School of Nursing
Strategic Plan 2012-2017

To be recognized as a leading center for nursing education in the Northwest.
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Introduction

This Strategic Plan (2012-2017) for the School of Nursing (SoN) at Boise State University is the guide the SoN will use to fulfill its mission and achieve its vision for the future. The plan is consistent with, and supports, the College of Health Sciences (COHS) strategic plan adopted in 2011 and the University’s strategic plan, Focus on Effectiveness, adopted in 2012.

The COHS plan emphasizes three main areas:

- Undergraduate Education: Produce reflective critical-thinkers, life-long learners, leaders and quality health practitioners.
- Graduate Education: Develop and deliver quality, collaborative graduate programs to produce distinguished leaders, researchers, and practitioners who will work to maximize the health of our communities.
- Research: Advance an academic culture that supports high quality scholarship resulting in health-related knowledge.

The university’s plan identifies five areas of focus:

- Signature high quality educational experience;
- Timely attainment of educational goals for our diverse students;
- Distinction as a doctoral research university;
- Align university programs and activities with community needs;
- Transform operations to serve the mission.
Background and Accomplishments

The SoN previous strategic plan (2007-2012) was focused on building infrastructure to ensure the SoN could be an engaged partner with a rapidly changing university. Major accomplishments under the prior strategic plan included:

◆ Increase in percentage of SoN faculty with doctorates from 25 percent in 2007 to 47 percent in 2012. The SoN continues to support six additional faculty in doctoral programs. We now need to maintain and refine this goal to ensure a mixture of faculty with research-focused and practice/clinical-focused doctorates.

◆ Fifteen students were research assistants and eleven were teaching assistants working with faculty in academic year 2011-2012. This met the goal of having an increase in faculty and student involvement that helps shape students’ values and socializes them to new roles, professional involvement, commitment to lifelong learning, and creativity.

◆ Research joint appointments in place with Saint Alphonsus and St. Luke’s Medical Centers. SoN faculty serve as evidence-based practice (EBP) mentors for staff at St. Luke’s, involving students as part of the EBP team. This met the goal of having faculty, students, and clinical partners that collaborate to ensure innovative, individualized, and evidence-based nursing education and practice.

◆ Increase in and maintenance of National Council Licensure Examination (NCLEX) pass rates above 95 percent.

◆ Development, implementation, and evaluation of a Dedicated Education Unit with St. Luke’s Treasure Valley.

◆ Development, implementation, and accreditation of SoN’s first graduate program, offering a masters in nursing with a focus on nursing care of populations.

◆ Development, implementation, and accreditation of an online/distance baccalaureate degree completion program using a self-support model.

◆ Support to develop and deliver advanced practice and doctoral level nursing education.

◆ Development and implementation of a top quality simulation program. The SoN offers approximately 300 simulations per year in the COHS Simulation Center. Held first national
Strategic Plan 2012-2017

In February 2012, the university added nursing as a primary emphasis area for the university. In addition, Boise State aspires to be a doctoral research university. This new emphasis and aspiration will impact the SoN strategic plan as the school continues to build infrastructure to ensure active engagement with the direction of the university.

The SoN has embraced the work of Ernest Boyer in recognizing scholarship as five interwoven areas: discovery, integration, application, teaching, and engagement.

In 1990, Ernest Boyer challenged college and universities to break out of the tired, old teaching versus research debate and to define, in more creative ways, what it means to be a scholar. Boyer called for a broader definition of ‘scholarship’ which brings legitimacy to the full scope of academic work. Boyer wrote, “Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students. Specifically, we conclude that the

- Simulation conference in spring 2012.
- Update of the undergraduate curriculum to reduce credits to 120 and ensure evidence base in courses.
- Development and implementation of the clinical track for SoN faculty.
- Increased the number of annual peer-reviewed publications from eight in 2007 to 13 in 2012.
- Maintained the momentum of annual peer-reviewed presentations with 30 in 2007 and 37 in 2012.
- Increased the number of annual peer-reviewed student publications and presentations to eight in 2012.
- Implementation of the role of Endowed Chair in the SoN.
- Move to the new Norco building, increasing space for teaching and research and adding new practice and simulation facilities.
- Transferred the associate degree nursing program to the College of Western Idaho.
- Maintenance of international relationships with China, Ecuador, Canada, the Philippines, and the Netherlands.
- Broadened admission for Baccalaureate Pre-licensure Program to include values in addition to GPA.
- Implementation of annual alumni recognition event for 25- and 50-year graduates.
- Support for Friends of Nursing: Annual fundraising event with proceeds over $40,000 in addition to continual fund raising. Approximately $450,000 in scholarships are awarded each year.

