

SoN 2005-2010 Strategic Plan

Group 1: Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

Group 2: Impact and Collaboration

Group 3: Faculty Practice and Service

Group 4: Promote global involvement of our students, faculty, staff, and international students and visitors

Group 5: Enhancing the quality of faculty, staff and student worklife

Group 6: Champion the integration of diversity concerns in all aspects of the School's work

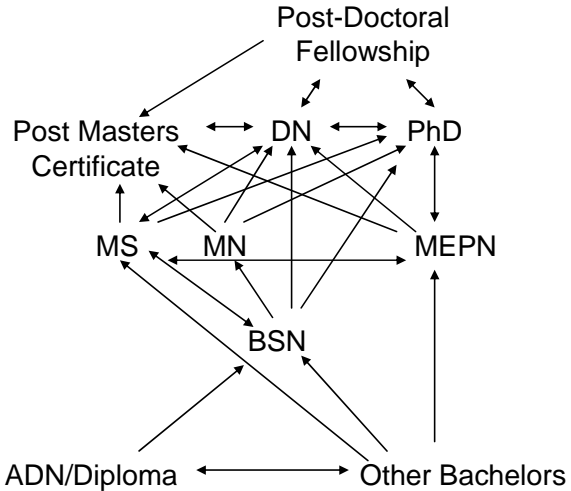
Group 1

Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>1. Develop and coordinate curricula across programs (career ladder) that prepare nurses to: address the complex healthcare environment and meet the healthcare needs of the population locally, regionally, and nationally</p>	<ul style="list-style-type: none"> • Create a school-wide curriculum coordinating committee; • Develop core content that can be used across all graduate programs • Continue to enhance communication and coordination among campuses with School of Nursing Tri-council; • Enhance CQI processes in curriculum planning and evaluation in all programs; • Enhance informatics, and patient-centered technologies in undergraduate and graduate curriculum; • Create interprofessional educational opportunities; • Promote nurse leaders in practice, education, research and emerging fields of practice such as informatics, forensics, and infectious diseases within graduate programs. 	<ul style="list-style-type: none"> • FC • FC, Curricular Coordinating Committees • Associate Dean for AS; TriCouncil, BSN CC; MCC • Associate Dean for AS; Curricular Coordinating Committees; TriCouncil • EO, Curricular Coordinating Committees; Training grant faculty • HSPICE, Curricular Coordinating Committees; • Curricular Coordinating Committees 	<ul style="list-style-type: none"> • Fall 2005 • 2005-2007 • 2005- • 2005- • 2005- • 2005- • 2005- 	<p>Curricula will be coordinated reducing redundancy and improving efficiencies across programs.</p> <p>Core curricula will be established and agreed upon across programs.</p> <p>An enhanced curriculum will address complex healthcare issues and the healthcare needs of the population locally, regionally, and nationally.</p>

Group 1

Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>2. Create opportunities for multiple entrances and exits into educational offerings</p>	<ul style="list-style-type: none"> Create academic programs ladder from ADN to post-doctoral degree ensuring multiple entries and endpoints;  <p>SoN Academic Programs for 2007: Multiple Entries and Multiple Exits Draft 4/7/05</p> <ul style="list-style-type: none"> Ensure that new programs meet credentialing requirements Conduct a needs assessment in collaboration with UW-T and UW-B prior to developing new routes to bachelors and masters degrees for ADN nurses; Conduct statewide educational needs of WA State 	<ul style="list-style-type: none"> Associate Dean for AS; Curriculum Coordinating Committees; Associate Dean for AS Associate Dean for AS; Training Grant faculty; TriCouncil S. Woods, R. 	<ul style="list-style-type: none"> 2005-2007 2005-2007 2005 2005 	<p>The School will offer a full menu of Undergraduate and Graduate coursework, clinical practice, and research opportunities.</p> <p>The SoN will offer multiple entrances and exits into educational offerings.</p> <p>All advanced practice credentialing requirements were met.</p> <p>First DN class admitted 2007.</p> <p>UW and Statewide needs assessments complete and provide clear direction for our academic programs.</p>

Group 1

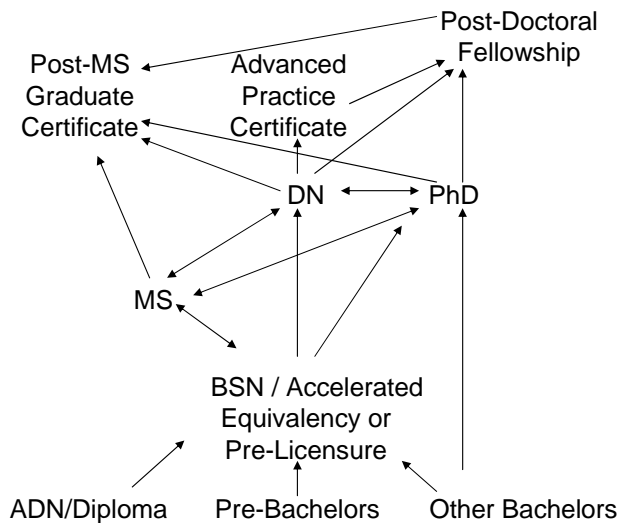
Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

