS faculty practice to include at least 2 additional disciplines (e.g., CSD, DPT, EXMS) by Spring 2018 (CNHS Faculty Practice President & Board)
 - **Kate Moreau (MLS) has been collaborating with the CNHS NP practice as well as Integrative Health; other disciplines delayed until AY18-19**
 - **Currently conducting due diligence with regards to purchasing a PT practice. Cost benefit analysis should be completed by August 2017.**
 - **CNHS has established an academic clinical agreement with Dee PT for our DPT students, allowing all 40 students to have a 1st year experience and 9 students assigned for longer placements in the 2nd year**
- Launch at least one IPE activity with COM by Fall 2017 (Director of IPE, Dean)
 - **Faculty development day in IPE is planned for August 25, 2017 & student IPE orientation day planned for September 1, 2017; LCOM faculty and students are invited**
 - **LCOM faculty and students participated in the palliative care IPE activity in the Fall of 2017 & will be participating in the IPE student orientation in September 2018**

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KEY PERFORMANCE INDICATORS:

- Current graduate programs have adopted IPE content into their 2017-2018 curriculum plans & measurable outcomes are established **now changed to AY 2018-2019**
- CNHS faculty practice includes DPT and CSD faculty and graduate trainees in the 2017-2018 academic year **delayed until 2018-2019**
 - **MLS, IH, Medicine, and Pharmacy, however, have been added**
- CNHS designs and implements one IPE activity with the COM across at least 3 disciplines
 - **CNHS implements professional development IPE activity for August 25, 2017 with LCOM, CESS-social work, CALS-nutrition; ACPHS-pharmacy**
 - **CNHS will implement another IPE student orientation with medicine, nutrition, counseling, & pharmacy in September 2018**

2. Cultivate an environment that is diverse and inclusive.

Objectives:

a. *Expand global/domestic learning opportunities that facilitates student understanding of diverse cultural contexts including clinical practicum opportunities in other countries*

ACTIONS & TIMELINE:

- Establish new Travel Study Courses that provide opportunities for inter-cultural exchange by Fall 2017 (**Associate Dean**)
 - **Achieved with putting forward Mongolia and Cuba**
 - **Mongolia; New Zealand; Oaxaca, Mexico; Cuba; & Netherlands were successful in 2017**
 - **Belize, Cuba, Uganda, Mexico, Iceland, Netherlands, Honduras, Indonesia, St. Kitts, Abenaki Nation, Bali are scheduled for 2018 and 2019**
- Increase visibility of global/domestic learning opportunities on the CNHS website by Summer 2017 (**OSS-Communications Specialist**).
 - **Not yet achieved; have created space for inclusive excellence**
 - **Completed: Fall 2017 see <https://www.uvm.edu/cnhs/study-abroad-cnhs>**
- Explore international opportunities for graduate clinical education by Fall 2017 (**Chairs, VCs, PDs**)
 - **Dr. Maltby spent four weeks exploring Brussels and other European sites and is prepared to take students to these sites in 2019.**
 - **Travel course to St. Kitts for SLP grad students – which could be expanded to other fields in future – submitted to OIE and also submitted for external grant funding, Spring 2018**
 - **See travel study courses above, with the Netherlands, St. Kitts, New Zealand, and Iceland specifically available for graduate students**

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- Offer informational session on Travel Study Course development by Fall 2016 (Associate Dean)
 - Completed

KEY PERFORMANCE INDICATORS:

- At least 3 new Travel Study Courses are launched for the 2017-2018 academic year and have 10 students enrolled in each
 - Mongolia and Cuba enrolled 10 students and occurred AY 16-17
 - See travel study courses above that were launched for 2018 & planned for 2019
- Website is updated with global/domestic learning opportunities highlighted by Fall 2017
 - See website: <https://www.uvm.edu/cnhs/study-abroad-cnhs>
- At least 1 international opportunity to support clinical education in graduate programs is launched for the 2018-2019 academic year
 - Completed

b. Increase the diversity and cultural skills of students

ACTIONS & TIMELINE:

