



UNE

*Westbrook College of
Health Professions*

STRATEGIC PLAN 2018 - 2023

THE WESTBROOK COLLEGE OF HEALTH PROFESSIONS (WCHP) IS COMPRISED OF 13 DISTINCTIVE HEALTH-RELATED DEGREE PROGRAMS RANGING FROM BACCALAUREATE TO DOCTORAL. THE COLLEGE OFFERS PROGRAMS OF STUDY ON BOTH THE PORTLAND AND BIDDEFORD CAMPUSES. THE STUDENTS, FACULTY AND PROFESSIONAL STAFF IN WCHP EMBRACE A COMMITMENT TO INTERPROFESSIONAL EDUCATION (IPE) AND COLLABORATIVE PRACTICE, AND WORK AS PARTNERS TO CONTINUOUSLY ADVANCE HEALTH CARE KNOWLEDGE AND CAPABILITIES. THIS IS EVIDENCED BY A COLLECTIVE DEDICATION TO EXCELLENCE IN ACADEMICS, RESEARCH/SCHOLARSHIP, CLINICAL AND COMMUNITY SERVICE, AND OPERATIONS.

Majors at the undergraduate level include: Applied Exercise Science (AES), Dental Hygiene, Health Wellness and Occupational Studies (HWOS), Nursing, Nutrition, Public Health, and Social Work (BSW). The Athletic Training degree is in the process of converting from a baccalaureate degree offering to a Master's. The College additionally offers undergraduate minors to include Athletic Coaching, Nutrition and Public Health. At the graduate level, WCHP offers an MS in Nurse Anesthesia, MS in Occupational Therapy, MS in Physician Assistant, Master's in Social Work (MSW) and doctorate in Physical Therapy (DPT). Academic programming extends across both the Biddeford and Portland campuses.

MISSION

The Westbrook College of Health Professions educates a dynamic, collaborative workforce responsive to the evolving needs of society, thus advancing the health and well-being of all people.

VISION

The Westbrook College of Health Professions at the University of New England is preeminent in preparing graduates to improve the health and well-being of people, communities and our planet. The College is a nationally recognized leader in interprofessional education and collaborative practice, producing workforce ready health professionals who favorably impact health outcomes and advance systems change. The College is home to impactful translational research, engaging in scientific inquiry to tackle complex health problems. We support this vision through our commitment to student-centered learning, fostering the highest level of achievement within and across our broad range of health profession programs and in conjunction with other colleges throughout the University and in partnership with our regional stakeholders.

WCHP CORE VALUES



ACADEMIC EXCELLENCE AND LIFELONG LEARNING

Through a continuum of rigorous educational opportunities, the College ensures students achieve at the **HIGHEST LEVEL OF DISCIPLINARY PROFICIENCY** and **AS MEMBERS OF DIVERSE HEALTH TEAMS**. Academic priorities of **CRITICAL REASONING, SELF-REFLECTION, COMMITMENT TO EVIDENCE-BASED PRACTICE AND CULTURAL RESPONSIVITY INSPIRE CURIOSITY AND A COMMITMENT TO LIFELONG LEARNING.**



INTEGRITY

We advance an **INTERACTIVE LEARNING CULTURE** grounded in **AUTHENTICITY, ACCOUNTABILITY, ADHERENCE TO ETHICAL PRINCIPLES AND PROFESSIONALISM**. These qualities provide an essential foundation for enduring academic, clinical, professional and personal interactions.



SERVICE

We are committed to **WORKING TOGETHER TO SERVE THE COMMON GOOD**. Through local partnerships, service learning and global endeavors, the College provides students with opportunities for **MEANINGFUL COMMUNITY ENGAGEMENT**, exploration of civic responsibility and reflection on complex problems facing society today.



