

APPENDIX A

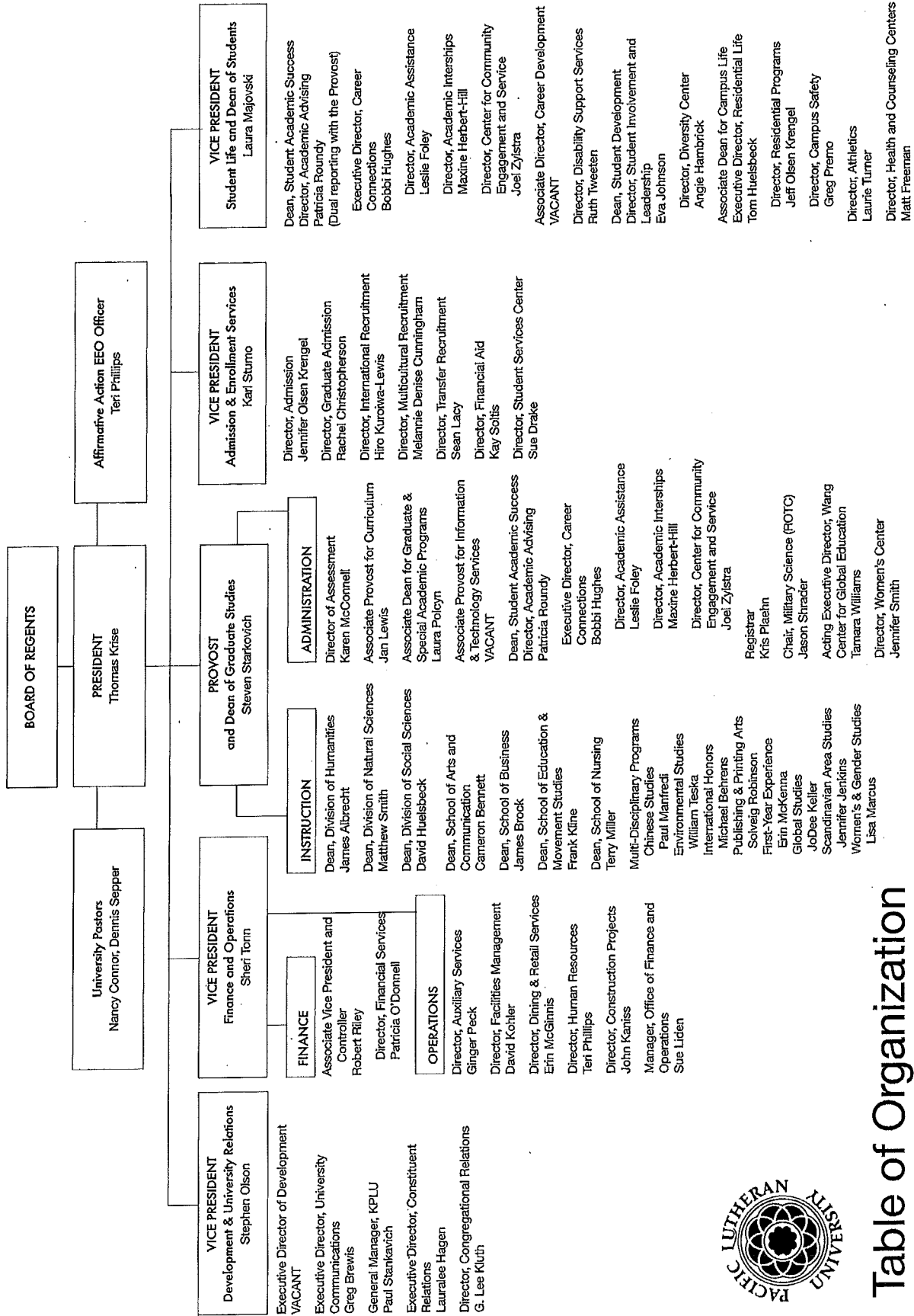


Table of Organization

REVISED SEPTEMBER 2012

APPENDIX B

PLU School of Nursing BSN Student profile

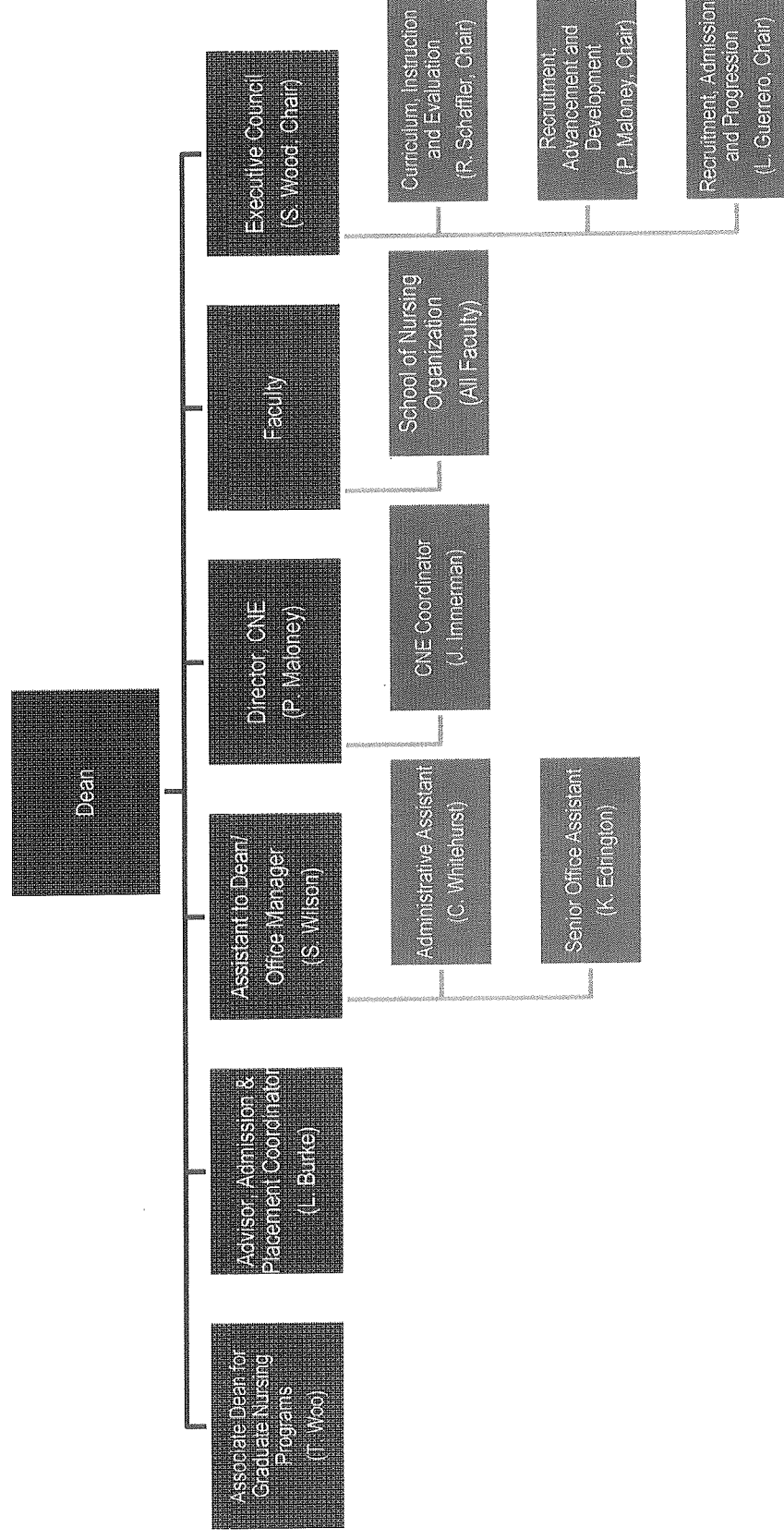
	School of Nursing Fall 2010	School of Nursing Spring 2011	School of Nursing Fall 2011	School of Nursing Spring 2012	School of Nursing Fall 2012	School of Nursing Spring 2013	Pacific Lutheran University Undergraduate Student Body 2011/12 (source: Common Data Set)
Caucasian/White	83%	81%	82%	80%	95%	84%	73.8%
Hispanic	2%	5%	5%	0	3%	3%	5.6%
Asian American/ Pacific Islander	9%	7%	8%	12%	3%	8%	6.1%
African American/Black	0	5%	0	2%	0	3%	2.6%
Native American	2%	2%	0	0	0	0	0.8%
Multi Ethnic	2%	0	3%	5%	0	3%	6.1%
Unknown	0	0	3%	0	0	0	1%
Male	10%	2%	12%	15%	3%	12%	38%
Female	90%	98%	88%	85%	97%	88%	62%

PLU School of Nursing ELMSN Student profile

	School of Nursing 2010 cohort	School of Nursing 2011 cohort	School of Nursing 2012 cohort	Pacific Lutheran University Graduate Student Body 2011/12 (source: Common Data Set)
Caucasian/White	88%	95%	90%	69%
Hispanic	6%	5%	5%	0.7%
Asian American/ Pacific Islander	6%	0	5%	3%
African American/Black	0	0	0	3%
Native American	0	0	0	0
Male	24%	15%	11%	32%
Female	76%	85%	89%	68%

APPENDIX C

PLU School of Nursing Organization Chart



APPENDIX D

Congruence Between Pacific Lutheran University Mission Statement and School of Nursing Mission Statement

<p>PLU University Mission</p> <p>PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth.</p>	<p>PLU School of Nursing Mission</p> <p>The School of Nursing at Pacific Lutheran University integrates the liberal arts and professional education, and is committed to three areas of responsibility for nursing education: (1) the preparation of baccalaureate generalists for the provider of direct and indirect care, designer, manager, and coordinator of that care, and a member of a profession; (2) graduate preparation of professional nurses for the roles of advanced practitioner, advanced generalist, leader, scholar and as a foundation for doctoral studies; and (3) professional development of nurses through continuing educational opportunities.</p>
Thoughtful inquiry	<p>Integrates the liberal arts and professional education</p>
Service	<p>Integrates the liberal arts and professional education and is committed to three areas of responsibility.</p> <ol style="list-style-type: none"> 1. Preparation of baccalaureate nurse generalists for the roles of provider of direct and indirect care, designer, manager and coordinator of that care and a member of a profession. 2. Graduate preparation for professional nurses for the roles of advanced practitioner, leader and scholar and as a foundation for doctoral studies
