

**Unit Strategic Planning Report
Phase 3
Department of Nutritional Sciences
2021 STRATEGIC PLAN**

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Purpose:

Advance knowledge of nutrition in the promotion of health.

2021 Vision:

To discover, integrate, extend and apply knowledge of Nutritional Science to promote optimal health and to prevent or treat disease.

Mission:

To provide outstanding research, graduate and undergraduate programs, and outreach education that advances nutrition and physical activity in optimizing health for all people.

Graduates from our programs will be imbued with our values and will carry forward the unit's vision in their future endeavors.

Shared Values:

Mutual Respect in a Diverse and Inclusive Community
Excellence
Innovation and Entrepreneurial Action
Integrity
Partnerships and Interdisciplinary Collaboration

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FUNDRAISING

STRATEGIC GOAL ONE: Deepen the Department Financial Foundation

A. Current situation

The Department needs to supplement revenue from instruction (which is stable, with good potential for growth) and sponsored projects (which is volatile) with other sources of revenue and support. A multi-faceted development plan is needed.

B. Strategies to achieve goal

1. Establish Development Committee and create a development plan.
2. Engage CALS Development Office in support of a development plan.
3. Enhance relationship with alumni and engage alumni in fundraising efforts.
4. Identify and engage industry partners.
5. Pursue revenue generating clinical and educational opportunities, e.g., clinical or fee for service outreach; distance education.

C. Actions

Time Period (Fiscal Years)

Convene Development Committee to create development plan.	FY12-13
Meet with CALS Development Office and enlist their aid.	FY13-ongoing
Identify potential industry partners and pursue partnerships.	FY13-ongoing
Make newsletter more alumni focused.	FY12-ongoing
Create Alumni Advisory Board.	FY12-13
Identify and pursue donors.	FY13-ongoing

D. Inputs

- Faculty
- Alumni involvement
- CALS Development Office

E. Objective Metrics

- Alumni participating on Advisory Board.
- Alumni financial contributions.
- Industry partners; sponsorships.
- Donors and support from Donors.

UNDERGRADUATE PROGRAM

STRATEGIC GOAL TWO: Expand Access and Enhance Educational Success of Undergraduate Students:
Increase enrollment to 800 students by spring 2017.

A. Current situation and gap between current situation and desired situation

Enrollment	Dietetics	Nutrition	Undeclared	Total Undergraduates
Spring 2012	336 (63%)	126 (24%)	70 (13%)	532
Spring 2013	400 (67%)	200 (33%)	0	600
Spring 2014	400 (62%)	250 (38%)	0	650
Spring 2015	400 (57%)	300 (43%)	0	700
Spring 2016	375 (50%)	375 (50%)	0	750
Spring 2017	375 (47%)	425 (53%)	0	800

Planned enrollment expansion will proceed with caution, balancing demand and resources. Pre-professional and wellness-focused students will be targeted to increase enrollments in a new Nutrition option. A non-accredited flexible Nutrition option in NSC will allow greater student access to meet the demand of a popular undergraduate major. Dwindling dietetic internship opportunities necessitate alternative routes for students seeking nutrition education and careers. Smaller numbers of students in the accredited Dietetics option will improve overall management and tracking of these students, as well as internship placement rates.

B. Strategies to achieve goal

1. Increase recruitment efforts of pre-professional students (pre-medicine, pre-pharmacy, pre-dental, PA, PT, nursing).
2. Provide flexible learning modalities, such as online courses, modules, and certification programs aimed at serving more students and generating revenue.
3. Increase diversity of undergraduate course offerings serving wellness-focused students and the greater university student population.
4. Expand winter and summer sessions offerings and associated enrollments, serving more students and generating revenue.
5. Provide focused academic and career advising to aid students in determining appropriate route within the NSC major and education/career options post-graduation.
6. Provide increased opportunities for undergraduate mentoring, research and professional development.

