School of Nursing

Strategic Plan

January 2015-2020
Revised March 2015
Revised July 2015
Introduction
The MCPHS SON developed its initial Strategic Plan document in 2008. This document has been revised and updated (2015-2020) to describe the shared vision of the nursing faculty. This strategic plan is a dynamic document that is well grounded and thoughtful. It remains faithful to the pre-established guiding documents that support high quality education for our students. In addition, the School of Nursing faculty is part of a dynamic community of educators with a shared vision of learner centeredness, community engagement, diversity, integrity and collaboration, all of which are responsive to the needs of our communities of interest. State of the art learning experiences promote best practice approaches in the provision of high quality nursing care to diverse patient populations. The School of Nursing pursues excellence in all of its endeavors and embraces processes of quality improvement as described in our Vision to Excel.

MCPHS University Guiding Documents

University Mission
To provide a unique academic environment to guide and support students toward successful, sustainable careers and leadership in health care. As a private independent institution with a long and distinguished history of specializing in health sciences education, the University offers traditional and non-traditional programs that embody teaching excellence, active scholarship and research, professional service, and community outreach.

University Core Values
The University embraces a set of core values that reflect commitment to preparing competent, caring, ethical health professionals and scientists to meet the public’s need for high quality health care and cutting-edge knowledge development. As members of the University and broader community, we are committed to the following core values:

- Learner-centered teaching and student engagement that fosters intellectual vitality, critical thinking, and lifelong responsibility for learning and continuing professional development;
- Honesty, integrity, professionalism, and personal responsibility;
- Respect for diversity and appreciation of cross-cultural perspectives;
- Adaptability and flexibility in response to ever-changing external environments;
- Effective and efficient use of resources to maximize value to those we serve;
- Excellence and innovation in education, scholarship/research, and service, including outreach to the community;
- A productive, satisfying work and learning environment that is built upon cross-disciplinary and cross-campus collaboration;
- Integration of the liberal arts and basic sciences with professional studies;
- Scholarship that contributes to knowledge development, improvement of health sciences education, and improvement of health care and health outcomes;
- Education that fosters development of the whole person.
University Strategic Plan
MCPS University aspires to be recognized as a premier university of health sciences, known nationally and internationally for excellence in education, scholarship, and public service. The MCPHS University Strategic Plan identifies four strategic initiatives: Diverse Perspectives, One Vision; Student Success; Programs and Services and Aligning Quality and Growth. The School of Nursing Guiding Documents correlates with the University’s strategic initiatives and assist in providing a framework for the School of Nursing Strategic Plan.

School of Nursing Guiding Documents

Philosophy
Congruent with the philosophy and core values of MCPHS University, the School of Nursing philosophy reflects our beliefs in a set of core values that are fundamental to nursing education and shared and upheld by the nursing students, faculty and staff, and our clinical partners.

Education is a self-actualizing, creative, and lifetime endeavor involving systematic inquiry and progression from novice to expert. The educational process must be learner-centered to foster intellectual vitality, critical thinking, and the responsibility of ongoing professional development. Nursing education must be academically rigorous and socially relevant, embracing multiple ways of knowing and integrating the liberal arts and sciences with professional nursing study. The nursing curriculum is organized around a clear appreciation of the domain of nursing science: person/people, health/illness, society/environment, and nursing. The program cohesiveness is evidenced by weaving scholarly, professional, and practice-related activities throughout the education process.

Nursing is deeply rooted in the science of caring and connection to others. Individuals have unique qualities and basic needs for respect and recognition of personal dignity. The universality of human rights and needs transcend the boundaries of age, gender, race, ethnicity, class, culture, language, spirituality, and religion. Human diversity and psychosocial-cultural factors influence and are influenced by the experience of individuals, communities, and society. Incorporation of humanity and respect is vital to the process of healing and the quality of nursing care.

The primary goals of nursing are to promote, restore, and maintain health, prevent disease, and provide care and comfort throughout life, during illness, and at the end of life. The patient is the center of nursing care and may be an individual, family, group, or community in varying states of health. The patient is recognized as having distinct and unique needs that continuously change and are redefined as the patient interacts with the nurse, healthcare providers, and the environment. It is critical that a nurse anticipates and adapts to the changing needs of the patient. Identification of patient needs, provision of nursing care, the healthcare experience, and environment are fundamentally connected. The nurse helps create a healing environment for each patient by collaborating with the patient to establish mutual goals that enable the patient to attain optimal health.