Foundation for the 2012-2017 SoN Strategic Plan

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work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of **discovery**; the scholarship of **integration**; the scholarship of **application**; and the scholarship of **teaching** (p. 16).” Boyer’s work continues to be developed and refined (Morrison, 2012; Astle, et. al., 2011; Ginsberg & Bernstein, 2011).

- The scholarship of discovery refers to the pursuit of inquiry and investigation in search of new knowledge.
- The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis.
- The scholarship of application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge. This includes the scholarship of engagement (Boyer, 1996) and practice.
- The scholarship of teaching includes not only transmitting knowledge, but also transforming and extending it.

The scholarship of teaching was further elucidated by Lee Shulman [former President of the Carnegie Foundation for the Advancement of Teaching] who provided a more precise definition of the Scholarship of Teaching stating that **scholarly teaching** must meet three criteria:

- The work must be made public.
- The work must be available for peer review and critique according to accepted standards.
- The work must be able to be reproduced and built on by other scholars.

Shulman writes, “the scholarship of teaching is not synonymous with excellent teaching. It requires “going meta” in which faculty frame and systematically investigate questions related to student learning” (Hutchings & Schulman, 1999, p. 13). Additionally, Ginsberg & Bernstein (2011) argue a change to scholarly work in teaching and learning requires profound organizational culture change.

The promotion policy for the SoN states: The Boise State University School of Nursing faculty defines scholarship as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that

1. is significant to the profession,
2. is creative,
3. can be documented,
4. can be replicated or elaborated, and
5. can be peer reviewed through various methods.

It includes the scholarship of discovery, the scholarship of teaching, the scholarship of application (engagement and practice), and the scholarship of integration as outlined by Boyer (1990, 1997) and the American Association of Colleges of Nursing (1999).

References


Above: School of Nursing graduate student Sandra Cook-Stewart, RN, BSN, stands with her research poster, “Nursing Assessment and Intervention Skills in Renal Replacement: State of Science,” at the 2011 Western Institute of Nursing conference.

Right: Members of Boise State Student Nurses Association surround School of Nursing faculty Lucy Zhao, MS, RN, and Marty Downey, PhD, RN, CCRN, HNC, at the 2011 National Student Nurses Association conference.

Center: School of Nursing faculty Vivian Schrader, PhD, RN, CNE, (far back) and Marty Downey, PhD, RN, CCRN, HNC, (far right) pose with School of Nursing alumni and their family during the 2010 School of Nursing Alumni Celebration.

Above: Students are excited to start and to return to the nursing program at the fall 2010 undergraduate nursing orientation.

Above: School of Nursing faculty Kelley Connor, MSN, RN, works with a student nurse in the College of Health Sciences Simulation Center.
School of Nursing 2012-2017 Strategic Plan

The SoN Strategic Plan is based on input from faculty, staff, students, administrators, and members of the community.

Vision: To be recognized as a leading center for nursing education in the Northwest.

Mission: Foster intellectual development and excellence in nursing education through teaching, learning, scholarship, and service.

Goal: To deliver high quality baccalaureate and graduate nursing education with graduates who contribute positively to the community.

The SoN follows the Boise State University set of shared values. These values guide our strategic planning, as they guide all actions within the Boise State community.

- Academic Excellence – we engage in our own learning and participate fully in the academic community’s pursuit of knowledge
- Innovation – we strive to create new and better ways of accomplishing our mission
- Collaboration – we reach across institutional, societal and cultural boundaries, working together for the success of the university and students
- Responsibility and Fairness – we are accountable for our choices and actions, which are based on an expectation of equality, impartiality, openness and due process
- Citizenship and Respect – we uphold civic virtues that prescribe how we behave in a self-governing community, obeying laws and policies while treating people with dignity, regardless of who they are or what they believe
- Caring and Trustworthiness – we manage ourselves with integrity by being honest in our communication and conduct, and by showing concern for the welfare of others.