C. Actions

Time Period (Fiscal Years)

Submit Multicultural Scholars Program Undergraduate Training Grant (underway)	FY13
Actively recruit pre-professional students on and off campus, including at community colleges.	FY13-17
Coordinate with Pima Community College and other Arizona community colleges to create 2+2 programs.	FY13-17
Expand current online course offerings.	FY13-17
Create courses in cultural foods and food safety.	FY14
Implement course in public policy and food security.	FY13
Review and revise current undergraduate curriculum to reflect changes in professional schools' prerequisites, as well as changes in Dietetics accreditation standards	FY13-ongoing

Promote membership in UA student organizations, as well as professional organizations	FY13-17
Revise NSC 396A Careers in Nutrition to include additional career development aspects.	FY14
Revise NSC undergraduate website for better marketing.	FY14
Create new advising model to include faculty advisors to promote increased mentoring opportunities	FY14
Cultivate Department alumni allegiance; create alumni community advisory board.	FY13-ongoing

D. Inputs needed to achieve the goal

- Faculty and students
- Graduate assistants to support increased enrollment in current courses, as well as newly developed courses
- Technical and web-based support for online courses, revised undergraduate website, and social media
- Relationship with Career Services, on-campus collaborators, and off-campus interests
- Alumni and other community members engaged in student mentoring; fund raising.
- Funding for undergraduate research endeavors

E. Objective metrics that will be used to track progress towards attaining goal

- Enrollment numbers by option and delivery method (face-to-face; online).
- Number of recruitment events held; attendance at events, and number who enroll in NSC majors.
- Number of undergraduates engaged in conducting research.
- Enrollment in current courses.
- Number of new courses created and enrollment in new courses.
- Student feedback regarding advising model.
- Student placement into professional programs.
- Revenue generated by winter, summer courses; courses through Outreach College.

UNDERGRADUATE PROGRAM

STRATEGIC GOAL THREE: Expand Access and Enhance Educational Success of Undergraduate Students:

Improve placement in viable post-graduate careers including dietetic internships and professional – graduate school by 50%

A. Current situation and gap between current situation and desired situation

Currently our placement rates for dietetic internships are below expectations and our post-graduate career data is incomplete.

B. Strategies to achieve goal

- Develop UA/NSC Dietetics Internship Program (outlined in separate strategic goal document).
- Create new advising model to better direct the student toward success.
- Improve access to information to connect students with extracurricular experiences and mentoring with faculty.
- Perform Learning Outcomes Assessment on undergraduate courses to fine-tune course objectives towards skills necessary to compete.

C. Actions

Time Period (Fiscal Years)

Social media site (Facebook) has been created to connect students with experience and job opportunities	FY12-ongoing
Post research and community program opportunities for undergraduate students beginning of Fall 2012 semester	FY12-ongoing
Collect current student progress and placement via social media sites	FY12-ongoing

D. Input needed to achieve the goal

Increased teaching faculty for teaching, mentoring, and coordination of dietetic internship.

E. Objective Metrics that will be used to track progress towards attaining goal

Student success numbers on post-graduation placement, including:

- dietetic internships
- professional schools
- jobs

GRADUATE PROGRAM

STRATEGIC GOAL FOUR: Expand Access and Enhance Educational Success of Students: *Enhance graduate student recruitment.*

A. Current situation and gap between current situation and desired situation

We aspire to an international reputation for training doctoral students in our signature areas who have the skills (content expertise, strong research methods, and “soft” skills) needed for independent inquiry and to become contributing members of interdisciplinary teams. Despite excellent academic and research programs the quantity and quality of the graduate applicant pool has declined. An active recruitment (“marketing”) plan is needed.

B. Strategies to achieve goal

1. Develop marketing plan.
2. Update website – enhance appeal for graduate student “market”
3. Develop an electronic brochure
4. Seek feedback from applicants who declined offers

C. Actions

Time Period (Fiscal Years)

Convene working group to develop a marketing plan	FY12-13
Post testimonials of current graduate students on website	FY12-ongoing
Showcase former graduate students by job sector on website	FY12-ongoing
Working with a graphics designer, develop effective electronic brochures	FY12-13
Complete electronic brochure and send to stakeholders	FY13
Validate that relevant professional societies (e.g., ASN, ACSM, AND) have the most current information for our program	FY12-ongoing
Implement marketing plan	FY13-ongoing
Engage applicants who declined offers to provide areas of improvement	FY12-ongoing

D. Inputs needed to achieve the goal

- Engage current and former students
- Department IT staff
- Graphics designer
- Feedback from undergraduate research groups (UBRP, MARC, McNair, etc)
- Feedback from applicants that declined offers
- Funding for campus visits by top candidates