Leadership	<p>Integrates the liberal arts and professional education and is committed to three areas of responsibility.</p> <ol style="list-style-type: none"> 1. Preparation of baccalaureate nurse generalists for the roles of provider of direct and indirect care, designer, manager and coordinator of that care and a member of a profession. 2. Graduate preparation for professional nurses for the roles of advanced practitioner, leader and scholar and as a foundation for doctoral studies 3. Professional development of nurses through continuing education opportunities.
Care--for other people, for their communities and for the earth.	<p>Integrates the liberal arts and professional education and is committed to three areas of responsibility.</p> <ol style="list-style-type: none"> 1. Preparation of baccalaureate nurse generalists for the roles of provider of direct and indirect care, designer, manager and coordinator of that care and a member of a profession. 2. Graduate preparation for professional nurses for the roles of advanced practitioner, leader and scholar and as a foundation for doctoral studies

APPENDIX E

Congruence Between University Integrated Learning Objectives and the School of Nursing Program Outcomes

PLU Integrated Learning Objectives	School of Nursing Objectives	Masters Program
<p>CRITICAL REFLECTION:</p> <ol style="list-style-type: none"> 1. Select sources of information using appropriate research methods, including those employing technology, and make use of that information carefully and critically. 2. Consider issues from multiple perspectives. 3. Evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems. 4. Understand and explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one's own judgments. 	<p>Baccalaureate Program</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations. 2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations. 4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system. 5. Collaborate in the interprofessional design, management, and coordination of safe, quality care. 7. Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect the improvement of healthcare delivery and/or health outcomes. 8. Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice. 	<ol style="list-style-type: none"> 1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care. 2. Integrate knowledge of technology, information systems, policy, organization, and financing into the improvement of health care delivery and health outcomes. 3. Demonstrate a commitment to ethical decision-making, social justice, and advocacy for vulnerable and diverse populations. 4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.

