College of Health Sciences

Leaders and Partners in Health Innovation and Discovery

Strategic Plan
Spring 2011
Letter from the Dean

Greetings from the faculty and staff within the College of Health Sciences (COHS). The faculty and staff have worked diligently on the enclosed strategic planning document. We are grateful for the input, work and guidance given from Boise State University (BSU) students, BSU administrators and our many partners in the Treasure Valley. This input has enriched our perspectives and provided opportunities for dialogue and discussion as a College. Through the repeated process of dialoguing as a College and visiting with our BSU and Treasure Valley partners, we were able to generate a thoughtful document, which will help direct our efforts during the next five years.

Ultimately, this planning exercise will enable the College to expand on a strong foundation of success in these distinctive areas: Research, Graduate and Undergraduate Education. We shall further faculty research contributions by creating a stronger academic culture that supports high quality scholarship. Therefore, we seek to focus and expand our research efforts in the future.

We also see the need to continue the impressive growth and maturity within the graduate programming by seeking relevant accreditations and forging new partnerships and collaborations within the College and across the University. These actions will allow our quality graduate programming to meet the future needs of the state and region as we develop distinguished leaders, researchers and practitioners who can work to maximize health and well-being.

The high quality undergraduate programming in the COHS has always been the foundation of the College. This will continue to be the case in the future. We seek to continue this tradition by modifying our curriculum to produce quality health professionals who are better able to be critical thinkers, team players, innovators and life-long learners.

With the many changes that are taking place in higher education and health care, a number of changes need to be addressed by the faculty and staff within the COHS. We feel that this strategic plan provides direction so we may continue to prosper as a College and contribute to the quality of education and research at BSU.

As Dean of the College, I welcome your thoughts and feedback related to the COHS strategic plan. Each year we shall reexamine the plan and welcome input so that we may continue to be effective and successful in teaching, research, and service. Please feel free to contact me at timdunnagan@boisestate.edu or call me at 208-426-1678.

Sincerely,

Dr. Tim Dunnagan, Professor and Dean, COHS
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Executive Summary

**Rationale:** In the summer of 2010, the COHS embarked on a College strategic planning effort that supported the BSU strategic plan and the needs of the Treasure Valley. The effort allowed the College to update its current strategic plan to ensure that we were still meeting the needs of our students, the Treasure Valley and regional areas, and to address the sweeping changes associated with health care reform.

**Process:** A variety of stakeholders within the COHS, BSU and the Treasure Valley community participated in a strategic planning process through a series of formal and informal meetings. The strategic plan represents months of work to ensure significant faculty, staff, University and community input so that the plan would have meaning and ownership within the College and support from the University and our Treasure Valley communities. Ultimately, this endeavor has provided the College faculty and staff with direction to identify how resources, especially faculty and staff efforts, should be focused during the next five years.

**The Plan:** The College plan articulates our aspirations through our vision to become “leaders and partners in health innovation and discovery.” The College mission describes what we do as a College to address our aspirations by “fostering partnerships that promote health and quality of life through teaching, research, and service.”

To direct our efforts, goals were set within each of three distinctive areas of Research, Graduate Education and Undergraduate Education. The goals are measured by progress elements called key performance indicators (KPIs) within each area. The goals and KPIs include:

- **Research:** The research goal is to “advance an academic culture that supports high quality scholarship resulting in health-related knowledge.” The KPIs include increasing external research funding, refereed publications and research partnerships across the University.

- **Graduate Education:** The graduate goal is to “develop and deliver quality, collaborative graduate programs to produce distinguished leaders, researchers, and practitioners who will work to maximize the health of our communities.” The KPIs include increasing graduate refereed publications, obtaining key graduate accreditations, and generating common graduate course offerings across the College.

- **Undergraduate Education:** The undergraduate goal is to “produce reflective critical-thinkers, lifelong learners, leaders and quality health practitioners.” The KPIs include developing a College wide undergraduate capstone course for all COHS graduates, and creating and implementing a curriculum that enhances critical thinking, problem solving, teamwork, systems thinking, innovation, and communication.

**Strategies:** In order to address our goals and KPIs, the College generated and implemented a number of Core Strategies that will create an environment and infrastructure for success. The strategies outline approaches related to hiring faculty and staff; centralizing student services and advising; resource generation; focusing of research efforts; facilities use and utilization of existing centers and institutes. Furthermore, several committees and task forces will be formed to ensure that progress is made in relation to the COHS goals and KPIs in the three areas of distinction.

**Summary:** The work put forth in the COHS strategic plan represents significant thought and collaboration within the COHS, BSU and the Treasure Valley communities. We feel that this effort will direct our activities to continue to support the health education, research and service needs of our students and community members in the years to come.
Introduction

First of all, we want to thank all of the various stakeholders within the COHS, BSU and the Treasure Valley who took part in our strategic planning process. We are deeply thankful to everyone who participated in this important and on-going endeavor.

