SCHOOL OF NURSING STRATEGIC PLAN
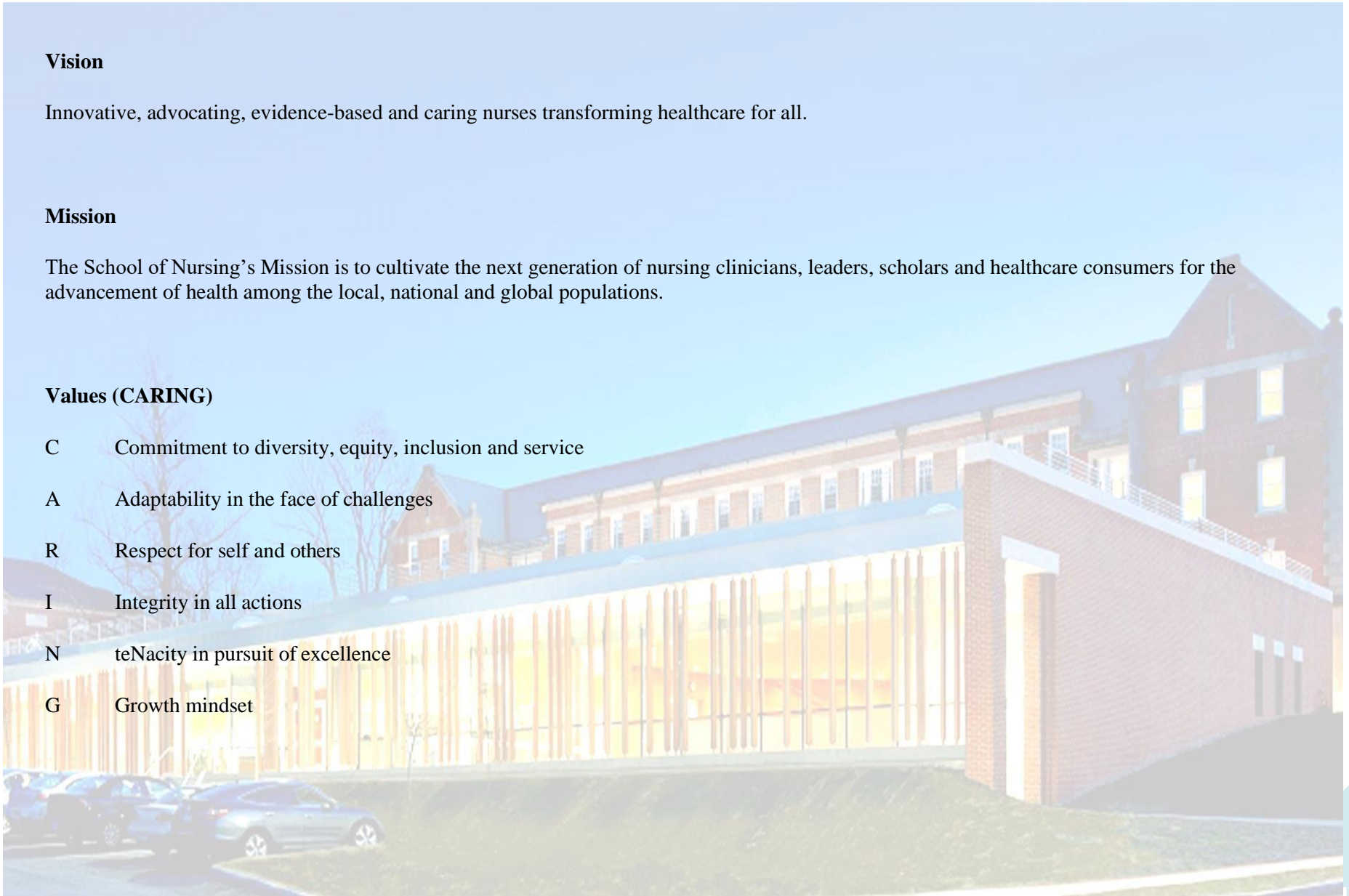# 2022-2026

Vision

Innovative, advocating, evidence-based and caring nurses transforming healthcare for all.