E. Objective metrics that will be used to track progress towards attaining goal

- Number applicants to graduate program
- Number of quality applicants as assessed by admissions committee
- Number of visits to graduate program webpage
- Number of out-of-state applicants; number of international students.
- Admissions

GRADUATE PROGRAM

STRATEGIC GOAL FIVE: Expand Access and Enhance Educational Success of Students: Double graduate student funding by 2017

A. Current situation gap between current situation and desired situation

Our funds for graduate training are dependent on University and College money for Graduate Assistants (which has dwindled) and research faculty grants. As resources dwindle, it is essential to find other sources of revenue to support our student’s training.

B. Strategies to achieve goal

1. Utilize training grant opportunities to fund students
2. Develop an alternative funding model that does not rely on federal grants (e.g., industry partners)
3. Require PhD students to submit a fellowship grant
4. Faculty hires with external funding to support graduate students.

C. Actions

Time Period (Fiscal Years)

Renew the USDA/NIFA National Needs Fellows training grant (target expertise shortage area – Human Nutrition and Obesity)	FY13-14
Convene working group to develop and submit a pre-doctoral training grant in signature area of cancer biology (e.g., could be related to obesity and cancer)	FY13-15
Introduce a requirement for PhD students to submit a fellowship grant at the end of 3 semesters	FY13-14
Develop and implement a new funding model action plan for our graduate assistantships (e.g., industry sponsors of graduate students; donors of “Endowed” assistantships)	FY13-ongoing
Establish Alumni Advisory Board to assist with fundraising initiative	FY13-ongoing
Establish a working group to identify Fellowship opportunities	FY12-ongoing
Add authorship of a Fellowship application to core graduate course (e.g., NSC 520, Advanced Nutritional Sciences.	FY13-ongoing

D. Inputs needed to achieve the goal

- Faculty, students, and Alumni
- Program directors from federal funding agencies
- List of alumni by job sector

E. Objective Metrics that will be used to track progress towards attaining goal

- Training grants submitted and awards received; number of students supported by training grants.
- Number of pre-doctoral fellowships submitted by graduate students; awards received.
- Number of faculty involved in the mentoring of training grant trainees.
- Number of contact hours with potential donors; donors.
- Sponsorship of students by industry and other donors.
- Number of alumni engaged in fundraising.

GRADUATE PROGRAM

STRATEGIC GOAL SIX: Expand Access and Enhance Educational Success of Students: *Enhance mentoring for graduate students*

A. Current situation and gap between current situation and desired situation:

The Nutritional Sciences Graduate Program (NSGP) does not currently have input from outside resources related to the success and assessment of the program. An external advisory board could fill the need by providing useful feedback related to our educational objectives, curriculum development, student preparation for the work force, placement of graduates after completion of their degree and assessment goals of the program. An external advisory board can provide perspective, support and advise to the NSGP that is current, up-to-date and relevant to professional practice. They could assist in the development of new curriculum and program initiatives, assessment of the labor market and identifying strategies to advance the NSGP at the local, state, national and international level. Their active participation along with strong internal mentoring from the NSGP faculty can provide outstanding opportunities for our students.

B. Strategies to achieve goal:

- Identify and recruit successful, influential Alumni and other Stakeholders with desired credentials for service on an Advisory Board for Career Development.
- Optimize student success during graduate education

C. Actions

Time Period (Fiscal)

Determine selection criteria and develop a list of prospective board members	FY12-13
Develop operating guidelines for the advisory board	FY12-13
Recruit advisory board members.	FY13-14
Convene Advisory Board; The Advisory Board will select a Chair from the board members.	FY13-14
Invite advisory board members to present a seminar.	FY13-ongoing
The Advisory Board will meet on a regular basis and document its work	FY14-each FY
update Joint Appointed Faculty listed	FY13-ongoing
Create a GRA/Mentor agreement	FY13-14
Create a TA checklist	FY12-13
Meet with outgoing students	FY12-ongoing

D. Inputs needed to achieve the goal:

- Advisory committee members
- Faculty (NSGP Executive Committee) time for planning
- Resources for planning meeting; materials; conference calls
- Travel costs
- Incentives (monetary, other) for Advisory Board service

