Over the past year, our College has engaged in a rich conversation about how we can address the many pressures facing higher education today while still succeeding in our mission to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusivity.

This dialogue resulted in our new 2015-2020 Strategic Plan, which will help us optimize the health of our working and learning environments and create an engaged culture – one that empowers students, faculty and staff to reach their full potential.

It will take a collective effort from the entire College of Nursing as we write the next chapter in our history. Our journey is never finished. I believe we will reach exciting possibilities as we continue to stretch our branches and carry forward our vision to be one of the nation’s top nursing programs.

Health and Happiness Always,

Janie Heath, Dean of the College of Nursing
Mission:
The mission of the University of Kentucky College of Nursing is to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusion.

Vision:
The College of Nursing will be one of the nation’s top nursing programs in education, research, practice and service.
## 2015-2020 Strategic Plan Overview

### Goals

<table>
<thead>
<tr>
<th>Promote academic excellence and growth in the undergraduate program</th>
<th>Strengthen graduate student growth and success</th>
<th>Enhance faculty and student research and scholarly work</th>
<th>Improve diversity and inclusivity across learning and working environments</th>
<th>Advance community and faculty practice engagement</th>
</tr>
</thead>
</table>

### Strategic Objectives

<table>
<thead>
<tr>
<th>Enhance academic success and BSN workforce development</th>
<th>Enhance infrastructure and instructional design for online learning</th>
<th>Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at UK</th>
<th>Recruit a more racially and ethnically diverse body of underrepresented minority (URM) students</th>
<th>Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in health care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide effective academic support systems to enhance student success</td>
<td>Increase recruitment, retention and graduation efforts</td>
<td>Increase resources to expand all student and faculty research and/or scholarship productivity</td>
<td>Retain a more racially and ethnically diverse URM student body</td>
<td>Disseminate research and evidence-based practice initiatives within the community and practice settings</td>
</tr>
<tr>
<td>Promote globalization of the curriculum and ensure student support for global opportunities</td>
<td>Strengthen academic clinical partnerships for innovative program growth</td>
<td>Strengthen efforts for translational research, health services research, community engagement research and disparities research for the benefit of Kentucky, the nation and the world</td>
<td>Recruit and retain a more racially and ethnically diverse URM faculty and staff</td>
<td>Establish and maintain an inclusive and safe environment</td>
</tr>
<tr>
<td>Recruit and retain high quality undergraduate faculty</td>
<td>Promote globalization of the curriculum and ensure student support for global opportunities</td>
<td>Enhance the infrastructure for research and scholarship</td>
<td>Expand research enterprise recognition and reputation</td>
<td>Partner with health care systems to meet the clinical requirements of the future</td>
</tr>
</tbody>
</table>
Goal 1: Promote Academic Excellence and Growth in the Undergraduate Program

**Strategic Objective 1: Enhance academic success and BSN workforce development**

**Tactic 1a:** Create real-world clinical simulations that are founded on the student learning outcomes of the program

1a.1: Develop a simulation curriculum and evaluation rubric based on end-of-program student learning outcomes and the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education

1a.2: Develop a skill competency student success plan that strengthens student performance based on simulation and clinical evaluations of required nursing knowledge and skills

**Tactic 1b:** Support student participation in the Interprofessional Education (IPE) curriculum

1b.1: Require all students to participate in IPE health care curriculum developed by the IPE Center

1b.2: Integrate IPE clinical practice scenarios in all clinical nursing courses

**Tactic 1c:** Prioritize academic-clinical partnerships to advance RN-BSN online learning and BSN hiring with organizations of critical need

1c.1: Reinforce continued strategies to strengthen recruitment efforts for RN-BSN online learning

1c.2: Ensure appropriate resources, including faculty and staff support, to expand access for RN-BSN online learning

1c.3: Cultivate organizational relationships to capitalize on RN-BSN online learning growth

1c.4: Increase number of UK College of Nursing BSN graduates hired by UK HealthCare

**Strategic Objective 2: Provide effective academic support systems to enhance student success**

**Tactic 2a:** Refine student-centered processes to optimize admission, progression and retention strategies augmented with current instructional strategies

2a.1: Pilot new holistic admission processes to promote diversity and inclusivity in the student body

2a.2: Review and revise academic advising and progression procedures and policies

2a.3: Highlight academic, health and wellness resources on the website and in the electronic student newsletter