Goals for 2012-2017 Strategic Plan

1. Recognition as a premiere nursing school with expert faculty, outstanding staff, engaged students, and community and alumni ambassadors.
2. Enhance and expand graduate programs in the SoN
3. Enhance undergraduate nursing program options
4. Increase the scholarship of teaching, application/practice, integration, and engagement.
5. Increase the scholarship of discovery
Goal 1: Recognition as a premiere nursing school with expert faculty, outstanding staff, engaged students, and community and alumni ambassadors.

There is no one single definition of what a premiere school means. We do know that premiere schools are described by the employees, students, alumni, and the community as outstanding. Premiere schools have alumni and community support to ensure the success of the students. Premiere schools have outstanding faculty who are constantly focused on improvement in their teaching, service, and scholarship. Excellence is generally recognized through the peer review process. This can be accomplished through internal peer reviews of teaching and service, external peer review of scholarship, and through national certifications. Faculty practice is essential to ensure teaching, service, and research is situated within the practice of nursing. Premiere schools have students who are actively engaged in their education and are representing the school at community events.

The following Key Performance Indicators (KPIs) will be used to assess this goal. By 2017:

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| Culture survey results with 85 percent average or above in communication, decision making, governance, and teamwork with at least 80 percent reporting they are satisfied and would recommend the school as a place to work. | ✦ Implementation of a culture team to oversee the quality of the workplace culture.  
✦ Implement a clear shared governance model reflecting the status of a school with increased numbers of programs. |
| Sixty percent of faculty are nationally certified or are National Fellows. | ✦ Policy approved for paying for certifications. Financial support for obtaining and renewing certifications.  
✦ Financial support for preparation conferences and materials for certifications.  
✦ Bring in speakers for faculty development related to certifications.  
✦ Support visiting scholars program. |
| Faculty practice model developed and piloted. | ✦ Develop statements on faculty expertise and how practice can augment teaching.  
✦ Investigate other faculty practice models that are inclusive of all faculty and not limited to advanced practice nurses. |

(Academic Year 2011-12: culture survey results range from 70-80 percent.)

(Academic Year 2011-12: 37 percent are certified or Fellows.)

(Academic Year 2011-2012: No model exists.)
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| Seventy percent of full-time faculty prepared with doctoral degrees, PhD, EdD, DNP. Mixture of research and clinical (practice) doctorates to reach strategic goals. | ♦ Recruitment of faculty with terminal degrees and continued financial support for faculty to complete terminal degrees.  
♦ Support for Friends of Nursing for fundraising for doctoral education. |
| (Academic Year 2011-12: 50 percent of faculty have doctorates.) | |
| Peer review process developed and piloted for faculty in teaching, research and service and for staff. | ♦ Write a clear purpose statement on why peer review is important.  
♦ Development and implementation of a peer review process for teaching, research, and service. |
| (Academic Year 2011-12: Peer review, external, only for promotion and tenure for faculty.) | |
| Ten alumni events hosted. | ♦ Focus on holding two SoN alumni events per year.  
♦ Increase visiting scholar opportunities to encourage dialogue for faculty, students, and alumni.  
♦ Focus on highlighting alumni on the reader boards in the SoN to highlight our Bronco nursing community. |
| (Hosted one to two events per year for 2010, 2011, and 2012.) | |
| Six percent of all SoN students participate as a research assistant or teaching assistant. | ♦ Develop online orientation program for research or teaching assistants.  
♦ Investigate a one-credit class for research or teaching assistants to increase mentoring.  
♦ The SoN will continue to support hiring students as research and teaching assistants and students will be welcomed and encouraged to participate in SoN governance committees. |
| (Academic Year 2011-12: 4 percent.) | |
| Three percent of students in the SoN represent the SoN by making presentations at regional, national, or international events. | ♦ Faculty will include opportunities for public presentations in course assignments.  
♦ Student Nurses Association will include public presentations as part of their annual events. |
| (Academic Year 2011-12: 1.3 percent.) | |
| Award over $650,000 in scholarships to students annually. | ♦ Support the Development Director and Friends of Nursing to ensure our students are supported financially. |
| (Awarded $480,000 in 2012.) | |
| Raise an additional $250,000 to support faculty research and development through the Friends of Nursing. | ♦ Support the Development Director and Friends of Nursing to ensure our faculty are supported financially. |
Goal 2: Enhance and expand graduate programs in the SoN.