This document represents seven months of work and defines the College areas of strategic focus during the next five years. The COHS has, and will continue to, engage in a variety of critical activities that support teaching, research and service functions, all of which address BSU’s four strategic directions. For the sake of brevity, most of these activities are not described in this plan (the interested reader should view the COHS Annual Report at http://hs.boisestate.edu/annualreport.shtml.) Instead, this document will describe how resources, especially faculty and staff efforts, will be focused during the next five years.

This document is arranged to first provide a rationale for engaging in the planning exercise. Next, an overview of the processes that were used to generate the plan are outlined and described. Finally, the plan is outlined through six areas that include:

- Vision
- Mission
- Three distinctive area goals
- Eight key performance indicators
- College strategies designed to address the goals
- Evaluation to assess progress
Rationale

The strategic planning effort in the COHS was initiated primarily for three reasons. First, the current plan needed updating to assure that we continued to provide quality teaching, research and service to BSU students, the Treasure Valley and our regional partners.

Second, sweeping changes had occurred during the past four years with the national and state economies. These changes accelerated the fundamental way that higher education is supported and funded. In short, less state support for higher education is available to the College and University.

Finally, President Obama’s health care reform represented the most significant health care legislation since the development of Medicare and Medicaid in 1965. The sweeping changes associated with this legislation could have monumental implications related to how we promote health and provide health care as a state and as a country.

Collectively, these issues necessitated that the COHS engage in a planning effort to address these realities. Furthermore, the plan needed to be reviewed to ensure that the College was aligned with the University strategy and the needs of the state.

Health care reform will dramatically increase the number of Americans who now have access to primary care services by 30-40 million people. Within the state of Idaho, approximately 80,000-100,000 individuals will have access to health care because of this reform. These changes will require enhanced efforts in the areas of health promotion, wellness and public health efforts to enhance the preventive aspects of health and well-being. Additionally, issues associated with providing health care to the previously uninsured will be staggering. In short, this legislation will have a transformational influence on health promotion, prevention, protection and health care delivery and treatment.¹

Overview of the Process

Why Spend Time on the COHS Strategic Planning Process?

The process associated with generating the COHS strategic plan was significant and took approximately seven months to complete. The outcomes would have been much quicker if 100 College faculty and staff had not been intimately involved in crafting the future of the College. The process would have been much easier if we had not considered how the College needed to be a part of the University, and how our aspirations and efforts needed to support the needs of the Treasure Valley and regional areas, as well as the diverse health disciplines we represent. However, if we had not taken a process that actively involved all our partners had not taken place. Ultimately, this effort provided us with valuable decision-making mechanisms, which will allow us to continue to make a difference in the lives of our students, community, and health disciplines.

Step 1. Identify Areas of Distinction

In July of 2010, the new Dean of the COHS, Dr. Tim Dunnagan, started the process of meeting with BSU faculty, staff, administrators, students, community partners and key committees affiliated with the COHS, to gain a deeper understanding of the College and its role in the community. Based on those meetings, four areas of distinction were identified and presented to faculty and staff during the Fall 2010 College Meeting. The areas of distinction included:

- Academic partnerships distinction
- Research distinction
- Graduate education distinction
- Undergraduate education distinction
Step 2. Establish College Strategic Planning Teams

To actualize distinction in the four areas, eight strategic interdisciplinary planning teams (two for each area of distinction) were formed. Each team was assigned a team leader and charged to engage in four outcomes that included:

1. **Vision and Mission.** Provide a vision statement for the assigned area and provide a brief narrative of what we need to do to address this aspiration (mission), in order to exhibit distinction in the area of focus.

2. **Goal.** Identify an overreaching goal (one goal) within each area that provides direction for the COHS faculty, staff and partners.

3. **KPI.** Generate a list of KPIs that will help document the COHS progress in achieving the area goal.

4. **Strategies.** Identify potential strategies to realize the College vision and goals.

The outcomes expected of each group are provided in the diagram below.
Step 3. Create a Vision and Mission

To obtain a clear vision and mission, the College teams started their meetings by inviting an expert guest from an area outside the College to initiate dialogue about what it means to be distinctive in each of the four areas. The speakers were leaders in their areas and gave a macro perspective of academic partnerships, research, graduate education and undergraduate education at BSU (see right.)

Based on this meeting and other facilitated group interactions, a short vision statement and corresponding narrative were created within each area of distinction. Next, the two team leaders within each area met with a representative from the College Academic Leadership Council (ALC) to form a unified statement and narrative. These drafts were then shared with all the COHS faculty and staff for comments, which were used to refine the document. Ultimately, the process allowed for broad College input and consideration within each area.

Step 4. Generate a Goal, KPIs and Strategies

Once the vision statement and corresponding narrative were completed, each of the eight groups generated a goal statement, KPIs and strategies through additional facilitated group interactions. These structured sessions were held as four hour workshops in order to allow time to identify these important outcomes. Again, the drafts were made available to all members of the College for comment and modification.

