

East Tennessee State University College of Nursing Strategic Plan 2016-2026

This strategic plan will guide the activities of the College of Nursing (CON) through 2026 and be congruent with the strategic plan for the university. This plan will also guide the budget and resource allocation for the College. With a model of shared governance, the CON has a transparent process for strategies involving the academic programs, research/scholarship, the clinics, the budget, and innovation. This plan will be a dynamic document that will change based on data gathered and by constituent recommendations after review of the data.

College of Nursing Vision

To be the best College of Nursing in the state and region, nationally recognized in improving health through the innovation and integration of teaching, research, scholarship, creative activity, service, and practice.

College of Nursing Mission and Values

The mission of the College of Nursing (CON) is to facilitate the health of the community through excellence and innovation in nursing education, research, scholarship, creative activity, service, and practice.

We Value:

- Professional interactions that demonstrate caring, respect, and compassion for others.
- Diversity and inclusivity, embracing the full scope of human cultures, ethnicities, and identities.
- Excellence in fulfilling the intellectual work of the college through collaboration and cooperation.
- The nursing profession's global contributions to social justice and to the holistic health of individuals, families, and communities.
- Stewardship and accountability in the use of resources.
- Innovative leadership modeled through effective shared governance principles.

College of Nursing Philosophy

The College of Nursing (CON) at East Tennessee State University (ETSU) is a community of scholars in an academic setting where students, faculty, and practicing nurses develop their intellectual capacities in an environment that fosters excellence in the discipline of nursing and promotes respect among all constituents of the CON.

Philosophy

We are committed to excellence with focus on the four pillars of professional nursing: education, scholarship/research, service, and practice. We believe that the four concepts foundational to the nursing metaparadigm: nursing, person, environment, and health, guide us in our commitment to

excellence. Leadership contributions transform the lives of students and build bridges to a healthier world.

Nursing: ETSU CON believes that the profession of nursing is a holistic health care discipline that is essential to society.

Person: ETSU CON believes persons are holistic individuals, populations, and/or aggregates with commonalities and differences. We respect the dignity of all as we practice the art and science of nursing.

Environment: ETSU CON believes environment is a dynamic multidimensional phenomenon that influences health which exists internally and externally to the person. Nursing seeks to support the health of individuals, families, communities, and populations within local, regional, and global contexts.

Health: ETSU CON believes that through leadership, scholarship/research, education, and practice, we promote and restore health, facilitate healing, improve the ability to cope with illness, reduce suffering, and support persons during the life cycle. We recognize the World Health Organization (WHO) definition of health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity¹. We acknowledge factors specific to this region's Appalachian heritage which influences health and are manifested in disparities related to rural, urban, and underserved populations; the increasing diversity of our populations; the high morbidity and mortality rates for many conditions; and access concerns for primary, secondary, and tertiary health care in the region and state.

Pillars of Professional Nursing

Education: The foundation of nursing education is focused on the four nursing concepts of nursing, patient, environment, and health. Education occurs on a continuum, which involves faculty-student partnerships that embrace life experiences and encourage lifelong learning. Learning is an interactive pedagogical dialectic that enables the student to think critically, problem solve, make clinical judgments, and practice independent decision-making that encompasses a holistic approach to health.

Scholarship/Research: Scholarship/research is a cornerstone to the continual development of the profession. It is grounded in the four nursing concepts: nursing, person, environment, and health. Scholarship/research embraces multiple ways of knowing which allows for the discovery, dissemination, and application of new knowledge. Manifestations of scholarship/research are evident through education, practice, policy formation, and leadership within the profession.

Service: Service is core to the work of Nursing as a practice discipline. Service occurs in interaction with our patients, the communities we serve, the discipline of nursing, interprofessionally, our students, and with multiple other constituents. Service may be local or global, short-term or long, and occurs at a variety of levels of complexity. Service is grounded in the core values of the profession and includes attention to improved health outcomes, social justice, access to care, and building collaborative partnerships across our domains of concern. Service provides an important vehicle for leadership and sharing our collective expertise.

Practice: Practice is the application of the nursing metaparadigm in actions/interactions designed to encompass health holistically. Nursing practice focuses on health and is accomplished through caring relationships and partnerships with individuals, families, communities, and populations. Our practice is

grounded in and continually informed by multiple ways of knowing, innovations, established and emerging evidence, and human need. As a practice discipline, Nursing enacts the principles of the metaparadigm through dynamic interactions designed to protect, promote, and optimize the health of persons and communities we serve.

