

# Strategic Update 2020-2024

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# Overview

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The School of Nursing strategic plan will serve as a road map for the faculty and staff over the next four years. With UCLA as the top public university in the world and with a premier Magnet-designated academic health center as a clinical partner, the School of Nursing (SON) has the opportunity to lead in academics, research, and service. In 2021, the SON is rated #16, #7 among public schools of nursing, the 2nd in the state and the 27th worldwide. Among 800 schools of nursing, UCLA is ranked #20 in NIH funding. Given our location in Los Angeles, one of the most diverse global cities in the World, and in the State of California, the School also has the opportunity to lead with excellence while promoting diversity, equity and inclusion, community engagement, and sustainability. One of four schools of nursing within the University of California, the UCLA SON offers students opportunities to become nursing leaders who address critical health issues and health care, and reduce inequities and disparities in health through prelicensure (baccalaureate, Master's Entry into Clinical Nursing) and graduate nursing programs (Master's Advanced Practice Nursing, Doctor of Nursing Practice, PhD). The SON is a partner in the UCLA National Clinician Scholars program, one of six Universities in the nation, that provide post-doctoral program for physicians and nurses focused on health services and health disparities through community engagement.

The COVID-19 pandemic has had a profound impact on nursing and nursing education and has influenced our strategic planning and implementation efforts. The impact of the pandemic on academic women has been recognized. As the SON is a predominately female faculty, the impact has been significant. However, the School has continued to excel by graduating much needed nurses and nurse leaders, continuing to contribute to the scientific contributions, and address the health needs

of the community. The school's partnership with UCLA Health Nursing, with the Greater Los Angeles VA, and with other community partners was critical and solidifies a foundation for future partnerships.

In the updated SON Strategic Plan, the vision and mission were revised, and a statement about the SON's core values was added.

Five pillars of excellence for the Strategic Plan include: **Academic Programs; Research and Scholarship; Diversity, Equity and Inclusion (DEI); Community Engagement**, and **sustainability**. These pillars are interlinked with one another, and do not stand in isolation. DEI strategies support excellence across all other pillars. In keeping with the campus strategic planning efforts to insure a focus on **Institutional Effectiveness**, a summary of administrative strategic goals and efforts that have been underway in the SON are included in the Appendices.

The goal of each pillar includes specific recommendations for objectives along with key strategies/actions and metrics with target dates for evaluation to accomplish these objectives for the four-year time period.

In summary, a critical goal for the School will be to transition the Advanced Practice Nursing graduate program to a DNP program to meet professional standards. Intentional efforts and financial support will be required to continue to advance our research and scholarly activities with an increase in external funding to maintain our excellence. In alignment with campus objectives, the school is committed to embracing and anti-racist curricula and inclusivity to provide support for the success of all its over 600 students. Engagement of our community partners will facilitate excellence in nursing education and research. Also, in alignment with campus priorities are the SON's ongoing sustainability initiatives.

The faculty approved the strategic plan in November 30, 2020.

# Executive Summary

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## VISION

UCLA School of Nursing will lead and transform nursing science, how nursing is taught, and practiced.

## MISSION

The mission of the UCLA School of Nursing is to improve the health, wellness, quality of life and nursing care of the people of California, the nation, and the world through education, research, nursing care, and community engagement.

## CORE VALUES

The fundamental principles that guide all our education, practice and research include:

**Excellence:** we continually strive for excellence.

**Innovation:** we value creativity and imagination.

**Collaborative professional culture of diversity, equity and inclusion:** we value a culture of inclusiveness, mutual respect and justice.

# Goals & Objectives for Each Pillar

## ACADEMIC PROGRAMS

**GOAL: To create and sustain educational programs to prepare the next generation of nursing leaders and scholars to provide outstanding nursing care, conduct and disseminate state-of-the-art research and scholarship, and promote interprofessional healthcare delivery.**

1. Transition 2-year APRN MS program to 3-year APRN DNP curriculum.
2. Create new revenue generating entrepreneurial programs.
3. Increase practice opportunities for students at UCLA Health (in-patient and primary care), and at the Greater Los Angeles VA Health Care System.
4. Enhance innovative instructional approaches and content within courses to integrate pandemics, social determinants of health, and DEI (e.g. racism, social justice, gender bias)
5. Implement faculty teaching evaluation.
6. Expand recruitment strategies to increase enrollment in the PhD program.
7. Develop a series of Preparatory Accelerated Learning Space (PALS) coaching seminars designed to support incoming students' academic success, as budget permits.

## RESEARCH & SCHOLARSHIP

**GOAL: To prioritize research in biobehavioral science, population science and health systems science to promote health, advance nursing care and reduce health disparities by translating knowledge into policy and practice.**

1. To prioritize research in biobehavioral science, population science and health systems science to promote health, advance nursing care and reduce health disparities by translating knowledge into policy and practice.
2. Increase opportunities for undergraduate and graduate student participation in research.
3. Increase the number of externally funded grants by 25%.
4. Develop a model for supporting faculty research through skills training and grant support.
5. Increase the collaboration between SON nurse researchers and UCLA HEALTH Nurse researchers.
6. Integrate diverse populations in clinical and community engaged research studies.
7. Integrate the measurement of social and structural determinants of health with a goal of providing new knowledge of health disparities and designing interventions to reduce disparities.
8. Increase usable basic and clinical laboratory space for faculty.

# Goals & Objectives for Each Pillar

## COMMUNITY ENGAGEMENT

**GOAL: To establish community partnerships that promote multidisciplinary collaborations for addressing the social, biological, and cultural determinants of health.**

1. Expand collaborations with community partners to increase opportunities for students' experiences and research, outreach activities, community engagement, and funding for projects to improve community health.
2. Facilitate students and faculty conducting research with community partners, in line with Community Partnered Action-based Research guidelines/principles.
3. Identify opportunities for faculty to contribute to national health policy based on the consideration of Social Determinants of Health.

## DIVERSITY, EQUITY AND INCLUSION

**GOAL: To promote excellence in nursing education and research by creating a sustainable culture of mutual understanding and respect for the culturally diverse individuals, families and populations as well as those living with disability.**

1. Implement ongoing training on diversity and implicit bias.
2. Implement efforts to increase the recruitment, hiring, and promotion of diverse faculty, staff and post-doctoral fellows.
3. Increase retention of outstanding faculty who mirror the population of California.
4. Create a pathway for underrepresented student populations to the BS, MECN, APRN and DNP/PhD programs.

## SUSTAINABILITY

**GOAL: To foster sustainability and carbon neutrality in the scholarship and practice of professional nursing through awareness, education and research, and role-modeling the operations of the School.**

1. Create a culture of sustainability and green programs through awareness in partnership with UC/UCLA resources.
2. Create a culture of sustainability through education.
3. Commit to improve public health outcomes, to reduce waste, and foster mindful consumption.
4. Incorporate climate change and sustainability health impacts into existing and new research.

