School of Nursing Strategic Plan 2013-2018

Introduction

Founded in 1942 at a moment of international crisis and national need, the UConn School of Nursing immediately embraced not only the University's Land Grant mission to Connecticut but also a role in national nursing and global service. Setting an educational template for the decades since, founding Dean Carolyn Ladd Widmer insisted that baccalaureate nursing students be grounded in the liberal arts and sciences. This foundation has prepared skilled clinical nurses, talented nursing leaders, and innovative researchers for Connecticut and the nation.

In the decades that followed, the School of Nursing developed master's degree programs (1971) to educate advanced practice nurses, a research oriented PhD (1994), and most recently the Doctor of Nursing Practice (2008). In addition two seamless tracks to doctorates – BS-to-PhD and BS-to-DNP – have made it possible for creative nurse researchers and leaders to complete the highest credentials earlier in their careers, extending their contributions to nursing science and health care.

With a major shortage of nurses looming on the horizon in the next 2 to 5 years, implementation of the Patient Protection and Affordable Care Act in January 2014 further exacerbates the demand for nurses to meet the healthcare needs of the citizens of Connecticut. Even though ours is a wealthy state, there are pockets of great need in both inner cities and rural areas. Not all citizens in our state have ready access to health care, and a lack of professional nurses in those areas contributes to this problem. UConn's School of Nursing graduates between 275and 325 nurses every year, at the bachelor's, master's, and doctoral levels and is the largest contributor to the nursing workforce in Connecticut. As the state's flagship school, the UConn School of Nursing also provides consultation and community outreach to both our clinical partners and community agencies. School of Nursing faculty and consultants enhance patient care by directing and supporting nursing research, helping nursing staff test and apply evidence-based practice guidelines, and providing additional education for nurses in the clinical practice setting apart from the formal educational degree-granting programs offered by the University. The UConn School of Nursing has an excellent reputation among our clinical partners and is seen as a major resource leading nursing in Connecticut.

The School of Nursing has identified two major areas of strength and opportunity. The first is the further development of interprofessional education and clinical practice. Evidence to support this strength includes the school's recognition as a Center of Excellence in Nursing Education from the National League for Nursing (2011-2015); collaboration with the Institute for Teaching and Learning to offer of inter-professional faculty development activities; grant funding to offer faculty and student development activities; award-winning faculty in effective teaching; and, consistently high student evaluation of teaching scores compared with the university mean. Further, the use of Boyer's Model to foster all types of scholarship (teaching,

application, integration) in addition to the traditional scholarship of discovery enhances scholarship with our clinical partners designed to improve patient care and outcomes. Other strengths include robust clinical study abroad programs in the School; cutting edge online and hybrid education modalities, including the first hybrid master's specialty track (the neonatal nurse practitioner program NNP) at UConn; development of leadership skills throughout all curricula designed to produce the next generation of nursing leaders who will be innovators and change agents; partnerships in community engagement, with programs at schools and healthcare agencies throughout the state; and continuing education in such hot topics as emergency preparedness for school nurses and readiness to respond to terrorist attacks. Additionally, the school has a longstanding affiliation with the Center for Medicare and Medicaid Services' designated Quality Improvement Organization, which oversees the quality and safety of care for important vulnerable populations (i.e. older persons and persons with disabilities) in the state.

The second area is finding solutions to healthcare problems through workforce development and innovative research. Evidence to support this strength includes well-respected research in the areas of maternal-child health, correctional health, geriatrics, genomics and pain management. Other faculty members implement scholarship through their clinical practice, providing expert evidence-based care to patients, ranging from compromised neonates to our rapidly increasing population of frail older persons. Clinical institutions throughout the state can boast of the joint faculty appointments held by members of our expert clinical faculty and rely on the school's expertise as a leader in workforce development for consultation and program development.

There is overlap between these areas, as School of Nursing faculty members fulfill the fourfold mission of the university: research, teaching, service, and outreach. We have identified particular areas of strength and growth: interdisciplinary research in newborn and infant health, corrections health, pain management, leadership and healthcare innovations and interprofessional education. All of these provide opportunities for external, nationally competitive funding and national prominence. Consistent with the UConn Academic Vision and its call for excellence in research and scholarship, undergraduate and graduate education, teaching effectiveness, and public engagement, the School of Nursing has committed itself to these initiatives:

Strategic Initiative I: A Path Toward Excellence in Research and Scholarship: Focus on Interdisciplinary Translational Research

Strategic Initiative II: Achieving Excellence in Undergraduate and Graduate Education: Focus on Nursing Leadership Development

Strategic Initiative III: Attaining Excellence in Teaching Effectiveness: A Focus on Interprofessional Education and Collaboration

Strategic Initiative IV: A Path towards Excellence in Public Engagement: A Focus on Enhancing UCONN School of Nursing: Impact on the Community

Strategic Initiatives #I: A Path Toward Excellence in Research and Scholarship: Focus on Interdisciplinary Translational Research

Objectives:	Activities:	Outcomes:
I.1 Increase scholarship dissemination in relationship to all 4 types of Boyer's Scholarship.	**2013-2014** • Provide faculty development in relationship to Scholarship and ***Boyer's Model of Scholarship*** • Establish research and scholarship goals with support from Center for Nursing Scholarship (CNS) members for each faculty member	**2014** • Faculty scholarship submissions in 2013-2014 will increase by 10% as compared to 2012-2013. • Increase UCONN School of Nursing reputation by increasing faculty research and scholarship by 10% as compared to 2012-2013 at the National and International levels.
	2014-2015 • Establish research and scholarship goals with support from CNS members for each faculty member – yearly goals need to reflect all areas of scholarship. • Provide faculty development in relationship to the Scholarship of ***Application*** with a review of Boyer's Model. • Provide CNS meeting on authorship of manuscripts, particularly shared authorship • Highlight at School of Nursing Athena Research Conference faculty scholarship related to Boyer's Scholarship of ***Application.*** • Design and implement a mentoring program for all junior faculty (clinical and research tracks) and any other faculty who would like this opportunity. • Choose varying times for CNS meetings to increase participation by all faculty.	**2015** • Increase number of faculty who receive recognition for their research and scholarship by 5% as compared to 2012-2013 at the Regional and National levels. • 80% of Full-Time faculty in the School of Nursing will *submit* a manuscript for publication in the 2014-2015 academic year (collaborative and interdisciplinary work will be encouraged).

	- Use technology to increase participation of all faculty members in CNS activities (faculty at other campuses). - Consider creative ways for the CNS team to provide formal group mentoring through the CNS. - Provide opportunities for faculty to gain skills in grant writing focus this year will be on writing specific aims - Provide opportunities for faculty to practice presentations for National Meeting via CNS meetings – Council for the Advancement of Nursing Science (CANS) meeting fall 2014 facilitated by CNS team.	
	2015-2016 - Provide faculty development in relationship to Scholarship of *Integration* with a review of Boyer's Model - Highlight at Athena faculty scholarship related to Scholarship of *Integration* - Provide opportunities for faculty members to gain skills related to writing clinical manuscripts such as case presentations and review articles. - LCD Monitor with notices and accomplishments - Facilitate faculty involvement in team science especially with STEM - Refine faculty mentoring program using feedback from participating junior faculty.	**2016** - Faculty member funding from NIH and other National level grants will increase by 10% as compared to 2014-2015. 100% of Full-Time faculty in the School of Nursing will *submit* a manuscript for publication in the 2014-2015 academic year (collaborative and interdisciplinary work will be encouraged). 50% of all Full-Time faculty members in the School of Nursing will have a manuscript either in press or published in the 2015-2016 academic year.

