MISSION
To educate professionals to provide exemplary health care, rehabilitation, and social services; to promote innovation and discovery; and to build mutually enriching local and global partnerships.

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 was 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 Ph.D.s; 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).

**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—http://www.wmich.edu/strategic/strategic-plan.pdf

It also references the 2012–2015 Academic Affairs strategic plan, which is was available in draft form as this CHHS plan was being developed and is available at http://www.wmich.edu/provost/AAPlan ning/strategic-plan/RAFT-OAA-Strategic-Plan-05012012.pdf

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 in health and human services.

**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.

**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 four year strategic plan outlined in this document: then invited widespread review of the drafted plan in September 2012. This request yielded 37 completed online reviews, with comments (in order of frequency) by faculty, alumni, administrators, community members, staff, and students. The committee met again to consider the input and made small adjustments in the plan. The final version, thus, represents input from stakeholders at multiple points to inform the Strategic Planning Committee, College Council, and Dean in developing and editing the plan.

**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 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 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 progress and action step achievement 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**

**Blindness and Low Vision Studies Department**
- Masters Degrees:
  - Orientation and Mobility for Working Age Adults
  - Rehabilitation Counseling
  - Teaching Children with Visual Impairments
  - Orientation and Mobility for Children
  - Vision Rehabilitation Therapy

**Bronson School of Nursing**
- Bachelor’s Degree:
  - Generic BSN
  - RN to BSN
- Master’s Degree
  - Nurse Educator
  - Nurse Manager/Leader
- Undergraduate Major and Minor, Health Informatics and Information Management (HiIM)
- Interdisciplinary Teacher Education Program for Health Professionals

**Integrative Holistic Health and Wellness Program**
- Undergraduate Minor
CHHS Strategic Plan: 2013–2016

Graduate Certificate

**Interdisciplinary Health Sciences Doctoral Program**
Doctor of Philosophy (Ph.D.) degree

**School of Interdisciplinary Health Programs**
Interdisciplinary Health Services Program
  Bachelor’s Degree Interdisciplinary Health Services
Center for Gerontology
  Undergraduate Minor

**Occupational Therapy Department**
Master’s Degree

**Physician Assistant Department**
Master’s Degree

**School of Social Work**
Undergraduate Minor
  Bachelor’s Degree
    Generalist Practice
  Master’s Degree
    Interpersonal Practice
    Policy, Planning, and Administration

**Specialty Program in Alcohol and Drug Abuse**
Undergraduate Minor
  Graduate Certificate

**Speech Pathology and Audiology Department**
  Bachelor’s Degree
  Master’s Degree
  Doctoral Degree in Audiology (Au.D.)

- High quantity and quality of professional services to community members by students in their practicum sites and in the Unified Clinics
- Highly sought after graduates, with high 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, with extensive student engagement and interdisciplinary collaboration, in areas such as:
  - Addressing healthcare disparities through innovative teaching approaches
  - Adherence to women’s preventative health services
  - Assessment and treatment of phonological, language, and literacy disorders in children
  - Best methods for preparing health care professionals
  - Brain–mapping, sensation, and cognitive processing
  - Effects of intersection design on safe travel by people with blindness or low vision
  - Effects of noise exposure on hearing
  - Effects of traumatic events on children’s development
  - Facilitating behavioral change among special populations with diabetes
  - Feeding problems of children with autism
  - Food safety training initiatives
  - GIS applications to addressing regional health concerns
  - Health informatics and technology
  - Health literacy
  - Improving the birthing experience
  - International initiatives in scholarship and service
  - Issues related to aging
CHHS Strategic Plan: 2013–2016

- Mechanisms of speech perception
- Poverty reduction through University–community collaboration
- Successful transitions for foster youth in higher education
- Suicide prevention education
- Transmission of toxic agents through the placenta
- Using meditation to reduce stress