# Strategic Actions & Metrics by Pillar and Objective

## ACADEMIC PROGRAMS

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>1. Transition 2-year APRN MS program to 3-year APRN DNP curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Building on work completed 2019-2020, establish a timetable for consultation with the APRN faculty to develop curriculum proposals specific to the specialty threads.</li> <li>• Develop a prototype curriculum within the specialty areas.</li> <li>• Draft proposals and submit for Curriculum Committee Review (Winter 2021).</li> <li>• Feedback from Curriculum Committee to APRN program faculty members (&lt;30 days after receipt of proposals)</li> <li>• Revisions from APRN faculty members (&lt;30 days after receipt of CC feedback))</li> <li>• Curriculum Committee and APRN program leadership consultation with UCLA Graduate Division and Graduate Council Committee on Degree Programs (&lt;30 days after receipt)</li> <li>• Final revisions based on Graduate Division and Graduate Council consultation; share requested revisions with APRN program faculty members. (&lt;30 days after receipt)</li> <li>• Present 3-yr BS-DNP proposal to the Faculty Executive Committee (&lt;30 days after receipt and affirmative vote by Curriculum Committee members)</li> <li>• Deliver proposal to the School of Nursing Faculty (&lt;30 days after delivery to the FEC)</li> <li>• Introduce the approved 3-y BS-DNP</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p> <ul style="list-style-type: none"> <li>• Proposed program will conform with CCNE standards (Spring 2021).</li> <li>• Proposal will meet UCLA Academic Senate standards (Graduate Division, Graduate Council Committee on Degree Programs – Winter 2021).</li> <li>• A proposal for 3-year APRN DNP curriculum will be approved by School of Nursing faculty members and submitted to the Graduate Council, Committee on Degree Programs by Spring 2021.</li> <li>• Recruitment and enrollment will begin 2022-23 academic year.</li> </ul>

# ACADEMIC PROGRAMS

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>2. Create new revenue generating entrepreneurial programs.</b></p>	<ul style="list-style-type: none"> <li>• Create faculty forums to brainstorm re: areas of faculty expertise appropriate for certificate development (i.e. administration or executive leadership, oncology, community/public health, gerontology, etc.)</li> <li>• Create new entrepreneurial practice-specialty certificate programs that include didactic and clinical learning experiences (for example: joint UCSF/UCLA program)</li> <li>• Possible programs that align with our faculty expertise:               <ul style="list-style-type: none"> <li>— Executive Leadership (consider collaboration with Policy Management in School of Public Health); could include health care policy</li> <li>— Palliative Care (collaborate with UCLA Health nursing)</li> <li>— APRN specialty-specific programs for NPs/CNSs who want to add another specialty</li> <li>— Identify the feasibility of expanding student enrollment in the self-supporting post-master’s DNP program</li> </ul> </li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p> <ul style="list-style-type: none"> <li>• Create at least two new entrepreneurial programs by 2024               <ul style="list-style-type: none"> <li>— PsychMH by 2023</li> <li>— Leadership or Palliative Care or APRN/CNS 2024</li> </ul> </li> <li>• Faculty will agree on the number of students enrolled in the self               <ul style="list-style-type: none"> <li>— supporting DNP program by June 2021.</li> </ul> </li> <li>• The number of self-supporting DNP students will be increased from 2023 based on the faculty’s agreement.</li> </ul>
<p><b>3. Increase practice opportunities for students at UCLA Health (in-patient and primary care) and at the Greater Los Angeles VA Health Care System.</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with UCLA Health and greater LA VA Health Care System leadership to expand clinical opportunities</li> <li>• Identify unique opportunities for clinical experiences (i.e. telehealth; non-traditional placements, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical placements at these facilities will be increased by 10% annually.</li> <li>• Students report positive clinical experiences on their clinical site evaluations.</li> </ul>

# ACADEMIC PROGRAMS

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>4. Enhance innovative instructional approaches and content within courses to integrate pandemics, social determinants of health, and DEI (e.g. racism, social justice, gender bias).</b></p>	<ul style="list-style-type: none"> <li>• Invite faculty teaching core courses to develop resources to augment learning experiences for students to enhance best instructional practices.</li> <li>• Provide support resources and training for faculty adopting hybrid, online and forms of asynchronous teaching to support innovative instructional approaches.</li> <li>• Curriculum committee will evaluate content (e.g., pandemic, racism, social justice and gender bias) and instructional approaches to identify gaps and opportunities in program curricula.</li> <li>• Revise at least one learning objective for each course on the social determinants of health to strengthen the SDH and DEI curriculum of nursing programs.</li> <li>• Develop and implement course content focusing on culturally informed nursing care of diverse populations and people living with disability.</li> <li>• Develop and implement an annual summer faculty curriculum retreat to review and incorporate innovative topics into mainstream courses (idea: for program directors to dedicate one summer program meeting to curriculum review)</li> <li>• Financially support training programs for teaching improvements for all faculty and include this information in the teaching portal (e.g. National Center for Faculty Development &amp; Diversity, curriculum development workshops)</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p>
		<ul style="list-style-type: none"> <li>• Recruit at least two core faculty teaching (two) required major courses to develop virtual resources to augment learning experiences for students by Spring 2021. These faculty will             <ol style="list-style-type: none"> <li>a. Complete course planning and syllabus revisions by fall 2021.</li> <li>b. Develop video, audio, and print course materials by winter 2022</li> <li>c. Launch new courses in 2021-22 spring and summer or fall 2022-23</li> </ol> </li> <li>• At least 80% of course syllabi will have at least 1 pandemic, SDOH and DEI related objective, as appropriate, by 2022.</li> <li>• Annual summer faculty curriculum retreat will begin in 2021</li> <li>• At least one new junior faculty will receive support for participating in a teaching/career training program annually.</li> <li>• Financial support will be allocated for training programs for teaching improvements for all faculty by Fall 2021 and this information is included in the teaching portal (e.g. National Center for Faculty Development &amp; Diversity, curriculum development workshops).</li> </ul>

# ACADEMIC PROGRAMS

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>5. Implement faculty teaching evaluation.</b></p>	<ul style="list-style-type: none"> <li>Office of Academic Programs will provide leadership to develop a plan for reviewing teaching evaluations and providing instructional resources to faculty as needed.</li> <li>Office of Academic Program will provide leadership to develop a teaching award to recognize outstanding teaching in each program.</li> <li>Collaborate with campus teaching resources to develop a professional development program for faculty members that leverages campus instructional design and delivery resources.</li> <li>Incorporate/integrate recommendations for quality teaching from professional organizations and other universities and develop resources for new teaching models.</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p> <ul style="list-style-type: none"> <li>A peer review strategy will be developed and submitted for faculty review and input by Spring 2021.</li> <li>A pilot faculty peer teaching review process will be pilot tested by Spring 2022.</li> <li>Annual peer teaching evaluation will be conducted and included in faculty’s personal folder for academic review.</li> </ul>
<p><b>6. Expand recruitment strategies to increase enrollment in the PhD program.</b></p>	<ul style="list-style-type: none"> <li>In conjunction with Director of Admissions, develop a marketing plan to advertise our program and target potential applicants</li> <li>Identify and recruit doctoral candidates through local, regional and national solicitations, UCLA alumni, UCLA Health Nursing, and recommendations of CAB</li> <li>Conduct targeted recruitment at Mervyn M. Dymally School of Nursing at Charles R. Drew University of Medicine and Science and Historically Black Colleges and Universities (HBCUs), Hispanic- and Tribal College -Serving Institutions with nursing programs (above strategies Faculty, Director of Recruitment, Outreach &amp; Admissions)</li> <li>Increase financial support for incoming PhD students (e.g., GSR)</li> </ul>	<ul style="list-style-type: none"> <li>By Spring 2021, expanded marketing program for PhD program will be implemented.</li> <li>Identify nursing programs through targeted solicitation by June 2022</li> <li>By Spring 2021, at least one new initiative will be developed with UCLA Health nursing to promote interest in and funding for careers in nursing research (e.g., payback options, scholarships, release time)</li> <li>Increased doctoral students’ enrollment by 10% by Fall 2022</li> </ul>