2016-2017	2017
• Provide faculty development in relationship to scholarship of **Discovery** and **Application** with a review of Boyer's Model in relationship to implementation science and translational research • LCD Monitor with notices and accomplishments; find other creative ways to acknowledge faculty accomplishments. • CNS meetings will be geared toward meeting supporting faculty in their scholarship goals • Other Faculty Development/Mentorship opportunities will be explored such those who have not been successful to-date are encouraged and supported to be successful.	• Faculty member funding from NIH and other National level grants will increase by 10% as compared to 2015-2016. • 100% of Full-Time faculty in the School of Nursing will *submit* a manuscript for publication in the 2015-2016 academic year (collaborative and interdisciplinary work will be encouraged). • 75% of all Full-Time faculty members in the School of Nursing will have a manuscript either in press or published in the 2016-2017 academic year.
2017-2018	**2018**
• Provide faculty development in relationship to scholarship of **Integration** in relationship to Big Data, Implementation science and translational research • Re-evaluate CNS meetings and use strategies recommended by faculty for meeting supporting faculty in their scholarship goals • Continue to facilitate faculty involvement in team science especially with STEM; invite STEM faculty in other schools to provide lunch and learns about their research for our faculty	• Faculty member funding from NIH and other National level grants will increase by 10% as compared to 2015-2016. • 100% of Full-Time faculty in the School of Nursing will *submit* a manuscript for publication in the 2014-2015 academic year (collaborative and interdisciplinary work will be encouraged). • 85% of all Full-Time faculty members in the School of Nursing will have a manuscript either in press or published in the 2016-2017 academic year.

I.2 Increase collaboration across faculty in relationship to scholarship	**2013-2014** • AD to meet with each faculty member individually and in groups for mentorship and to discuss scholarship goals at least once during each academic year. • Host interdisciplinary Athena meeting to encourage collaboration.	**2014** • Faculty goals for the 2014-2015 academic year will include increasing degree of shared scholarship among faculty members by 10% as compared to 2012-2013.
	2014-2015 • AD to mentor and work collaboratively with faculty to increase scholarship and use of available resources in CNS • Update CNS website with more resources to support diverse types of faculty scholarship • Add 2 stories to CNS website highlighting faculty research and scholarship. • Increase importance of clinical faculty and research faculty partnering in research and scholarship • Increase collaboration between nursing and other disciplines (i.e. engineering).	**2015** • Faculty goals for the 2015-16 academic year will include increasing degree of shared scholarship among school of nursing faculty members by 10% as compared to 2014-2015. • Mentorship of new faculty will be evaluated by mentor and mentee as a means to plan for mentorship goals in upcoming year.
	2015-2016 • AD to mentor and work collaboratively with faculty to increase scholarship and use of available resources in CNS • Update CNS website with more resources to support diverse types of faculty scholarship • Add 2 more stories to CNS website highlighting	**2016** • Faculty goals for the 2015-2015 academic year will include increasing degree of shared scholarship among faculty members through-out the University by 5% yearly as compared to 2014-2015. • Faculty goals for the 2015-16 academic year will

	faculty research and scholarship. • Increase importance of clinical faculty and research faculty partnering in research and scholarship • Increase collaboration between nursing and other disciplines (i.e. engineering).	include increasing degree of shared scholarship among school of nursing faculty members by 5% as compared to 2014-2015. • One NIH-R01 will be funded in the School of Nursing
	2016-2017 • Add 2 more stories to CNS website highlighting faculty research and scholarship. • Highlight one faculty member's scholarship each semester on the monitor in the atrium • Continue to foster collaboration between nursing and other disciplines (i.e. pharmacy, social work).	**2017** • Faculty goals for the academic year will include increasing degree of shared scholarship among faculty members through-out the University by 5% yearly as compared to 2015-2016. • One new NIH-R01 will be funded in the School of Nursing
	2017-2018 • Add 2 more stories to CNS website highlighting faculty research and scholarship. • Highlight one faculty member's scholarship each semester on the monitor in the atrium • Highlight one faculty member's collaboration with another other disciplines (i.e. engineering) on the monitor each semester.	**2018** • Faculty goals for the academic year will include increasing degree of shared scholarship among faculty members through-out the University by 5% yearly as compared to 2016-2017. • One new NIH-R01 will be funded in the School of Nursing
I.3 Increase student participation and collaboration in scholarship within the school	**2013-2014** • Refine spread sheet of doctoral student scholarship from the end of year reports to include in School of Nursing outcomes	**2014** • Faculty scholarship will increasingly include PhD and DNP student collaboration in scholarship as well as undergraduate honors students 10% yearly.

2014-2015 • Provide opportunities for faculty to explore creative ways to include undergraduate honors students in their research and scholarship via CNS meetings • Provide faculty development related to increasing the writing skills of students – Tom Long	**2015** • Faculty scholarship will increasingly include PhD and DNP student collaboration in scholarship as well as undergraduate honors students 10% yearly.
2015-2016 • Find creative ways to reward faculty for collaborative scholarship with our students. • Create resource toolkits for faculty and students that can be accessed via CNS pages to support and enhance student scholarly writing. • Explore opportunities for external funding for post-doctoral fellows in the School of Nursing.	**2016** • Faculty scholarship will increasingly include PhD and DNP student collaboration in scholarship as well as undergraduate honors students 10% yearly. • One PhD student will apply for an F31 in this academic year with sponsorship/mentorship from nursing faculty • One DNP student will apply for external funding with mentorship from faculty to support their dissertation work.
2016-2017 • Refine resource toolkits for faculty and students based on feedback from faculty/students • Highlight one scholarship collaboration between an undergraduate student and faculty member on website and on monitor in atrium • Apply for external funding for post-doctoral fellows in the School of Nursing	**2017** • One PhD student will apply for an NIH-F31 in this academic year with sponsorship/mentorship from nursing faculty • One PhD student will receive STEM funding from University and will apply for external funding for dissertation research • One DNP student will apply for external funding with mentorship from faculty to support their dissertation work.

