# College of Nursing Strategic Plan

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Letter from the Dean

April 21, 2010

Dear Stakeholders:

The College of Nursing strategic plan details the strategies that will provide guidance over the next five years for decisions and actions that will propel the college into the top ranks of schools of nursing nationally and shape the specific dimensions of its mission to effect improvement in the health and health care delivery in Ohio, nationally and internationally. Also detailed are the more specific initiatives that will be undertaken during the next two years and the metrics and milestones that will be used to track our progress. Also identified are the resources that will need to be added to maintain the high quality ongoing operation of the college’s multifaceted educational, research and service programs in order to implement the strategic plan.

The plan reflects our vision for the advancement of the college that flows from and is closely aligned with the goals and strategic directions of the university and the health sciences cluster of which the college is a part.

The goal to “Put students first” is of major importance in the college’s strategic vision. Notable components of the plan are the recruitment, retention and support of top-notch students, including those that will enrich the diversity of the student body; improving access to our educational programs by increasing distance-learning offerings; and providing for our students a state-of-the science clinical education laboratory that is well equipped for clinical simulations, including an electronic clinical information system. Given the necessity to educate more vitally needed nurse scientists and faculty members, the college is committed to building our competitive niche in doctoral education, in both research- and practice-focused programs. We are also committed to increasing the exposure of students to diverse populations and international environments; these strategies complement the initiatives that will better align our outreach priorities with our academic programs and those of the health sciences cluster. The college will contribute to the academic reputation and rankings of the university and foster preeminence in research through refocused efforts to increase the number of research-productive faculty and faculty with clinical expertise in areas of national and international priority. We also will undertake initiatives to increase the dissemination of faculty scholarship and communicate faculty accomplishments more broadly across state and national boundaries. These efforts will be supported by initiatives to share research support services with other colleges, thus conserving resources needed to accelerate our progress toward ‘research preeminence.’

Our strategic plan builds on and leverages our current strengths and interdisciplinary collaborations and opportunities to propel the college to a position of even greater strength and impact. We are privileged to be located in a comprehensive university with a highly ranked medical center and the nation’s most inclusive array of health sciences colleges. This strategic plan focuses on maximizing the benefits that this unique context provides.

Sincerely,

Elizabeth R. Lenz, Ph.D., R.N., F.A.A.N.
Dean and Professor
College of Nursing
The Ohio State University
Introduction to the Strategic Plan

The College of Nursing’s strategic plan is a “living” document. Developed with input and participation by the entire faculty and staff, the plan is intended to provide the vision for the advancement of the college. We have identified the strategies and initiatives that align closely with the goals and objectives of the university and will move the College of Nursing and our programs to the next level of excellence.

The College of Nursing’s strategic plan’s development was influenced by several premises:
1. The college’s mission, vision for the future, goals and strategies are aligned with and contribute to the goals and strategic directions of the university as a whole, the Office of Academic Affairs, and The Ohio State University Medical Center and associated health sciences colleges.
2. In order to maximize its full potential in research, education and community service, the College of Nursing must build on – and contribute to – the strengths and resources of the entire university, especially those of the health sciences cluster and the OSU Medical Center.
3. The strategic plan must help define the college’s unique contributions not only to nursing and health care in the state of Ohio, but to the science and practice of nursing nationally and internationally.
4. The nature of professional nursing education, specific accreditation requirements, and the requirements for achieving high quality education for students at all levels influence, and to some degree constrain, flexibility in the allocation of instructional resources.
5. The strategic plan will build upon, continue and escalate progress in areas that have seen marked advancement in recent years, e.g., technology, program growth; however, the emphasis of the plan is on stretching forward to chart and expand new directions in areas of research strength and curricular emphasis that will ultimately enhance the impact of the college on the health of the people of Ohio, the nation and the world.

Procedure for Development

This strategic plan evolved from the 2009-2014 strategic plan, which was developed with total college faculty and staff participation. The plan was developed with input from college administrators and the Executive Committee, comprised of elected faculty and staff representatives as well as college leadership. The current plan was reviewed and discussed by the College of Nursing Executive Committee in April, 2010. Progress in advancing the plan is reviewed at least annually by the faculty and staff for currency and progress.
Mission

- The mission of the College of Nursing is to enhance health and health care through excellence in education, research, scholarship, and service. We advance nursing science and practice in order to improve the health of the people of Ohio and the global community. Our educational programs prepare leaders for roles in health care, research and education.

Vision

- Our vision is that the college will be recognized nationally and internationally for the excellence of its graduates and its outstanding contribution to knowledge gained through innovation and high-impact research.

Values

- The Ohio State University College of Nursing will carry out its mission by committing to the following:

  Collaboration   Collaboration is a partnership between individuals and organizations that bring diverse skills and perspectives to a task.

  Diversity     Diversity is the acceptance and appreciation of differences in culture, thought and experience, and the integration of them into everything we do.

  Excellence    Excellence is the state of highest or finest quality. It is a condition of demonstrated superiority.

  Innovation   Innovation is the generation and discovery of new ideas and ways of doing things through creative inquiry.

  Integrity    Integrity is the maintenance of high and consistent standards that hold up under scrutiny.