- Contributions to the region through many partnerships supporting community outreach and health and well being
- Strong clinical practice opportunities for CHHS students and specialized health care, diagnostic and therapeutic services provided to a broad range of Southwest Michigan residents—infants to elders—at the Unified Clinics, including the following: Behavioral Health Services, Center for Disability Service (CDS); Charles Van Riper Language, Speech, and Hearing Clinic; Comprehensive Women's Health Clinic; Marion R. Spears Occupational Therapy Clinic; Southwest Michigan Children's Trauma Assessment Center (CTAC); and WMU Vision Clinic.
- Contributions to the WMU community, including programs such as Sieta Scholars, Office of Military and Veterans Affairs, Lee Honors College, and the Interdisciplinary Ph.D. in Evaluation
- Collaboration with other academic colleges and the WMU School of Medicine in developing interprofessional education
- 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
- Significant gifts from friends of the College and University
- Distinguished alumni

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 High School graduates; increase in older 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 as barriers to innovation
- Faculty unevenly knowledgeable on use of technology in teaching
- Resistance to change
- Insufficient numbers of faculty with research programs that can involve students
- Expectation for increased credit hour production; while faculty lines remain stagnant
- Workloads increase while resources decrease
- Increased competition for a limited number of clinical sites
- Demands of preparing graduates to meet the complexities of contemporary HHS practice
- External accrediting requirements may limit innovation and interprofessional offerings
- Meeting the challenges of online education
CHALLENGES TO TRANSFORMATIVE RESEARCH AND SCHOLARSHIP
- Increased enrollment and credit hour production; decreased faculty time for research
- Achieving appropriate balance of senior faculty to new faculty to maintain record of 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
- Assessment 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 Workgroup
- Sustainability Committee (with members from University Committee)
  - Wellness Workgroup
“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
**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.

**Students and Learning**

**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**

⇒ 1.1 Increase interprofessional learning experiences and engagement across the college
⇒ 1.2 Ensure engagement in service learning experiences for all undergraduate students
⇒ 1.3 Increase participation of undergraduate, graduate, and doctoral level students in research and discovery learning
⇒ 1.4 Ensure that students at all levels engage in experiences that help them connect learning of their professions to a broader understanding of the world

Goal 1 aims at enhanced efforts to engage students in interprofessional, collaborative education and service learning activities. The goal builds on existing, effective programs that help students learn roles within their chosen professions and practice their professions at high levels of competence. It adds activities to increase students’ ability to work effectively with members of other professions to address complex problems situated within local and global communities and to improve human health and well-being.

The term *interprofessional education* refers to activities aimed at building collaborative skills and competence for working with others for the benefit of people with health and human service needs. It can be distinguished from the term *interdisciplinary*, which is used within the college to refer to degree programs, activities, and

**WMU Goal & Strategies**

Goal 1: Ensure a distinctive learning experience and foster the success of students.

1.1. Ensure distinctive local and global learning experiences for all learners

1.2. Provide tools to foster the success of our students

**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 2. Establish a robust undergraduate enrollment management plan that recruits and retains a diverse, outstanding student body consistent with a learner-centered, discovery driven, and globally engaged university.

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 4. Recruit and retain outstanding graduate students that reflect the diversity of our society.
discovery efforts that draw on a number of scientific disciplines, many of which provide the foundations for the professional programs within the college and beyond.

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. 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. 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. Second, we must work in concert with the WMU 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 course offerings at a relatively “micro” level, examining each program (undergraduate and graduate) as to what 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 clinical placements to determine how we might encourage interprofessional education in 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 a 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 creatively to manage the logistical and administrative barriers that limit opportunities for interprofessional learning.
### CHHS Strategic Plan: 2013–2016

