Western Michigan University

COLLEGE OF HEALTH AND HUMAN SERVICES

STRATEGIC PLAN
Calendar Years 2013 - 2016

MISSION
To educate professionals to provide exemplary health care, rehabilitation, and social services; promote innovation in advancing knowledge; and build mutually enriching local and global partnerships—all focused on enhancing human health and well-being.

VISION
To lead transformative education, practice, and research in health and human services.
Western Michigan University (WMU) is ranked among the top 100 national universities by Washington Monthly, a respected Washington, DC, magazine and is among five Michigan universities selected for the 2012 list. The list is based on three factors the publication characterizes as college qualities that are good for the nation: producing cutting-edge research and new PhDs; encouraging students to give back to the nation through service; and promoting social mobility by recruiting and graduating low-income students. WMU also holds a Carnegie classification as one of 76 public institutions in the nation designated as research universities with high research activity.

The College of Health and Human Services (CHHS) has consistently had multiple programs ranked in the top 100 in the nation by U.S. News and World Report. The strategic plan below sets a path to build on this ample historical base and move the college forward over the next four calendar years (2013-2016). Strategic planning to follow this one will begin in 2016.

**LINKS TO WMU AND ACADEMIC AFFAIRS STRATEGIC PLANS**

This strategic plan for the CHHS is built upon the WMU strategic plan, approved by the Board of Trustees, December 8, 2011—

It also references the Academic Affairs strategic plan, which was available in draft form as this CHHS plan was being developed—

The CHHS plan addresses the five WMU goals with strategic actions and outcome measures specific to the college, and with reference to “touchstones” related to fulfillment of the vision of transformative education, practice, and research and scholarship.

**DEVELOPMENT OF THE PLAN**

**MISSION, VISION, VALUES, AND TOUCHSTONES**

The College Council (dean and chairs/directors of academic units) revised the statements of mission, vision, and values as a prelude to the strategic planning process. They developed the touchstones and began a conversation about what would make the work of the college transformative in the areas of teaching, practice, and research and scholarship. This input served as a guide for the strategic planning committee.

**IN TEACHING,** we will provide students with curricula rich in interprofessional experiential learning and evidence-based practice, which will prepare them to be innovative health and human service leaders of the next decades.

**IN PRACTICE,** we will prepare a workforce to work collaboratively to serve a globally diverse community.

**IN RESEARCH AND SCHOLARSHIP,** our work will influence health and human services knowledge and evidence-based practice across disciplines and professions.

Making education, practice, and research transformative
STRATEGIC PLANNING COMMITTEE

The planning process was guided by a committee of faculty, staff, students, and administrators representing each of the college’s academic units and the Unified Clinics (see acknowledgments at the end of this document). Dean Earlie Washington charged the committee in February 2012 to develop a plan that would “set forth an exciting future for the college, building upon its historic strengths while embracing opportunities consistent with the mission of the University and Academic Affairs as well as the needs of society and the constituents we serve.”

STAKEHOLDERS

The committee gathered initial input from faculty, staff, and undergraduate and graduate students using an online survey to analyze perceived Strengths, Weaknesses, Opportunities, and Threats (SWOT) within the college. The SWOT analysis, along with qualitative data gleaned from conversations with faculty, staff, and students, informed the construction and interpretation of a second online survey. This survey, with access links distributed broadly, yielded responses from 207 key stakeholders across the college, University, community, and alumni. The committee used the input from all sources to formulate the five-year strategic plan outlined in this document.

PLAN AS A LIVING DOCUMENT

The plan is structured around the five major goals of the University’s strategic plan, with specification of actions the college will take in the areas of (1) students and learning, (2) program and faculty excellence, (3) research and scholarship, (4) diversity, inclusion, and global and community engagement, and (5) sustainability. The document describes the unique strengths of the college for meeting the needs of our students by working with the broader community, including the new WMU School of Medicine and other colleges within the University, our alumni, community agencies, supervisors and preceptors, and other friends of the college. In devising this ambitious plan, we also acknowledge the existence of challenges that must be managed strategically.

Finally, we present this plan as a dynamic and living document, with room for further review and modification of details (timelines, persons/groups responsible, etc.) as those responsible begin to implement it. Plan implementation will be guided by the Dean and College Council, with a review of achievement of action steps in monthly meetings. The plan incorporates the work of three existing college-wide committees (Committee on Diversity and Inclusion, International Committee, and College Curriculum Committee). It also calls for the establishment of three new CHHS committees (Interprofessional Education, Innovation in Teaching and Learning, and Sustainability), along with several workgroups with short term responsibilities to develop tools and techniques to achieve the strategic action steps of the plan.

COLLEGE UNIQUENESS AND STRENGTHS

OUTSTANDING, PRODUCTIVE ACADEMIC PROGRAMS

- Highly ranked graduate programs (many ranked in the top 50 in the country)—Blindness and Low Vision, Bronson School of Nursing, Occupational Therapy, Physician Assistant, School of Social Work, Speech Pathology and Audiology (with AuD), and PhD in Interdisciplinary Health Sciences
- Innovative Bachelor of Science degree in Interdisciplinary Health Services
- Widely enrolled certificate programs—Integrative Holistic Health and Wellness, Specialty Program in Alcohol and Drug Abuse, and Gerontology
- Highly sought after graduates, with high retention and placement rates
- Enrollment and credit hour increases over the last 10 years
- Global connections and learning opportunities
- High commitment to experiential learning
STRONG RECORD OF RESEARCH, SCHOLARSHIP, AND COMMUNITY CONTRIBUTION