PLU Integrated Learning Objectives	School of Nursing Objectives	
	Baccalaureate Program	Masters Program
EXPRESSION: 1. Communicate clearly and effectively in both written and oral forms. 2. Adapt message to various audiences using appropriate media, convention, or styles. 3. Create symbols or meanings in a variety of expressive media, both verbal and nonverbal.	1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations. 5. Collaborate in the interprofessional design, management, and coordination of safe, quality care. 8. Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice.	2. Integrate knowledge of technology, information systems, policy, organization, and financing into the improvement of health care delivery and health outcomes. 4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system. 7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.
INTERACTION: 1. Work creatively to identify and clarify the issues of concern. 2. Acknowledge and respond to conflicting ideas, principles, and traditions, identifying common interests where possible. 3. Develop and promote effective strategies and interpersonal relationships for implementing cooperative actions.	1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations. 5. Collaborate in the interprofessional design, management, and coordination of safe, quality care.	1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care. 3. Demonstrate a commitment to ethical decision-making, social justice, and advocacy for vulnerable and diverse populations. 4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.
VALUING: 1. Articulate and critically assess one's own values, with an awareness of the communities and traditions that have helped to shape them. 2. Recognize how others have arrived at values different from one's own, and consider their view charitably and with an appreciation for the context in which they emerged. 3. Develop a habit of caring for oneself, for others, and for the environment. 4. Approach moral, spiritual, and	1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations. 2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations. 3. Enact the role of service as a professionally educated member of society. 5. Collaborate in the interprofessional design, management, and coordination of safe, quality care. 6. Pursue practice excellence, lifelong learning, and	3. Demonstrate a commitment to ethical decision-making, social justice, and advocacy for vulnerable and diverse populations. 4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system. 5. Advance the profession through collaboration, adherence to nursing standards and values, service, and commitment to lifelong learning. 6. Collaboratively design client-centered

PLU Integrated Learning Objectives	School of Nursing Objectives	
	Baccalaureate Program	Masters Program
<p>intellectual development as a life-long process of making informed choices in one's commitments.</p> <p>5. Approach one's commitments with a high level of personal responsibility and professional accountability.</p>	<p>professional engagement.</p>	<p>strategies for clinical prevention and health promotion.</p> <p>7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.</p>
<p>MULTIPLE FRAMEWORKS:</p> <p>1. Recognize and understand how cultures profoundly shape different assumptions and behaviors.</p> <p>2. Identify issues and problems facing people in every culture (including one's own), seeking constructive strategies for addressing them.</p> <p>3. Cultivate respect for diverse cultures, practices, and traditions.</p>	<p>1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations.</p> <p>2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.</p> <p>4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.</p> <p>5. Collaborate in the interprofessional design, management, and coordination of safe, quality care.</p>	<p>3. Demonstrate a commitment to ethical decision-making, social justice, and advocacy for vulnerable and diverse populations.</p> <p>6. Collaboratively design client-centered strategies for clinical prevention and health promotion.</p>

*PLU Task Force on Assessment

APPENDIX F



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*Educating for Lives of
Thoughtful Inquiry, Service,
Leadership and Care*

February 8, 2013

To our Constituents:

The Pacific Lutheran University School of Nursing will host the Commission on Collegiate Nursing Education (CCNE) from Wednesday, April 24, 2013 through Friday, April 26, 2013 when that body conducts their re-accreditation site visit for our Bachelor of Science in Nursing and Master of Science in Nursing programs. Continuous CCNE accreditation is important to our constituents: students, alumni, employers, clinical agencies, and the general public alike. Your input is both valuable and desired.

CCNE provides the opportunity for our communities of interest to submit, in writing, third party comments. Please note that CCNE only shares third-party comments with members of the evaluation team. The evaluation team considers only third-party comments that relate to the program's compliance with the accreditation standards. Please be aware that at no time during the review process are these comments shared with the program. However, all compliance concerns related to the accreditation standards will be identified in the accreditation report and the program will have an opportunity to respond to those concerns as part of its response to that report.

Your written and signed third-party comments will be accepted by CCNE until March 25, 2013 and should be directed to:

Catherine Sneed (csneed@aacn.nche.edu)
Accreditation Coordinator
Commission on Collegiate Nursing Education
1 Dupont Circle NW, Suite 530
Washington, DC 20036
(202) 887-6791 Ext. 268

Please feel free to share your insights about the Pacific Lutheran University School of Nursing program by sending your signed comments to the CCNE at the address listed above. We thank you in advance for your assistance with our CCNE accreditation endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Terry W. Miller".

Terry W. Miller, PhD, RN
Dean and Professor

APPENDIX G

Pacific Lutheran University
School of Nursing

2012-2013 Committee and Advisor Assignments

CIE Committee

Chair- Ruth Schaffler (2nd year)

Terry Miller (Dean) or Admin Rep

Kathy Moisio (2nd year)

Erla Champ-Gibson? (1st year)

Mona Stewart (1st year)

Student Representatives recommended for appointment by the Dean

Jaimie Pechan (ELM Student)

William Robison, (Sr I, UG Student)

Amanda Clark (Sr I, UG Student)

RAD Committee

Chair- Patsy Maloney

Terry Miller (Dean)

Barb Olson (2nd year)

Sheri Shull (2nd year)

Sara Swett (3rd year)

MaryAnn Carr (1st year)

Sandy Wilson (Admin Rep)

RAP Committee

Chair- Lorena Guerrero (1st Year)

Teri Woo (Dean's Administrative Rep)

Rhonda Lizzi (2nd year of 2nd term)

Dana Zaichkin (2nd year)

Brenda Frank (1st year)

Christina Pepin (1st year)