The core competencies necessary to meet the primary goals of nursing are communication, assessment, critical thinking, and technical skill. The core competencies allow the nurse to assess, plan, design, provide, and manage culturally competent, cost-effective, high quality, and direct and indirect nursing
care across the lifespan with diverse populations. Competence in nursing practice is best achieved through a thoughtful blending of theory, knowledge, and experience.

Clinical partnerships foster associations in which resources, knowledge, and experiences are reciprocated and connected through professional relationships and collaborations. Students, faculty and staff, and clinical partners form a dynamic triad whereby nursing practice informs nursing education and nursing education influences the practice of nursing and the delivery of healthcare. The goal of our clinical partnerships is to provide a solid, functional, and rigorous foundation for evidence-based nursing practice.

The future of nursing rests with those entering the profession. The beliefs and values that sustain nursing education are expressed at every level of the educational experience. We are dedicated to the advancement of all engaged in this endeavor, and we foresee significant personal and professional growth as outcomes for students, faculty and staff, and clinical partners.

**Mission Statement**

**Congruence Table: University and SON Missions**

<table>
<thead>
<tr>
<th>University Mission</th>
<th>School of Nursing Mission</th>
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<tbody>
<tr>
<td>To prepare students for successful careers in healthcare through excellence in teaching, scholarship, research, professional service and community engagement.</td>
<td>To provide students with a high quality and innovative education and to foster scientific inquiry and professional services.</td>
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</table>

To fulfill its mission, the SON is committed to:

- Developing innovative, dynamic and socio-politically relevant model of nursing education based on theoretically sound curricular, evidence-based practice, clinical immersion and scholarly inquiry.
- Developing a curricular foundation that promotes reflective, ethical, compassionate, innovative and intellectually rigorous nursing practice.
- Establishing a community of learners inclusive of students, faculty and clinical partners who embrace a spirit of inquiry and a commitment to continuous professional growth.
- Promoting resiliency and integrity in nursing graduates for practice in dynamic, diverse and complex healthcare environments.
- Fostering a community of scholars that advance nursing through excellence in the discovery, application, integration and dissemination of knowledge.
- Providing service to the School, the University, the profession of nursing and the community.

**Vision Statement**

The vision of the SON is to create a center of excellence in nursing education where an environment of partnership is created and nursing practice, education, and scholarship connect for the advancement of healthcare and the profession of nursing.
Core Values
As members of the School of Nursing and a broader community, we are committed to the following core values:

Respect
- Value and appreciate self and others across the boundaries of age, race, culture, gender, language, ideology, religion, and class. Seek to know, understand, acknowledge, and appreciate the uniqueness and contribution of self and others
- Treat self and others in a caring and considerate manner
- Recognize that the patient is the center of nursing care

Literacy
- Examine and process information in a critical and reflective manner
- Appreciate and judiciously use literature from nursing science, liberal arts, and other health sciences
- Cultivate a sense of intellectual inquiry and engage in the process of lifelong learning and development
- Embrace continual knowledge development as central to professional excellence and the advancement of nursing practice

Practice
- Develop competence and advance acquisition of nursing knowledge, skills, attributes, and abilities
- Communicate and collaborate as an integral member of the health care team
- Apply nursing knowledge and skill in diverse practice settings
- Provide care in accordance with professional standards, practice within the legal and ethical scope of nursing, and engage in continuous quality improvement of nursing care

Integration
- Draw on existing knowledge and develop new knowledge in order to establish a nursing practice that is critically reflective and dynamic
- Connect theory and multiple ways of knowing in the practice of nursing
- Behave and present self in a manner that projects confidence and inspires trust
- Act with integrity, responsibility, and accountability in the practice of nursing

BSN Program Goals
The School of Nursing provides excellent education that aims to prepare students as liberally-educated persons and baccalaureate-prepared professional nurses. We are committed to:
- Incorporate the values of respect, literacy, practice, and integration
- Build on a solid foundation of liberal arts and sciences
- Connect education to practice through partnerships and clinical immersion
- Cultivate a learner-centered environment where individuals are empowered to think, conceptualize, reason, and make sense of the lived worlds
- Provide opportunities for personal and professional development of students, faculty, staff, and clinical partners
- Use knowledge and evidence based teaching practice
- Prepare nursing graduates who are globally aware and informed for practice in a diverse and rapidly changing healthcare environment
BSN Program Expected Outcomes
Upon the completion of the BSN program, graduates will be able to:

- Provide safe, effective, culturally-competent nursing care to individuals and families across the lifespan as a member of an interdisciplinary team and in the context of community
- Integrate the core competencies of critical thinking, communication, assessment, and technical skills in nursing practice
- Behave in a manner consistent with professional nursing standards of practice
- Engage in continuous professional development activities, and
- Pass the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN) and qualify for licensure

MSN Program Goals
The School of Nursing provides excellent education that aims to prepare students as liberally-educated persons and master’s-prepared professional nurses. We are committed to:

- Incorporate the values of respect, literacy, practice, and integration
- Build on a foundation comparable to baccalaureate level nursing knowledge
- Connect education to practice through partnerships, preceptorships and/or mentorships
- Cultivate a learner-centered environment where individuals are empowered to think, conceptualize, reason, and make sense of the lived worlds
- Provide opportunities for personal and professional development of students, faculty, staff, and clinical partners
- Use knowledge and evidence based teaching practice
- Prepare nursing graduates who are globally aware and informed for practice or for teaching/learning, in a diverse and rapidly changing healthcare environment

MSN Program Expected Outcomes
Graduates of the MSN program will be able to demonstrate the essential competencies for an entry level of advanced professional nursing practice that demonstrate the following outcomes at the advanced professional practice level of nursing:

- Provide safe, effective, culturally competent and advanced nursing care to individuals and families across the lifespan as a member of an interdisciplinary team and in the context of the community
- Integrate the core competencies of research, diversity, health care policy, ethics, health promotion and disease prevention, and theoretical foundation of nursing in advanced nursing practice
- Demonstrate a leadership role in the profession of nursing
- Engage in ongoing nursing knowledge development to guide practice
- Successfully pass the Family Nurse Practitioner certification examination (FNP) or demonstrate competency and the requisite skill set as a novice nurse educator (MSN)
A Vision to Excel
Our vision is to create a center of excellence in nursing education where an environment of partnership is created and nursing practice, education, and scholarship connect for the advancement of health care and the profession of nursing.

Strategic Plan Overview
The MCPHS University School of Nursing strives to educate students, advance knowledge and provide service to the University, the profession and the community through excellence in the application of nursing knowledge. The mission and vision of the MCPHS SON are in concert with the mission and vision of the parent institution, MCPHS University. The mission of the School of Nursing is realized by programs and policies that:

- Provide access to education in nursing for students with diverse backgrounds
- Prepare graduates of the BSN programs for safe entry into professional nursing practice and for advanced study in nursing
- Prepare graduates of the MSN programs for roles in advanced specialized practice and for Doctoral studies
- Promote excellence and innovation in teaching, service and scholarship
- Contribute to local, regional, national and global health by helping to address the societal needs for well-educated and competent nursing professionals
Challenges
Nursing faces new and unprecedented challenges – the aging and diversifying of populations, advanced science and information technology, global health threats, an ever changing health care environment, the predicted shortage of nurses and nurse educators, and ever evolving knowledge. (According to the Bureau of Labor Statistics’ Employment Projections 2012-2022 released in December 2013, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2022. The RN workforce is expected to grow from 2.71 million in 2012 to 3.24 million in 2022, an increase of 526,800 or 19%. The Bureau also projects the need for 525,000 replacements nurses in the workforce bringing the total number of job openings for nurses due to growth and replacements to 1.05 million by 2022.) http://www.bls.gov/news.release/ecopro.t08.htm. The reality poses a social and moral call for nursing and the public to be responsible and responsive to the needs of health care. A critical mass of nurses will be needed in the nation. Nursing education prepares graduates to meet ever changing demands for health care. Nursing knowledge, thus, must be advanced to guide nursing practice.

The experience of the second half of the 20th century taught us about rapid changes associated with jobs, modes of communication, lifestyles, cultures, and patterns of disease. The ubiquity of change has blurred traditional lines of professional and liberal arts education. More than ever, higher education calls for evidence-based pedagogy and for providing students with intellectual resources, skills, and flexibility to meet the double challenges of changing knowledge in a changing society.