# ACADEMIC PROGRAMS

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>7. Develop a series of Preparatory Accelerated Learning Space (PALS) coaching seminars designed to support incoming students' academic success, as budget permits.</b></p>	<ul style="list-style-type: none"> <li>• Elicit feedback from current students regarding pre-admission needs</li> <li>• Evaluate faculty and students perceived academic challenges.</li> <li>• Doctoral PALS: For PhD and DNP students, consider focusing on composition, mathematics and statistics, grant writing skills, research, and skill development for professional nurses returning to the Academy.</li> <li>• MS-PALS: For MECN/APRN students, consider focusing on anatomy, physiology and introductory pathophysiology knowledge</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p> <ul style="list-style-type: none"> <li>• Faculty and students report satisfaction with PALS process.</li> <li>• Student demonstrate preparedness for their academic curricula.</li> </ul>

# RESEARCH & SCHOLARSHIP

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>1. To prioritize research in biobehavioral science, population science and health systems science to promote health, advance nursing care and reduce health disparities by translating knowledge into policy and practice.</b></p>	<ul style="list-style-type: none"> <li>Organize research interest groups in the priority areas biobehavioral science (e.g., cardiovascular conditions, mental health, neurological conditions, HIV, genomics, smoking, cancer care; population science (e.g., communicable diseases, health disparities, and disability care, and health systems science (e.g., patient-entered outcomes, health equity).</li> <li>Build on faculty strengths in the SON for interdisciplinary collaboration to align with campus priorities of: health advancement, big data, prevention and response of health pandemics, social and environmental justice and human-technology frontier.</li> <li>Partner with UCLA Health Nursing to position to create a Center of Excellence</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success (responsible party).</i></p> <ul style="list-style-type: none"> <li>SON will have at least one research interest group publishing and submitting grants together by June, 2022. (Faculty &amp; Associate Dean for Research [ADR])</li> <li>SON faculty will be submitting federal grants in their priority areas at least annually unless already funded. (Faculty).</li> <li>Training grant submission will be triggered by 3 ROIs in one priority area. (Faculty &amp; ADR)</li> </ul>
<p><b>2. Increase opportunities for undergraduate and graduate student participation in research.</b></p>	<ul style="list-style-type: none"> <li>Have faculty include graduate student researcher (GSR) and post-doc positions on their extramural grants</li> <li>Program leaders to remind students of research opportunities</li> <li>Office of Research &amp; Innovation (ORI) will keep a list of students inquiring about available positions</li> <li>Describe benefits of engaging in faculty research to applicants and at student orientation sessions</li> <li>Post job opportunities in the Monday Memos from Communication Director</li> <li>Hold monthly faculty research presentations</li> <li>Create positions within funded studies to support postdoctoral fellows</li> </ul>	<ul style="list-style-type: none"> <li>At least 10% of pre-licensure and graduate students will be in research assistant positions by June, 2022. (Faculty)</li> <li>At least 10% of students across programs (undergraduate and graduate) will be involved in faculty research by 2022-2023. (Faculty)</li> <li>Completed Sept. 2020 (Faculty &amp; ADR)</li> <li>Faculty</li> </ul>

# RESEARCH & SCHOLARSHIP

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>3. Increase the number of externally funded grants by 25%.</b></p>	<ul style="list-style-type: none"> <li>• Assess faculty needs and opportunities for development of the research development and grant submission process to guide infrastructure development and support for grant success.</li> <li>• ORI will track statistics on grants submitted and funded</li> <li>• Regularly disseminate personalized and timely information about new grant opportunities aligned with faculty interests</li> <li>• Provide expert support to faculty in early stages of proposal development that focuses on refining scientifically compelling aims and methods aligned with funder priorities</li> <li>• Conduct peer reviews of draft research proposals at least two weeks before internal grant due date</li> <li>• Seek advice from the program officers at NINR</li> <li>• Facilitate interprofessional teambuilding</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success (responsible party).</i></p> <ul style="list-style-type: none"> <li>• Faculty satisfaction with the grant proposal development, support, and submission process will improve from baseline (2021) in each subsequent year (2022, 2023, 2024). (ADR)</li> <li>• There will be a 25% increase in extramural grant funding by June, 2024 compared to June, 2020. (Faculty &amp; ADR)</li> <li>• The SON will move up in national research rankings to #18 or higher by 2022. (Faculty &amp; ADR)</li> <li>• All grants will include at least 2 disciplines by 2022. (Faculty &amp; ADR)</li> </ul>
<p><b>4. Develop a model for supporting faculty research through skills training and grant support.</b></p>	<ul style="list-style-type: none"> <li>• The ADR, in consultation with the Dean and Executive Management Group, will develop a plan to increase the success of grant submissions through mentoring, training, and pre and post award services.</li> <li>• Identify and train research mentors in mentoring process</li> <li>• Training on engaging students in research</li> <li>• Create a web-based research portal for all faculty (e.g. internal services, external services, resources for lab management, ordering, certifications, inspections, CITI, IRB)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty support model will be completed by June, 2021. (ADR, Dean, &amp; Office of Research &amp; Innovation [ORI team])</li> <li>• (Executive Leadership Team)</li> <li>• (FEC, ADR, PhD program director)</li> <li>• The research portal will be developed in 2022 and implemented in 2023. (ORI team)</li> </ul>

# RESEARCH & SCHOLARSHIP

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<i>For each action outlined, what will be the standard for measuring success (responsible party).</i>
<b>5. Increase the collaboration between SON nurse researchers and UCLA HEALTH Nurse researchers.</b>	<ul style="list-style-type: none"> <li>The ORI will facilitate collaborations through regular meetings with UCLA Health research leaders and tracking of collaboration data</li> </ul>	<ul style="list-style-type: none"> <li>Increase collaborations by 10% annually. (Faculty &amp; ADR)</li> <li>Increase the number of faculty participating in the RRMCC Evidence-based Practice and Research Conference. (Faculty &amp; ADR)</li> </ul>
<b>6. Integrate diverse populations in clinical and community engaged research studies.</b>	<ul style="list-style-type: none"> <li>Consult with SON Community Advisory Board (CAB) about engaging diverse populations in proposals planned by faculty</li> <li>Consult with Charles Drew University faculty on potential research collaborations</li> </ul>	<ul style="list-style-type: none"> <li>June, 2022</li> <li>Establish an internal research consultancy assignment for faculty with expertise in social and structural determinants of health beginning June 2021. (ADR)</li> <li>Include social determinants of health in the ORI grant tracking system by June, 2021. (ORI team)</li> </ul>
<b>7. Integrate the measurement of social and structural determinants of health with a goal of providing new knowledge of health disparities and designing interventions to reduce disparities.</b>	<ul style="list-style-type: none"> <li>Provide consultations on research design, measures, and outcomes to support community-engaged research and the inclusion of diverse populations as research participants</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing. Begin immediately. (Faculty &amp; ADR)</li> </ul>
<b>8. Increase usable basic and clinical laboratory space for faculty</b>	<ul style="list-style-type: none"> <li>Develop a plan to solicit funds to upgrade lab space and equipment</li> <li>The ADR, in consultation with the Dean and the Director of Advancement, will explore sources of support, such as the UCLA Clinical and Translational Science Institute and donors. Set up a collaborative process to:               <ul style="list-style-type: none"> <li>Inventory lab space within the Factor Building</li> <li>Inventory uses of the space</li> <li>Determine the need for equipment and renovations</li> <li>Consider opportunities for shared lab space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Fundraising plan in place by June 2022. (ADR, Dean, Director of Advancement)</li> <li>Propose a master plan and process for equitable space allocation linked to grant funding and project needs (June, 2022). (ADR, Dean, Assistant Dean of Administration)</li> <li>Propose a timetable and budget for equipment upgrades and renovations in laboratory space in the Factor Building (June, 2022). ADR</li> </ul>

