

College of Health Professions

Action Area 1a: Access and Equity – Recruitment and Retention (faculty, staff, students)				
By 2015Goals	Objectives	Strategies	Measures	Progress
Recruit, retain, and graduate a diverse student body	To achieve a more balanced ethnic composition of CHP programs that is representative of larger community in West Michigan	Determine current practices in the college	Collect information from each program on current strategies for recruiting, retaining, and graduating a diverse student body	Recruit students from KISD Early College (through GVSU). 70% of these students are Hispanic and Black
		Recruit from the following campuses: Grand Rapids Community College, Lansing Community College, and Muskegon Community College	Determine and increase current number of school visits	Participated in 3 visits/semester at GRCC Visited LCC 2x, KCC, GRCC, Mid MI and Lake MI College 1x each to present/discuss RIS articulation agreement (2011-12)
		Work with schools in the Kent Intermediate School District to provide information about health profession programs in the college	Increase number of admitted transfer students from these 'school visited' colleges Report on number of students from KISD Early College students who matriculate to GVSU	Data will be collected beginning with the 2012 academic year as the MiRIS agreement becomes active. 50% attend GVSU 95% attend college 65% minority 80% first generation Average H.S. GPA is 3.6 17 KISD students spent a morning (Jan 2012)

		<p>Build collaborative relationships with campus programs that interact with non-traditional and under-represented students (eg Office of Multicultural Affairs, TRIO Educational Support Program)</p> <p>Monitor support services and determine the gap between what is currently being done and what needs to be done to empower students to be academically successful within the Health Professions programs</p>	<p>Work with OMA, TRIO, and other GVSU programs to develop a strong mentoring program for underrepresented students in the health professions</p> <p>Track students from underrepresented groups and identity barriers that prevent them from applying and matriculating into health professions programs</p> <p>Increase access to university support services to result in</p>	<p>with MLS, getting a CHP tour, and admissions information</p> <p>Early College students spent a morning with J Nagelkerk (Feb 2012) learning about KCON and CHP programs.</p> <p>One CHP academic advisor has been assigned to support OMA, Freshman Academy and KISD</p> <p>Advising Office met with students in Freshman Academy to review CHP programs 2011-12)</p> <p>This measure is part of the prior measure - interaction with OMA, TRIO, etc. Data collection will begin when additional staff is/are added to CHP student services office</p> <p>This measure is part of the prior measure - interaction with OMA,</p>
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		<p>In-service COTs and student workers on each health profession program in order to better answer questions on phone calls from the public</p> <p>Develop brochure to inform students of scholarship opportunities, which will include scholarships for underrepresented groups</p>	<p>competitive applicants from underrepresented and non traditional student groups</p> <p>Complete one in-service per year</p> <p>Track number of minority students who receive scholarships earmarked for underrepresented populations</p>	<p>TRIO, etc.</p> <p>COTs and student workers met with Darlene Zwart to discuss the various health professions programs (2011-12)</p> <p>This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP.</p>
Recruit, retain, and promote a diverse faculty	To increase recruitment of faculty with diverse backgrounds	<p>Utilize annual affirmative action data re: availability of minorities and women</p> <p>Determine current practices in the college</p>	<p>Collect data from Office of Inclusion and Equity</p> <p>Collect information from each program on current strategies for recruiting, retaining, and promoting a diverse faculty</p>	<p>This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP</p> <p>We've encountered some challenges in gathering consensus on specific direction in each dept. Data will be collected beginning 2012 -13.</p>

		Examine the recruiting practices of other units and colleges within GVSU to learn proven strategies	Request data from Office of Inclusion and Equity	This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP
		Examine the recruiting practices of peer institutions to learn proven strategies	Develop a list of best practices from peer institutions	This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP
		Infuse the concepts of inclusion and equity in the recruitment process	Increase number of CHP faculty and staff receiving Inclusion Advocacy Training	Yes. All programs were encouraged to have an inclusion advocate. Several tenured faculty completed the training this year (2011-12).
		Increase the number of faculty from under-represented populations hired by 2015	Recruitment processes will include inclusion and equity concepts Maintain current faculty with diverse backgrounds	Data will be collected beginning 2012 -13. CHP maintained its diverse faculty - including internationally represented groups. A 25% increase was made in hiring diverse faculty & 100% increase in hiring diverse adjunct faculty. Data will be collected

