Strategic Plan

UA College of Nursing

The University of Arizona
2013-2017
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Executive Summary

Established in 1957, the College of Nursing at The University of Arizona is leading through innovative learning and ranked in the top 6% of U.S. nursing schools. As a top school in the country for strengthening the nursing workforce, the College of Nursing faculty prepare entry and advanced nurse leaders for both clinical and scientific practice - for delivering comprehensive, coordinated and compassionate health care, advancing care through the integration of health informatics and technologies into personalized patient care, and shaping health policy for individuals, families, communities and care systems.

Our mission is to envision, engage and innovate nursing and healthcare learning, discoveries, and clinical practice models. At the core, it is to graduate highly competent nurses for basic and advanced nursing practice and nursing scholars to become faculty and administrative leaders in the most advanced sectors of healthcare academia, governance, and policy.

Our vision is to be the premier learning community for transforming healthcare.

Our legacy includes more than 6,100 'Wildcat Nurses for Life’ (over 3,600 in Arizona), many of whom are in leadership positions across many sectors of the healthcare world.

College of Nursing strategic goals include:

1. **Teaching/Learning Excellence and Access**: To provide accessible contemporary and futuristic educational opportunities for individuals aspiring to establish or advance their competencies in nursing and healthcare.

2. **Research/Discovery**: To create innovative new knowledge with applicability for improving the health of societies in Arizona, the United States and abroad.

3. **Engagement and Workforce Development**: To engage with communities, nursing colleagues and inter-professional partners to model novel comprehensive health care.

4. **Productivity Strategic Goal**: To steward resources (talent, space, money) to achieve a generative balance between present support for, incentives to boost and investments to grow new - productivity.

5. **Cross-cutting Strategic Goal**: To build interdisciplinary team science and inter-professional team clinical practice.

Joan L. Shaver, PhD, RN, FAAN
Dean and Professor
Overview of College

Strategic Vision of the College of Nursing

As part of a leading public university of the 21st century with regional roots and global impact, the UA College of Nursing is striving to be the premier learning community for transforming healthcare.

Strategic Mission of the College of Nursing

A part of a prestigious Public Research University providing unique access to comprehensive, high quality education, the mission of the UA College of Nursing is to envision, engage and innovate nursing and healthcare learning, discoveries, and clinical practice models.

Description of the College of Nursing:

The College of Nursing was established in 1957 and is ranked in the top 6% of nursing schools in the county. For our students, faculty, and community colleagues and partners, we are committed to:

- Top-notch mentoring of healthcare leaders with an emphasis on diversity, and
- Access to personalized learning through leading-edge "online" technologies.

We are seeking health-related discoveries – most particularly related to:

- Older Adult Health Promotion/Restoration (especially chronic conditions)
- Integrative Therapeutics Science
- Symptom Science (especially the complex of cognition/depression)
- Health Informatics/Systems
- Health Equity (inner urban, rural/border health disparities reduction)

We actively work to advance local (urban, rural, border) and global nursing and healthcare development and partner with a variety of entities to do so.

We have 28 active and emeriti faculty Fellows of the American Academy of Nursing, a national peer-elected group of nursing-profession "thought" leaders.

Our legacy includes more than 6,100 'Wildcat' Nurses for Life (over 3,600 in Arizona), many of whom are in leadership positions within the healthcare world.

We are the nexus for the Beta Mu chapter of Sigma Theta Tau International – The Nursing Honorary Society – recognized 9 times with key chapter awards.
Faculty:
- Currently, we have 93 faculty (79 FTE).
- Faculty growth has occurred (last 1-2 years), mostly in clinical faculty due to expansion of the Doctor of Nursing Practice - DNP).
- We are proud to have two endowed faculty positions (one chair and one professorship) and one professor holds an endowed chair through the UA Sarver Heart Center. For the future, we have 4 endowed chairs in estate gifts
- Our 51 staff associates are integral to our productivity.