2a.4: Create an online database to track performance for early identification of students not meeting learning outcomes experienced

**Strategic Objective 3: Promote globalization of the curriculum and ensure student support for global opportunities**

**Tactic 3a:** Conduct a gap analysis for globalization of the curriculum and implement changes as indicated
Tactic 3b: Increase the number of nursing students participating in Education Abroad programs
Tactic 3c: Optimize financial strategies for continued support and growth of service-learning global opportunities and programs

**Strategic Objective 4:** Recruit and retain high quality undergraduate faculty

- **Tactic 4a:** Promote the development of high quality, innovative teaching
- **Tactic 4b:** Increase the number of undergraduate faculty with an earned doctorate and professional certification; and faculty who receive grants and publish related to teaching, research and practice
- **Tactic 4c:** Increase the number of undergraduate faculty holding membership in at least one professional nursing organization
- **Tactic 4d:** Develop strategies to align faculty salaries with American Association of Colleges of Nursing (AACN) recommendations
## Goal 1: Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Growth</td>
<td>RN-BSN enrollment</td>
<td>Fall 2015 RN-BSN students enrolled = 81 students</td>
<td>25% increase in RN-BSN enrollment</td>
</tr>
<tr>
<td>Student Academic Success:</td>
<td>Retention after nursing program entry</td>
<td>2014-2015 First year (one year from program entry) first semester juniors, (n = 201), 91% 2013-2014 Third year (two years from program entry) first semester seniors, (n = 196), 87%</td>
<td>90% student third year retention rate</td>
</tr>
<tr>
<td>Retention Rates</td>
<td></td>
<td></td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Academic Success:</td>
<td>On time graduation (sophomore to senior professional nursing program)</td>
<td>2014-2015 First year (one year from program entry) first semester juniors, (n = 201), 81% 2013-2014 Third year (two years from program entry) first semester seniors, (n = 196), 72%</td>
<td>85% on time graduation rate</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td></td>
<td></td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Optimizing Quality of BSN</td>
<td>Simulation: Students identified by simulation or clinical evaluations who achieve outcomes of skill competency success plan</td>
<td>2015-2016 academic year % of identified students who achieve outcomes (n = NA) as this is a new initiative</td>
<td>100% achieve outcomes of success plan</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Globalization: Number of students participating in Education Abroad (EA) opportunities</td>
<td>2015 Students participating in EA opportunities, (n = 20)</td>
<td>n = 30 students (50% increase) with EA opportunities</td>
</tr>
<tr>
<td>High Quality Faculty</td>
<td>Doctorates: Number of undergraduate full-time faculty with earned doctorate</td>
<td>Fall 2015 Earned doctorates (n = 15) of 27 faculty, 56%</td>
<td>65% of faculty with doctorates</td>
</tr>
<tr>
<td></td>
<td>Professional Certification: Number of undergraduate full-time faculty with professional certification</td>
<td>Fall 2015 Faculty with professional certification: (n =13) of 27 faculty, 48%</td>
<td>55% of faculty with professional certification</td>
</tr>
<tr>
<td></td>
<td>Grants: Number of undergraduate full-time faculty receiving grants/funding</td>
<td>Fall 2015 Faculty with grants/funding: (n = 13) of 27 faculty, 48%</td>
<td>50% of faculty with funding</td>
</tr>
<tr>
<td></td>
<td>Publications: Number of undergraduate faculty with at least one publication</td>
<td>Fall 2015 Faculty with at least one publication: (n = 14) of 27 faculty, 52%</td>
<td>55% of faculty with at least one publication</td>
</tr>
</tbody>
</table>
Goal 2: Strengthen Graduate Student Growth and Success

**Strategic Objective 1: Enhance infrastructure and instructional design for online learning**

**Tactic 1a:** Increase number of graduate courses developed through joint faculty-instructional design collaboration
   1a.1: Offer one-on-one instructional design consultation for course revision and new course development
   1a.2: Provide training for graduate faculty to utilize advanced capabilities of Canvas and other software
   1a.3: Establish pedagogically-based guidelines for on-site requirements in online courses

**Tactic 1b:** Increase percentage of students (clinical focus) participating in simulation and/or competency based learning environments
   1b.1: Determine equipment needs for simulation
   1b.2: Provide professional development needed by graduate faculty for simulation and competency based learning
   1b.3: Integrate simulation/competency based learning into curriculum