**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.

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Tactics</th>
<th>Outcome Measures/Timeline</th>
<th>Resources</th>
<th>Person(s) Responsible</th>
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</table>
| 1.1. Increase interprofessional learning experiences and engagement across the college | 1.1.1. Evaluate the interprofessional environment and existing interprofessional opportunities | CHHS–IPE Committee formed and meeting by early Spring, 2013  
Develop a list of existing interprofessional learning opportunities by Fall 2013 | Unit meeting time  
CHHS–IPE Committee and selected faculty  
IPE Budget | Associate Dean  
Interprofessional Education (IPE) Committee  
Joint Committee (with Medical School) on Interprofessional Education |
|                   | 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) | At least some components of IPE plan piloted by the end of Fall 2013 | CHHS–IPE Committee and selected faculty  
IPE Budget | IPE Committee  
Selected Faculty and Chairs |
|                   | 1.1.3. Provide a menu of options from which students can choose to demonstrate competencies in interprofessional collaboration | Portfolio Workgroup of IPE Committee formed by mid-Spring 2013 | Portfolio Workgroup Committee  
IPE Budget | Portfolio Workgroup of IPE Committee |
|                   | 1.1.4. Pilot a plan for documenting and monitoring interprofessional experiences on student portfolios | Plan for piloting documentation of interprofessional activity using student portfolios in place by Fall 2014 | Program staff and advisors  
IPE Budget | Portfolio Workgroup of IPE Committee |
| 1.2. Ensure engagement in service learning experiences for all undergraduate students | 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 undergraduates, including pre–professional students | a. Service Learning Workgroup of IPE Committee formed by Spring 2013  
b. Service Learning operational definitions in place by Fall 2013 | Service Learning Workgroup in coordination with WMU Service Learning Coordinator and community partners  
IPE Budget | Service Learning Workgroup of IPE Committee |
<table>
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<th>CHHS Strategic Plan: 2013–2016</th>
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<tbody>
<tr>
<td><strong>1.2.2. Identify and develop new external partnerships as recommended by the Service Learning Workgroup of the IPE Committee</strong></td>
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<td><strong>1.2.3. Pilot a plan for documenting and monitoring service learning experiences on student portfolios</strong></td>
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<td><strong>1.3. Increase student participation in research and discovery learning at all levels</strong></td>
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**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**

⇒ 2.1 Review and assess curricular activities in CHHS to enhance discovery and creativity

⇒ 2.2 Increase opportunities for simulation and problem-based learning, training and innovation in teaching and curriculum development, the use of E-Learning, and other emerging technologies that promote advanced teaching and learning

⇒ 2.3 Provide innovative student advising and other supports to be responsive to the academic and career goals of students

⇒ 2.4 Consider strategic addition of programs and expansion of programs, on main campus and at regional locations, that address critical and emerging HHS issues and needs

