

**COLLEGE OF HEALTH PROFESSIONS  
STRATEGIC PLAN**

Criterion Statement	Core Components	Goal	Strategy	How Proposed to Accomplish/How Accomplishing/Current Accomplishments	Objective1	Objective2	Objective3	Objective4	Timeline for Change 1	Timeline for Change 2	Timeline for Change 3	Timeline for Change 4	Responsibility	Evaluation	Student Assessment	Budget/Funding
<b>Criterion 1</b>																
The OSH program operates with integrity to ensure the fulfillment of its mission through structures and processes that involve faculty, staff, and students.	<b>1a.</b> The program's mission is inline with the College and University, is clear, and articulates publicly the program's commitment to the stated mission.	To structure and operate in congruency with the institution's vision, mission, and value statements. OSH's core value statements should reflect those of the institution while being specific to the safety profession.	1. To review on a annual bases the Program's vision, mission and core values and make sure they are in alignment with the safety profession, the university, and CHP.	OSH operates within the CHP bylaws that are congruent with the institution's vision, mission, and value statements. OSH's core value statements reflect both the institution's values and those of the safety profession.	To establish an advisory board that on an annual bases reviews the Program's vision, mission, and core values and makes adjustments when necessary to remain in line with CHP's and the University's Vision, Mission, and Core Values.	Incorporate approved CHP bylaws into OSH operations.			Published OSH Program vision, mission, core values were completed Fall of 2006	Review of OSH practices regarding CHP Bylaws was initiated Winter of '07. On going assessment continues as CHP bylaws become approved by the University.			Program Director and OSH Advisory Board	Ongoing through OSH Advisory Board, and OSH Faculty.	None	None; support already in place.
	<b>1b.</b> In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	To create and maintain diversity in OSH faculty and students. To graduate safety students who respond to society's diversity needs.	1. To maintain the attractiveness of the OSH program to its diverse students	Attracting and retaining minority students. Emphasizing diversity issues in safety and health through program curricula.	Work with University Development to improve awareness of diversity within OSH and its students.	Identify examples of addressing diversity issues in safety via OSH curricula			10/30/2006 New photographs of CHP facilities, classroom and laboratory activities, and faculty interactions with students were provided to University Development for their use in university publications and philanthropy efforts	Winter 2007 OSH provided program data reflecting examples of addressing diversity in curricula. OSH program incorporates examples of safety issues and their impact on divers groups as part of its on going curriculum development		Diversity issues remain on on-going issue	OSH Program Director and faculty	Program director	Periodic assessment of student opinion regarding diversity environment of OSH program.	



**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	1e. The organization upholds and protects its integrity.	To achieve good standing with certification bodies; to deal fairly with faculty and student grievances; to be honest in presenting OSH to external agencies and the public. OSH protects its integrity and honesty to its academic program, students, the public and external agencies, including certification and accreditation organizations.	To maintain program integrity via compliance with certification and accreditation guidelines established by professional safety organizations.	To establish periodic evaluation of curricula, as it relates to program standing and integrity.	To define program criteria that complies with certification and accreditation guidelines				2007-2010 academic years				CHP Faculty Council and OSH program faculty,	Ongoing through program faculty and periodic reports professional certification bodies and accrediting agencies.		
<b>Criterion 2</b>																
The organization's allocations of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of education, and respond to future challenges and opportunities OSH supports the college efforts associated with Criterion 2 and works with those elements that it has direct input into.	2a- The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. The organization's planning process includes effective environmental scanning	Increase student/faculty diversity within the CHP.	Evaluate OSH websites to insure that they reflect diversity	No College-wide on-going initiatives	Identify website liaison for each Program	Evaluate individual sites for diversity representation	Make recommendations for site development with respect to diversity representation	Employ college webmaster to upgrade & maintain site	2007-2008				Program Directors	Survey incoming students each fall on website usage and inclusively		