**Tactic 1c:** Increase percentage of students participating in IPE and/or team based learning environments
   1c.1: Increase the proportion of PhD students who actively participate in research teams during their program
   1c.2: Educate faculty on IPE principles and strategies to incorporate into their courses
   1c.3: Identify opportunities across campus for IPE learning

**Tactic 1d:** Increase percent of courses offered in an updated distance learning format
   1d.1: Increase infrastructure for courses offered in a synchronous online format
   1d.2: Match level of faculty-student engagement based on student needs
   1d.3: Develop and offer appropriate PhD courses online

**Strategic Objective 2: Increase and strengthen recruitment, retention and graduation efforts**

**Tactic 2a:** Annually update recruitment plan for a talented and diverse graduate student body
   2a.1: Shorten application process and streamline for alumni
   2a.2: Increase student funding through grants, scholarships and fellowships
   2a.3: Expand recruitment efforts to increase underrepresented graduate students
   2a.4: Enroll students with interests in areas of health care need
Goal 2: Strengthen Graduate Student Growth and Success

2a.5: Enroll students whose research/scholarly interests match faculty expertise
2a.6: Enroll high quality students who will successfully complete the program and pass certification exams if required

Tactic 2b: Improve percentage of students who achieve time-to-degree goal
2b.1: Provide equitable resources for students in Louisville and Lexington
2b.2: Develop synchronous group advising strategies
2b.3: Offer courses more than once a year including summer courses according to need
2b.4: Assure that course assignments are aligned with PhD dissertation or DNP project requirements

Strategic Objective 3: Strengthen academic clinical partnerships for innovative program growth

Tactic 3a: Design and offer new courses and/or degree options to meet changing and growing demands of the health care environment (workforce and patients)
3a.1: Meet with health care and patient stakeholders to determine alignment of their needs with graduate student education

Tactic 3b: Create a mechanism to coordinate nursing and health care facilities quality improvement projects with student projects

Tactic 3c: Increase enrollment in DNP and PhD programs through collaborative partnerships with mutual goals

Tactic 3d: Establish a preceptor program that includes orientation and recognition to entice engagement with UK graduate students

Strategic Objective 4: Promote globalization of curriculum and ensure student support for global opportunities

Tactic 4a: Create infrastructure to advance global affairs through research, practice and education in other countries
4a.1: Facilitate the ability of foreign graduate students to conduct research or projects in their home country
4a.2: Develop collaborative educational agreements with universities in other countries

Tactic 4b: Conduct global health gap analysis of curriculum and implement changes as indicated

Tactic 4c: Increase the number of graduate nursing students participating in Education Abroad programs

Tactic 4d: Increase graduate student and faculty financial support for global education and experiences
### Goal 2: Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
</table>
| **Online learning**                 | Percentage of courses revised or developed for distance learning in collaboration with instructional design support | DNP: 0% courses  
PhD: 0% courses | DNP: 20% of courses  
PhD: 20% of courses |
|                                     | Number of courses offered in online synchronous format                                                | DNP: 0 courses  
PhD: 0 courses | DNP: 1 course  
PhD: 2 courses |
|                                     | Percentage of students participating in simulation/competency based learning                         | DNP: 0%  
PhD: 25% in team research | DNP: 5% increase  
PhD: 50% increase |
|                                     | Percentage of students participating in IPE, team-based learning or interdisciplinary research team experiences | DNP: 20% of courses  
PhD: 20% of courses | DNP: 5% increase  
PhD: 50% increase |
| **Recruitment, Retention, Graduation** | Percentage of PhD and DNP applicants who receive offers of admission                                 | PhD: 90.5%  
DNP: 90.9% | PhD: 75%  
DNP: 75% |
|                                     | Number of degrees awarded/year                                                                      | PhD: 4  
DNP: 39 | PhD: 6  
DNP: 43 |
|                                     | Average time to degree (full time)                                                                  | PhD: 5.6 years  
DNP: 4.2 years | PhD: 5 years  
DNP: 4 years |
|                                     | Percentage of graduates who pass certification exams                                                | DNP: 85% | DNP: 90% |
| **Global Opportunities**            | Increase the number of available global learning opportunities                                       | 2014-2015: Three global learning opportunities:  
1. Global Health Case Competition  
2. Shoulder to Shoulder  
3. Chile | Increase global learning opportunities by 2 |