- A strong record of external funding in the nation for colleges incorporating allied health programs (frequently one of the top 10 in the nation)
- Faculty with active research and scholarly programs addressing questions of basic science as well as applied problems in health and human services, with extensive student engagement and interdisciplinary collaboration, in areas such as:
  - mechanisms of speech perception
  - transmission of toxic agents through the placenta
  - feeding problems of children with autism
  - issues related to aging
  - effects of intersection design on safe travel by people with blindness or low vision
  - assessment and treatment of phonological, language, and literacy disorders in children
  - effects of noise exposure on hearing
  - effects of traumatic events on children’s development
  - facilitating behavioral change among special populations with diabetes
  - improving the birthing experience
  - adherence to women’s preventative health services
  - health informatics and technology
  - suicide prevention education
  - poverty reduction through University–community collaboration
  - food safety training initiatives
  - best methods of preparing health care professionals
  - GIS applications to addressing regional health concerns
- Contributions to services with the Kalamazoo community, including programs such as the Unified Clinics, Center for Disability Service (CDS), Child Trauma Assessment Center (CTAC), and KCReady4
- Contributions to services within the WMU community, including programs such as Sieta Scholars, Office of Military and Veterans Affairs, Engineering, Honors College, and the Interdisciplinary PhD in Evaluation
- Collaboration with the new WMU School of Medicine in development of interprofessional committee
- Strong community involvement in service learning, internships, and participatory research within communities, with students and faculty contributing around 350,000 hours each year to community health and human service agencies

INFRASTRUCTURE SUPPORTIVE OF EXCELLENCE

- Strong administration with dedication to the college mission and vision
- Outstanding service-oriented staff
- State of the art classroom technology and research facilities (LEED certified)
- Strong simulation capabilities
- Research labs and anatomy (cadaver) lab
- IT support within the college

CHALLENGES FACING THE COLLEGE

The College of Health and Human Services has the teaching, research, and service resources to move from our current position of strength to an even more vibrant future, as envisioned in this strategic plan. We also, however, face a number of challenges. Below are challenges identified during the planning process that must be factored into implementation of the plan.
CHALLENGES TO STUDENT ENGAGEMENT AND SUCCESS OVER THE NEXT GENERATIONS
- Decrease in Michigan HS graduates; increase in nontraditional students with less time on campus
- Increase in required credit hours; decrease in opportunities for financial aid
- Many students must hold jobs while going to school to make ends meet
- Tight structured curricula with little opportunity for elective study
- Desire to engage in service learning, but little time to do so

CHALLENGES TO VISIONARY TEACHING AND LEARNING
- Budget and administrative structures within the University that do not encourage innovation
- Tightly prescribed curricula that make interprofessional offerings challenging
- Faculty unevenly knowledgeable on use of technology in teaching
- Insufficient numbers of faculty with research programs that can involve students
- Increased credit hour production; while faculty lines remain stagnant
- Increased competition for a limited number of clinical sites
- Demands of adequately preparing graduates to meet the complexities of contemporary health and human services delivery

CHALLENGES TO TRANSFORMATIVE RESEARCH AND SCHOLARSHIP
- Increased enrollment and credit hour production; decreased faculty time for research
- Achieving appropriate balance of aging/seasoned faculty and new faculty/researchers to maintain high levels of research/external funding
- Inadequate support of and recognition of research and scholarship contributions to the work of the units, college, and University
- Limited awareness of others’ research within and between schools and departments

LEADERSHIP, COMMITTEES, AND WORKGROUPS WITH PRIMARY RESPONSIBILITY FOR IMPLEMENTING THE PLAN

COLLEGE LEADERSHIP
- Dean
- College Council (Chairs and Directors)
- Leaders within certificate programs and the Unified Clinics

EXISTING CHHS COMMITTEES
- Committee on Diversity and Inclusion
- International Committee
- College Curriculum Committee

NEW CHHS COMMITTEES AND WORKGROUPS
- Interprofessional Education (IPE) Committee
  - IPE Service Learning Workgroup
  - IPE Research/Scholarship Workgroup
  - IPE Portfolio Development Workgroup
- Innovation in Teaching and Learning (ITL) Committee
  - Field Program Coordinator (FPC) Workgroup
- Sustainability Committee (with members from University Committee)
“It would require a touchstone. A place, a tree, a physical element to hold on to. Something to prevent drifting.” (From *The Night Circus* by Erin Morgenstern, NY: Doubleday, p. 260)

**VALUES**

- Learning and work environments that are healthy, intellectually stimulating, creative, inclusive, and respectful of human diversity
- Professional and interprofessional education and practice that is person-centered and improves quality of life across the lifespan
- Active engagement of students and faculty in innovative and interdisciplinary research and scholarship that inform evidence-based practice
- Collaboration, critical thinking, and compassion as integral to professional competence
- Leadership, professional socialization, and service beyond the classroom
- Ethical practices and integrity in education, research, and service
- Multimodal, technologically effective, integrative, experiential instruction
- Lifelong learning
- Global and community engagement
- Continuous improvement through assessment and evaluation
- Personal health and wellness, professional self-care, and prevention of burnout
PLAN OVERVIEW

STUDENTS AND LEARNING

GOAL 1. Provide transformative learning experiences in interprofessional roles and collaboration through coursework, service learning, clinical and fieldwork experiences, research and scholarship, and global engagement.

ACTIONS ADDRESSING GOAL 1:
⇒ Increase interprofessional learning experiences and engagement across the college.
⇒ Ensure engagement in service learning experiences for all undergraduate students.
⇒ Increase student participation in research and discovery at all levels.
⇒ Ensure that students at all levels engage in experiences that help them connect their education in the professions to a broader understanding of the world.

PROGRAM AND FACULTY EXCELLENCE

GOAL 2. Invigorate existing curricula, teaching, and advising methods to promote innovative, discovery-driven educational experiences and student support systems, and consider new and expanded programs consistent with the mission of the college and societal needs.

