University of Iowa College of Nursing

Strategic Plan FY 2015-2017

Mission: Preparing Nurse Leaders for Practice, Education and Research
Vision: World Class Education and Research to Transform Practice
Values: Respect, Excellence, Learning, Collaboration, Caring, Integrity

Goal #1: Develop Exceptional Baccalaureate Nursing Professionals to Meet Future Workforce Needs		
STRATEGIES	**TACTICS**	**METRICS** **Monitored by: Exec Assoc Dean and Undergrad Assist Dean**
1.1. Increase traditional BSN enrollment by 25%		• Enrollment numbers for Jan & Aug BSN cohorts
	• Modify Lecturer appointment criteria to attract experienced Master's clinicians to clinical teaching roles	• Senior Lecturer appointment established
	• Expand implementation of DEUs to additional units beyond initial two sites	• Number of students with a DEU experience
	• Expand use of experienced clinicians as embedded faculty	• Number of embedded faculty
	• Pursue alternative funding models for additional faculty positions and explore UIHC hire for % of new lecturers	• Funding available to hire additional faculty needed to increase enrollment
	• Expand recruitment of underrepresented undergraduate students	• Number of underrepresented undergraduate students
1.2. Increase RN-BSN enrollment by 25%	• Partner with community colleges to create seamless, dual RN to BSN pathway	• Enrollment numbers for Jan & Aug RN- BSN cohorts • Number of community colleges participating in dual pathway to BSN program • Number of ADN graduates who matriculate directly into RN-BSN program
	• Revise admission policies to allow RN admission to BSN	• Admission policies revised

	prior to completing prerequisites • Expand admission cohorts beyond one time per year • Negotiate for decrease in the foreign language requirement from 4 years to 2 years • Expand recruitment of underrepresented undergraduate students	• Foreign language requirement defined as 2 years • Number of underrepresented undergraduate students
1.3. Enhance learning through innovative use of simulation, IT & student centered learning environment	• Expand depth and breadth of simulation learning experiences available to students • Recruit Coordinator of NCEC with expertise in pedagogy and simulation • Build a stable core of experienced clinicians to develop expertise in delivering simulation learning • Incorporate student centered learning strategies in all undergraduate courses	• Number of simulation learning experiences per BSN course • NCEC Coordinator position filled • Number of faculty with simulation certification • Number of BSN courses employing student centered learning strategies
1.4. Continue evolution of curriculum through advancing competencies and evidence-based learning	• Evaluate monitoring of outcome measures for RN-BSN and BSN programs with 1-year and 5-year post graduation survey • Refine clinical educational models to maximize student knowledge/skill acquisition & successful transition into practice • Implement cultural competence education/models into the curriculum to build student awareness, knowledge, and skills to work in diverse health settings.	• Feedback on Exit survey & 1-year & 5-year post graduation surveys • Review of syllabi content for relevance to practice during Administrative Reviews • Cultural competence content identified in course syllabi
1.5. Implement interdisciplinary learning experiences with other health science colleges	• Develop a plan for using living-learning communities to promote professional development of BSN students	• Number of programs/activities with living-learning communities (LLC) with a high proportion of health science or WISE students

	• Participate in Health Science Colleges' interprofessional educational (IPE) pilot program with undergraduate students engaged actively in longitudinal teamwork • Develop opportunities for interdisciplinary learning in the simulation setting and with research teams	• Number of LLC activities that first year students report participating in • Number of interprofessional learning experiences in curriculum • Number of students involved in IPE learning experiences
1.6. Foster and reward excellence in teaching	• Develop a structured faculty development program to foster pedagogical & technology expertise in didactic & clinical teaching • Prepare faculty for learning environment that supports students' individualized exploration of nursing concepts applied to practice in an active learning classroom • Develop and support a stable core of faculty to teach undergraduate courses to ensure consistent student learning experiences • Routinely nominate faculty for excellence in teaching awards • Create a systematic program for development, evaluation & recognition of clinical preceptors as teachers • Develop a reward system for clinical preceptors & DEU clinical instructors	• Structured faculty development program in teaching implemented • Stable core of faculty teaching undergraduate courses in place • Faculty awards received for teaching • Number of faculty publications and presentations focused on teaching • Number of preceptors recognized for excellence in teaching • Reward system in place for preceptors and DEU clinical instructors
1.7. Refine undergraduate advising to provide academic and career guidance while	• Develop expectations for faculty mentor role	• Faculty mentor ICON site with role description and resources in place