Lindsay Burke, Admissions Coordinator

Student Representatives recommended for appointment by the Dean

Teresa Johnson, Graduate Student

Maryse LaRussa, Undergraduate Student

Advisor to Delta Iota Chi- Ruth Schaffler

Advisor to Alumni- Dana Zaichkin

APPENDIX H

School of Nursing Organization (SNO) By-Laws

- I. **Name:** The organization will be known as the School of Nursing Organization (SNO) of Pacific Lutheran University.
- II. **Purpose:** Within the framework and philosophy of Pacific Lutheran University, the purposes of this organization will be to:
 - A. Participate in the process of strategic planning for the School of Nursing (SoN).
 - B. Develop, implement, and evaluate the curricula for the SON.
 - C. Develop and recommend SON student and faculty policies.
 - D. Promote professional growth and development of students and faculty.
- III. **Membership:** Membership includes SON faculty, Lab Coordinator(s), CNE Director, and Recruitment, Admission, and Progression Coordinator(s). Attendance is recorded.
Vote: All members stated above have voice and voting privilege.
- IV. **Officers:** Officers shall consist of Chair; Chair of Recruitment, Admission, and Progression Committee (RAP); Chair of Curricula Instruction and Evaluation Committee (CIE); and Chair of Faculty Recruitment, Achievement and Development Committee (RAD). SNO officers will be elected annually in the May SNO meeting.
 - A. The **Chair** will:
 1. preside at all SNO and Executive Council (EC) meetings.
 2. prepare the agenda for SNO meetings and ensure proper records are maintained in the SoN.
 3. serve a term of one year.
 - B. **Chairs of RAP, CIE, and RAD** will:
 1. preside at committee meetings.
 2. prepare the agenda for the committee and ensure proper records are maintained by the SoN.
 3. submit goals for the academic year to EC for review and coordination prior to presentation to the faculty at the October SNO meeting.
 4. submit an annual report by the May SNO meeting 30th on the SAKAI NURSORG Committee Forum that reflects:
 - a. the annual goals.
 - b. the achievement and evaluation of those goals.
 - c. the contribution of individual members in achievement of those goals.
 5. serve a term of no more than 3 consecutive years representing the same committee.
 6. recommend student membership on CIE and RAP committees to the EC in April for appointment the following year.
 7. the Chair of RAD will assume the duties of the SNO Chair in her/his absence.
 8. the Chair of RAD will guide parliamentary procedures at SNO and EC meetings and serve as a procedural consultant to SNO committees.

Meetings:

- A. Meetings will be held at least once a month during the fall and spring semesters.
- B. The annual meeting will be held in the month of May.
- C. SNO minutes will be recorded by staff.
- D. Quorum is defined as a majority of all the members described above, representing .5 FTE or above and in attendance at that meeting. A sign in sheet will include only members with employment status of .5 FTE or greater in order to determine whether a quorum is present for voting. A list of these individuals shall be shared by the

Dean with the Chair of SNO prior to the September SNO meeting. All others may sign in below the listed names.

E. Special meetings may be called by the Chair upon request of any member.

V. **Committees:** The standing committee(s)/council(s) will be:

A. Executive Council (EC)

Membership will consist of:

1. SNO Chair, who will serve as Chair of EC
2. Chairs of standing committees
3. Associate Dean
4. Dean

The Executive Council will:

1. facilitate strategic planning and identification of annual priorities for the SNO.
2. coordinate and evaluate the work of the standing committees.
3. communicate with the faculty the activities of the Executive Council.
4. identify and recommend additional resources required to accomplish the work of the standing committees.
5. ensure the business of SNO is completed and recorded, including SNO minutes, committee/council minutes, goal statements, and annual reports.
6. annually review program outcomes and indicators and present to faculty for appropriate action.
7. review by-laws annually and make recommendations for revision at the May SNO meeting.
8. annually present the slate for SNO officers.
9. Committee membership will be presented to SNO at the first SNO meeting of the academic year. The slate will include the faculty representative to the PLU Nursing Alumni Board.

B. Student Recruitment, Admissions, and Progression Committee (RAP)

Membership will consist of:

1. a minimum of three faculty members.
2. representation will be from both UG and Grad program.
3. Recruitment, Admissions and Progression Coordinator(s).
4. Dean, or administrative representative.
5. two students: One undergraduate and one graduate representative will be selected by the Chair of SNO and the Dean based on faculty recommendation

The duties will be to:

1. develop and facilitate the student recruitment process.
2. recommend to the Dean applicants for admission to the undergraduate, ELM, and graduate programs.
3. implement policies and procedure(s) regarding issues that affect academic progress of students.
4. implement policies and procedure(s) regarding health requirements and contractual obligations of students.
5. recommend to SNO policies for admission, readmission, retention, probation, progression, graduation of nursing students, and honors/scholarships.
6. communicate approved policies and procedure(s) to persons responsible for appropriate school and university publications.
7. maintain open communication with student body.

8. coordinate student recognition programs.

C. Curricula Instruction and Evaluation Committee (CIE)

Membership will consist of:

1. a minimum of four faculty members.
2. faculty representation will be from both undergraduate and graduate program.
3. representation of the practice areas will be attempted.
4. Dean, or administrative representative.
5. three students: the undergraduate, the ELM, and the graduate representative will be selected by the Chair of SNO and Dean, based on faculty recommendation.
6. alumni representative (optional).

The duties will be to:

1. evaluate curricula in accordance with the undergraduate/graduate program outcomes.
2. review curricula to address educational and health care trends and policies.
3. share findings with the faculty annually.
4. recommend to the faculty all proposed additions/changes to existing courses or curricula.
5. monitor textbooks and resources.
6. provide an overview of the curricula at least annually and at other appropriate times.
7. provide a library resource liaison

D. Faculty Recruitment, Achievement, and Development (RAD)

Membership will consist of:

1. a minimum of three faculty members, at least one of whom will be tenured.
2. Dean and/or administrative representative.

