Strategic Plan
College of Nursing
The Ohio State University
2011-2016
Strategic Planning at The Ohio State University

Ohio State’s future will be defined and driven by the university’s move from excellence to eminence. Making that move requires a strategic vision and a clear path for achieving it.

Strategic planning is a systematic process, one that builds commitment to priorities essential to mission-critical work. Strategic planning establishes the guideposts that chart the journey toward eminence and provides opportunities to assess the steps along the way. Strategic planning also helps ensure that the university remains vital, sustainable, and accountable.

All strategic planning at The Ohio State University is founded in the overarching principles of the institution’s vision, mission, and values.

Ohio State’s Vision

The Ohio State University will be the world’s preeminent public comprehensive university, solving problems of worldwide significance.

Ohio State’s Mission

We exist to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

Ohio State’s Values

Shared values are the commitments made by the Ohio State community regarding how work will be conducted. Our values at Ohio State include:

- Excellence
- Collaborating as One University
- Acting with Integrity
- Personal Accountability
- Diversity in People and Ideas
- Change and Innovation
- Simplicity in our Work
- Openness and Trust
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Letter from the Dean

May 15, 2012

Dear Stakeholders,

The 2012-2017 strategic plan for our College captures our exciting vision for the future and aligns with the University’s strategic direction to move from excellence to eminence. It is not only filled with innovative dreams for our college, but it is our roadmap with goals, metrics and tactics for achieving those dreams. We are confident that our culture of accomplishing what others think is impossible will lead to the successful attainment of the ambitious goals that we have set forth in this strategic plan in order to become a top-tier college of nursing in the next five years with meaningful positive impact on healthcare and local-to-global optimal health for the people whom we serve.

Throughout our six-month strategic planning process, we involved faculty, staff, transdisciplinary colleagues, students, national leaders and key community partners who provided input into the vision and goals that were crafted. Teams came together across education, research, health promotion and wellness, and evidence-based clinical practice in lively “innovation workouts” to envision the needed future of education, healthcare, and wellness in order to determine initiatives that would allow us to advance rapidly as local, regional, and national/international innovation leaders.

In his book The Innovator’s Prescription: A Disruptive Solution for Healthcare, Clayton M. Christensen said “Our health care system is in critical condition. Each year, fewer Americans can afford it, fewer businesses can provide it, and fewer government programs can promise it for future generations. We need a cure, and we need it now.” The cure in creating a healthcare system that is high value, low cost is one that places health promotion and wellness at the forefront of the nation’s priorities. Since a major area of emphasis for the nursing profession has long been health promotion and wellness, our college has endless opportunities for extraordinary impact in creating a healthier nation and globe. As such, health promotion and wellness is a high priority in our strategic plan and will be heavily emphasized in our educational programs, research programs, evidence-based practice initiatives and community engagement services. Providing our students with the highest quality of education that incorporates transdisciplinary learning across all programs and the skills to engage in healthy lifestyle behaviors and lifelong learning is a top priority.

In order to advance in our national standing, we also will place heavy emphasis on the recruitment and retention of top notch scientists as well as the generation of research findings that have real world applicability for the ultimate purpose of improving healthcare quality and patient outcomes. Once findings from studies are generated by our researchers, we will work...
diligently to translate those findings into clinical practice through our new center for transdisciplinary evidence-based practice.

We need to remember that “Nothing happens without first a dream” (Carl Sandburg), and that the belief in that dream and persistence through the challenges or “character-builders” is what is necessary to accomplish the dream. Given our dreams, terrific momentum, and the commitment and dedication of our outstanding team here in the College along with the support of our great University and collaboration with transdisciplinary colleagues, we are confident that we will successfully accomplish this innovative strategic plan.

Warm regards,

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean, College of Nursing

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College Overview

The College of Nursing at Ohio State is one of seven health sciences schools, part of the largest health sciences campus in the nation. It has a nearly 100-year history and maintains a rich tradition of excellence in teaching, learning, research and service. We are an important resource for producing the highest quality of professional nurses, advanced practice nurses and researchers to the state and nation. The faculty, staff and administrators work collaboratively with other colleges across OSU, the OSU Medical Center, the James Comprehensive Cancer Center, Nationwide Children’s Hospital and hundreds of community agencies to provide exemplary academic programs, generate leading edge interdisciplinary research, provide evidence-based healthcare, and promote the health and wellness of the people whom we serve. The Ohio State College of Nursing master’s program ranks second in the state behind Case Western Reserve University and first among Ohio’s public universities. The college’s graduate program is ranked 32nd in nation according to the latest U.S. News & World Report poll, and the college is 42nd in NIH ranking among colleges of nursing, with $560,318 in funding for fiscal year 2011.