# RESEARCH & SCHOLARSHIP

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<p><i>For each action outlined, what will be the standard for measuring success (responsible party).</i></p> <p>Suggested benchmarks for successful increase in funding and higher research ranking (taken from US News and World Reports):</p> <ul style="list-style-type: none"> <li>• Favorable Student/faculty ratio for PhD program</li> <li>• Acceptance rate for PhD program</li> <li>• Scholarly productivity for PhD students</li> <li>• Graduation rate for PhD students</li> <li>• Number of post-docs</li> <li>• Percentage of faculty with important academic achievements in the nursing field</li> <li>• Total grants to the SON from NIH</li> <li>• Total educational and practical initiative grants to the SON from the NIH and non-NIH sources</li> <li>• Average of grants from NIH, other federal agencies, and non-federal sources per FT equivalent nursing faculty member</li> <li>• Average of NIH and non-NIH sources of federal educational and practical initiative grants per FT equivalent nursing faculty member</li> </ul>

# COMMUNITY ENGAGEMENT

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>1. Expand collaborations with community partners to increase opportunities for students’ experiences and research, outreach activities, community engagement, and funding for projects to improve community health.</b></p>	<ul style="list-style-type: none"> <li>• Increase preceptor sites for student placements in underserved communities, community engagement, leadership and research potential               <ul style="list-style-type: none"> <li>— Collaborate with the LA County Department of Health to engage students in the former URM health center.</li> </ul> </li> <li>• Strengthen relationships with community partners to address health equity and social opportunity and recognize their contributions to our nursing students’ community-based education.</li> <li>• Explore additional collaborations with various population groups for addressing health disparities               <ul style="list-style-type: none"> <li>— Aging</li> <li>— Pediatrics</li> <li>— Mental health</li> </ul> </li> <li>• Explore funding opportunities with collaborative partners</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success</i></p> <ul style="list-style-type: none"> <li>• SON Academic and Student Affairs office to add one community site for student precepted experiences (annually, 2020-2024)</li> <li>• SON administration to engage in at least one community outreach community activity to strengthen relationships in each year 2021/2022/2023/2024, such as provide certificates of appreciation, CEs, luncheons or other social commemorative events.</li> <li>• SON administration to hold one event at the SON with community organizations in each year to explore new opportunities, assess mutual impact of collaborations highlight new alliances with community partners.</li> <li>• SON Research Office to collaborate on one initiative per year addressing health inequities and recommendations for nursing care for all people.</li> </ul>
<p><b>2. Facilitate students and faculty conducting research with community partners, in line with Community Partnered Action-based Research guidelines/principles.</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with the UCLA Health Community Engagement program as a primary partner to expand nursing students and faculty opportunities to address health disparities in underserved communities.</li> <li>• Identify additional community partners for collaborative efforts; faculty and student organizations.</li> <li>• Identify faculty across programs (prelicensure, APRN, doctorate) for faculty engagement and student support</li> </ul>	<ul style="list-style-type: none"> <li>• SON Academic and Student Affairs office to identify at least one community partnership to work on for the year.</li> <li>• Students will volunteer to participate in at least 2 extracurricular community engagement projects per year under supervision of faculty or community partners (faculty advisors)</li> <li>• SON administration to recognize at least one faculty in each program (BSN, MECN, APRN, DNP, and PhD) for leadership in community engagement</li> </ul>

# COMMUNITY ENGAGEMENT

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<i>For each action outlined, what will be the standard for measuring success.</i>
	<ul style="list-style-type: none"> <li>• Develop and implement a community-outreach protocol for oversight/guidance of community-based activities involving all SON students.</li> <li>• Reach out to ALL SON student organizations for support and recruitment of students in community engagement activities (including LANSAA, PANSAA, APINSAA, Men in Nursing, others).</li> </ul>	<ul style="list-style-type: none"> <li>• Community-outreach protocol will be developed (in partnership with community-based organization): 2020-2021 (Faculty)</li> </ul>
<p><b>3. Identify opportunities for faculty to contribute to national health policy based on the consideration of SDOH.</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with the National Clinician Scholars Program (NCSP) to establish at least one annual lecture related to health policy, highlighting SDOH and equity.</li> <li>• Identify and establish at least one collaboration with another department/school on campus for potential grant funding of research or other scholarly project or other opportunities highlighting health policy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly annual lecture; by faculty and/or National Clinician Scholar Program fellow</li> <li>• Research Office and faculty will establish at least one new campus collaboration in each year for potential funding of scholarly projects (2022, 2023, 2024)</li> </ul>

## Definitions:

**Community engagement:** community engagement includes service delivery, planning, community participatory process with professional organizations, community representatives, and/or community-based organizations in order to (1) achieve sustainable outcomes in the community; (2) to prepare students and faculty to better serve communities by building capacity for collaboration and strengthening relationships to promote health; and (3) to inform decisions for potential policy and research development.

**Social determinants of health (SDOH):** Healthy People 2020 organizes the social determinants of health around five key domains: (1) Economic Stability, (2) Education, (3) Health and Health Care, (4) Neighborhood and Built Environment, and (5) Social and Community Context.

