CNHS Strategic Plan 2016-2020  
(timelines updated August 15th, 2017)

**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 interprofessional, 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
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 annually (Chairs, Vice Chairs (VC)s, Program Directors (PDs))
- Increase faculty access to new technologies and teaching strategies annually (Chairs, VCs, PDs)
- Establish college-wide teaching sharing sessions at least twice a semester by Spring 2018 (Chair-RMS; Chair-Nursing)
- Collaborate with the College of Medicine (COM) to bring teacher-scholars to the Teaching Academy by Spring 2018 (Chair-RMS; Chair-Nursing)

**KEY PERFORMANCE INDICATORS:**

- Move from baseline by 10% the number of faculty reporting conference attendance on pedagogy by Spring 2018
- Move from baseline by 10% the number of courses faculty report the use of new technologies and teaching strategies by Spring 2018
- Number of faculty attending CNHS teaching sharing sessions and reporting satisfaction with the sessions and application of strategies learned by Spring 2018
- Participated in co-sponsoring one teacher-scholar with the COM by Spring 2018

See link to Universal Design for Learning to support students with various learning styles:
[http://www.udlcenter.org/aboutudl/udlguidelines](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 on an annual basis (Assistant Dean for Student Affairs & Office of Student Services (OSS) staff)
- 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 by Fall 2017 (Chair-MLRS; AD for Student Affairs)
Facilitate a plan for implementation of high impact practices (HIP) in individual programs by Fall 2017 (Chairs, VCs, PDs).

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

KEY PERFORMANCE INDICATORS:
- First year retention rate is at or above 93% by Fall 2020
- Increase 4-year graduation rate for in-state students by 3% and out of state students by 5% by Fall 2020
- Plan established by each department to institute HIP by 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)
- Launch IH Minor by Fall 2017 (moved to an UG certificate0 (IH Program Manager & Associate Dean)
- Sunset UG AT by Fall 2018 and launch masters in AT by Fall 2019 or Fall 2020 (Chair-RMS; PD-AT).
- Sunset NMT by Fall 2016 (PD-NMT; Chair-MLRS)
- Launch masters in EXSC: soft start by Fall 2018; full implementation by Fall 2019 (Graduate PD-Masters in EXMS; Chair-RMS)
- Develop graduate proposal for Occupational Therapy by Fall 2020 (Associate Dean)
- Launch certificate in Paramedic Training by Fall 2018 (PD-IREMS; Chair-RMS; Associate Dean)
- Develop graduate certificate proposal in Integrative Health (e.g., Health Coaching or IH Pain Management) by Spring 2018 (IH Program Manager, Associate Dean)
- Explore new models of clinical education (e.g., residency & fellowship training) in DPT by Spring 2018(PD-DPT)
- Grow existing graduate programs by Fall 2018 (Chairs, VCs, PDs)
- Market new certificate/non-degree programs through CDE on an annual basis (Chairs, VCs, PDs)
- Develop clear pathways for dual enrollment in clinical/professional doctorates and PhD programs by Fall 2017 (Chair-CSD, PD-DPT, VC-Graduate Nursing, Associate Dean, Dean).
- Launch PhD in Human Functioning and Rehabilitation Science by Fall 2017 (Chair-CSD, Dean, AD-Business Op)
- Develop strategies to help graduating students excel in their state/national licensure examinations by Spring 2017 (Chairs, VCs, PDs)
KEY PERFORMANCE INDICATORS:

- IH undergraduate certificate to start Fall 2018
- AT masters has 20 students by Fall 2020
- EXMS masters has 10 students by Fall 2019
- Paramedic certificate has at least 10 students enrolled by Fall 2019
- 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
- Proposal for a graduate certificate in IH is submitted to Faculty Senate by Spring 2018
- Existing graduate programs are fully enrolled by Fall 2018
- One DPT residency program is submitted to Faculty Senate by Fall 2019
- Marketing plan for new programs developed by Summer 2017
- Successful accreditation and re-accreditation for DPT and AT by Fall 2017
- Two PhD students enrolled by Fall 2018 and 5 by Fall 2019
- Licensure exam pass rates are above the national average in all disciplines by Fall 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 *(Associate Dean for IPE, IPEC team)*
- Expand CNHS faculty practice to include at least 2 additional disciplines (e.g., CSD, DPT, EXMS) by Fall 2018 *(CNHS Faculty Practice President & Board)*
- Launch at least one IPE activity with COM by Fall 2017 *(Associate Dean for IPE, Dean)*