	2017-2018 • Highlight one scholarship collaboration between an undergraduate student and faculty member on website and on monitor in atrium • Explore more opportunities for students to apply for external funding • Explore opportunities for student funding to have greater impact on faculty outcomes	**2018** • One PhD student will receive an NIH-F31 in this academic year with sponsorship/mentorship from nursing faculty • One PhD student will receive STEM funding from University and will apply for external funding for dissertation research • One post-doctoral fellow will be funded for fellowship in the school of nursing. • One DNP student will receive external funding with mentorship from faculty to support their dissertation work.
I.4 Ongoing development of Center for the Advancement of Managing Pain (CAMP) (2015) and Correctional Health (2014) Centers for Research and Scholarship	**2013-2014** • Plans for establishing Correctional Health Center • Submission of Educational NIH Grant from CAMP • Through Center structure facilitate the development of a team function with integration and participation of students; Consider opportunity to respond to calls for T32 submissions • Support Center designations for both CAMP and Corrections	**2014** • Correctional Health mission and vision established. • CAMP faculty hired and integrated into School of Nursing even though not officially joining us until Fall 2014
	2014-2015 • Center staff meet regularly to establish center goals and directives • AD meet with center directors and staff to facilitate the center work	**2015** • Correctional Health designated as Center by the University • CAMP Mission and vision established • Two manuscripts are submitted for publication from CAMP team

		• Two manuscripts are submitted for publication from Correctional Health team
	2015-2016 • Center staff meet regularly to establish center goals and directives • AD meet with center directors and staff to facilitate the center work	**2016** • CAMP designated as Center by the University • Two manuscripts are submitted for publication from CAMP team • Two manuscripts are submitted for publication from Correctional Health team
	2016-2017 • Center staff meet regularly to establish center goals and directives • AD meet with center directors and staff to facilitate the center work • Explore funding mechanisms for centers with center teams	**2017** • One center in the School of Nursing will apply for an NIH Center award P-20
	2017-2018 • Center staff meet regularly to establish center goals and directives • AD meet with center directors and staff to facilitate the center work • Develop P20 proposal	**2018** One center in the School of Nursing will receive funding for an NIH Center award P-20
I.5 Evaluate potential for adding centers: Innovation in Health Professions Education, Innovations in Healthcare, Center for the Excellence in High Risk Infant Care;	**2014-2015** • Find space for bio-behavioral lab on Storrs campus for use by nursing faculty and students for research • Increase faculty collaboration related bio-behavioral research – STEM activities • Consider the development of other centers as noted by groups of faculty beginning to work more closely together on shared goals • Continue to work with provost's office to garner bio-behavioral lab space for nursing scientists	**2015** • One pilot study is submitted for external funding from the high risk infant team • Two manuscripts are submitted for publication from the High Risk Infant team • One manuscripts is submitted for publication from the Health Innovations team • High Risk Infant Center Mission and vision established • Healthcare Innovations Center mission and vision established

	on the Storrs campus. • Begin to have focused research and scholarship meetings where doctoral students are included	
	2015-2016 • Continue to monitor and follow-up with provost's office to garner bio-behavioral lab space for nursing scientists on the Storrs campus. • Increasingly find creative ways for nursing to become more actively involved in STEM • Continue to have focused research and scholarship meetings where doctoral students are included	**2016** • One pilot study is submitted for external funding from the health innovations team. • One research proposal is submitted for external funding from the high risk infant team • Two manuscripts are submitted for publication from the High Risk Infant team • Two manuscripts are in press or in print from the High Risk Infant Team • Two manuscripts are submitted for publication from the health innovations team. • One manuscript is in press or in print from the health innovations team.
	2016-2017 • Increasingly find creative ways for nursing to become more actively involved in STEM • Exploration of P-20 NIH center award for one of the School of Nursing Centers of Excellence	**2017** • Establish Center for High Risk Infant Care • One research grant will receive external funding from the high risk infant team • Two manuscripts are in press or in print from the High Risk Infant Team • Two manuscripts are submitted for publication from the health innovations team. • One research grant will receive external funding from the Healthcare Innovations team • Two manuscripts are in press or in print from the High Risk Infant Team • Two manuscripts are submitted for publication from the health innovations team. • Establish Center for Healthcare Innovations

	2017-2018 • One group of center investigators will work together to develop a P-20 center proposal	2018 • One center in the School of Nursing will apply for an NIH Center award P-20
I.6 Ongoing infusion of evidence-based practice (EBP) and critical analysis of literature into curriculum at all levels	2013-2014 • Provide faculty development in relationship to differences and similarities between EBP and research • Curriculum planning for new avenues to infuse EBP into graduate advanced practice nursing (APN) curriculum (Implement 2014-15) • Pre-Licensure revamp N3205 Nursing Research and Evidence-based Practice with new objective focusing on infusion of EBP (implement 2014-15)	2014 • EBP and critical analysis of literature will be an outcome objective in curriculum at all levels: undergraduate and graduate.
	2014-2015 • Work toward integration of systematic and integrative review of literature course into doctoral programs – this would be a shared course across these two curriculums- refinement of doctoral course curricula	2015 • Evaluate and continue to refine integration of EBP and critical analysis of literature into curriculum at all levels: undergraduate and graduate
	2015-2016 • Offer new course related to evidence-based practice implementation to students in both doctoral programs and evaluate outcomes – continue to refine course	2016 • Evaluate and continue to refine integration of EBP and critical analysis of literature into curriculum at all levels: undergraduate and graduate
I.7 Infusion of nursing scholarship as a broad concept/definition in curriculum at every level	2013-2014 • CNS newsletter to students every other month • Posters displayed at SCHOOL OF NURSING after conferences for a month (hallway near labs and on monitor in atrium)	2014 • Students at all levels leave School of Nursing with increased knowledge of faculty scholarship and contributions to nursing beyond the classroom as evidence by faculty use of School of Nursing research projects as examples in the classrooms. • Increase number of students at all levels who are

		involved in research by 5% as compared to 2012-2013. • Increase number of PhD and DNP students in collaboration with faculty research and scholarship activities by 10% as compared to 2012-2013 academic year.
	2014-2015 • Send monthly report to Provost to the students • Consider Center of Excellence for Teaching and Learning (CETL) fall speaker for faculty reception to address successful strategies for integrating "scholarship" as a concept into classroom activities • Honors student posters displayed in SCHOOL OF NURSING after the Athena conference	**2015** • Students at all levels leave School of Nursing with increased knowledge of faculty scholarship and contributions to nursing beyond the classroom. • Increase number of students at all levels who are involved in research by 10% as compared to 2013-2014 academic year. • Increase number of PhD and DNP students in collaboration with faculty research and scholarship activities by 10% as compared to 2013-2014 academic year.
	2015-2016 • Scholarship of faculty is made more accessible to all students, not just students working in research studies • Formalize mentoring for CEIN students into PhD and DNP programs – Provide a research experience for these students with faculty members. • Continue to increase pipeline for doctoral program to increase sustainability	**2016** • Students at all levels leave School of Nursing with increased knowledge of faculty scholarship and contributions to nursing beyond the classroom. • Increase number of students at all levels who are involved in research by 10% as compared to 2014-2015 academic year. • Increase number of PhD and DNP students in collaboration with faculty research and scholarship activities by 10% as compared to 2014-2015 academic year