maximizing use of resources	• Expand career exploration programming • Create method for tracking employment of CON graduates and their completion of graduate degrees in nursing • Provide enrichment learning opportunities that promote students' interest in graduate education	• Number of faculty/student advising sessions per semester and attendance per event • Student/faculty mentor evaluation of mentoring • Number of career exploration programs and attendance per program • Number of graduates employed in nursing 1-year following graduation • Number of graduates enrolled in graduate school within 5 years of completing BSN

Goal #2: Develop Exceptional Post-Baccalaureate Nursing Professionals for Practice and Research

STRATEGIES	TACTICS	METRICS Monitored by: DNP Program Director & Coordinators; PhD Program Director & Exec Assoc Dean
2.1. Develop an acute care nurse practitioner DNP program	• Compile documentation of the need for the acute care nurse practitioner program • Develop ACNP curriculum to articulate with DNP program • Obtain IBON & BOR's approval • Recruit coordinator for Acute Care Nurse Practitioner Program • Negotiate contract for clinical sites	• Approval of ACNP program by faculty, BORs, & IBON • Admit students to ACNP program starting Fall, 2015 • Clinical site contracts signed
2.2. Evaluate future direction for CNL program	• Survey nurse executives regarding integration of CNL in practice settings • Evaluate alternative approaches to preparing clinicians with CNL competencies	• Survey of nurse executives analyzed • Plan developed for future direction of CNL program
2.3. Examine need for post-BSN certificates in targeted areas of specialization and their fit with existing program	Survey nurse executives regarding skillsets needed in clinicians and preferred credential (certificate vs Master's	• Survey of nurse executives analyzed • Plan developed for future post-BSN certificate

resources	degree)	programming
2.4. Recruit and graduate exceptional graduate students	• Evaluate system for assessment of all graduate program outcomes (time to degree, percent completing degree, student employment, certification pass rates) • Refine DNP admission process to increase likelihood of student success by evaluating data appropriate to program criteria • Develop new strategies to recruit qualified applicants to the PhD and DNP programs based on workforce needs. • Expand recruitment of underrepresented graduate students • Strengthen selection of PhD students by targeting research-focused students & matching to faculty research programs • Develop benchmarks for scholarship performance of DNP students (in addition to existing benchmarks for PhD students) & monitor outcomes (e.g. publications, awards, presentations at national meetings) • Foster student presentations at national meetings • Evaluate capstone projects in DNP program to ensure quality and relevance to practice • Develop and adhere to	• Program outcomes easily accessible and used in program decision making • Descriptive statistics related to applicant pool easily accessible • Comprehensive recruitment plan published • Strategic enrollment targets defined • Number of underrepresented graduate students • Proportion of PhD students whose dissertation is complementary to their mentor's program of research • Proportion of PhD students who are mentored through dissertation by faculty with sustained record of extramural funding • Proportion of DNP & PhD students who publish papers • Number of PhD students receiving dissertation awards • Proportion of DNP & PhD students who present at national meeting • Criteria for evaluation of capstone projects revised to include significance to practice • Annual reviews of PhD students & documentation of student progression by PhD

