

## DEPARTMENT OF NUTRITIONAL SCIENCES 2019-2025 STRATEGIC PLAN

**Scott Going, PhD**  
Professor and Head

**Purpose:**

Advance knowledge of nutrition, food and exercise in the promotion of health and wellness.

**Vision:**

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

**Mission:**

To provide outstanding research, graduate and undergraduate programs, and outreach education that advances nutrition and exercise in optimizing health and wellness 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:**

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

## TABLE OF CONTENTS

		<u>Page</u>
Strategic Goals 1	Fundraising	3
Strategic Goals 2-3	Undergraduate Program	4
Strategic Goals 4-6	Graduate Program	7
Strategic Goals 7	Professional Programs	10
Strategic Goals 8	Strategic Alliances	12
Strategic Goals 9	Infrastructure	14
Strategic Goals 10	Research	15
Strategic Goals 11	Extension	16

## **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 growing, yet volatile) with other sources of revenue and support. A multi-faceted development plan is needed.

#### **B. Strategies to achieve goal**

1. Develop a department branding and marketing strategy to support student recruitment and development plan.
2. Engage CALS Development Office in support of the development plan.
3. Enhance relationship with alumni and engage alumni in marketing and 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.	ongoing
Monthly meeting with CALS Development Office.	ongoing
Identify potential industry partners and pursue partnerships.	FY20-ongoing
Make newsletter more alumni focused.	FY20-ongoing
Create Alumni Advisory Board.	FY20-21, ongoing
Identify and pursue donors; monthly donor visits.	ongoing

#### **D. Inputs**

- Faculty
- CALS Development Office
- Alumni involvement

#### **E. Objective Metrics**

- Explicit marketing and branding (written) strategy.
- Alumni participating on Advisory Board.
- Alumni financial contributions.
- Industry partners; sponsorships.
- Donors and support from Donors.

## **UNDERGRADUATE PROGRAMS**

**STRATEGIC GOAL TWO: Expand Access and Enhance Educational and Career Success of Undergraduate Students:** *Increase enrollment to 1000 students.*

### **A. Current situation**

Planned enrollment expansion will proceed with caution, balancing demand and resources. Pre-professional and health and wellness-focused students will be targeted to increase enrollments in the 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 (nationwide) dietetic internship opportunities necessitate alternative routes for students seeking nutrition education and careers.

In response, the Nutritional Sciences Didactic Program in Dietetics (DPD) faculty developed an accredited Individualized Supervised Practice Pathway (ISPP) to becoming a Registered Dietitian (RDN), with local and distance options. The program is thriving, despite logistical challenges, with significant potential for growth, given resources to sustain it.

In response to new ACEND (credentialing body) requirements for RDN's to have a Master's degree, we have created a new Professional Science Master's (PSM), enrolling 5-10 students per year, with strong potential for growth. An important outcome of the ISPP and PSM will be greater opportunity for our dietetics option majors to pursue the post-baccalaureate training required to achieve RDN, which supports future Nutritional Sciences (Dietetics) recruitment and enrollment.

To expand access and enhance career opportunity and success, we will develop innovative undergraduate curricula. We will emphasize skill development that underlies flexible career pathways, i.e., leadership, innovation, critical thinking and entrepreneurship. Our unifying mission is to provide outstanding education that advances nutrition and physical activity in optimizing health and wellness for all people. The development of new programs will be guided by achieving this mission.

### **B. Strategies to achieve goal**

1. Increase recruitment efforts of pre-professional students (pre-medicine, pre-pharmacy, pre-dental, PA, PT, nursing).
2. Increase department student body diversity.
3. Provide flexible learning modalities, such as online courses, modules, and certification programs aimed at serving more students and generating revenue.
4. Increase STEM majors in areas relevant to department mission (nutrition; food systems; wellness).
5. Expand fully online (AZ online) Nutritional Sciences (including Dietetics) degrees.
6. Increase diversity of undergraduate course offerings serving wellness-focused students and the greater university student population.
7. Expand winter and summer sessions offerings and associated enrollments, serving more students, speeding time to graduation, and generating revenue.
8. Provide focused academic and career advising to aid students (face—to-face and online) in determining appropriate route within the department's majors and education/career options post-graduation.
9. Provide increased opportunities for undergraduate mentoring, research and professional development.