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

			Evaluate brochures to insure that they reflect diversity	No College-wide on-going initiatives	Identify person(s) from each Program to evaluate diversity representation	Evaluate brochures for diversity representation	Make recommendations for brochure development with respect to diversity representation	Implement brochure changes	Next academic year					Program Directors	Annual faculty examination of brochure for diversity representation		
			Identify appropriate colleges for benchmarking and evaluate our own diversity efforts	No on-going initiatives	Identify appropriate schools/colleges for benchmarking	Programmatic assessment of our diversity representation against benchmarked schools/colleges	Implement appropriate changes		Next academic year					CHP Recruiter	Annual faculty examination of benchmarked Colleges		
		#2: Develop plan for attracting and retaining outstanding faculty members who demonstrate evidence of excellence in both teaching and scholarship.	Work with University's marketing and human resources departments to present future faculty positions in the optimum manner.	No College-wide on-going initiatives	Survey applicants who declined recent opportunities at CHP to understand the reasons behind those decisions.	Enhancement of College's web site and individual Program sites.	Investigate resources that would support research infrastructure.		2007-2008								
		#3: Develop strategies for all CHP Programs to enhance the image of CHP Programs to the greater community (prospective students/faculty).	Identify external and internal focus groups to evaluate "who we are" in the community	No College-wide on-going initiatives	Enlist assistance of Rhonda Lubberts to begin development of focus groups	College and/or Programmatic development of focus groups questions	Present questions to Dean/faculty for input	Initiate focus group inquiries	Next academic year					CHP ad hoc committee	Qualitative analysis of focus groups' input at CHP and/or Programmatic level		

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

			Identify ways to bolster CHP image to outside constituents	No College-wide on-going initiatives	Enlist assistance of Rhonda Lubberts	Faculty retreat with Institutional Marketing to generate ideas at College or Program levels	Identify funding sources for marketing plans		Next academic year					CHP ad hoc committee	1) In collaboration with Institutional Marketing, evaluate College and programmatic progress on marketing plan. 2) Subsequent quantitative analysis of impact.		
			Establish regular open houses at Cook DeVos	Occasional events planned by Ms. Darlene Zwart	Work with KCON to develop joint open house ventures	Develop task force with CHP and KCON membership that develops open house plan/schedule	Task force reports to faculties with promotional ideas and target dates for open house(s)		Next academic year					CHP Recruiter	1) Annual events 2) Survey participants and providers to measure value and obtain suggestions about these events		
		#4: Bolster CHP infrastructure via acquisition of additional full-time and adjunctive personnel that support administration, scholarship, and COT needs of the College.	Recruit support of individual faculty	Documentation of need of designated personnel.	Appointment of Associate Deans for (1) Academic and (2) Clinical Affairs	Hiring of additional COT to support Ass. Dean and CHP at-large	Appointment of biomedical engineer		Next three academic years					CHP faculty	Acquisition of personnel accomplished		
			Enhance pool of adjunct faculty used by CHP programs	Create lists of potential adjunct faculty per individual programs	Develop list of potential adjunct instructors	Enhance financial incentives for adjunct personnel	Develop optimal CHP and University orientation package for new adjunct personnel	Individual programs establish requirements/needs for number of persons in their adjunct personnel pool	Next two academic years					CHP Programs	Individual programs meeting targets for utilization of adjunct personnel		

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	2d- All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.	Insure that all CHP planning efforts are congruent with the College's and University's strategic plan.	Consensus approval of a CHP strategic plan by CHP faculty and Dean	Final draft of CHP strategic plan is under review by the faculty abd Dean's office.	A vote will be held on the final draft of the strategic plan at February, 2007 College faculty meeting.				February, 2007				CHP faculty and the Dean	Dean and Provost offices	None	None
<b>Criterion 3</b>																
The organization provides evidence of student learning and teaching effectiveness that demonstrates that it is fulfilling its educational mission. OSH supports the college efforts associated with Criterion 3 and works with those elements that it has direct input into.	3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible	Congruence each Program goals across all media.	Place all Program learning goals on individual Program web sites and brochures.	No College-wide on-going initiatives.	To ensure that learning goals are in place and are congruent with University catalogue.				2007-08 Academic year	Program Directors and Faculty	Annual review of these materials for any changes/ updates. Program reviews and accreditation processes.					
	3b. The organization values and supports effective teaching.	To maintain educational quality and demonstrated effectiveness.	To review and adopt the CLAS instrument.	To send a copy of CLAS instrument to the faculty for adoption at a faculty meeting		To develop a teaching evaluation that is flexible enough to be used for various teaching methods (lecture, lab, problem-based learning, etc.)			Fall 07 to Winter 08				Faculty Council	A valid, reliable, responsive teaching/learning assessment		