Once the rough drafts were completed, the two team leaders and a member of the ALC met to generate a unified document describing the area goal, KPIs and strategies. As indicated in Step Three, this process allowed for input, comment and modification from across the College.
Step 5. Meet with the Treasure Valley and BSU Communities

Once a consolidated draft of the strategic plan was completed by the COHS faculty and staff, formal and informal meetings were conducted with COHS representatives from the Treasure Valley and BSU communities to discuss and comment on the College KPIs and strategies. The groups included:

- COHS Student Advisory Board
- Representatives from the Departmental and School External Advisory Boards
- COHS External Advisory Board
- Friends of Nursing
- BSU President and Provost
- COHS Students
- Other relevant individuals and groups within the Treasure Valley and the State of Idaho
Step 6. Refine the Plan

The COHS 2011 January Winter Retreat was organized as a facilitated workshop and designed to accomplish multiple functions.

First, it was noted that throughout the planning efforts the distinctive area of Academic Partnerships was identified as a method or strategy rather than a separate area of distinction. Therefore, the strategic process was reduced to three areas of distinction and forming partnerships became a key strategy across the three areas. This change was supported by the faculty and staff.

Second, based on the findings from the meetings with the Treasure Valley and BSU communities, the COHS faculty and staff worked together to modify the strategic plan with their feedback in mind. This process allowed for a more comprehensive and integrated consideration of the COHS goals, KPIs and strategies within the strategic plan.

Third, the entire College was divided into small groups of eight in order to refine the KPIs that were associated with each goal. Once the KPIs were refined, the groups reviewed and prioritized the strategies that had been offered through the Treasure Valley and BSU communities and the original eight interdisciplinary strategic planning teams.

The outcomes of the day-long workshop were summarized and distributed to the faculty and staff for comment, and then forwarded for review in the next step of the process.
Step 7. Consolidate Vision, Mission and Goals, and Articulate Strategies

The ALC and faculty from each department/school were appointed to a review committee, called the Group of 11 (G11). The purpose of the Group was to develop a unified draft of the COHS strategic plan that took into consideration the Vision, Mission, Goals, KPIs and Strategies across the three distinctive areas. To this end, the G11 created a consolidated Vision and integrated a mission statement into the areas of teaching, research and service. This outcome was shared with faculty and staff and then finalized.

Next, the KPIs were modified so they read as a common document. This revision was shared with the faculty and staff and then finalized.

The G11 then reviewed the College strategies and focused the ideas into 17 strategies that would be used to address the COHS goals and aspirations.

Finally, four strategic teams were formed that were comprised of an interdisciplinary group of faculty and administrators. The strategic implementation teams included the three areas of distinction, Research, Graduate Education, and Undergraduate Education, as well as a team focused on COHS Infrastructure and Resources.
### Step 8. Draft and Share the COHS Strategic Plan

Based on more than seven months of work, a draft of the COHS strategic plan was generated. The plan was shared with the COHS faculty and staff, BSU administrators and COHS stakeholders. Comments were generated from this document and the plan was revised. This revised plan document represents a strategy that will be used to direct the College during the next five years, and will be revisited on a yearly basis.

<table>
<thead>
<tr>
<th>Task to be Addressed</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Identify the direction . . . four (4) areas of distinction</td>
<td>August 2010</td>
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<tr>
<td>Form eight (8) COHS interdisciplinary strategic planning teams</td>
<td>August 2010</td>
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<tr>
<td>Create vision and mission for four (4) areas of distinction</td>
<td>September 2010</td>
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<td>Review draft of Vision and Mission — COHS faculty and staff</td>
<td>October 2010</td>
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<tr>
<td>Generate goal for each area</td>
<td>November 2010</td>
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<tr>
<td>Generate KPIs for each area</td>
<td>November 2010</td>
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<tr>
<td>Generate strategies for each area</td>
<td>November 2010</td>
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<tr>
<td>Review all goals, KPIs and strategies — COHS faculty and staff</td>
<td>December 2010</td>
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<tr>
<td>Solicit comments on Visions, goals, KPIs and strategies from student representatives</td>
<td>December 2010</td>
</tr>
<tr>
<td>Solicit comments on Visions, goals, KPIs and strategies from community partners</td>
<td>December 2010</td>
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<tr>
<td>Incorporate comments into strategic plan</td>
<td>January 2011</td>
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<tr>
<td>Refine entire strategic plan in an all-day retreat for COHS faculty and staff</td>
<td>January 2011</td>
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<tr>
<td>Integrate College Vision, Mission, KPIs and strategies — G11</td>
<td>February 2011</td>
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<tr>
<td>Draft COHS strategic plan and share with COHS faculty and staff, BSU administrators and community partners</td>
<td>February 2011</td>
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<tr>
<td>Incorporate comments into finalized document</td>
<td>March 2011</td>
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<tr>
<td>Finalize document and provide summary for constituent groups</td>
<td>March 2011</td>
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The Plan

COHS Vision
Leaders and partners in health innovation and discovery.

Mission
Foster partnerships that promote health and quality of life through teaching, research, and service.

Teaching: The undergraduate and graduate college of choice for preparing health practitioners, leaders, and researchers who discover and apply innovative solutions to promote health and quality of life.