### **C. Actions**

#### **Time Period (Fiscal Years)**

<b>C. Actions</b>	<b>Time Period (Fiscal Years)</b>
Actively recruit pre-professional students on and off campus, including at community colleges.	ongoing
Develop Multicultural Scholars Program Undergraduate Training Grants.	ongoing
Coordinate with Arizona community colleges to create 2+2 programs.	ongoing
Double AZ online enrollment.	FY20-FY22
Expand online course offerings.	ongoing
Create new courses: Food Systems, Precision Wellness, Fermentation Science, Culinary Medicine.	ongoing

Review and revise current undergraduate curriculum to reflect changes in professional department prerequisites, as well as changes in Dietetics accreditation standards. (Future Education Model)	FY20-FY22
Promote membership in UA student organizations, as well as professional organizations	FY20-FY30
Revise department undergraduate website for better marketing.	FY20-ongoing
Develop collaborations with the College of Applied Science and Technology for BAS degree.	FY20-22
Cultivate department alumni allegiance; create alumni community advisory board.	ongoing

**D. Inputs needed to achieve the goal**

- Faculty to develop and teach new courses
- Advisors
- 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**

- Number of recruitment events held; attendance at events, and number who enroll in department degree programs.
- Enrollment (majors) numbers by option and delivery method (face-to-face; online).
- Number of undergraduates engaged in conducting research.
- Enrollment in current courses (SCH).
- Number of new degrees.
- Number of new minors; areas of concentration (“track”).
- Number of new courses created and enrollment in new courses.
- Student placement into internships and professional programs.
- Revenue generated by winter, summer courses; courses through UA Online.

**UNDERGRADUATE PROGRAM**

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

*Improve placement in viable post-graduate careers including dietetic internships, Food Systems related careers, allied health, and professional – graduate school by 50%.*

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

Our placement rates for dietetic internships were below expectations and our post-graduate career data is incomplete. Due to recent efforts placement has increased significantly to 80% (above national average). Further improvement (to 90%) is desired. Better tracking of students beyond graduation remains an important objective.

**B. Strategies to achieve goal**

1. Expand Individualized Supervised Practice Pathway (ISPP).
2. Increase (double) number of clinical practice sites.
3. Develop Future Education (Dietetics) Model to comply with new accreditation requirements.
4. Enhance advising model to better direct the student toward success.
5. Improve access to information to connect students with extracurricular experiences and mentoring with faculty.
6. Perform Learning Outcomes Assessment on undergraduate courses to fine-tune course objectives towards skills necessary to compete.
7. Develop comprehensive plan to track students after graduation.

**C. Actions** **Time Period (Fiscal Years)**

Sustain social media presence created to connect students with experience and job opportunities	FY20-ongoing
Post research and community program opportunities for undergraduate students	ongoing
Track student progress and placement via social media sites	ongoing
Develop Future Education Practice Model that is well articulated with undergraduate program	FY20-24; 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 in part because graduate faculty numbers declined. An active recruitment (“marketing”) plan is needed. In the highly competitive research grant environment, joint appointed (graduate faculty) faculty are under considerable pressure to only advise and fund home department students, limiting placement of graduate students and our capacity to expand. Incentives for faculty and greater graduate student support is needed.

### **B. Strategies to achieve goal**

1. Develop marketing plan, and marketing materials.
2. Develop funding for marketing and recruitment.
3. Update website – enhance appeal for graduate student “market”
4. Strategic research faculty hires
5. Increase number of graduate faculty (e.g., joint appointments)
6. Develop new graduate degree relevant to strategic aims.

### **C. Actions**

#### **Time Period (Fiscal Years)**

	<b>Time Period (Fiscal Years)</b>
Convene working group to develop a marketing plan	FY20-21
Revise website content showcasing graduate program	FY20-21
Showcase former graduate students by job sector on website	ongoing
Working with a graphics designer, develop effective electronic brochures	FY20-21
Implement marketing plan	FY20-ongoing
Survey applicants who declined offers to provide areas of improvement	Ongoing
Convene graduate curriculum working group to develop graduate focus in Precision Wellness	FY20-21

### **D. Inputs needed to achieve the goal**

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

### **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
- Funding for graduate students

## **GRADUATE PROGRAM**

**STRATEGIC GOAL FIVE: Expand Access and Enhance Educational Success of Students:** *Double graduate student funding by 2025*

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

Our funds for graduate training have been 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 (NIH, USDA) 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	FY23-ongoing
Convene working group to develop and submit a pre-doctoral training grant in signature areas: cancer biology; precision nutrition	FY20-21; ongoing
Mentor PhD students on successful Fellowship grant applications	ongoing
Develop and implement a new funding model action plan for our graduate assistantships (e.g., industry sponsors of graduate students; donors of "Endowed" assistantships)	ongoing
Establish/Engage Alumni Advisory Board to assist with fundraising initiative	ongoing
Develop department funds for graduate student bridge support	ongoing