  Respect      Respect is the acknowledgement, consideration and regard for the ideas and unique contributions of others.
College Context

The strategic plan is developed at a time of both challenge and promise. The College of Nursing is one of seven health sciences colleges at Ohio State. The faculty, staff, and administrators work closely with the other colleges in the health sciences cluster, within the university, and with its premier clinical partners, the OSU Medical Center and Nationwide Children’s Hospital, to deliver a comprehensive range of academic programs from baccalaureate to doctoral levels, and to generate an impressive array of interdisciplinary research. The Ohio State University College of Nursing’s master’s program and research productivity ranks second in the state and highest among Ohio’s public universities. With the rich academic and research resources of the university and the strong partnership with outstanding clinical resources, the college is well positioned to continue its progress toward national leadership.

Trends in Health Care and Nursing Education

Health care has become incredibly sophisticated and complex, requiring that nurses receive extremely high quality education. As the acuity of patients admitted to hospitals has increased and the length of patient stay decreased, both the number and educational level of nurses who are required in order to provide safe, effective, high quality care and to achieve excellent patient outcomes have increased markedly. At the same time, many of the nurses currently in the workforce are planning retirement. The mandated limits on the number of hours medical residents are permitted to work has resulted increased demand for more advanced practice nurses (i.e., nurse practitioners, nurse midwives and nurse anesthetists) who are now licensed to perform many of the tasks formerly limited to physicians. Important trends in the growing importance of genetics and genomics in personalizing health care and in the nearly universal use of electronic health records in hospitals and increasingly in ambulatory settings have resulted in additional competencies for nurses to master. The recent passage of health care reform legislation suggests that in order to meet the increased demand for primary health care, a concomitant increase will be needed in advanced practice nurses who are able to serve as primary care providers. Clearly, 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 health care 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. 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 Ohio State University College of Nursing has increased the enrollment in its pre-licensure (BSN and graduate entry option in the master’s) programs that prepare graduates for beginning-level practice by 46% and 71%, respectively, over the past 8 years. There is tremendous student demand for admission to the nursing major, so admission has become extremely competitive. In the pre-licensure programs, enrollments are currently at their maximum, constrained by limitations in the number of faculty and in available placements for clinical experiences. The RN to BSN program offers an opportunity for nurses with associate degrees or diplomas in nursing to earn the baccalaureate and thereby qualify for advancement into leadership positions in clinical settings and graduate education to prepare for faculty and advanced practice roles. The enrollment in this program has increased nearly 600% in the past 8 years. The college offers a comprehensive array of specialty tracks at the master’s level with one preparing advanced clinical generalists, six preparing nurse practitioners or clinical nurse specialists, one preparing nurse midwives and one preparing nursing administrators. Strategic growth in advanced practice programs can be achieved by adding a new specialty track to prepare acute care nurse
Major changes have occurred in doctoral nursing education in recent years with the growing trend toward the professional doctorate (the Doctor of Nursing Practice) as an alternative to the research-focused PhD for students who aspire to the highest levels of excellence and leadership in practice and clinical teaching. There are currently an equal number of DNP and PhD programs (120 of each type) being offered by schools of nursing nationally, but numbers of graduates remain too low to fill the pending acute faculty shortage. The College of Nursing offers both PhD and DNP degrees, the latter added in 2008. Given the importance of preparing increased numbers of nursing faculty and nurse scientists, the college has chosen to assign high priority to growing doctoral program enrollments.

Increasingly nursing education is incorporating highly sophisticated technology. Clinical simulation has grown in importance as a resource for educating students, particularly as clinical care has become more and more complex. It is critical that students be prepared optimally for the clinical environment in the laboratory setting before they actually have to manage difficult patient care situations. Computerized whole body simulators can be 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 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. Information technology plays an increasingly important role in patient care because of the prevalence of electronic medical/health records. It also is vital to eLearning, which permits access to educational offerings by students in remote locations, including those in other countries. The College of Nursing has invested heavily in its clinical education laboratories during recent years. 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) are fully available online for distance learning, and expansion of online offerings is planned.

Increasingly nursing practice is being based on evidence generated from interdisciplinary research. Given the environment of a research extensive university and an academic health center, it is imperative that the College of Nursing’s faculty must be actively engaged, collaboratively with scientists from other disciplines, in programs of research that advance not only nursing science, but also contribute in a major way to improving health care and patient outcomes. The strategic plan 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 impacts the college’s continued advancement.

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

**Challenges**

The major challenges facing us as we begin to implement the strategic plan are potential faculty shortages and the necessity of increasing our revenue through research and entrepreneurial activities. Over half of the regular faculty will be eligible to retire within the next 5 years, and competition with other institutions to recruit replacements will be intense. Because enrollments must remain relatively stable because of student-faculty ratio constraints, and given the current budget model, it will be difficult to sustain marginal increases in fees and state subsidy. College staffing is already lean, and state and professional accreditation mandates dictate faculty requirements. Therefore, in addition to cost-cutting and infrastructure resource-sharing, the major avenues for generating revenue that will be essential to assuring high quality and progress toward the goals will be external research funding, primarily from federal grants which can be expected to become more and more difficult to acquire, and from entrepreneurial activities.
Goals, Objectives, Strategies, Initiatives

1. University Goal: **One University**

The College of Nursing embraces the goal of “One Ohio State,” and the philosophy of a high performance culture. The college will continue to build on its longstanding collaborations with other health sciences colleges in research, education, and administrative activities. The very close, mutually beneficial partnership that has been forged with the OSU Medical Center will continue to strengthen and will include joint faculty appointments, committees, research projects, and nurse recruitment activities, and respective involvement in and leadership of each other’s high-level personnel searches. The College of Nursing structure was consolidated and simplified in 2001 with the dissolution of the departments and establishment of a “college of the whole.” This change has enabled a lean, centralized structure that optimizes efficiency in supporting the college’s mission.