The College of Nursing offers the Bachelor of Science in Nursing, Master of Science, Doctor of Nursing Practice (DNP) and the Doctor of Philosophy (PhD) academic programs. The bachelor’s program prepares nurses for entry into practice; creative options for enrollment include those with degrees in other fields and associate degree prepared nurses. The master’s programs prepare advanced practice clinicians, including administrators, nurse practitioners, nurse midwives, and clinical nurse specialists. The doctoral programs prepare academicians, researchers (PhD) and clinical experts in evidence-based practice and clinical scholarship (DNP). Every professional degree program offered at the college is fully accredited by the Commission on Collegiate Nursing Education, and the pre-licensure programs are approved by the Ohio Board of Nursing. The growing shortage of nurses across the nation makes our role in preparing nurse clinicians and leaders vital to the health of Ohio and the nation.

The current challenges in healthcare and the education of nurses are outstanding opportunities to make a meaningful positive impact across the state, nation and globe. This strategic plan is our roadmap for advancing the College of Nursing into the top-ten tier of academic and research rankings, and recognizing us as a global leader in innovative academic programs, cutting-edge research that improves healthcare quality and patient outcomes in real-world settings, evidence-based practice, and health promotion and wellness. With increasingly complex and sophisticated healthcare and health system models influenced by policy and rapidly changing technology, nurses at all levels must be prepared to take on diverse and transdisciplinary roles. It is our mission to prepare the highest quality of competent evidence-
based nurses to take on such roles and to develop clinicians, educators and researchers who are leaders in the field. We are poised to embark on an exciting journey of discovery, innovation, and leadership that will: a) raise our visibility locally, nationally, and internationally, b) differentiate us from other colleges of nursing throughout the nation, and c) propel us from excellence to eminence.

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Strategic Vision of the College of Nursing

The Ohio State University College of Nursing is the world’s preeminent college known for accomplishing what is considered impossible through its transformational leadership and innovation in nursing and health, evidence-based practice and unsurpassed wellness.

Strategic Mission of the College of Nursing

We exist to revolutionize healthcare and promote the highest levels of wellness in diverse individuals and communities throughout the nation and globe through innovative and transformational education, research and evidence-based clinical practice.

Core College Goals and Values

Core Goals

- Produce the highest caliber of nurses, leaders and health professionals equipped to effectively promote health, impact policy and transform healthcare across culturally diverse individuals, groups and communities.

- Transform healthcare to positively impact and sustain wellness through transdisciplinary and innovative education, research and evidence-based clinical practice.

- Ensure that all students, faculty and staff engage in healthy lifestyle behaviors and promote the highest levels of wellness in diverse individuals, groups and communities.

- Foster collaborative, entrepreneurial initiatives with local, national and international partners to improve healthcare and health outcomes.

- Support faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to teach, conduct research, practice and to learn.

Core Values

Excellence: in the standards we set, the results we produce, the relationships we are in, and the dedicated service we provide.

Collaboration and Authenticity: our aspirations demand we remove internal boundaries—we must share information, promote teamwork, and think creatively to make this happen. We must also be authentic and transparent in our relationships and activities.
Curiosity and Intellectual Rigor: we engage in lifelong learning, ignite a spirit of inquiry in our colleagues and students, and stimulate critical thinking to solve health and healthcare’s greatest challenges.

Integrity and Personal Accountability: we accept responsibility for our actions, we keep our word, we focus on solutions rather than fault and blame, and we take initiative to make things happen.

Openness, Trust and Respect: our communication is direct, honest and respectful; we are open to constructive feedback and coaching, and we give feedback with candor and respect.

Integrity and Personal Accountability: we adhere to a code of moral values and take responsibility for our actions.

Diversity in People and Ideas: we respect and welcome diverse individuals and ideas, and interact with them in a way to facilitate their growth and development.

Empathy and Compassion: our actions seek to understand and be sensitive to the feelings, thoughts and experiences of others; we routinely engage in acts of caring.

Personal and Professional Wellness: we engage in and model healthy lifestyle behaviors and interactions with our colleagues and students in order to achieve the highest level of wellness in our personal and professional lives.