I.8 Increase opportunities for faculty to infuse *mentorship* into curriculum (see faculty objective #1 above)	**2013-2014** • Explore options for infusing mentorship into the curriculum	**2014** • Plan for increasing mentorship of students into advanced degrees is developed.
	2014-2015 • Formalize mentoring for CEIN students into PhD and DNP programs – Pipeline for doctoral program sustainability • Consider how to better infuse mentorship into undergraduate honors program into graduate programs	**2015** • 2% of undergraduate nursing students will enroll directly in graduate programs with a doctoral degree as goal.
	2015-2016 • Formalize mentoring for undergraduate honors students into graduate programs	**2016** • 5% of undergraduate nursing students will enroll directly in graduate programs with a doctoral degree as goal.
	2016-2017 • Formalize mentoring for all undergraduate students into graduate programs	**2017** • 5% of undergraduate nursing students will enroll directly in graduate programs with a doctoral degree as goal.
I.9 Increase visibility of faculty and student research in the School of Nursing especially highlight *research collaboration* between faculty and students (see faculty objective 3 above)	**2013-2014** • Require graduating DNP, and PhD students to present posters of their dissertations at the Athena Conference each spring • Require undergraduate honors nursing students to present at the Athena conference each spring	**2014** • 75% Scholarship of students is captured in CNS newsletter.
	2014-2015 • LCD Monitor with notices and accomplishments • Faculty to highlight one another's scholarship in classrooms at least once each semester • Considering a way to treat research as a clinical experience	**2015** • 85% Scholarship of students is captured in CNS newsletter. • 50% Student scholarship is captured and used in School of Nursing annual report

2015-2016	2016
• LCD Monitor with notices and accomplishments • Faculty to highlight one another's scholarship in classrooms at least once each semester • Implement research as a clinical experience	• 95% Scholarship of students is captured in CNS newsletter. • 65% Student scholarship is captured and used in School of Nursing annual report
2016-2017	**2017**
• LCD Monitor with notices and accomplishments • Faculty to highlight one another's scholarship in classrooms whenever possible • Continue to implement research as a clinical experience	• 95% Scholarship of students is captured in CNS newsletter. • 75% Student scholarship is captured and used in School of Nursing annual report
2017-2018	**2018**
• Re-evaluate research as a clinical experience • Use research and evidence-based practice to guide research infusion in the classroom with students	• 95% Scholarship of students is captured in CNS newsletter. • 85% Student scholarship is captured and used in School of Nursing annual report

Strategic Initiative II: Achieving Excellence in Undergraduate and Graduate Education: Focus on Nursing Leadership Development

Objectives:	Activities:	Outcomes:
II.1 Make leadership a curricular concept/thread across programs and create leveled objectives for content across programs.	**2013 – 2014** • Discussion with faculty and program directors to align threads across programs. • Assignments that incorporate curricular threads as noted. • Concepts surrounding organizational leadership to be introduced into graduate curriculum with corresponding assignment. e.g., "Shared Governance: The role of nursing leadership," from varying points of view (staff RN, APRN, nurse executive). • Develop portfolio in leadership for graduating seniors. • Pilot UNIV 1810 (Nursing learning community seminar in transition to college)	**2014** • Agreement among faculty that Leadership should be a curricular thread across programs. • Spring retreat workgroups identified activities and outcomes across programs to be implemented in next 5 years. (See Activities and Outcomes below). • Pilot of UNIV 1810 successful. • Plan to offer course more widely in subsequent years.
	2014 – 2015 Undergraduate: • UNIV 1810 To be offered to incoming freshman • Focus on leadership of individual role responsibility at undergraduate level. • Incorporate presentations in classroom for undergrad students to build public speaking ability/confidence. • Assign posters in all undergrad EBP projects in clinical site.	**2015** • 25% of incoming freshman (Fall 2015) to have registered for UNIV 1810 • Increase numbers of students accepting invitations for induction into STTI by 10%. • Increase number of undergrad honors students by 10%. • Graduating undergraduate students able to identify, describe, and demonstrate aspects of leadership as appropriate for basic professional practice focused on individual role as evidenced by a group score of > 75%

- Continue to encourage Study Abroad/Study Away as space permits - When students attend optional political/professional activities (AACN, SNA, etc.) for example, an outcomes expectation related to funding attendance would be a classroom presentation for a designated course - Continue "Speakers Bureau" with student/alumni speakers. Graduate: - Move toward broader ideas of leadership/responsibility for "stewards of discipline" for graduate students (e.g., APRN portfolio, tracking activities in Typhon).	on the leadership content and a group score of >75% on the quality and safety education for nurses (QSEN) competencies of teamwork and collaboration on the ATI Comprehensive Predictor 25% of graduating undergrads have EBP posters in clinical sites - Maintain current percentage (~ 40%) of students who study abroad/away. - Graduating seniors will present as guest speakers to select classrooms. "Speakers Bureau" series continues to be well-attended. - All graduating APRN students create portfolio demonstrating leadership role responsibility accomplishments (e.g., active organization membership, participate in government activities for shaping policy).
2015 – 2016 - Undergraduate: AY: 15-16 UNIV 1810 To be offered to 50% of incoming freshman. - Assign posters in all undergrad EBP projects in clinical site. - Implement portfolio. - New Digital Board for WW Atrium with faculty and student foci as an ongoing presence - Encourage more students to study abroad/study away. Graduate: - QSEN graduate competencies to be	**2016** 50% of incoming freshman (Fall 2016) to have registered for UNIV 1810 50% of graduating undergrads have EBP posters in clinical sites 50% of students complete portfolio prior to graduation - Digital Board exhibiting scholarly leadership exemplars as running video. - Increase percentage of students who study abroad/away to 50%. - Graduating master's and doctoral students

	evaluated through leadership role prism as part of presentation or poster.	able to describe and demonstrate aspects of leadership as appropriate for advanced nursing professional practice and focused at individual and beginning disciplinary levels as evidenced by 100% successful passage of Comprehensive and General Examinations respectively. • Doctoral graduate students (DNP, PhD) graduating able to describe and demonstrate aspects of leadership as appropriate for advanced nursing professional practice. Should be expected to demonstrate mastery at individual level and competency at disciplinary levels as demonstrated through conduct of Project/Study in leadership role.
	2016 – 2017 • AY 16-17 UNIV 1810 to be offered to 75% of incoming freshmen • Assign posters in all undergrad EBP projects in clinical site. • Implement portfolio. • Encourage more students to study abroad/study away. • Listserv disseminations of presentations. • Integrate leadership role for APRN in case presentations Graduate: • Integrate leadership role for APRN in case presentations	**2017** • 75% of incoming freshman (fall 2017) having taken UNIV 1810 • 75% of graduating undergrads have EBP posters in clinical sites • 75% of students complete portfolio prior to graduation • Increase percentage of students who study abroad/away to 60%. • All presentations by students as guest speakers will be shared via List Serve • All MS students to specifically address leadership role in track-specific course presentations.
	2017 – 2018 • AY 17-18 UNIV 1810 to be offered to 100% of incoming freshmen – consider	**2018** • 100% of incoming freshman (fall 2018) having taken UNIV 1810