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Goal 3: Enhance Faculty and Student Research and Scholarly Work

**Strategic Objective 1:** Increase collaboration in research and scholarship among College of Nursing programs (undergraduate, DNP, PhD) and with other colleges at the University of Kentucky

- **Tactic 1a:** Increase participation in BSN student enrichment programs to enhance engagement across programs for research and scholarship
- **Tactic 1b:** Strengthen communication about research and scholarship opportunities
- **Tactic 1c:** Develop mechanisms to support collaboration (e.g., data archives, subject recruitment pools)
- **Tactic 1d:** Develop programs to facilitate collaboration (e.g., research seminars, training events)

**Strategic Objective 2:** Increase resources to expand all student and faculty research and/or scholarship productivity

- **Tactic 2a:** Establish a sustainable College of Nursing sponsored pilot studies program
- **Tactic 2b:** Evaluate the cost-benefit of strengthening research and scholarship resources
  - 2b.1: Create a scientific editor and/or director of faculty collaboration and scholarship position
  - 2b.2: Increase resources for student research (e.g., funding for Research Assistant, Graduate and Undergraduate student travel)
- **Tactic 2c:** Enhance research career development training opportunities for faculty and staff
- **Tactic 2d:** Develop a formalized junior faculty research mentorship program
  - 2d.1: Establish a policy for research mentor assignments
  - 2d.2: Establish a career development plan for newly hired faculty
- **Tactic 2e:** Identify strategies for recognizing and rewarding excellence in research and/or scholarship mentorship
- **Tactic 2f:** Enhance extramural research funding
- **Tactic 2g:** Establish an effective recruitment program to hire competitive faculty who can secure extramural research funding
Strategic Objective 3: Strengthen efforts for translational research, health services research, community engagement research and disparities research for the benefit of Kentucky, the nation and the world

Tactic 3a: Enhance College of Nursing research focused on community engagement and global affairs
Tactic 3b: Enhance College of Nursing research and scholarship focused on vulnerable populations
Tactic 3c: Provide additional translational research training opportunities for faculty
Tactic 3d: Expand research portfolio through health services research opportunities for faculty

Strategic Objective 4: Enhance the infrastructure for research and scholarship

Tactic 4a: Evaluate strategies to improve support for pre- to post-award grant management
Tactic 4b: Obtain additional functional space to support expanding College of Nursing research and scholarship
Tactic 4c: Implement a plan for more efficient use of space that considers performance metrics in space allocation
Tactic 4d: Identify administrative support for research and scholarship (e.g., tracking metrics, scheduling meetings, providing faculty and staff support)
Tactic 4e: Expand dissemination of research productivity to enhance College of Nursing’s local, national and global reputation

Strategic Objective 5: Expand research enterprise recognition and reputation

Tactic 5a: Increase national and international recognition through high impact communication venues
Tactic 5b: Increase the number of faculty appointed as Fellows in societies that recognize leadership with dissemination of nursing science, evidence-based practice and translational methodologies such as the American Academy of Nursing and STTI Distinguished Researchers
Tactic 5c: Increase the number of faculty appointed in leadership positions in nursing research organizations
Tactic 5d: Diversify and increase research portfolio for positioning top-20 National Institutes of Health ranking among colleges of nursing
### Goal 3: Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative Research</strong></td>
<td>Office of Sponsored Projects Database: Extramural collaborative grant funding (Total funding: Total funding per RTS(^\wedge) + STS(^\wedge))(^*)</td>
<td>$12,069,617: $377,193</td>
<td>Maintain and increase</td>
</tr>
<tr>
<td><strong>Faculty and Student Productivity</strong></td>
<td>OSPA Database: Extramural PI grant funding (total funding: total per RTS(^\wedge))(^*)</td>
<td>$3,516,738: $194,701</td>
<td>Maintain and increase</td>
</tr>
<tr>
<td></td>
<td>College of Nursing Grant Database: Extramural PI grant submissions (total submissions: total submissions per RTS(^\wedge))(^+)</td>
<td>41.8: 2.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62: 1.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intramural &amp; Extramural PI Grant Submissions (total submissions: total submissions per RTS(^\wedge) + STS(^\wedge))(^+)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Measures: Peer reviewed data based publications (total publications: total publications per RTS(^\wedge) + STS(^\wedge))(^+)</td>
<td>134.2: 4.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer reviewed data based presentations (total presentations: total presentations per RTS(^\wedge) + STS(^\wedge))(^+)</td>
<td>136.4: 4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Nursing Research Intern Database: Total number of undergraduate student research interns*</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of full time faculty mentoring undergraduate research interns*</td>
<td>9(^*)</td>
<td></td>
</tr>
<tr>
<td><strong>Infrastructure</strong></td>
<td>College of Nursing Research Budget: Pilot studies program awards</td>
<td>TBD-No historical data</td>
<td>Establish, maintain and increase as funds become available</td>
</tr>
<tr>
<td></td>
<td>Pilot studies program funding</td>
<td>TBD-No historical data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grants supported by pilot awards</td>
<td>TBD-No historical data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publications supported by pilot awards</td>
<td>TBD-No historical data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Nursing Personnel Database: Number of RTS, STS and postdoctoral competitive hires</td>
<td>0 RTS; 2 STS; 1 postdoc</td>
<td></td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td>Digital Measures: Number of Distinguished Research Awards (UK, State, National, International)</td>
<td>TBD</td>
<td>Establish, maintain Top 20 status and increase as funds become available</td>
</tr>
<tr>
<td></td>
<td>NIH RePorter:</td>
<td>All U.S. universities = 14th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NIH Rankings#</td>
<td>State universities = 9th</td>
<td></td>
</tr>
</tbody>
</table>