The American Association of Colleges of Nursing released a position paper on the educational advancement of nurses (http://www.aacn.nche.edu/education-resources/TricouncilEdStatement.pdf). The white paper describes the increasing complexity of providing nursing care with the high technology, complex medical therapies and treatments, and chronic health conditions (in all age groups) nurses now see. These changes underscore the need for nurses to be more highly educated. The white paper states that increased education and advanced degrees will “better prepare nurses to develop process improvements that address medical errors, reimbursement issues, navigating multiple systems of care, and other challenges in the healthcare delivery system.”

With the aging population, Boise State University SoN believes in the importance of preparing advanced practice nurses to meet the challenges of gerontology care through the newly developed adult-gerontology advanced practice certification.

To address the complexity of health care systems, Boise State University SoN believes in preparing clinicians, educators, and leaders with the skills needed to effectively make needed changes by offering the Doctorate of Nursing Practice degree in the indirect provider role.

Students prepared with graduate degrees must be able to articulate their thoughts in a scholarly method. Nurses prepared with graduate degrees must be able to have scholarly dialogue with other health care professionals prepared with doctoral degrees. These skills are developed by giving students opportunities to participate in peer reviewed presentations and publications while being mentored by faculty.

Interprofessional practice is being recognized as the answer to what has become fragmented health
care. Nurses are pivotal in the interprofessional model as coordinators of care. Graduates from the SoN graduate programs need to be well grounded in interprofessional experiences during their time in school.

The following KPIs will be used to assess this goal. By 2017:

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<tr>
<td>Develop, implement, and obtain accreditation for a masters level Adult-Gerontology Nurse Practitioner program. (Academic Year 2011-12: No program exists,)</td>
<td>✦ Participate in curriculum development with the American Nurses Credentialing Center (ANCC). ✦ Obtain approval through the State Boards of Education and Nursing. ✦ Obtain adequate clinical placements for students. ✦ Partner with Development Director to fundraise for faculty funding to begin program. ✦ Obtain accreditation. ✦ Increase gerontology knowledge for current Nurse Practitioners. ✦ Find acute care Nurse Practitioners for consultation.</td>
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<tr>
<td>Develop, implement and obtain accreditation for a Doctorate of Nursing Practice program focused on the leadership, education and care of populations. (Academic Year 2011-12: No program exists,)</td>
<td>✦ Develop curriculum. ✦ Obtain approval through the State Board of Education and notify the State Board of Nursing. ✦ Obtain adequate clinical placements for students. ✦ Partner with Development Director to fundraise for faculty funding to begin program. ✦ Obtain accreditation.</td>
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<tr>
<td>Triple the yearly number of graduate student refereed publications by 2015** (Academic Year 2011-12: None in 2011 or 2012.)</td>
<td>✦ Participate in the COHS Graduate Strategic Team. ✦ Build assignments in the graduate programs to encourage publications. ✦ Encourage faculty to work with students to publish projects and/or theses. ✦ Explore having manuscripts as a requirement in a course. ✦ Increase mentoring support.</td>
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<td>Fifteen credits of the required graduate curriculum will be common to all COHS graduate students by 2016** (Academic Year 2011-12: 15 credits are cross listed)</td>
<td>✦ Participate in the COHS Graduate Strategic Team. ✦ Collaborate on course development.</td>
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**KPIs shared with the College of Health Sciences Strategic Plan
Goal 3: Enhance undergraduate nursing program options.

Simulation is becoming a mainstream teaching strategy in nursing education. Studies abound that show the effectiveness of simulation. To offer effective simulation experiences, students must have the simulated experiences in an excellent center. Excellence in simulation is noted through national accreditation and through certification of faculty in simulation education.

The most public measure of excellence in undergraduate pre-licensure nursing education is the pass rate on the licensure examination and the graduation rate of the students. To have a premiere school, we need to continue to focus on these two areas.

Interprofessional practice is being recognized as the answer to what has become fragmented health care. Nurses are pivotal in the interprofessional model as coordinators of care. Graduates from the SoN undergraduate program options need to be well grounded in interprofessional experiences during their time in school.

Diversity in the population is increasing. Graduates need to have experiences that prepare them to interact effectively with people who are “different” from them. Cross cultural experiences through study away help students to build necessary skills. Many cross cultural experiences are available close by, but in areas with different cultural beliefs.