	making the course a requirement of the UG curriculum • Assign posters in all undergrad EBP projects in clinical site. • Implement portfolio. • Encourage more students to study abroad/study away. • Assign resumes in NURS 3715W, working collaboratively with Career Counseling (also include for CEIN students). • Consider STTI as funding for mock interviews in addition to Career Counseling services. Graduate: • Require paper assignment of all MS students, e.g., from NURS 5070 across specialty areas.	• 100% of graduating undergrads have EBP posters in clinical sites • 100% of students complete portfolio prior to graduation • Increase percentage of students who study abroad/away to 70%. • 100% of graduating seniors demonstrate professional resume's. • 50% of graduating seniors experience "mock interviews" funded by STTI Mu Chapter. • Require dissemination (i.e., presentation or publication) for all graduating MS students, e.g., from NURS 5870 across specialty areas.
II.2 Foster concept of nurses as lifelong learners.	**2013 – 2014** • Discussion with faculty and program directors to align thread pertaining to lifelong learning across programs. • Assignments that incorporate curricular threads as noted. • Pilot course with first-year students about Lifelong Learning.	**2014** • Agreement among faculty that lifelong learning should be a curricular thread across programs. • Spring retreat workgroups identified activities and outcomes across programs to be implemented in next 5 years. (See Activities and Outcomes below).
	2014 – 2015 • Provide "Faculty Focus" posters in SCHOOL OF NURSING hallways to highlight past/current/ On-going career development. • Classroom faculty scholars' panel discussion in undergraduate (Leadership)	**2015** • Leadership paper to be developed into poster with plan for career development at 3, 5 and 10 years post-graduation. • Establish current rate of undergraduates who pursue graduate school or MS who pursue doctoral education within 5 years and then set

and graduate level courses (EBP course) with representation from research, practice, and education. • NURS 5870 includes requirements for policy involvement paper/experience.	goal to improve rate by 30% within 3 years. • NURS 5870 paper to be developed into poster with plan for career development at 3, 5 and 10 years post-graduation.
2015 – 2016 • Review objectives and activities for 3715W Nursing Leadership Course (e.g., portfolio added to student file). • Ask in EBI survey about plans for graduate school. • Encourage implementation of poster presentation as part of APRN program requirements. • Host evening Career Counseling receptions once/semester to encourage informal networking/mentorship between faculty and graduate students to discuss/promote "next steps" thinking.	**2016** • Increase percentage of BS graduates applying to graduate school within 5 years of degree completion by 10% from 2015. • Graduate 20% of APRN students with expectation for classroom and regional poster presentation to build identification as beginning lifelong scholar and increase public speaking skills.
2016 – 2017 • Implement portfolio development for APRN/MS students • Encourage DNP students to submit papers for publication as they build clinical practice dissertation (CPD) chapters, i.e. Literature Review • Encourage PhD students to submit papers for publication as they progress through coursework and the dissertation process. • Develop advanced grant writing skills for PhD students.	**2017** • Increase percentage of BS graduates applying to graduate school within 5 years of degree completion by 20% from 2015. • APRN Graduate students articulate 3 and 5 year goals in portfolio. • Graduate 40% of APRN students with expectation for classroom and regional poster presentation to build identification as beginning lifelong scholar and increase public speaking skills. • Graduating DNP students have submitted at least one manuscript prior to degree completion.

		• Graduating PhD students have successful publishing track record as evidenced by 100% of graduates with at least 1 publication at the time of degree conferral. • Graduating PhD students have submitted at least one externally funded grant application.
	2017 – 2018 • Implement portfolio development for DNP/PhD students	**2018** • Increase percentage of BS graduates applying to graduate school within 5 years of degree completion by 30% from 2015. • Graduate 60% of APRN students with expectation for classroom and regional poster presentation to build identification as beginning lifelong scholar and increase public speaking skills. • DNP and PhD students demonstrate scholarship activities as evidenced by Professional Portfolio activities. • Doctoral graduates to be expected to have membership in national organization (aggregate or specialty) and to participate in service activities, i.e. committee memberships. Must be evidenced as part of professional portfolio.
II.3 Increase Informatics content across programs.	**2013 – 2014** • Conduct a gap analysis of proposed informatics curriculum versus current curriculum Undergraduate: • Hire IT consultants to recommend informatics content across programs Graduate: • Hire IT consultants to recommend	**2014** Undergraduate: • Test curriculum course developed by IT consultants for undergraduate program. Graduate: • NURS 5865 revised and delivered by new informatics faculty. • Recommendations made to create new MS-level Informatics course.

informatics content across programs • Hire new Informatics faculty to revise/deliver NURS 5865 in DNP Program.	• Test curriculum course developed by IT consultants for Master's program.
2014 – 2015 • Provide a faculty development session related to informatics in health care Undergraduate: • Develop curriculum threads and incorporate recommendations from HIT Faculty Consultants as appropriate. Graduate: • Conduct a gap analysis of proposed informatics curriculum versus current curriculum • Develop curriculum outline related to the integration of informatics in the MS program	**2015** Undergraduate: • Conduct a gap analysis of proposed informatics curriculum versus current curriculum • Based on gap analysis propose and implement plans for the integration of informatics into the curriculum – consider integration throughout curriculum versus stand alone course. Graduate: • Based on gap analysis propose and implement plans for the integration of informatics into the curriculum – consider integration throughout curriculum versus stand alone course.
2015 – 2016 Undergraduate: • Make plans to sustain the informatics curriculum through our Faculty Recruitment and Selection process versus a consultant process • Implement informatics into the UG curriculum Graduate: • Implement informatics into the MS curriculum	**2016** Undergraduate: • Informatics integrated into the UG curriculum Graduate: • Informatics is integrated into the MS Curriculum.
2016 – 2017 Undergraduate: • Update and refine UG curriculum related to	**2017** • Undergraduate and Graduate Curriculum is updated to reflect current and future practices

	informatics based on current and future practices Graduate: • MS curriculum is updated to reflect current and future practices related to informatics	related to informatics
	2017 – 2018 Undergraduate: • Update and refine UG curriculum related to informatics based on current and future practices Graduate: • Update and refine graduate curriculum related to informatics based on current and future practices	**2018** • Curriculum is updated to reflect current and future practices related to informatics
II.4 Expand distance-learning curriculum offerings across graduate programs in collaboration with UConn E-campus.	**2013 – 2014** • NNP Program to be changed to exclusively online program.	**2014** • MS-level NNP Program successfully transitioned to online in collaboration with E-campus
	2014 – 2015 • Encourage all graduate students to enroll in at least one online course as part of their Plan of Study. • Ensure availability of online sections of MS Core Courses every semester.	**2015** • At least 25% of graduate students enrolled in online course.
	2015 – 2016 • Encourage all graduate students to enroll in at least one online course as part of their Plan of Study. • Ensure availability of online sections of MS Core Courses every semester.	**2016** • 50% of graduate students enrolled in online course.
	2016 – 2017 • Encourage all graduate students to enroll in at least one online course as part of their	**2017** • 75% of graduate students enrolled in online course.