RELATIONAL CONNECTIVITY

Learning in the College takes place within a relationally-informed culture based **IN RESPECT, CARING, EMPATHY AND COMPASSION FOR ALL INDIVIDUALS, COMMUNITIES AND POPULATIONS.**



**QUALITY OF
LIFE AND
WELL-BEING**

We promote the broadest definition of health to include **PHYSICAL, EMOTIONAL, SPIRITUAL, ENVIRONMENTAL AND PLANETARY CONSIDERATIONS**. We believe attention to personal well-being promotes resilience, adaptability, perseverance and fulfillment in current and future endeavors.



COLLABORATION

Collaboration is an ethos of the Westbrook College of Health Professions, grounded in an **INTERPROFESSIONAL/INTERDISCIPLINARY CULTURE** that encourages collegial exchange across programs and amongst all students. Intentional preparation for team-based care equips learners for 21st century health practice and leadership.



**CULTURAL
DIVERSITY,
DIFFERENCE AND
INCLUSIVITY**

WE WELCOME DIVERSITY AND CELEBRATE DIFFERENCE among students, faculty, professional staff, clinical partners and our extensive communities of interest. We believe that differences should not divide us; rather we perceive difference as adding richness to our living and learning environments. The College **PRIORITIZES CULTURAL HUMILITY AND CURIOSITY THROUGHOUT ALL EDUCATIONAL** offerings and campus life.



STRATEGIC PRIORITY I: EXCEPTIONAL TEACHING AND LEARNING

INITIATIVE 1: FOCUS TEACHING AND LEARNING AROUND THE DEVELOPMENT AND INTEGRATION OF HABITS OF MIND, DISCIPLINE-BASED KNOWLEDGE, AND PROFESSIONAL COMPETENCIES.

GOAL 1: WCHP faculty will utilize multiple educational methods such as problem-based learning, peer teaching, experiential learning and the integration of arts and humanities to develop habits of mind, discipline-based knowledge and professional competencies.

ACTION STEPS

1. Explicitly integrate problem solving, tolerance for ambiguity, and critical thinking/reasoning across the curriculum in coursework and IPE endeavors at the graduate and undergraduate level.
2. Promote student preparation for success on national licensure examinations.
3. Apply emotional intelligence principles in clinical preparation across undergraduate and graduate programs.
4. Promote student success with application to graduate study and/or postgraduate employment.
5. Explore the integration of the arts and humanities into discipline-based programming.
6. Collaborate with CETL to develop institutional competencies for information literacy, cultural humility, and interpersonal skills needed across disciplines; explicitly scaffold opportunities to reach competencies across undergraduate and graduate programs.

GOAL 2: WCHP will expand capacity to deliver undergraduate and graduate courses in a variety of formats including online and hybrid formats.

ACTION STEPS

1. Promote faculty and professional staff engagement in and adoption of an upgraded learning management system (LMS).
 2. Support faculty and professional staff training and cross college/CETL collaboration for implementation of best practices in online or hybrid teaching.
-

GOAL 3: WCHP will engage in collaborative leadership to reform the undergraduate curriculum to one that is contemporary and easily transferable across colleges and from external institutions.

ACTION STEP

1. Co-lead and actively contribute to the undergraduate curriculum reform process.

GOAL 4: WCHP will engage in ongoing refinement of the health profession first year experience (FYE) course.

ACTION STEPS

1. Integrate a FYE as part of undergraduate curriculum reform.
2. Continue to refine the peer teaching model of mentoring and instruction.
3. Collect data regarding the outcomes of WCHP FYE for continuous quality improvement.
4. Promote faculty collaboration to ensure consistency in the execution of the FYE course.

INITIATIVE 2: CREATE NEW HIGH-QUALITY EXPERIENTIAL LEARNING OPPORTUNITIES AND DEEPEN THEIR INTEGRATION WITH ACADEMIC CURRICULA, WITH THE GOAL THAT ALL UNE STUDENTS ENGAGE IN AT LEAST ONE TOP-TIER EXPERIENTIAL LEARNING OPPORTUNITY DURING THEIR ACADEMIC PROGRAM.