Further, the WHO identifies social determinants of health as the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities – the unfair and avoidable differences in health status seen within and between countries. <https://www.who.int/gender-equity-rights/understanding/sdh-definition/en/>

## Resources on community engagement:

<https://www.uclahealth.org/communityengagement/>  
<https://www.uclahealth.org/communityengagement/volunteer-opportunities>

# DIVERSITY, EQUITY & INCLUSION

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>1. Implement ongoing training on diversity and implicit bias.</b></p> <p><b>(COMMUNITY)</b></p>	<ul style="list-style-type: none"> <li>• Assess and analyze diversity among SON community in relation to demographics of California</li> <li>• Require implicit bias training for all incoming students during orientation (Training through Implicit Bias videos available online at website of Office of Equity, Diversity &amp; Inclusion/EDI)</li> <li>• Require implicit bias training during the onboarding process for all new faculty and staff (Training through Implicit Bias videos available online at website of Office of Equity, Diversity &amp; Inclusion/EDI)</li> <li>• Require comprehensive implicit bias refresher module for all faculty and staff and participation reports.</li> <li>• Sponsor semi-annual educational programs with representatives on diverse perspectives for multi-disciplinary faculty, students and staff designed to build a healthy and inclusive work environment (e.g. social events, themed luncheons, seminars, discussions)</li> <li>• Revise the UCLA SON Climate Survey to provide a more comprehensive evaluation of diversity, equity and inclusivity in the SON and to assess actions taken to advance justice and equity</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success.</i> (Responsible Party) (ADDEI=Associate Dean DEI)</p> <ul style="list-style-type: none"> <li>• Annual, beginning 2022 (ADDEI with assistance from Evaluation Subcommittee in analyzing data as needed; HR Office to provide data on faculty)</li> <li>• Annual, beginning 2021 (Office of EDI maintains records of Implicit Bias Training) Records maintained by HR</li> <li>• Annual, beginning 2021</li> <li>• Every 2 years, beginning 2022 (AD DEI, Faculty; Records maintained by HR)</li> <li>• Semi-annual, beginning 2021 (AD DEI, Faculty)</li> <li>• SON faculty in consultation with Bruin X will complete revision of survey in 2021</li> <li>• Implement new Survey 2022</li> <li>• -15% increase in ratings 2023</li> <li>• 25% improvement in score 2024 Annual Climate Survey (ADDEI, Faculty)</li> </ul>

# DIVERSITY, EQUITY & INCLUSION

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>2. Implement efforts to increase the recruitment, hiring, and promotion of diverse faculty, staff and post-doctoral fellows.</b></p> <p><b>(WORKFORCE)</b></p>	<p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• Establish recruitment priorities based upon analysis of data on faculty diversity (</li> <li>• Include diversity and equity goals and values in recruitment materials, correspondence and solicitations</li> <li>• Actively recruit faculty through CAB, professional organizations, journals, and academic colleagues that value diversity. (e.g. colleagues in minority serving and tribal colleges)</li> <li>• Create an educational tool to help review committees holistically understand faculty’s contributions to DEI (DEI Leadership Team + FEC)</li> <li>• Recruit and hire faculty from diverse backgrounds across all ranks</li> <li>• Nominate faculty for awards with special emphasis on recognition of their contributions to diversity, equity and inclusion</li> <li>• Highlight faculty contributions to DEI on SON website, print announcements and social media</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Create an educational tool to help human resource holistically understand contributions to DEI in annual work appraisals for staff</li> <li>• Highlight staff contributions to DEI on SON website</li> <li>• Expand opportunities for staff awards for DEI contributions</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success.</i> (Responsible Party) (ADDEI=Associate Dean DEI)</p> <ul style="list-style-type: none"> <li>• 2021 (Faculty, Dean)</li> <li>• 2021 (Recruitment Committee; HR to provide data)</li> <li>• Records developed and maintained of recruitment activities and outcomes by 2022 (Recruitment Committee, faculty)</li> <li>• 2021 Create (Faculty, CAPA)</li> <li>• Hire two Academic track faculty by Sept 2021 (may consider adjunct) Note: Hiring of faculty in 2021-2024 based upon budget plan (Faculty, Recruitment Committee, HR)</li> <li>• One faculty award annually, 2021 (Faculty, ADDEI, Dean)</li> </ul> <p>(SON Communication Expert)</p> <ul style="list-style-type: none"> <li>• Create tool, 2021 (HR, ADDEI + DEI Leadership)</li> <li>• Implement 2021 (HR + SON Communication Expert)</li> <li>• Semi-annual, beginning 2021 (HR, ADDEI + DEI Leadership)</li> <li>• Create award criteria and process by 2021 and grant awards beginning in 2022 (Faculty)</li> <li>• Identify organizations and programs 2021</li> </ul>

# DIVERSITY, EQUITY & INCLUSION

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<p><i>For each action outlined, what will be the standard for measuring success.</i> (Responsible Party) (ADDEI=Associate Dean DEI)</p>
	<p><b>Postdoctoral Fellows:</b></p> <ul style="list-style-type: none"> <li>Recruit postdoctoral candidates through local, regional and national solicitations</li> <li>Expand outreach efforts to postdoctoral fellows (e.g., UC President’s Postdoctoral Fellowship Program; National Clinicians Scholars Program)</li> <li>Highlight postdoctoral contributions to DEI on SON website</li> </ul>	<ul style="list-style-type: none"> <li>DEI targeted solicitation (in person and virtual) 2022</li> <li>Increase postdoctoral diversity by 20% by 2023, 25% by 2024</li> <li>Semi-annually, 2022-2023 (Faculty, Communications Expert)</li> </ul>
<p><b>3. Increase retention of outstanding faculty who mirror the population of California.</b></p> <p><b>(FACULTY WORKFORCE RETENTION)</b> (May also consider this for Academic Pillar)</p>	<ul style="list-style-type: none"> <li>Analyze all faculty retention and turnover data based upon HR reports.</li> <li>Develop and implement best practices for retention of all diverse faculty (e.g. mentoring, teaching and research)</li> <li>Develop and implement an organized and comprehensive onboarding /orientation process for ALL faculty</li> <li>Create and facilitate tailored networking and leadership opportunities for all faculty at the local, regional and national levels.</li> <li>Annually conduct job satisfaction surveys for all faculty</li> <li>Administer Exit Surveys to faculty members and review data to assess and reduce faculty attrition (TBD-should not be done by employees in SON)</li> </ul>	<ul style="list-style-type: none"> <li>2021 share with faculty, annual updates (HR)</li> <li>Implement best practices beginning 2022</li> <li>80% advancement of all diverse faculty by 2025 (Faculty, ADDEI, ADR, ADAA))</li> <li>Implement 2022 (Faculty, ADAA)</li> <li>Develop plan 2022</li> <li>Implement plan 2023 (Faculty)</li> <li>Annually/per each occurrence (Faculty, HR, Evaluation Subcommittee)</li> <li>Maintain annual attrition rate of faculty not greater than 20% (TBD-should not be done by employees in SON)</li> </ul>

# DIVERSITY, EQUITY & INCLUSION

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>4. Create a pathway for underrepresented student populations to the BS, MECN, APRN and DNP/PhD programs.</b></p> <p><b>(STUDENT ENROLLMENT)</b></p>	<ul style="list-style-type: none"> <li>• Increase faculty involvement in the Inter-professional Summer Health Professions Education Program</li> <li>• Offer paid summer research experiences (4-10 weeks) to high school and college students at the UCLA School of nursing</li> <li>• Recruit applicants through local high schools, regional universities and colleges and national conferences solicitations</li> <li>• Implement strategies to enhance student retention in all programs</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success.</i> (Responsible Party) (ADDEI=Associate Dean DEI)</p> <ul style="list-style-type: none"> <li>• 30% faculty participation by June 2022 (Faculty)</li> <li>• Five summer internships annually by June 2024, if budget permits (Faculty, budgetary consideration)</li> <li>• 40% increased enrollment by 2024 in all programs (Faculty, Director of Recruitment, Outreach and Admissions)</li> <li>• &lt; 10% student attrition rate in all programs by 2022 (Faculty)</li> </ul>
<div data-bbox="94 1252 1232 1466" style="border: 1px solid orange; padding: 10px;"> <p>We use the definition of diversity adopted by the Assembly of the Academic Senate (May 10, 2005) and endorsed by the UC President (June 30, 2006) in which diversity refers to “the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/ disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”</p> </div>		<p>Suggested Benchmarks</p> <ul style="list-style-type: none"> <li>• Number of faculty attending diversity/implicit bias and other DEI educational programs trainings</li> <li>• Number of new faculty, staff and postdocs from diverse background s recruited and percent hired</li> <li>• Percent of new faculty, staff and postdocs retained for &gt;5 years</li> <li>• Number of DEI awards received by faculty and staff</li> <li>• Total number of onboarding /orientation sessions conducted</li> <li>• Number of underrepresented students attending pathway programs for each of the academic programs</li> <li>• Percent increase in student enrollment in nursing programs by 2024</li> </ul>