\(^*\)Average of 2011-15

\(^+\)Average of 2014-15

\(^\#\)FY ’15 only.

\(^\wedge\)Metrics adjusted by the total unbiased number of faculty members in Regular (RTS) and/or Special Title Series (STS) – include faculty with significant administrative duties who are not able to compete for extramural funding and/or who are no longer active in research.
Goal 4: Improve Diversity and Inclusivity Across Learning and Working Environments

**Strategic Objective 1:** Recruit a more racially and ethnically diverse body of underrepresented minority (URM) students

**Tactic 1a:** Adopt a holistic admission process for undergraduate programs
- 1a.1: Develop a mission statement for admissions that includes diversity
- 1a.2: Develop a set of criteria that considers non-academic criteria alongside academic metrics in the initial screening process; pilot, evaluate and implement a holistic admission process
- 1a.3: Train admissions committee members regarding new mission, diversity and new criteria
- 1a.4: Provide a trained diversity ambassador for all admissions committees

**Tactic 1b:** Develop a set of recruitment strategies to increase racial and ethnic diversity of the student body
- 1b.1: Establish linkages with community colleges and allied/auxiliary health programs
- 1b.2: Participate in college fairs hosted by high schools with diverse populations; conduct on-campus recruitment events for multi-cultural students and their families
- 1b.3: Utilize minority student ambassadors to conduct tours; integrate bilingual students/faculty/staff, materials, as well as a bilingual recruiter
- 1b.4: Build relationships with historically black colleges and universities (HBCU) to establish linkages to graduate programs
- 1b.1: Host minority high school students via a summer camp

**Tactic 1c:** Develop a pipeline partnership program with identified community college or other allied/auxiliary health program to recruit racially and ethnically diverse URM nursing students

**Strategic Objective 2:** Retain a more racially and ethnically diverse URM student body

**Tactic 2a:** Develop targeted retention strategies for a more racially and ethnically diverse URM student body
- 2a.1: Set shared expectations of achievements for all students
- 2a.2: Create an orientation program tailored specifically for diverse students
- 2a.3: Implement a summer bridge accelerated program for incoming students
- 2a.4: Increase financial support opportunities
- 2a.5: Provide effective mentoring, utilizing faculty and staff of all races and ethnicities
- 2a.6: Infuse diversity issues throughout the curriculum
**Goal 4: Improve Diversity and Inclusivity Across Learning and Working Environments**

**Tactic 2b:** Develop and cultivate culturally sensitive student groups and activities within the College

- **2b.1:** Identify cross-campus cultural groups and have them present or be visible for all
- **2b.2:** Identify faculty representatives for each group or activity
- **2b.3:** Work with media to develop a “diversity matters” spot where diversity is celebrated each month and a student, faculty, staff member or activity is featured on the College’s digital signage
- **2b.4:** Initiate at least one culturally sensitive student group association within the College