Degree Programs:
- We have 5 degree programs: (see table), 2 are profession entry, 1 new is just launched to provide RNs with a community college degree access to a university degree. We have a practice (DNP) and a science (PhD) doctorate.
- We have growth targets for 3 programs, (MEPN, RN-MSN and DNP).
- We have a nearly 90-100% completion rate in all existing programs.
- Our graduates excel (pass rates above the national average) in RN licensing examination and certifying examinations for advanced practice licensing.
- Faculty are ‘change-ready’ to achieve excellence. For example, in order to promote access to our superb doctoral programs, both (DNP and PhD) been put online with an ‘on-campus’ one-week summer learning intensive. These programs model the best in building virtual ‘learning communities’ and exhibit creative instructional design and delivery. Our students, regardless of place, know they are ‘Wildcat’ nurse alumni in the making and exude UA Wildcat pride.

<table>
<thead>
<tr>
<th>Degree Programs (growth areas in red)</th>
<th>Total SHC</th>
<th># Students Actual (5-yr target)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BSN - Bachelor of Science in Nursing (jrsr) – 2 semlyr</td>
<td>60</td>
<td>213 (216)</td>
<td>300 (333)</td>
</tr>
<tr>
<td>2. MEPN - Masters Entry to the Profession of Nursing – min. BA/BS in another field, -15 mo.</td>
<td>56</td>
<td>87 (117)</td>
<td>(500) Workforce upgrade</td>
</tr>
<tr>
<td>3. RN – MSN --- post Assoc. Degree from Community College, year round</td>
<td>44</td>
<td>(500)</td>
<td>(500) Workforce upgrade</td>
</tr>
<tr>
<td>4. DNP - Doctor of Nursing Practice - post BSN or MSN, year round</td>
<td>71-74 43</td>
<td>151 (250)</td>
<td>212 (300) Advanced Practice and Science</td>
</tr>
<tr>
<td>5. PhD - Doctor of Philosophy - post BSN or MSN</td>
<td>64-79 6</td>
<td>55 (50 – 60)</td>
<td>(5-10)</td>
</tr>
<tr>
<td>Dual PhD/DNP - post BSN or MSN</td>
<td>41</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Environmental Scan

The External Environment

- Nursing represents the largest U.S. healthcare professional group (3 million registered nurses) and a profession that is predicted to be a growth profession for several years to come (e.g., number of registered nurses (RNs) expected to grow by 712,000 from 2010 to 2020; additional nurse practitioners (NPs) needed by 2025 = 116,000 (94% growth). This provides enormous opportunities to grow programs and attract a variety of learners and partners. Thus, there is high demand from people with degrees in other fields to enter nursing and in 2006, UA College of Nursing launched the Masters Entry to the Profession program as an accelerated 15 mo (4 semester equivalent with 2 summer semesters) degree to complement the upper division Bachelor of Science in Nursing degree.

- Enduring gaps in healthcare services for patients in underserved areas (inner urban, marginally employed, rural) now amplified by planned healthcare reform have been and are still being met by advanced practice registered nurses (APRNs) - nurse practitioners, clinical nurse specialists, certified registered nurse anesthetists and certified nurse midwives. These dynamics provide increasing demand for graduates from our Doctor of Nursing Practice (DNP) program (Family, Pediatrics and Acute Care Nurse Practitioners - NPs) within acute, ambulatory specialty and primary care. It is estimated that over 200,000 APRNs are licensed in the U.S. For more than 40 years NPs have been: legally authorized to provide health care in all 50 states and DC; licensed to provide primary and specialty health care, including prescribing medications and applying therapies; reimbursed by all types of insurance plans; holding hospital privileges; (39%); have long term care facility privileges (13%); and they practice completely independently in 23 states (including Arizona). Across the U.S., there are more than 32,000 students enrolled in APRN programs with ≈ 9000 APRN graduating per year [≈6000 PC (adult, family, pediatrics, women’s health, geriatrics), ≈1700 certified nurse anesthetists, ≈1000 clinical nurse specialists and ≈300 certified nurse midwives]. In Arizona between 2004 and 2007, the number of NP graduates more than tripled. APRNs for primary care are being educated 3 times faster than primary care MDs and NPs are 3 times more likely to enter family practice than MDs. The future of primary care lies with advanced practice nursing! Thus at UA Con we are growing our DNP program.