**D. Inputs needed to achieve the goal**

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

**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.
- Funding for graduate training.

**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 advice 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:**

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

**C. Actions**

**Time Period (Fiscal)**

Determine selection criteria and develop a list of prospective board members	FY20-21
Develop operating guidelines for the advisory board	FY20-21
Recruit advisory board members.	FY21-22
Convene Advisory Board; The Advisory Board will select a Chair from the board members.	FY22
Invite advisory board members to present a seminar.	FY21-ongoing
The Advisory Board will meet on a regular basis and document its work	FY22-ongoing
update Joint Appointed Faculty listed	yearly
Meet with outgoing students	yearly

**D. Inputs needed to achieve the goal:**

- Faculty (Graduate Research Degrees Committee) time for planning
- Advisory committee members
- 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:**

- Number of seminars given by Advisory Board members
- 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
- 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:** *Develop Future Education Practice Model; increase number of successful applicants to supervised practice programs; increase enrollment in Professional Programs (PSM; GCAN)*

**A. 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. The number of professional DI's nationally has shrunk, leading to lower placement rate in DI's. In response, we have created an alternative pathway, the Individualized Supervised Practice Pathway (ISPP), to improve placement rates and career success for our students. Local and distance opportunities exist. In response to new ACEND (accrediting body) requirement for a Master's degree by 2024, we have also created a Professional Science Master's (PSM) degree. A Graduate Certificate in Applied Nutrition (GCAN) was created for non-nutrition professionals. Enrollment in these programs has been good; significant potential for growth exists, if adequate resources to support the programs are available. Changing accreditation requirements will necessitate better integration of our ISPP and PSM to create what the accrediting body (ACEND) calls the Future Education Model.

**B. Strategies to achieve goal**

1. Expand options for post-graduate internship programs at UA, adding options such as *Community Nutrition & Regional Food Systems*, in addition to the traditional focus on clinical dietetics.
2. 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.
3. Develop Future Education Model (FEM)
4. Double enrollment in ISPP
5. Double enrollment in PSM

**C. Actions**

**Time Period (Fiscal)**

Convene a FEM committee comprised of NSC faculty and staff	FY19-ongoing
Determine FEM program structure & finances (approximately ≥ \$10,000 tuition fee per student)	FY2020-21
Determine FEM program characteristics (program mission, goals, outcomes, assessment, improvement)	FY20
Develop FEM (ISPP, PSM) curriculum (learning activities, program concentrations, curriculum length, learning assessment, ongoing curricular improvement)	FY20-22
Identify FEM 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)	FY20-ongoing
Expand enrollment to 15 interns annually (~10 from UA program and ~5 from other regions), generating \$10,000 x 10 = \$100,000 annually in program revenue	FY2023-ongoing

**D. Inputs needed to achieve the goal:**

- 1.0 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

**E. 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 ISPP interns.
2. Professional internship application rate and acceptance rate.
3. Number (and type) of career placements of DPD students and ISPP graduates.

4. Revenue generated by UA ISPP 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; precision nutrition, 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 (e.g., Individualized Supervised Practice Pathway), along with the Professional Science Masters, integrated into the Future Education Model now promoted by the accrediting body, ACEND.

## **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 new Precision Nutrition and Wellness Initiative with the BIO5 Research Institute. Precision Nutrition is integral to multiple high priority strategic biomedical initiatives at UA, e.g., healthy aging, prevention of neurodegenerative disease, diabetes, heart disease and certain cancers. Strategic hires (joint appointments) and research collaborations would contribute to expanding interdisciplinary research and extramural funding and provide a greater base of faculty for mentoring undergraduate and graduate students and postdoctoral fellows. Strategic alliances can be formed with multiple programs and centers on campus.

### **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)**

Charge Development Committee: to assess job market trends, solicit input from alumni; industry leaders, students, other faculty – identify post graduate opportunities and necessary skill sets.	FY20
Identify potential partners (e.g., COM, COPH, COS, others) aligned with our student needs; Strengthen strategic alliances.	FY20-ongoing
Create new study areas of concentration; Establish curriculum and requirements for minor or certificate programs; mechanisms of instruction.	FY20-ongoing
Create new Interdisciplinary Graduate degree; Precision Nutrition and Wellness	FY21-22
Identify and engage industry partners.	ongoing
Develop marketing strategy targeting on campus, off campus, and industry partners.	ongoing
Offer new areas of concentration to undergraduate NSC majors (e.g, Precision Nutrition and Wellness).	FY20-21
Submit research grants with strategic partners.	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 undergraduate and graduate degrees
- New courses offered
- Student enrollment in new degrees/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 – Build for the Future:** *Plan and develop a building campaign or locate investigators (research signature areas, Precision Nutrition and Wellness; cancer biology) strategically.*