ACTIONS ADDRESSING GOAL 2:
⇒ Review and assess teaching and learning in CHHS, focusing on opportunities for the inclusion of components related to discovery and creativity.
⇒ Increase opportunities for simulation and problem-based learning, innovation in teaching and curriculum development, and the use of E-Learning and other emerging technologies to promote advanced teaching and learning.
⇒ Promote the use of evidence-based practices in teaching.
⇒ Provide innovative student advising and other support structures and tools that are responsive to the academic and career goals of students.
⇒ Consider strategic addition of programs that address critical and emerging HHS issues and needs that are not currently addressed in CHHS academic programs.

RESEARCH AND SCHOLARSHIP

GOAL 3. Advance the knowledge base in health and human services and build on scholarly traditions within the college that are consistent with WMU’s role as a major research university.

ACTIONS ADDRESSING GOAL 3:
⇒ Invest in and commit to enhancing research and scholarship.
⇒ Support research collaborations among college faculty and colleagues from the medical school and other units across WMU, the community, and other institutions.
⇒ Increase proportion of students engaged in research with mentoring.
⇒ Create new interprofessional research courses at the undergraduate and graduate levels.
DIVERSITY, INCLUSION, AND GLOBAL AND COMMUNITY ENGAGEMENT

**GOAL 4.** Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of transformative education, practice, and research.

**ACTIONS ADDRESSING GOAL 4:**

- Foster diversity among students, staff, and faculty.
- Promote a climate of inclusion and collaboration within the CHHS.
- Recognize and enhance partnerships and collaborative relationships in global and local communities.
- Increase engagement of alumni.
- Increase connections with friends of CHHS.

SOCIAL, ECONOMIC, AND ENVIRONMENTAL SUSTAINABILITY

**GOAL 5.** Maximize the use of resources to enhance social, economic, and environmental sustainability within the college and community.

**ACTIONS ADDRESSING GOAL 5:**

- Improve social sustainability and wellness as supported by the CHHS environment.
- Improve economic sustainability by streamlining administrative functions, forms, and processes.
- Improve environmental sustainability.
STUDENTS AND LEARNING

**Goal 1.** Provide transformative learning experiences in interprofessional roles and collaboration through coursework, service learning, clinical and fieldwork experiences, research and scholarship, and global engagement.

**TOUCHSTONES OF TRANSFORMATION**

- **Interprofessional roles and collaboration**
- **Person-centered service delivery**
- **Lifelong commitment to service and learning**
- **Research informing practice; practice informing research**
- **Global and community engagement**

**ACTIONS ADDRESSING GOAL 1**

⇒ Increase interprofessional learning experiences and engagement across the college.
⇒ Ensure engagement in service learning experiences for all undergraduate students.
⇒ Increase student participation in research and discovery learning at all levels.
⇒ Ensure that students at all levels engage in experiences that help them connect learning of their professions to broader understanding of the world.

The ability to work effectively as a member of a team in a care setting, such as a hospital, clinic, rehabilitation facility, educational facility, or human service agency, plays a critical role in one’s professional success and the quality of care that patients/clients receive. As a result, interprofessional education that enhances knowledge, skills, and attitudes about team-based care must be an integral focus in the preparation of future generations of professionals. This focus led us to establish a goal in this strategic plan to provide transformative educational experiences in interprofessional roles and collaboration. Our graduates must be educated so that they can work together with individuals from other professions with the common goal of building safer and more effective patient-centered care and community-oriented systems.

Although we engage students in a substantial amount of interprofessional activity currently, we must expand our opportunities in this area. Our changes must be in two areas. First, we must offer more interprofessional education, beginning at the earliest stages of professional education and continuing throughout a student’s program. In other words, we must think creatively about how we might infuse interprofessional education more fully into the curriculum. Service learning, global experiences, fieldwork and...
clinical experiences, and involvement in research all must be exploited fully if we are to improve our interprofessional teaching and learning substantially. We also must work in concert with the medical school to ensure that, as much as possible, students are exposed to interprofessional clinical work and have the opportunities to observe and participate in team-based care before they graduate. It is in the clinic setting that “interprofessionalism,” with its benefits and challenges, becomes most apparent.

To increase our interprofessional course offerings and experiences, we must do the hard work of tackling the many logistical and administrative challenges that interprofessional education offers. We must scrutinize our course offerings at a relatively “micro” level, examining in each program (undergraduate and graduate) what is taught and when it is taught (semester, day of week, time of day). We must systematically look for opportunities to bring students from various disciplines together as we “map” our respective curricula. Education in research, communications and ethics may provide initial venues for growth in this area. We also must work together to map out our clinical placements to determine how we might encourage interprofessional education in our respective field sites. Our international portfolio also provides key opportunities for interprofessional education, and strategic expansion of study abroad and other cross-cultural experiences can enrich our interprofessional portfolio. Students often report that the opportunity to engage other students from other programs as they observe care delivery through a “new” cultural lens is among the most powerful learning experience they have while at WMU. Finally, service learning, a relatively uncommon experience offered to students today, will be explored further for the multiple ways it can enhance interprofessional education.

To meet Goal 1, we commit to transforming our educational programs and our students’ learning by offering more learning experiences in interprofessional roles and collaboration, by creatively using research, service learning, clinical and fieldwork experiences, and global education as a platform for this expansion. Simultaneously, we will work to manage creatively the logistical and administrative barriers that limit our opportunities for interprofessional learning.
**Goal 1.** Provide transformative learning experiences in interprofessional roles and collaboration through coursework, service learning, clinical and fieldwork experiences, research and scholarship, and global engagement.