GOAL 1: WCHP will proactively manage internships in a manner that supports students in obtaining competitive experiences.

ACTION STEPS

1. Cultivate new and maintain established high-quality clinical/field/internship opportunities for undergraduate and graduate students.
2. Explore centralized practices for tracking and documenting clinical education sites.
3. Collaborate with institutional efforts to increase efficiencies in developing clinical affiliation agreements.
4. Identify opportunities to utilize the Interprofessional Simulation and Innovation Center (ISIC) to fulfill select clinical education requirements.
5. Identify innovative experiential learning/clinical education opportunities within existing UNE structures (e.g. the Dental Hygiene clinic; transdisciplinary playgroup) to engage students across programs and colleges.

GOAL 2: WCHP will expand commitment to excellence in experiential learning.

ACTION STEPS

1. Define WCHP experiential learning models and develop learning outcomes and assessment methods/rubrics that can be used across programs for increased uniformity.
 2. Clarify workload allocations in relation to experiential learning including development and supervision of service learning and student research.
 3. Identify best practices for service learning including centralized vs decentralized models and collaboration/consolidation across programs for efficiency and resource management.
-

INITIATIVE 3: CREATE DISTINCTIVE INTERDISCIPLINARY AND INTERPROFESSIONAL (ID/IP) PROGRAMS AS WELL AS COLLABORATIVE PRACTICES ACROSS OUR COLLEGES AND DEPARTMENTS.

GOAL 1: WCHP will deepen its application of ID/IP practices within the college and across the university through a continuum of learning experiences.

ACTION STEPS

1. Expand ID/IP strategies to include team/case-based learning, community projects, interdisciplinary clinic experiences and capstone projects for WCHP students on both campuses.
2. Advance interprofessional clinical education at existing and newly developed sites.
3. Provide developmentally scaffolded opportunities for ID/IP and collaborative practices within and between academic programs and colleges.
4. Collaborate with IPEC to identify universal learning objectives to guide ID/IP immersion experiences.
5. Explore new ID/IP partnerships across colleges.
6. Engage the Excellence in Clinical and Community Service committee and IPEC to assess capacity for interprofessional opportunities at established clinical sites.
7. Assemble IPEC and the Excellence in Clinical and Community Service committee to examine innovative pedagogies such as IPE Rounds and IPE Reflection for clinical education integration.
8. Explore with ISIC opportunities for ID/IP among learners from different programs and colleges.
9. Examine international ID/IP opportunities in collaboration with global education.

GOAL 2: WCHP will strive to expand ID/IP focused research endeavors.

ACTION STEPS:

1. Promote, in conjunction with IPEC and the Research Council, ID/IP research around central themes within WCHP and across colleges.
2. Promote scholarship of teaching examining efficacy of UNE's ID/IP programs and experiences.

GOAL 3: WCHP will provide faculty support to further distinguish IPE programming.

ACTIONS STEPS:

1. Collaborate with IPEC and CETL to provide trainings to increase faculty capacity and expertise in IPE.
 2. Recommend language in annual Performance Review and RPT recognizing faculty workload and engagement in ID/IP pedagogy, research and service.
-

INITIATIVE 4: DEVELOP MULTIPLE TEACHING AND LEARNING FORMATS THAT RESPOND TO EVOLVING RESEARCH ON EFFECTIVE PEDAGOGY AND THAT INCREASE STUDENT ACCESS, SUPPORT IMPROVED RETENTION, AND FOSTER DEGREE COMPLETION

GOAL 1: WCHP will expand active learning opportunities to support pedagogical effectiveness and subsequent student success.