Mission

The School of Nursing's Mission is to cultivate the next generation of nursing clinicians, leaders, scholars and healthcare consumers for the advancement of health among the local, national and global populations.

Values (CARING)

C   Commitment to diversity, equity, inclusion and service

A   Adaptability in the face of challenges

R   Respect for self and others

I   Integrity in all actions

N   teNacity in pursuit of excellence

G   Growth mindset

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2022-2026

Focus Areas (**I,** II, III, IV, V) Objectives	Outcomes/Metrics Timeline: All metrics done annually	Evaluator (Person Responsible for Documentation)
I. Innovation, Research & Scholarship		
Goal statement: Leading the transformation of nursing through collaborative discovery, translation, and dissemination.		

Obj 1 Faculty success in the scholarship of discovery, translation and dissemination.	Actions with metrics:
	• Individual and group mentoring initiatives in preparing competitive grant submissions, publishing, presenting and scholarship development
	   a. # of internal and external innovation, research, and scholarly outputs
	
	• Collaborate with Foundation to support faculty scholarship, including establishment of endowed chairs
	   a. Donor funds for support of scholarship, number of new donors and donor engagement
	
	• Establish funding for post-doctoral fellowships
	   a. Inquiries re PhD and post-doctoral opportunities
		Faculty through HuskyDM/other Development officer Research office PhD Program Director

Obj 2 Translation and implementation of collaborative discoveries to benefit individuals and/or populations.	Examples of actions: • Monthly forum for faculty and students to explore collaborative scholarship endeavors within and beyond SON • Active involvement in university IPE activities • Financial commitment to SON/SOE Innovation initiative	Faculty through HuskyDM/other Research & Deans' office Development officer

	Metrics: • # of collaborative scholarly endeavors that incorporate at least two constructs of Boyer's Model (e.g., Discovery, Teaching, Integration, Application) • Improvement in scholarly reputation of SON (e.g., external awards, fellowships, appointments, NIH ranking) • Dollars raised for SON/SOE initiative and donor engagement	
Obj 3 Advancing health equity through scholarly endeavors to advance knowledge and experience in communities experiencing health disparities.	Examples of actions: • Ongoing focused training and educational preparation to integrate diversity, equity, and inclusion (DEI) in advancing academic innovation, research and scholarship Metrics: • # of innovation, research, and scholarship endeavors focused on marginalized populations and/or health disparities	Faculty through HuskyDM/other Research office
Focus Areas (I, **II**, III, IV, V) **Objectives**	**Outcomes/Metrics** **All metrics done annually**	**Evaluator (Person Responsible for Documentation)**
II. Undergraduate and Graduate Education		
Goal statement: Establishing an environment that creates and sustains excellence in undergraduate and graduate nursing education to prepare culturally-competent, ethically responsible, innovative nursing leaders for the rapidly changing interprofessional, global healthcare environment.		
Obj 1 Expand capacity for simulation-based education.	Actions with metrics: • Double simulation space and resources	Program offices AES

	• Develop Interprofessional education (IPE) simulation experiences • Employ student satisfaction survey of simulation experiences Metrics: • % time in simulation, program completion rates, board pass rates, employment within one year of graduation, student and employer satisfaction • Amount of time in IPE simulation activities • Report of simulation experience surveys	
Obj 2 Integration of diversity, equity, inclusion and belonging DEIB (i.e., social justice, gender bias, racism) and social determinants of health (SoDH) across all courses (as appropriate) through innovative instructional content and approaches	Actions with metrics: • Focused training and educational preparation to integrate DEIB • Ongoing staff and faculty workshops on matters of DEIB • Obtain data on geographic population at assigned marginalized clinical and community locations/sites • Annual graduate survey needs assessment Metrics: • Feedback from ongoing student questionnaires/surveys • Yearly review of gaps in courses related to DEIB	Program offices C&C committee
Obj 3 Prepare students to meet needs of diverse and vulnerable populations	Actions with metrics: • Provide experiential and clinical experiences which advance professional nursing practice and improve health outcomes (UST, DNP partnerships, PCNP CUPS, clinical partnerships, global activities) • Ongoing curricular and programmatic modifications in response to needs assessments and annual outcomes	Program offices Director DEI Development officer