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<thead>
<tr>
<th>Strategic Actions</th>
<th>Tactics</th>
<th>Outcome Measures/Timeline</th>
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<tbody>
<tr>
<td>1.1. Increase interprofessional learning experiences and engagement across the college.</td>
<td>1.1.1. Evaluate the interprofessional environment and existing interprofessional opportunities.</td>
<td>CHHS- IPE Committee formed and meeting by early Spring, 2013</td>
<td>Unit meeting time</td>
<td>Associate Dean Interprofessional Education (CHHS- IPE) Committee</td>
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<td>Develop a list of existing interprofessional learning opportunities by Fall 2013</td>
<td>CHHS- IPE Committee and selected faculty</td>
<td>Joint Committee (with Medical School) on Interprofessional Education</td>
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<td>1.1.2. Develop a plan for increasing interprofessional learning in the classroom, enrichment activities, and clinic (e.g., synchronizing courses and joint simulation sessions; new courses; student organization activities; IP groups address needs of simulated families; enrichment activities, such as book read; clinical activities.)</td>
<td>At least some components of IPE plan piloted by the end of Fall 2013</td>
<td>TBD based on 1.1.1</td>
<td>IPE Committee, selected faculty and chairs</td>
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<td></td>
<td>1.1.3. Provide a menu of options from which students can choose to demonstrate competencies in interprofessional collaboration.</td>
<td>Portfolio Workgroup of IPE Committee formed by mid-Spring 2013</td>
<td>Portfolio Workgroup of IPE Committee</td>
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<td>1.1.4. Pilot a plan for documenting and monitoring interprofessional experiences on student portfolios.</td>
<td>Plan for piloting documentation of interprofessional activity using student portfolios in place by Fall 2014</td>
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<tr>
<td>1.2. Ensure engagement in service learning experiences for all undergraduate students.</td>
<td>1.2.1. Develop operational definitions of service learning (including pre-clinical and pre-field experiences), evaluate existing service learning opportunities, and define expectations for CHHS undergraduate, pre-professional students.</td>
<td>a. Service Learning Workgroup of IPE Committee formed by Spring 2013</td>
<td>Coordinate with WMU Service Learning Coordinator and community partners, develop sustainable programs for service learning</td>
<td>Service Learning Workgroup of IPE Committee</td>
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<td>b. Service Learning definitions in place by Fall 2013</td>
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<tr>
<td>1.2.2. Identify and develop new external partnerships as recommended by the Service Learning Workgroup of the IPE Committee.</td>
<td>Menu of service learning options for undergrads outlined by Spring 2014</td>
<td>Coordinate with WMU Service Learning Coordinator and community partners, develop sustainable programs for service learning</td>
<td>Service Learning Workgroup of IPE Committee</td>
<td></td>
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<tr>
<td>1.2.3. Pilot a plan for documenting and monitoring service learning experiences on student portfolios.</td>
<td>Plan for piloting documentation of service learning activity among undergrads using student portfolios in place by Fall 2014</td>
<td>Portfolio Workgroup of IPE Committee</td>
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<tr>
<td>1.3. Increase student participation in research and discovery learning at all levels.</td>
<td>1.3.1. Interprofessional, interdisciplinary research learning courses will be examined for possible merging across programs at the UG and Grad levels (see Goal 3).</td>
<td>a. Research/Scholarship Workgroup of IPE Committee formed by mid-Spring 2013</td>
<td>Research/Scholarship Workgroup of IPE Committee</td>
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<td>b. PI research plan in place by Fall 2014</td>
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<td>1.3.2. Offer an increased range of opportunities for UG and Grad students to participate in research experiences (participant, lab assistant, student researcher, research colloquia, etc.).</td>
<td>Plan for piloting documentation of research and discovery learning using student portfolios in place by Fall 2014</td>
<td>Sustain database of active research opportunities for students in CHHS. Post opportunities clearly for students</td>
<td>Research/Scholarship Subgroup of CHHS-IPE Work Group</td>
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<td>1.4. Ensure that students at all levels engage in experiences that help them connect learning of their professions to broader understanding of the world.</td>
<td>1.4.1. Offer increased opportunities for participation in understanding cultures and ways of thinking that differ from their own (e.g., study abroad, Spanish lunch group, courses).</td>
<td>Plan for piloting documentation of global learning experiences and broader understanding of the world using student portfolios in place by Fall 2014</td>
<td>Diversity and Inclusion Toolkit (accessed through Elearning)</td>
<td>International Committee and Diversity and Inclusion Committee working with IPE Committee</td>
</tr>
</tbody>
</table>
Goal 2. Invigorate curricula, teaching, and advising methods to promote innovative, discovery-driven educational experiences, and consider new and expanded programs, consistent with the mission of the college and societal needs.

**Touchstones of Transformation**

- Innovative thinking, learning, and doing
- Person-centered service delivery
- Interprofessional roles and collaboration
- Lifelong commitment to service and learning

**Actions Addressing Goal 2**

⇒ Review and assess curricular activities in CHHS to enhance discovery and creativity.
⇒ Increase opportunities for simulation and problem-based learning, training and innovation in teaching and curriculum development, the use of E-Learning technology and other emerging technologies that promote advanced teaching and learning.
⇒ Provide innovative student advising and other supports to be responsive to the academic and career goals of students.
⇒ Consider strategic addition of programs that address critical and emerging HHS issues not addressed in current CHHS programs.

Transformation, as embodied in Goal 2, reflects our commitment to provide an innovative, cutting edge education for students, and to support faculty, staff and our community partners in health and human services in an evolving and complex world. Moreover, Goal 2 embraces the ideal that curricular programming, learning, teaching, advising, research, and service are integrated and overlapping activities in effective, transformative academic institutions.

To provide students with cutting-edge training, we commit to providing faculty with opportunities for ongoing and advanced training in teaching and knowledge development. Consequently, we will support faculty development in simulation and problem-based learning, E-Learning technology, and other emerging technologies. We also will promote interprofessional connections within CHHS and with our community partners, and we will combine such activities with structured assessments to identify opportunities for discovery and creativity.