1.1 **University Objective:** Lead transformation to achieve “One University”

1.1.A **College Strategy:** Implement the university’s cultural transformation program at the college level
Primary University strategy cross-reference: 1.1.1
Secondary University strategy cross-reference: 3.3.1.1
Strategy Description: Two culture shaping retreats will be held within the next two years, with the assistance of OHR, which a critical mass of faculty and staff will attend.

1.1.A.1 **College Initiative:** Hold two culture shaping retreats and reinforcement sessions, each including at least 30 College of Nursing faculty and staff
Primary University cross reference: 1.1.1.1
Initiative Description: The first college cultural transformation retreat was held in March, 2010; a total of 34 persons attended, with representation from faculty (regular and clinical instructors) and staff (classified and A&P). A reinforcement session will be held in late spring, 2010. A second workshop will be held in academic year 2010-2011.

**Metrics, Milestones and Resources**

**Metrics:** Retreats held, reinforcement session held, attendance, evaluation ratings.
**Milestones:** One retreat and one reinforcement session by 9/30/10; and another retreat and reinforcement session by 6/30/11; average evaluation ratings in upper quartile for all sessions.
**Resources:** $3000/retreat for space and food + $1200/reinforcement session x 2 =$8400; event planner time to arrange retreats; 2 leaders provided by OHR; faculty time (8 hrs) to develop evaluation tool.

1.1.B **College Strategy:** Design and begin to implement a long-term communication and marketing plan to enhance understanding of the contributions of college faculty and graduates to health care and health care research.
Primary University strategy cross-reference: 1.1.1
Secondary University strategy cross-reference: 3.1.1.3
Strategy description: The college and its contributions to the campus community must be communicated more broadly to local and national audiences. The plan will detail the key
messages to be transmitted and a variety of approaches to disseminating them, which include, but go beyond, those already in place (e.g., Impact, the college magazine; college web site).

1.1.B.1 College Initiative: Design and implement a communication plan that focuses on highlighting and communicating to a variety of audiences the accomplishments of faculty, staff and students

Primary University cross-reference: 1.1.1.3, 3.1.1.3

Initiative Description: Input for the plan will be sought from college administrators and a communications committee that is made up of interested faculty and staff.

Metrics, Milestones and Resources

Metrics: Written plan produced; external evaluation of plan.
Resources: Effort of communications and marketing director; time and effort of communications committee members (12 persons); honorarium for reviewer ($300).
2. University Goal: Students First

Most of the college’s programs have undergone considerable growth in the past decade. One of the college’s most important roles in the state and the nation is to educate future faculty, so the recruitment foci in this strategic plan are on the doctoral programs (PhD and DNP) and specific master’s tracks that can support growth. To date the college’s opportunities for students to study abroad and to participate in international activities have been limited. An increase in study abroad courses is planned, and opportunities will be explored for international faculty and student exchanges.

The college will continue to make major investments in the facilities, equipment, and personnel to create a progressive technology environment to facilitate student learning. That includes the IT infrastructure that has allowed the faculty to place several of our programs totally or partially online and the creation of a large and very sophisticated clinical education laboratory (the Technology Learning Complex) in which students can experience simulated clinical scenarios that help develop their critical thinking and clinical judgment. The college has received national recognition for the excellence of its clinical simulations and the creativity of the faculty.

2.1 University Objective: Enroll the best through active recruitment and access

2.1.A College Strategy: Implement a student recruitment plan that proactively identifies and targets prospective students with high academic potential  
Primary University strategy cross-reference: 2.1.1, 2.2.2, 2.2.1  
Strategy Description: Given the college’s important role in preparing clinical leaders, nursing faculty and scientists, the emphasis in this strategy is on graduate students. The focus is on the critical role of the faculty and financial assistance in student recruitment.

2.1.A.1 College Initiative: Increase proactive recruitment and faculty follow-up of high achieving applicants and those accepted into PhD, DNP, and MS programs to encourage them to select Ohio State  
Primary University strategy cross-reference: 2.1.1.2, 2.2.1  
Initiative Description: The recruitment plan includes faculty attendance at selected national conferences, travel to targeted institutions to meet prospective students, and personalized faculty follow-up of accepted students to encourage them to select Ohio State.

Metrics, Milestones and Resources

Metrics: Number and academic qualifications of applicants, those accepted and those who matriculate in PhD, DNP, and MS programs.
Milestones: Increase to at least 10 applicants and at least 5 matriculants to the PhD program per year by autumn 2012; increase to at least 25 applicants and 15 matriculants to the DNP program by autumn 2012; 5% increase in number of applicants to the MS program by autumn 2012; 5% increase in average GRE scores of entering PhD students each year through autumn 2012.
Resources: recruitment-related travel ($5,000 annually), faculty time.