- The public rank nurses among the most trusted professionals in society. Therefore, as a nursing school ranked in the top 5-10% in the country and with excellent graduates, we are in a focused position to positively influence the local, regional and national reputation of the University of Arizona.

- There is a growing nurse faculty shortage making the recruitment of new faculty a significant challenge. This is especially acute for attracting research-intensive faculty.

- Nursing education is a large competitive field. The size of the nursing market means that everyone is interested in providing nursing education. The proliferation of proprietary, ‘for-profit’ online schools in nursing presents significant competition for
attracting both for faculty and students. They are able to pour large amounts of money into marketing and systems to efficiently manage educational programs.

- All three State of Arizona universities have nursing programs, as does Grand Canyon University and University of Phoenix. Midwestern University in Phoenix has the one and only certified nurse anesthetist program. There are over 650 U.S. schools of nursing in universities and 4-year colleges. Therefore, for the UA CON to be ranked as it is among the top 20-30 schools means that we are ranked in the top 3-6% of schools.
- Besides nursing students in BSN and higher education, there are even more seeking an associate degree in nursing (ADN) as a route to becoming RN licensed. With the accelerated healthcare focus on patient safety and evidence that higher education of nurses positively impacts patient safety, workplace leaders are seeking more RNs with higher degrees. The UA CON of nursing is meeting this demand by launching (marketing September 1, 2012, first classes January, 2013) an RN to MS in Nursing degree as a nationally marketed program with online access for working professionals, who in nursing are mainly women and often not mobile for on-campus access.

The Internal Environment

EDUCATIONAL PROGRAMS

- We are establishing an educational program on the UA Health Sciences - Phoenix campus in order to participate in inter-professional education, research and practice.
- In nursing, we are collaborative across all three state university nursing schools in several ways. We share resources and our faculty interface on the research front.
- We are establishing a UA Nurse Practitioner-led clinic through the health sciences but find the infrastructure for support through the Health Network skewed to practice for our colleagues in medicine and less suited to facilitating our practice. Yet, nurse practitioners are being educated for primary care at a rate greater than in medicine and thus NPs are fast becoming the backbone for primary care services. This provides our College with great opportunities.

Challenges to program growth: There is a scarcity of sites for clinical training in primary care (DNP) and a growing faculty shortage. Within UA Health Network, little precedence for preferential UA NP preferential site placements exists.

Success in seeking federal program and federal and private student support resources:

- In a competitive proposal process, we were awarded $1.1 mil (3 yrs) to facilitate technology-enhanced, rural, inter-professional, primary care FNP education.
- We participate in the Arizona collaborative receiving monies for NP primary care training – a new demonstration project through the Centers for Medicare and Medicaid Services (CMS) – $3.7 mil (4 years) (UA College of Nursing share).
Through federal grants we have obtained $1.4 mil (2013) for students who commit to faculty positions and have a NIH pre- and post-doctoral training grant under review.

For 2012, we awarded $585,942 in private scholarships to 186 students. Total awards (private and grants) was $2.86 mil, given to 353 out of 515 students. We raised $800K in private funds for student scholarships in the past year.

RESEARCH/DISCOVERY

From 2010 to 2012, total awarded research grant dollars decreased due to a number of factors, faculty grant programs are not mature, several grants not renewed; inadequate senior faculty to mentor mid and early career faculty; inadequate College support infrastructure, and the Associate Dean for Research retired.

Most research grants in nursing are federal (see graph) (National Institutes of Health, National Institute of Nursing Research).