Transformational and Innovation Leadership: we lead and inspire others to: innovatively solve the most pervasive problems in education, health and healthcare, and to be entrepreneurial; we walk our talk.
Strategic Scan

The External Environment

Estimates are that the cost of healthcare delivery in the United States (U.S.) is 2.3 trillion dollars a year, a tripling of its cost in the past two decades.\(^1\) Poor quality healthcare costs the U.S. approximately 720 billion dollars in 2008; wasteful spending costs the healthcare system 1.2 trillion dollars annually. Half of American hospitals are functioning in deficit.\(^2\) Further, approximately 250,000 individuals die every year from medical errors, many of which could have been prevented with evidence-based practices (EBP). Without EBP, patients do not receive the highest quality of care, health outcomes are seriously jeopardized, and healthcare costs soar.\(^3\) The U.S. healthcare system could reduce its spending by 30% if patients receive evidence-based healthcare.\(^4\) Additionally, approximately 3-10% of hospital admissions are associated with adverse events; 5 to 15% resulting in permanent disability or death. Fragmentation of care in our healthcare system is another huge problem.\(^5\) It is now not unusual for a typical Medicare patient to see two primary care providers and five specialists working in four medical practices.\(^6\) Our healthcare system cannot sustain these rising healthcare costs, wasteful spending and lack of evidence-based practices without a collapse of the entire system.

The health of the American people also is in critical condition. Behaviors are the number one killer of Americans, due to smoking, overeating, lack of physical activity, non-adherence to medications and suicidal gestures. Overweight and obesity will soon surpass tobacco as the number one cause of preventable death and disease in the United States. With the rapid increase in the prevalence of overweight and obesity, the Centers for Disease Control predict that one out of three Americans will have diabetes by 2050. According to the Medicare Payment Advisory Commission (MedPAC), approximately 75% of total U.S. healthcare spending was allocated to the treatment of chronic diseases.\(^5\) For Medicare, chronic diseases account for 96% of total spending with approximately one quarter of older Americans having four or more chronic conditions.\(^7\) Successful treatment of chronic disease prevents morbidity and mortality. However, as an example, less than 22.7% of Americans have been told that they have hypertension and less than half of those diagnosed have actually been treated to effective levels. Hypertension treatment reduces the risk of death from cardiovascular disease by 25% and stroke by 40%.

Americans also have rapidly climbing rates of mental health disorders. The National Institute of Mental Health reports that 26.2 percent of Americans who are 18 years and older have a diagnosable mental health disorder within a given year, with six percent of these individuals having a serious mental health disorder.\(^8\) One in every three to four children experience a mental health disorder. A recent survey of 10,123 adolescents between 13 and 18 in the U.S. found a prevalence rate of 31.9% for anxiety disorders, 19.1% for behavior disorders, 14.3% for mood disorders and 11.4 percent for substance use disorders, with 40% of youth with one disorder also meeting criteria for another disorder.\(^9\) The overall prevalence of disorders with severe impairment and/or distress was 22.2%. Furthermore, evidence is accumulating to support the assertion that individuals with chronic diseases and co-morbid mental health disorders have
higher rates of complications, outpatient visits and hospitalizations, leading to greater healthcare costs. These morbidities are even higher in minority populations.

Federal funding for public health has remained flat for almost five years while individual states cut nearly $392 million for public health programs in the past year, which leaves communities around the country struggling to deliver basic disease prevention and health promotion. States across the nation have experienced overall budgetary shortfalls of $425 billion since FY 2009. For example, in 2010, Ohio received $13.6 per capita total from the Centers for Disease Prevention and Control, placing us well below the national average of $20.25 per person for public health funding. In Ohio, adult asthma rates are over 15%, placing us among the states with the highest such indicator of poor health. Such exemplars of poor health and low resources further illustrate the need for a comprehensive approach to health care solutions.

Although the United States Preventive Services Task Force (USPSTF) has long published evidence-based prevention recommendations on various health topics that are often viewed as “gold-standard,” these evidence-based guidelines and other evidence-based clinical preventive services by primary care providers are underutilized, resulting in wasteful healthcare spending and, more importantly, loss of life years for Americans. Furthermore, limitations in research funding and the supply of high quality studies in primary care settings are a major challenge in the development of additional evidence-based guidelines to enhance best practices for a variety of conditions.

As healthcare costs continue to rise, more wellness programs are being created in corporations and institutions across the country. The California State University system has seen a $100 million dollar increase in healthcare premium costs over the past four years, which is not covered by the state system. According to data gathered from approximately 600 academic institutions by the College and University Professional Association for Human Resources, healthcare costs over the past four years for college employees with families have increased five to 11 percent, which is not sustainable. Institutions will have no choice but to continue to shift the burden of these rising costs to their employees.