Transformation, as embodied in Goal 2, reflects our commitment to provide an innovative, cutting edge education for students, and to support faculty, staff and 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. This includes enhanced efforts to mentor new and part-time faculty beyond levels of minimal orientation to procedures. Consequently, we will support faculty development in simulation and problem based learning, ELearning technology, and other emerging technologies. We will also promote interprofessional connections within CHHS and with community partners; 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 existing CHHS programs and adding new ones. We commit to the mission-driven strategic development and expansion of programs, on main campus and at regional locations, 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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<th>Resources</th>
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<tbody>
<tr>
<td>2.1. Review and assess curricular activities in CHHS to enhance discovery and</td>
<td>2.1.1. Assess and identify innovative opportunities in teaching and</td>
<td>Innovation in Teaching and Learning (ITL) Committee in place by Spring 2013</td>
<td>Innovation in Teaching and Learning (ITL)</td>
<td>Innovation in Teaching and Learning (ITL) Committee in collaboration with the WMU Office of Faculty Development and CHHS-IT to help faculty reinvigorate teaching strategies</td>
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<td>creativity</td>
<td>learning and working with the WMU Office of Faculty Development and</td>
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<td>ITL Budget</td>
<td>in collaboration with the WMU Office of Faculty Development, Curriculum Committee</td>
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<td>CHHS-IT to help faculty reinvigorate teaching strategies</td>
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<td>2.2. Increase opportunities for simulation and problem-based learning, innovation</td>
<td>2.2.1. Facilitate systematic link between the needs of CHHS faculty</td>
<td>a. By Fall of 2013, linkage with campus resources and a menu of options will be established</td>
<td>ITL Committee</td>
<td>ITL Committee in collaboration with EUP and the Office of Faculty Development</td>
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<td>in teaching and curriculum development, and the use of E-Learning and other</td>
<td>(including new and part-time faculty), IT staff, and the services of</td>
<td>b. By Spring 2014 faculty will be incorporating new learning and discovery experiences in</td>
<td>ITL Budget</td>
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<td>emerging technologies that promote advanced teaching and learning</td>
<td>university related to teaching and learning</td>
<td>the majority of their courses</td>
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<td>2.3. Provide innovative student advising and other supports to be responsive to</td>
<td>2.3.1. Prepare faculty to mentor undergraduate students, socializing</td>
<td>Pilot activities in place to prepare faculty to work with new undergraduate students by</td>
<td>ITL Committee, Faculty Advisors, Academic</td>
<td>CHHS ITL Committee</td>
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<td>the academic and career goals of students</td>
<td>students to post-secondary education and the professions so they can</td>
<td>Spring 2014</td>
<td>Advisors</td>
<td>Director of Student Services and staff</td>
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<td>meet their career goals</td>
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<td>2.3.2. Monitor and enhance recruitment and application processing activities to</td>
<td>CHHS meets enrollment targets each semester or session, and associated</td>
<td>Dean, working with Grad College Dean, Student Services, Departmental Admissions</td>
<td>CHHS ITL Committee</td>
<td>Dean, working with Grad College Dean, Student Services, Departmental Admissions</td>
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<td>ensure high quality and appropriate quantity of students in all undergraduate and</td>
<td>increases occur strategically in faculty, clinical sites, and other</td>
<td>Committees and CHHS Chairs, Directors and Coordinators – Department and program budgets</td>
<td></td>
<td>Committees and Expanded College Council</td>
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<td>graduate programs and to ensure that students are connected to faculty and other</td>
<td>resources</td>
<td>– Student Service Budget</td>
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<td>students</td>
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<td>2.3.3. Evaluate and strengthen orientation experiences for undergraduate and</td>
<td>Students express satisfaction with orientation experiences when assessed</td>
<td>CHHS Associate Dean, Chairs, Directors and Coordinators, Unit Assessment Coordinators,</td>
<td>CHHS Associate Dean, Chairs, Directors and</td>
<td>CHHS Associate Dean, Student Services, Expanded College Council, Unit Assessment</td>
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<td>graduate students, including students in Grand Rapids and EUP, to help all</td>
<td>at the conclusion of all orientation activities – Build into assessment</td>
<td>Student Services – Student Services Budget</td>
<td>Coordinators</td>
<td>Coordinators</td>
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<td>students feel connected to the college and University</td>
<td>plans for each program</td>
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<td>CHHS Strategic Plan: 2013–2016</td>
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<td>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</td>
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<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>
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<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>
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<td>Director of Student Services in coordination with Associate Provost for Enrollment Management</td>
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<td>CHHS Academic Advisors, Chairs, Directors and Coordinators</td>
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<td>Student Services Budget</td>
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<td>Director of Student Services in coordination with Associate Provost for Enrollment Management</td>
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<td>2.3.5. Enhance financial support for students at all levels through fundraising and assistance with applications for student scholarships and other forms of support</td>
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<tr>
<td>Increased funding of student scholarships (ongoing)</td>
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<td>Existing endowed scholarships</td>
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<td>New endowments and gifts</td>
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<td>Dean and College Council in coordination with the WMU Office of Development and Alumni Relations</td>
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<td>2.4. Consider strategic addition of programs and expansion of programs—on main campus, at regional locations, and at the Unified Clinics—that address critical and emerging HHS issues</td>
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<td>2.4.1. Monitor HHS trends and workforce forecasts to identify opportunities to add to the CHHS portfolio of programs</td>
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<tr>
<td>Addition of any new programs based on needs assessment, recommendations, and resource availability</td>
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<td>CHHS Dean, Associate Dean, Chairs, Directors and Coordinators and the Director of the Unified Clinics</td>
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<td>Unified Clinics Budget University and EUP budgets</td>
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<tr>
<td>Dean and College Council, Director of the Unified Clinics</td>
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</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

⇒ 3.1 Invest in and commit to enhancing research and scholarship
⇒ 3.2 Support collaboration among college faculty and colleagues from the medical school, other units across WMU, the community, and other institutions
⇒ 3.3 Increase the proportion of students engaged in research with mentoring
⇒ 3.4 Create new interprofessional research courses at the undergraduate and graduate levels

The College of Health and Human Services has had a sizeable and varied portfolio of externally funded research and is one of only a few schools and colleges of allied health in the nation to consistently receive funding from prestigious federal sources. To remain in this elite group and to meet WMU’s goal to enhance its national competitiveness, CHHS will leverage its resources to strengthen research priority areas and existing and proposed centers. We are committed to the principle 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 four 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 the college’s research culture, including recognition and reward for scholarly activity and research productivity.