ACTION STEPS

1. Provide faculty development addressing active learning in collaboration with CETL to increase capacity in the delivery of innovative and creative curricula.
 2. Actively participate in the CETL Faculty Fellows program.
 3. Examine digital health education technologies (e.g. virtual/augmented reality simulation, telehealth technology) as emerging health profession pedagogies.
-



STRATEGIC PRIORITY II: INCREASED ENROLLMENT, PROGRESS TO GRADUATION, AND LIFELONG LEARNING

INITIATIVE 1: OPTIMIZE NEW STUDENT RECRUITMENT

GOAL 1: Maximize recruitment through innovative efforts and enhanced marketing that promote WCHP's powerful and distinctive value propositions.

ACTION STEPS

1. Collaborate with Undergraduate and Graduate Admissions to improve internal processes and maximize the use of common/ centralized applications.
2. Improve clarity and implementation of the Early Assurance (EA) designation.
3. Ensure programs explicitly market ID/IP learning opportunities.
4. Update websites, print materials and virtual/interactive social media marketing.
5. Explore flexible programming with a range of options to recruit 'non-traditional' and second career students (e.g., veterans, 1st generation, rural Maine, completion students).

INITIATIVE 2: DEVELOP A COMPREHENSIVE APPROACH TO INCREASING RETENTION AND GRADUATION RATES.

GOAL 1: Assess factors influencing retention, progression and program completion and recommend initiatives for outcomes improvement.

ACTION STEPS

1. Examine best practices and strengths-based models for academic remediation through consultation with CETL and SASC.
 2. Formally integrate remediation into the academic model for each program.
 3. Identify courses that pose common barriers to progression and develop strategies to support students.
 4. Eliminate barriers in the award of credit in cross-college transfer.
-

5. Participate in the UG Enrollment Management Task Group to strengthen institutional retention efforts.
6. Develop trauma-informed practices within the classroom to support student success and resilience.
7. Adopt pedagogies and strategies to challenge high performing students.

INITIATIVE 3: DEVELOP A COMPREHENSIVE STUDENT-CENTERED SUPPORT CONTINUUM.

GOAL 1: Engender a collaborative culture of responsibility for student support, retention and program completion.

ACTION STEPS

1. Develop collaborative relationships and practices between undergraduate faculty mentors and professional advisors.
2. Strengthen connections between WCHP faculty/professional staff and student support services (e.g. student access, counseling/behavioral health, SASC, career services, recovery programs) in creating a team focused on learner success.
3. Encourage faculty development workshops and mentorship addressing best practices in faculty advisement, retention, remediation, and program completion.
4. Celebrate faculty who demonstrate undergraduate teaching effectiveness in the first two years of the curriculum through performance appraisal and promotion processes.

INITIATIVE 4: EXPLORE DISTINCTIVE PROGRAMS AND CREDENTIALS THAT ATTRACT PROSPECTIVE STUDENTS, INSPIRE ENROLLED STUDENTS, PREPARE GRADUATES FOR THE CONTEMPORARY WORKPLACE AND INVITE ENGAGEMENT FROM LOYAL ALUMNI.

GOAL 1: Develop innovative programming that attracts new students and engages students within WCHP programs.

ACTION STEPS

1. Establish a coordinated approach to continuing education, continuing education credits, and credentialing.
 2. Build diversified badge options.
 3. Encourage cross-college, ID/IP minors, master programs, dual degrees, and other collaborations.
 4. Examine opportunities for new WCHP programs.
 5. Expand the range of delivery options to include hybrid, low residence, live online, and accelerated programs.
-



STRATEGIC PRIORITY III: FOCUSED RESEARCH AND SCHOLARSHIP

INITIATIVE 1: IDENTIFY FOCAL AREAS OF RESEARCH AND SCHOLARSHIP THAT WILL DISTINGUISH UNE AND HAVE PRIORITY FOR FUTURE INVESTMENT, FACULTY RECRUITMENT, AND EXTERNAL FUNDRAISING.

GOAL 1: Support institutional efforts to distinguish research and scholarship priorities at UNE.