To meet Goal 2, we commit to creating a transformative environment for growing and invigorating our existing programs and adding new ones. We commit to the mission-driven strategic development and expansion of programs to address critical and emerging health and human services needs in the diverse, growing communities we serve in Michigan and beyond.

WMU Goal & Strategies

Goal 2: Promote innovative learning, discovery, and service.

2.1. Invigorate curricula and teaching methods to improve learning outcomes.

2.2. Support and promote innovative discovery and development across campus.

2.3. Support and promote engagement and service to the University, community, and professional disciplines.

Academic Affairs Goals & Strategies

Goal 1. Offer undergraduate programs that will provide graduates with the distinction necessary to be highly successful in their lives and careers.

Goal 3. Offer distinctive graduate programs that prepare students to be successful in their lives and careers, and position WMU as a leader in graduate education.
**Goal 2.** Invigorate curricula, teaching, and advising methods to promote innovative, discovery-driven educational experiences, and consider new and expanded programs, consistent with the mission of the college and societal needs.

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<tr>
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<tbody>
<tr>
<td>2.1. Review and assess curricular activities in CHHS to enhance discovery and creativity.</td>
<td>2.1. Assess and identify innovative opportunities in teaching and learning, working with University resources (WMU-SOTL opportunities) and CHHS-IT, to help faculty acquire reinvigorated teaching strategies.</td>
<td>Innovation in Teaching and Learning Committee in place by Spring 2013.</td>
<td>Budget for material such as technological software and hardware.</td>
<td>Innovation in Teaching and Learning (ITL) Committee</td>
</tr>
</tbody>
</table>
| 2.2. Increase opportunities for simulation and problem-based learning, innovation in teaching and curriculum development, and the use of E-Learning and emerging technologies to promote advanced teaching and learning. | 2.2.1. Facilitate systematic link between the needs of CHHS faculty, IT staff, and the services of university related to teaching and learning. | a. By Fall of 2013, linkage with campus resources and a menu of options will be established  
b. By Spring 2014 faculty will be incorporating new learning and discovery experiences in the majority of their courses | None in addition to 2.1 | ITL Committee |
| 2.3. Provide innovative student advising and other supports to be responsive to the academic and career goals of students. | 2.3.1. Prepare faculty to mentor undergraduate students, socializing students to post-secondary education and the professions so they can meet their career goals. | Pilot activities in place to prepare faculty to work with new undergrads by Spring 2014 | ITL Committee |
| | 2.3.2. Monitor and enhance recruitment and application processing activities to ensure high quality and appropriate quantity of students in all undergraduate and graduate programs and to ensure that students are connected to faculty and other students. | CHHS meets enrollment targets each semester or session, and associated increases occur strategically in faculty, clinical sites, and other resources | Tuition revenue for more faculty to meet higher numbers of students | Dean (working with Grad College Dean)  
Student Services  
Departmental Admissions Committees |
| | 2.3.3. Evaluate and strengthen orientation experiences for undergraduate and graduate students, including students in Grand Rapids and extended university programs, to help all students feel connected to the college and University. | Students express satisfaction with orientation experiences when assessed at the conclusion of all orientation activities | Build into assessment plans for each program | Associate Dean  
Student Services  
Chairs and Directors  
Unit Assessment Coordinators |
2.3.4. Determine factors associated with student retention and success in job placement; use data to drive advising; and implement plans to improve retention of students at all levels.

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<tbody>
<tr>
<td>a. Baseline data on student retention and placement outcomes by Fall 2013, updated annually. Assess placement rates for undergraduate and graduate programs (e.g., at graduation/exit, 1 year, and 5 years after graduation)</td>
<td>Coordinate with Associate Provost for Enrollment Management</td>
</tr>
<tr>
<td>b. Improvement from baseline data from previous 5 years, with a plan to address predictors of attrition by Fall 2015 and updated annually</td>
<td>Advisors Chairs and Directors Unit Assessment Coordinators</td>
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2.3.5. Enhance financial support for students at all levels through fund-raising and assistance with applications for student scholarships and other forms of support.

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<tbody>
<tr>
<td>Increased funding of student scholarships (ongoing)</td>
<td>Existing endowed scholarships</td>
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<tr>
<td>New endowments and gifts</td>
<td>Development office Chairs/Director Dean’s office</td>
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2.4. Consider strategic addition of programs that address critical and emerging HHS issues and needs that are not addressed in current CHHS academic programs.

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<tbody>
<tr>
<td>2.4.1. Monitor HHS trends and workforce forecasts to identify opportunities to add to the CHHS portfolio of programs.</td>
<td>Addition of any new programs based on needs assessment, recommendations, and resource availability</td>
</tr>
<tr>
<td>Team of personnel to complete task</td>
<td>Dean Associate Dean College Council</td>
</tr>
</tbody>
</table>
Goal 3. Advance the knowledge base in health and human services and build on scholarly traditions within the college.

Touchstones of Transformation

- Innovative thinking, learning, and doing
- Research informing practice; practice informing research
- Global and community engagement
- Lifelong commitment to service and learning

Actions Addressing Goal 3

⇒ Invest in and commit to enhancing research and scholarship.
⇒ Support collaboration among college faculty and colleagues from the medical school, other units across WMU, the community, and other institutions.
⇒ Increase proportion of students engaged in research with mentoring.
⇒ Create a new interprofessional research course at the undergraduate and graduate levels.