The changing nature of morbidities in the U.S. and the current critical condition of our healthcare system is calling for innovative studies and programs of research that will lead to evidence-based screening and successful intervention/treatment strategies as well as new models of transdisciplinary care that enhance patient outcomes and, at the same time, decrease healthcare costs (i.e., high-value healthcare). This is no small feat, but it can be accomplished with a common vision, rigorous research, acceleration of evidence-based practice and funding directed to high priority areas that will make a difference in the most prevalent conditions negatively impacting Americans and our healthcare system.

Accessibility to health care is a key factor in health outcomes. The National Healthcare Disparities Report highlights that a worsening situation exists for those who are under-insured in terms of access to acute and preventative health care. Health care in America today is inaccessible to many, expensive for most and fragmented for all. To deliver cost-effective, accessible, and affordable health care, we need a transformation toward an evidence-based,
patient-centered, convenient, helpful and affordable system. The increased production of advanced practice nurses, including nurse practitioners and certified nurse midwives, is critical to increasing access to underserved populations.

The most important trend in nursing in the past decade has been the worsening shortage of nurses prepared to deliver bedside care in hospital settings, primary health care in ambulatory settings and leadership in healthcare systems. Consequently, a major trend in nursing education nationally has been – and will remain – the addition and substantial enlargement of programs at both undergraduate and graduate levels. The major constraining factor on continued increases in enrollment is a national shortage of nurse faculty, particularly those with doctoral preparation. Nursing schools across the U.S. turned away more than 67,500 qualified applicants from baccalaureate and graduate nursing programs in 2010, due in part to an insufficient number of faculty, according to the American Association of Colleges of Nursing (AACN). That shortage also impacts another trend in health care, which is to require that the care of patients be based on sound research evidence. It is imperative that the science of nursing and health care continue to advance, and that there be available a sufficient number of nurse scientists prepared to develop the science and guide its application in practice. The predominant theme in the Institute of Medicine report is that nurses must exert stronger leadership in addressing the fiscal challenges facing health care and in developing innovative improvements in care technology. They must assume more active roles in shaping policy. The mandate for nursing education is clear: nurses must be educated to provide more effective leadership. Further, there also is a large percentage of the nursing workforce that is retiring, creating both a need and an opportunity to educate new nurses. Mandated regulation of medical resident hours has increased demands on advanced practice nurses who are now educated to perform many tasks formerly limited to physicians.

The Ohio State University College of Nursing increased enrollment in its BSN and graduate entry option by 46% and 71% respectively over the past eight years. The RN to BSN option offers associate- and diploma-prepared nurses to obtain a baccalaureate degree, qualifying them for advancement and leadership in the clinical and community health settings. Enrollment in this program increased 600% in the past eight years, and the number of nurses admitted to this program more than doubled from spring of 2011 to spring of 2012. We also offer a comprehensive selection of master’s specialty programs--one for advanced clinical generalists, eight programs for nurse practitioners or clinical nurse specialists, one for nurse midwives and one for nurse administrators. Increasing enrollment in the advanced practice specialty programs can be used to enhance our strategic plan to serve as resource in Ohio and the nation.

The American Association of Colleges of Nursing (AACN) has established guidelines for clinical simulation, a rapidly developing resource for educating students. Acute and chronic care in hospital settings has become increasingly complex. It is imperative that our students be optimally prepared to engage and interact in these settings. The College of Nursing has invested heavily in its Technology Learning Complex (TLC) where computerized whole body simulators are programmed to mimic a variety of clinical conditions and to respond realistically to the “care” administered by students. Faculty-developed scenarios and group simulation exercises help to develop students’ critical thinking and clinical judgment, and to assure that they are exposed to a wide variety of clinical situations and can practice safely. Additionally, an innovative feature of these simulations is a virtual community that mirrors the Columbus area
community. Faculty draw ‘families and patients’ from this virtual community to create realistic patient and health care issues for student learning. In Fall 2011, the TLC faculty successfully staged a realistic mass casualty in the lobby of the college to train acute care students in disaster preparedness and response. A total of six simulation labs are equipped with five whole body simulators and an electronic clinical information system, and are equipped to resemble a variety of actual clinical settings. In addition, two of the college’s major programs (RN to BSN, and DNP) and the family nurse practitioner specialty track in the MS program are fully available online for distance learning, and an expansion of online offerings is planned.