	• Community outreach to engage students from diverse backgrounds and encourage nursing early in their primary/secondary education • Collaborate with Foundation to support these initiatives Metrics: • Annual courses and curricula evaluations • Annual clinical partners survey • Identify novel ways to support clinical partnerships (i.e., breakfast with partners) • Feedback from DEI External Advisory Committee	
Obj 4 Advance student success throughout all programs	Actions with metrics: • Institute an Office of Nursing Student success that provides ongoing support for students • Collaborate with the University to identify resources to support nursing student success • Collaborate with Foundation to support these initiatives Metrics: • Detailed admission data with student demographics • Identify courses where students have difficulty by noting, pass/failure rates, # students needing to repeat courses, #LOAs	Admissions AES Program offices
Focus Areas (I, II, **III**, IV, V) **Objectives**	**Outcomes/Metrics** **All metrics done annually**	**Evaluator (Person Responsible for Documentation)**
III. Teaching & Learning		
Goal statement Advance excellence in teaching, learning, scholarship, practice, and service through innovative, evidence-based, and socially-relevant academic programs.		

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| **Obj 1** Achieve excellence in curriculum design and pedagogy | Actions with metrics (Data Source):

Participate in staff and faculty development activities
• Number of unique faculty and staff participating in 25% or more of the Teaching & Learning Series sessions
• Number of faculty who use SET+ data to improve their teaching
• Number of faculty and staff with continued and new education-related certifications

Design new courses and programs
• Number of new courses and programs
• Number of courses revised to reflect evolving accreditation standards and/or evidence

Receive recognition for effective curriculum and instruction
• Number of internal and external teaching awards
• Continuous improvement in school (aggregate) SET performance in overall *teaching* performance
• Continuous improvement in school (aggregate) SET performance in overall *course* performance

Receive recognition for student academic achievement
• Number of students on Dean's List
• Student retention rates
• 4th and 6th yr graduation rates
• Other student awards and recognition

Pursue scholarship in teaching and learning
• Number of educational grants submitted and received
• Number of publications and presentations | Teaching & Learning Program Annual Evaluation HuskyDM Committee Minutes Dean's Office AES Merit or Annual Evaluation |

	Provide service in teaching and learning • Number of guest lectures • Number of committees served • Number of grant and publication reviews Contribute to a culture of transformative teaching • Number of faculty implementing a transformative or interprofessional teaching or advising method or strategy	
Obj 2 Faculty, staff and students are successful in a collaborative IPE environment	Actions with metrics: Offer workshops and other opportunities in interprofessional education (IPE) to engage others within and beyond the university • Number of IPE activities, courses, and workshops with interprofessional enrollment or attendance • Evaluation metrics of IPE activities, courses, and workshops with interprofessional enrollment or attendance	IPE Leaders and Annual Evaluation
Focus Areas (I, II, III, **IV,** V) **Objectives**	**Outcomes/Metrics** **All metrics done annually**	**Evaluator (Person Responsible for Documentation)**
IV. Public Service & Engagement		
Goal statement: Improve the health of the citizens of Connecticut and beyond		
Obj 1 Increase community partnerships promoting multidisciplinary collaboration in the service of optimal well-being.	Actions with metrics: • Partner with key stakeholders within Connecticut and beyond to achieve high-value person centered care and sustainable economic development	