The College of Health and Human Services has had a sizeable and varied portfolio of externally funded research, evidenced by its repeated ranking as one of the top colleges with allied health programs in the nation in terms of federal dollars awarded. To remain in this elite group and to meet WMU’s goal to enhance our national competitiveness, CHHS will leverage our resources to strengthen our research priority areas and our existing and proposed centers. We are committed to the principles that research informs practice and practice informs research.

To meet Goal 3, we commit to strengthening research and scholarship in the college over the next five years. As much as possible, we will prioritize thematic faculty hires that intersect with identified research strengths, and we will pursue innovative means for hiring faculty with strong research credentials. We will remain nimble and responsive to emerging health and wellness agendas and elevate our research culture, including recognition and reward for scholarly activity and research productivity. We will encourage the development of interdisciplinary research centers, and our thematic faculty hires will partner with individuals who are engaged in interdisciplinary investigations aimed at complex problems in health and translation to clinical practice. We will engage our undergraduate and graduate students in research experiences from a menu of offerings that range from interprofessional exploration of evidence-based practice, to research colloquia, and we will engage in data-based research with students and others as research assistants and participants.
## Goal 3. Advance the knowledge base in health and human services and build on scholarly traditions within the college.

<table>
<thead>
<tr>
<th>Strategic Actions</th>
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<th>Outcome Measures/Timeline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1. Invest in and commit to enhancing research and scholarship.</td>
<td>3.1.1. Hire new faculty who can contribute to the research commitment of CHHS and WMU.</td>
<td>New faculty with existing external funding hired a. First by Fall 2015 b. Second by Fall 2016</td>
<td>Revenue (multiple sources)</td>
<td>Chairs/ Directors and Dean</td>
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<td>3.1.2. Provide workload adjustments and other supports for junior faculty in traditional faculty positions.</td>
<td>Junior faculty workloads reflect expectations for scholarly activity (first 2 years for any new faculty)</td>
<td>Part-time faculty funds</td>
<td>Chairs/ Directors and Dean</td>
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<td>3.1.3. Provide mentoring and other supports for junior faculty and other faculty working to enhance their research and scholarly activity.</td>
<td>Any new tenure track faculty have identified mentors by Fall 2013</td>
<td>Recognition of time commitment to mentoring role for senior faculty.</td>
<td>Dean Associate Dean Chairs and Directors</td>
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<td></td>
<td>3.1.4. Enhance structures to support research and scholarship, together with metrics for accountability for faculty assigned time for research and scholarly activity in workload.</td>
<td>Establish guidelines for accountability for workload assignment to research and scholarly activity for traditionally ranked faculty by Fall 2013</td>
<td></td>
<td>Dean Associate Dean Chairs and Directors</td>
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<td>3.1.5. Increase faculty awareness and appropriate access of RED (Research and Education Development) Fund to “jump-start” research and support other research related costs (e.g., student projects).</td>
<td>RED fund use is associated with increased external funding (10% increases reported in Springs 2013, 2014, 2015)</td>
<td>Allocation of indirect cost returns on grants</td>
<td>Associate Dean</td>
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<td>3.1.6. Recognize and reward productivity in scholarly and research activities funded and unfunded.</td>
<td>CHHS Research Day with a variety of presentation formats, first held in Fall 2013</td>
<td>$8,000 (est.) annually Food, registration, awards, communications (alumni)</td>
<td>Dean Associate Dean Chairs and Directors</td>
</tr>
<tr>
<td>3.2. Support collaboration among college faculty and colleagues from the medical school, other units across WMU, the community, and other institutions.</td>
<td>3.2.1. Develop opportunities for additional interdisciplinary and discipline-specific research centers</td>
<td>At least one new center in place by Spring 2014</td>
<td></td>
<td>Dean Associate Dean</td>
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<tr>
<td>3.2.2. Strengthen existing interdisciplinary centers (e.g., gerontology, CHITA) and make increased use of the doctoral program's collaboration across disciplines</td>
<td>Annual reports of centers convey evidence of productivity and progress toward self-sufficiency (Spring of each year)</td>
<td>Faculty leading efforts</td>
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<td>3.3. Increase proportion of students engaged in research with appropriate mentoring.</td>
<td>3.3.1. Increase number of faculty mentoring student research, including honors theses, masters theses, independent research projects, and doctoral projects/dissertations</td>
<td>Increased numbers of faculty members engaging students in their research and scholarly activities as evident in faculty PARs (Fall annually)</td>
<td>Chairs &amp; Directors</td>
<td></td>
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<tr>
<td>3.4. Create new interprofessional research courses at both the undergraduate and graduate levels</td>
<td>3.4.1. Explore different models for undergraduate and graduate research course offerings to support interprofessional registrations and cross-discipline exploration of evidence-based practice.</td>
<td>At least one interprofessional research course entering the curricular approval process by Spring 2014</td>
<td>Chairs and Directors Faculty CHHS- IPE Research &amp; Scholarship Workgroup</td>
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<td></td>
<td>Workload assignment for faculty from multiple units</td>
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Goal 4. Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of transformative education, practice, and research.

Touchstones of Transformation

- Interprofessional roles and collaboration
- Innovative thinking, learning, and doing
- Global and community engagement
- Lifelong commitment to service and learning

Actions Addressing Goal 4

⇒ Foster diversity among students, staff, and faculty.
⇒ Promote a climate of inclusion and collaboration within the CHHS.
⇒ Recognize and enhance partnerships and collaborative relationships in global and local communities.
⇒ Increase engagement of alumni in CHHS activities.
⇒ Increase connections with friends of CHHS.

A central value for the college, as expressed in our value statements, has been and will be to provide “learning and work environments that are healthy, intellectually stimulating, creative, inclusive, and respectful of human diversity.” Goal 4 aims to improve the college’s existing positive record of diversity, inclusion, and collaborative partnerships. The college values diversity and inclusion in all of its forms. We work actively to assess and remove any barriers that prevent students, faculty, and staff from full college participation. Existing strong leadership in this area is provided through the proactive work of the CHHS Committee on Diversity and Inclusion.