Doctoral education is nursing has seen many changes over the past few years with a growing emphasis on the professional doctorate (Doctor of Nursing Practice – DNP) that prepares clinical leaders who can implement evidence-based practice, in contrast to the PhD that continues to prepare nurse scientists to conduct innovative, transdisciplinary research. There are approximately an equal number of DNP and PhD programs offered by schools of nursing nationally (120 of each), however, the number of graduates remains too low to adequately fill the pending faculty shortage. The DNP was added to the educational offerings at the college in 2008 and the PhD continues to be a worthwhile educational program. Given the escalating need for faculty and nurses, the college has made increasing enrollments to both the DNP and PhD programs a high priority.

Nurse scientists are increasingly being challenged to base nursing practice on evidence generated from transdisciplinary research. Given our place within the environment of a research extensive university—The Ohio State University and an academic health center – we believe that the College of Nursing’s faculty must be engaged in active collaborations centered around transdisciplinary research that advances nursing science but also make substantive contributions to improving health care delivery, patient outcomes and health policy. The strategic plan has a major emphasis on increasing our NIH and other extramural funding. We are aggressively recruiting senior research scientists from across the nation. External funding acknowledges the central importance of contributing to the university’s achievement of research prominence. External research funding is a critical part of the budget model, so funding impacts the college’s continued advancement. The formation of research centers within the college is a key tactic in our strategic plan and will allow priority to be placed on increasing the involvement in translational science and in becoming known for innovations in evidence-based practice and wellness.

The college’s involvement in international activities consists of two study-abroad programs (in Australia, and a combined service-delivery and educational experience in Honduras), and another experience in Nicaragua is currently in the approval process. In light of the university’s commitment to growing its international programs and activities, the college is planning to add study-abroad and international service-learning opportunities. In addition, we are committed to providing exposure as well as service to underserved populations in the U.S.

Nurses today must be prepared to assume active roles in enhancing patient and community health outcomes, policy making and implementation, and evaluation and dissemination of health outcomes. Inherent with the programs offered by the College of Nursing, must be education of high quality clinicians, researchers and innovation leaders.
The Internal Environment

Recent successes and strengths

A new dean was appointed in the College of Nursing in September of 2011, Dr. Bernadette Melnyk, who also assumed a new role as the university’s Associate Vice President for Health Promotion and Chief Wellness Officer. This unprecedented appointment places the college in an outstanding position to enhance its collaborations across the university with other disciplines. Several new faculty have already been recruited into the college this year, three of whom, including the dean, are currently funded by the National Institutes of Health for their research. Key staff recruits, such as a chief of staff and strategic partnerships and a chief advancement officer, also have been hired to advance key strategic initiatives in the college. Two centers also have been launched, including the new center for promoting health in infants, children, adolescents and women and the center for transdisciplinary evidence-based practice. These two centers will be key in building teams to enhance our national visibility and extramural funding as well as facilitating the recruitment of researchers to the college. Overall, the college’s academic programs and student advisement are excellent and a strength of the college. In addition, the opportunity to collaborate in research, interprofessional education and practice is outstanding across the university.

Areas needing enhancement

At the beginning of the 2011-2012 academic year, the college only had 17 tenured/tenure track faculty. This low number of tenured/tenure track faculty places the college at a disadvantage for growing its level of extramural research funding, which partially explains the low level of NIH-funding within the college. Further, half of the regular faculty will be ready to retire within the next five years. Benchmarking of our aspirational peer colleges ranked in the top 10 in NIH-funding revealed that they typically have 35 to 70 tenured/tenure track faculty. In addition, the research infrastructure within the college is weak and needs to be substantially built in order to provide the necessary support for faculty to succeed in developing successful federally funded programs of research. Therefore, emphasis is currently being placed upon the recruitment of seasoned funded researchers as well as promising new investigators. This is a challenging time for recruitment given the shortage of doctorally prepared researchers that exist across the country. It also is a challenging time for federal funding, given that NIH currently only funds approximately 10% of the applications it receives.

The college’s building is very old and outdated with poor heating and cooling, as frequently commented on by faculty, students and potential recruits. Quiet space and computer classrooms for students to study are limited. We are currently at maximum capacity and in desperate need of more space. This is especially critical in order to attract funded researchers with their teams into the college. This issue will also limit growth of some of our academic programs where there is substantial opportunity for expansion. Currently, we are focused on
creating new academic programs in areas that can be successfully taught on-line in order to deal with the challenge of limited building space.