ACTION STEPS

1. Distinguish areas of WCHP faculty research and scholarship interest and expertise (e.g. pain, opioid, aging, movement, head injury, autism) through participation in the university Research Council.
2. Identify local/regional partners engaged in research commensurate with college and institutional priorities.
3. Consider strategic faculty hires to enhance research and scholarship capacity in WCHP.

INITIATIVE 2: INCREASE MEANINGFUL STUDENT INVOLVEMENT IN RESEARCH AND SCHOLARSHIP.

GOAL 1: Examine the integration of and opportunities for research and scholarship in WCHP undergraduate and graduate programming.

ACTION STEPS

1. Conduct an assessment of research-related coursework across WCHP curricula.
 2. Explore the development of a ID/IP research course or select common learning activities that serve to satisfy curricular and accreditation requirements.
 3. Assess, in collaboration with the Research Council, opportunities for WCHP students to participate in faculty research endeavors.
 4. Identify and resolve barriers that impede student engagement in research and scholarship across WCHP programs.
-

INITIATIVE III: EXPAND FACULTY INVOLVEMENT IN SCHOLARSHIP AND RESEARCH AND CREATE A STRONGER UNE CULTURE OF KNOWLEDGE PRODUCTION AND APPLICATION.

GOAL 1: Cultivate WCHP faculty awareness and capacity for research and scholarship engagement.

ACTION STEPS

1. Strengthen WCHP New Faculty Orientation to include collegiate and institutional research and scholarship processes and priorities.
2. Explore, with the Research Council, opportunities for formal faculty mentorship and professional development.
3. Charge the WCHP Research and Scholarship Committee to examine faculty development approaches (e.g. special interest groups, journal club, grant writing) that align with collegiate research priorities.

GOAL 2: Strengthen collegiate and institutional research capacity through optimizing facilities, resources and processes dedicated to scholarship.

ACTION STEPS

1. Determine existing WCHP resources that support research and scholarship.
2. Advocate for appropriate contiguous placement of research laboratories and personnel through the UNE space planning process.
3. Support extramural grant writing endeavors.
4. Participate in policy and procedure development for resource sharing (e.g. hardware, software, personnel) in collaboration with the Research Council.
5. Celebrate student and faculty success in professional publications and presentations.

GOAL 3: Engage clinical and community partners and alumni to collaborate with faculty in generating and promoting scholarship.

ACTION STEPS

1. Examine scholarly endeavors that address WCHP priorities and interprofessional clinical education and practice in collaboration with external clinical partners and alumni.
 2. Explore formation of virtual special interest groups using digital platforms to host journal clubs or scholarly discussions among faculty, clinical partners and alumni.
 3. Promote dissemination of faculty scholarship through local clinical research events and regional/state/national professional associations.
-



STRATEGIC INITIATIVE IV: A WELCOMING, INCLUSIVE, AND VIBRANT COMMUNITY

INITIATIVE 1: BUILD A UNE COMMUNITY THAT IS DIVERSE ALONG ALL DIMENSIONS OF HUMAN DIFFERENCE.

GOAL 1: Enhance the diversity of WCHP students, faculty, and professional staff

ACTION STEPS

1. Collaborate with the Associate Provost for Community, Equity and Diversity (CED) and Human Resources to insure policies and procedures which advance diversity in search committees and prospective student recruitment.
2. Advocate for expanded financial support and scholarship opportunities for underrepresented populations.

INITIATIVE 2: ENHANCE THE INCLUSIVENESS OF OUR COMMUNITY, FULLY INTEGRATING ALL STUDENTS, FACULTY, AND PROFESSIONAL STAFF INTO THE LIFE OF THE UNIVERSITY AS RESPECTED AND RECOGNIZED MEMBERS.

GOAL 1: Assess the current inclusiveness climate and support services available to students, faculty, and professional staff.