The college also depends on healthy relationships with global and community partners to achieve its vision of transformative professional preparation, research, and service. Several programs have active relationships with universities in other countries, and we rely on countless local and national field placement sites that contribute substantively to the education of our students. Students also contribute more than 300,000 clock hours to meeting the health and human services needs of individuals and agencies in Michigan, the nation, and the world. Faculty engage in collaborative working relationships and provide leadership and consultation to support the teaching, research, and service missions of the University and the community, including such initiatives as Poverty Reduction; the Seita Scholars program; the International Food Protection Training Institute, and KCReady4 (an emergent literacy program for Kalamazoo children).

In Goal 4, we commit to raising the level of diversity in the college, removing unseen barriers to inclusion, and strengthening the number and quality of collaborative partnerships in Michigan, the nation, and the world. The college will serve as a model of diversity and inclusion within the University, and we will work with other colleges to enhance the climate of diversity and inclusion throughout the University. Over the next four years, the college also will build stronger connections with donors and friends, increase alumni engagement exponentially, and strengthen the numbers and depth of community partnerships around the globe as we work to achieve mutual goals in research, service, and practice.
**Goal 4.** Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of transformative education, practice, and research.

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<td>4.1. Foster diversity among students, staff, and faculty.</td>
<td>4.1.1. Identify under-represented group(s) by unit, establish plans to address underrepresentation, and provide supports to attract and retain students, faculty, and staff representing diverse experiences and perspectives.</td>
<td>Unit plans submitted to the CDI and updated annually</td>
<td>Faculty; staff time; funds for recruitment, potential for funding of new student support mechanisms by donors or grants</td>
<td>Committee on Diversity and Inclusion (CDI)</td>
</tr>
<tr>
<td>4.2. Promote a climate of inclusion and collaboration within the CHHS.</td>
<td>4.2.1. Support work of the CHHS-CDI to promote a climate of inclusion, reduce barriers, and enhance benefits and opportunities.</td>
<td>Attainment of goals of the operation plan of the CDI (assessed and documented annually)</td>
<td>CDI Dean Chairs and Directors</td>
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<td>4.3. Recognize and enhance partnerships and collaborative relationships in global and local communities.</td>
<td>4.3.1. Develop database of existing community partners (including field and clinical placements, and other partnerships), and work with partners to increase collaborative opportunities for transformative education, service, and research.</td>
<td>Comprehensive database of existing and new partner agreements in place by Spring 2013</td>
<td>Field Program Coordinator (FPC) Workgroup</td>
<td></td>
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<td>4.3.2. Recognize and reward collaborative community field instructors and other partners and through tangible connections to the college and University (CEU opportunities, research partnerships, addressing mutual goals, access to University services and college facilities, etc.)</td>
<td>New recognition mechanisms for community partners in place for each unit by Fall 2014</td>
<td>Adjunct status could assist with provision of library access and other privileges</td>
<td>FPC Workgroup Chairs and Directors</td>
<td></td>
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<td>4.4. Increase engagement of alumni in CHHS activities.</td>
<td>4.4.1. Maintain professional relationships with alumni through mutually beneficial activities, (e.g., guest lectures, student mentoring, outstanding alumni events, maintenance of email and library privileges, etc.)</td>
<td>Evidence of increased alumni participation (documented annually across units)</td>
<td>Coordinate with the Office of Development and Alumni Relations Communications Director Dean Chairs and Directors</td>
<td></td>
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<tr>
<td>4.5. Increase connections with friends of CHHS.</td>
<td>4.5.1. Acknowledge the contributions of donors and friends of the college and build awareness of opportunities to realize the mission of the college, using such methods as: (1) Produce annual report to highlight projects supported by donor contributions. (2) Revise CHHS website to include alumni and donor focused pages. (3) Seek innovative ways to showcase the College and express appreciation for donor support.</td>
<td>Annual increase documented over baseline rates in overall donor funds for CHHS and its departments</td>
<td>Public relations budget Communications Director Dean Chairs and Directors Web consultant</td>
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**GOAL 5.** Maximize the use of resources to enhance social, economic, and environmental sustainability within the college and community.

**TOUCHSTONES OF TRANSFORMATION**
- *Lifelong commitment to service and learning*
- *Global and community engagement*
- *Person-centered service delivery*

**ACTIONS ADDRESSING GOAL 5**
- Improve social sustainability and wellness as supported by the CHHS environment.
- Improve economic sustainability by streamlining administrative functions, forms, and processes.
- Improve environmental sustainability.

The College takes pride in maintaining an environment that respects the tenets of environmental sustainability as evidenced through the attainment of a Gold LEEDs (Leadership in Energy and Environmental Design) certification for existing buildings. Additionally, an outdoor Serenity Park and Labyrinth is in the incipient stages of construction. This will eventually become an outdoor space that provides users (students, faculty, staff, and community members) an environment conducive to stress reduction and meditation.

Although we have, in many ways, attended to the physical environment, we have not done enough to improve the professional and personal development of our faculty and staff; nor have we been fully efficient when it comes to diminishing the duplication of administrative functions and processes or reducing waste in terms of paper and other resources.

In Goal 5, we commit to being “green” by targeting sustainability at all levels within the college by enhancing an environment that nurtures the professional and personal development of its members, attends to streamlining administrative efforts and functions, and reduces its carbon footprint.

**WMU GOAL & STRATEGIES**

Goal 5: Advance social, economic, and environmental sustainability practices and policies.

5.1. Advance economic sustainability.

5.2. Advance environmental sustainability.

5.3. Advance social sustainability.

**ACADEMIC AFFAIRS GOALS & STRATEGIES**

Strategy 5.5: Establish an electronic repository for research and scholarly communication.