Research: Leaders and partners in creating and disseminating collaborative meaningful research and scholarship that promotes health and quality of life.

Service: Developing dynamic partnerships that enrich and enhance research, teaching and learning, advocacy, and outreach.
Goals and KPIs

Research

Goal: Advance an academic culture that supports high quality scholarship resulting in health-related knowledge.

KPI #1: Research funding and expenditures: Increase the College yearly research expenditures from our external funding sources by 35% between 2011 and 2015.

KPI #2: Increase refereed publications: Increase the number of refereed publications by 10% per year between 2011 and 2015.

KPI #3: Extra-departmental research partnerships: Increase faculty scholarship1 through extra-departmental2 partnerships by 10% per year.

1 Awarded grants, contracts, and/or refereed publications and/or presentations
2 Extra-departmental refers to partnerships outside of one’s own department
**Graduate Education Programming**

**Goal:** Develop and deliver quality, collaborative graduate programs to produce distinguished leaders, researchers, and practitioners who will work to maximize the health of our communities.

**KPI #4: Triple graduate student publications:** Triple the yearly number of graduate student refereed publications by 2015.

**KPI #5: Graduate accreditation:** The COHS will evaluate and pursue additional accredited graduate program offerings in the following areas by 2013:
- DNP (Doctor of Nurse Practice)
- HCA (Health Care Administration), MPH (Masters of Public Health)
- MSN (Master of Science in Nursing) and (Master of Nurse Science)

**KPI #6: Common graduate curriculum:** Fifteen credits of the required graduate curriculum will be common to all COHS graduate students by 2016.

**Undergraduate Education**

**Goal:** Produce reflective critical-thinkers, life-long learners, leaders and quality health practitioners.

**KPI #7: COHS interprofessional curriculum:** Develop an interprofessional curriculum plan for all COHS students designed to enhance critical thinking, problem solving, teamwork, systems thinking, innovation, and communication by 2013.

**KPI #8: Interprofessional capstone class:** Develop a required 400-level interprofessional capstone course, for all COHS students, focused on innovation and teamwork to address health issues by Fall of 2011.
Strategies

In order to address our Vision and goals, the College has identified a number of Core Strategies to best use our resources and direct our day-to-day efforts. Additionally, a number of Area Specific Strategies have been developed to address time-sensitive issues within the three distinctive areas of Research, Graduate Education and Undergraduate Education. The Core and Area Specific Strategies in this document are initiatives that will be implemented in a sequence that allows the COHS to best leverage its resources while addressing the College aspirations. Consequently, some of the strategies have relatively short time frames while other strategies will be in place for many years.¹

What follows is a list of Core Strategies across the College, followed by initial Area Specific Strategies. We will conclude with a description of the four COHS strategic implementation teams, who will be charged with generating and monitoring ongoing strategies to address the area specific goal and related KPIs.

¹ See Appendix A: Timeline for Strategies Through Fiscal Year 2013 page 30

COHS Core Strategies

1. Faculty and Staff Hires:

Through the annual reviews that are conducted each Spring, the Department/School Chair/Director will evaluate faculty skills and interest in the areas of teaching, research and service. This analysis will enable the College to identify the strengths and gaps in the College human capital as it relates to the COHS strategic plan. Once these data are analyzed, the College will then identify priorities for future faculty and staff positions within the COHS. Also, the ALC will begin to consider new position configurations (shared positions within the community) and strategies (using emeriti faculty and retired community partners, research faculty, post doctoral experiences, visiting scholars) as part of the overall staffing plan.

Timeline: Data will be collected by June of 2011 and reports (human capital, hiring priorities, and hiring configurations and strategies) will be finalized by August 15, 2011.

Goals and KPIs Addressed: While a specific hire may focus on a specific goal, such as graduate programming, over time hires will be conducted to address all of the College’s goals. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
2. Faculty and Staff Workloads and Scope of Work:

The COHS mission statement describes faculty and staff engaging in work that contributes to the areas of teaching, research and service. The College faculty, staff and administration support the notion of using differential workloads so that faculty and staff can best use their skills, talents and interests (collectively referred to as strengths) across these three areas. Therefore, Chairs/Director will generate workload assignments so that individual faculty can maximize their contributions to the College.

**Timeline:** The expansion of differential workloads will be implemented starting in July of 2011.

**Goals and KPIs Addressed:** If faculty can direct significant portions of their time in alignment around their strengths, the College can best generate meaningful outcomes in teaching, research and service efforts. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
3. COHS Centralized Student Services and Advising Office:
The COHS has had a rich tradition of investing in advising and other student services that contribute to student success. However, these services have been coordinated in a variety of locations using diverse methods across the College. To better use College resources and to take advantage of the student success efforts across the College, this effort will be centralized. Ultimately, the change will provide greater coverage and more effective advising related to “health professions.” After the advising centralization process is completed, the College will consider the centralization of student services, including tutoring services, internship coordination, implementation of a help center for student questions, management of clinical agreements, and maintenance of student records.