		<p>Access community and university resources</p> <p>Obtain resources necessary to achieve the above</p>	<p>Monitor rate of tenure and promotion in underrepresented faculty to ensure that it is equivalent to that of the college</p> <p>Identify community and university resources</p> <p>Add a budget line in the 2011-12 college budget for recruitment and retention</p>	<p>beginning 2012 -13.</p> <p>Multiracial Association of Professional (MAP) Website identified as a community resource for posting openings.</p> <p>With declining budgets, this has not yet occurred – will reassess the need for increasing the budget in order to increase diversity of faculty in 2012-13.</p>
Recruit and retain a diverse staff	To achieve ethnic composition of CHP support staff that is representative of larger community in West Michigan	<p>Examine the recruiting practices of other units and colleges within GVSU to learn proven strategies</p> <p>Examine the recruiting practices of peer institutions to learn proven strategies</p>	<p>Collect information from other units on current strategies for recruiting and retaining a diverse staff</p> <p>Request data from Office of Inclusion and Equity</p> <p>Develop a list of best practices from peer</p>	<p>This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP</p> <p>This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP</p> <p>This strategy is not able to be fulfilled by 2015</p>

		<p>Increase the number of staff from under-represented populations by 2015</p> <p>Support university endeavors by posting positions in under represented populations' media</p> <p>Support staff attendance at professional development programs that will enable them to develop skills for advancement</p> <p>Obtain resources necessary to achieve the above</p>	<p>institutions</p> <p>Increase the diversity of the staff applicant pool</p> <p>Obtain HR approval of recruitment plans</p> <p>Document staff attendance at COT professional development programs</p> <p>Identify a line item to support recruitment and retention of diverse staff</p>	<p>due to lack of resources – we recommend removing it from the IIP</p> <p>Yes; utilized multiple diverse media outlets, such as MPA website to attract a assorted pool of candidates</p> <p>Yes; done with each search</p> <p>All searches now posted in the MAP website</p> <p>Data will be collected beginning 2012 -13.</p> <p>With declining budgets, this has not yet occurred – will reassess the need for increasing the budget for this strategy in 2012-13.</p>
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Action Area 1b: Access and Equity – Policy/Administrative Initiatives

Goals	Objectives	Strategies	Measures	Progress
Integration of the Inclusion Plan into the CHP operational infrastructure by Winter 2012	To implement the plan as written	Continue to assess the progress of the CHP on the Inclusion Plan	Documentation of progress of the Inclusion Plan presented to faculty each semester	The progress report will be presented beginning winter semester 2012.
		Invite a representative from the Office of inclusion and Equity and the Three Centers-One Vision office to speak at a college faculty retreat – with the support staff invited	Document annual inclusion presentations to CHP	We plan to begin this strategy during the 2012-13 academic year.
		Appoint a faculty member to serve as the assessment/inclusion officer (AIO) for the college	Put into place an assessment/inclusion person for academic year 2011-12	Completed (2011-12)
	To obtain funding/resources to implement the inclusion and equity plan	Request CHP annual budget to include funding for the IIP	Review and edit current assessment tools for addition of questions that measure our progress toward inclusion	We plan to this strategy during the 2012-13 academic year.
			Add a line item in CHP budget for development, implementation, and maintenance of college Inclusion Plan	With declining budgets, this has not yet occurred – will reassess the need for increasing the budget in 2012-13.

	To integrate inclusion and equity initiatives in the CHP Policy Manual	Review content of CHP policy manual	Update the CHP Policy Manual for 2011-2010 Academic Year to reflect IIP goals	Faculty Council is working on updating the policy manual during the 2011-12 academic year and will continue through 2012-13.
Action Area 2: Campus Climate				
Goals	Objectives	Strategies	Measures	Progress
Create a college environment that recognizes and values diversity	To implement strategies and procedures that support an all-inclusive/equitable environment	By Fall 2012, conduct a climate study of faculty, staff, and students using internal and external resources (refer to 1a/Faculty survey)	Use data from the study regarding the climate of the CHP to determine applicable action plans	We plan to begin fall 2012
	To revise the strategies and procedures as indicated by the results of the college climate study	Provide faculty and staff with current research on the importance and benefits of diversity	CHP Document(s) of strategies and procedures reflect or address the needs identified in the climate study	We plan to begin fall 2012
	To support university endeavors to create an inclusive campus	Strongly encourage CHP faculty and staff to complete GVSU's Inclusion Advocate Program	Document faculty successful completion of Inclusion Advocacy Program	Inclusion Advocates – 2 Inclusion Champions – 1 Representatives from several departments are in the process of becoming Advocates
		Examine the inclusion	Create a CHP document	This strategy is not able