The duties will be to:

1. recruit nursing faculty, including arranging representation to, and meetings with, faculty, staff, and students, collecting faculty, staff, and student input, and making recommendation to the Dean based on the input, as appropriate.
2. provide an orientation program for new faculty members that includes an ongoing mentoring process.
3. facilitate faculty development, coordinating J-term faculty retreats, and issues forums
4. facilitate the tenure and promotion process for the SoN faculty, articulating expectations for:
 - a. teaching excellence.
 - b. scholarly activities.
 - c. service.
 - d. practice.
5. serve in an advisory capacity to the Dean regarding sabbatical leaves and in determining allocation of the Provost's travel budget for development of faculty.
6. recommend revisions to the SoN faculty handbook.
7. facilitate the process of selection of affiliate faculty for recommendation to the Dean.
8. coordinate and administer recognition of special occasions and situations.

E. Membership on Committees

1. Committee officers will be elected by the SNO membership at the May SNO meeting.
2. Committee members serve a 3 year term.
3. Additions and deletions to membership will be evaluated by EC and recommended to faculty.

F. Committee meetings/records

1. The minutes of committee meetings will be available to all SNO members. Original/corrected copies are kept on file in the SoN file.
2. Dates and agenda of committee meetings will be communicated appropriately so the other SNO faculty members may attend or provide input.
3. Recommendations for SNO consideration will be distributed to SNO members one week in advance of the meeting.

VI. Parliamentary Procedure

Robert's Rules of Order (Revised) will be the guide for the conduct of all meetings and the authority for matters not covered herein.

VII. Amendment of Bylaws

Rules and regulations may be amended at any SNO meeting by a two-thirds majority vote providing:

1. the proposed change(s) have been presented to the members in writing at least one week prior to the time of the meeting, and
2. the proposed change is in accordance with University policy.

*Passed in SNO 2-1-02
Reviewed 5/10/02 by CC
For SNO First Reading 5/30/02
Passed by SNO 9/6/02 with corrections
Revised 5/2/03, first reading 5/21/03
Passed in SNO 9/4/03
Revised 5/04
Passed by SNO 5/12/04
Revised 9/05
Passed by SNO 10/12/05
Approved by SNO 05/25/06
Approved by SNO 05/13/09
Reviewed 3/24/2010
Revised and approved by SNO 5/11/11
Revised and approved by SNO 10/17/12

APPENDIX I

School of Nursing's Academic Vision and Strategic Initiatives through 2030

We appreciate this opportunity to offer nursing's abbreviated version of our strategic plan through 2030. This plan has been developed in the context of *PLU 2020*, as well as what is happening and needs to happen in health care education.

Quality health care hinges on having a well educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. All demographic data, regardless of source strongly indicate a growing need for the BSN and MSN graduates-locally, regionally, nationally and internationally. Conversely, the demand for less educated nurses will most likely decline. What is newer is the expanding need for doctoral prepared nurses with advanced practice credentials.

What we have found is that making community connections to fulfill our mission opens doors. These doors include our work with Comprehensive Gerontologic Education Partnership (CGEP) and Together We Care (TWC), as well as our continuing effort to expand our Continuing Nursing Education program to meet the newly mandated requirements of current RNs and LPNs. These programs have provided invaluable new opportunities that have benefited our community as well as our students, faculty, SoN, and the university as a whole. In addition, those doors have aligned significantly with PLU's 2020 vision and continue to provide PLU and the SoN with remarkable possibilities for the future.

We have a very good nursing school at both the BSN and MSN levels, but we could be better, and if we do not take some strategic action in the near future, our present success will devolve. Presently, the School of Nursing and its 4,000 alumni represent a major factor at every level of health care in the region and at least 10 percent of PLU's student body. We have more demand than capacity, growing competition, limited learning spaces, and excessive dependency upon part-time, non-tenured faculty who have very attractive options outside of PLU. Regardless of these challenges we can choose a remarkable future that benefits all.

Our goal is to develop nursing faculty leadership, expand nursing enrollments, and fulfill our evolving role in the greater community through:

- Even distribution throughout required specialty areas to assure a more balanced, competitive program and to meet national accreditation standards.
- Tenured faculty in each specialty to assure better participation and contribution to the pan-University (two tenure-track and one full-time clinical faculty in each of the following areas: community health, acute adult health, chronic illness and disease management, psychiatric/mental health, pediatrics, and maternal-child).
- Reduction of part-time and temporary faculty in critical roles and as course leads.
- Less dependency on part-time and temporary faculty for program viability.
- Adequate administration and staff to allow faculty to focus on expert teaching and university service.
- Strengthen PLU's role to serve the external health care community and provide affordable options to the external workforce, as well as introduce our programming,

nursing faculty and the greater university to those on the outside, through Continuing Nursing Education (CNE).

- Offer a Doctor of Nursing Practice (DNP) program that will attract more qualified nursing faculty as well as expand nursing student enrollments.
- And ultimately formalize the SoN's extensive and successful community engagement through the university's strategic planning process.

More specifically, Long Range Planning tied to PLU 2020 Recommendations

Advancing Academic Programs

#1 Pathways to Academic Distinction and #3 Academic Program Enhancements

Short term goals (3-5 year)

- Develop DNP curriculum and submit proposal to Educational Policies Committee.
- Implement student and faculty scholarship collaboration using endowment.
- Recruit four tenure-track faculty-including adult health, psychiatric/mental-health and Community Health.
- Revise RN to MSN curriculum as a continuing education cohort model.
- Recruit new and develop existing faculty to teach at doctoral level, as well as BSN & MSN levels.
- Support faculty scholarship with funding.

#18. Collaboration with Our Neighbors

Short term goals (3-5 year) – Comprehensive Gerontologic Education Partners (CGEP) and Together We Care (TWC)

- Actively increase pan-university awareness of the work of CGEP & TWC.
- Increase university-wide involvement by identifying interdisciplinary champions who show interest.
- Create a focused task force of interdisciplinary champions to undertake strategic planning for this initiative.
- Identify and include key community partners/champions to participate fully in the strategic planning process.