Timeline: Planning for the Office will begin in August of 2011. The Office will be operational by the Summer of 2012.

Goals and KPIs Addressed: The Student Services and Student Advising Office is designed to address the undergraduate education goal and the KPI of an interprofessional curriculum (KPI #7 – common advising and student services will support common curricula). Additionally, it will free up faculty time for teaching, research and service activities. Therefore, this strategy will indirectly support the other goals and KPIs.
4. Enhancing Resources:
The COHS faculty and staff realize that additional resources will be needed to adequately address the work that is outlined in the COHS strategic plan. The faculty and staff also assume that additional support for these efforts will not come from state contributions. Therefore, a number of efforts will be employed to expand services to students and community stakeholders that also provide resources for the College.

The initial efforts that will be addressed by the College include:

- Enhancing student educational opportunities through increased summer course offerings.
- Generating community business partnerships that offer University faculty and student knowledge and skills to help address health-related problems, and challenges in prevention and health care, e.g. the COHS Simulation Center.
- Pursuing novel and innovative health programming, such as degree completion programs through BSU Extended Studies or executive-based health education programs, such as the executive MBA program in the College of Business and Economics (COBE.)
- Enhancing advancement efforts, e.g. another endowed Chair in the COHS.
- Enhancing grants and contracts activities to fund research efforts with BSU faculty, students and community partners.
- Developing synergistic relationships or collaborations that allow COHS to leverage resources in areas such as graduate programming, research, and undergraduate programs.
- Conducting audits and leaning exercises within the COHS to identify ways of becoming more efficient with current resources.

Timeline: The implementation of the resource generating strategies will be variable depending on College needs and opportunities.

Goals and KPIs Addressed: Financial, human and physical resources are key to the success of the College strategic plan. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
5. **COHS Research Office:**
A College Research Office will be developed to provide expertise, management and coordination of research related activities across the College. The staff in this Office will be charged with growing the research enterprise of the COHS in close partnership with the BSU Office of Sponsored Programs (OSP). Staff will help to secure, manage and administer grants, forge University and community partnerships, mentor faculty in research related efforts, and provide College level management of grants and contracts activity.

**Timeline:** The staff for the Office will be identified and assigned to their new position by July of 2011. The director will formulate and begin implementing strategies to address their charge by January of 2012.

**Goals and KPIs Addressed:** This strategy addresses the research goal and the KPIs of research funding and administration (KPI #1), increased refereed publications (KPI #2) and extra-departmental research partnerships (KPI #3).

6. **Use of Facilities:**
The COHS has faculty and staff located across five buildings with the vast majority of the faculty and staff housed in the Health Sciences Riverside and Norco buildings on the BSU campus. As the College pursues a number of changes associated with addressing the COHS strategic plan, audits of the College’s space will be conducted to allocate this resource in the best interest of the College strategic plan. These efforts could include converting rooms into teaching and research labs, and grouping employees around common functions.

**Timeline:** The review and allocation of space within the COHS will be conducted on an on-going basis to address the evolution of the College over time. However, a number of College-wide strategies will be implemented in the Summer and Fall 2011. We anticipate making a number of changes during this time period.

**Goals and KPIs Addressed:** The effective use of the physical space that is used by the COHS is a critical element in addressing the COHS strategic plan. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
7. Examine How COHS Uses Centers and Institutes:

The COHS has three Centers and one Institute. The Centers include the Center for Excellence for Environmental Health and Safety, the Center for Health Policy, the Center for the Study of Aging and the Institute for the Study of Addiction. One of the Centers (Center for the Study of Aging) is shared with the College of Social Sciences and Public Administration (SSPA) and the Institute for the Study of Addiction is shared by the College of Education (COED.) Based on this review, meetings will be held with the Center and Institute Directors and affiliate partners to identify how to use the Centers and Institute to support the COHS strategic plan.

Timeline: A review of these Centers and Institutes will be conducted by the Dean during the Fall of 2011. Planned changes to the Centers and Institute (if any) will be developed during the Spring of 2012 and implemented in the Summer of 2012.

Goals and KPIs Addressed: The current use of the COHS Centers and Institute include education, research and outreach. Once the review process is finalized, the focus and application of each Center/Institute within the College will be identified.
8. Start-up Packages for Research Faculty:
Currently, the COHS does not have a process whereby new faculty hires with research capabilities or interests can systematically obtain resources to initiate a research agenda. The College will implement a process that provides faculty with resources to help them initiate a research agenda that can address the health related needs of the Treasure Valley, Idaho, and beyond.

Timeline: Starting in the Spring of 2011, all new faculty hires in the COHS who have research potential or interest will be eligible for research start-up resources and workloads that support the creation of a research agenda.

Goals and KPIs Addressed: This addresses the research goal and the KPIs of research funding and administration (KPI #1), increased refereed publications (KPI #2) and extra-departmental research partnerships (KPI #3).