Leadership in Nursing: Building Bridges, Transforming Lives

In addition, leadership demands that we confront what is and inspire vision for change and transformation. Leadership requires courage, energy, acceptance, and direction as we educate, practice, serve, and generate knowledge toward improved world health and well-being. Through leadership we compose and implement strategies for improving health, advancing the discipline, advocating for our patients, and changing lives. Leadership that catalyzes collective growth is inclusive, flexible, responsive, and goal-directed, always mindful of our interdependence and shared accountabilities.

¹ World Health Organization. *Preamble to the Constitution of the World Health Organization as adopted by the Internal Health Conference, New York, 19-22 June, 1946*; signed on 22, July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.

Process

The university underwent a year-long process to develop its 2016-2026 strategic plan with final approval by the Board of Trustees in March 2017. Due to this process, in spring 2016, the College of Nursing faculty and staff voted to extend its 2013-2016 Strategic Plan for an additional year so that its new strategic plan would be in line with the university's. In fall 2016, an ad hoc committee of the faculty composed of Dr. Lee Glenn (chair), Professor Sandy Churchill, Dr. Flo Weierbach, and Dr. Tavie Flanagan, met with the different constituent groups of the College to conduct a SWOT analysis. The results of these SWOT analyses were compiled by another ad hoc committee of the faculty composed of Dr. Flo Weierbach (chair and CON Council Chair), Dr. Kim Sell, Dr. Tese Stephens, and Dr. Christy Hall, and a composite list of strengths, weaknesses, opportunities, and threats were compiled and can be found below. In March 2017, the Administrative Team of the College met to develop the initial draft of the 2017-2026 Strategic Plan based on the recommendation of the Shared Governance Committee. The draft was then shared with the faculty and staff during the months of April and May 2017 with a final vote approving the strategic plan in May 2017 at the CON Council Meeting.

SWOT

STRENGTHS	WEAKNESSES
Good communication	Unification in decision making (I.E. workload)
Organized	Lack of faculty dedication
Friendly	Use of Outlook calendar college-wide**
Helpful	Technology upgrades/conference rooms
Collaborate well	Understaffed
Nice facility	Student worker training
Growing program**	Lack of communication
Reasonable tuition	Lack of training for all in supervisory-type positions
Training opportunities for staff	Lack of promotional opportunities****

Excellent PhD program**	Lack of research collaboration**
Campus size is good for CON students	Lack of long-term and experienced faculty*****
Employment security	Lack of consistency in courses***
Good IT support****	Lack of mentoring for FT and PT faculty***
Expert faculty in practice, research, and teaching*****	Lack of administrative support**
History and reputation	Accountability****
Options and opportunities for students: interdisciplinary, AHSC*****	Facilities (space)
Geographic location	Instability (turn-over of employees)
Student-centered	Alumni engagement
Support staff**	Weak faculty mentoring
Academic Health Science Center	Administrative complexity
Administrative support**	Thinly resourced (over-diversification)
Relationships with area health agencies**	Low morale
Lower tuition than average**	Research and scholarship
	Double standards
Largest program in TN	Meritocracy
UG & Grad degrees	Lack of scholarships for student funding
UG Honors	Recruitment of students and faculty
Have a PhD & DNP	Continuity and consistency in use of educational platforms
Connected to the TN eCampus	Academic faculty recognition
Developing an IPE SIM Center	Nursing branding (Rural Kellogg)
Strong legislative connections	Salary*****
Strong alumni	Faculty Retention**
Nurse-Led Clinics	Communication
# of faculty holding terminal degrees	Physical environment Size (#'s large, space is not)**
Program Directors are supportive***	Workload concerns (Undergrad/Grad)**
Students	
Lots of potential/Room for growth*****	
Very Responsive to Community Needs	
Past history of Rural Kellogg	
Nursing leaders in local community	
Increased global health initiatives	
Low cost of living	
No state income taxes	
Strong faculty	
External funding	
Good Teamwork	
Communication is Improving***	
Developing process-going well	
Admin. team Seems to be Stabilizing**	
Student Centers	
Greater Diversity Among Faculty	