Focus Areas / Objectives	Actions with metrics	Evaluator (Person Responsible for Documentation)
	• Responsive alignment of program curricula and collaborative discovery to the emerging needs of the workforce in CT and beyond. Metrics: • Annual report of community partners who leverage use of simulation in the service of interprofessional education. • Honors students community project; UG Community Health class & rotation - project, PhD Research Practicum, DNP projects; Curriculum meetings- Tracking Proposals, Emerging Trends	Honors Director UG Community Coordinator PhD and DNP Directors Program offices Director Global Learning, Community Engagement and Outreach (DGLCE&O) DEI Director
Obj 2 Utilize community assessment data to identify, design and develop programs and enhance involvement at local, regional, national and global levels.	Actions with metrics: • Establish a routine community engagement strategy to identify gaps in health equity • Engage with leaders to advance health equity in communities experiencing health disparities versus "identifying high risk" which may single out populations • Responsive alignment of program curricula and collaborative discovery to the emerging needs of the workforce in CT and beyond Metric: • Community involvement in nursing from students and faculty	Director Community and Global Faculty through HuskyDM/other DGLCE&O
Focus Areas (I, II, III, IV, **V**) **Objectives**	**Outcomes/Metrics** **All metrics done annually**	**Evaluator (Person Responsible for Documentation)**
V. Fostering a diverse community of inclusion and equity		
Goal statement: Foster an agile, diverse, equitable, and inclusive		

environment that benefits all students, faculty, and staff		
Obj 1 Expand the School of Nursing's ability to respond to the needs of diverse students, faculty, and staff	Examples of actions: • Incorporate climate survey to program evaluation and department's data set to assess DEI engagement • Administer survey and determine need for resources according to survey result • Revise current policies and practices that hinder DEI /or Evaluate effectiveness of current policies and practices to support DEI initiatives • Determine budget allocations for DEI initiatives Metric: • Data from Climate Survey	DEI Director
Obj 2 Develop a faculty and staff professional workforce engaged in Diversity, Equity and Inclusion.	Examples of actions: • Adopt a framework that utilizes best practice-based DEI recruitment to maximize diverse hiring of faculty • Provide mentorship and sponsorship across faculty • Complete exit interview to assess workforce barriers • Maintain yearly professional development in DEI • Incorporate DEI goals in Merit process related to teaching, service, and scholarship • Improve students' cultural sensitivity through diverse curriculum and course content Metrics: • Faculty/staff application hiring metrics • Monitor attendance or/ active participation of professional development and faculty /staff retreat opportunities • Aggregate report on DEI activities from Merit process • Faculty yearly evaluation and promotion – address diversity, teaching, research	Recruitment & Search Committee Dean's office Program faculty Merit, PTR, & AAR Committees

	• Student learning outcomes related to cultural sensitivity	
Obj 3 Support a climate that progresses and/or advances promotion that is equitable for all faculty.	Examples of actions: • Improve faculty's sense of belonging and value at the SoN • Communicate DEI values and behavioral expectations throughout all programming at the SoN • Assess historical legacy through program-wide communication related to attitudes and bias • Create an environment for faculty input, feedback, and dialogue of decision-making policies and practices • Promote mentorship relationships beyond the SoN that support underrepresented faculty Metrics: • Data from Climate Survey • Data and trends in diversity of leadership representation in the SoN • Data and trends in diversity of tenure representation in the SoN • Data and trends in diversity of FT nursing faculty • Engagement in affinity groups • Year by year retention data	Recruitment & Search Committee Dean's office Program faculty Staff Faculty Chair Merit, PTR, & AAR Committees
Obj 4 Develop and retain a student body engaged in Diversity, Equity and Inclusion t	Examples of actions: • Evaluate policies and practices to increase access in underrepresented students • Develop pipeline to nursing for underrepresented populations through community outreach • Develop funded programs that support recruitment and retention of underrepresented students (e.g., Path to PCNP and measure programmatic retention metrics • Incorporate a needs assessment for each cohort to provide supportive services that increase academic success	AES Admissions DEI Director Honors Director

- Assess for new positions to support retention of students
- Improve communication of University wide resources (Cultural Centers, Affinity groups)
- Climate assessment to determine perceptions of engagement related to DEI
- Provide opportunities for collaborative learning that supports diverse situations. (e.g., Global learning and Dean's day)
- Provide engagement opportunities in the clinical and community settings that build competencies for multicultural populations
- Diverse clinical experiences

Metrics:

- Data and trends in student diversity
- Year by year retention data
- Data from Climate Survey
- Number of student projects and students involved, types of projects, outcomes
- Student learning outcomes