9. Increase the Number of Graduate Teaching and Research Assistants (GTA, GRA):
Currently, the COHS supports approximately one to two GTAs or GRAs a year. In order to better support our graduate programming, the COHS will increase the number of GTAs or GRAs over a four year period from one to three student(s) per year. The Chairs/Director will identify instructional and research opportunities for the graduate students. This will allow students to participate in original research and to teach courses that are instructed by adjuncts, or to support faculty in their instructional efforts.

Timeline: The Chairs/Director will collect information on courses and research activities that GTAs or GRAs could participate in during the Spring annual reviews of 2012. Additional GTAs and GRAs would be hired by the Fall of 2013.

Goals and KPIs Addressed: The increased use of GTAs is designed to give graduate students the opportunity to immerse themselves in their studies, thereby addressing the graduate education goal and the KPI of tripling the number of graduate publications (KPI #4).
10. Promotion and Tenure:
The faculty and staff have generated a strategic plan for the COHS. The promotion and tenure (P & T) document is a faculty-owned document that describes what is expected of faculty in the areas of teaching, research, and service. Since the faculty identified the aspirations of the College and their function through a new mission statement, the faculty also needs to revise the COHS P & T document so that the spirit and implementation of the document is in alignment with the strategic plan. The College P & T committee members will review the current P & T document, suggest modifications, and finalize the document through a vote of the entire College faculty.

Timeline: The College P & T committee members will review the current P & T document during the Fall of 2011. Faculty will review the proposed changes and finalize the document during the Spring of 2012.

Goals and KPIs Addressed: The COHS P & T document describes faculty work and expectations in the areas of teaching, research and service. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
1. Capstone Interprofessional Course Committee:
The COHS is committed to developing a 400-level interprofessional capstone course that is dedicated to developing student innovation and teamwork for all COHS undergraduates. The course needs to be devised in a manner that is accepted by all department and school faculty. Furthermore, the course will be developed in a manner that can be used for students in face-to-face and distance courses. Therefore, a task force will be charged with developing a class syllabus that addresses students working in an integrated environment that develops team work and their ability to innovate. Once the class is developed, a schedule and staffing approach for all COHS students will be formulated by the Task Force and Chairs/Director.

Timeline: The task force will develop a faculty-approved syllabus by January of 2012. The course will be implemented as a pilot in the Fall of 2012.

Goals and KPIs Addressed: This addresses the undergraduate education goal and the KPI of offering a capstone class (KPI #8).
2. Graduate Accreditation:

The COHS is committed to pursuing graduate level accreditations that contribute to the quality and marketability of the COHS students and graduate programming. Pursuing and obtaining accreditation is a significant effort. Before we can decide how to proceed, the ALC, faculty and staff need to have a clear idea of the implications associated with starting graduate level accreditation programs in the areas of nursing, public health and leadership.

Currently, the School of Nursing (SON) has data collected on master and doctoral level programs. However, a formalized data collection effort has not been initiated within the areas of public health and health administration. Therefore, a graduate-level faculty member in the COHS will collect data related to Masters in Public Health (MPH) and Health Care Administration (HCA). The data collection effort will include conducting an inventory of assets and gaps related to these degrees. Also, the evaluators will further evaluate the interest and need within the community and the University, and evaluate a possible intra-departmental partnership with COBE, COED, and/or SSPA. The evaluation will include a list of pros and cons related to these options. Finally, the data that has been collected through the SON will be synthesized with this evaluation to identify opportunities for collaboration between SON and Community and Environmental Health (CEH). Based on this information and discussions with BSU Graduate College and BSU Central Administration, a decision will be made on how to proceed with the accreditation(s).

Timeline: An evaluator will be recruited in the Spring of 2011 and a report will be finalized and presented to the COHS faculty and staff in the Fall of 2011.

Goals and KPI Addressed: This addresses the graduate education goal and the KPIs of graduate accreditation (KPI #5) and a common graduate curriculum (KPI #6).
3. Centralize HR and Budget Functions Within the COHS:

Currently, the COHS has human resource and budget functions distributed across five areas and seven classified staff are involved with conducting the day-to-day execution of these functions. The College will examine the pros and cons of centralizing these functions through the Dean’s Office using two professional and approximately two administrative staff positions. The change could free human and financial resources to dedicate to other priorities identified within the COHS strategic planning effort. A small task force of COHS staff and administrators will be generated to investigate a centralized system for human resource and budget functions.

**Timeline:** During the Summer of 2011 and Winter of 2012, select COHS staff and administrators will work as a task force to devise a system that allows all human resource and budget functions to be managed through a central entity. The transfer from multiple locations to a central hub will take place in the Summer of 2012.

**Goals and KPIs Addressed:** All COHS strategies require human, financial or physical resources. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
4. **Sponsor Research Collaborative(s) Across Colleges:**

The COHS faculty and staff strongly support the idea of leveraging research capacity through partnerships. Therefore, the Dean from the COHS will collaborate with other BSU Deans and the Vice President for Research to form faculty partnerships designed to address critical research questions that impact health and well-being. Ultimately, the partnerships will enable researchers to identify novel solutions to problems associated with health and well-being. The partnerships will be generated through pilot research projects made up of teams across BSU Colleges. Faculty will be eligible for funding for projects that last one (1) to two (2) years in duration. Ultimately, the support of the interdisciplinary efforts will result in external funding for projects that will benefit Idaho and beyond.