2.1.B College Strategy: Actively solicit funding to support increased financial assistance for students at all levels  
Primary University strategy cross-reference: 2.1.1, 2.2.1
Strategy Description: Student financial aid is one of the four foci of the college’s capital campaign, and is the top priority of the college’s alumni society for its fund raising efforts. We will also actively identify potential grant funds and apply for training grants that will assist in support of undergraduate and graduate students, and program development, and expansion.

Metrics, Milestones and Resources

**Metrics:** Donations received for scholarships, amount of scholarship funding awarded by the college annually; grant funds received by faculty and students.

**Milestones:** At least 10% increase in scholarship donations and scholarship dollars awarded annually by the end of FY12.

**Resources:** College development officer and development assistant time, dean and faculty time with major donors and alumni groups; cost of stewardship (thank you notes, meals, gifts) to donors; faculty time to write grants and assist students with grant applications.

2.1.C College Strategy: Build our competitive niche in doctoral education

Primary University strategy cross-reference: 2.3.2, 2.2.2

Strategy Description: The college is committed to re-energizing the PhD program through curricular revision, more stringent admission and progression standards, and increased student funding. To realize a more focused and competitive program we will better define and publicize the research strengths of the faculty and the outstanding resources that are available at Ohio State to students who are preparing for research and academic careers. Such resources include the interdisciplinary collaboration opportunities and signature programs of OSUMC, particularly in personalized health care, biomedical informatics, and cancer prevention and care.

2.1.C.1 College Initiative: Increasingly focus graduate course content and PhD student research in the identified areas of the college’s and Medical Center’s research strengths and priorities

Primary University strategy cross reference: 2.3.2, 2.3.3

Initiative Description: Admissions decisions will increasingly be based on the match between student career goals and faculty research expertise as well as the research focus of the PhD program. Master’s and doctoral courses will be reviewed for inclusion of current content related to genetics and genomics and informatics.

Metrics, Milestones and Resources

**Metrics:** Research topics selected by admitted PhD students; course content in PhD and DNP.

**Milestones:** Percentage of admitted PhD students whose interests directly match those of faculty researchers reaches 70% by FY 2012; at least one course in PhD and DNP programs includes content about concepts central to personalized health care and one about informatics.

**Resources:** Faculty time. Note that requiring a strong student-faculty match in the PhD program may reduce slightly the number of students accepted because we have a relatively small number of faculty.

2.1.C.2 College Initiative: Expand enrollment in the online professional doctorate (DNP) program

Primary University cross-reference: 2.3.3.2, 2.1.1.2

Initiative Description: The DNP program, offered online and now in its second year, has an enrollment of 24. It will undergo professional accreditation review in November, 2011. Limited expansion of enrollment is feasible and desirable, particularly because this program provides a viable alternative to the PhD for students who aspire to practice or clinical teaching careers, rather than research.
Metrics, Milestones and Resources

Metrics: DNP enrollments; career goals of PhD and DNP students.
Milestones: Entering DNP class enrollment of 18/year by autumn 2012; all PhD students have research-oriented career goals.
Resources: .5 FTE faculty position for DNP program - $60,000

2.1.D College Strategy: Increase eLearning opportunities for students at all curricular levels
Primary University strategy cross-reference: 2.1.2.2, 2.2.1.2
Secondary University cross-reference: 6.1.2
Strategy Description: The College of Nursing has already established multiple eLearning opportunities for students at all curricular levels, having invested heavily in the IT infrastructure as well as in advanced learning technology. The intent of this strategy is to continue to expand those offerings, increasing the number of programs, specialty tracks and courses available online for distance learning or in hybrid format. Equally essential will be to continue to infuse informatics and technology, including simulation, throughout the undergraduate and graduate curricula. An exciting aspect of this strategy will be to work with faculty from other colleges to develop and enhance interdisciplinary clinical simulations and upgrading the clinical information system within the TLC.

2.1.D.1 College Initiative: Increase the number of specialty tracks and courses available entirely or almost entirely independent of location, i.e., through distance learning
Primary University cross-reference: 2.1.2.2, 2.2.1.2
Initiative Description: Specialty track options at the master’s level to be available primarily online will be added in the family nurse practitioner, psychiatric mental health nurse practitioner and ultimately the acute care nurse practitioner tracks.

Metrics, Milestones and Resources

Metrics: Number of specialty tracks and courses offered entirely or almost entirely online.
Milestones: At least one new online track option is added by autumn 2011 and another by autumn 2012. By autumn 2012, all graduate nursing courses and at least 10% of undergraduate nursing courses will be offered either fully online or in hybrid format.
Resources: Faculty time for course development, online course development advisor (GA) to assist with converting materials for online instruction ($30,000/year); additional software and site license renewal where necessary to support the courses added ($25,000/year).

2.1.D.2 College Initiative: Expand integration of new technologies and modalities of participative learning into all levels of the curriculum
Primary University cross-reference 2.1.2, 2.1.2.2, 2.3.3.2, 2.2.1.2
Initiative Description: Includes adding (including upgrading and refurbishing) equipment and software for clinical simulation and other participative learning; developing new scenarios for use in simulations; involving interdisciplinary teams in scenario development and exploring new and emerging technologies for their appropriateness in nursing education.