Today, as we face multiple challenges, we need to position ourselves to achieve exponential success. To this end, we need to (a) enhance the undergraduate accelerated programs by improving the teaching/learning process and outcomes; (b) explore sensible and responsible expansion of nursing programs to meet the needs of health care; (c) enhance active scholarship, research, and professional services; and (d) forge partnerships that promote excellence in education, research /scholarly work, and professional services. We are challenged to compete for resources that support, sustain, and enhance nursing education, scholarship/research, and services. In the dynamic world, we must nimbly make concerted efforts to fulfill the mission and vision of the College and the School.

Strategic Goals
Our mission and vision are broad and encompass three areas: teaching, scholarship and service. Nursing priority areas are articulated in the strategic goals that have been developed by the MCPHS School of Nursing.

Goal 1 (Teaching): Prepare competent graduates who are able to meet the diverse needs of patients in an ever changing healthcare environment and enhance program excellence

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Date/Timeline</th>
<th>Compliance Benchmark</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Maintain an 80% or higher NCLEX pass rate for first time test takers</td>
<td>Ongoing</td>
<td>MBORN; NHBON; CCNE; Program Evaluation Plan</td>
<td>Continue the use of HESI products and exams; Teach test taking strategies; Provide structured remediation;</td>
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<tr>
<td>Action</td>
<td>Frequency</td>
<td>Details</td>
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<tr>
<td>Maintain an 80% or higher certification pass rate for FNP program graduates</td>
<td>Ongoing</td>
<td>Utilize the HESI 3 P exam for benchmarking; Utilize the HESI Exit Exam (NP) for benchmarking and for developing an individualized study plan; Review courses at the conclusion of each semester to discuss opportunities for continuous course improvement/enhancement; Solicit student feedback (formative and summative); Solicit faculty/preceptor/agency feedback at the conclusion of each semester for curriculum/program improvement.</td>
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<td>Meet planned program numbers in all programs</td>
<td>Ongoing</td>
<td>Collaborate to develop marketing initiatives; Maintain and update SON Web site; Advertise in targeted publications; Launch targeted mailings re: program opportunities/tracks;</td>
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<tr>
<td>Review courses at the conclusion of each semester in the spirit of continuous quality improvement; Solicit student feedback (formative and summative); Solicit faculty/preceptor/agency feedback at the conclusion of each semester; Direct and encourage students to take advantage of the resources provided by the SON and by the Academic Support Services; Comply with SON published and transparent progression standards.</td>
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<td>20/RN to BSN 10 AD to MSN Bridge</td>
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<td>Develop marketing budget for the SON; Ensure adequate resource allocation for program numbers; Maintain a 22 credit annual workload for faculty; Communicate shortfalls or excesses to Provost and Chief Financial Officer for fiscal planning purposes.</td>
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<td>Maintain program completion of 70% of higher</td>
<td>Ongoing</td>
<td>CCNE Program evaluation Plan Offer and encourage strong advising for all SON students; Utilize both peer and content tutors; Encourage the use of the writing center and other appropriate academic resources for students; Ensure the early identification of students with learning needs so that appropriate services/plan can be developed for their individual success.</td>
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<td>Incorporate interprofessional education expectations into the curriculum at both the BSN and MSN levels</td>
<td>Ongoing</td>
<td>CCNE MCPHS University objective Program Evaluation Plan Develop that IPE collaborative teams are designated on each campus; Encourage and support IPE activities such as the Schwartz rounds; Promote, support and participate in an Annual IPE conference; Encourage faculty to weave the concept of IPE into the various courses across the SON curriculum.</td>
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<td>Explore the recruitment of international students for graduate nursing programs</td>
<td>Ongoing</td>
<td>MCPHS University objective</td>
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<td>Collaborate with the Center for International Studies to support the MCPHS University Strategic Plan that includes increasing the number of international students at MCPHS University to 12% of total enrollment in fall 2014, 14% in fall 2015 and 16% in fall 2016; Provide support as requested by the Center of International studies to participate in country-specific communication and recruitment initiatives that are tied to overall international enrollment targets; Provide support as requested by the Center of International studies to participate in new collaborative agreements with institutions and government agencies around the world and support any articulation and dual-degree agreements with select international universities to educate professional nurses.</td>
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<tr>
<th>Launch certificate programs in an array of subject areas that can lead to AACN board certification for Registered Nurses</th>
<th>May 2017</th>
<th>MCPHS Fiscal Goal MCPHS Online program growth</th>
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<tbody>
<tr>
<td>Complete all certificate courses as per the May 2017 planned implementation date; Seek academic council approval for specific certificate courses/programs; Work collaboratively with Online and with marketing departments to explore national recruitment opportunities; Utilize existing ANCC certification data to drive specific certificate categories and to assist in the prioritization of implementation.</td>
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<td>Task</td>
<td>Timeline</td>
<td>Involvement</td>
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<td>Modify BSN and MSN Curriculum to reflect the Essentials of Bachelor’s and Master’s education</td>
<td>Ongoing</td>
<td>CCNE Accreditation Standards</td>
</tr>
<tr>
<td>Plan for program expansion ensuring that all support services are provided (staff and specialty faculty) as well as correlating employment opportunities</td>
<td>Ongoing</td>
<td>MCPHS Fiscal Goal CCNE Accreditation Standards</td>
</tr>
<tr>
<td>Investigate the feasibility of the integration of a competency based curriculum (CBC)</td>
<td>January 2018</td>
<td>SON Leadership committee Curriculum Committee Academic council Full SON faculty</td>
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</table>
Goal 2 (Teaching): Incorporate simulation into all the Provider/Clinical Level Courses across the curriculum for BSN students and MSN Students