Short term goals (3-5 year) – Continuing Nursing Education (CNE)

- Develop partnership with regional agencies to provide the BSN portion of the RN to MSN program as adult education through CNE. (Online with agency mentors and monthly immersion—offered one Saturday a month on PLU campus).
- Offer Introduction to School Nursing through online format to Oregon State School Nurses.
- Develop a regional annual nursing faculty development workshop.
- Reach out with online tools such as Brain Shark to offer Faculty Directed Continuing Nursing Education to our 4 state region (Alaska, Idaho, Washington, and Oregon).
- Revamp the Nursing Reentry course to allow nurses to reenter the regional workforce.

- Continue our partnership with Northwest Parish Nurse Ministry (Portland, Oregon) to provide parish nursing workshops to our local community.
- Partner with local agencies for specialty education such as perioperative nursing.
- Support the Comprehensive Geriatric Partnership (CGEP) with continued geriatric offerings to our community.
- Offer at least 30 faculty directed programs (online and in person) a year for practicing nurses, totaling at least 250 nursing contact hours with 500 participants.

Long term goals (8-10 year) – Comprehensive Gerontologic Education Partners and Together We Care

- The development of a Center for Healthier Living which would provide a vehicle for integrating the many avenues of this work in a focused way with a clear identity, mission, and space that would serve as a “collaborative community zone”—hosted and facilitated by PLU, but highly inclusive and collaborative in terms of individuals and professionals from the community participating, contributing, etc.
 - Education by and for students and professionals could be hosted here; education and support groups for individuals and caregivers managing chronic illness(es) could be hosted here (led by an array of individuals--community partners/ professionals, PLU faculty, and PLU students).
 - Outreach efforts such as those of the Heart Failure Community Transition Program and mobile health unit coordination could occur here.
 - Service and volunteer opportunities for students and community members could be offered here; etc.
 - PLU could establish a regional “hub” of leadership and community engagement with regards to healthier living and chronic illness management.
- If the intergenerational housing project on lower campus occurs, the development of university-wide, integrated learning and service opportunities across disciplines could become another pathway to distinction that would, again, synergistically support PLU 2020 on a variety of levels. Intergenerational opportunities for nursing would abound, but may also exist for other interested departments (possibly music, movement studies, psychology, social work, art, philosophy, religion, etc).

Long term goals (8-10 year) – Continuing Nursing Education

- Adopt a business model that supports a .5 FTE Director and 1.0 Coordinator to serve the South Puget Sound’s Continuing Nursing Education needs as well as the 4 state region.
- Have at least a 10 person cohort of RNs in the BSN portion of the MSN per year.
- Increase faculty directed programs to 40 per year with at least 350 contact hours and 600 participants.
- Be recognized as a Continuing Nursing Education Leader in the 4 state region of Alaska, Washington, Oregon, and Idaho.
- Continue to flexibly meet the continuing education needs of our regional neighbors while supporting the School of Nursing and remaining fiscally solvent.

*Strategic Enrollment Management***#20 Graduate Enrollment**

Short term goal (3-5 year)

- Implement DNP curriculum and admit first cohort to begin in summer of 2014.
- Subsequent cohorts to be 10 to 12 new DNP students admitted every other year.

Long term goal (8-10 year)

- 45 DNP students (15 per year)
- 20 COM students per year (includes ELMs)
- 20 ELM students per year
- 10 RN to MSN students per year

#21 Overall Enrollment Growth

Current BSN enrollment is limited by shortage of clinical placement sites and nursing faculty. Potential areas for expansion or shifting of clinical hours: (1) increase long-term care and community placements with elders and chronically ill persons; (2) increase use of simulation for learning experiences which would require remodeling and expansion of current simulation lab

Short term goals (3-5 year)

- Recruit two new tenure track faculty each year to total 10 over the next decade.
- Develop the role and recruit a qualified registered nurse as clinical coordinator who manages clinical site placements and evaluation.
- Continue high quality freshman conditional admission of 30 or more students annually.
- Solidify and expand clinical site placements.
- Secure funding for simulation lab expansion with construction in progress or complete.
- Recruit one nursing simulation expert to develop and expand simulation learning.

Long term goal (8 to 10 year goal)

- BSN students are receiving high quality clinical placements in both acute and community-based settings.
- BSN enrollment increased to 50 students entered twice a year (Sophomore I).
- Students receiving high-quality simulation experiences to augment hands on clinical time.
- Healthy graduate program of 90 to 100 students (ELM + RN to MSN + MSN + DNP).

#22 Recruitment Strategies

Short term goal (3-5 year)

- Engage PLU BSN alumni in exploration of graduate education.
 - Feature graduate programs in outreach to alumni.
 - Offer free application to PLU alumni.
- Increase funding for disadvantaged and/or underrepresented populations.
- Targeted recruiting of disadvantaged and minority students.
- Targeted recruiting of faculty from underrepresented groups.
- Complete plan for “grow your own” approach for doctoral education of PLU SoN faculty.

- Adopt the common undergraduate and graduate nursing application (CAS – Common Application System) to broaden our applicant pool.

Long term goal (8-10 year)

- Forge relationships with local community colleges to recruit RN-BSN students.
- Increase our presence at the Veteran's Administration and Joint Base Lewis McCord (JBLM) to recruit for our graduate programs.
- Underrepresented student population significantly increased.

Conclusion

PLU's School of Nursing has always worked collaboratively with diverse community constituents; however, over the last decade, the **School of Nursing (SoN)** has built a successful regional collaborative model that has enhanced its programming, represents the embodiment of the university's mission, and is leading an innovative charge toward national health care reform.

Truly, we are poised to advance strategic planning in many areas. The time is right to advance our efforts in community engagement to a higher level of sophisticated intention. Adept strategic planning that is university-wide and inclusive of our community partners can enable us to integrate and focus our community engagement in ways that deepen the fulfillment of our mission and advance the work of PLU and the SoN as a model at the national forefront of quality, excellence, and innovation in nursing education, health care, interdisciplinary learning, and community collaboration.

APPENDIX

History and Data to support our Long-Range Planning Position

With more than 3 million members, the nursing profession is the largest segment of the nation's health care workforce. Working on the front lines of patient care, nurses can play a vital role in helping realize the objectives set forth in the 2010 Affordable Care Act, legislation that represents the broadest health care overhaul since the 1965 creation of the Medicare and Medicaid programs. A number of barriers prevent nurses from being able to respond effectively to rapidly changing health care settings and an evolving health care system. These barriers need to be overcome to ensure that nurses are well-positioned to lead change and advance health.