The CON research focal areas are:

- Older Adult Health Promotion/Restoration (especially chronic conditions)
- Integrative Therapeutics Science
- Symptom Science (especially the complex of cognition/depression)
- Health Informatics/Systems
- Health Equity (inner urban, rural/border health disparities reduction)

Challenges to research program growth: There is a serious shortage of nursing faculty and particularly accomplished nurse scientists (senior investigators) in the country. We have mostly recruited beginning researchers so it will take 4-5 years to mature for funding success at national level plus enormous amount of mentoring to be successful are needed.

PRACTICE/SERVICE

- We are the recent recipient of a 3-yr federal grant ($1.5mil over 3 yrs) to establish an inter-professional (IP) Collaborative Primary Care Practice – Health 360 and a 3-yr $1.1 mil grant to launch Technology-Enhanced Rural IP Primary Care FNP Education
- We continue to expand the LinkIN! Community Cancer Connection and plan to add two other outreach initiatives – Clinical Technology Innovations and Art in Health
- We are launch of a nursing and IP continuing professional education program
College Strategic Goals and Plans

1. UA College of Nursing Strategic Goal for Educational Excellence and Access:

Provide contemporary and futuristic educational opportunities for individuals aspiring to establish or advance their competencies in nursing and healthcare.

Goal 1 Table: Educational Excellence and Access Objectives, Strategies/Tactics, and Evaluation Metrics

<table>
<thead>
<tr>
<th>OBJECTIVE:</th>
<th>STRATEGIES/TACTICS</th>
<th>EVALUATION METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure a supply of graduates eligible to attain RN license to meet basic nursing shortage.</td>
<td>Expand MEPN program (seek more faculty, expand to Phoenix HS campus).</td>
<td>Enrollment increased from 90 to 117.</td>
</tr>
</tbody>
</table>
| Advance nursing career development by linking with community college nursing education to meet the recommendations of the IOM Future of Nursing report. | • Establish the online RN-MS in Nursing degree program for nurses educated in accredited community colleges.  
  • Market to major community colleges granting nursing degrees. | Enrollment to grow from 0 (2012) to 500 (2017).  
  Representation in program from 80% of Arizona Community College AD Nursing graduates. |
| Ensure a supply of primary and acute care advanced practice nurses to meet health care reform demands. | • Expand the DNP program by numbers.  
  • Market and grow DNP family-psychiatric mental health NP specialty.  
  • Launch and grow a DNP - certified nurse anesthetist specialty.  
  • Form partnerships with community health centers and health systems to provide clinical sites for training by leveraging on CMS Demonstration Project to support clinical training sites for primary care nurse practitioner students. | Enrollment to grow from 212 (2012) to 250 (15% growth by 2017).  
  Enrollment to grow 20% per yr x 5 yrs.  
  Complete self-study and attain accreditation – 2014  
  Grow enrollment to 18 (5 yrs).  
  Have 5 contracts in place by end of 2013.  
  Contract with Maricopa Integrated Health System for clinical training sites in Phoenix. |
| Conduct continuous quality improvement process based on comprehensive evaluation of teaching programs and outcomes | • Finalize operations for revised College-wide comprehensive program evaluation plan. | Courses mapped to national curricular ‘essentials’ (American Association of Colleges of Nursing).  
  Integrated database and reporting capabilities completely operational by 2015. |
2. **UA College of Nursing Strategic Goal for Research and Discovery:**

Create innovative new knowledge with applicability for improving the health of societies, in Arizona, the United States and abroad.