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<th>Objectives</th>
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<th>Action steps</th>
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<tbody>
<tr>
<td>Increase the integration of all levels of simulation across both BSN and MSN curricular to enhance transition into the practice environment</td>
<td>2014-2016</td>
<td>NHBON, MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning. SON Program Evaluation Plan (reduce traditional clinical rotations by 20%) MBORN, NHBON, CCNE, NCLEX pass rates (80%)</td>
<td>Integrate members of the BSN and MSN team into the Simulation Committee; Identify a core faculty leader to coordinate and standardized simulation across the SON curriculum; Develop and disseminate a curricula template for simulation</td>
</tr>
</tbody>
</table>
| CCNE Board Certification rates (80%) | as it related to the BSN/MSN levels;  

- Develop a feedback loop to appropriate SON nursing committee and FOM as simulation is incorporated across the SON curriculum;  
- Provide faculty development to ensure the appropriate use of technology;  
- Ensure that the simulation curricula plan and evaluation is done consistently across the SON;  
- Develop debriefing and reflection tools which will provide evidence of learning for individual simulation (integrate NLN debriefing form);  
- Integrate specific targeted questions on clinical faculty survey forms, course evaluation forms to garner important faculty feedback;  
- Incorporate specific questions on simulation experiences in course evaluation tools as to solicit important student feedback;  
- Trend data for NCLEX and FNP certification re: implementation of structured simulation |
across the curriculum of the BSN and MSN courses.

### Goal 3 (Teaching): Recruit and Retain Excellent Nursing Faculty

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<th>Objectives</th>
<th>Date</th>
<th>Compliance Benchmark</th>
<th>Action steps</th>
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<tbody>
<tr>
<td>Minimize faculty turnover on all campuses and in all program tracks while ensuring high degree of faculty satisfaction</td>
<td>Ongoing</td>
<td>SON Program Evaluation Plan (&lt;10% faculty turnover/year) MCPHS University NEASC standards</td>
<td>Evaluate the effectiveness of current recruitment strategies; Work cooperatively with Human Resources to post positions in a timely manner and to recruit qualified faculty; Evaluate faculty feedback re: Dean performance and that of the respective campus leadership; Ensure that workload is assigned in an equitable manner and in conjunction with University policies; Provide mentorship for all new faculty in the SON; Conduct all annual performance reviews in conjunction with the MCPHS University Faculty Manual;</td>
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<td>Provide continuous formal feedback to faculty at the completion of each semester (based on student course evaluations);</td>
<td>Support specialized faculty interests when possible;</td>
<td>Encourage faculty participation in the Shared Governance Model;</td>
<td>Support the completion of terminal degrees by all faculty;</td>
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<tr>
<td>Provide educational opportunities and preparation of faculty for the integration of technology in the classroom and for online teaching;</td>
<td>Support SON faculty as they pursue academic rank promotion;</td>
<td>Provide support for faculty as they explore and develop innovative practice opportunities;</td>
<td>Continue to recruit highly qualified faculty from underrepresented minority groups;</td>
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Support faculty in the pursuit of certification in their specialty;

Provide educational opportunities for all faculty to improve teaching skill set.

