

Center for Interprofessional Studies (CIP)

Strategic Plan: 1-, 3-, and 5-Year Roadmap

School of Health and Rehabilitation Sciences, University of Pittsburgh

Executive Summary

The Center for Interprofessional Studies (CIP) has achieved 100% department participation across SHRS and built early recognition through its IP Badge and Seed Award initiatives but currently operates below the faculty capacity level needed to sustain growth — 1 part-time SHRS-supported position against a 9-department, 17-discipline scope and no credit-bearing course sequence. This plan sets a 1-, 3-, and 5-year roadmap to move CIP from a champion-dependent model to a sustainably resourced, data-driven program: launching near-term faculty development and community-impact tracking in Year 1, scaling practice and partnership models in Year 3, and establishing a required, unified interprofessional curriculum and national leadership position by Year 5. Achieving this trajectory requires sustained investment beyond the current per-student investment of less than \$85 as well as additional SHRS-supported faculty capacity, as reflected in the FY27 budget request to the Dean's Office.

Why Interprofessional Education; CIP Mission & Vision

"Interprofessional education (IPE) occurs when two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes" — WHO, 2010

"A positive relationship was identified between IPE interventions and several key quality health measures including length of stay, medical errors, patient satisfaction, patient or caregiver education, and mortality" — Medical Teacher, 2023

Accreditation bodies across the professions represented at SHRS embed explicit IPE-related language and competencies into their standards, including Dietetics and Nutrition (ACEND), Occupational Therapy (ACOTE), Physician Assistant (ARC-PA), Audiology and Speech-Language Pathology (CAA), Athletic Training (CAATE), Health Informatics and Information Management (CAHIIM), Physical Therapy (CAPTE), Chiropractic (CCE), and Prosthetics and Orthotics (NCOPE).

Mission: The Center for Interprofessional Studies' mission is to design, facilitate, support, and evaluate SHRS interprofessional education (when 2+ healthcare professions learn from, with, and about each other) that translates into improved individual and population health outcomes.

Vision: All SHRS students and alumni are prepared to collaborate with professionals from other healthcare disciplines to improve population and individual health outcomes through high-quality, team-based care.

Current State & Baseline Metrics

- Department participation: 100% of SHRS departments currently engaged, but varied individual program participation
- Recognition: on track for 5 badges by end of year
- Investment: current per-student investment is less than \$85
- Faculty capacity: 1 part-time SHRS-supported faculty member dedicated to IPE
- Curriculum integration: no credit-bearing IPE course sequence currently in place

SWOT Analysis

Strengths

- 100% department participation
- 5 badges developed—building blocks for a robust IPE program
- Link established with Pitt's Health Sciences Center for Interprofessional Education
- Established Interprofessional Board of Directors
- New Interprofessional board member will be represented in SHRS Student Advisory Board
- New building allowing opportunities for large capacity interprofessional events

Weaknesses

- Only 1 SHRS-supported part-time faculty member dedicated to IPE
- No credit-bearing course sequence
- Dependency on a limited number of champions rather than universal buy-in

Opportunities

- Student coordination across programs
- Supporting a sense of "togetherness" and a vibrant academic community
- Revenue generation and funding opportunities
- Strategic partnerships
- Outcomes tracking and data
- Leverage service and Pitt events (e.g. IP event at community day during ISS so students across programs could attend and see AT and organizations)

Challenges

- Identifying the sweet spot between incentive ("carrot") and requirement ("stick")
- Packed curricula and scheduling constraints
- 30+ academic programs with mixed delivery modalities
- Lack of IPE representation in promotion & tenure criteria

- Student and faculty fatigue
- Currently 10 of 17 SHRS disciplines emphasize participation in IPE, thus making IPE “extra” or “optional” for some professions
- Limited resources

Strategic Alignment

This plan advances SHRS's broader strategic priorities around interprofessional, community-engaged education. This plan positions SHRS' rehabilitation science programs within the University of Pittsburgh's health sciences strategic direction, including to become a “Top 3 IPE University”.

1-, 3-, and 5-Year Strategic Roadmap

The roadmap below phases CIP's priorities by time: Year 1 focuses on strengthening the foundation (faculty development, tracking systems, near-term funding); Year 3 focuses on scaling practice and partnership models; and Year 5 focuses on structural integration and national positioning.

Year 1-1.5: Strengthen the Foundation

Strategic Priority	Target / Metric	Owner
Secure FY27 budget investment	FY27 Dean's Office request funded	CIP Director / Dean's Office
Stand up a formal data tracking system	Tracking system live by September '26; explore community impact metric	CIP Director / data lead
Facilitate IPE human-centered design (HCD) workshop for junior faculty	9–18 participants (1–2 nominees × 9 departments) develop 4 IPE concepts in groups of 2–4 by November '26	CIP Director + 2 Facilitators
Complete badge program milestone	5th badge completed by December '26	CIP Director
Fund workshopped concepts	Fund \$2,500–\$5,000 proposals for at least 3 of the 4 concepts developed by April '27	CIP Director / IP Board of Directors
Launch next IPE Seed Award cohort	1 new cohort of Seed and community-engaged projects funded) by July 2027; prior-year findings disseminated at the Nexus Summit or relevant national venue(s) by September '27 (submissions due May '27)	IP Board of Directors
Invite external consultants to review CIP	Review conducted by 2 consultants and recommendations received by October '27	CIP Director / Dean Oñate
Develop offering around HS leadership together with Katz	Content developed by December '27	CIP Director/Office of Online Learning