**Goal 2 Table:** Research and Discovery Objectives, Strategies/Tactics, and Evaluation Metrics

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES/TACTICS</th>
<th>METRICS (5 YRS)</th>
</tr>
</thead>
</table>
| Expand faculty-led programs of research with interdisciplinary teams. | Attract nurse and health scientists with beginning or mature biological, biobehavioral or behavioral health science programs. | Bring 2 new scientists on faculty each year.  
- 10% growth in proposals to federal agencies/year.  
- Double the number of federally funded projects by 2016.  
- Appoint at least 2 faculty from other disciplines by 2015. |
| Generate a growing infrastructure for research and research training. | Seek Center grant funding in Symptom Science (cognitive/depression).  
Seek pre- and post-doctoral institutional grant funding (T32) (Brain, Behavior and Health). | Center or program grant funding by 2017.  
- Attain T32 funding by 2014. |
| Translate research discoveries into health knowledge for health care practice, policy and patient/client communities. | Create the Collaborative for Clinical Technology (CCTI) Innovations within the College of Nursing. | Establish service entity by 1/2013.  
- Provide services to 5 faculty or projects in first year.  
- Increase clients served by the CCTI by 10%/year. |
### 3. UA College of Nursing Strategic Goal for Engagement and Workforce Development

Engage with community and interprofessional partners to model novel comprehensive health care.

**Goal 3 Table:** Engagement and Workforce Development Objectives, Strategies/Tactics, and Evaluation Metrics

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES/TACTICS</th>
<th>METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Continuing Professional Education (CPE) program to strengthen the nursing and health professionals’ workforce.</td>
<td>Lead interprofessional (IP) team to complete self-study for accreditation.</td>
<td>Accreditation attained by 2015.</td>
</tr>
<tr>
<td></td>
<td>Develop infrastructure for engaging College faculty, IP faculty, and community partners for planning nursing and IP CPE programs.</td>
<td>Launch at least 1-2 new IP or nursing niche programs/year.</td>
</tr>
<tr>
<td>Envision, engage partners and enact innovative nursing and healthcare practice models with comprehensive, culturally relevant and compassionate care as sites for interprofessional, team-based care education.</td>
<td>Build Health 360 – a novel, comprehensive, community-based clinic (with and without walls) to serve people well, marginally and not insured for health care.</td>
<td>Established virtual presence and clinic physical entity at UMC - S. Campus in primary care pod.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver competent, IP healthcare services to 2000 patients/clients by 2015.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rotate at least 15 students/yr.</td>
</tr>
<tr>
<td>Expand the LinkIN! Community Cancer Connection.</td>
<td>Disseminate evidence-based integrative therapies knowledge to cancer survivors.</td>
<td>Post 3 integrative therapy guides/year.</td>
</tr>
<tr>
<td></td>
<td>Provide a health planning, coaching and navigation service for cancer survivors.</td>
<td>Provide services to 20 patients/month by 2014.</td>
</tr>
<tr>
<td></td>
<td>Conduct professional development programs for integrative therapy and biomedical healthcare providers.</td>
<td>Sponsor two programs/year.</td>
</tr>
<tr>
<td></td>
<td>Develop and deliver self-sustaining niche CPE program for nursing in collaboration with pharmacy and medicine.</td>
<td>Dissemination of 2 programs to healthcare agencies by 2014.</td>
</tr>
</tbody>
</table>
4. **UA College of Nursing Strategic Goal for Productivity**

Steward resources (talent, space, money) to achieve a generative balance between present support for, incentives to boost and investments to grow new - productivity.

**Goal 4 Table: Productivity Objectives, Strategies/Tactics, and Evaluation Metrics**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES/TACTICS</th>
<th>METRICS (5 YRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure resources (people, time, money, space, technology) are generated from multiple sources to grow and sustain the College and AHSC mission and activities.</td>
<td>Conduct quality improvement analysis for all processes in the College. Seek grants from government, foundations and corporations and private donor monies to invest in new programming or infrastructure. Raise new monies to support expansion of learning technologies and simulation hardware and software. Raise new monies to support faculty positions.</td>
<td>2-3 internal processes efficiency reviewed/yr in the Offices of Student Affairs, Business, Information Technologies, Academic Practice and Research. Attain at least 2-3/yr grants for programmatic support from federal government and/or foundations targeted to special programs. Raise $50K/yr over 5 years. 2-3 new endowed professor or chair positions in 5 years.</td>
</tr>
<tr>
<td>Leverage in the marketplace the intellectual productivity of the faculty and/or staff associates.</td>
<td>Target the Collaborative for Clinical Technology (CCTI) Innovations (see research strategic directions table) to work with faculty to protect, translate and leverage intellectual property.</td>
<td>At least 2 referrals to Office of Technology Transfer/yr. Seek at least 1 patents/yr.</td>
</tr>
</tbody>
</table>