E. Objective metrics that will be used to track progress towards attaining goal:

- Advisory Board members and participation; types of input for Advisory Board members
- Programmatic revisions arising from Advisory Board input
- Mentoring opportunities afforded students by Advisory Board members through their contacts
- Number of seminars given by Advisory Board members
- Placement of graduate students upon graduation
- Results of graduate student exit surveys
- Statistics on graduate program including time to degree, number of degrees awarded
- 5 and 10 year post-graduate survey

NOTES:

PROFESSIONAL PROGRAMS

STRATEGIC GOAL SEVEN: Expand Access and Enhance Educational (and Professional) Success of Undergraduate and Graduate Students: *Increase number of successful applicants to supervised practice programs (Dietetic Internships)*

F. Current situation and gap between current situation and desired situation:

The demand for nutrition professionals is projected to increase through the year 2020 (Hooker et al *J Acad Nutr Diet* 2012 Suppl 1; 112(3): S75). To help meet this demand, the Department of Nutritional Sciences currently offers a Didactic Program in Dietetics (DPD), a pre-professional undergraduate program that prepares students to apply for professional dietetic internships (DI's). DI's are nationally accredited professional training programs, requiring 1,200+ supervised hours, the majority of which take place in a clinical (i.e. hospital) setting. Successful completion of a DI allows graduates to become accredited nutrition professionals - Registered Dietitians. **There are currently many more DI applicants than there are DI placements. In 2012, graduates of our undergraduate DPD program experienced a 32% acceptance rate into DI programs, ~ 18% lower than the national average.**

FY12-17 GOAL: Over a 5-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the DPD program; over 80% of those applying will be accepted.

FY17-21 GOAL: Over a 5-year period, 75% of DPD graduates will apply to supervised practice programs the academic year they complete the DPD program; over 90% of those applying will be accepted. (The University of Arizona, Dietetic Internship; UA-DI)

G. Strategies to achieve goal

Develop a post-graduate professional internship program for graduates of UA and other DPD programs with options such as *Community Nutrition & Regional Food Systems*, in addition to the traditional focus on clinical dietetics.

H. Actions

Time Period (Fiscal)

<p>Complete and submit DI self-study report for new program application to the Commission on Accreditation for Dietetics Education (CADE)</p> <ul style="list-style-type: none"> ○ Convene a UA-DI committee comprised of NSC faculty and staff ○ Determine DI program structure & finances (approximately ≥ \$10,000 tuition fee per student) ○ Determine DI program characteristics (program mission, goals, outcomes, assessment, improvement) ○ Develop DI curriculum (learning activities, program concentrations, curriculum length, learning assessment, ongoing curricular improvement) ○ Identify DI Program Managers and develop Management Plan (qualifications of program director, responsibilities, program resources, faculty, preceptors, continuing professional development, supervised practice facilities, program information, policies and procedures, program handbook) 	<p>FY12-14</p>
<p>Obtain accredited status for a DI program and enroll 4 interns for pilot year (UA DPD program graduates)</p>	<p>FY14</p>
<p>Expand enrollment to 10 interns annually (~5 from UA DPD program and ~5 from other regions), generating \$10,000 x 10 = \$100,000 annually in program revenue</p>	<p>FY15</p>

I. Inputs needed to achieve the goal:

- 0.50 FTE Program Director (Registered Dietitian with MS or higher in Nutrition)
- 0.50 FTE Program Coordinator (Registered Dietitian with MS or higher in Nutrition)
- Faculty Mentors (NSC, Public Health, Extension)
- Community preceptors

J. Objective metrics that will be used to track progress towards attaining goal:

1. Number of sites and strategic partners who will serve as preceptors for DI program interns.
2. Professional internship application rate and acceptance rate.
3. Number (and type) of career placements of DPD students and DI graduates.
4. Revenue generated by UA-DI program.

Notes: The dietetics profession is changing, and to remain at the forefront of the health and nutrition profession, our students must be adequately prepared to take on new public priorities as they arise (health care reform; food security), deal with changes in the population (an increasingly diverse and aging population), and take advantage of advances in science and technology (health informatics, personalized medicine, mobile health), all of which influence how people live, learn and work. Successful graduates and professionals will be able to respond to these changes by applying a core set of skills and competencies to any nutrition-related issue. In addition to integrating these concepts into coursework, the UA Department of Nutritional Sciences should offer a NEW opportunity for post-graduate student training – a professional internship program for nutrition students, the **University of Arizona Dietetic Internship (UA-DI)**.