The limited number of clinical sites for student placements also is a constraint for growing our numbers in certain academic programs, which is one major reason we are pursuing the establishment of sites for faculty practice. Concern also exists regarding the planned start of a physician assistant program by the School of Health and Rehabilitation Sciences since these additional students also will be competing with the college for clinical placement sites. This concern has been shared with the dean of the College of Medicine, Dr. Charles Lockwood. The limited number of clinical sites is also challenged by the fact that some of our local competitors have begun paying clinical preceptors for taking students. Therefore, some placements that we have had for our students over the years are not available. If we do need to start paying preceptors in the near future, it will adversely affect the college’s budget.

The university’s clinical cap rule also is a major limitation for the college. At its semiannual meeting held on October 25, 2004, the American Association of Colleges of Nursing (AACN) member institutions voted to move the current level of preparation necessary for advanced nursing practice roles from the master's degree to the doctoral level by the year 2015. Several colleges across the country have now eliminated their master’s degree programs and have transitioned to the Doctor of Nursing Practice (DNP) as the minimum level of preparation for nurse practitioners and clinical nurse specialists. Therefore, our college needs to make this transition at some point in the near future from preparation of advanced practice nurses at the master’s level to the clinical doctorate level. In order to accomplish this and grow the enrollment in our program further as well as maintain the highest of academic standards and clinical preparation of graduates, we need more doctorally prepared faculty to teach in these advanced practice programs. These doctorally prepared faculty desire regular clinical faculty appointments, not auxiliary clinical track appointments. If the college does not receive an exempt status similar to the one that the college of medicine received in 2002, it will be at high risk for losing well-qualified doctorally prepared faculty who will be recruited to other institutions, especially due to the shortage of doctorally prepared faculty.

Another challenge for the college is the low salaries of many of the faculty in comparison to the salaries that they can demand as advanced practice nurses in healthcare systems. The college has lost many excellent clinical auxiliary faculty over the years because of this issue and, therefore, salary adjustments for some of these faculty are needed in order to retain them. Due to the size of our clinical programs, these faculty are mission critical.

Yet one more challenge for our college and specifically our faculty researchers is that they do not have automatic appointments in the medical center, which poses major challenges for access to subjects for research. We are currently strategizing with Dr. Clay Marsh, Vice President of research for the medical center, on potential solutions.
TEACHING AND LEARNING

University Core Goal: Provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

College Goal: The College of Nursing will become a recognized leader in interdisciplinary, student-centered learning with emphasis on programmatic excellence and personal wellness.

Strategic Focus Area: Wellness across Educational Programs
Student-centered learning must encompass self-care for health and wellness, thereby equipping our students to be the ultimate care-providers.

- Integrate wellness across all levels of the curriculum, including self-care.
- Incorporate education regarding complementary and alternative medicine strategies for students to implement in care settings.
- Collaborate with the Wexner Medical Center at OSU with wellness curriculum focus.
- Develop the Wellness Warrior/Mentor Program. Connect graduate and prelicensure nursing students to student wellness programming at RPAC to enhance our involvement in existing offerings across campus and increase our visibility. Students form a college student organization focused on these leadership activities.
- Sustain a Wellness Director position to oversee wellness programs and faculty, staff and student wellness initiatives.
- Offer the Health Athlete program to all nursing students to enhance personal wellness and health promotion.

Strategic Focus Area: Diversity across Educational Programs
Diversity is synonymous with academic excellence as individuals learn from students of varying backgrounds, stereotypes are challenged, critical thinking is stimulated, and students are prepared for success in a complex global society (OSU Diversity Action Plan).

- Expand the Summer Institute for Diversity in Nursing by attracting individuals from those historically underrepresented in nursing.
- Increase scholarship opportunities for underrepresented undergraduate and graduate students.
- Include diversity as an agenda item at faculty, staff, and executive meetings in order to focus on actionable steps to increase underrepresented students in the college.
- Implement repeated climate assessment surveys that complement current assessments conducted by the university and that are specific to the college’s needs and people.
Strategic Focus Area: Program Excellence through Innovative Growth
The college plans to increase student enrollment and national reputation through innovative programming and technology to minimize the impact on faculty teaching loads and clinical placements as well as to create new degree offerings to meet growing market needs.

- Design undergraduate and graduate minor programs open to students across all colleges on topics such as health disparities, evidence-based practice, wellness and human performance, and complementary/alternative medicine.
- Develop a bachelor’s degree in wellness and human performance to meet the growing demand for health coaches and wellness program coordinators in healthcare systems and corporations.
- Develop and offer a MS in Healthcare Innovation that will draw students with undergraduate degrees from a variety of disciplines.
- Develop and offer a new Executive Doctor of Nursing Practice degree to meet the market demand for clinical leaders with doctoral degrees.
- Increase enrollment in the RN to BSN, Doctor of Nursing Practice (DNP), and PhD programs, which do not have clinical placement concerns.
- Create new professional degree offerings to meet changing and growing national demand for healthcare workforce development.
- Increase enrollment in master’s specialty degrees.
- Obtain a top 20 ranking in U.S. News and World Report rankings of graduate programs.