# SUSTAINABILITY

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>1. Create a culture of sustainability and green programs through awareness in partnership with UC/UCLA resources:</b></p> <p><a href="https://www.uclahealth.org/sustainability/">https://www.uclahealth.org/sustainability/</a></p> <p><a href="https://www.sustain.ucla.edu/about-us/sustainability-committee/">https://www.sustain.ucla.edu/about-us/sustainability-committee/</a></p> <p><a href="http://gsa.asucla.ucla.edu/sustainable-resource-center.html">http://gsa.asucla.ucla.edu/sustainable-resource-center.html</a></p> <p><a href="https://www.ioes.ucla.edu/">https://www.ioes.ucla.edu/</a></p> <p><a href="https://www.ucop.edu/sustainability/policy-areas/">https://www.ucop.edu/sustainability/policy-areas/</a></p> <p><a href="https://ucop.edu/carbon-neutrality-initiative/">https://ucop.edu/carbon-neutrality-initiative/</a></p>	<ul style="list-style-type: none"> <li>• Provide students, staff and faculty with a list of resources on sustainability efforts and events available on campus</li> <li>• Host a main campus sustainability event at the SON.</li> <li>• Fund the SON Sustainability Committee to provide lectures by invited UC/UCLA experts on sustainability focused on healthcare topics (e.g., medical waste, climate change health concerns) for students, staff and faculty using an approach similar to that used by the DEI committee.</li> <li>• Create a task force to work with the SON Sustainability Committee to develop metrics for a “SON Nurses Report Card” on sustainability actions related to healthcare and health impact.</li> <li>• Ask SON sustainability committee to develop a Carbon Footprint Policy (example, <a href="https://www.crnugent.com/carbon-policy/">https://www.crnugent.com/carbon-policy/</a>) for faculty approval.</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success.</i></p> <ul style="list-style-type: none"> <li>• List of Campus resources on sustainability efforts and events, updated annually by the SON Sustainability Committee.</li> <li>• SON Sustainability Committee to contact campus sustainability group to offer hosting an event at the SON for academic year 21/22.</li> <li>• SON Sustainability Committee to provide 1 lecture focused on a sustainability healthcare topic for students, staff, and faculty annually beginning academic year 22/23. <ul style="list-style-type: none"> <li>— SON Sustainability Committee to develop metrics for a SON Nurses Report Card on sustainability actions related to healthcare and health impact during academic year 21/22.</li> <li>— SON Sustainability Committee to report the SON Nurses Report Card annually to faculty, staff, and students beginning 22/23.</li> </ul> </li> <li>• SON Sustainability Committee to gather data and develop a Carbon Footprint Policy to present to FEC to present to faculty for approval during academic year 21/22.</li> </ul>
<p><b>2. Create a culture of sustainability through education.</b></p>	<ul style="list-style-type: none"> <li>• Support curriculum committee assessment of SON curriculum across programs and incorporate curricular content on health impact of sustainability actions and policies and climate change (as examples, wildfires and respiratory disease, climate change and pandemics).</li> <li>• Ask faculty of specific courses where content is appropriate to incorporate sustainability content: Health Promotion courses; Public Health courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum committee to assess SON curriculum for content on health impact of sustainability actions and policies and climate change across programs, academic year 22/23.</li> <li>• Curriculum committee to ask faculty to incorporate content on health impact of sustainability actions and policies and climate change in specific courses identified as appropriate and identified in the assessment. Academic year 23/24.</li> </ul>

# SUSTAINABILITY

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
<p><b>3. Commit to improve public health outcomes, to reduce waste, and foster mindful consumption.</b></p>	<ul style="list-style-type: none"> <li>• Assess sustainability practices in laboratory courses.</li> <li>• Expand SON plastic use policy by eliminating plastic cups for beverages at meetings</li> <li>• Assess current paper use and evaluate further elimination of paper use in courses/meeting.</li> <li>• Assess current use of digital books for faculty/students</li> <li>• Assess temperature settings in Factor Building in both summer and winter to determine if lower winter or higher summer temperatures would be tolerated by faculty and staff in order to reduce energy consumption throughout the year.</li> <li>• Evaluate classroom lighting for use of LED lights.</li> <li>• Encourage collaboration with other institutions and professional groups focused on sustainability and climate change action for health (example, Alliance of Nurses for Healthy Environments <a href="https://envirn.org/">https://envirn.org/</a> , Healthcare Without Harm <a href="https://noharm.org/">https://noharm.org/</a>)</li> </ul>	<p><i>For each action outlined, what will be the standard for measuring success.</i></p> <ul style="list-style-type: none"> <li>• Curriculum committee to ask faculty teaching laboratory courses to assess ability for sustainability actions including evaluating recycling gloves, assessment of medical waste in lab courses, evaluation of lab packs for students, academic year 22/23. <ul style="list-style-type: none"> <li>—SON Administration to supply SON reusable water bottle containers to staff, faculty, academic year 23/24.</li> <li>—SON Administration to supply reusable silverware and dishes or compostable only service for meals provided at meetings, academic year 22/23.</li> </ul> </li> <li>• SON Sustainability Committee to identify use of paper in meetings and move to only on-line materials. Academic year 21/22.</li> <li>• SON Sustainability Committee to collaborate with Guy Adams at UCLA Bookstore to collect use and cost data on digital textbook use academic year 21/22. Measure and report increased use of digital texts 22/23.</li> <li>• SON Sustainability Committee to collect temperature readings year 21/22; work with facilities management to act on the temperature assessments to reduce energy consumption, and monitor 22/23; report energy savings to faculty and staff end of year 2024.</li> <li>• Associate Dean for Academic Affairs and Program Directors to collect numbers of SON faculty/students and their contributions to sustainability/climate change professional organizations and recognize them for this service annually, begin 21/22.</li> </ul>