**Strategic Objective 3:** Recruit and retain a more racially and ethnically diverse URM faculty and staff

**Tactic 3a:** Develop targeted strategies for retention of racially and ethnically diverse URM faculty and staff

- **3a.1:** Create a mentoring program for incoming underrepresented faculty and staff
- **3a.2:** Assign a “concierge” type person to new faculty
- **3a.3:** Create a diversity and inclusivity achievement award for faculty and staff
- **3a.4:** Evaluate time and service commitments
- **3a.5:** Work with the Office of the Provost to obtain funds to recruit and retain diverse faculty
- **3a.6:** Increase positive environment for current faculty to recruit diverse faculty
- **3a.7:** Develop and pilot an exit interview mechanism for use with faculty and staff

**Tactic 3b:** Adopt a culturally targeted approach to faculty and staff searches

- **3b.1:** Develop a training plan for the Diversity Ambassador Council; evaluate efforts every two years
- **3b.2:** Select members for the Diversity Ambassadors Council from both faculty and staff
- **3b.3:** Integrate a Diversity Ambassador Council member on each search committee

**Strategic Objective 4:** Establish and maintain an inclusive and safe environment

**Tactic 4a:** Provide a welcoming and inclusive environment

- **4a.1:** Establish mentoring programs for students of color, LGBTQ students and first generation college students that pairs interested undergraduate students with a College mentor
- **4a.2:** Hold welcoming events; ensure resources are available in the evening and on weekends
4a.3: Ensure the College’s website showcases its leadership in innovative research to engage underserved communities and reduce health disparities

4a.4: Provide a list of community resources that include ethnic churches, stores, restaurants, hair stylists and diverse professionals that provide medical, dental and legal services

4a.5: Recognize or observe important days to various communities or cultures

4a.6: Hold a monthly panel discussion, Preparing Nurses to Care for a Diverse Population, with internal and external (external to the College and/or external to UK) speakers

4a.7: Invite external speakers to discuss diversity-related issues with students, faculty and staff to promote peer-to-peer dialogues around hot button issues

4a.8: Hold symposiums for students interested in graduate school

Tactic 4b: Conduct repeated climate assessments

4b.1: Identify a climate assessment tool to conduct pre- and post-measurement of training

4b.2: Determine a baseline to allow for future benchmarking of progress

4b.3: Develop a dashboard to track progress and assess climate annually

4b.4: Disseminate annual report to faculty and staff councils who will collaborate with the director of diversity and inclusivity regarding recommendations

Tactic 4c: Initiate an annual Unconscious Bias Training for all faculty, staff and students

Tactic 4b: Collaborate with partners for mutual goals
## Goal 4: Metrics

**Table 1. Five Year Historical Data on Undergraduate and Graduate Underrepresented Minority (URM) Students (Applicants, Accepted, Enrolled)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Undergraduate URM Students</th>
<th>Graduate URM Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicants</td>
<td>Accepted</td>
</tr>
<tr>
<td>2012</td>
<td>53</td>
<td>25</td>
</tr>
<tr>
<td>2013</td>
<td>51</td>
<td>29</td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
<td>22</td>
</tr>
<tr>
<td>2015</td>
<td>68</td>
<td>19</td>
</tr>
<tr>
<td>2016</td>
<td>68</td>
<td>35</td>
</tr>
</tbody>
</table>
### Table 2. Metrics for evaluation

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit URM Students</td>
<td>Undergraduate and graduate: Number of students who applied, who were accepted and who enrolled grouped by race/ethnicity and compared to all others with a five-year trend</td>
<td>See table 1</td>
<td>15% increase of overall student enrollment will be URMs</td>
</tr>
<tr>
<td>Retain URM Students</td>
<td>Number of enrolled undergraduate and graduate students and graduates from programs grouped by URM for a five-year trend</td>
<td>See table 1</td>
<td>15% increase of overall student enrollment will be URMs</td>
</tr>
<tr>
<td>Recruit and retain URM faculty and staff</td>
<td>Number of faculty and staff searches conducted over the five years; number of applicants by racial/ethnic groupings, number of applicants hired by racial/ethnic grouping; attrition rate over five years</td>
<td>TBD-no historical data</td>
<td>Double the number of URM faculty and staff recruited and retained in the College</td>
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<td>Inclusive and safe environment</td>
<td>Diversity Ambassadors Council to develop and disseminate an Annual Climate Survey beginning in 2017; Faculty, staff and student annual unconscious bias training</td>
<td>TBD-no historical data</td>
<td>75% participation rate among faculty, staff and students in the Annual Climate Survey; 100% of faculty, staff and students will participate in annual Unconscious Bias Training</td>
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</table>
Goal 5: Advance Community and Faculty Practice Engagement