Goal 4 (Teaching): Increase the scholarship of teaching, application (engagement and practice), and integration

<table>
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<tr>
<th>Objectives</th>
<th>Date</th>
<th>Compliance Benchmark</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Establish benchmarks for teaching excellence</td>
<td>May 2016</td>
<td>MCPHS Faculty Manual</td>
<td>Establish parameters as they relate to faculty reviews and the scholarship of teaching;</td>
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<td>CCNE Accreditation Outcomes</td>
<td>Review and discuss teaching performance annually with faculty that includes achieving a minimum of three teaching criteria as per the MCPHS Faculty Manual;</td>
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<td>Work with faculty to identify goals for teaching and recommendations for improvement as necessary;</td>
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<td>Identify faculty teaching needs through discussion with faculty and include plan for meeting needs in annual goals;</td>
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<td>Encourage faculty participation in professional conferences to enhance teaching and</td>
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<td>Task</td>
<td>Timeframe</td>
<td>Resource</td>
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<td>Implement a variety of teaching strategies appropriate to the program track, and level of the student</td>
<td>Ongoing</td>
<td>MCPHS Faculty Manual</td>
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<td>Discuss the individual faculty course evaluations at the end of each semester to improve faculty teaching and learning effectiveness; Determine subsequent workload and subsequent assignment based upon teaching effectiveness.</td>
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<td>Encourage faculty to be innovative with different teaching strategies appropriate to the program and student level; Promote continued faculty development through mentorship and professional programs; Encourage voluntary peer review of individual faculty teaching; Encourage faculty to utilize strategies such as video-recording of classes/presentations for self-reflection and teaching improvement.</td>
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<td>Develop collegial working relationships with students, faculty, faculty from other professions and clinical agencies</td>
<td>Ongoing</td>
<td>IPE objectives Annual Performance Appraisal</td>
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<td>Embrace simulation across the BSN and MSN curriculum; Integrate IPE into simulation when possible; Ensure the development of an involved</td>
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community of interest for all campuses;

Engage stakeholders in discussions regarding curriculum improvement;

Encourage and promote the participation of providers for other professions and from the community agencies in University and SON events.

<table>
<thead>
<tr>
<th>Develop evidence-based assessment and evaluation practices</th>
<th>Ongoing</th>
<th>MCPHS Faculty Manual</th>
<th>Encourage research in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in professional development opportunities that enhances the scholarship of teaching</td>
<td>Ongoing</td>
<td>MCPHS Faculty Manual MCPHS Annual Performance review</td>
<td>Encourage participation in education/professional organizations conferences sponsored internally and externally; Support faculty to attend one professional conference/year</td>
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**Goal 5 (Scholarship): Provide opportunities to increase faculty scholarship (discovery) and productivity**

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<tr>
<th>Objectives</th>
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<th>Action Steps</th>
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<tbody>
<tr>
<td>Engage faculty in the scholarship of discovery</td>
<td>Ongoing</td>
<td>MCPHS Faculty Manual CCNE Accreditation Outcomes for faculty</td>
<td>Ensure that the Scholarship committee develops a plan support SON faculty in the Scholarship arena; Adopt Boyer’s Scholarship Revisited for Nursing; Continue to monitor and collate all scholarly efforts;</td>
</tr>
</tbody>
</table>
Promote and support co-authored manuscripts between students and faculty;
Continue to provide funding to attend at least one professional conference/year per each faculty member;
Encourage, support and showcase New Faculty Orientation Project;
Encourage faculty to participate in IPE activities.

| Establish benchmark for faculty scholarship | May 2015 | MCPHS University Objective CCNE Accreditation Outcomes for faculty | Faculty will meet 2 or more scholarship parameters or activities as stated by the MCPHS University Faculty Manual. |
| Partner senior and junior faculty for purposes of mentorship with scholarship activities | Ongoing | MCPHS Faculty Manual CCNE Accreditation Outcomes for faculty | Assign an experienced senior faculty mentor to junior faculty in the area of scholarship;
Encourage faculty participation on the SON Scholarship Standing Committee;
Leadership group will assist faculty in developing scholarship goals as part of their annual performance review. |