Strategy 8.2: Enhance service learning to foster student citizenship and learning as well as to benefit the greater community.

Strategy 8.3: Provide volunteer services to assist the greater community.
### Goal 5. Maximize the use of resources to enhance social, economic, and environmental sustainability within the college and community.

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<td><strong>5.1. Improve social sustainability and wellness as supported by the CHHS environment.</strong></td>
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<tr>
<td>5.1.1. Develop and increase faculty and staff awareness and use of opportunities in the college and university for professional and personal development programs, (e.g., “Take-a-Break”).</td>
<td>Participation logs and other records show increased use of professional and personal development programs on at least an annual basis in the Spring, starting in 2014.</td>
<td>Time for staff and faculty to participate in wellness activities and University course offerings</td>
<td>Dean, Chairs, Directors, Director of Integrative Holistic, Health and Wellness</td>
<td></td>
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<tr>
<td>5.1.2. Provide accessible indoor and outdoor spaces to reduce stress and enhance connections to nature and each other for faculty, staff, students, and community members.</td>
<td>Accessible yoga room, atrium garden, and outdoor environment (Serenity park, labyrinth, meditation trails and benches, water feature, gardens, etc.) for college faculty, staff, and students, and surrounding community by Fall 2015</td>
<td>Grants and donations for budgeted amount specified by landscape architect; possible sponsorship by community organizations (master gardeners, area greenhouses, etc.)</td>
<td>CHHS Sustainability Committee</td>
<td></td>
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<tr>
<td>5.1.3. Assess and ensure full accessibility (physical, auditory, visual) to college facilities and services, including access to print materials for individuals who are blind</td>
<td>Ongoing monitoring and updating as new technologies become available, with reports made annually in preparation for Fall State of College meetings starting in Fall 2013</td>
<td></td>
<td>Dean, Chairs, Directors, CHHS-IT Building Manager</td>
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| 5.1.4. Resume annual college wide faculty and staff meeting to increase a sustainable college culture and as one form of accountability for meeting the goals of the strategic plan. | a. State of the College meeting to be held in Spring 2013 to kick off strategic plan implementation as a college-wide effort  
   b. Meetings continue annually in Fall thereafter  
   c. Review of Strategic Plan outcomes at college-wide level in Fall 2016 | $2,000 (est.) annually  
   Food, awards | Dean  
   Associate Dean  
   Chairs and Directors | |
| **5.2. Improve economic sustainability by streamlining administrative functions, forms, and processes.** |                                                                                       | Measurable reduction in paper consumption by departments from 2012 baseline by Spring 2014 and each Spring thereafter | Person hours to complete scanning and other actions; server space | Office Coordinators  
   CHHS IT Director                                             |
| 5.2.1. Assess current practices and implement steps to improve economic sustainability (scan any new department records into electronic filing system; evaluate cost-benefits of scanning old records; archive records, etc.) | Units coordinate credentialing process by Fall 2013 |                                                                                           | Dean  
   Chairs and Directors  
   Clinical and Field Program Coordinators                      |
<p>| 5.2.2. Assess current practices and standardize student credentialing processes (trainings, immunizations, TB tracking, drug testing, criminal background checks, etc.) |                                                                                       |                                                                                           |                                                                           |                                                           |</p>
<table>
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<tr>
<th>5.2.3. Use on-line application procedures for units that have not yet transitioned.</th>
<th>Web pages for all CHHS academic units provide instructions for online application procedures by Fall 2015.</th>
<th>Chairs and Directors Admission Chairs for Units Academic Advisors Student Services Office Coordinators</th>
</tr>
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<tr>
<td>5.3. Improve environmental sustainability.</td>
<td>5.3.1. Work with University officials to maintain LEEDS certification and provide building improvements as growth occurs and the building ages.</td>
<td>Ongoing monitoring of building status</td>
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<tr>
<td>5.3.2. Improve sustainability by promoting greener practices within the College, such as: (1) Evaluate and replace cleaning products that are toxic. (2) Reduce use of polystyrene and other products that are not biodegradable; reduce waste. (3) Promote low-maintenance, local, and native plantings inside and outside. (4) Equalize building temperatures.</td>
<td>Evidence of reduced waste through multiple indicators</td>
<td>Building manager</td>
</tr>
</tbody>
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CHHS STRATEGIC PLANNING COMMITTEE

2012

Nickola Nelson, Ph.D., Professor, Speech Pathology and Audiology, Committee Chair
Jeanine Bartholomew, M.A., Director Academic and Student Services
Hannah Horton, B.S., Office Coordinator, Speech Pathology and Audiology
Denise Bowen, PA-C, Assistant Professor, Physician Assistant/SPADA
Janet Hahn, Ph.D., Assistant Professor, School of Interdisciplinary Health Programs
Jennifer Harrison, MSW, Coordinator of Field Education, School of Social Work
Mary Lagerwey, Ph.D., Professor, Bronson School of Nursing
Jim Leja, Ph.D., Chairperson, Blindness & Low Vision Studies
Carla Chase, Ed.D., Associate Professor, Occupational Therapy
Helen Sharp, Ph.D., Associate Professor, Speech Pathology and Audiology
John Stanford, M.A., Director Information Technology, College of Health and Human Services
Carol Sundberg, Ph.D., Director Center for Disability Services & Unified Clinics
Gay Walker, M.A., Program Coordinator, Integrative Holistic Health and Wellness
Andrew Claussen, Graduate Student, Occupational Therapy
Erin Hyerczyk, Undergraduate Student, Occupational Therapy

Note: Joe Pellerito, Ph.D, Associate Professor, Occupational Therapy, provided leadership for the strategic planning committee in its initial stages of work.