**KEY PERFORMANCE INDICATORS:**

- Current graduate programs have adopted IPE content into their 2017-2018 curriculum plans & measurable outcomes are established in 2018-2019
- CNHS faculty practice includes DPT and CSD faculty and graduate trainees in the 2018-2019 academic year
- CNHS designs and implements one IPE activity with the COM across at least 3 disciplines by Fall 2017
2. Cultivate an environment that is diverse and inclusive.

Objectives:

- 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)
- Increase visibility of global/domestic learning opportunities on the CNHS website by Fall 2017 (OSS-Communications Specialist).
- Explore international opportunities for graduate clinical education by Fall 2017 (Chairs, VCs, PDs)
- Offer informational session on Travel Study Course development by Fall 2016 (Associate Dean)

**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
- Website is updated with global/domestic learning opportunities highlighted by Fall 2017
- At least 1 international opportunity to support clinical education in graduate programs is launched for the 2018-2019 academic year

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))
- 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)
- Establish key partners in VT school districts to recruit high quality diverse students by Spring 2018 (AD-Student Affairs, OSS staff, CIE).
- Establish a standing Committee on Inclusive Excellence by Fall 2016 (Associate Dean)
- 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) by May 2020 (organization self-assessment by December 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
- Financial support plan is established for minority recruitment Spring 2017
- Partnership is developed with the Burlington school district to create a pathway for students interested in health careers by Spring 2018
- Committee on Inclusive Excellence is approved in the CNHS by-laws by Fall 2016
- Tool or tools are developed to assess growth in cultural competence & PFCC for all graduates Fall 2018

(see following resource as a possible assessment tool [http://www.idrinstitute.org/page.asp?menu1=15](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)
- Revisit salary return and course release policy for PIs by Fall 2016 (Dean, Chairs, Assistant Dean for Business Operations (AD-Business Op))
- 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)
- Revisit student research support policy by Fall 2016 (Dean, AD-Business Op, Dean’s UG & GR Student Leadership Councils)
- Build a research infrastructure in collaboration with the College of Medicine (COM) to provide research staff support and faculty mentorship by Fall 2018 (Dean, AD-Business Op, Research Committee)

**KEY PERFORMANCE INDICATORS:**

- Both PIs and Programs received a percent of F & A during FY17
- Salary return and course release policies are updated and put in place for FY 17
- Departments have established a plan to engage and support UG students in research by Fall 2017
- Greater than 50% of UG students will report involvement in research at their annual senior exit survey
- Student research support policy is updated and put in place for FY17
- Research infrastructure support plan is developed in collaboration with the COM by Fall 2018

*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)
- Provide Dean’s professional development discretionary funds for faculty attending trainings related to external funding by Fall 2016 (Dean)

**KEY PERFORMANCE INDICATORS:**

- Co-sponsor at least one professional development research activity with the LCOM by Fall 2018
• Dean’s Professional Development Fund is in place to support faculty attendance at external grant funding trainings during the 2016-2017 academic year

c. Provide an IPE model for translational research

**ACTION & TIMELINE:**
- Recruit a Program Director with translational research experience for the new PhD in Human Functioning and Rehabilitation by Spring 2018 *(Dean)*
- Engage students in translational research activity through the PhD Program in Human Functioning and Rehabilitation by Summer 2018 *(PD for PhD Program)*

**KEY PERFORMANCE INDICATORS:**
- At least three inter-professional and translational research rotations are in place during the 2018-2019 academic year
- Program Director for the PhD program is hired by Spring 2018

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)*

**KEY PERFORMANCE INDICATORS:**
- At least 2 faculty members are hired with expertise, and funding in an identified area of strength by Fall 2017

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)*

**KEY PERFORMANCE INDICATORS:**
- At least 2 faculty members with expertise in health systems research are hired for the 2019-2020 academic year
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)

**KEY PERFORMANCE INDICATORS:**
- At least 2 new service learning relationships are in place for 2 different disciplines by Spring 2018

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)

**KEY PERFORMANCE INDICATORS:**
- At least one new community outreach activity is implemented by faculty, staff &/or students by Fall 2018