	progression indicators that are consistent with PhD Program Outcomes: Upon completion of the PhD program, the graduate will be able to: 1. Conduct original research that generates new knowledge. 2. Master in-depth knowledge in a substantive area of nursing 3. Disseminate research results that include implications for policy, practice, and the profession 4. Assimilate evolving roles and responsibilities of a nurse scholar • Establish joint DNP/PhD Task Force to examine the feasibility of a dual DNP/PhD degree & other innovative approaches to increase available pool of tenure track faculty	Program Director & PhD Admission and Progression Committee • Proposal for increasing pool of nurses prepared to assume tenure track positions completed, approved by BORs & ready to admit students by Fall, 2016 • Report from joint DNP/PhD Task Force published.
2.5. Ensure clinical competency and population focus expertise of DNP program coordinators	Develop Faculty Practice opportunities for faculty to pursue in conjunction with faculty role	• Certification maintenance by faculty • Transcripts maintained documenting faculty credentials • IBON license verified
2.6. Enhance funding for graduate students and graduate programs	• Expand training grant submissions to support graduate programs and students • Ensure that all eligible PhD students submit F-31 applications • Cultivate philanthropy aimed at	• Number of F-31 & T-32 submissions and awards • Proportion of eligible PhD students who submit F-31 applications • Proportion of PhD students not eligible for F-31 who submit an equivalent grant • Proportion of graduate students receiving non-research federal, philanthropic, or other funding

	supporting graduate student support, including underrepresented students and students with identified high financial need.	• Proportion of underrepresented graduate students & students with established high need receiving philanthropic funding • Dollar amount of philanthropic financial support provided to graduate students annually
2.7. Ensure high quality practicum learning experiences for DNP students	• Develop alternative models for providing required clinical hours in NP specialty programs to accommodate for limitations in access to preceptors	• Number of preceptor learning experiences available in relation to size of student cohorts • Alternative models for clinical experiences incorporated into NP programs
2.8. Examine graduate programs in relation to current workforce expectations and evolving science	• Systematically evaluate & adapt DNP curriculum to incorporate new evidence in practice, maintain congruency with national standards, meet learning needs of students & respond to practice needs and expectations of the state and region. • Examine DNP capstone process in the context of competency • Develop a community advisory board made up of key nursing leaders and stakeholders from Iowa.	• Reviews of DNP program by accrediting bodies (IBON and CCNE) • Evidence of input from key stakeholders in Iowa • Community advisory board implemented
2.9. Ensure high quality inter-professional experiences for all graduate students	• Participate in Health Science Colleges' interprofessional educational (IPE) pilot program • Develop opportunities for DNP students to engage in interdisciplinary learning in the simulation setting • Have DNP students take core courses with other health science students • Establish expectations for	• Proportion of DNP and CNL students engaged in interprofessional learning experiences each year • Number of interdisciplinary simulation experiences in DNP program • Number of DNP students enrolled in courses with other health science students

	engagement of PhD student in interprofessional research experiences	• Proportion of PhD students who have interprofessional research team experience • Proportion of PhD students whose co-mentor is from another discipline • Document that all PhD students take minimum of 3 cognate courses outside the CON • Document that all PhD students will attend informal research fora, seminars, journal clubs, or workshops sponsored by the CON and external to the CON, consistent with their program of study and research focus
2.10 Enhance overall quality of PhD program by ensuring PhD curriculum addresses changing scientific demands	• Establish PhD workgroup to discuss cutting edge science & its incorporation into PhD curriculum • Develop curriculum plan for the PhD program to address changing scientific demands	• Written evaluation of PhD program in relation to AACN Research Focused Doctorate in Nursing • Needed changes implemented in PhD program to address changing scientific demands
2.11 Ensure preparation of PhD students for teaching role	• Identify courses in pedagogy in College of Education to support role preparation in nursing education • Develop strategies to foster teaching experiences for PhD students	• Proportion of students who receive faculty role preparation and experience in teaching
2.12 Increase opportunities for informal socialization among faculty and graduate students	Develop strategies to increase opportunities for informal socialization among faculty and graduate students	• Minimum of 2 informal faculty – graduate student events held annually • Directory of PhD students & faculty and their research interests disseminated annually
2.13 Refine PhD comprehensive examination & dissertation process	• Create PhD workgroup to establish consistent rigor & quality in PhD comprehensive exam & dissertation proposal process.	• Revised procedures/guidelines for the comprehensive exam and dissertation proposal process implemented

