

Wegmans School of Nursing Strategic Plan

Accountability Groups: Undergraduate- UG and RN/BS; Graduate- Masters and DNP; MHC- Mental Health Counseling; *All WSON Faculty; WSON Leadership/Administration; Staff- Admin Assistants/Professional Staff; College: Provost, Admissions, OAAS, OIT, Writing Center, etc.*

<i>Pillar 1: Intellectual Vitality</i>					
Goal: To achieve a culture of intellectual vitality through opportunities for students and faculty/staff to engage in research and scholarship, service to the college, and professional community.					
Objective	Strategies	Year	Budget	Accountability	Benchmarks/Metrics
1. Strengthen innovative programming at all levels	A. Collaborate to develop and implement new program in Health Services Management; support new Masters in Public Health; implement new DNP program	Year 1	SJFC	Administration Program Directors	Input from community of interest; monitor progress
	B. Attend professional conferences, disseminate information, and incorporate into curriculum as appropriate	Year 1 Fall 2018	Conf. \$, travel	All	Identify conferences at each level; chart results
	C. Evaluate feasibility of offering more online/hybrid offerings at the graduate level	Year 2 2019-20	Market study - VP Enrollment Management	Grad Nursing, MHC, OIT, Ed. Technologist	Market study to determine
	D. Evaluate current stakeholder data to determine opportunities for certificate programs, continuing education	Year 1 2018-19		MHC	Create a data set; Data from year 1 will form year 2 process
	E. Explore interdisciplinary certificate and dual degree options building on the current collaboration of SBIRT and Integrated care grants	Year 1 2018-19		MHC, Nursing	Research other dual degree programs; Explore 3+2 program with Psych;

Objective	Strategies	Year	Budget	Accountability	Benchmarks/Metrics
					benchmark enrollment
<i>2. Expand high impact practices to maintain the standard of excellence in nursing and mental health counseling education</i>	A. Utilize curriculum review to enhance faculty opportunity for scholarship and research; Disseminate innovative practices through publications and presentations and Faculty Scholarship, Service, & Practice (S,S,&P)	Year 1 2018-19	Neutral	WSON faculty Assistant Dean	Hold a Nursing and MHC Scholarship Symposium; track research, scholarship, service, and practice
	B. Investigate new faculty workload models to support research and grant writing new program development (3+3 or 3+4 work load)				
	C. Explore opportunities for interdisciplinary team (graduate) teaching/courses –MHC and Nursing				
	D. Increase community service opportunities across the graduate programs	Year 1 2018-19	Neutral	Grad. faculty	Track community service
	E. Increase faculty/ student research-UG, Grad Nursing, MHC	Year 1 2018-19	Neutral	WSON faculty	Track faculty/student scholarship, research, and practice
	F. Increase participation of UG students in WSON honors, College honors, and summer research program <ul style="list-style-type: none"> ○ Highlight honors opportunities in advising ○ Mentor new faculty in student advisement regarding options for honors 	Year 1 2018-19	Neutral	UG faculty	Goal of two summer research fellows/summer; Increase in number of nursing honors students by Fall 2019; UG faculty member to join college wide honors task force

	G. Expand interprofessional education (IPE) opportunities and track effectiveness; measure IPE effectiveness			WSON IPE Steering Committee members	% of students in IPE endeavors; student survey results \geq 85% A/SA
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Pillar 2: Community Engagement

Goal: The overall goal of community engagement within the Wegmans School of Nursing is to improve the health outcomes of the community we serve.

Objectives	Strategies	Year	Budget	Accountability	Benchmarks/Metrics
<i>1. Expand community partnerships to deepen our commitment to preparing students to positively impact health outcomes of our community</i>	A. Utilize faculty expertise in identifying community experiences by to reflect community relationships, research interests, and community service activities/opportunities	Year 1 Fall 2018	Neutral	Char UG, Grad, Administration	Update website faculty/staff profiles; All profiles completed by 12/2018
	B. Expand mutually beneficial partnerships, formalize partnerships	Year 2 2019- 20	Neutral	UG Grad MHC Administration	Evaluate current partnerships, opportunities for enhanced collaboration
	C. WSON Liaison to work with College Center for Community and Civic Engagement	Year 2 2019- 20			
	6. Measure impact of community experiences across the curriculum on student attitudes <ul style="list-style-type: none"> o Measure student perception of culture of health o Expand community experiential activities 	Years 1, 2, 3 Each semester	Neutral	UG faculty with community service in course; after Fr/Sophomore seminars	# of community engagement activities; Student Survey

Pillar 3: Holistic Approaches to Student and Faculty Success

Goal: Provide consistent and intentional support to students, faculty and staff to promote professional growth and collaboration in a holistic manner.

Objectives	Strategies	Year	Budget	Accountability	Benchmarks/Metrics
<i>1. Enhance student growth and development through multiple domains</i>	A. Intentional infusion of health and wellness within the school culture: <ul style="list-style-type: none"> ○ SNA & MHC student group activities guided by principles of health, wellness and inclusion ○ Create Student Advisory Board: Increase healthy life style choices 	Year 1 2018-19	Neutral	UG and SNA Grad MHC and Student Group	% satisfaction on student survey; Track wellness center activity
	B. Foster Resiliency <ul style="list-style-type: none"> ○ Educate student/faculty/staff ○ Infuse stress management and self-care techniques throughout the curriculum ○ Peer Support for professional students ○ Review of UG J1 experience ○ WSON representative to join SJFC Resiliency/Mindfulness Committee 	Year 1 2018-19	Minimal	Faculty/ Staff Wellness Center SJFC Wellness Committee Asst. Dean	% satisfaction on student surveys UG focus groups results
	C. Increase opportunities for UG students to engage with upper level students by creating role modeling/mentoring opportunities for nursing and MHC	Year 2 2019-20	Medium-workload	Chairs of UG and MHC Programs Faculty Staff	Track Fisher Edge, Star Fish MHC student survey
<i>2. Enhance faculty/staff growth and</i>	A. Strengthen culture of collaboration; implement Healthy Work Environment	Year 1 Fall 2018	Work-load	Leadership UG, Grad, MHC Faculty	Year 1 baseline assessment; post assessment