	Plan of Study. • Ensure availability of online sections of MS Core Courses every semester.	
	2017 – 2018 • Encourage all graduate students to enroll in at least one online course as part of their Plan of Study. Ensure availability of online sections of MS Core Courses every semester.	**2018** • 100% of graduate students enrolled in online course.
II.5 Establish focus on Healthcare Innovations	**2013 - 2014** • Create and pilot a Health Care innovations team project into the UG curriculum for senior year (NURS 3715- Fall and NURS 4265 –Spring) • Identify potential funding sources to continue project	**2014** • Teams of students create and present an innovation solution that addresses a health care challenge • Provide a monetary award to two health care innovation projects to further develop the idea/concept.
	2014 - 2015 • Strengthen our students appreciation for the need for innovation and entrepreneurship as part of their leadership role through activities in NURS3715W, leadership course • Invite nurses who have implemented health care innovations to speak to student regarding the genesis, development, and implementation of their innovation • Refine senior project based on feedback from pilot • Plan implementation of health care innovations theme throughout undergraduate curriculum • Work with Foundation staff to secure funding	**2015** • Activities and speakers incorporated • Objectives, activities and outcomes established for all four years of UG curriculum • Fiscal resources are identified and secured and supports identified to facilitate the implementation of an outstanding student project that reflects a creative, realistic innovation to a health care challenge

2015 - 2016 • Continue plans developed in previous years and begin to explore possibility of incorporating interdisciplinary involvement (business, engineering, health related disciplines).	**2016** • Interdisciplinary involvement from at least two other disciplines secured for planning
2016 - 2017 • Continue plans as above • Create interdisciplinary teams to focus on creating a health care innovation that addresses a health care challenge • Seek additional financial support to fund the further development of future interdisciplinary student projects	**2017** • Plans in place to include interdisciplinary approach to creating innovative solutions to current health care challenges.
2017 – 2018 • Make plans to support future development of interdisciplinary health care innovations through a Center for Health Care Innovations	**2018** • Senior nursing students and students from other disciplines work together in teams to identify a health care challenge and create an innovative solution

Strategic Initiative III: Attaining Excellence in Teaching Effectiveness: A Focus on Interprofessional Education and Collaboration

Objectives:	Activities:	Outcomes:
III.1 Prepare faculty to effectively conduct and participate in interprofessional education (IPE) classroom and clinical activities.	**2013 – 2014** • Discuss with faculty goal of IPE integration in curriculum.	**2014** • Activities for years 2, 3, 4, and 5 established.
	2014 – 2015 • Develop incremental faculty development curriculum for IPE instruction. • Establish dates for 2 faculty development programs during 2015-16 and 2016-17. • Use faculty development programs and build upon them to explore feasibility of offering Health Professions Education (HPE) certificate supported by the Association of American Medical Colleges (AAMC).	**2015** • Faculty development curriculum ready for implementation. • Dates for 2 programs on 2015-16 and 2016-17 meeting calendars. • Certificate proposal submitted to AAMC.
	2015 – 2016 • Provide 2 development programs for faculty on IPE instruction. • HPE certificate proposal presented to UConn Graduate School. • Develop tools for nuanced assessment of instructional effectiveness and opportunities to document individual constraints in a given semester to guide SET interpretation.	**2016** • At least 25% of faculty members identify one IPE classroom or one clinical IPE activity to engage in during 2016-17 (may be a simulated experience, see III.2). • HPE certificate approved by Graduate School. • Nuanced assessment tools available for use.
	2016 – 2017 • At least 25% of faculty members participate in at least one IPE classroom or clinical activity (may be a simulated experience, see	**2017** • Each faculty member participating in IPE reviews personal evaluation, nuanced assessments, and student evaluation of IPE

	III.2). • Implement use of nuanced assessment tools. • Provide 2 additional faculty development programs. • Create faculty incentives for IPE (recognized and rewarded as valued component of teaching, scholarship, and service). • Disseminate nationally UConn School of Nursing IPE and simulation activity data. • HPE certificate offered. • Explore feasibility of establishing an Interdisciplinary Center in Health Professions Education at the School of Nursing.	activities. • At least 35% of faculty members identify at least one IPE classroom or one clinical IPE activity to engage in during 2017-18 (may be a simulated experience, III.2). • IPE and simulation reflected in Merit criteria. • UConn SCHOOL OF NURSING represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation. • HPE Certificate availability advertised. • Implementation plan for IPE Center developed.
	2017 – 2018 • At least 35% of faculty members participate in at least one IPE classroom or clinical activity (may be simulated, see III.2). • Continue use of nuanced assessment tools. • Assess need for additional faculty development programs, plan and provide as needed. • Evaluate and maintain faculty incentives for IPE (recognized and rewarded as valued component of teaching, scholarship, and service). • Disseminate nationally UConn School of Nursing IPE and simulation activity data. • Enroll students for HPE certificate. • Implementation of Interdisciplinary Center in Health Professions Education at the	**2018** • Each faculty member participating in IPE reviews personal evaluation, nuanced assessments, and student evaluation of IPE activities. • At least 35% of faculty members continue to include at least one IPE classroom or one clinical IPE activity (may be simulated, see III.2). • Additional faculty development programs provided as needed. • IPE and simulation reflected in Merit criteria. • UConn School of Nursing represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation. • First cohort completed HPE Certificate.

	School of Nursing.	• At least one grant or publication reflecting Center activity.
III.2 Educate faculty in use of evidence-based simulation pedagogies consistent with national standards (complementary to goal III.1)	**2013 – 2014** • Discuss with faculty goal of IPE integration with use of simulation.	**2014** • Activities for years 2, 3, 4, and 5 established.
	2014 – 2015 • Develop incremental faculty development curriculum for simulation pedagogies. • Establish dates for 2 faculty development programs during 2015-16 and 2016-17.	**2015** • Faculty development curriculum ready for implementation. • Dates for 2 programs on 2015-16 and 2016-17 meeting calendars.
	2015 – 2016 • Provide 2 development programs for faculty on instruction using evidence-based simulation. • Develop tools for nuanced assessment of instructional effectiveness and opportunities to document individual constraints in a given semester to guide SET interpretation.	**2016** • At least 15% of faculty members identify one simulation instruction activity that incorporates IPE to engage in during 2016-17 (see III.1). • Nuanced assessment tools available for use.
	2016 – 2017 • At least 15% of faculty members participate in simulated IPE activities (see III.1). • Implement use of nuanced assessment tools. • Provide 2 additional faculty development programs. • Create faculty incentives for IPE (recognized and rewarded as valued component of teaching, scholarship, and service). • Disseminate nationally UConn School of Nursing IPE and simulation activity data.	**2017** • Each faculty member participating in simulated IPE reviews personal evaluation, nuanced assessments, and student evaluation of simulation IPE activities. • At least 25% of faculty members identify at least one simulation IPE instruction activity for 2017-18 (see III.1). • IPE and simulation reflected in Merit criteria. • UConn represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation.
	2017 – 2018 • At least 25% of faculty members participate	**2018** • Each faculty member participating in

	in simulated IPE activities (see III.1). • Continue use of nuanced assessment tools. • Assess need for additional faculty development programs, plan and provide as needed. • Evaluate and maintain faculty incentives for simulated IPE (recognized and rewarded as valued component of teaching, scholarship, and service). • Disseminate nationally UConn School of Nursing IPE and simulation activity data.	simulated IPE reviews personal evaluation, nuanced assessments, and student evaluation of IPE activities. • At least 25% of faculty members continue to include simulated IPE activities (see III.1). • Additional faculty development programs provided as needed. • IPE and simulation reflected in Merit criteria. • UConn School of Nursing represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation.
III.3 Increase standardization for IPE student learning opportunities and examination exercises (complementary to goals III.1 and III.2)	**2013 – 2014** • Present to faculty goal of standardizing IPE learning opportunities (see III.1 and III.2).	**2014** • Activities for years 2, 3, 4, and 5 established.
	2014 – 2015 • Develop incremental faculty development curriculum for IPE and simulation instruction. • Establish dates for 2 faculty development programs during 2015-16 and 2016-07.	**2015** • Faculty development curriculum ready for implementation. • Dates for 2 programs on 2015-16 and 2016-17 meeting calendars.
	2015 – 2016 • Provide 2 development programs for faculty on IPE and simulation instruction. • Adapt practices from CLARION National Case Competition or Sim War games. • Develop tools for nuanced assessment of instructional effectiveness and opportunities to document individual constraints in a given semester to guide SET interpretation.	**2016** • At least 25% of faculty members identify one IPE activity, which may include simulation, to engage in during 2016-17. • Nuanced assessment tools available for use.
	2016 – 2017 • Faculty members participate in IPE	**2017** • Each faculty member participating in IPE