### **A. Current situation**

Infrastructure to support the investigators in the behavioral component of our signature areas was addressed by development of the Collaboratory for Metabolic Disease Prevention and Treatment and the move to the Abrams Building on Ajo Way. Faculty in the basic research signature areas, particularly precision nutrition and cancer-related research, need to be located near their colleagues on the medical campus to have access to the patients, human tissue samples and equipment. In order to sustain their work, faculty are gradually moving to the Cancer Center and the new BSRL. This fractures the Department and causes a loss of research dollars from CALS and the Department to the other units, especially COM and the Cancer Center. We need to locate as a group to a facility closer to the medical center. The laboratories that some faculty occupy in Shantz are very old and problematic as well. In addition to research laboratory needs, there is a need for a better Food Laboratory facility as we expand in the Food Science area. The current Foods Lab is too small and under-equipped to accommodate expansion in an area in which we have potential to grow and serve students and Arizona stakeholder needs.

### **B. Strategies to achieve goal**

1. Locate basic researchers into BSRL or Keating Building as a group.
2. Develop a building campaign for a new building, or at least, significant renovations to Shantz, including research laboratories and a Food Laboratory, with a certified kitchen.

### **C. Actions**

#### **Time Period (Fiscal Years)**

Convene NSC basic researchers to describe need and develop proposal that addresses those needs.	FY20-21
Explore existing options on campus to locate as a group.	FY20--21
Partner with other CALS units in Shantz and engage CALS Development Office to develop "building campaign".	FY20
Identify and pursue potential donors.	FY21-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 TEN: 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, enhance strength in UA priority areas (precision nutrition; aging; brain, neurodegenerative disease, cognition; inflammation, cardiometabolic disease prevention, cancer biology, prevention), and collaboration with strategic partners.*

#### **A. Current situation**

Our signature research areas are highly fundable (funded by NIH, USDA, DOD, NSF, DOE, etc.) and we have competed for grants successfully. We are recovering from significant research faculty attrition (~\$2.5M/yr), particularly at the Professor level (~5 FTE). Nutrition and physical activity are vital to successful aging, disease prevention, maintaining physical and cognitive vitality. Building collaborations with other biomedical groups and enhancing collaborations tied to the UA Strategic Priorities is expected to sustain long-term growth.

#### **B. Strategies to achieve goal**

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; submit interdisciplinary training grants.
5. Strengthen mentoring in progress to promotion and tenure/continuing status to assure hires are successful.
6. Seek nominations for awards and honors.
7. Reward excellence (salary, space, travel funds, bonus).

#### **C. Actions**

Update strategic hiring plan.	FY20 - ongoing
Create UA recognized Center for Precision Nutrition and Wellness.	FY20-21
Create alumni/community advisory board to support fundraising/donors.	FY20 - ongoing
Identify and pursue potential donors	FY20 - ongoing
Create development plan with CALS development office and institute the plan.	FY20 - ongoing
Identify funding opportunities and submit postdoctoral training grants (NIFA; USDA).	FY20 - ongoing

#### **D. Inputs**

- Faculty
- Alumni and community supporters
- CALS development office
- UA strategic partners
- CALS/UA financial support for faculty hires

#### **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

## **EXTENSION**

**STRATEGIC GOAL ELEVEN:** Maintain and expand NSC Extension and Outreach programs in support of solutions to the state and nation's food (food safety, food systems, food security, local foods production, food processing industries, and food service), nutrition (nutrition education; food preparation) and the health behaviors (e.g., food choices, physical activity) related to health promotion and chronic disease prevention (obesity, Diabetes, etc.).

### **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, Diabetes Prevention Program). 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**

1. Maintain EFNEP funds and increase SNAP-Ed and other USDA Research/Extension/Education Funding
2. Increase awareness of existing Extension programs for our students
3. Develop new Department of Nutritional Sciences and Extension Educational (NSC-EE) programs, including Internship programs in cooperation with other units/colleges, e.g., COM, CON and COPH, and 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.
4. 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)**

	<b>Time Period (Fiscal Years)</b>
Maintain/increase EFNEP and SNAP-Ed funding; better integrate programs	ongoing
Develop sustainable programs, including Diabetes Prevention Program and Culinary Medicine	ongoing
Strengthen relationships with County Agents	ongoing
Strengthen Extension collaborations with other colleges (COM, CON, COPH)	FY20-21-ongoing
Increase numbers of students engaged in Extension programs	ongoing
Improve Extension website in the department	FY20-21
Develop the NSC-EE Internship	FY21-22
Find the resources (sponsors, budgets, etc.) to maintain Extension programs	ongoing
Recruit staff and Extension members for NSC-EE Internship	FY21-22
Recruit student interns	FY22-ongoing
Initiate NSC-EE Internship	Fall, 2022

### **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