We will encourage the development of interdisciplinary research centers. Thematic faculty hires will partner with others engaged in interdisciplinary investigations aimed at complex problems in health and translation to clinical practice.

We will engage undergraduate and graduate students, as research assistants and participants, in research experiences that include interprofessional exploration of evidence-based practice, research colloquia, and data-based research.
### 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>
<th>Tactics</th>
<th>Outcome Measures/Timeline</th>
<th>Resources</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
</table>
| 3.1. Invest in and commit to enhancing research and scholarship                   | 3.1.1. Hire new faculty who can contribute to the research commitment of CHHS and WMU                            | New faculty with existing external funding hired  
   a. First by Fall 2015  
   b. Second by Fall 2016                                                | CHHS Dean, Associate Dean, Chairs, Directors, and Coordinators  
   Budget Reallocation                                                      | CHHS Dean and College Council                                               |
|                                                                                  | 3.1.2. Provide workload adjustments and other supports for junior faculty in traditional faculty positions   | Junior faculty workloads reflect expectations for scholarly activity (first 2 years for any new faculty) | CHHS Dean, Associate Dean, Chairs, Directors, and Coordinators  
   Research Budget                                                          | CHHS Dean and College Council                                               |
|                                                                                  | 3.1.3. Provide mentoring and other supports for junior faculty and other faculty working to enhance their research and scholarly activity | New tenure track faculty have identified mentors by Fall 2013                       | CHHS Dean, Associate Dean, Chairs, Directors, and Coordinators  
   Research Budget                                                          | CHHS Dean, College Council, IPE Research/Scholarship Workgroup             |
|                                                                                  | 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 | Establish guidelines for accountability for workload assignment to research and scholarly activity for traditionally ranked faculty by Fall 2013 | CHHS Dean, Associate Dean, Chairs, Directors, and Coordinators  
   Research Budget                                                          | CHHS Dean and College Council, IPE Research/Scholarship Workgroup             |
|                                                                                  | 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) | RED fund use is associated with increased external funding (10% increases reported in Spring 2013, 2014, and 2015) | CHHS Dean and Associate Dean  
   Research Budget                                                          | IPE Research/Scholarship Workgroup, CHHS Dean and College Council             |
|                                                                                  | 3.1.6. Recognize and reward productivity in scholarly and research activities funded and unfunded             | Publish PARs annually  
   Present Faculty Excellence in Research Award and Faculty Excellence in Scholarship Award annually | Associate Dean  
   Research Budget                                                          | IPE Research/Scholarship Workgroup, CHHS Dean and College Council             |
| 3.2. Support collaboration among college faculty and colleagues from the medical school, other units across WMU, the community, and other institutions | 3.2.1. Develop opportunities for additional interdisciplinary and discipline-specific research centers, including options involving the Unified Clinics and other practice settings | At least one new center in place by Fall 2013                             | External Funding  
   Unified Clinics Budget                                                   | CHHS Dean and College Council                                               |
<table>
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<tr>
<th>3.2.2. Strengthen existing interdisciplinary centers (e.g., Gerontology, CHITA, U-CEC, HDReAM) and make increased use of collaboration through established programs, such as the Ph.D. program in Interdisciplinary Health Sciences, within the college and beyond</th>
<th>Annual reports of centers convey evidence of productivity and progress toward self-sufficiency (Spring of each year)</th>
<th>CHHS Dean, Associate Dean, Chairs, Directors, and Coordinators, and Center Directors</th>
<th>CHHS Dean, Expanded College Council, and Center Directors</th>
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<tbody>
<tr>
<td>3.3. Increase proportion of students engaged in research with mentoring</td>
<td>3.3.1. Increase number of faculty mentoring student research, including honors theses, master's theses, independent research projects, and doctoral projects/dissertations. Increase externally funded student assistantships.</td>
<td>Increased numbers of faculty members engaging students in their research and scholarly activities as evident in faculty PARs (Fall annually)</td>
<td>External Funding</td>
</tr>
<tr>
<td>3.4. Create new interprofessional research courses at 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>Research Teaching Faculty Departmental Budget</td>
</tr>
</tbody>
</table>
Goal 4. Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of healthy community and 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