A DI program at the University of Arizona would create revenue opportunities and increase visibility of the Department of Nutritional Sciences and the College of Agriculture & Life Sciences within the surrounding community, the State of Arizona, and the country.

STRATEGIC ALLIANCES

STRATEGIC GOAL EIGHT: Strengthen existing alliances and create new strategic alliances with other units at UA that will support attainment of strategic directions including i) Expand access and enhance educational success of students, ii) Attract outstanding faculty and staff, iii) provide infrastructure to support excellence in discovery, learning and engagement, and iv) Deepen a strong financial foundation.

A. Current situation and gap between current situation and desired situation

Strategic alliances with UA units within and outside of CALS have the potential to leverage resources by sharing strategic hires, equipment and other research resources, development of interdisciplinary research grant applications, and innovative academic programs responding to societal changes and improving job prospects for our graduates.

An example is the recently established Strategic Alliance with COM Diabetes Program. Research grants are already underway and shared strategic hires are planned. Some faculty in the Diabetes Program are joint appointed in the Nutritional Sciences Graduate Program and are advising NSC graduate students. Opportunities exist with other units. For example, a dialogue has begun with the Norton School's Retailing and Consumer Sciences program to develop a concentration area for NSC students which would strengthen job prospects for non-dietetic nutrition majors who would seek employment in food retailing industries. Other Strategic Alliances can be formed designed to strengthen the collaborating units.

B. Strategies to achieve goal

1. Study shifting job market and needs, and identify opportunities for graduates trained in nutritional sciences;
2. Identify skills needed to compete for non-dietetic nutrition related jobs;
3. Identify UA programs that would enhance training of nutritional science students;
4. Create study areas of concentration with appeal to nutritional science majors linked to job market;
5. Establish relationships (strategic alliances) with UA units supporting instruction and research priorities;
6. Establish curriculum and requirements for minor and/or certificate programs and mechanisms of instruction (traditional versus online);
7. Identify potential industry partners and establish relationships for internships, post graduate placement, sponsorships and other funding opportunities.
8. Develop research grants with strategic partners.

C. Actions

Time Period (Fiscal Years)

Convene committee to assess job market trends, solicit input from alumni; industry leaders, students, other faculty – identify post graduate opportunities and necessary skill sets.	FY12-14
Identify potential partners (e.g., Norton School, COPH, Physiological Sciences, others) aligned with our student needs; Establish strategic alliances.	FY12-14 - ongoing
Create study areas of concentration; Establish curriculum and requirements for minor or certificate programs; mechanisms of instruction.	FY13-15 - ongoing
Identify and engage industry partners.	FY13-14 - ongoing
Develop marketing strategy targeting on campus, off campus, and industry partners.	FY14-15
Offer new areas of concentration to undergraduate NSC majors.	FY15-ongoing
Submit research grants with strategic partners.	FY14-ongoing

D. Inputs needed to achieve the goal

- Faculty (NSC and strategic partners),
- Graduate teaching assistants
- Technical, web-based support for online classes

- Industry partners
- Alumni partners

E. Objective metrics that will be used to track progress towards attaining goal

- Strategic partnerships formed
- Industry partners
- New courses offered
- Student enrollment in new minors/certificates.
- Student placement
- Revenue generated by winter/summer courses; online classes
- Donors and funds received

INFRASTRUCTURE

STRATEGIC GOAL NINE: Provide infrastructure to support excellence in discovery, learning and engagement: with strategic partners (e.g., COM, COPH), establish and develop the “Collaboratory for Metabolic Disease Prevention and Treatment”.

A. Current situation

Our research faculty are scattered on campus and some are housed in subpar facilities that are difficult for research volunteers to access. The current situation is an impediment to longitudinal human trials, particularly for projects targeting lower socioeconomic status, underserved communities who suffer a higher proportion of chronic disease. Access to Hispanic and American Indian populations strengthens our community and clinical research applications. However, it is difficult for these groups to come to campus, hurting recruitment and retention. A Center (“Collaboratory”) close to these populations with both community prevention activities and research would benefit the community, foster research and support recruitment and retention, as well as promote the University and its programs to these under-represented communities.