	classroom and clinical activities, which may include simulation. • Implement use of nuanced assessment tools. • Provide 2 additional faculty development programs. • Disseminate nationally activities for faculty development and standardization of IPE and simulation activities.	(with or without simulation) reviews personal evaluation, nuanced assessments, and student evaluation of simulation IPE activities. • At least 35% of faculty members identify one IPE activity, which may include simulation, to engage in for 2017-18. • UConn School of Nursing represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation.
	2017 – 2018 • At least 35% of faculty members participate in IPE activities, which may include simulation (see III.1 and III.2). • Continue use of nuanced assessment tools. • Assess need for additional faculty development programs, plan and provide as needed. • Evaluate and maintain faculty incentives for simulation and IPE (recognized and rewarded as valued component of teaching, scholarship, and service). • Disseminate nationally UConn School of Nursing IPE and simulation activity data.	**2018** • Each faculty member participating in IPE with or without simulation reviews personal evaluation, nuanced assessments, and student evaluation of IPE activities. • At least 35% of faculty members continue to include IPE activities, which may include simulation (see III.1 and III.2). • Additional faculty development programs provided as needed. • IPE and simulation reflected in Merit criteria. • UConn School of Nursing represented in 2 national publications and/or presentations to build reputation as leader in IPE and simulation.
III.4 Increase collaboration opportunities among and between professions.	**2013 – 2014** • Discuss with faculty the goal of IPE integration in curriculum. • Participate in IPE pilot program. • Participate in ad-hoc committee regarding IPE collaboration and education opportunities at UConn (ongoing). • Explore feasibility of APRN faculty joining	**2014** • Activities for years 2, 3, 4, and 5 established. • Evaluate effectiveness of pilot program. • as collaborator and leader in IPE and IP collaborative projects and learning activities. • Plan for APRN faculty practice established. • HRSA grant proposal submitted on IPE program for older adults.

UCHC Downtown Storrs Practice. • Develop HRSA grant proposal on IPE program for older adults (MMalcolm)	
2014 – 2015 • Identify institutional barriers to IPE (e.g., scheduling), use data from pilot program evaluation. • Identify potential solutions to remove barriers. • Explore feasibility of working with Fine Arts students as standardized patients for simulated full physical exam testing for APRN students. • APRN faculty members initiate practice at UCHC Downtown Storrs. • Develop HRSA grant application for IPE (if call). • Implement HRSA grant on IPE program for older adults (MMalcolm)	**2015** • Plan established to reduce/remove institutional barriers to IPE. • Plan for implementation developed. • APRN faculty practice established for 2 faculty members. • HRSA grant application submitted (if call). • Year 1 goals met for HRSA grant on IPE program for older adults (MMalcolm).
2015 – 2016 • Implement plan for reducing institutional barriers. • Implement use of School of Fine Arts Drama students as standardized patients for simulated full physical exam testing for APRN students. • Explore collaborations for IPE with Kinesiology, Pharmacy, Medicine, Dentistry, Social Work, Allied Health & Nutrition. • Explore feasibility of Urban Service Track (UST) experience for nursing students at all	**2015** • At least 2 identified institutional barriers to IPE removed. • School of Nursing as collaborator and leader in IPE and IP collaborative projects and learning activities. • Plan established for IPE with 2 or more partners. • Plan established for integrating UST experiences for APRN students. • APRN faculty precept a minimum of 2 students.

	levels. • APRN faulty precept students at UCHC Downtown Storrs. • Implement HRSA proposal (if funded). • Implement Year 2 of HRSA grant on IPE program for older adults (MMalcolm)	• Evaluate program. • Year 2 goals met for HRSA grant on IPE program for older adults (MMalcolm).
	2016 – 2017 • Continue with plan for reducing barriers. • Implement IPE with new partners. • Integrate Urban Service Track experience for select APRN students. • APRN faculty practice at UCHC Downtown Storrs continues with ongoing preceptorships for students. • Implement Year 2 HRSA proposal (if funded). • Implement Year 3 of HRSA grant on IPE program for older adults (MMalcolm). • Develop new HRSA grant on IPE focused area (if call)	**2017** • IPE experiences for nursing students at varied levels with 2 or more other professions. • 2 or more nursing students from each level participate in UST. • APRN faculty precept 2 to 4 students. • Year 1 goals met for HRSA grant (if funded). • Year 3 goals met for HRSA grant on IPE program for older adults (MMalcolm). • Submit new HRSA grant (if call).
	2017 – 2018 • Continue with plan for reducing barriers. • Continue IPE activities with new partners. • Continue Urban Service Track experience for select APRN students. • APRN faculty practice at UCHC Downtown Storrs continues with ongoing preceptorships for students. • Implement Year 3 HRSA proposal (if funded). • Implement new HRSA grant on IPE focused area (if funded).	**2018** • IPE experiences for nursing students at varied levels with 2 or more other professions. • 2 or more nursing students from each level participate in UST. • APRN faculty precept 2 to 4 students. • Year 3 goals met for HRSA grant (if funded). • Year 1 goals met for HRSA grant (if funded).

III.5 Prepare students to learn effectively in an IPE environment and function effectively in IP collaborative practice settings.	**2013 - 2014** • Discuss with faculty goal of IPE integration in curriculum. • Develop curricular threads throughout APRN tracks for IPE and IP collaboration, incorporating evidence-based practice, critical analysis of research for multiple professions, ethical considerations, economics of healthcare, and leadership skill development.	**2014** • Activities for years 2, 3, 4, and 5 established. • Plan established for implementing curricular threads in APRN programs.
	2014 - 2015 • Advanced Nursing Practice: Integrate learning experiences in each didactic and clinical course. • Develop curricular threads throughout BS and CEIN programs for IPE and IP collaboration, incorporating evidence-based practice, critical analysis of research for multiple professions, ethical considerations, economics of healthcare, and leadership skill development. • Promote School of Nursing 's Healthcare Simulation Society among BS/CEIN students.	**2015** • Each APRN student participates in at least one IPE and one simulation experience. • Plan established for implementing curricular threads in BS and CEIN programs.
	2015 - 2016 • BS: Integrate learning experience in NURS 3292 (will become 3294). • Develop curricular threads throughout post-MS DNP program for IPE and IP collaboration, incorporating evidence-based practice, critical analysis of research for multiple professions, ethical considerations, economics of healthcare, and leadership	**2016** • Plan established for implementing curricular threads in post-MS DNP program. • Each BS and CEIN student participates in at least one IPE and one simulation experience. • Each APRN student participates in at least two IPE and two simulation experiences. • Students demonstrate understanding of the benefits and values of IP models for providing

	skill development.	care during activities (reflected in faculty evaluation of student). • Students demonstrate increased knowledge of the ethical threads inherent to collaborative IP practice during activities (reflected in faculty evaluation of student).
	2016 - 2017 • DNP: Integrate learning experiences in NURS 5865. • IPE exercises and simulations provide opportunity for students to apply innovation leadership skills that include application of evidence-based practice and critical analysis standards.	**2017** • Each DNP student participates in at least one IPE and one simulation experience. • Each BS and CEIN student participates in at least two IPE and two simulation experience. • Each APRN student participates in at least two IPE and two simulation experiences. • Students demonstrate understanding of benefits and values of IP practice models and collaboration, ethical threads inherent to collaborative practice, and leadership in at least one IPE clinical or simulation experience (reflected in faculty evaluation of student).
	2017 – 2018 • Evaluate IPE exercises and simulations to determine needed updates/changes in curriculum • Develop updates/changes in curriculum as needed based upon evaluation	**2018** • Curriculum is updated as needed to incorporate IPE and simulation experiences that are evidence-based pedagogies consistent with national standards.