Strategic Focus Area: Technology, Enhanced Learning, Distance & eLearning
Capitalize on advanced technology-based learning that allows for increased student outreach across the state and nation.

- Provide additional online learning opportunities to attract additional students to nursing and those from diverse disciplines who wish to engage with nursing.
- Implement an option to improve computer literacy skills and smooth the transition to online learning with LION (Learning Information Optimization in Nursing) in collaboration with an outside source.

Strategic focus: Program Excellence through Interdisciplinary Education
Interdisciplinary education is a key focus at OSU and enhances student learning and the healthcare provider environment.
- Develop and offer a joint MS in Clinical Research Management and Safety Pharmacology with the College of Pharmacy to attract students from a variety of disciplines in three separate aspects of clinical research management, including clinical research management, regulatory affairs and safety pharmacology.
- Create and implement a graduate interdisciplinary course between NNP students and medical resident students rotating through the Neonatal Intensive Care Unit.
- Expand the Wellness Warrior/Mentor Program to include other disciplines, such as social work or nutrition students, to become an integral part of the program.
- Develop and implement a new undergraduate major related to wellness and human performance in the College of Nursing in collaboration with other colleges throughout the university.

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RESEARCH AND INNOVATION

University Core Goal: To create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and to the solutions of the world’s most pressing problems.

College Goal: The College of Nursing will become a recognized leader in interdisciplinary, person-centered research that informs the discovery and testing of interventions to improve health and wellness and to reduce the incidence and burden of chronic conditions that affect 50% of our population and consume 75% of health care resources.

Strategic Focus Area: Productivity
Develop focused centers of excellence in promotion of health and wellness outcomes for individuals across the life span.

- Expand the Center for Promoting Health in Infants, Children, Adolescents, & Women (CPHICAW)
- Secure T32 training program funding to support training of pre and post-doctoral fellows.
- Secure P20 center grant funding to increase number of funded faculty research programs in the center.
- Establish new community partnerships for research.
- Increase translation of research findings into practice.
- Increase the public visibility of the work of CPHICAW faculty.
- Establish a center of excellence for the prevention and management of critical and chronic conditions in adults and older adults.
- Increase the number of faculty with expertise in cancer nursing and genomics.
- Develop a joint distinguished professorship with the James Cancer Hospital.
- Secure development gifts to support named professorships in the college’s centers of excellence.
- Develop joint faculty appointments with clinical affiliates and other OSU departments.
- Increase the number of extramural awards (NIH, AHRQ and Foundations).

Strategic Focus Area: Reputation
The college of nursing and its faculty will be recognized as national and international leaders in dissemination of evidence-based practice and translational methodologies.

- Expand the Center for Transdisciplinary Evidence-based Practice (CTEP).
- Establish affiliate EBP centers at schools and healthcare organizations across the nation.
• Increase the number of faculty appointed as Fellows in the American Academy of Nursing.
• Increase the number of faculty in leadership positions in nursing research organizations.
• Build our portfolio of intervention research to reduce symptom burden and improve health of persons with critical and chronic conditions across the life span.
• Increase NIH-ranking for funded research to the top 20 among colleges of nursing.

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OUTREACH AND ENGAGEMENT

University Core Goal: to establish mutually beneficial partnerships with the citizens and institutions of Ohio, the nation, and the world so that our communities are actively engaged in the exciting work of The Ohio State University.

College Goal: To become a leader in service to the Ohio and national community and a leading partner in workforce development through participatory and respectful community engagement.

Strategic Focus Area: Strategic partnerships
Foster collaborative, entrepreneurial initiatives with local, national, and international partners to improve healthcare and health outcomes.

- Develop joint appointment models to attract the best teaching and research faculty to the college and OSU.
- Develop partnerships with private and non-profit organizations and key leaders nationally and locally.
- Create unique faculty & staff hires to extend national reach.
- Implement nurse practitioner led clinics, including one center at OSU University Hospitals East as the first model of faculty practice in the college.

Strategic Focus Area: Critical Workforce Development
Extend education reach of the college to Ohio and the nation through innovative educational delivery models.