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)
- Collaborate with LCOM to build on established clinical partnerships for medical students by Fall 2018 (VCs, PDs, Luse Center Clinic Director)

**KEY PERFORMANCE INDICATORS:**
- At least 2 new clinical partnerships are established for undergraduate or graduate placements in the UVM Health Network by Spring 2018
- At least 1 new clinical partnership is established with LCOM partners by Fall 2018 (e.g., Danbury)
2. *Partner with key constituents to provide pathways for practice that meet community health care needs*
   a. Collaborate with UVMMC 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)*

   **KEY PERFORMANCE INDICATORS:**
   - Number of students whose first jobs are working with older adults, and/or in rural or underrepresented populations in Fall 2020
CNHS Supports
1. Foster faculty and staff excellence.
   **Objectives:**
   a. *Develop a professional development plan for all faculty and staff*
      **ACTIONS & TIMELINE:**
      - Provide opportunities for staff & faculty to attend existing UVM professional development on an annual basis (Dean, AD-Business Op, Chairs, VCs, PDs)
      - Train faculty in IPE on an annual basis (IPEC Team, Associate Deans for IPE & IPP)
      - Establish an annual professional development fund for staff (Dean, AD-Business Op)
      **KEY PERFORMANCE INDICATORS:**
      - 25% of staff attend at least one UVM professional development opportunity annually
      - 25% of faculty attend at least one teaching/learning training opportunity annually
      - 25% of CNHS faculty attend at least one training in IPE annually
   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)
      - Develop a plan to ensure competitive wages across disciplines Fall 2018 (Dean, AD-Business Op, Chairs).
      **KEY PERFORMANCE INDICATORS:**
      - Succession planning document is in place for all existing programs by Spring 2017
      - Recruitment plan is in place for current and proposed programs by Spring 2017
      - Plan in place for competitive wage review for nursing with first proposal for adjustment submitted to Provost for approval by Fall 2016
   c. *Increase the diversity of faculty & staff*
      **ACTIONS & TIMELINE:**
      - Sponsor and secure a Henderson Fellow by Fall 2017 (Dean, Chairs)
      - Increase the number of diverse hires for faculty and staff by Fall 2018 (Dean, Chairs, Faculty & Staff Search Committees).
      **KEY PERFORMANCE INDICATORS:**
      - At least one Henderson Fellow is sponsored and hired as a faculty member by Fall 2017
CNHS Strategic Plan 2016-2020  
(timelines updated August 15th, 2017)

• 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)

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)
• Create alumni events that cultivate philanthropic support in collaboration with Chairs and PDs by Spring 2018 (CNHS Major Gifts Officer, Dean, Chairs, VCs, PDs)

KEY PERFORMANCE INDICATORS:
• At least 3 CNHS Advisory Board members commit to planned giving by Spring 2019
• At least 2 CNHS alumni events occur with the identification of 5 new prospects by Spring 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)
• Invite faculty to present their research at quarterly Community Rounds events (Dean)
• Include faculty in key development visits throughout the year through 2020 (CNHS Major Gifts Officer)

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.
• 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
At least 3 faculty/PDs/chairs participate in a development visit each year

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)
- 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)

KEY PERFORMANCE INDICATORS:
- At least one corporate opportunity is identified and pursued by Fall 2017 in Integrative Health
- At least one foundation is identified and proposal submitted each year of the next 4 years

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)
- Assess and prioritize needs for upgrades in CNHS managed classroom space and technology by Spring 2017 (Dean, Associate Dean, Chairs, VCs, PDs)
- Assess and prioritize needs for upgrades in CNHS research laboratories by Fall 2016 (Dean, Chairs)
- Develop equipment upgrade and replacement plan for all programs by Spring 2017 (AD-Business Op, Departmental Business Managers)

KEY PERFORMANCE INDICATORS:
- Adequate teaching space is earmarked for professional programs by the Registrar by Fall 2019
- Plan for upgrading CNHS classroom space and technology is established by Spring 2018
- Plan for upgrading CNHS research laboratories is established by Fall 2017
- Research equipment upgrade and replacement plan is in place for all programs with funds allocated to equipment reserve by Fall 2016
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)
- 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)

**KEY PERFORMANCE INDICATORS:**

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