**Strategic Objective 1:** Enhance the status of clinical practice of faculty by promoting and recognizing the development of future nurse clinicians and leaders in health care

- **Tactic 1a:** Create infrastructure support to monitor and advance community outreach to underserved populations
- **Tactic 1b:** Foster faculty and student community engagement to address the needs of populations across the lifespan
- **Tactic 1c:** Integrate trans-cultural learning experiences for students and faculty with underserved populations or international/intercultural programs in study abroad
- **Tactic 1d:** Create infrastructure support for advancing incentive models/business operations for faculty practice
- **Tactic 1e:** Develop guidelines for hiring, appointing, credentialing and rewarding practice faculty

**Strategic Objective 2:** Disseminate research and evidence-based practice initiatives within community practice settings

- **Tactic 2a:** Disseminate research discoveries, scholarly and creative work to advance nursing practice
- **Tactic 2b:** Establish at least one center of practice excellence
- **Tactic 2c:** Promote faculty leadership and service in professional and health care organizations
- **Tactic 2d:** Increase outreach with Continuing Education (CE) offerings to meet current needs of the health care workforce
- **Tactic 2e:** Increase the number of faculty appointed as Fellows in societies that recognize leadership with advancing nursing practice

**Strategic Objective 3:** Partner with health care systems to meet the clinical requirements of the future

- **Tactic 3a:** Expand faculty practice and student learning experiences across UK HealthCare facilities
- **Tactic 3b:** Expand faculty practice outreach to rural, non-UK affiliated clinical placement areas to address critical health care needs in the Commonwealth of Kentucky
- **Tactic 3c:** Identify/develop new relationships with advanced practice nurses to build a faculty preceptor base and enhance student learning experiences
- **Tactic 3d:** Promote faculty volunteer health care service activities
## Goal 5: Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Target</th>
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</thead>
<tbody>
<tr>
<td><strong>Workforce Development and Community Engagement</strong></td>
<td>Track CE outreach via College of Nursing CE Office: (a) in-house offerings; (b) on-line offerings; (c) College of Nursing faculty led offerings</td>
<td>2014-15: (a) 41 in-house offerings; (b) 64 online offerings; (C) 36 College of Nursing faculty led offerings</td>
<td>(a) Maintain and/or increase in-house offerings; (b) Increase the number of distance learning courses by at least 3 offerings (c) Increase faculty participation in College of Nursing CE by 5% annually</td>
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<td>Track Community Engagement outreach via TBD Office: (a) Student outreach local and global (curricular/volunteer); (b) Faculty outreach local and global (curricular/volunteer)</td>
<td>TBD-no historical data (RE: Shoulder to Shoulder; William Wells Brown Mentor Program; Chile, Special Olympics)</td>
<td>(a) Maintain and/or increase (1) local and (2) global outreach by students; (b) Maintain and/or increase (1) local and (2) global outreach by faculty</td>
</tr>
<tr>
<td><strong>Faculty Practice Infrastructure</strong></td>
<td>Track College of Nursing Faculty Practice via Business Office (a) UK HealthCare Faculty Practice Agreements (b) Non-UK HealthCare Faculty Practice Agreements</td>
<td>2014-15: (a) 13 UK HealthCare Faculty Practice Agreements; (b) 5 non-UK HealthCare Faculty Practice Agreements</td>
<td>Maintain and increase</td>
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<td></td>
<td>Track Preceptor Activities via TBD Office/ Typhon (a) UK HealthCare (b) Non-UK HealthCare</td>
<td>2014-15: (a) 37 UK HealthCare Preceptors; (b) 108 non-UK HealthCare Preceptors</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarly Practice Recognition</strong></td>
<td>Track faculty recognition via Digital Measures • Leadership Positions • Fellows • Publications/Presentations</td>
<td>Leadership = x1 national leader (2014-16) Establish a baseline of faculty leadership positions Fellows = 25 (as of 2016) TBD-no historical data for practice based faculty</td>
<td>Increase faculty leadership positions Fellows = increase by 5 Increase the number of publications/presentations Establish at least one center of practice excellence</td>
</tr>
</tbody>
</table>
Thank you for helping us reach our goals!