	• Develop new guidelines for the comprehensive exam & dissertation proposal process as needed • Establish a PhD Task Force to develop standard procedures for a Three Paper Dissertation option	• Revised procedures for Three Paper Dissertation implemented
	• Develop mentoring protocol for pre-tenured faculty in the art of mentoring PhD students	• Guideline for mentoring PhD students created & implemented • Proportion of pre-tenured faculty serving on dissertation committees • Proportion of reappointed pre-tenured faculty co-advising PhD students

2.14 Regularize & intensify PhD program evaluation	• Schedule and conduct regular program evaluation
	• PhD Program Director & PhD Admission and Progression Committee:
	    • Aggregate the individual student reviews annually
	    • Evaluate new procedures for comprehensive examinations; dissertation proposal and defense meetings; dissertation quality annually
	
	• Conduct exit survey and 1 year & 5 year post PhD graduation surveys
		Present written Report to PhD forum, including:
		• Proportion of students making successful progress according to student progression guidelines
		• Proportions of students with funded dissertations
		• Number of dissertation topics consistent with the goals and missions of national funding agencies, such as NIH, AHRQ, PCORI, and NSF.
		• Proportion of students who pass comprehensive exam and oral dissertation defense initially
		
		• Exit survey and 1-year & 5-year survey results and proportion of positive reviews

2.15 Enhance access to PhD program while maintaining quality	Evaluate strategies to increase access to PhD education for place bound students	Strategic plan and guidelines for offering selected synchronous PhD courses online developed & implemented by Fall 2016

Goal #3: Advance the Quality and Quantity of Research and Scholarship to Achieve Top 20 Ranking by NIH		
STRATEGIES	**TACTICS**	**METRICS** **Monitored by: Assoc Dean for Research**
3.1. Support current areas of scholarly strength (gerontology, healthcare systems/implementation science, pain/ symptom management, genetics) and develop emerging fundable areas of science (biomarkers, effectivenesss/large data sets; technology at point of care)	• Implement formal mentoring program for all non-tenured faculty & clinical track faculty	• Mentor designated for each non tenured & clinical track faculty member
3.2. Increase external grant funding	• Establish collegiate funding sources to support pilot studies by faculty • Provide start-up funding from College of Nursing to support pilot work of new faculty • Subsidize faculty research to respond strategically to changing research funding environment • Expand range of federal agencies & private foundations for grant submissions • Develop salary supplementation program to recognize faculty successful in acquiring external grant funding	• Number of internally funded grants • Number of externally funded grants • Total amount of grant funding • Proportion of tenure track faculty who have external research funding • Average impact factor of faculty publications • Number of pilot projects funded by the College of Nursing • Number of external grant submissions that result from the CON start-up funding • Number of grants submitted and awarded per agency/foundation • Number of faculty eligible to receive salary supplementation based on

STRATEGIES	TACTICS	METRICS
	• Identify opportunities to apply research activities to entrepreneurial initiatives	obtaining external funding • Number of contacts made between faculty and UI Research Foundation
3.3. Cultivate interdisciplinary research teams	• Identify research collaborators for all faculty researchers	• Number of faculty leading or participating in interdisciplinary teams in research
3.4. Expand infrastructure to support faculty research & scholarly productivity of all faculty	• Maintain database that provides ability to monitor grant submission & funding progress • Develop support systems to ensure regular monitoring of fiscal and human resource utilization on all funded grants • Streamline grant writing & submission process for faculty • Partner with HSO to facilitate ease of IRB submissions for research & QI • Support writing groups, editing services and SIGs • Receive input from faculty at all levels regarding the types of resources that would help them increase their external funding • Evaluate need for student statistical and data management support for graduate students and faculty	• Provide summary report each semester on database of CON grants • Quarterly review of projected budget and staffing changes on all funded grants • Report on average timelines for grant writing and submission process • Number of publications and projects assisted by writing groups and DIGs • Proportion of tenure track faculty who publish minimum of 2 data-based papers/year • Proportion of clinical track faculty who publish scholarly papers each year • Report created using input from faculty regarding their preferences for resources • Implement statistical and data management support system