ACTION STEPS

1. Promote student, faculty, and professional staff participation in the Rankin and Associates campus climate survey.
 2. Collaborate with the Associate Provost for CED to assess current collegiate/ institutional services supportive of diversity and inclusivity.
-

GOAL 2: Broaden WCHP's contribution to enhancing institutional diversity and inclusivity.

ACTION STEPS

1. Revise WCHP governance by-laws to incorporate an Excellence in Diversity, Interculturalism and Difference Committee.
2. Engage in institutional diversity and inclusion infrastructure efforts by participating in programs offered through the Associate Provost for CED.
3. Collaborate with and encourage involvement in the Office of Intercultural Student Engagement, clubs and organizations committed to cultural advocacy and advocacy, Equity Diversity Advancement Committee (EDAC) student organization, Student Access Center, and other colleges.

GOAL 3: Integrate cultural awareness and inclusivity competencies into current curricula.

ACTION STEPS

1. Conduct an assessment of current program-level attainment of cultural awareness and inclusivity competencies.
 2. Cultivate internships/clinical sites that expose students to diverse populations.
 3. Collaborate with Office of Intercultural Student Engagement, Global Education, Student Access Center, and WCHP Office of Service Learning in providing inclusivity/diversity training for students, faculty, and professional staff.
-



STRATEGIC PRIORITY V: ENGAGEMENT WITH LOCAL, REGIONAL AND GLOBAL PARTNERS

INITIATIVE 1: ENHANCE OUR INTERNATIONAL PRESENCE TO BUILD STUDENTS' GLOBAL COMPETENCY AND CULTURAL HUMILITY.

GOAL 1: WCHP will maximize global education opportunities within undergraduate and graduate programming.

ACTION STEPS

1. Examine opportunities for undergraduate and graduate students to participate in global education experiences.
2. Explore new forms of global and intercultural experiences, such as international rotations, travel courses, experiential learning in domestic communities that are culturally and linguistically diverse.
3. Maximize utilization of existing resources such as UNE North and the Morocco campus.
4. Consider creative calendaring to support global education experiences.
5. Ensure WCHP representation on the UFA Global Affairs committee.

GOAL 2: WCHP will collaborate with institutional efforts addressing student competency development in the domain of cultural awareness and cultural humility.

ACTION STEP

1. Develop curricular content addressing cultural awareness and cultural humility for disciplinary and interprofessional formats.
-

INITIATIVE 2: ENCOURAGE COMMITTED ENGAGEMENT WITH THE COMMUNITIES AROUND UNE.

GOAL 1: WCHP programs will demonstrate meaningful and sustained engagement with local and regional community partners.

ACTION STEPS

1. WCHP Office of Service Learning will cultivate partnerships with local and regional programs serving vulnerable populations/communities.
2. WCHP academic programming and co-curricular experiences will reflect impactful engagement with the local community (e.g. service learning opportunities; playgroup; Motherhouse events; IGEP).
3. WCHP will host Community Appreciation events in recognition of our partners' contribution to student learning.
4. WCHP will engage in institutional pipeline efforts (e.g. Health Expo, summer health profession camps) thereby providing exposure and mentoring to future health profession students.
5. Recognize WCHP faculty and professional staff for their community engagement and contribution to service learning through annual performance review and RPT processes.
6. Ensure WCHP representation on the UFA Community Engagement Committee.

INITIATIVE 3: BROADEN AND STRENGTHEN OUR ENGAGEMENT WITH THE WIDER UNE COMMUNITY WORLDWIDE TO INCREASE THEIR AFFINITY WITH, LOYALTY TO, AND PRIDE IN THEIR ALMA MATER.

GOAL 1: Academic programs in WCHP will expand coordination efforts with the alumni office.

ACTION STEPS

1. WCHP Dean's office will continue with quarterly meetings with the alumni office.
2. WCHP will expand opportunities for providing continuing education, professional development and lifelong learning for alumni.
3. WCHP will examine alumni participation on department-level professional advisory boards to inform curricular development and clinical education opportunities.