- Initiate and evaluate an academic & social support system for international, New Americans, first generation and minority students in CNHS Programs by Spring 2017 (AD-Student Affairs, Chair-CSD, Committee on Inclusive Excellence (CIE))
 - CIE provided a proposal that was reviewed and given approval to move forward in Spring 2017; implementation is planned for 2018
 - OSS staff (professional advisors) attended trainings on working with bias and undocumented students; and attend all CIE workshops
- Develop a financial mechanism to facilitate recruitment of high quality diverse students in undergraduate and graduate programs by Spring 2017 (Dean, AD-Business Op, AD-Student Affairs)
 - Completed-The mechanisms have been developed as chairs are to submit proposals to the dean for graduate programs each year.
- Establish key partners in VT school districts to recruit high quality diverse students by Spring 2018 (AD-Student Affairs, OSS staff, CIE).
 - CIE members working with Burlington Technical Center within B. Public Schools to prepare and recruit high quality diverse students
 - BHSC is working with Winooski & Burlington HS students in 9 & 10 grades—Health Education Resource Opportunity (HERO) Program through AHEC
 - BHSC, AT and CSD faculty and staff meeting with 45 Upward Bound students 16 Abenaki students to learn about SLP, Audiology, MLS, and AT in summer 2018

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- Summer Happening for Abenaki HS students to discover health disciplines
- Continue to be present at MedQuest
- EXSC running programs for individuals with disabilities (e.g., Special Olympics, MS, Parkinson's)
- Establish a standing Committee on Inclusive Excellence by Fall 2016 (Associate Dean)
 - Completed
- Sponsor cultural competency workshops/seminars for graduate and undergraduate students by Spring 2018 (CIE)
 - CIE's focus is to develop a curricular piece vs. sponsored workshops, so this will be dropped as the CIE action plan takes a more integrated approach; Dropped and redirected
- Develop and implement a plan to enhance and evaluate cultural competence and PFCC within the curriculum across disciplines by Fall 2018 (Chairs, VCs, PDs, CIE)
 - NOTE: this is part of a phased plan with 1 and 3-year goals, final implementation would be May 2020; organization self- assessment by December 2018 & curricular enhancement by May 2020
 - Action plan established by the Committee on Inclusive Excellence
 - CSD reviewed cultural competence components across curriculum Spring 2017
 - Will hire a Director of Diversity and Inclusive Excellence in AY18-19
 - Added considerations for presenting issues of diversity and inclusive excellence in the CNHS RPTs and ARGs revised in Spring 2018

KEY PERFORMANCE INDICATORS:

- An academic and social support program for international, first generation and minority students is in place with faculty trained and students satisfied overall with the experience by Spring 2017;
 - We have ways to identify students at risk for attrition; take steps to mitigate that risk; offered a class by faculty member in Fall of 2016 which focused skills needed to successful transition to American higher education; need to access evaluation data & student satisfaction
 - Will be assigned to new director who will start in 2019
- Financial support plan is established for minority recruitment Spring 2017
 - Completed
- Partnership is developed with the Burlington school district to create a pathway for students interested in health careers by Spring 2018
 - CIE team members met with Burlington school district Ay16-17 and a plan is bring created to support this effort
- Committee on Inclusive Excellence is approved in the CNHS by-laws by Fall 2016
 - Completed
- At least one cultural competency workshop/seminar is attended by all CNHS students by Fall 2019
 - Dropped—see redirection of objective above to focus on infusion within the curriculum

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- Tool or tools are developed to assess growth in cultural competence & PFCC for all graduates Fall 2018
 - **NOTE: Request CIE and Assessment & Evaluation Standing Committee to work together to come up with a plan to find a tool (and/or adapt a tool) to meet this goal that could meet NEASC assessment needs as well**
(see following resource as a possible assessment tool <http://www.idrinstitute.org/page.asp?menu1=15>)