In 2008, The Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM) launched a two-year initiative to respond to the need to assess and transform the nursing profession. The IOM appointed the Committee on the RWJF Initiative on the Future of Nursing, at the IOM, with the purpose of producing a report that would make recommendations for an action-oriented blueprint for the future of nursing. Through its deliberations, the committee developed four key messages:

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

The United States has the opportunity to transform its health care system, and nurses can and should play a fundamental role in this transformation. However, the power to improve the current regulatory, business, and organizational conditions does not rest solely with nurses; government, businesses, health care organizations, professional associations, and the insurance industry all must play a role. Working together, these many diverse parties can help ensure that the health care system provides seamless, affordable, quality care that is accessible to all and leads to improved health outcomes (<http://www.thefutureofnursing.org/IOM-Report>).

Registered Nurse Shortage in the State of Washington

The Washington Center for Nursing (WCN) in December 2011 projected a shortage of 18,540 practicing RNs by 2031 if graduation rates from Washington nursing schools remain at the current rate. If the RN graduation rate increases by 10% beginning in 2016 and by 20% beginning in 2021, there will still be a predicted shortage of 12,111 practicing RNs in Washington in 2031.

Primary Care Shortage/Family Nurse Practitioner

There is a well-documented shortage of primary care providers. The U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) has designated Pierce and Mason counties as “medically underserved areas,” with Kitsap and Thurston counties

having medically underserved populations within the county. Family Nurse Practitioners provide primary care and are needed to help fill primary care vacancies. The average age of Advanced Registered Nurse Practitioners (ARNP)s or Nurse Practitioners (NP)s in Pierce County is 51 years, indicating the need to increase nurse practitioner graduates, not only to fill the primary care void, but to replace an aging workforce.

Shortage of Doctorally Prepared Nurses

The 2011 Institute of Medicine (IOM) report on the *Future of Nursing* recommended doubling the number of doctorally prepared nurses in the US by 2020 with attention to diversity. To implement the IOM goal in Washington, an additional ~ 4700 nurses will need to be doctorally prepared by 2020.

Continuing Nursing Education

The Nursing Care Quality Assurance Committee (NCQAC) of Washington State adopted rules requiring continuing competency. These rules became effective January 1, 2011. Registered Nurses (RN)s and Licensed Practical Nurses (LPN)s are required to maintain documentation/verification of compliance that includes 45 hours of continuing education every three years. Audits for compliance will begin 2014. This is the first time in Washington State history that continuing nursing education is required by state statute.

PLU SoN's Community Partnerships: A Direct Link to PLU 2020

Some historical context is needed to inform strategic planning for the future. Below is a time table of PLU SoN's extensive community engagement efforts through its Comprehensive Gerontologic Education Partnership (CGEP). The purpose of this table is to:

- Reveal what has been accomplished over the last decade;
- Indicate how those accomplishments support PLU 2020; and
- Inform future efforts that can build on those accomplishments.

APPENDIX J

Faculty Profile Form FY 2012-2013

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certifi- cation	Area(s) of Expertise	Teaching Responsibility
Aikin, S.	43	Clinical Instructor	BSN - Nursing	Pacific Lutheran University	MSN – Continuity of Care	Pacific Lutheran University	RN	Med/Surg	N220 Clinical
Barta, M.	21	Clinical Instructor	BSN - Nursing	Pacific Lutheran University	MSN- Continuity of Care Pursuing Doctoral Degree	Pacific Lutheran University Walden University	RN	Community Health	N430
Billharz, R.	N/A	Adjunct Faculty	BA BS	University of California University of Cape Town	PhD – Microbiology	University of Washington		Biology	N583
Bishop, A.	N/A	Instructor	N/A	N/A	Doctor of Pharmacy	Butler University	Pharm D CDE	Pharmacology	N583
Carr, M.	40	Clinical Associate Professor	BSN	University of Pennsylvania	MS- Critical Care Nsg. PhD - Nsg Research	Univ. of Maryland Catholic Univ. of America	RN	Medical/Surgi cal Critical Care Parish Nursing	N340 N440 N441
Champ- Gibson, E.	20	Clinical Instructor	BS- Nursing	Seattle Pacific University	M.Div Pursuing Doctoral Degree	Fuller Theological Washington State University	RN	Adult Health	N220 N270 N460
Csonka, D.	6	Clinical Instructor	BSN	Pacific Lutheran University	MN – Nsg.	University of Washington-Seattle	RN	Obstetrics	N370

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certi- fication	Area(s) of Expertise	Teaching Responsibility
Davis, J	34	Instructor	BSN	Pacific Lutheran University	MN – Nsg. Pursuing Doctoral Degree	University of Washington University of Washington	RN, ARNP	FNP	N270 N584 N585
Dolan, P.	14	Clinical Assistant Professor	BA	State University of New York	MA PhD- Physiology	State University of New York Kent State University		Biology Pathophys.	N280 N580
Erickson, J.	1	Clinical Instructor	BA	University of Washington	MSN - COM	Pacific Lutheran University	RN	Adult Health	N440 N525 N527
Frank, B.	20	Clinical Instructor	BS	University of Texas	MSN - COM	Pacific Lutheran University	RNC-OB CNS-BC	Obstetrics	N220 N370 Lab Coordinator
Guerrero, L.	19	Assistant Professor	BSN	University of Texas Health Science Center at San Antonio	MSN PhD – Nsg. Research	University of Texas Health Science Center at San Antonio	RN, ARNP, FNP	Med/Surg	N287 N340 N365 N524 N582 N584 N585
Guptill, J.	7	Clinical Instructor	BA/BS	Evergreen State College	MSN – COM	Pacific Lutheran University	RN Psych CNS	Psych/MH	N350
Huffine, J.	3	Clinical Instructor	BA	University of Colorado	MSN – COM Pursuing Doctoral Degree	Pacific Lutheran University Rush University	RN, PHCNS- BC	Community Health	N260 N270 N430