⇒ 4.1 Foster diversity and inclusion among students, staff, and faculty
⇒ 4.2 Promote a climate of inclusion and collaboration within the CHHS
⇒ 4.3 Recognize and enhance partnerships and collaborative relationships in global and local communities
⇒ 4.4 Increase engagement of alumni in CHHS activities and solicit their financial support to enhance and achieve goals
⇒ 4.5 Increase connections with friends of the CHHS

Goal 4 aims to improve the college’s existing positive record of diversity, inclusion, and collaborative partnerships. A central college value has been and is to provide “learning and work environments that are healthy, intellectually stimulating, creative, inclusive, and respectful of human diversity.” Valuing diversity and inclusion in all of its forms, we work actively to assess and remove barriers that prevent students, faculty, and staff from full college participation. Existing strong leadership in this area is provided by 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 contribute more than 350,000 clock hours to meeting the health and human service needs of individuals and agencies in Michigan, the nation, and the world. Faculty engage in community service collaborations and provide leadership and consultation to support the teaching, research, and service missions of the University. Such initiatives include Poverty Reduction; the Seita Scholars program; the International Food Protection Training Institute, and KCHReady4, an emergent literacy program for Kalamazoo children.

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

WMU Goal & Strategies

Goal 4: Ensure a diverse, inclusive, and healthy community.

4.1. Enhance diversity and promote a campus climate of inclusion
4.2. Enhance the health and wellness of the community
4.3. Foster the University’s reputation

Academic Affairs Goals & Strategies

Goal 8: Enhance the greater community and society by applying our university’s knowledge, talents, and energies through service and outreach.

Strategy 7.3: Increase diversity and inclusivity within the student body, faculty, and staff through the recruitment, advancement, and retention of a pluralistic community.

Strategy 8.5: Partner with the community to enhance the University’s mission of research, instruction, and service where the partnerships are mutually beneficial.

Strategy 8.1: In partnership with the Office of Development and Alumni Relations, create meaningful, lifelong relationships with alumni and donors that celebrate our legacy, inspire our future, and engage them in the life of the University.
**Goal 4. Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of healthy community and transformative education, practice, and research.**

<table>
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<tr>
<th>Strategic Actions</th>
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<tbody>
<tr>
<td>4.1. Foster diversity and inclusion among students, staff, and faculty</td>
<td>4.1.1. Identify underrepresented 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>CDI members, Chairs/Directors/Coordinators and Student Services</td>
<td>Committee on Diversity and Inclusion (CDI) members, Expanded College Council, Director of Student Services</td>
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<td>Unit progress (from baseline) toward achieving diversity and inclusion goals is documented annually</td>
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<td>4.2. Promote a climate of inclusion and collaboration within the CHHS</td>
<td>4.2.1. Support work of the 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 members, CDI Budget</td>
<td>CDI members, Dean, College Council</td>
</tr>
<tr>
<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>Web platform (e.g., Imagine Now software)</td>
<td>Field Program Coordinator (FPC) Workgroup of ITL Committee</td>
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<td>Academic Unit Staff</td>
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<td>4.3.2. Recognize and reward collaborative community field instructors and other partners through tangible connections to the College and University (e.g., CEU opportunities, research partnerships, addressing mutual goals, access to University services and college facilities)</td>
<td>New recognition mechanisms for community partners in place for each unit by Fall 2014</td>
<td>Adjunct status application, Continuing education workshops and seminars</td>
<td>FPC Workgroup, College Council</td>
</tr>
<tr>
<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) Solicit funds to enhance goals</td>
<td>Evidence of increased alumni participation (documented annually across units)</td>
<td>Coordinate with the Office of Development and Alumni Relations, Web Consultant</td>
<td>Communications Coordinator, Dean, Expanded College Council</td>
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<tr>
<td>4.5. Increase connections with friends of the CHHS</td>
<td>4.5.1. Solicit and 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 CHHS 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>Communications budget, Gifts and Development Funds, Web Consultant</td>
<td>Communications Coordinator, Dean, College Council in coordination of the Office of Development and Alumni Relations</td>
</tr>
</tbody>
</table>
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