Metrics, Milestones and Resources
Metrics: Percentage of courses incorporating computerized clinical simulation, informatics competencies and online instruction; number of interdisciplinary courses involving simulation; number of scenarios developed and in use; percentage of courses involving Web-based and/or distance learning technologies.

Milestones: All pre-licensure clinical courses include at least one simulation involving a computerized simulator or electronic health record by autumn 2012 and 70% of graduate clinical courses by autumn 2013; at least one interdisciplinary course involving clinical simulation is offered annually beginning in autumn 2011; the number of scenarios available for computerized simulations is increased by 10% annually; 98% of courses incorporate Web-based or –assisted and/or distance learning technologies by 2013.

Resources: Faculty time to develop simulations; .5 FTE TLC staff member to handle additional simulations beginning in year 2 ($30,000).

2.2 University Objective: Increase cultural and economic diversity of the student body

2.2.A College Strategy: Implement regional, national and international initiatives to intensify the recruitment and retention of a more diverse student body in all programs

Primary University strategy cross-reference: 2.2.1.1
Strategy Description: Increasing the diversity of the college’s student body is an ongoing priority. We define diversity inclusively as ethnic/racial and gender diversity, as well as inclusion of students from varied backgrounds. Initiatives are planned, with input from several university offices (e.g., Graduate School, OIA, African-American Faculty, Staff, Student and Community Coalition) to include targeted recruitment for both undergraduate and graduate programs, increased financial support, and cultivation of an environment that welcomes and supports diversity. Initial efforts will focus regionally and nationally, with international recruitment initiated later.

2.2.A.1 College Initiative: Employ recruitment and retention strategies developed, and seek funding to support a diverse student body from private and public sources

Primary University cross-reference: 2.2.1.1
Initiative Description: A recruitment and retention plan is in place, the latter directed toward student performance in both didactic and clinical courses. Funding will be sought from donors, private foundations and governmental grants to provide support for enhancing minority student access.

Metrics, Milestones and Resources

Metrics: Percentage of male and ethnic minority students; amount of funding secured for minority student support.
Milestones: Increase male and minority students to 12% and 14%, respectively, from current percentages of male and minority students by autumn 2012 and to 15% and 17% by autumn 2015; grant funding for minority student access received by autumn 2011 and additional donor support for scholarships received by FY 2012.

Resources: Effort of diversity recruitment and retention coordinator and student affairs staff for program planning and fund raising support, faculty recruitment and grant writing effort; donated financial aid that can be directed to students from populations under-represented in nursing.

2.2.B College Strategy: Cultivate an environment that values and celebrates diversity

Primary University strategy cross-reference: 2.2.1, 2.3.2.2
Secondary University cross-reference: 3.2.1.2
Strategy Description: The college administration and faculty are committed to fostering an environment that supports recruitment and retention of a diverse student body, faculty and staff. We apply a continuous quality improvement approach, as reflected in the attitudes and actions that foster and celebrate diversity. Continuous monitoring and use of new approaches are hallmarks of the strategy being used, and they are designed and implemented primarily by the diversity committee, a standing college committee.

2.2.B.1 College Initiative: Implement workshops and other development opportunities for faculty and staff to enhance the work environment’s understanding and valuing of diversity
Primary University cross reference: 2.3.2.2, 3.2.1.2
Initiative Description: A diversity workshop for faculty and staff will be held in autumn 2010, and follow-up assessment will continue periodically thereafter.

Metrics, Milestones and Resources

Metrics: Diversity culture survey results.
Milestones: Workshop held in autumn 2010; positive climate is reflected on repeat surveys in spring 2011 and annually thereafter.
Resources: National Coalition Building Institute workshop - approximately $1500 in autumn 2010; diversity committee time to review survey and follow-up results.

2.3 University Objective: Provide an exceptional undergraduate, graduate and professional student experience, and graduate students positioned for success as professionals and citizens

2.3.A College Strategy: Increase exposure of students to diverse and underserved populations and to international environments
Primary University strategy cross-reference: 2.3.1.1
Strategy Description: This strategy will increase study-abroad opportunities, initially to add short-term overseas experiences and elective courses addressing global health issues and diverse cultures and populations. In addition, new service learning opportunities will enhance students’ exposure to minority and underserved populations.

2.3.A.1 College Initiative: Expand opportunities for students to study abroad and participate in outreach and community-based service learning experiences with diverse populations and abroad
Primary University cross reference: 2.3.1.1, 2.3.2.2
Initiative Description: At least two such courses are currently under development and will be available to students by May 2013. In addition, in conjunction with the university’s global health initiative, college faculty will add at least one interdisciplinary course that contributes to the interdisciplinary specialization in global health. We also plan to expand optional opportunities for service learning in domestic communities with populations that differ from the majority population and cultures students encounter in their clinical experiences in Central Ohio.

Metrics, Milestones and Resources

Metrics: Number of courses with study abroad or community-based and/or service learning experiences with diverse populations; number of new practice sites; number of new courses generated by college faculty to be offered as part of the interdisciplinary specialty in global health.
Milestones: At least two new study-abroad and at least one new service learning courses approved by autumn 2012 and offered by May 2013; at least one new course added to the
interdisciplinary specialization in global health; planning is underway with other health sciences colleges for addition of one or more community sites for collaborative practice by autumn 2012. **Resources:** Faculty and student affairs staff effort for course development (QOD @25% effort - $7000); travel costs for faculty to finalize arrangements for international and domestic field experiences – estimated at $4,000/year x 2 years.