Strategic Initiative IV: A Path towards Excellence in Public Engagement: A Focus on Enhancing UCONN School of Nursing Impact on the Community

Objectives:	Activities:	Outcomes:
IV.1 Expand Educational programs to provide/meet community needs	**2013 – 2014** • Assess Community Needs: publicize our ability to do this, showcase our skill sets • Inventory current faculty scholarship and its impact on partnerships, community needs • Map faculty expertise and potential engagement activities to 7 areas of impact in University strategic plan a. Advanced materials and manufacturing, b. Artists, scholars and public discourse c. Brain, mind and cognition d. Genetic, genomics, personalized medicine e. Health and wellness f. Human diversity, disparity and rights g. Sustainability and resilience	**2014** • Produce and distribute document with completed inventory to University and public.
	2015 • Develop publications, literature, outreach programs that showcase our skill sets to the community at large and our ability to meet their needs	**2015** • Disseminate information
	2016 • Assess the impact, scale it, reward it. (utilize academic analytics)	**2016** • Proposal for revised faculty workload to reflect the impact of faculty scholarship

		2017 • Implement revised faculty workload rubric • Update publications reflecting faculty abilities and skills
		2018 • Evaluate and revise based on community impact, outcomes

IV.2 Develop programs that enhance involvement at local, (SHS, Storrs Center) regional, state, national and global levels	**2014 – 2015**
	• Identify a specific town(s) or community(ies) for focus
	• Develop focused assessment projects to measure community needs
	• Develop Collaborative programs and activities at Storrs and each regional campus
	• Establish a "wellness" committee that will develop programs at Storrs and regional campus programs reflective of community needs assessment:
	   ➢ Student Health Services
	   ➢ UCHC Storrs Center
		2015
		• Established relationship/partnership with identified community
		• Developed assessments
		• Conduct focused assessments
		• Identify committee members
		• Develop and implement pilot Wellness programs at select campus locations

	2014 – 2015 **Health Professions Education program** • Expand additional faculty involvement • Expand to 9 credits (add practicum) to meet University expectations for graduate certificate program • Consider offering as CE	**2015** • Recruit interested faculty • Move developed proposal for additional credits to FF for approval

	2016
	• Include possible expansion of current programs to include public engagement
	   ➢ Pain/palliative care program
	   ➢ CHIP
	   ➢ Simulation
	   ➢ Study abroad in SA, PR, Beijing, Dublin
	   ➢ Universitas 21
		2016
		• Proposal of individual program expansion

		2016 • Develop one program proposals for each campus • Implement Programs
		2018 • Evaluate and revise programs
IV.3 Drive Certificate programs based on community needs (Ex: Camp nursing certificate program)	**2013 – 2014** • Continue School Nurse Emergency: move to online platform	**2014** • Collaborate with eCampus
	2014 – 2015 Explore expanding opportunities for specialization based on community assessments: • Corrections Health Center: Through Center structure facilitate the development of a team function with integration and participation of students • Increase collaborative with CCMC ➢ Pain Management course: CCMC Child Kind designation via IPS (part of CAMP) • NIDCAP certification (part of Neonatal Center)	**2015** • Establish planning Team for CHC • Establish committee with UCONN/CCMC faculty to initiate planning
	2015 – 2016 Develop seminal projects that measure the impact on the community	**2016** • Establish projects for roll out based on assessments, needs within CHC and CCMC

	• Include doctoral students and CNS, faculty/School of Nursing scholarship • Identify potential solutions to remove barriers. • Explore feasibility of working with Fine Arts students as standardized patients for simulated full physical exam testing for APRN students. • APRN faculty members initiate practice at UCHC Downtown Storrs.	
	2016 – 2017 • Implement programs	**2017** • Enroll first cohort(s) into programs
	2018 • Re-evaluate community needs	**2018** • Revise programs • Develop new programs based on community needs
IV.4 Increase visibility of the school as a leader in nursing education AND scholarship	**2013 – 2014** • Invite 6 national leaders to visit School of Nursing as visiting scholars • Provide uniform template for all School of Nursing poster presentations and power point presentations • Increased abstract submissions for various conferences (NONPF, AACN, ENRS, CANS, STTI) • Update and revise website • Consult with media department to assist in video development for website	**2014** • 10% Increased faculty attendance at meetings regionally and nationally • Improved functionality and appearance of revamped website • 10% increase in faculty involvement in regional, national and international organizations

- Annual calendar for recruitment booths at selected conferences - Counsel faculty at annual meetings on organizational involvement (current data in annual report, include in annual faculty goal statements) - Maintain NLN Center of Excellence status	
2014 – 2015 - Invite visiting scholars for two-day consultation visit each semester focused on scholarships of discovery and application aimed at both faculty and students - Explore partnership opportunities at regional and national level: AAMC & AACN for health professions education; New England Association of Neonatologists for neonatal interprofessional collaboration in education and scholarship	**2015** Relationships established with leading organizations for collaborative projects
2015-16 - Establish speakers bureau among School of Nursing students and faculty - Market faculty and student expertise locally, regionally and nationally	**2016** Faculty and students invited to speak with data linking invitation to use of speakers' bureau

	2016-17 • Market speakers' bureau to international audience • Continue to explore opportunities for partnerships, expanded to international level	**2017** • Speaker invitations increase by 20% over 2014 • Partnership opportunities increase by 20% over 2014
	2017-18 • Focus efforts on enhancing opportunities related to scholarship partnerships internationally	**2018** • Speaker invitations increase by 10% over 2016 • Partnership opportunities increase by 10% over 2016 • Partners identified with plan in place for using as template for future opportunities
IV.5 Increase faculty and student pride in the school	**2014 - 2015** • Develop a strategic plan for faculty recognition such as awards, academies, memberships in prestigious societies, etc. • Develop a strategic plan for student recognition such as awards, scholarships, etc.	**2015** • Increased recognition of faculty and students through awards, invitations to participate at the national level • Retention of successful faculty and students

	2015-18	2018
	• Implement strategic plan to secure additional recognition for faculty and student awards, memberships and academies.	• Faculty and students successful in securing additional awards and national recognition with at least half of faculty and 20% of graduates receiving external recognition of excellence.