⇒ 5.1 Improve social sustainability and wellness as supported by the CHHS environment

⇒ 5.2 Improve economic sustainability by streamlining administrative functions, forms, and processes

⇒ 5.3 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 Leadership in Energy and Environmental Design certification for an existing building (LEED-EB) in 2009. Additionally, plans for a “serenity park” on the grounds of the college are being developed, with a labyrinth already constructed. This is a plan intended to provide users (students, faculty, staff, and community members) an open access, outdoor environment conducive to stress reduction and meditation.

Although we have, in many ways, attended to the physical environment, there are opportunities for us to facilitate the professional and personal development of faculty and staff, diminish the duplication of administrative functions and processes, and reduce 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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<th>Strategic Actions</th>
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<tbody>
<tr>
<td>5.1. Improve social sustainability and wellness as supported by the CHHS environment</td>
<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>Sustainability Committee Wellness Workgroup, Dean, College Council</td>
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<td>5.1.2. Provide accessible indoor and outdoor spaces to reduce stress and enhance connections to nature, art, 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, art exhibits and permanent art collection, etc.) for College faculty, staff, and students, and surrounding community by Fall ’15</td>
<td>Gifts and donations</td>
<td>Sustainability Committee Wellness Workgroup in collaboration with the Office of Development and Alumni Relations</td>
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<td>5.1.3. Assess and ensure full accessibility (physical, auditory, visual) to CHHS facilities and services, including access to print materials for individuals with blindness and low vision</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>Building Funds</td>
<td>Dean, College Council, CHHS-IT, Building Manager, Sustainability Committee</td>
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<td>5.1.4. Resume annual college-wide faculty and staff meeting to increase a sustainable college culture and serve as one form of accountability for meeting the goals of the strategic plan</td>
<td>a. State of the College meeting to be held in Fall 2013 to kick off strategic plan implementation as a college-wide effort b. Fall meetings continue annually c. Review of Strategic Plan outcomes at college-wide level in Fall 2016</td>
<td>Sustainability Committee</td>
<td>Dean, College Council, Sustainability Committee</td>
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<td>5.2. Improve economic sustainability by streamlining administrative functions, forms, and processes</td>
<td>Measurable reduction in paper consumption by departments from 2012 baseline by Spring 2014 and each Spring thereafter</td>
<td>Sustainability Committee</td>
<td>Office Coordinators, CHHS IT Director, Copy Center Staff, Sustainability Committee</td>
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<td>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.)</td>
<td>Units coordinate credentialing process by Fall 2013</td>
<td>Course Fees</td>
<td>ITL Field Program Coordinator Workgroup</td>
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<td>5.2.2. Assess current practices and standardize student credentialing processes (trainings, immunizations, TB tracking, drug testing, criminal background checks, etc.)</td>
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<td>5.2.3. Use online application procedures for units that have not yet transitioned</td>
<td>Web pages for all CHHS academic units provide instructions for online application procedures by Fall 2015</td>
<td>Department and program budgets</td>
<td>College Council, Admission Chairs for Units Academic Advisors Student Services Office Coordinators</td>
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<td>5.3. Improve environmental sustainability</td>
<td>5.3.1. Work with University officials to maintain LEED certification and provide building improvements as growth occurs and the building ages</td>
<td>Ongoing monitoring of building status</td>
<td>College Budget</td>
<td>Dean, College Council</td>
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<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>Sustainability Committee College Budget</td>
<td>Sustainability Committee Building manager</td>
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</table>
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., Chair, Blindness and 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 and 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: Joseph Pellerito, Ph.D, Associate Professor, Occupational Therapy, provided leadership for the strategic planning committee in its initial stages of work