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	3c. The organization creates effective learning environments	#1: To support and respect the diversity of students and the learning process	To educate faculty on student learning needs and styles	Seek assistance from FTLC for faculty development	Provide education and training at faculty retreats	To gather evidence that faculty have incorporated information given at trainings.			Fall 07	Associate Dean of Academic Affairs and FTLC	1) Annual survey of faculty and students in conjunction with University Academic Services 2) Qualitative analysis of survey		Dean and Program	Course evaluations		
	3d. The organization's learning resources support student learning and effective teaching	#1: Provide appropriate access to internal and external resources in order to optimize teaching and scholarship.	Develop a list of internal and external resources and availability for faculty and student access	Program Directors and Clinical Coordinators	Enlist assistance of Program directors to solicit this information.	Identify facilities and resources that support teaching and scholarly endeavors.	Determine faculty satisfaction and needs with resources	Synthesize input	Next academic year.	Program Directors.	Student feedback via surveys related to faculty and learning resources.					
<b>Criterion 4</b>																
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. OSH supports the college efforts associated with Criterion 4 and works with those elements that	4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	Develop a standing Faculty Development Committee	Compile information to assist faculty in successful movement through faculty contract renewal, tenure, and promotion processes.	Currently using cumbersome evaluation system through faculty activity reports and teaching evaluations. Need streamlined, equitable system.	Charge Faculty Council or current faculty development committee with creating and/or implementing new system that is agreeable to all faculty.	Benchmark against other schools to identify new faculty evaluation system.			4/1/2007: Present new system to CHP faculty for vote and use in academic year 2007-2008.	4/1/2007 Present findings to CHP faculty regarding other faculty evaluation systems.			Faculty Council and/or Faculty Development Committee	Feedback from faculty at the end of academic year and implementation of suggested changes in the next academic year.		Standard College Operating Funds.
	4a.		Identify and develop faculty mentors and institute mentoring process to promote teaching development.	Currently only accomplished if faculty member is having trouble and sent to FTLC or on own faculty members request.	Collaborate with Pew FTLC to establish a faculty mentoring program for interested faculty.	Collaborate with Pew FTLC to develop teaching mentors within CHP.	Create and maintain list of teaching mentors within CHP.		Implement in next academic year (following dev. of working committee)	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing		Faculty Development Committee	Faculty peer evaluations and classroom student evaluations and faculty feedback concerning system.	Reinforced and supported through classroom and student evaluation.	Pew FTLC grants.
	4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	Develop a standing Faculty Development Committee	Identify and develop faculty mentors and institute mentoring process to promote teaching development.	Currently only accomplished if faculty member is having trouble and sent to FTLC or on own faculty members request.	Collaborate with Pew FTLC to establish a faculty mentoring program for interested faculty.	Collaborate with Pew FTLC to develop teaching mentors within CHP.	Create and maintain list of teaching mentors within CHP.		Implement in next academic year (following dev. of working committee)	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing		Faculty Development Committee	Faculty peer evaluations and classroom student evaluations and faculty feedback concerning system.	Reinforced and supported through classroom and student evaluation.	Pew FTLC grants.

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	4b.	Create faculty development opportunities to promote research and scholarship.	Clearly define research and scholarship within CHP.	Currently done by faculty individually.	Define and develop a consensus statement defining research and scholarship.				Implement in next academic year (following dev. of working committee)				Faculty Development Committee	Faculty consensus.	Reinforced and supported through classroom and student evaluation.	Pew FTLC grants, GVSU R&D grants, external grants.
	4b.		Survey faculty regarding needs and continuing education topics related to the definitions of research and scholarship.	Only done under old guidelines years ago.	Develop and distribute a survey related to definitions of research and scholarship.	Survey faculty needs regarding development of research and scholarship skills.			Implement in next academic year (following dev. of working committee)	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing			Faculty Development Committee	Based on findings of survey and proposed definitions		Standard College Operating Funds.
	4b.		Identify educational opportunities in collaboration with the University Graduate Dean, related to results from needs assessment in above strategy.	Not currently being done.	Offer ongoing seminars to assist faculty development in research and scholarship needs as identified in above strategy.	Identify faculty in CHP and across campus who would be interested in teaching topics identified through the survey.	Locate additional educational opportunities related to results from survey in above strategy.		Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.		Faculty Development Committee	Based on findings.		Standard College Operating Funds.