B. Strategies to achieve goal

1. Form strategic alliances with units on campus engaged in like-minded community programs and research activities.
2. Collaborate on Center programmatic initiatives and research applications.
3. Collaborate on strategic, targeted hires.
4. Collaborate on development and fundraising activities.

C. Actions

Time Period (Fiscal Years)

Formalize strategic alliance among UA units (e.g., CALS, COM and COPH)	FY12
Establish and convene “Collaboratory” steering committee with representatives of participating units	FY12
Develop working guidelines, formalize administrative structure, mission and vision statement; business plan.	FY12
Engage development offices of participating units; create and pursue development plan.	FY12-13 - ongoing
Establish supporting “Collaboratory” divisions, e.g., i) community outreach and ii) research.	FY12-13
Convene regular planning meetings within divisions designed to integrate programs where possible, desirable; streamline, increase efficiency; develop new programs, grant opportunities, leverage funds.	FY12-ongoing
Establish community advisory board	FY13-ongoing
Planning for center grant, to be submitted in 3-5 years, depending on “collaboratory” programs, e.g., an Obesity Center.	FY13-16

D. Inputs

- Faculty
- Development officers
- Community members – community advisory board
- Targeted, shared faculty hires
- Funding (IDC’s, etc) for appropriate off-campus facility

E. Objective Metrics

- Participating units; collaborative projects
- Facilities

- Programmatic initiatives and RO1
- Sponsored Projects revenues
- Donors – industry; private
- Community feedback

INFRASTRUCTURE

STRATEGIC GOAL TEN: Provide infrastructure to support excellence in discovery, learning and engagement – Build for the Future: *Plan and develop a building campaign or locate investigators (research signature area, cancer biology) strategically.*

A. Current situation

Infrastructure to support the investigators in the behavioral component of our signature areas is addressed by the Collaboratory and the move to Kino. Faculty in the signature area of basic research, particularly cancer-related research, need to be located near their colleagues on the medical campus to have access to the patients, human tissue samples and proper equipment. In order to complete their work, they are gradually moving to the Cancer Center. This fractures the Department and causes a loss of research dollars from CALS and the Department to the Cancer Center. We need to locate as a group to a facility closer to the medical center. The laboratories that we occupy are very old and problematic as well.

B. Strategies to achieve goal

1. Locate basic researchers into Keating Building as a group.
2. Locate as a group in new building on North Campus near COM and the Cancer Center.
3. Develop a building campaign for a new building.

C. Actions

Time Period (Fiscal Years)

Convene NSC basic researchers to describe need and develop proposal that addresses those needs.	FY12-13
Explore existing options on campus to locate as a group.	FY13
Engage CALS Development Office to develop “building campaign”.	FY13-ongoing
Identify and pursue potential donors.	FY13-ongoing

D. Inputs

- Faculty and staff.
- CALS Development Office
- Alumni/Community Advisory Board
- Donors

E. Objective Metrics

- Completion of development plan.
- Donor support (revenue)
- Successful move to new space.
- Statistics on graduate program including time to degree, number of degrees awarded.
- 5 and 10 year postgraduate survey.

RESEARCH

STRATEGIC GOAL ELEVEN: Advance in signature research areas and support a strong culture of research productivity and mentoring: *Attract and retain outstanding and diverse faculty and staff to advance signature research areas.*

A. Current situation

Research funding has nearly doubled over the past four years and a six-year analysis of sponsored project funding showed we rank 3rd in CALS of all units. Our signature research areas are highly fundable (funded by NIH, USDA, DOD, NSF, DOE, etc.) and we have competed for grants successfully. Nevertheless, our current success is jeopardized by recent faculty attrition, particularly at full professor level. These include the following individuals with their research capacity for NIH funding and full time equivalent:

1. **Darrel Goll (2-3 million; NIH)1.0 FTE*
2. **Cynthia Thomson (2-3 million; NIH)1.0 FTE*
3. **Linda Houtkooper (1-2 million; NIH) .5FTE*
4. **Joy Winzerling (1-2 million; NIH) 1.0 FTE Admin*
5. **David Hartshorne (Retirement Pending 2013; 1-2 million) 1.0 FTE*

***Full Professors**

Estimated Total Funding Capacity lost or greatly reduced: \$7-12 million; FTE Lost: 4.5