2.3.B College Strategy: Continue to enhance the facilities, equipment and operation of the Technology Learning Complex, the college’s IT resources and instructional support, and student support services

Primary University cross reference: 2.3.3

Strategy Description: Two new rooms have recently been added to the TLC; both are equipped for state-of-the-science clinical simulation and instruction of students in environments that closely resemble the acute care setting. The number of simulations being integrated into the curricula continues to increase, so it will be necessary to equip yet another room for use in clinical simulations. Our hope is to make this room very flexible and versatile so that it can accommodate simulated clinical experiences ranging from “low tech” to highly acute and covering all ages of simulated patients. Moreover, working collaboratively with other health sciences colleges, we plan to upgrade the clinical information system (electronic health record) in the TLC for compatibility with the system to be used at OSUMC.

2.3.B.1 College Initiative: Provide additional clinical simulation capability and an updated clinical information system

Initiative Description: Donor and grant support will be sought to continue to add new equipment to meet the changing student needs and the requirements of newly added specialty tracks.

Primary University cross reference: 2.3.3

**Metrics, Milestones and Resources**

**Metrics:** Equipment purchased.

**Milestones:** Additional room equipped for simulations by autumn 2011, interdisciplinary team convened and beginning scenario development by winter 2011.

**Resources:** Equipment purchases for acute care NP addition - $30,000; faculty, TLC staff and IT staff time for new scenario development; .4FTE software developer for TLC for 1 year (GAA-$35,000).
3. University Goal: Faculty and Staff Talent and Culture

3.1 University Objective: Enhance academic reputation and rankings

The primary key to enhancing national and international academic reputation and rankings in nursing is faculty productivity with respect to research, grant funding and publication in prestigious, high impact journals. Recruitment of stellar faculty is a key to success. Ability to recruit at senior ranks is very limited because of budgetary limitations, and extraordinarily high competition among institutions. Accordingly, attention must be directed toward encouraging and assisting current faculty to maximize their research and scholarly productivity. *U.S. News and World Report* rankings in our discipline are strictly reputational, so dissemination of the important accomplishments of faculty and staff is critically important.

3.1.A College Strategy: Recruit, develop and retain outstanding faculty and promote their external recognition

Primary University strategy cross-reference: 3.1.1
Secondary University cross-reference: 1.1.1.3

Strategy Description: The college’s most critical need is to recruit and retain faculty with proven success in securing external funding for research, and disseminating the findings in professional journals. Also important, given the new DNP program, is to recruit and retain faculty who are clinical experts and therefore qualified to teach clinical courses. We will seek new and different approaches to funding faculty positions, such as adding partnership opportunities within the university and with other institutions, and securing funding for endowed professorships, and chairs. Infrastructure support will continue to assist faculty with research, publication, grants, and increasing the visibility and impact of their research through more effective communication.

3.1.A.1 College Initiative: Increase number of research-productive faculty and faculty with clinical leadership expertise in the areas of high national and international priority

Primary University cross-reference: 3.1.1

Initiative Description: This initiative focuses on recruitment efforts directed toward recruiting faculty to enhance expertise in areas of college and Medical Center strength and areas of high national priority. Joint appointments with other colleges and health agencies will be explored to optimize use of funds.

Metrics, Milestones and Resources

**Metrics:** Number of new regular faculty hires; number of new joint appointments.

**Milestones:** At least one new tenure track and one clinical track faculty hire by autumn, 2012 (at least one of these hires will be a joint appointment).

**Resources:** Salary and benefits for one tenure track and one clinical track faculty hire, and startup for the tenure track faculty hire; recruitment costs; travel costs for faculty to attend professional meetings.

3.1.A.2 College Initiative: Increase support and dissemination of faculty research productivity, scholarship and faculty and staff innovations

Primary University cross-reference: 3.1.1.2, 3.1.1.3, 4.1.2, 1.1.1.3

Initiative Description: The college’s research support infrastructure will be increased in order to increase the success rate in securing external grant funding. The initiative will include sharing resources with other colleges, to include shared consultation, assistance with grant writing and
grants management, and with public relations/communication. Faculty and staff development efforts (e.g., staff talent management plan, SRAs, etc.) will be expanded.

**Metrics, Milestones and Resources**

**Metrics:** Total externally funded research expenditures, number of faculty publications and presentations.

**Milestones:** Total externally funded research expenditures increase at least 5% per year by end of FY2012; faculty presentations and publications in refereed journals increase at least 20% per year.

**Resources:** Travel and honorarium for one visiting scientist/year; travel costs for faculty to present at professional meetings; QOD salary for 1 faculty member per year for grant preparation; cost of workshop and meeting attendance for staff (also see 1.1.1.3 - communication and marketing director time).