Research

1. Grow the CNHS research endeavor.

Objectives:

- a. *Promote and reward research innovation across disciplines*

ACTIONS & TIMELINE:

- Institute incentives using F & A for programs and PIs by Fall 2016 (Dean)
 - **Completed**
- Revisit salary return and course release policy for PIs by Fall 2016 (Dean, Chairs, Assistant Dean for Business Operations (AD-Business Op))
 - **Completed**
- Create and implement a plan to increase student engagement in research at the UG level by Fall 2017 (Chairs, Dean's UG Student Leadership Council)
 - **Leadership Team created plan to review potential for CNHS Honors Program Spring 2017**
 - **CNHS Research Committee is reviewing plans and creating a proposal for the Leadership team and faculty to review in the Fall of 2018**
 - **Increase engagement of the Research Committee in the HCOL honor's proposal process**
- Revisit student research support policy by Fall 2016 (Dean, AD-Business Op, Dean's UG & GR Student Leadership Councils)
 - **Completed**
- Build a research infrastructure in collaboration with the College of Medicine (COM) to provide research staff support and faculty mentorship by Fall 2017 (Dean, AD-Business Op, Research Committee)
 - **Discussions with Senior VP for Research initiated with LCOM**
 - **CNHS faculty have been invited to apply to the new CTSA grants available through the LCOM**
 - **RMS had RPT trainings for both clinical and tenure-track faculty in AY17-18**
 - **Junior faculty received training on research infrastructure in the college and university in AY 17-18**

KEY PERFORMANCE INDICATORS:

- Both PIs and Programs received a percent of F & A during FY17

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- **Completed**
- Salary return and course release policies are updated and put in place for FY 17
 - **Completed**
- Departments have established a plan to engage and support UG students in research
 - **Faculty have UG students working on their research; about 59% of CNHS UG students are engaged in research; CNHS Honors proposal will be submitted by the Research Committee in Fall 2018**
- Greater than 50% of UG students will report involvement in research at their senior exit survey
 - **Achieved in Spring 2017**
- Student research support policy is updated and put in place for FY17
 - **Completed**
- Research infrastructure support plan is developed in collaboration with the COM
 - **Discussions initiated with LCOM; grant funding access has occurred**

b. Provide faculty development in research and external grant funding

ACTIONS & TIMELINE:

- Collaborate with College of Medicine on faculty development opportunities in research by Spring 2017 (Dean, Research Committee, Chairs)
 - **Completed; faculty participate in the Vermont Cancer Center, the NBH and IH faculty workshops/seminars**
 - **NOTE This is an ongoing activity and part of our partnership as a collaborator in the Academic Health Sciences**
- Provide Dean's professional development discretionary funds for faculty attending trainings related to external funding by Fall 2016 (Dean)
 - **Completed**

KEY PERFORMANCE INDICATORS:

- Co-sponsor at least one professional development research activity with the LCOM by Fall 2017
 - **Completed for IH, VCC,, etc. and will be ongoing**
- Dean's Professional Development Fund is in place to support faculty attendance at external grant funding trainings during the 2016-2017 academic year
 - **Completed**

c. Provide an IPE model for translational research

ACTION & TIMELINE:

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- Recruit a Program Director with translational research experience for the new PhD in Human Functioning and Rehabilitation by Spring 2018 (Dean)
 - CSD requested to search for faculty member who would also be Program Director with translational research experience for the new PhD in Human Functioning and Rehabilitation during 2017 – 2018 academic year
 - Decided to assign a PhD Program Director from within the CSD department Fall 2017
- Engage students in translational research activity through the PhD Program in Human Functioning and Rehabilitation by Summer 2018 (PD for PhD Program)
 - Plan established to initiate research activities beginning Spring and Summer of 2018
 - PhD students are fully engaged in their research rotations

KEY PERFORMANCE INDICATORS:

- At least three inter-professional and translational research rotations are in place during the 2018-2019 academic year
 - Rotations have been identified and students have begun their rotations
- Program Director for the PhD program is hired by Spring 2018
 - Completed—hired from within the College

d. Build on current and evolving research strengths

ACTION & TIMELINE:

- Hire faculty with research experience, expertise, and funding in identified areas of strength for CNHS by Fall 2017 (Dean, Chairs, Search Committees)
 - Hired 1 nursing faculty with expertise in ASD in Fall 2016
 - Hired 1 EXSC faculty with expertise in physical activity with NFL funding in Fall 2016
 - Hired 2 faculty in the DPT program with expertise in child and adult neuro to begin in Fall 2017, one with funding
 - Hired 1 faculty in the MLS program with expertise in immunology research to begin in Fall 2017 with funding
 - Hired 1 faculty in the CSD program with expertise in cognitive psychology with expertise in ASD to begin Fall 2017

KEY PERFORMANCE INDICATORS:

- At least 2 faculty members are hired with expertise, and funding in an identified area of strength
 - Achieved

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e. *Develop health systems research*

ACTION & TIMELINE:

- Hire faculty with expertise in organization and financing of healthcare including access, disparities, etc. by Fall 2018 (Dean, Chairs, Search Committees)
 - Conversations are ongoing with LCOM and search committers; can consider shared positions; may delay until Fall 2019

KEY PERFORMANCE INDICATORS:

- At least 2 faculty members with expertise in health systems research are hired for the 2018-2019 academic year; likely delay until AY 19-20

Service

1. Support our campus and community through service in health-related arenas

Objectives:

- a. Establish new service learning relationships at a local and-community level, including collaboration with Community-University Partnerships & Service Learning (CUPS)

ACTION & TIMELINE:

- Define areas of potential service learning that will enhance the student experience and support a community need by Fall 2017 (VCs, PDs)
 - Nursing implemented service learning in the undergraduate gerontology program and the graduate primary care program.
 - Seniors in EXMS are in the WE program, IDEAL program, Exercise in Psychiatry at UVMMC, and Special Olympics, and Mallets Bay
 - PT has been involved through a health promotion course
 - CNHS has SL community partnerships with the following community organizations: Bridges to Health, Cathedral Square, Far Post Soccer Club , Local Motion , New England Grassroots Environment Fund , The Residence at Shelburne Bay, UVM Medical Center Wellness Team , Vermont Center for Integrative Herbalism, Vermont Community Garden Network, Vermont Physical Therapy Association
 - Kate Moreau (MLS) is a CUPS fellow and will be developing a course for 3rd year students going into the health sciences to expose them to MLS using a case-study format and will run as a pilot in the Spring 2019
 - Hired Deb Hinchey with significant experience in development service learning experiences for students in HSCI

KEY PERFORMANCE INDICATORS:

- At least 2 new service learning relationships are in place for 2 different disciplines by Spring 2018

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- Nursing Service learning at Quarry Hill and the Needle Exchange; Nursing participating in Special Olympics and an evaluation project
- EXMS experiential learning in place in 5 programs
- IPE service learning course in gerontology will be launched in Fall 2018
- MLS service learning in Spring 2019

b. Increase the number of community outreach activities not tied to a course that our faculty, staff and students participate in

ACTION & TIMELINE:

- Identify community outreach needs for support and training by Spring 2018 (Dean, Associate Dean, Chairs, Dean's Students Leadership Councils)
 - School-based physical activity research project with Mallets Bay Elementary (V-CHIP project)
 - CSD provide More Than Words parent training in community for families of children with ASD
 - CSD has VCHIP program for community training in autism in Winooski and Barre
 - Speech & Hearing Club and Student Nursing Association have both expanded their outreach activities to the community (e.g., nursing homes, music program for those with dementia, aphasia choir) in AY 17-18

KEY PERFORMANCE INDICATORS:

- At least one new community outreach activity is implemented by faculty, staff &/or students by Fall 2018
 - Completed
 - 3 faculty fellows, 1 in nursing and 2 in RMS have completed the faculty fellows program
 - CUPS report for 2016-2017 revealed CNHS has doubled its service learning offerings in the last 2 years and has a higher representation of ALANA students enrolled than UVM

c. Increase the number of clinical partnerships in the UVM Health Network and related LCOM partners

ACTIONS & TIMELINE:

- Identify potential clinical partnerships across the UVM Health Network by Spring 2017 (VCs, PDs, Luse Center Clinic Director)
 - Nursing is working on this in their efforts in primary care
 - Working on integrative health partnerships
 - PT is working with establishing clinical relationships in the network
 - MLS is working on clinical relationships at CVPH
 - Increased placements in NYS in the Health Network and beyond for nursing
 - CSD working with UVMHC to increase SLP placements
 - DPT working with DeePT to expand DPT for first year and second year students

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- **DEPN to employee at UVMHC track just begun Summer 2018**
- **VA & Health Department new collaborations for EB research and student placements for NPs**
- **New collaboration with ACPHS in CNHS Faculty Practice and Appletree Bay**
- Collaborate with LCOM to build on established clinical partnerships for medical students by Spring 2017 (VCs, PDs, Luse Center Clinic Director)
 - **Initiated discussions but will delay full discussion until Fall 2018/Spring 2019**
 - **met with the education lead in Danbury and will need to delay until Fall 2019**
 - **MLS student, however, will be going to Danbury in Spring 2019**
 - **LCOM student at the CNHS Faculty Practice at Appletree Bay**

KEY PERFORMANCE INDICATORS:

- At least 2 new clinical partnerships are established for undergraduate or graduate placements in the UVM Health Network
 - **MLS established relationships at CVPH**
 - **CSD established relationships at CVMC**
 - **Nursing established several partnership in NYS, the Abenaki Nation and the VA**
- At least 1 new clinical partnership is established with LCOM partners (e.g., Danbury) **by fall 2019**
 - **MLS student going to Danbury in Spring 2019**

2. Partner with key constituents to provide pathways for practice that meet community health care needs

- a. Collaborate with UVMHC and the LCOM to place graduate students in areas of high community need

ACTION & TIMELINE:

- Work to recruit graduate students with identified interests in geriatrics, rural and underrepresented populations **by Spring 2019 (Chairs, VCs, PDs, OSS staff)**
 - **This is in progress in nursing**
 - **HRSA grant with VT-LEND has been submitted with a focus on rural and diverse communities and health care in the allied health areas**

KEY PERFORMANCE INDICATORS:

- Number of students who first jobs are working with older adults, and/or in rural or underrepresented populations

CNHS Supports

1. Foster faculty and staff excellence.

Objectives:

- a. *Develop a professional development plan for all faculty and staff*

ACTIONS & TIMELINE:

CNHS Strategic Plan 2016-2020

- Provide opportunities for staff & faculty to attend existing UVM professional development (Dean, AD-Business Op, Chairs, VCs, PDs)
 - Done on a regular basis for all faculty and staff through PDFs and the Dean's fund for professional development
- Train faculty in IPE (P. Bednash, Associate Deans for IPE & IPP)
 - Faculty meeting in May 2017 provided initial training; college wide all-day training scheduled for August 25, 2017
- Establish a professional development fund for staff (Dean, AD-Business Op)
 - Completed

KEY PERFORMANCE INDICATORS:

- 25% of staff attend at least one UVM professional development opportunity annually
 - Achieved and exceeded for staff
- 25% of faculty attend at least one teaching/learning training opportunity annually
 - Achieved and exceeded for faculty
- 25% of CNHS faculty attend at least one training in IPE annually
 - Achieved with the August 25 training

b. Anticipate changes in faculty & staff resources & plan proactively for changes

ACTIONS & TIMELINE:

- Increase faculty & staff in strategic areas by Fall 2018 (Dean, AD-Business Op, Chairs, VCs, PDs)
 - Strategic faculty hires in MLS, CSD & PT
 - Strategic staff hires in Nursing
 - Strategic hires in RMS (chair), CSD, MLS (HSCI), & Nursing beginning Fall 2018
 - Director of Diversity and Inclusive Excellence to be hired in FY19
- Develop a plan to ensure competitive wages across disciplines Fall 2018 (Dean, AD-Business Op, Chairs).
 - Completed

KEY PERFORMANCE INDICATORS:

- Succession planning document is in place for all existing programs by Spring 2017
 - Achieved for Nursing & CSD
- Recruitment plan is in place for current and proposed programs by Spring 2017
 - Achieved
- Plan in place for competitive wage review for nursing with first proposal for adjustment submitted to Provost for approval by Fall 2016
 - Achieved for nursing

c. Increase the diversity of faculty & staff

CNHS Strategic Plan 2016-2020

ACTIONS & TIMELINE:

- Sponsor and secure a Henderson Fellow by Fall 2017 (Dean, Chairs)
 - **Completed; hire made in 2016 for 2 years as a Henderson Fellow**
- Increase the number of diverse hires for faculty and staff by Fall 2018 (Dean, Chairs, Faculty & Staff Search Committees).
 - **Hired 3 diverse faculty who began in Fall 2016**

KEY PERFORMANCE INDICATORS:

- At least one Henderson Fellow is sponsored and hired as a faculty member by Fall 2017
 - **Achieved**
- At least 15% of CNHS staff and faculty will be ALANA by Fall 2020

d. Foster cultural skill among faculty & staff

ACTION & TIMELINE:

- Complete an assessment of cultural competence across all CNHS programs & establish an action plan based on the results by **December 2018** (Dean, CIE, Chairs, VCs, PDs)
 - **CSD and OSS completed**

KEY PERFORMANCE INDICATORS:

- All CNHS programs complete a cultural assessment & have an action plan in place by **December 2018**

2. Diversify funding mechanisms

Objectives:

a. Increase planned and alumni giving

ACTIONS & TIMELINE:

- Talk with each CNHS advisory board member about the opportunities for planned giving by Spring 2017 (CNHS Major Gifts Officer)
 - **Completed**
- Create alumni events that cultivate philanthropic support in collaboration with Chairs and PDs by Spring 2018 (CNHS Major Gifts Officer, Dean, Chairs, VCs, PDs)
 - **Nursing created an event with June 3rd, 2017 LCOM reunion**
 - **Nursing 75th anniversary on June 8, 2018; ASHA convention is in Boston, MA in Nov. 2018 and will try to do a CNHS event in Boston at that time**

KEY PERFORMANCE INDICATORS:

- At least 3 CNHS Advisory Board members (current or former) commit to planned giving by Spring 2019
- At least 2 CNHS alumni events occur with the identification of 5 new prospects

CNHS Strategic Plan 2016-2020

- One completed in Spring 2018
- One planned for Fall 2018

b. Increase faculty engagement in development efforts

ACTIONS & TIMELINE:

- Develop annual Community Clerkships that highlight CNHS faculty research and service strengths by Fall 2016 (CNHS Major Gifts Officer, Dean, Academic Health Sciences Development Team)
 - Completed a clerkship on exercise and obesity
- Invite faculty to present their research at quarterly Community Rounds events (Dean)
 - Completed—ongoing
- Include faculty in key development visits throughout the year through 2020 (CNHS Major Gifts Officer)
 - Ongoing across disciplines (e.g., MLS, nursing, CSD, DPT)

KEY PERFORMANCE INDICATORS:

- At least one Community Clerkship is held each year through 2020 with the identification of at least one prospect with potential resources to support faculty research from each event.
 - Achieved on exercise ad obesity; Foundation has adjusted their plan to consider every other year or every 2 years; waiting on their plan for continuing this effort
- At least 4 faculty participated in Community Rounds with connections made to community members during each of the 2016-2017, 2017-2018, 2018-2019, and 2019-2020 academic years
 - Achieved for 2016-2017; achieved for 2017-2018
- At least 3 faculty/PDs/chairs participate in a development visit each year
 - Achieved for 2016-2017; achieved for 2017-2018

c. Work with UVM Foundation to explore funding through Foundations and Corporate relationships

ACTIONS & TIMELINE:

- Identify corporate opportunities for support of CNHS training and/or research objectives by Spring 2017 (Dean, CNHS Major Gifts Officer, IH Program Manager, UVM Foundation staff)
 - Ongoing
- Identify foundation opportunities to support CNHS training and/or research objectives by Spring 2017 (Dean, CNHS Major Gifts Officer, IH Program Manager, UVM Foundation staff)
 - Ongoing

KEY PERFORMANCE INDICATORS:

- At least one corporate opportunity is identified and pursued by Fall 2017 in Integrative Health
 - Attempted with NECI but delayed until focus on Pain and Cancer takes off

CNHS Strategic Plan 2016-2020

- At least one foundation is identified and proposal submitted each year of the next 4 years
 - **Achieved for 2016-2017 & 2017-2018**
 - NOTE: Year end for FY17 was \$1,369,250 in gifts and pledges.
 - NOTE: As of May 15, 2018, FY 18 is \$4,383,439 in gifts and pledges

3. Enhance teaching, research, and student study/work space

Objectives

a. Assess space needs for teaching & research

ACTIONS & TIMELINE:

- Work with enrollment management and the registrar's office to identify priority space for professional programs by Fall 2016 (Dean, Associate Dean, Chairs)
 - **Completed**
- Assess and prioritize needs for upgrades in CNHS managed classroom space and technology by Spring 2017 (Dean, Associate Dean, Chairs, VCs, PDs)
 - **Rowell 103 will be renovated and assigned to CNHS in 2019**
 - **NOTE: Executive team will create a draft plan and share with chairs and PDs for review by Spring 2018**
 - **Renovated MLRS research and teaching lab in Fall 2017**
 - **Renovations of the HMAL lab are occurring in Summer 2018**
 - **Requested office space, classroom space and seminar room space from LCOM in Given when their new research building is completed**
- Assess and prioritize needs for upgrades in CNHS research laboratories by Fall 2016 (Dean, Chairs)
 - **Completed**
- Develop equipment upgrade and replacement plan for all programs by Spring 2017 (AD-Business Op, Departmental Business Managers)
 - **Completed**

KEY PERFORMANCE INDICATORS:

- Adequate teaching space is earmarked for professional programs by the Registrar
 - **Achieved for 2019**
- Plan for upgrading CNHS classroom space and technology is established by Spring 2018
 - **Completed teaching and research lab renovations**
 - **Moved VERT to 104 to increase use and access**
 - **Made requests for additional classroom space with LCOM**
- Plan for upgrading CNHS research laboratories is established

CNHS Strategic Plan 2016-2020

- **Achieved**
- Research equipment upgrade and replacement plan is in place for all programs with funds allocated to equipment reserve
 - **Achieved**

b. Assess space needs for student study and interaction

ACTIONS & TIMELINE:

- Collaborate with COM to develop a quiet study space for CNHS and COM students by Fall 2016 (Dean, AD-Business Op)
 - **Completed**
- Assess and prioritize use of first floor lounge space to support IPE & group study activities by Fall 2016 (Dean, AD-Business Op, Dean's UG & GR Student Leadership Councils)
 - Discussion of the use of this space is ongoing; space and furniture were thoroughly cleaned

KEY PERFORMANCE INDICATORS:

- Brickyard space is renovated for quiet study space for CNHS & COM students by Spring 2017
 - **Achieved**
- First floor lounge space is renovated to support inter-professional student workspace by Fall 2017; **change to fall 2018**

NOTE: Let's make sure we don't lose our focus on Wellness for faculty.