# SUSTAINABILITY

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<p><i>For each action outlined, what will be the standard for measuring success.</i></p>
<p><b>4. Incorporate climate change and sustainability health impacts into existing and new research.</b></p>	<ul style="list-style-type: none"> <li>Identify 3-5 broad general questions related to climate change and sustainability health impacts and incorporate into SON faculty research.</li> </ul>	<ul style="list-style-type: none"> <li>Research and Professional Affairs Committee to identify 3-5 broad general questions related to climate change and sustainability health impacts academic year 22/23.</li> <li>Research and Professional Affairs Committee to assess existing and proposed research studies being conducted by SON faculty that could incorporate aspects related to the 3-5 broad general questions related to climate change and sustainability health impacts, academic year 22/23.</li> <li>Two research studies conducted by faculty will include sustainability health impacts, academic year 23/24.</li> </ul> <p><u>Benchmarking Metrics:</u></p> <ol style="list-style-type: none"> <li>UCLA will be the first UC School of Nursing to join as a partner in The Nurses Climate Challenge (if we join soon). The Nurses Climate Challenge is a national campaign to mobilize nurses to educate 50,000 health professionals on the impacts of climate change on human health.</li> <li>Increase visibility of the SON sustainability actions benchmarking on Emory University (similar size student body, but more faculty) as a similar sized school as measured by and through publications of our actions.             <ol style="list-style-type: none"> <li>Increase search hits for “sustainability” on the School of Nursing website.                 <p>Currently the Emory School of Nursing has 129 hits when searched for sustainability which include a children’s environmental health center, an associated social media workgroup, 7 faculty with expertise in environmental health and publications, UCLA School of Nursing has 2 hits when searched for sustainability which</p> </li> </ol> </li> </ol>

# SUSTAINABILITY

OBJECTIVES	KEY STRATEGIES/ACTIONS	METRICS AND TARGET DATE FOR COMPLETION
		<p><i>For each action outlined, what will be the standard for measuring success.</i></p> <p>include the Dean’s welcome address and the sustainability initiative.</p> <p>B. Increase search hits for “climate change” on the School of Nursing website.</p> <p>Currently the Emory School of Nursing has 57 hits when searched for climate change which include the Dean’s participation in a Whitehouse Roundtable on Climate Change, workshop awards on climate change and health, presentations on environmental health disparities and publications, UCLA School of Nursing has 0 hits when searched for climate change.</p>

We use the definition of diversity adopted by the Assembly of the Academic Senate (May 10, 2005) and endorsed by the UC President (June 30, 2006) in which diversity refers to “the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”

The School of Nursing endorses and supports the University of California / UCLA definition of sustainability. (<https://www.sustain.ucla.edu/about-us/what-is-sustainability/>)

# School of Nursing Strategic Planning Process

### **Background:**

In Fall 2017, after an assessment of the SON's strength, weaknesses, opportunities and strengths (see below), a faculty and staff retreat was conducted to discuss updating the strategic plan. The Timeline for strategic planning efforts is also listed below. This retreat coincided with the results from the eight-year School Review by the Academic Senate, the 70th anniversary of the School, and the centennial of UCLA. At the retreat, faculty and staff discussed the need for revising goals and establishing new goals. Subsequently, the School was reviewed by the American Association of Colleges of Nursing (AACN) in October, 2020, and submitted a self-study report that further informed the planning efforts.

At the request of the Executive Vice Chancellor, Emily Carter, to help with financial planning with a new budget model, the time frame for the plan was adapted to cover from 2020 to 2024. The Faculty Executive Committee, a Strategic Planning work-group and the faculty have been involved in these continued efforts to update and focus the 2020 plan.

A plan for increasing Institutional Effectiveness was added to align with the University Priorities.

# Timeline: Planning Process for Updating the School of Nursing Strategic Plan

(Strategic planning in the School of Nursing has been ongoing since 2017, prior to the request for new planning efforts by Executive Vice Chancellor Carter in 2020.)

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## Key Dates:

<b>May, 2017</b>	School of Nursing engaged consultant: David Lewin, Neil Jacoby Professor Emeritus of Management, Human Resources & Organizational Behavior, Anderson School of Management to assist with Strategic Planning update and SWOT analysis
<b>June 26, 2017</b>	Faculty meeting to discuss a Strategic Planning Process (Review of 2012 SON Strategic Plan, review of American Association of Colleges of Nursing recommendations for schools with Academic Health Centers, University of California Nursing Workforce Report and White Paper, discussion of SWOT framework for engaging faculty and staff in the process).
<b>July-September, 2017</b>	SWOT Analysis conducted by Professor David Lewin, including interviews with faculty and senior staff
<b>November 20, 2017</b>	Lewin submitted first report “UCLA SON Strategy: Analysis and Recommendations (including SWOT analysis)
<b>September 26, 2018</b>	School-wide retreat including all faculty and staff (Agenda attached). Report from the 8-year review by the Academic Senate informed the Strategic Planning Process
<b>Fall 2018</b>	Planning for 70th anniversary of the School of Nursing
<b>December 15, 2018</b>	2nd memorandum from Lewin regard revisions of mission and vision statements and key focal areas for planning (academic programs, research and community engagement).

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<b>February 12, 2019</b>	Based on Lewin report recommendations, the faculty were presented with key elements for strategic planning. Faculty discussion of revised Vision and Mission statements, the addition of a Core Values statement and consolidation of 5 pillars (academics, research, community engagement, Diversity, Equity and Inclusion (DEI), and sustainability). Discussion of Strategic Planning Process involving Senate Committees and small group discussions. Focus on development and implementation of DNP
<b>January 21, 2020</b>	All faculty and staff meeting. Discussion of Strategic Planning, including the inclusion of SMART objectives for each pillar of excellence. Discussion of recommendations from the Academic Senate.
<b>March 20, 2020</b>	“Stay at Home” order from LA County and institution of remote instruction.
<b>May, 2020</b>	Faculty leaders for each pillar appointed by the FEC chair.
<b>July 9, 2020</b>	Faculty meeting of leaders of each Pillar to discuss strategic plan.
<b>July 15, 2020</b>	Strategic planning process history shared with EVC Carter.
<b>September, 2020</b>	Continued discussion of Strategic Plan in faculty working groups and creation of a Draft Strategic Plan.
<b>September, 2020</b>	Completion of extensive school-wide self-report for CCNE containing details about research and scholarly progress ( <a href="#">link here</a> ).
<b>October 14-17, 2020</b>	Draft Strategic Plan included in CCNE Review.
<b>October, 2020</b>	Revisions of Pillars and draft proposal by faculty groups.
<b>October, 2020</b>	Completion of CCNE School-wide review

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**November, 2020** Discussion of the Strategic Plan at the FEC (11/9) and Faculty meeting (11/17). Writing group made further revisions.

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**November 25, 2020** Submission to EVC Carter pending faculty vote

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**November 30, 2020** Faculty vote approving Strategic Plan

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**January 11, 2021** EVC feedback on plan shared with Strategic plan faculty leaders regarding the need for specific metrics; revisions made.

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**February 10, 2021** Consultation with Carol Goldberg regarding formatting and addition of Institutional Effectiveness addendum.

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**March 23, 2021** Meeting with Academic Senate Faculty regarding four-year plan for faculty hiring based on scholarship and academic needs and informed by the diversity of the faculty by rank as of September, 2021.

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**April 5, 2021** A description of ongoing efforts to increase Institutional Effectiveness was added to the plan.