3.2 **University Objective:** *Enhance diversity*

3.2.A **College Strategy:** *Enhance recruitment and retention of diverse faculty and staff*

Primary University strategy cross-reference: 3.2.1.1, 3.2.1.2
Secondary University cross-reference: 2.3.2.2, 2.2.1.2

**Strategy Description:** Building a more diverse student body, faculty and staff has been a long-standing goal of the college. Nursing is a profession traditionally dominated by Caucasian females, and only recently has begun to diversify in racial and gender composition. Optimal health care for an increasingly diverse population and for global health issues requires that the nursing workforce, including the leadership of the profession, more closely reflect population diversity and is competent to address the ethnic, cultural and geographic diversity that a global perspective entails. Successful diversification of the student body will depend on building a faculty and staff that is also diverse in ethnicity, culture and gender, and on providing a work and learning environment that celebrates diversity.

3.2.A.1 **College Initiative:** *Conduct targeted recruitment of male and ethnic minority faculty, and support their professional development and success*

Primary University cross-reference: 3.2.1.1, 3.2.1.2

**Initiative Description:** Working with the Graduate School, minority faculty recruitment will target selected educational institutions with high percentages of diverse PhD graduates and post-doctoral fellows and will involve personnel from the Office of Minority Affairs. We also will provide peer mentorship and interdisciplinary contacts to guide professional development, and foster a work environment that supports recruitment and retention of a diverse student body, faculty and staff (see college strategy 2.2.B, initiative 2.2.B.1).

**Metrics, Milestones and Resources**

**Metrics:** Number of male and ethnic minority faculty.

**Milestones:** Increase male faculty from 3% to 4% of the faculty by autumn 2012; add at least one ethnic minority faculty member in FY11 and FY12.

**Resources:** Recruitment costs; faculty travel to selected institutions for recruitment ($10,000).

4. **University Goal: Research Prominence**
A major mission of the college is to generate and disseminate new knowledge that will result in improved health and health care; thus, the research focus is truly interdisciplinary in nature and has high potential for impact. Research productivity depends on strong, innovative, distinctive programs of faculty research that impact people’s lives. The college is already known for research that addresses disease prevention and health disparities in vulnerable populations. We plan to expand and enhance three areas of research strength: Health risk reduction, the health of women and children, and the biology and management of symptoms in acute and chronic illness. Health care is a high priority for research in Central Ohio and nationally and is inherently amenable to interdisciplinary research in which nursing can be a major contributor.

4.1 University Objective: Foster preeminence in research

4.1.A College Strategy: Enhance research support services by exploring opportunities to share resources with other college(s)
Primary University strategy cross-reference: 4.1.1, 4.1.2
Secondary University strategy cross-reference: 3.1
The College of Nursing has greatly enhanced its support of faculty and doctoral student research in recent years, and will continue to do so. We are committed to increasing the percentage of grant submissions that receive external funding; particularly important for enhancing the college budget are federal grants which pay the full F&A rate. Our ability to increase research support services in the near future will be predicated on the ability to share the cost of such resources with other colleges at Ohio State. Conversely, will explore sharing our research development resources with other colleges.

4.1.A.1 College Initiative: Explore jointly hiring a grant writer and/or editor with another college.
Primary University cross-reference: 4.1.2.1, 3.1
Several of the smaller Ohio State colleges could benefit from sharing research infrastructure support resources, and the associate dean for research has already begun explorations with three units to determine feasibility.

Metrics, Milestones and Resources

Metrics: Negotiation discussions with other colleges.
Milestones: Discussions have taken place with at least three colleges and hiring plans are in development or finalized.
Resources: The exploratory phase requires no additional resources; hiring will involve .3-.5 FTE grant writer and/or editor for research center staff.
5. University Goal: Outreach and Collaboration

The college has special accountability to the people of Ohio for improvement of health care, which is also one of the university’s areas of excellence. Advancement of the quality of and access to health care by translating knowledge into cutting-edge practice is central to our mission and consistent with the state and national priority on enhancing translational research. Likewise, participation in the health care of the global community is mandatory. We will add strategically to our activities those that match areas of excellence, enhance the university’s global outreach and are interdisciplinary in nature. We seek sustainable opportunities to establish and maintain effective interdisciplinary health services outreach opportunities and collaborative research relationships. Such relationships not only serve the community directly through the provision of health care, but they also provide opportunities to translate research findings to the “real world” and, importantly, enrich the education of our students.

5.1 University Objective: Align outreach priorities with academic areas of excellence

5.1.A College Strategy: Review and expand outreach opportunities that make a positive difference in the health of communities
Primary University strategy cross reference: 5.1.1.1
Strategy Description: College of Nursing faculty and students can make a considerable impact on the health and well being of the people of Ohio and more globally through outreach efforts that export expertise in the delivery of health care to vulnerable populations, deliver “hands-on” care, and translate key research findings into practice. The potential impact of such outreach will be greatest if it is planned and carried out by interdisciplinary teams involving faculty and students from other colleges of the university and OSUMC. The college’s outreach activity to date has been limited primarily to health care delivery sites in Columbus and the state, with international outreach only one week-long experience in Honduras annually. The need for more community-based primary health care is expected to increase with the implementation of health care reform. Outreach activities will be expanded beginning with projects in Ohio and expanding later to international locales.