Replacement Faculty:

1. *Jennifer Teske (Assistant Professor, capacity unknown); 0..5 FTE; VA Appointment*

B. Strategies

1. Identify strategic partners, create alliances, and pursue shared strategic hires.
2. Develop research professorial appointments.
3. Engage CALS development office and pursue donors for endowed faculty.
4. Submit grants for fellowships for postdoctoral training in NSC signature areas.
5. Negotiate hires with CALS Dean and EC to replace lost NSC faculty.
6. Strengthen mentoring in progress to promotion and tenure/continuing status to assure hires are successful.
7. Seek nominations for awards and honors.
8. Reward excellence (salary, space, travel funds, bonus).

C. Actions

Submit strategic hiring plan to CALS administration.	FY12-ongoing
Create alumni/community advisory board to support fundraising/donors.	FY12-13 - ongoing
Identify and pursue potential donors	FY12-ongoing
Create development plan with CALS development office and institute the plan.	FY12-13 - ongoing
Identify funding opportunities for postdoctoral training opportunities.	FY12
Engage faculty in grant submissions to support Assistant Research Professors	FY13-ongoing

D. Inputs

- Faculty
- Alumni and community supporters
- CALS development office
- UA strategic partners

- CALS financial support for faculty hires to replace lost faculty
- E. Objective Metrics**

- Postdoctoral training grants submitted; fellowships supported
- Donors; endowed faculty chairs
- Staff time, CALS development office
- CALS financial support for faculty hires
- Faculty hires

Notes: Nutritional Sciences is integral to the CALS “life sciences” mission and the University biomedical experience and worthy of investment. There is nothing more fundamental to health promotion, disease prevention, cognitive and physical function and quality of life than nutrition and physical activity. Our faculty conducts basic and clinical/translational research in two signature areas – cancer biology and body composition, with a strong focus on obesity and its comorbidities – with work in both biological and behavioral sciences. The relative balance across these endeavors has been disrupted by attrition and we seek to replace lost faculty and add new faculty to balance these areas and remain competitive.

EXTENSION

STRATEGIC GOAL TWELVE: Maintain and expand NSC Extension and Outreach programs in support of solutions to the state and nation’s food (food safety, food security, local foods production, food processing industries, and food service), nutrition (food choices) and the health behaviors (e.g., physical activity) related to health promotion and disease prevention.

A. Current situation and gap between current situation and desired situation

The University of Arizona, Department of Nutritional Sciences in partnership with the Arizona Nutrition Network work jointly to coordinate, administer and evaluate nutrition and physical activity initiatives throughout Arizona (SNAP-Ed, EFNEP). There are no systematic, systemic connections between the students in NSC, other CALS units, Extension and the programs in the community and industry.

B. Strategies to achieve goal

- Maintain EFNEP funds and increase SNAP-Ed and other USDA Research/Extension/Education Funding
- Increase awareness of existing Extension programs for our students
- Develop new Department of Nutritional Sciences and Extension Educational (NSC-EE) Internship programs in cooperation with College of Public Health (COPH) or county health departments. These Interns may or may not pay tuition with the possibility of securing funding/hiring after their internships as program coordinators in research or community programs.
- In addition to educational programs for students, develop community experiences, e.g., food entrepreneurial assistance, retail food safety, training assistance, and Industrial or public health wellness program in collaboration with community groups and agencies.

C. Actions

Time Period (Fiscal Years)

Maintain/increase SNAP-Ed funding	ongoing
Increase numbers of students engaged in Extension programs	FY12-13
Improve Extension website in the Department and Extension websites	FY12-13
Develop the NSC-EE Internship	FY12-15
Find the resources (sponsors, budgets, etc.)	FY12-14
Recruit staff and Extension members for NSC-EE Internship	FY13-14
Recruit student interns	2014
Initiate NSC-EE Internship	Fall, 2015

D. Inputs needed to achieve the goal

- Students
- Faculty for teaching, mentoring and coordination of the internship
- Website development – web designer and web developer
- Funding from grants (e.g., SNAP-Ed)

E. Objective metrics that will be used to track progress towards attaining goal

- Number of students engaged in Extension Programs
- Number of sponsors
- Number of NSC-EE Interns
- Revenue