Goal #4: Expand Outreach & Engagement

STRATEGIES	TACTICS	METRICS Monitored by: Dean & Director of External Relations

4.1 Develop system for tracking outreach activities for the State of Iowa	• Use Digital Measures system (APR) to monitor & track outreach activities of faculty & staff (including what, where & reason for being there)	• Annual report of faculty/staff outreach activities
4.2 Expand engagement with alumni (beginning with graduation) & with donors	• Expand social networking strategies to maintain relationships with alumni & donors • Use exit surveys of graduates to create post- graduation contact database • Establish Young Alumni Board • Establish alumni-student mentoring program • Implement a program to provide evidence-based educational programming in priority areas of need for critical access hospitals & LTC facilities	• Number of alumni on College social network sites • Post-graduation contact database created • Young Alumni Board implemented • Number of students served by alumni-student mentoring program • Number of educational programs delivered to critical access hospitals & LTC facilities
4.3 Enhance networking with health care providers & community colleges from across the state to facilitate nursing workforce development	• Implement dissemination of statewide online nurse residency program • Cultivate partnerships with community colleges & local providers to increase proportion of RNs with BSNs in Iowa • Engage with educational & practice leaders in nursing throughout the state to implement The Future of Nursing Action Coalition goals	• Number of new graduates completing nurse residency program • Proportion of nurses in Iowa with BSNs • Number of Task Forces & Summits focused on achieving Future of Nursing Action Coalition goals

4.4 Foster ongoing relationships with officials at state & federal levels	• Provide state & federal officials with current data on nursing workforce needs • Inform federal officials about impact of nursing research on national health issues	• Number of contacts with state & federal officials annually by faculty and staff (measure in APR)
4.5 Expand leadership involvement in professional organizations & on national policy boards	• Target faculty for nomination to national level boards • Promote faculty leadership involvement in professional organizations during annual administrative reviews	• Number of faculty on national boards • Number of faculty in leadership positions in professional organizations

Goal #5: Attract, Maintain and Develop Outstanding Faculty and Staff

STRATEGIES	TACTICS	METRICS Monitored by: Dean & Assoc Dean for Faculty

5.1. Recruit & retain promising faculty to maintain strong support of CON goals	• Target faculty recruitment in identified areas of teaching needs, scholarly strength and fundable areas that advance nursing science
	  - Recruit faculty with scholarly expertise in aging, effectiveness/large data set research methods, patient safety and systems, biomarkers; technology at point of care
	  - Recruit faculty with expertise in physiology, pathophysiology & pharmacology
	
	• Expand recruitment of underrepresented faculty
	• Use named appointments and other incentives to attract midcareer and senior faculty
	• Enhance faculty salaries to levels competitive with peer institutions
		• Progress toward appointing a minimum of 10 new tenure track faculty by the end of FY2016
		• Number of new faculty hires filling priority areas for teaching needs
		• Number of new faculty hires filling priority areas for research and scholarship
		• Faculty salaries comparable or above peer institutions based on annual AACN salary report
		
		• Number of new underrepresented faculty
		
		• Number of new midcareer & senior faculty appointments
		
		• Median salaries comparable to median AACN salaries of peer institutions
		• Proportion of Associate appointments recruited to TT & promoted on TT

	• Evaluate effectiveness of Associate appointments in recruiting & retaining TT faculty • Provide research training support for early career faculty	• Proportion of faculty who remain at Iowa following recruitment • Proportion of faculty who stay at Iowa after reappointment and/or promotion • Proportion of junior faculty successful at reappointment decision and/or tenure decision
	• Evaluate alternative faculty salary structure incorporating base, merit and incentive components • Evaluate faculty workload, effort allocation and performance expectations to maximize faculty strengths and ensure consistency • Develop succession plan to address impending faculty retirements • Develop tenure track faculty effort allocation that incorporates option for practice • Facilitate implementation of revised Promotion, Tenure & Reappointment criteria & procedures as revised & approved by faculty & Provost • Refine annual administrative reviews to provide clear guidance on performance and areas for growth, with developmental planning	• Alternative salary structure using base, merit & incentive components implemented • Updated faculty workload guidelines implemented • Succession plan implemented to address gaps in expertise due to retirements • Guideline for incorporating practice in TT faculty effort implemented • Operational steps in place to implement revised Promotion, Tenure & Reappointment criteria & procedures • Refinements to annual administrative reviews implemented
5.2. Develop and promote programs to support faculty and staff development, engagement and recognition of excellence and	• Approve Career Development Plan/Procedures • Develop faculty mentoring roles in teaching & research • Develop a structured faculty	• New Career Development Plan/Procedures in place • Percent of junior faculty with primary CON mentor satisfied with relationship/guidance