5.1.A.1 College Initiative: Plan community-based outreach projects in conjunction with other colleges at Ohio State and OSUMC
Primary University cross-reference: 5.1.1.1
Initiative Description: The health sciences colleges have discussed collaborating to add community-based practice sites that will be used for interdisciplinary practice, as well as for students’ clinical education. It is anticipated that the sites will be in areas that are under-served with respect to health care. Within the next two years planning will be completed for at least one interdisciplinary practice site.

Metrics, Milestones and Resources

Metrics: Number of outreach projects on which planning has begun.
Milestones: At least one additional domestic community-based outreach project is planned by autumn 2012 for implementation before June 2103.
**Resources:** Effort of college’s outreach coordinator (5%), senior fiscal officer (5%) and selected clinical faculty (episodic).
6. University Goal: Operating and Financial Soundness & Simplicity

The ability to sustain financial soundness, given the parameters of the university's budget model, will depend on continuing to increase credit hours taught and associated revenue, increasing indirect cost payments from grants, and identifying new revenue sources. We have expanded the college enrollment considerably in recent years, and continue to grow enrollment in selected programs: primarily the RN to BSN program, the DNP program and selected tracks in the master’s program. Some growth potential exists, limited by faculty and clinical resources. Receipt of external grant funding for research and educational programs remains very high priority. New potential sources of revenue include adding new master’s tracks with good enrollment potential and charging other colleges to use the TLC, thereby making it a revenue source. Good stewardship of our resources requires that we continually seek ways to operate more efficiently and cost-effectively.

6.1 University Objective: Enhance and diversify our revenue sources

New sources of revenue depend on expanding educational offerings that have potential for sufficient enrollment to make them cost-effective, and being more entrepreneurial in viewing the college’s assets as resources that others may wish to purchase.

6.1.A College Strategy: Add to and expand enrollment in the college’s master’s level specialty tracks that are likely produce excess revenue

Primary University strategy cross-reference: 6.1.3

Strategy Description: There is considerable pent-up demand for an acute care nurse practitioner (ACNP) track, fed primarily by the need for hospitals to provide NP coverage for reduced medical residents’ hours. Many of the NPs currently employed at OSUMC and other area hospitals have been trained for primary care practice, but are engaged in tertiary care; post-master’s options as well as the more standard post-BSN specialty programs are badly needed. Also capable of expansion are the clinical nurse leader track and the nursing administration track. The RN to BSN program, delivered online, can be expanded and is being revised to decrease the cost of clinical instruction.

6.1.A.1 College Initiative: Add an acute care nurse practitioner track and expand enrollment in the clinical nurse leader and nursing administration tracks in the master’s program, and continue to expand the RN to BSN program.

Primary University cross-reference: 6.1.2.1, 6.1.3.3

Metrics, Milestones and Resources

Metrics: New track in place, enrollment in MS and RN to BSN programs.
Milestones: ACNP track admitting students by winter 2011; MS and RN to BSN enrollments increase by 10% by autumn 2012.
Resources: For acute care NP track: .5 FTE director + .5 FTE clinical faculty (supplemented with OSUMC in-kind assistance with teaching; for nursing administration track: .4 FTE faculty; for clinical nurse leader program .3 FTE clinical faculty in FY’12.

6.1.A.2 College Initiative: Develop and begin to implement a business plan for optimizing the TLC’s potential as a source of revenue from other entities within and outside of Ohio State and targeted workshops, conferences and other revenue-generating offerings

Primary University cross-reference: 6.1.3.3
Initiative Description: Ours is one of the best equipped nursing clinical education labs in the nation; therefore potential exists to “lease” our lab (with equipment and personnel) to other schools of nursing, nursing departments in clinical agencies, and other colleges at Ohio State. In the past we have too readily given away the lab’s assets or charged insufficient amounts to cover the costs, let alone generate revenue. Our faculty and staff are well prepared to teach other faculty members about how to teach using simulation and other new technologies, and this expertise needs to be parleyed into revenue.

Metrics, Milestones and Resources

**Metrics:** Business plan development status, amount of revenue generated by TLC, number of TLC workshops held.
**Milestones:** Business plan is developed by winter 2011; marketing begun by spring 2011; revenue being generated beginning in spring 2011.
**Resources:** Consultation for business plan development ($1000).

6.2 University Objective: Improve our operating efficiency

6.2.A College Strategy: Consolidate support services and business processes for streamlining and collaborating with other colleges
Primary University strategy cross-references: 6.2.1
Secondary University strategy cross-reference: 1.2.1, 1.2.2
Strategy Description: The College of Nursing is non-departmentalized, with a centralized administrative and support structure. The support staff is small, so opportunities to increase efficiency in business operations and economy of scale in purchasing transactions by partnering with other colleges and university units will be sought aggressively.

6.2.A.1 College Initiative: Enact cost-sharing and cost recovery opportunities for purchases
Primary University cross-reference: 6.2.1
Initiative Description: Opportunities exist to share the cost of software site licenses with other colleges and to negotiate cost recovery from other units desiring access to the software.

Milestones, Metrics and Resources

**Metrics:** Software expenditures and revenues, laboratory equipment expenditures and revenues.
**Milestones:** Cost savings for software from baseline of FY 10 >10%.
**Resources:** Effort of IT director, associate dean for research, and senior financial officer to identify and negotiate opportunities. Net financial increase is anticipated.