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certi- fication	Area(s) of Expertise	Teaching Responsibility
Johnson, C	8	Clinical Instructor	BSN	Pacific Lutheran University	MN-Nurse Educator	University of Washington- Tacoma	RN, CCRN	Med/Surg	N340 Clin.
Kidwell, G.	12	Clinical Instructor	BSN	Austin Peahy State University	MSN-Adult Acute Care	University of Texas Health Science Center at San Antonio	RN	Med/Surg	N340 N440
Lizzi, R.	39	Clinical Instructor	BSN	Loma Linda University	MSN – Maternal Child	Loma Linda University	RN	OB/GYN	N370
Loan, L.	31	Instructor	BSN	Pacific Lutheran University	MSN - Nsg PhD - Nsg	University of Washington-Seattle	RN FAAN	Research	N527
Mahon, G.	N/A	Instructor	BS	University of Dayton	MBA - Mgmt PhD – Mgmt	Arizona State University University of Arizona		Information Systems & Tech. Leadership Research	N360 N526 N527
Maloney, P.	39	Professor	BSN	University of Maryland	MA- Behavioral Science MSN – Adult Health CNS/Nursing administra- tion EdD-Higher Adult &	Catholic University of America Catholic University of America	NEA-BC RN-BC CEN	Leadership Research	N260 N420 N523 N531 N532 N540 N596
						University of Southern California			

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certi- fication	Area(s) of Expertise	Teaching Responsibility
McCann, C.	16	Clinical Assistant Professor	BSN	George Mason University	Professional Education MSN - Advanced Clinical Practice Pursuing Doctoral Degree	George Mason University Hampton University, Hampton, VA	RN, RN-BC CPN	Pediatrics	N380
Melton, L.E.	1	Clinical Instructor	BS- Biology	Pacific Lutheran University	MSN - COM	Pacific Lutheran University	RN	Nsg Theory, Evidence Based Practice	N220
Miller, T.	39	Dean/Professor	BS/BSN	University of Oklahoma	MSN/PhD	University of Texas- Austin	RN	Adult Health Psych/MH	N525 Dean
Moisio, K.	17	Clinical Instructor	BS-Nsg BA	University of Washington Pacific Lutheran University	Pursuing Doctoral Degree	Rush University	RN	Gerontology Community Health	N220 N430 CGEP Coordinator
Olson, B.	30	Clinical Instructor	BN	St. Martin's	MSN-COM	Pacific Lutheran University	RN	Psych/MH	N350
Park, C.	13.5	Clinical Instructor	BSN	University of Colorado	MN-Nsg. Education	University of Washington- Tacoma	RN	Pediatrics	N380
Pepin, C.	8	Clinical Instructor	BS BSN	University of Wisconsin Pacific Lutheran University	MSN-COM Pursuing Doctoral Degree	Pacific Lutheran University Accepted at University of Northern Colorado	RN	Med/Surg	N320 N340 N440 Simulation Coordinator

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certi- fication	Area(s) of Expertise	Teaching Responsibility
Runbeck, J.	37	Clinical Instructor	BA - Geography	Central Washington University	MN-Nursing	University of Washington- Tacoma	RN	Community Health	N430
Schaffler, R.	50	Associate Professor	BSN	Pacific Lutheran University	MA	Ball State University	RN ARNP ANCC	Med/Surg FNP	N330 N440 N441 N480 N596
					MSN-Nsg Admin.	Pacific Lutheran University	AANP CEN		
					Post-Masters- FNP	Pacific Lutheran University			
					PhD-Nursing	University of San Diego			
Shull, S.	20	Clinical Instructor	BSN	University of Portland	MSN - COM	Pacific Lutheran University	RN, ANCC- CPN	Pediatrics	N380 CHF Coordinator
					Pursuing Doctoral Degree	University of Hawaii, Manoa			
Stewart, R.	32	Clinical Instructor	BS-Psych	Iowa State University	MN-Psych Nsg.	University of Washington	RN, ARNP- Psych/MH AANC- CS Adult Psych/MH	Psych/MH	N350
Swett, S.	15	Clinical Instructor	BSN	Pacific Lutheran University	MSN - COM	Pacific Lutheran University	RN	Community Health	N430 N499
					Pursuing Doctoral Degree	University of Hawaii, Manoa			

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certi- fication	Area(s) of Expertise	Teaching Responsibility
Thomas, S.	17	Clinical Instructor	BSN	Rutgers, State U. of New Jersey	MSN	Grand Canyon University, AZ	RN	Maternal/Child	N370
Watkins, S.	23	Instructor	BS	University of Texas	MS-Nsg Admin. PhD	University of Utah Union Institute & University	RN	Evaluation & Outcomes Research	N527
Winter, K.	32	Clinical Instructor			MSN - COM	Pacific Lutheran University	RN	Maternal/Child	N370
Wolfer, C.	15	Clinical Instructor	BSN	Russell Sage College	MSN-Nsg- Education	University of North Carolina	RN	Med/Surg	N340 N440
Woo, T.	29	Associate Dean/ Associate Professor	BSN	Oregon Health Sciences University	MS - Child Rearing PhD - Nursing	Oregon Health Sciences University University of Colorado Denver College of Nursing	RN, CNL, CPNP, FAANP	Pediatrics	N330 Associate Dean for Graduate Nursing Programs
Wood, S.	40	Associate Professor	BSN	Murray State University	MSN- Education/Mid- wifery	University of Kentucky	CNM ARNP	Nurse Midwifery	N370

Name	Yrs RN Exp.	Title	Bachelor Degree	Institution Granting Degree	Graduate Degrees & Specialty	Institution Granting Degree	Certifi- cation	Area(s) of Expertise	Teaching Responsibility
Zaichkin, D.	33	Clinical Assistant Professor	BSN	Pacific Lutheran University	MN-Nsg. Admin. MHA-Health Care Admin. Pursuing Doctoral Program	University of Washington Oregon Health Sciences University	RN	Public Health Administration	N220 N499 N530