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	4b.		Identify and develop faculty mentors and institute mentoring process to promote research and scholarship development.	Not currently being done.	Maintain a list of faculty who would be interested in being mentors and identify specialty areas such as Getting Published, Writing Research Grants, etc.	Develop a faculty mentoring workshop to train research and scholarship mentors.			Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on implementation.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds and Pew FTLC grants.
	4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	Develop a standing Faculty Development Committee	Compile information to assist faculty in successful movement through faculty contract renewal, tenure, and promotion processes.	Currently using cumbersome evaluation system through faculty activity reports and teaching evaluations. Need streamlined, equitable system.	Charge Faculty Council or current personnel committee with creating and or implementing new system that is agreeable to all faculty.	Benchmark against other schools to identify new faculty evaluation system.			Present new system to CHP faculty for vote and use in academic year 2006-2007	Start in this academic year and implement fully in next academic year (07-08).			Faculty Council and/or Personnel Committee	Feedback from faculty at the end of academic year and implementation of suggested changes in the next academic year.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds.
	4c.	Support faculty development opportunities related to Unit, College, University, and Community Service.	Clearly define unit, college, university and community service.	Old system is somewhat ambiguous.	Develop a consensus statement defining college, university, and community service.	Provide for new faculty service opportunities and establish service agenda.			Start in this academic year and implement fully in next academic year (07-08). Will be ongoing	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing			Faculty Development Committee	Based on definitions.		Pew FTLC grants, GVSU R&D grants, external grants.
	4c.		Identify and develop faculty mentors and institute mentoring process to promote service development.	Not currently being done.	Set up training seminars for faculty who want to be mentors promoting service.	Develop a faculty mentoring workshop to train service mentors.			Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on consensus and faculty feedback.		Pew FTLC grants, GVSU R&D grants, external grants.
	4c.	Support faculty development opportunities related to professional practice.	Define professional practice encompassing multiple professional roles (e.g., direct care, consulting, etc.)	Only done marginally	Reach consensus regarding place of professional practice in University and College expectations of faculty.			Ongoing.					Faculty Development Committee and Faculty	Based on consensus and faculty feedback.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds, Pew FTLC grants, and local public monies.

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	Develop a standing Faculty Development Committee	Compile information to assist faculty in successful movement through faculty contract renewal, tenure, and promotion processes.	Currently using cumbersome evaluation system through faculty activity reports and teaching evaluations. Need streamlined, equitable system.	Charge Faculty Council or current personnel committee with creating and/or implementing new system that is agreeable to all faculty.	Benchmark against other schools to identify new faculty evaluation system.			Start in this academic year and implement fully in next academic year (07-08). Will be ongoing	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing			Faculty Council and/or Personnel Committee	Feedback from faculty at the end of academic year and implementation of suggested changes in the next academic year.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds.
	4d.	Create faculty development opportunities related to teaching effectiveness.	Identify and develop faculty mentors and institute mentoring process to promote teaching development.	Currently only accomplished if faculty member is having trouble and sent to FTLC or on own faculty members request.	Collaborate with Pew FTLC to establish a faculty mentoring program for interested faculty.	Collaborate with Pew FTLC to develop teaching mentors within CHP.	Create and maintain list of teaching mentors within CHP.		Implement in next academic year	Implement in next academic year and/or beyond.	Start in this academic year and implement fully in next academic year (07-08). Will be ongoing		Faculty Development Committee	Faculty peer evaluations and classroom student evaluations and faculty feedback concerning system.	Reinforced and supported through classroom and student evaluation.	Pew FTLC grants.
	4d.	Create faculty development opportunities to promote research and scholarship.	Clearly define research and scholarship within CHP.	Currently done by faculty individually.	Define and develop a consensus statement defining research and scholarship.				Implement in next academic year				Faculty Development Committee	Faculty consensus.	Reinforced and supported through classroom and student evaluation.	Pew FTLC grants, GVSU R&D grants, external grants.
	4d.		Survey faculty regarding needs and continuing education topics related to the definitions of research and scholarship.	Only done under old guidelines years ago.	Develop and distribute a survey related to definitions of research and scholarship.	Survey faculty needs regarding development of research and scholarship skills.			Implement in next academic year	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on findings of survey and proposed definitions		Standard College Operating Funds.
	4d.		Identify educational opportunities in collaboration with the University Graduate Dean, related to results from needs assessment in above strategy.	Not currently being done.	Offer ongoing seminars to assist faculty development in research and scholarship needs as identified in above strategy.	Identify faculty in CHP and across campus who would be interested in teaching topics identified through the survey.	Locate additional educational opportunities related to results from survey in above strategy.		Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.		Faculty Development Committee	Based on findings.		Standard College Operating Funds.