contributions	development program to foster pedagogical and technology expertise in didactic and clinical teaching • Enhance faculty development seminar programming based on faculty feedback • Identify and promote development opportunities for staff • Develop plan for consistent identification, communication and promotion of faculty and staff achievement • Foster and reward excellence in performance/achievement with nominations for teaching & research awards • Develop plan for sustaining engagement of emeriti	• Number of faculty participating in professional development activities each year • Percent faculty satisfied or very satisfied with faculty development opportunities provided in CON • Number of staff participating in professional development activities each year • Percent faculty meeting or exceeding expectations for rank performance in all areas of responsibility • Percent staff meeting or exceeding performance expectations based on annual reviews • Number of faculty receiving teaching &/or research awards • Plan for alternative engagement options of emeriti implemented
5.3. Cultivate a culture of respect and equal opportunity	Implement Seven Pillars of Diversity by CON Diversity Committee.	• Activities that advance core values & priorities of inclusion & internationalization • Percent of faculty & staff reporting a respectful work environment on UI Work Environment Survey

Goal #6: Maintain Sound Finances and Resources		
STRATEGIES	**TACTICS**	**METRICS** **Monitored by: Dean & Asst Dean for Finance & Operations**
6.1. Ensure a financial position for the College built on non-GEF operational revenue sources	• Conduct financial planning based on strategic assessment of non-GEF revenue sources,	• Revenues from certification center, continuing education, philanthropy, faculty practice

	including:
	  - Certification Center
	  - Continuing Education
	  - Philanthropy
	  - Faculty Practice
	• Conduct financial planning based on net revenue from distance education
		in relation to expenses not covered by GEF
		
		• Quarterly review of net revenues from distance education

6.2. Increase philanthropic contributions	• Achieve total dollar campaign goal • Expand philanthropic base to include foundations and other non-alumni constituents • Target philanthropic efforts toward support for graduate students, underrepresented students and students with identified high financial need, faculty professorships & chairs and NCEC support • Expand philanthropic support for development of doctoral students and post-docs • Promote participation in annual Phil campaign	• Percent of total dollar campaign goal achieved • Composition of philanthropic base • Progress toward funding at least 2 professorships and 2 chairs in the next three years • Number of underrepresented students and students with established high need receiving philanthropic funding • Number of doctoral students and postdocs receiving philanthropic funding • Percent of faculty and staff that participate in annual Phil campaign
6.3. Allocate appropriate resources, equipment and space to assure successful educational and research endeavors	• Assess clinical resource needs in context of projected enrollments and develop additional clinical sites as needed • Develop NCEC space that address enrollment needs of academic programs • Revamp classroom spaces to support active student learning environment • Assess resources needed to support accreditation of NCEC as simulation center • Remodel restrooms to be ADA	• Number of clinical placement spots in relation to number needed for student experiences • Utilization of NCEC by students in relation to available space/hours • Classroom space renovated by end of FY2017 • Receive national accreditation as simulation center • Restroom remodeling completed by FY2016 • APR & research and

	compliant • Refine databases and information systems • Assess available research space in relation to amount & type of space needs of researchers	scholarship databases completed by FY2016 • System for maintaining scorecard of metrics in place • Research space available in relation to number of funded research projects
6.4. Expand scope, depth & volume of Faculty Practice in areas of expertise	• Expand Faculty Practice contracts to additional geographic sites and types of practice settings in relation to service demands • Develop & implement a practice incentive plan	• Number of practice sites in the Faculty Practice • Geographic coverage of the Faculty Practice sites • Incentive plan in place for Faculty Practice