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**April 7, 2021** The AACN has mandated that students in advanced practice nursing programs receive a Doctor of Nursing Practice by 2125. A new AACN guideline, The Essentials: Core Competencies for Professional Nursing Education creates a new framework for nursing education. It will require schools to implement competency-based outcomes across prelicensure and advanced practice curriculum in the coming decade with competencies and sub competencies across 10 domains for nursing.

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# Summary of SWOT Analysis

(As reported by D Lewin in 2017, updated in 2020 CCNE Self-Report, September, 2020)

## Strengths

- 1) Strong national reputation
  - 2) Highly experienced engaged faculty
  - 3) Diversity of research conducted by faculty
  - 4) Presence of international faculty
  - 5) Enhanced collaboration with the Schools of Medicine, Dentistry and Public Health
  - 6) More rigorous student admission criteria
  - 7) Development of a self-supporting Doctor of Nursing Practice (DNP) Post-masters' Degree program
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## Weaknesses

- 1) Below par faculty salaries
  - 2) Too few tenure track faculties to teach in the PhD and new DNP program
  - 3) Low quality of teaching by some faculty
  - 4) Lack of mentoring of junior faculty
  - 5) Insufficient space for classroom and clinical teaching
  - 6) Insufficient software support for qualitative research
  - 7) Teaching evaluations that are not customized to the school
  - 8) Some students and faculty are on campus infrequently
  - 9) Lack of DNP degree for advanced practice graduate students reduces student applications to APRN program.
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## Opportunities

- 1) To increase the number of SON faculty, especially tenure track faculty
- 2) To develop more extensive, formal collaboration with the DGSOM, Dentistry and the Fielding School of Public Health
- 3) To establishment of a consortium with other UC Schools of Nursing to deliver certificate programs in psych-mental health
- 4) To expand collaborations with UCLA Health Nursing to develop a collaborative Center of Excellence and develop an interdisciplinary palliative care and oncology certificate program
- 5) To collaborate with schools of nursing outside of the US to provide education and leadership (e.g., Hong Kong Collaboration)
- 6) Initiatives to increase employer demand for SON graduates

- 7) More strategically oriented teaching programs and areas of expertise (e.g., leadership)
  - 8) Enhanced post-graduation career development for SON graduates
  - 9) To expand the number of nurses in the post-doctoral UCLA National Clinician Scholars program
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## Threats

1. Competition from universities with on-line nurse practitioner programs
  2. Looming large budget cuts from the National Institutes of Health and CDC may reduce research support
  3. Limited international attractiveness of the SON PhD programs due to institutional barriers
  4. Limited DGSOM receptivity to SON internships and nurse practitioners
  5. Schism between SON individual/sole researchers and small groups/teams of researchers
  6. Workload concerns for SON lecturers
  7. Insufficient assessment of teaching quality in merit and CAP reviews
  8. Lean administration: many need a Deputy Dean and Management Services Officer or Facilities/Building manager
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# Institutional Effectiveness: Goals and Activities for the School of Nursing

(Aligned with the UCLA Strategic Plan)

GOALS	SHORT-TERM ACTIVITIES (1-4 YEARS)	RESPONSIBLE ENTITIES
Maintain an organizational chart that reflects form and function	<p>The organizational chart will describe the administration of the school.</p> <p>Identify connections of SON with UCLA Nursing in expanded org chart</p>	<p>The Dean and Chief Administrative Officer (CAO), Executive Management Group and the FEC will review the Org chart every year or more frequently as changes are made.</p> <p>Dean and CNE and vice Dean Grimley will review as part of the Center of Excellence</p>
Job descriptions (JDs) that match expectation for the work	<p>Job descriptions will reflect job expectations. JDs for all employees will be reassessed at least annually and revised. HR will be involved if reclassification is required or if a new position is created</p>	<p>The Dean, CAO, Associate Deans, Program Directors.</p>
Continuous Improvement in Decision Making Processes	<p>Use of process maps to document all procedures for decision making across faculty committees and support organizations.</p> <p>Review current issues in Executive Management Group (EMG) monthly meetings</p>	<p>CAO in consultation with Program Directors, FEC Chair, Faculty and staff as appropriate.</p> <p>EMG develops a plan for resolution and next steps.</p>
Recognition of excellence in performance of staff duties	<p>Nominate staff for the STAR program as funding is available.</p> <p>Nominate staff for the Golden Bruin Award</p> <p>Monitor satisfaction of service through feedback and metrics</p> <p>Recognition publicised in Monday memo and through social media</p>	<p>CAO in consultation with Dean, Associate Deans, Program Directors, Faculty and staff as appropriate</p> <p>Faculty and staff</p> <p>CAO in consultation with Dean, Associate Deans, Program Directors, Faculty and staff as appropriate</p> <p>Communication Director in consultation with the Dean</p>

GOALS	SHORT-TERM ACTIVITIES (1-4 YEARS)	RESPONSIBLE ENTITIES
Recognition of excellence in scholarship of faculty	Publicize achievements and awards of faculty, adjuncts and lecturers via email listserv, faculty meetings, Monday Memos, social media presence, SON magazines	Communication Director, Dean, AD Academic and Student Affairs, AD Diversity, Equity and Inclusion
Track and Evaluate effectiveness of teaching programs	<p>Ensure a system for assessing academic excellence, identifying issues, reviewing contributing factors, implementation of resolution, communications back to faculty, evaluation of implementation of change.</p> <p>Maintain programs to support student success</p>	<p>Review of student peer-teaching evaluations of faculty and other input from students by AD Academic and Student Affairs, feedback from Program Directors,</p> <p>AD of Academic and student Affairs will provide communications to individual faculty, and provide communications with Curriculum Committee about course/program issues.</p> <p>Faculty engagement will be included in the teaching workload</p>
Review and consolidate student records	Update an e-system that can provide easily searchable electronic files for students and advisors, and provide data for various reports	<p>AD Academic and SA with input from SAO in selection of new system to replace the obsolete Central student data base.</p> <p>Review of student evaluations and data analytics regarding student success by AD Academic and Student Affairs, feedback from Program Directors, communications with individual faculty, communications with Curriculum Committee. Spring, 2021</p>
Ensure a safe and secure environment via Cybersecurity	Transition to DGIT	Complete transition by Spring 2021
Identify inefficient processes and strategies to improve SON services and reduce administrative burden	<p>Issues are identified in EMG and FEC for a participatory discussion process. Ongoing issues include UC PATH.</p> <p>Current exploration of new centralized system for capture of student data.</p>	<p>Dean, CAO and FEC Chair review. Follow-up in relevant meetings.</p> <p>Alteration of process maps as needed and need for further training.</p> <p>Future needs include development of budgetary incentives for increasing grant applications.</p>

GOALS	SHORT-TERM ACTIVITIES (1-4 YEARS)	RESPONSIBLE ENTITIES
<p>Ensure transparent fiscal management and use of resources</p>	<p>Weekly meetings with budget committee to review resources, expenditures, and requests for funding. Presentations at EMG and FEC. Transparent decision-making regarding student and faculty requests.</p> <p>Review budgetary impact of any curricular changes.</p> <p>Make available research funds for pilot projects via competitive, transparent processes.</p> <p>Include Development in discussion of use of philanthropy to address school and scholarly support needs</p>	<p>Dean, CAO, CFO and assistant CFO.</p> <p>AD Research and scholarly projects</p> <p>Development team</p>