		<p>and equity practices of other units and colleges within GVSU to learn proven strategies</p> <p>Examine the inclusion and equity practices of peer institutions to learn proven strategies</p> <p>Encourage a CHP faculty/staff member to serve on the GVSU Climate Study committee</p>	<p>that compares the equity practices of other units and colleges with that of CHP</p> <p>Create a CHP document that compares the equity practices of peer institutions with that of CHP</p> <p>Document CHP service on GVSU Climate Study Committee</p> <p>Consider having CHP representation on climate study's Next Steps committee</p>	<p>to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP</p> <p>This strategy is not able to be fulfilled by 2015 due to lack of resources – we recommend removing it from the IIP</p> <p>Accomplished - Michael Wambach</p> <p>Accomplished - Alisha Davis</p>
Action Area 3: Diversity in Curriculum/Co-Curriculum				
Goals	Objective	Strategies	Measures	Accountable Unit(s) P=Primary
Graduate culturally competent students	To prepare students to be culturally aware health professionals	Ensure students have opportunities to participate in clinical/volunteer work/ internships with diverse populations	Identify sites where students are working with underrepresented populations	Approximately, 21% (31 out of 145) of PAS sites & approximately, 19% (45 out of 232) of PT sites provide care to rural/underserved populations

		Assign a common reading focused on diversity in health care each fall semester for all students, faculty and staff in CHP	Schedule a CHP seminar and classroom discussion of common reading	PT has a pro bono clinic on each Friday that school is in session that serves community members who have no insurance or who have exhausted insurance. University/community reading in Winter 2011 was encouraged for all faculty to read. Book discussion took place at CHS for all faculty and students..
Action Area 4a: Organizational Learning - Internal				
Goals	Objectives	Strategies	Measures	Progress
Create effective learning environments	To support and respect the diversity of students and the respective learning process To increase more bilingual opportunities	Educate faculty on student learning needs and styles Offer Spanish language lessons for healthcare professionals as an elective option	Encourage faculty attendance at FTLC events Identify course(s) offering Spanish for Healthcare professionals	Majority of CHP full-time faculty attend at least one FTLC event annually One second year PT graduate assistant is hired to teach Spanish to volunteers in the 2nd year student cohort and to faculty volunteers. One third year PT graduate assistant is hired to teach Spanish to

				volunteers from the 3 rd year student cohort.
Action Area 4b: Organizational Learning – Community Outreach				
Goals	Objectives	Strategies	Measures	Progress
To enable effective connection with community	To offer more continuing education programs or advanced topic electives for community members, including practitioners	Develop policies and procedures with regard to GVSU sponsored continuing education (CE)	Track number of continuing education programs and/or community participants	PT Continuing Education programs: 1 time per year – Basic Clinical Instructor Training; 2-3 times per year, we schedule Spectrum Hospital PT in our lab space for their CEU offerings for their clinicians 5 patients with Parkinson's are enrolled in an exercise program guided by PT Faculty Approximately, 20 research projects by students and faculty mentors enroll community participants.
	To improve interdisciplinary efforts and partnerships with	Work with MERC to offer CEU granting programs	Identify GVSU/MERC sponsored CEU programs	We do not have any co-sponsored CEU's with GRMEP (formerly

	community programs			MERC). GRMEP is a CME granting institution and they have an office for continuing education that they run separately in the community. We recommend removing this objective from the IIP.
		Develop guidelines regarding program co-sponsorship/support for CE	Insert a policy in CHP faculty handbook regarding program co-sponsorship/support for CE (aligned with CHP strategic plan development of P&P committee)	To begin fall 2012
		Expand/create partnerships with KCON, Kent ISD, African American Institute on Health, Muskegon project, and 5 th Initiatives	Identify potential partners	Investigation of these partnerships will begin fall 2012
			Track cooperative activities with these organizations	We plan to begin Fall 2012
		Summer 2010, involve faculty and students in summer Health Camp	Review final report on first annual Health Science Camp (sHaPe)	Completed – Camp was a success; 2012 will be its 3 rd year

		(sHaPe camp) for boys and minorities at CHS Provide access to those organizations that need community assistance	summer '10 to determine success Track number of faculty/staff/students engaged in community volunteer service	Will begin to collect data fall 2012.
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