**Timeline:** The COHS Dean will meet with other BSU Deans and the Vice President for Research to develop a mechanism for funding research collaboratives across Colleges during the Spring and Summer of 2011. The funding process will be initiated during the Summer of 2011.

**Goals and KPIs Addressed:** This addresses the research goal and the KPIs of research support and expenditures (KPI #1), increased refereed publications (KPI #2) and extra-departmental research partnerships (KPI #3).
A structure was needed to insure that strategies would be reviewed, revised, developed and implemented on an ongoing basis so that the goals associated with the COHS strategic plan would be achieved. Furthermore, a level of accountability needed to be assigned that allowed for inclusion across the College. The solution was to generate four interdisciplinary College strategic teams to address the following areas:

- Research
- Undergraduate Education
- Graduate Education
- COHS Infrastructure and Resources
1. Research, Undergraduate, and Graduate Teams:

The research, graduate, and undergraduate teams include approximately eight interdisciplinary members who have the responsibility of addressing the strategic goals and KPIs associated with each area on a yearly basis. The team leaders are tasked with reviewing current strategies and developing new strategies so that acceptable progress toward the College goals is made each year. In short, the team develops and executes a yearly action plan of how the goal and KPIs will be addressed. The team plan will be shared with the ALC and other strategic team leaders. Based on available resources, the plan will be finalized and approved. The team leaders and the ALC will meet bi-monthly so that progress can be shared across the teams. Also, the teams’ progress and strategies will be shared with the entire College during the College Fall and Winter meetings.

Timeline: The teams will be recruited during the Spring of 2011. A detailed charge will be given to the teams by the ALC during the Summer of 2011. The committees will become active at the beginning of Fall of 2011.

Goals and KPIs Addressed: Each team is responsible for the goal and KPIs associated with research, graduate education, and undergraduate education.

2. COHS Infrastructure and Resource Team:

The Infrastructure and Resource Team will work to address centralizing and decentralizing efforts designed to produce efficiency and remove barriers that might impede efforts designed to actualize the College strategic plan. The team will also work to identify and generate new College resources (Core Strategy #4: Enhancing Resources) and maximize the use of current capital within the College. The team will be composed of the ALC and a faculty representative.

Timeline: This team will be formed during the Summer of 2011. The audit, programming enhancements, and modifications will start in the Fall of 2011.

Goals and KPIs Addressed: The team is dedicated to identifying ways to increase efficiency, remove barriers, and find resources for the College. Therefore, this strategy will be applied in a manner that considers all goals and KPIs.
Evaluation to Assess Progress

Once the strategies are implemented, the College will track its progress within the areas of distinction. Specifically, the evaluation will be broken out across the three College strategic goals for Research, Graduate and Undergraduate Education.

**Research:** The COHS research goal is to advance an academic culture that supports high quality scholarship resulting in health-related knowledge. The KPIs of increased research funding and expenditures, refereed publications, and extra-departmental research partnerships will be monitored and recorded on a yearly basis. However, other factors that contribute to this goal will also be recorded and reported by the departments and school on a yearly basis. For instance, the number of submitted grants, contracts and manuscripts will be provided because these actions support the KPIs and goal. All of these measures will be included under the research evaluation portion of the Strategic Planning Report.

**Graduate Education:** The graduate education goal is to develop and deliver quality, collaborative graduate programs to produce distinguished leaders, researchers, and practitioners who will work to maximize the health of our communities. The KPIs of tripling graduate student publications, obtaining graduate accreditations, and creating common graduate curriculum within the College will be monitored and recorded on a yearly basis. Some of the measures will be simple to track (e.g., graduate student publications,) but others will be more idiosyncratic and require updates over multiple years. For example, the graduate accreditation KPI would require reviewing accreditation options and identifying if accreditation should be pursued. If there is a decision to seek accreditation, the faculty will need to identify how the accredited program would be offered, (e.g., partnerships, distance education or face-to-face education.) Next, the accredited graduate program would need to be cleared through BSU and the State Board of Education. Therefore, all of these milestones will need to be documented and reported. As with the research goal, other outcomes that support these efforts, such as critical faculty hires, will be documented under the graduate education evaluation portion of the Strategic Planning Report.
**Undergraduate Education:** The undergraduate goal is to produce reflective critical-thinkers, life-long learners, leaders, and quality health practitioners. The KPIs of developing a capstone course, and ultimately an interprofessional curriculum, across the College that produces students who can be better reflective thinkers, problem solvers, team-oriented workers, innovators, and systems thinkers will also be evaluated. The ultimate outcomes (student skills and attributes) will be more difficult to measure. Therefore, the Undergraduate Education Team will be charged with developing evaluation techniques to measure the desired student outcomes. Additionally, progress related to the development and implementation of the capstone course will be monitored and recorded as key decisions and progress are made (e.g., a delivery method or syllabus for the capstone class.) Also, data collection and reporting will take place to show progress made on the new curriculum. As with the other two evaluation areas, other outcomes that support these efforts will be documented under the undergraduate evaluation portion of the Strategic Planning Report.