Resources Needed

- Dean's Office approval of FY27 budget request

- Data/evaluation support to stand up the tracking system

Year 3: Scale Practice & Partnership Models

Strategic Priority	Target / Metric	Owner
Disseminate findings	1 publication about SHRS IP strategy and outcomes; 1 output (pub or presentation) from every IPE Seed Award initiative	CIP Director / Seed awardees
Develop 3 badges that serve as building blocks towards required IPE sequence (e.g., IPE Communication; IPE Leadership; IPE CQI)	3 IPE foundations badges completed by 2029	CIP Director / Office of Online Learning
Expand SHRS-supported IPE faculty capacity	Additional faculty beyond current 1 approved and onboarded personnel by 2029 2 paid student position (e.g., 1 undergrad and 1 grad student from distinctive departments)	Dean's Office / CIP Director
Develop Adopt and Adapt Multidisciplinary Competency Learning Materials Canvas repository	Canvas shell populated with 3 pilot content areas	CIP Director / Office of Online Learning
Pilot a longitudinal interprofessional team experience	Multi-semester cohort experience piloted across 3+ programs by 2029	IP Board of Directors / Program Directors / TBD: Possible collab w/ AD Research or Community Engagement
Secure a gift/endowment to support the Seed Award program	\$100,000 gift received	CIP Director / Development Director / Alumni Relations
Activate the Fifth and Halket building as an IPE hub	Purpose-built collaboration spaces programmed and in regular use by 2029	CIP Director / Facilities

Resources Needed

- Additional FTE approval for IPE faculty capacity

Year 5 (2031-2032): Structural Integration & National Leadership

Strategic Priority	Target / Metric	Owner
Establish a unified, required IPE curriculum sequence	Consistent IPE touchpoints from orientation through graduation embedded in 10 of SHRS's 30+ programs	IP Board of Directors / Curriculum Committee
Expand Adopt and Adapt Multidisciplinary Competency Learning Materials Canvas repository beyond SHRS	Curation support from Health Sciences Library System (HSLs); 6 content areas represented	CIP Director / Office of Online Learning / Health Sciences Library Systems
Build an international IPE portfolio	2 active international interprofessional placements or partnerships building on the St. Kitts global health experience	Associate Dean for Community Engagement and Global Health

Strategic Priority	Target / Metric	Owner
Cultivate a donor list and strategy for soliciting a gift to name the CIP honoring a University or community leader	3-5 prospective donors; agreed upon draft minimum \$ request by 2031; ask in 2032	Development Director
Establish SHRS as a national leader in rehabilitation IPE	3 national dissemination outputs (publications, invited presentations, benchmarking data) demonstrating outcomes e.g. at All Together Better Health (ATBH or National Center for IP & E)	CIP Director / Dean's Office
Mature the community impact metric into public reporting	Annual community impact report published, tracking cumulative care/service hours delivered by student teams (tie to other ADs and centers)	CIP Director
Embed IPE in promotion & tenure criteria	IPE contribution language adopted into SHRS P&T guidance (tie to AD Faculty Affairs & Development)	Dean's Office / IP Board of Directors

Resources Needed

- Sustained multi-year funding commitment beyond Year 3 levels
- Faculty governance engagement to update P&T criteria
- International partnership development support

Risks & Mitigations

Risk / Challenge	Mitigation
Finding the right balance between incentives and requirements for faculty/program participation	Pair incentives (course release, recognition, badges) with a phased minimum-expectation model rather than a single mandate
Packed curricula and scheduling constraints across programs	Design modular, flexible-format IPE touchpoints that can slot into existing course windows rather than requiring new dedicated time
30+ academic programs with mixed delivery modalities	Build the curriculum sequence around shared competencies and outcomes rather than a fixed delivery format, allowing program-level adaptation
Differing curricular standards across professions	Analyze the IPE accreditation standards across all professions to identify commonalities and develop a standardized IPE presentation / module to be incorporated by program faculty
Lack of IPE representation in promotion & tenure criteria	Partner with the Dean's Office and faculty governance to pilot IPE-contribution language in P&T guidelines ahead of full adoption
Student and faculty fatigue	Stagger new asks across the roadmap's time horizons and pair participation with visible recognition (e.g. students: badges, faculty: awards and meaningful workload credit)
Dependency on continued goodwill from faculty champions	Year 1–3 FTE growth broadens the base beyond current contributors

Governance & Review Cadence

- The IP Board of Directors reviews progress against the 1-/3-/5-year roadmap annually each August, aligned with the plan's review timeline below
- The CIP Director reports metrics from the roadmap tables at quarterly Program Directors meetings
- An annual progress summary is submitted to the Dean's Office alongside budget requests
- Roadmap targets are revisited and adjusted at each 3-year interval to reflect actual progress and resourcing

Proposed Integration with Community Engagement, Faculty Affairs, Research

- Develop and mature a community impact metric that tracks cumulative care hours delivered by student teams into public reporting
- Expand upon and sustain international activities and investments
- Offer support for Birmingham Clinic & Wellness Pavilion, bolstering IPE experience for students
- Longitudinal interprofessional team experience requires project focus: could be community/service-based continuous quality improvement) or research