5. **UA College of Nursing Cross-cutting Strategic Goal**

Build interdisciplinary team science and inter-professional team (IP) clinical practice.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES/TACTICS</th>
<th>METRICS (5 YRS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand interdisciplinary research initiatives.</td>
<td>Facilitate interdisciplinary roundtables to discuss cross-cutting science.</td>
<td>Submit 2-3 proposals.</td>
</tr>
<tr>
<td>Develop IP team collaborative practice.</td>
<td>Catalyze IP group discussion of new practice models.</td>
<td>Obtain resources to test at least 2-3 practice models.</td>
</tr>
</tbody>
</table>
Succeeding in Our Strategic Plan Areas

**Educational Excellence and Access Strategic Goal Area** *(provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body)*

**College of Nursing:** With respect to entry (BSN, MEPN) and advanced practice/science students (DNP, PhD), our strategies include:

- advancing our efforts in formal and informal superb mentoring
- hiring faculty with exceptional expertise
- enriching our programming with learning technologies
- expanding clinical simulation and web-based exposure to well designed learning events
- diffusing stronger inter-professional learning across the health science professions
- partnering with other educational institutions locally and globally

For example, for pre-professional students, our Office of Student Affairs Director is catalyzing a health science student life community in a residence hall. With partners in Taiwan, we have created an option for a cultural and nursing visit to Tzu Chi College. For our on-campus programs, we are analyzing all courses for learning technology enhancements and how to provide faster, better access to courses. For our doctoral students, we are re-assessing online strategies for building communities of scholars virtually and strengthening the resources for clinical training. We are partnered with five universities in China to help educate nurses at the PhD level. Please see Goal Table 1 for other strategies and metrics.

**Research Excellence Strategic Goal Area** *(create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and to the solutions of the world’s most pressing grand challenges)*

**College of Nursing:** We are strengthening our infrastructure for faculty successes in research funding. Our strategies include:

- providing career development and mentoring sessions for faculty to ensure more proposal submission
- nominating faculty for all major research awards so that the name of our College and the University of Arizona are made more visible in concert with faculty recognition.
- reaching out to other colleges in the health sciences for possible joint appointments
- recruiting for senior level faculty across the country
For example, we have faculty representation on the Advisory Council of the National Institute of Nursing Research at the National Institutes of Health (NIH), as chair of a NIH study section and reviewing on study sections. We have a faculty member in the nursing honorary society hall of fame and recipient of the major national recognition award for research. Please see Goal Table 2 for other strategies and metrics.

**Community Engagement and Workforce Development Strategic Goal Area** (establish mutually beneficial partnerships with the citizens and institutions of Arizona, the nation, and the world so that our communities are actively engaged in the exciting work of The University of Arizona)

**College of Nursing:** Our strategies include:

- ✔ providing leadership for development of policy and activities directed at improving health equity for all citizens of Arizona
- ✔ infusing border, rural and inner city learning experiences in the entry to the profession programs

For example, faculty members have helped found the Border Health Chapter of the Arizona Nurses Association. Faculty members have community participatory research and service learning projects whereby they forge enduring partnerships with a variety of partners with special outreach to rural and border Hispanic and American Indian communities.

- ✔ Linking with community partners to provide outreach to those experiencing health challenges

For example, through our LinkIN! project, we are partnered with agencies providing services for cancer survivors, and integrative therapists and biomedical clinicians. See other Goal Table 3 for strategies and metrics.

**Productivity Strategic Goal Area** (become the model for an affordable public university recognized for financial sustainability, unsurpassed management of human and physical resources, and operational efficiency and effectiveness)

**College of Nursing:** For our strategies and metrics, please see Goal Table 4.