INITIATIVE 4: EXPAND AFFILIATIONS WITH OTHER INSTITUTIONS OF HIGHER EDUCATION TO INCREASE OPPORTUNITIES FOR RESEARCH, STUDENT AND FACULTY EXCHANGES, AND NEW AND EXPANDED ACADEMIC PROGRAMS.

GOAL 1: WCHP will examine opportunities for affiliations and exchange with other institutions of higher education.

ACTION STEPS

1. WCHP will build upon existing resources (e.g. UNE North) to explore opportunity for disciplinary affiliation and exchange.
 2. WCHP faculty will utilize disciplinary professional and interprofessional associations to explore opportunities for national and international higher education collaborations.
-



STRATEGIC PRIORITY VI: A STRONG AND SUSTAINABLE RESOURCE BASE

INITIATIVE I: CONTINUE TO STRENGTHEN OUR FINANCIAL FOUNDATION.

GOAL 1: Increase WCHP/UNE revenue through cost containment and expanding continuing education offerings.

ACTION STEPS

1. Partner with institutional efforts to expand continuing education offerings targeting the multiple disciplines in WCHP.
2. Liaise with the Alumni Office to enhance engagement with alumni, promote continuing education and encourage philanthropy.
3. Reduce the use of adjunct faculty wherever possible.
4. Advocate for policies and procedures by which operational units can retain budgeted resources or generated revenue beyond the fiscal year.
5. Cultivate new clinical rotations and maintain existing sites to sustain program enrollments.

INITIATIVE 2: EXPAND, SUPPORT, AND ENHANCE OUR VALUABLE HUMAN RESOURCES.

GOAL 1: Create an atmosphere that clearly and actively demonstrates to WCHP faculty and professional staff that they are strongly valued and are part of a caring community.

ACTION STEPS

1. Partner with institutional efforts to adopt digital/enterprise systems which capitalize on efficiency and time management.
 2. Provide resources and support for faculty in the transition from clinical-based practice to academic-oriented work.
 3. Collaborate with administration and HR to cultivate a strong and sustainable professional staff through the provision of training and development opportunities, periodic wage and job classification review and opportunities for advancement.
-

INITIATIVE 3: GROW, OPTIMIZE, AND SECURE OUR PHYSICAL AND VIRTUAL RESOURCES TO EFFECTIVELY SUPPORT THE DYNAMIC NATURE OF THE UNE COMMUNITY AND OUR EXTERNAL PARTNERSHIPS.

GOAL 1: Optimize collaboration between WCHP and IT regarding digital technology for faculty and professional staff.

ACTION STEPS

1. Ensure regular collaboration among ITS, CETL and WCHP programs, faculty and professional staff to address current and future digital capabilities as the University continues to modernize.
2. Investigate the need for a dedicated WCHP information technologist or instructional designer to enhance digital initiatives. (e.g. Exam Soft and/or the new Learning Management System).
3. Advocate for reliable WiFi and videoconferencing capabilities to support the operation of our 2-campus college.

GOAL 2: Optimize utilization of facilities and physical infrastructure.

ACTION STEPS

1. Maximize laboratory space/utilization through creative programming and scheduling.
2. Streamline equipment acquisition/inventory encouraging cross-program/cross-college utilization where possible.

INITIATIVE 4: REIMAGINE UNE'S BRAND IDENTITY AND CREATE A ROBUST COMMUNICATION PLAN THAT INCREASES AWARENESS OF UNE'S DISTINCTIVENESS AND HEIGHTENS ITS REPUTATION.

GOAL 1: Brand WCHP as the "College of Choice" for health professions

ACTION STEPS

1. Highlight the value proposition/areas of excellence which distinguish our college.
 2. Collaborate with the Office of Communications to increase WCHP visibility.
-



UNIVERSITY OF
NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

www.une.edu/wchp

BIDDEFORD AND PORTLAND, MAINE | TANGIER, MOROCCO | ONLINE