**Reporting:** Progress made on the COHS strategic plan will be reported in the Strategic Planning Report through the COHS web site so any interested individual can view the results of our strategic efforts. Any progress will be updated on an ongoing basis. A summary of the COHS yearly strategic progress will be printed and sent to BSU, Treasure Valley and state partners on a yearly basis.
## Appendix A: Timeline for Strategies Through Fiscal Year 2013

### Core Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Sum Fall ‘11</th>
<th>Win ‘12</th>
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<tbody>
<tr>
<td>1. Faculty &amp; Staff Hires (annual review &amp; data analysis for strategic hiring) p. 14</td>
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<td>2. Faculty &amp; Staff Workloads &amp; Scope of Work p. 15</td>
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<td>3. Develop COHS Centralized Advising Office p. 16</td>
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<td>— Examine Centralization of Student Services p. 16</td>
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<td>4. Enhancing Resources (ongoing) p. 17 Specific strategies &amp; time lines tbd</td>
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<td>5. Develop COHS Research Office p. 18</td>
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<td>— Implement COHS Research Office p. 18</td>
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<td>6. Use of Facilities p. 19</td>
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<td>7. Examine How COHS Uses Centers &amp; Institutes &amp; Implement Changes p. 19</td>
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<td>8. Start-up Packages for Research Faculty (ongoing) p. 20</td>
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<td>9. Increase the Number of GTAs &amp; GRAs p. 20</td>
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<td>10. Review Promotion &amp; Tenure p. 21</td>
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<td>— Faculty Vote on Promotion &amp; Tenure p. 21</td>
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### Spring & Summer 2011 Area Specific Strategies

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<tbody>
<tr>
<td>1. Capstone Interprofessional Course Committee p. 22</td>
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<td>— Capstone Interprofessional Course Syllabi Completed p. 22</td>
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<td>— Capstone Interprofessional Course Pilot Class p. 22</td>
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<td>2. Graduate Accreditation Evaluation p. 23</td>
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<tr>
<td>3. Investigate Centralized HR &amp; Budget Functions within the COHS p. 24</td>
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<td>4. Sponsor Research Collaborative(s) Across Colleges p. 25</td>
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### Sustained Strategies Through COHS Strategic Implementation Teams

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<tbody>
<tr>
<td>1. Recruit Research, Undergraduate, &amp; Graduate Teams p. 27</td>
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<td>— Activate Research, Undergraduate, &amp; Graduate Teams p. 27</td>
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<td>2. COHS Infrastructure &amp; Resource Team p. 27</td>
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### Legend

- **Strategy begins during the Spring of 2011**
- **Strategy initiated & completed during term**
- **Strategy initiated during term**
- **Strategy completed during term**
- **Strategy continues beyond time frame**

-Summer (Sum): July-Sept.
-Spring (Spr): Apr.-June
Selected College of Health Sciences Achievements

- The new graduate program in nursing received accreditation in 2011 from National League for Nursing Accrediting Commission Board of Commissioners.
- Students placed in the top five for the Air & Waste Management Association's regional competition in the last four years.
- The College has brought in more than $1.14 million in grants and contracts in fiscal year 2010-2011.
- Over the last five years, more than 90% of graduates from the Departments of Respiratory Care and Radiologic Sciences are employed or pursuing additional education within six months of graduation.
- The College has pass rates in the 90th percentile on national certification, credentialing, licensing and registry exams for the last five years.
  - Respiratory Care graduates average a 99% pass rate, well above the national average of 55%.
  - Radiologic Sciences graduates have a 100% pass rate and have scored in the top six percent nationally for the past five years.
  - Boise State Nursing graduates have an average pass rate of 91% on their licensing exam; the national average pass rate is 87%.
- More than $1.8 million in academic scholarships have been awarded in the last five years.
- In the last five years, 105 students have delivered 49 poster presentations and 12 podium presentations at the annual Boise State Undergraduate Research Conference.
- 91 students have attended national conferences in the last five years.
- 26 students have delivered 24 presentations in the last five years at national conferences.
- In the last five years, 63% of Pre-Professional students have been accepted to Professional Health Programs. For example, the 2009 entering class acceptance rates for Boise State graduates who apply to allopathic and osteopathic medical schools is 57%; the national average acceptance rate is 42%. The 2009 entering class acceptance rates for Boise State graduates who apply to dental school is 63%, with a national average of 39.8%.
- In the last five years, the College has had three commencement speakers and eight Top Ten Scholars enrolled in a program in the College.
- The College has grown by approximately 21% in the last year, from 2700 students enrolled in the Fall 2008 term to 3400 students enrolled in the Fall 2009 term.
- Over the last five years, the College has had 25% of its students graduate with honors.
- The average G.P.A. of program applicants in the College is 3.21 for the last five years.