The Institute of Medicine report “The Future of Nursing: Leading Change, Advancing Health” calls for schools to encourage baccalaureate graduates to go directly into graduate programs with a goal that 10 percent of all bachelor's degree graduates go to graduate school. The SoN needs to ensure we exceed this goal.

The following KPIs will be used to assess this goal. By 2017:

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<td>Obtain accreditation of the COHS Simulation Center.</td>
<td>♦ Complete the self-study, pay fees, and have site visit.</td>
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<td>♦ Maintain accreditation.</td>
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*(Academic Year 2011-12: Center in not accredited.)*
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<td>A minimum of two faculty certified in simulation education. (Academic Year 2011-12: No faculty are certified.)</td>
<td>✦ Support sending faculty to workshops on teaching using simulation. ✦ Hold annual National League for Nursing simulation conference on Boise State campus. ✦ Pay for certification fees (see Goal 1).</td>
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<td>NCLEX pass rates above 92 percent or above the national mean (whichever is higher.) (Academic Year 2011-12: NCLEX pass rates at 96 percent.)</td>
<td>✦ Continue the use of standardized testing. ✦ Implement routine analysis of results for curriculum feedback. ✦ Obtain reliability and validity information on teacher-made tests. ✦ Refine the implementation of the student success model. ✦ Evaluate the effectiveness of student care plans on graduation rates.</td>
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<td>Development and implementation of a required 400-level interdisciplinary capstone course, for all undergraduate COHS students. (Academic Year 2011-12: Course developed and pilot in fall 2012.)</td>
<td>✦ Participate in the COHS Undergraduate Strategic Team.</td>
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<td>Development and implementation of an interdisciplinary curriculum plan for all undergraduate COHS students. (Academic Year 2011-12: Skills course is inter professional.)</td>
<td>✦ Participate in the COHS Undergraduate Strategic Team. ✦ Partner with the Development Director to fundraise for an interdisciplinary incubator.</td>
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<td>Provide a minimum of four study-away opportunities for students. (Academic Year 2011-12: Active international study program.)</td>
<td>✦ Broaden the focus on International Nursing Opportunities Committee to include all cross-cultural experiences (not just international). ✦ Define cross-cultural experiences.</td>
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<td>Fifteen percent of all baccalaureate graduates matriculate into graduate programs within five years of graduation. (Academic Year 2011-12: Not tracked. Anecdotally, it is less than five percent.)</td>
<td>✦ Have students explore graduate nursing programs. ✦ Have information on graduate programs available for undergraduate students. ✦ COHS Student Services and Academic Advising will hold special events to educate students on graduate school opportunities.</td>
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"KPIs shared with the College of Health Sciences Strategic Plan"
Goal 4: Increase the scholarship of teaching, application (engagement and practice), and integration.

Academic institutions should be recognized as places of scholarship. Boise State University SoN embraces Boyer’s model of scholarship and seeks to excel in all areas of scholarship.

Technical or EBP reports and policy papers represent the scholarship of application (includes engagement and practice). These types of reports and papers demonstrate the application of information to practice or policy. Another demonstration of the scholarship of application is through being a peer reviewer or editor of a peer reviewed journal. These positions demonstrate our faculty are considered excellent in the eyes of their peers. Other ways faculty demonstrate excellence through application, engagement, and practice is through being retained as a consultant and by serving on professional committees and/or boards with a state, regional, national, or international focus.

Faculty holding a Doctorate of Nursing Practice are expert clinicians by virtue of the degree. It is essential to have an evidence-based practice focus identified and maintained.

Teaching is the reason we exist at a university. For excellence in a program, we must ensure we are engaged in the scholarship of teaching. For our teaching to be scholarly, it must be made public and open to peer review. This generally implies that the results of the innovation are published.

To practice the scholarship of application and integration, we must engage in teaching, service, and scholarship with other professionals and with our community. This might include involving students in service-learning activities, having joint research or practice appointments with our practice partners in the community, and having interprofessional teaching or research teams.