Simulation is Truly Improving*****	
Growing Inter-Professional Opportunity	
OPPORTUNITIES	THREATS
Outreach: students/faculty/staff	Leaving TBR (eCampus, unknowns)
Individual growth: by department and bigger	FLSA changes on staff workload and available hours to complete
Learning the latest in technology and software to enhance our ability to serve students*****	Changes in federal government/Election 2016
Community involvement – Internal as well as external**	Faculty expectations/Workload
Support to past, present, and future: Nursing grads/high school/transfer students	Low faculty and staff pay****
Benefits package (tuition help)	Cliques**
Staff value**	External interference
Faculty development opportunities****	Retaliation
Joint DNP**	Other programs (curriculum and clinical placements)****
Clinics	Communication
Separation from TBR/self-governance and quicker approvals****	Time
Great graduate program director and faculty	Qualified faculty
Interdisciplinary work	Faculty shortage
Alumni	Student motivation
Change – Opportunity to ride this wave for transformation	DNP vs PhD role confusion
Rural focus – intentional	Self-governance (unknown)***
Structural changes with self-governance**	Competition (for profit and private institutions)
ACA – move beyond hospital focus	Apathy
Creativity with programming R/T ACA	Politics
IPE and IP collaboration	Morale
Distant sites (educational and clinical)	3 rd party influence
AHSC = build bridge	Resources/funding
Development	Academic dishonesty**
Unity as a single discipline college	Clinical site/preceptors
Reclaiming nursing value as a professor	Balance of power
Alumni	Technology
Stronger relationships with clinical agencies**	Staffing
Hospital Merger/Research opportunities	Alumni ownership
Bldg. 60: Excellence in Simulation	Unstructured growth
Development	Public opinion
Increased enrollment—Adequate staff-student ratio; Satellite location	Cost to student
Student support—i.e. mentor, tutoring**	Complexity
Improved communication: Faculty-Admin; Faculty-Student; Faculty-Staff	Guaranteed admissions
Equitable workload****	Fear

Academic partnerships	Institutional commitment from employees
Community service-Service learning (faculty also)	Online Programs
Socialization among faculty	Accelerated programs
Interprofessional education/Service among Health Sciences***	Faculty turnover/Retirement***
Expanded practice-Outreach opportunities— Advanced Practice Nurses (RN’s)	Merger
Practice has ability/knowledge to help entire CON understand “responsibility centered management”****	Academic partners
Technology for teaching, research, and practice***	Faculty teaching across programs
	New Admin—New leadership
	Additional campus locations
	Assoc. Dean position open
	Increased clinical demands; Decreased supply*****
	Classroom/Building size***
	\$ expectation of the CON perceived by University
	Local PA program start-up
	Legislative (ACA unknown, prescription rights of NPs, state appropriations, etc.)****

The number of * determine number of times the item was mentioned.

Strategic Plan

1. Provide BSN, MSN, DNP, and PhD graduates to address nursing workforce needs.

- A. Academics
 - i. Complete an updated regional needs assessment at RN-BSN level.
 - ii. Bring CON academic program capacity into alignment with instructional FTE capacity.
 - iii. Maintain the number of BSN graduates at over 300 annually, MSN graduates at over 100 annually, DNP graduates at over 20 annually, and PhD graduates at 3 or more annually.
 - iv. Refine and improve retention annually.
 - v. Maintain partnership courses/enrollment expansion contracts.
 - vi. Continue developing the MSN, joint DNP, and BSN-PhD programs.
 - vii. Strengthen and build capacity within CON Continuing Education initiatives.
 - viii. Develop a business model for CON continuing education offerings including determination of costs, faculty reimbursement, and projected revenues.
 - ix. Develop certification programs within CE.
- B. Recruitment
 - i. Refine and focus student recruitment in all programs.
 - ii. Refine program admission processes in all programs.

2. Provide highest quality nursing programs.

A. Academics

- i. Provide highest quality BSN, MSN, and doctoral programs.
- ii. Maintain the integrity and enhance the quality of all CON curricula.
- iii. Maintain the number of undergraduate students participating in the Honors-in-Discipline (HID) program to 30 students with 10-15 graduates per year by 2026.
- iv. Improve the delivery of online courses.
- v. Improve program outcomes.

B. Recruitment

- i. Recruit, hire, and retain sufficient, well-qualified full-time faculty to staff all programs.
- ii. Improve faculty (full-time and part-time) orientation and teaching skills.

C. Clinical Placement

- i. Secure sufficient high quality clinical placement sites.
- ii. Develop interprofessional simulation program at undergraduate and graduate levels.
- iii. Develop standardized patient program at undergraduate and graduate levels.
- iv. Develop alternative clinical experiences as the need arises.

3. Provide international and culturally diverse opportunities for students and faculty.

A. Academics

- i. Integrate international activities into the CON undergraduate and graduate curriculums.
- ii. Integrate culturally diverse opportunities for students and faculty to enhance knowledge of cultural diversity in any health care setting.