<i>professional development</i>					
	B. Orient/support all faculty/staff- new and existing	Year 1	Budget impact-staffing	Faculty/Staff Exec. Assoc. Dean Asst. Dean Sim/LRC Director	Regular meetings Check ins

Pillar 4: Diversity, Inclusion, and Equity					
Goal: Provide an inclusive learning environment that reflects equity, inclusion, and diversity for students, faculty, and staff.					
Objectives	Strategies	Year	Budget	Accountability	Benchmarks/Metrics
<i>1. Effectively engage students with others across a range of cultural, racial, ethnic and spiritual backgrounds</i>	A. Create diverse interpersonal experiences across the curriculum at program, college and community level that promote inclusion and respect for diversity	Years 1-2 Begin Fall 2018	Neutral	WSON faculty on Racism Initiative Group; SJFC Depts. of Multicultural Affairs and Diversity Service Learning	# of students in diverse learning experiences; Pre/post survey; Develop training program, survey to measure
	B. Create learning environments that are welcoming and supportive of all students: <ul style="list-style-type: none"> o Mentorship program for diverse students o Develop a cohesive strategy for more efficient and effective multicultural outreach and current student support 	Year 1 2018-19	Neutral	UG Grad. MHC	% of students using OAAS, Writing Center, Math Center, Career Center; % SA/A on survey to measure
	C. Implement professional development series: <ul style="list-style-type: none"> o To enhance self-awareness and address potential barriers to inclusion and equity 	Year 1 Plan; year 2, year 3	Cost of Speakers Additional time for instructors Preceptors	Leadership Faculty Staff Clinical Instructors	Log diversity training and activities Retrospective pre/post survey

	<ul style="list-style-type: none"> ○ To learn content and facilitation skills for faculty and staff addressing “sensitive” issues such as diversity and trauma informed care ○ Clinical Instructor and Preceptor workshops 			Preceptors	
	D. Establish relationships with diverse organizations to provide potential presentations, mentoring, leadership development for students	Year 3 2020-21	Neutral	Leadership Faculty Staff MHC	Document current organizations, identify new opportunities; Additional 3-5 organizations as appropriate

Pillar 5: Institutional Effectiveness

Goal: Support institutional effectiveness through innovative administrative, and academic support for students, faculty, and staff to achieve their goals.

Objectives	Strategies	Year	Budget	Accountability	Benchmark/Metrics
1. Ensure robust administrative, academic, and technology support services for student, faculty, and staff success	A. Plan for dedicated OIT support for day-to-day operational college network and software issues to support faculty with online and hybrid courses; online testing, Simulation Center and clinical labs	Year 1	SJFC/ OIT	OIT Prof Staff	OIT direct support-track issue, response time, resolution
	B. Advocate for robust ESL support within the Academic Support Center for additional testing, and educational support services specific to student learning needs	Year 1	Staffing	Admin & Office of Academic Support	Needs assessment; track ESL student needs; Review Spring 2018 supports
	C. Work with SJFC financial aid to facilitate student progression for high needs students using part-time and summer schedules (NURS 300 & 317 in summer)	Year 1	mod	UG faculty Prof Staff & Administration	Review #s of failures; Secure Provost support for UG summer classes
2. Use strategic planning and annual reporting to support ongoing quality	A. UG, Grad, MHC participate in ongoing evaluation of the strategic initiatives, goals/measures, IPE activities incorporated into the revised master evaluation plan	Years 1,2,3	neutral	UG, Grad, MHC Administration	Combine updated MEP with Strategic Plan; review metrics

<i>improvement and accreditation readiness</i>	B. Maintain robust data sets for management of enrollment, progression, and attrition in all programs	Year 1	neutral	UG, Grad, MHC Pr. Directors Prof. Staff	Accurate “real time” reports to track #s
<i>3. Identify new recruitment markets, new program opportunities and collaborations to grow enrollments as the college resource reallocation process allows</i>	A. Strategic marketing to increase enrollment for WSON programs with capacity-Psych/Mental Health NP, RN/BS, Clinical Nurse Specialist Program; New recruitment markets and programs through collaboration (e.g., 3+2 Psych and MHC; New MPH Program, Health Services Management)	Years 1, 2	mod	Program Directors Administration Grad. Admissions	Support from Provost Market Analysis
	B. Identify and market program strengths and related opportunities for career specialization	Year 1		MHC Grad. Admissions	Market analysis
	C. Collaborate with Advisory Boards, alumni, and professional contacts to identify trends and validate the market for new programs	Years 1, 2, 3	mod	Program Directors Faculty Administration Grad. Admissions Alumni office	Market analysis; Review of Faculty S, S, P; Focus group/needs assessment; Data base to track outreach
	D. Establish a working relationship with College Alumni office to support alumni involvement in the WSON; increase grad alumni connections- alumni weekend, Bills camp	Years 1, 2, 3	neutral	Program Directors Administration Faculty Alumni office	Advocating with VP Market analysis, outside resources Review of Faculty S, S, P for professional organizations Focus group/needs assessment Data base to track outreach