- Create advanced nursing faculty practice opportunities through partnerships with OSU and Ohio organizations.
- Through the newly formed Transformational Learning Academy (TLA) in Nursing & Healthcare, offer continuing education to nurses and healthcare professionals in Ohio and nationally.

Strategic Focus Area: Off Campus Programs and Awareness
Increase awareness of the college of nursing initiatives and their positive impact on health outcomes of Ohioans.

- Provide integrative mental and physical healthcare through advanced faculty practice at OSU Extension campuses.
- Provide integrative mental and physical healthcare through Nurse Practitioner led clinics, including at OSU University Hospitals East.
• Provide corporate wellness programs throughout Ohio.
RESOURCE STEWARDSHIP

**University Core Goal:** Become a model for an affordable public university recognized for financial stability, unsurpassed management of human and physical resources, and operational efficiency and effectiveness.

**College Goal:** Support faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness, financial stability, inclusiveness, and respect to the point where everyone wants to come here to teach, learn, conduct research, and practice.

**People**
Become recognized as a college that values and invests in staff and faculty creating an ideal, supportive work environment that maximizes human potential.

**Strategic Focus Area: Diversity**
- Recruit faculty and staff from diverse and under-represented minority backgrounds.
- Retain faculty and staff from diverse and under-represented minority backgrounds.

**Strategic Focus Area: Workplace Culture**
- Ensure that all students, faculty and staff engage in healthy lifestyle behaviors and promote the highest levels of wellness in diverse individuals, groups and communities.
- Promote effective, transparent communication among staff, faculty and college administration.
- Establish a new Workplace Culture Committee composed of staff and faculty charged with making recommendations and implementing strategies to support a positive, effective, innovative, and engaging work environment.
- Sponsor health and wellness-focused events within the college through programs for faculty, staff and students.
- Assure adequate sourcing of key college initiatives by:
  - Planning for adequate staff, faculty, training and technical resources needed to complete key college initiatives.
  - Supporting appropriate delegation of key responsibilities to others to promote project success, individual learning and succession planning.
- Review and enhance meaningful recognition of staff and faculty accomplishments by
  - Reviewing current recognition mechanisms/practices for relevance.
- Surveying staff and faculty for their view of recognition that would be meaningful
- Celebrating successes and failures to promote risk taking and innovation.

- Identify and implement effective accountability mechanisms that promote and sustain a positive and extraordinary culture of wellness.

**Strategic Focus Area: Leadership Continuity**

Ensure the sustainability of academic, research and service missions through deliberate leadership continuity planning.

- Strategic recruitment of faculty and staff for key leadership positions.
- Professional development of faculty and staff to obtain promotions to key leadership positions.
- Transparent planning for replacing key leaders who plan to retire.
**Physical Environment and Infrastructure**

Short-term planned improvements to Newton Hall include:

- Renovation of Nursing Administrative area. Completed December 2011.
- Renovation of Newton Hall lobby to enhance the student and visitor experience. Includes all new seating, lighting, wall finish and signage. Expected completion August 2012.
- Renovation of 1st Floor Newton Hall women’s restroom. Expected completion August – 2012.
- Enhancements to 2nd and 3rd Floor corridor areas – Expected completion December 2012.

Long-term improvements in space are being discussed with the Health Sciences Deans’ Cluster for an interdisciplinary environment.
Enrollment Planning
Increase enrollment in undergraduate programs and graduate programs.

- Participate in university recruitment efforts.
- Increase minority student enrollment.
Information Technology

Strategic Focus Area: Service and Support

- Support faculty, staff, and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to teach, conduct research, practice and to learn.
- Create a positive, service-oriented and solution driven IT staff promoting and ensuring that optimal technologies are available to faculty, staff and students

Strategic Focus Area: Innovative Growth

- Conduct scalability study of expanding critical systems to potential and future college sites/clinics and implement solutions as necessary.
- Implement cost-efficient solutions for enhanced student learning, staff productivity, and faculty research and practice.

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Financial Sustainability
Continue to utilize university and college resources conservatively and for the most effective delivery and achievement of our strategic plan.

Strategic Focus Area: Advancement

- Raise university, national, and international awareness of college and health/wellness promotions, supporting its mission, vision and goals through advancement strategies (alumni affairs, development, marketing and communications).

- Develop renowned strategic advancement plan and actions that engage college and OSU, partners, other colleges of nursing, and national media to help increase rankings and to forward health promotion and wellness efforts globally.

- Raise awareness, engagement and support from alumni and donors to the College of Nursing.

- Foster collaborative, entrepreneurial initiatives with local, national and international partners to improve healthcare and health outcomes.