4. Engage in faculty and student research and scholarly activities that improve the health of the community and advance nursing knowledge and practice.

A. Scholarship

- i. Create an environment in which faculty research and scholarly activity will be accomplished.
- ii. Submit research proposals and scholarly projects to internal and external funding sources.
- iii. Engage in student and student/faculty research and scholarly projects.
- iv. Conduct interprofessional and community research and scholarly activities.
- v. Publish research and scholarly manuscripts in peer-reviewed or other appropriate journals, books, or other credible sources.
- vi. Present research and scholarly findings at peer-reviewed conferences at local, state, national, and international levels.

5. Deliver innovative health care in partnership with communities.

- A. Nurse-led Clinics
 - i. Obtain adequate physical facilities to meet clinic needs.
 - ii. Coordinate plans to meet space needs.
 - iii. Evaluate specific services offered at each site to determine if community needs are being met.
 - iv. Involve internal and external constituencies in evaluating current services.
 - v. Expand CON health care services in response to community needs.
 - vi. Analyze community needs and plan/implement expanded services.
 - vii. Analyze funding sources, clinic and community needs, current services, productivity, and other faculty to insure current and future fiscal viability.
 - viii. Monitor factors at each clinic site and implement actions to improve fiscal viability.
 - ix. Promote an optimal environment at each site to promote quality care, safety, and patient and staff satisfaction.
 - x. Evaluate physical, cultural, human, and other aspects of overall clinic environments and implement actions as indicated.
 - xi. Ensure quality care.
 - xii. Use nationally recognized standards of care to evaluate current care practices, implement steps to improve practice as needed, and analyze results of changes in practice.
 - xiii. Maintain up-to-date technology for billing, patient care management, health information, quality reporting, and electronic patient access.
- B. Faculty Practice
 - i. Enhance the education, scholarship, and faculty practice goals of the CON.
 - ii. Increase faculty and student involvement in the practice sites.
- C. Community Partnerships
 - i. Continue developing community partnerships.
- D. Clinic Outcomes
 - i. Disseminate outcomes in a consistent manner.

6. Influence systems and policies through professional leadership.

- A. Student Leadership
 - i. Support students to fulfill leadership roles within the college, the university, the profession, and the community.
- B. Faculty Leadership
 - i. Increase the number of faculty who serve as role models in influencing systems and policies, through professional leadership.
- C. Fiscal Leadership
 - i. Ensure the financial and operational health of the CON.
 - ii. Improve Rm. 110 in Nicks Hall.
- D. Satisfaction
 - i. Enhance the faculty and staff satisfaction with the College.
- E. Workforce Needs

- i. Lead the constituency to develop a plan to advance the CON to meet future healthcare workforce needs and current healthcare delivery needs.

7. Engage in interprofessional education, research, service, and health care delivery.

A. Academics

- i. Develop a mechanism to offer IPE courses and register students.
- ii. Establish an IPE requirement for the undergraduate program as part of curriculum revision.
- iii. Implement IPE pilot/graduation requirement for selected graduate program students per AHSC pilot requirements.

B. Research

- i. Promote interprofessional research in the CON, and among AHSC and other disciplines.

C. Service

- i. Support interprofessional faculty and student practice.

Summary

The ETSU CON is one of the largest nursing programs in Tennessee with a full array of programming from the baccalaureate to doctoral degrees. In fall 2017, the CON will have provided 63 years of continual programming and have produced over 8000 graduates. In the coming decade, the CON has set the following goals:

- Have 1,800 students enrolled on-campus, online, or at a remote location.
- Graduate 90% of first-time, full-time, degree-seeking baccalaureate students within six years.
- Graduate 80% of graduate degree-seeking students within five years for the master's and seven years for the doctoral student.
- Maintain a 93% pass rate on the NCLEX-RN.
- Maintain a 90% pass rate on certification examinations.
- Receive \$5 million annually for research and other extramurally-sponsored activities.
- Receive \$100,000 in annual giving to the CON.
- Receive 10 new endowments for non-traditional students.
- Have a 10% alumni giving rate.
- Have market-salary equity for faculty, staff, and graduate student salaries/stipends.
- Be recognized by the US News and World Reports as a top 50 MSN and DNP program.
- Be recognized as the #1 MSN and DNP program in a public university in Tennessee by the US News and World Reports.
- Maintain national and international recognition of our nurse-led clinics.
- Have 10% of the faculty nationally recognized (e.g. American Academy of Nursing, American Academy of Nurse Practitioners, etc.).
- Have state, national, and/or international recognition of our students and graduates.