Goal 6: (Service) Increase the number of excellent clinical and field experience sites for BSN, Bridge and MSN students

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<th>Action Steps</th>
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<tbody>
<tr>
<td>Continue to develop and extend community/clinical partnerships.</td>
<td>Ongoing</td>
<td>NHBON, MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning.</td>
<td>Promote scholarship events (STTI) that include the clinical partners and clinical faculty/preceptors; Promote community of interest involvement and possible participation in activities that can serve</td>
</tr>
</tbody>
</table>
| Evaluate community/clinical agencies to ensure that the learning experience for BSN and MSN students is positive | Ongoing | NHBON, MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning. Son Program Evaluation Plan | Review, collate and discuss evaluations of clinical agencies by faculty, students and preceptors/clinical faculty; Review, collate and discuss course evaluations that reflect feedback; Review, collate and discuss both formal and informal student feedback;
| Enhance experiential learning opportunities for students by increasing number and variety of clinical placements for both BSN/MSN practice partnerships | Ongoing | NHBON, MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning. | Ongoing review of agencies, student learning outcomes and feedback to ensure appropriateness of sites; Ongoing review of clinical partner/site feedback re: the preparation of BSN and MSN students for assigned clinical rotations. |
| Compliment student learning through the use of structured simulation | Ongoing | NHBON, MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning | Establish a SON goal to reduce traditional clinical by 20% by 2017; Develop a comprehensive simulation plan for implementation across the SON curriculum by 2017; Continue to provide faculty development in the area of simulation and debriefing; Ensure the availability of equipment and supplies for the effective delivery of simulated experiences; |

informal student and core faculty feedback;
Provide opportunities for all clinical partners/agencies to give feedback to MCPHS re: preparation of students for clinical.
Develop a policy statement of simulated learning that can be incorporated into the SON Student Handbook (Fall 2015)

Explore the feasibility of establishing a Dedicated Education Unit model (DEU) for each nursing campus

Ongoing

NHBON. MBORN and CCNE standards which require that appropriate clinical sites are made available for student learning

Present an update/educational program to faculty on the efficacy of the DEU;

Explore regional opportunities for DEU’s;

Promote the use of DEU’s amongst the faculty and students;

Develop a structured plan with learning objectives for the DEU and a plan for ongoing monitoring/evaluation of educational goals.

Goal 7 (Service): Participate in professional and community services to meet the needs of the community

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Date</th>
<th>Compliance Benchmark</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students and faculty to improve the health of the community</td>
<td>2016</td>
<td>IOM, AACN Essentials, MCPHS Faculty manual, MCPHS Annual Performance Review</td>
<td>Participate with internal and external partnerships to develop and support community health initiatives; Encourage and support faculty and student engagement in local community health events/initiatives; Recognize student achievement in this area with service award upon program completion;</td>
</tr>
</tbody>
</table>
Recognize faculty achievement in this area during annual performance reviews; Continue to build strong alumni relationships.

| Enhance clinical experiences in the community for students as to promote knowledge of populations | Ongoing | IOM  
AACN  
NLN  | Seek out internal and external partnerships to enhance community clinical experiences for nursing students; Encourage and promote student scholarship (research, Community assessments, and capstone) on identified community/population needs; Highlight/showcase faculty-student involvement in the community via SON Newsletter and University newsletter. |
| Pursue grants and other funding opportunities to support community health partnerships and initiatives | Ongoing | SON Guiding Statements  | Provide faculty with knowledge and guidance regarding grant application; Network with internal departments for support re: grant application and submission; Network with community clinical partners regarding the development of jointly sponsored grant submissions. |
| Participate in interprofessional communication and collaborations to | Ongoing | AACN Essentials  
IOM  | Work with interdisciplinary teams to develop interprofessional mechanisms for joint |
| improve population health | Agency for Healthcare research and Quality (AHRQ) | planning, implementation and evaluation of shared content and clinical experiences; Provide opportunities for students to attend interdisciplinary community forums, tasks forces, or coalition meetings; Incorporate IPE into planned community health simulations as available. |