The following KPIs will be used to assess this goal. By 2017:

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<td>Develop 10 policy or EBP reports.</td>
<td>Define policy papers.</td>
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<td>(Academic Year 2011-12: none.)</td>
<td>Provide workload time to focus on report/paper development.</td>
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<td>Focus on EBP papers starting with the fourth semester skills class.</td>
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<td>Add more EBP assignments to feed into policy papers.</td>
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<td>Provide writing mentors and education.</td>
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| Twenty percent of faculty serve as reviewers or editors for peer-reviewed journals. | ✦ Provide workload time to be a journal editor.  
✦ Encourage faculty to request to be peer reviewers for peer-reviewed journals. |
| (Academic Year 2011-12: 12 percent.) | |
| Twenty percent of faculty are engaged as consultants. | ✦ Provide time per State Board of Education policy for consultation.  
✦ Hold forums on how to develop a consulting practice. |
| (Academic Year 2011-12: Not assessed.) | |
| Thirty-five percent of faculty are engaged on professional committees and/or boards (statewide, regional, national, international.) | ✦ Ensure engagement on boards at statewide level and above is a part of workload policy.  
✦ Administrative team to encourage participation.  
✦ Develop mechanism to share learning from committee appointments back to the SoN. |
| (Academic Year 2011-12: 24 percent.) | |
| Implement at least six new scholarly teaching innovations. | ✦ For teaching/practice/research teams to focus on new teaching methodologies. Measure and evaluate outcomes of evidence-based teaching methods. |
| (Currently implementing at least one per year.) | |
| Ten percent of courses in the SoN are identified as service-learning courses. | ✦ Introduce service-learning to all new faculty.  
✦ Encourage the curriculum team to discuss service-learning with faculty as courses are reviewed.  
✦ Quantify the service hours provided by SoN faculty and students. |
| (Academic Year 2011-12: Six percent.) | |
| Five joint research and/or practice appointments or arrangements with the community. | ✦ Faculty and administrators to explore opportunities for joint appointments.  
✦ Provide workload and Faculty Incentive Payment Program for joint appointments. |
| Five active interprofessional teaching and/or research teams. | ✦ Hold forums to encourage interprofessional teaming. |
| (Academic Year 2011-12: Skills class, at least two research teams, but not currently assessed) | |
Goal 5: Increase the scholarship of discovery.

Peer review is the “gold standard” for scholarship. Publications in peer-reviewed journals has been traditionally defined as the means for dissemination of research and other scholarly works. Thus, we will focus on an increase in peer-reviewed publications.

The scholarship of discovery is focused around the more traditional research that occurs in universities. The traditional measures in this area are research expenditures and the number of external grant submissions. Not all grants and contracts are traditional research. The SoN desires to increase the activity around traditional research and, thus, will seek to increase the number of research grant applications. However, all types of grants and contracts will be considered under research expenditures as all grants and contracts are handled through the Office of Sponsored Programs.

To facilitate the increases in peer-reviewed publications and grants, faculty must focus their scholarly activities to ensure depth of knowledge as opposed to breadth. Thus, the school will work with faculty who have research doctorates to identify focus areas for research.
The following KPIs will be used to assess this goal. By 2017:

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| Ten percent per year increase in peer reviewed publications.** | ✦ Develop and implement a program for writing mentors.  
✦ Provide workload time and accountability.  
✦ Work with Friends of Nursing to increase support for faculty research. |
| *(Academic Year 2011-12: 13 in 2012.)* | |
| Submit an average of two external research grant applications per year. | ✦ Develop and implement a program for research mentors.  
✦ Provide workload time and accountability.  
✦ Provide reduced teaching and service loads for new faculty with research agendas.  
✦ Provide start-up packages for faculty with research agendas.  
✦ Provide staff support for statistical analysis.  
✦ Support for the Development Director to fundraise for graduate research assistant positions. |
| *(Academic Year 2011-12: one per year.)* | |
| Increase research expenditures from external sources by 35 percent by 2015.** | ✦ Develop and implement a program for research mentors. |
| *(Academic Year 2011-12: $31,944.)* | |
| Eighty percent of faculty with academic (research) doctorates have a research focus. | ✦ SoN Administrative team and COHS Office of Research to assist faculty in developing research foci. |
| *(Academic Year 2011-12: 50 percent.)* | |
| Increase faculty scholarship through extra-departmental partnerships by 10 percent per year.** | ✦ Hold forums to encourage interprofessional teaming.  
✦ Focus hires on faculty with history of interprofessional partnerships.  
✦ Investigate cross-college academic appointments. |
| *(Academic Year 2011-12: Not assessed.)* | |

**KPIs shared with the College of Health Sciences Strategic Plan**