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

	4d.		Identify and develop faculty mentors and institute mentoring process to promote research and scholarship development.	Not currently being done.	Maintain a list of faculty who would be interested in being mentors and identify specialty areas such as Getting Published, Writing Research Grants, etc.	Develop a faculty mentoring workshop to train research and scholarship mentors.			Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on implementation.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds and Pew FTLC grants.
	4d.	Support faculty development opportunities related to Unit, College, University, and Community Service.	Clearly define unit, college, university and community service.	Old system is somewhat ambiguous.	Develop a consensus statement defining college, university, and community service.	provide for new faculty service opportunities and establish service agenda.			Ongoing.	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on definitions.		Pew FTLC grants, GVSU R&D grants, external grants.
	4d.		Identify and develop faculty mentors and institute mentoring process to promote service development.	Not currently being done.	Maintain a list of faculty who would be interested in being mentors and identify specialty areas such as Getting Published, Writing Research Grants, etc.	Develop a faculty mentoring workshop to train research and scholarship mentors.			Implement in next academic year and/or beyond.	Implement in next academic year and/or beyond.			Faculty Development Committee	Based on implementation.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds and Pew FTLC grants.
	4d.	Support faculty development opportunities related to professional practice.	Define professional practice encompassing multiple professional roles (e.g., direct care, consulting, etc.)	Only done marginally	Reach consensus regarding place of professional practice in University and College expectations of faculty.				Ongoing.				Faculty Development Committee and Faculty	Based on consensus and faculty feedback.	Reinforced and supported through classroom and student evaluation.	Standard College Operating Funds, Pew FTLC grants, and local public monies.

**COLLEGE OF HEALTH PROFESSIONS  
STRATEGIC PLAN**

<b>Criterion 5</b>																
As called for by its mission, the organization identifies its constituencies and serves them in ways both value. OSH supports the college efforts associated with Criterion 5 and works with those elements that it has direct input into.	<b>5a:</b> The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations	To respond to identified community needs.	Continue to respond to and deal with ongoing community needs	Community Partners Project  Baxter Street Project (PA)  David's House  Grant Writing for area agencies  Pro bono Project (PT)  Muskegon Health Project Initiative	Evaluate effectiveness of ongoing programs.	Build opportunities for collaboration with MSU medical school in teaching, research and clinical activities.	Create ability for alumni to have access to our medical library services.		At the conclusion of the academic year.	Implement in 2007-2008 academic year	Ongoing	Implement in academic year 2007-2008	Dean's and Program Directors  Frey Librarians and program directors  Associate Dean	Self Assessment  Outcomes Research  Participant assessment  Alumni Satisfaction Survey		
	<b>5a</b>	To demonstrate attention to the diversity of the constituencies it serves	Increase more bilingual opportunities	Spanish for Healthcare professionals in PA  Rural and underserved programs with PA	Spanish for healthcare professionals as an elective option				Implement in academic year 2008-2009				Program Curriculum Committees	Feedback from faculty, faculty consensus and implementation		
	<b>5a</b>	To respond to external constituencies and provide continuing education program.	Offer more continuing education programs or advanced topics electives for practitioners	Consultation  Professional Organization provide opportunities for practitioners to earn CEU's  Grand Rounds	Develop policies and procedures with regard to GVSU sponsored cont. ed.	Work with MERC to be able to offer CEU granting programs	Develop guidelines regarding program co sponsorship/support for continuing education		Within 2 years	Within 2 years			KCON and CHS task force and continuing education office	Committee proposal and faculty discussion satisfaction survey		
	<b>5b:</b>	To enable effective connection with community	Improve interdisciplinary efforts regarding community outreach projects	Joint retreats with Nursing	Establish directory of expertise	Establish blackboard site and/or email list	Investigate opportunities with MERC for education and research	Investigate opportunities for interdisciplinary projects	Within 3 months	Within 3 months			COT Staff V. P. of Health	Satisfaction Survey		

**COLLEGE OF HEALTH PROFESSIONS**

**STRATEGIC PLAN**

		To connect students with external communities	Continue to do ongoing projects with community	Community Partners Clinical Rotations Relay for Life Internships Wheel or Run Safe Haven Thanksgiving Food Drive Special Olympics Ferguson Apartments Community	Maintain internships	Evaluate effectiveness of current accomplishments			Within 3 years	Ongoing			CHP Dean + Program Directors  Academic clinical coordinators	Faculty discussion  Outcomes Research  Satisfaction Survey		
	<b>5c:</b>  The organization demonstrates its responsiveness to those constituencies that depend on it for service	Community leaders testify to usefulness of the organization's programs of engagement		Partnerships on floors 4 and 5  Kent <b>ISD</b> Interdisciplinary	Monitor, share and continue to evaluate progress				Ongoing				CHP Programs	Employee/part input satisfaction Survey		
	<b>5d:</b>  Internal and external constituencies value the services the organization provides.	To provide opportunities for external constituents to participate in the organization's activities .  To make CHP facilities available for use by the community	Make Cook-DeVos Center available to Healthcare professionals	Professional Organizations meet on campus (MTRA, MOTA, MPTA)  Community Organizations meet on campus	Continue to monitor effectiveness of Grand Rounds			Continue to encourage use of facilities by health care professionals	Ongoing				CHP task Force  Associate Dean for Academic Affairs	Proposal		