	<p>nurses and employers of nurses</p> <ul style="list-style-type: none"> • Create a curricular transition from MN-program to DN-program, including MEPN to DEPN; • Offer all curricular programs year round; • Explore rapid graduate entry programs by substituting current undergraduate courses with graduate courses (e.g., research, ethics, leadership, culture, informatics); • Explore ways to shift enrollment from BSN to MEPN program; • Explore alternative methods to deliver a generic BSN equivalency program (i.e., accelerated program with a direct link to graduate study); • Increase MEPN enrollment with state funding; • Explore whether the exit degree can be limited to a graduate degree (MS, PhD, DN); 	<p>Craven, WSU</p> <ul style="list-style-type: none"> • Associate Dean for AS; Curricular Coordinating Committees; TriCouncil • DC • Curricular Coordinating Committees; Tricouncil • Associate Dean for AS; MEPN Committee; BSNCC • Associate Dean for AS; Curricular Coordinating Committees • Dean • Associate Dean for AS; Curricular Coordinating Committees 	<ul style="list-style-type: none"> • 2005-2010 • 2005-2006 • 2005-2006 • 2007-2010 • 2007-2010 • 2006-2010 • 2007-2010 	<p>Curricular Committees established a transition plan allowing educational options for applicants</p> <p>All SoN programs offered year round.</p> <p>Selected graduate courses approved for substitution in the undergraduate program.</p> <p>MEPN enrollment increased to meet demand of bachelor's prepared applicants.</p> <p>Graduate School approves accelerated program for non-bachelors applicants.</p> <p>Faculty approves exit at graduate level.</p>
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- Explore the potential for a 1st level clinical position with an MS degree (e.g., as a Clinical Nurse Leader/38-credit option with specialization in gerontological, medical-surgical, perinatal, psych, community nursing) rather than BSN degree;
- Expand post-graduate advanced practice certificate programs for specialty areas;
- Implement doctoral preparation for advanced practice (DN).



SoN Academic Programs for 2015: Multiple Entries and Multiple Exits

- Associate Dean for AS; Curricular Coordinating Committees
- Associate Dean for AS; Graduate Curricular Coordinating Committees; TriCouncil
- Associate Dean for AS; Graduate Curricular Coordinating Committees; TriCouncil

- 2007-2010
- 2005-2010
- 2007-2010

Faculty approves the MS as the only masters degree offered.

All advanced practice programs offer a post-graduate certificate.

Group 1

Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>3. Improve access to School of Nursing Programs by creating opportunities for local, national and international nurses to avail themselves of UW SoN resources and expertise.</p>	<ul style="list-style-type: none"> • Explore opportunities for expanding graduate programs (MS, DN, PhD) into WWAMI region; • • • Increase courses with distance and electronic support; • Promote use of innovative ways to enhance patient clinical teaching in graduate and undergraduate curriculums • Develop innovative and cost-effective ways to mentor and supervise students in remote and rural areas • Develop financial assistance resources in support of rural, remote, or disadvantaged students • Enhance resources campus-wide for programs to improve students' writing skills; 	<p>Dean; Associate Dean for AS; Associate Dean for EO; DC; training grant faculty</p> <p>Associate Dean for EO; training grant faculty</p> <p>Curricular Coordinating Committees; Director of Learning Lab; Associate Dean for EO; training grant faculty</p> <p>Director of Learning Lab; Associate Dean for EO; training grant faculty</p> <p>Associate Dean for AS; Development Office</p> <p>Associate Dean for AS; DC; Graduate School</p>	<ul style="list-style-type: none"> • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 	<p>Access to graduate programs for WWAMI, national, and international students will be enhanced through distance support and innovative strategies.</p> <p>Strategies to support mentorship and supervision of rural and remote students are expanded.</p> <p>More financial assistance programs are identified and utilized.</p> <p>Students' writing skills are improved.</p>

Group 1

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>4. Partner with nurses and other interprofessional groups from practice, community agencies, and public policy arenas to prepare our students to be leaders from the bedside to the national and international policy setting arena.</p>	<ul style="list-style-type: none"> • Increase advanced practice care in rural, remote, and underserved areas; • Expand clinical practicum opportunities in rural, remote, and underserved venues; • Expand emphasis on preventive health and health promotion; • Expand learning opportunities related to care during crisis and disaster; • Increase appropriate clinical hours and content related to leadership, management, and professional issues as part of graduate study; • Increase interprofessional and leadership coursework, and clinical and research experiences consonant with disciplinary, professional, and societal needs; • Establish a mechanism for sharing information about policy-relevant nursing and health-related research and public 	<ul style="list-style-type: none"> • Associate Deans for AS and EO; training grant faculty • Associate Deans for AS and EO; training grant faculty • Curriculum Coordinating Committees • Curriculum Coordinating Committees; training grant faculty • Associate Dean for AS; Curriculum Coordinating Committees • Associate Deans for AS and Research; HSPICE; Curriculum Coordinating Committees • Dean; Associate Deans for EO and Research 	<ul style="list-style-type: none"> • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 • 2005-2010 	<p>Develop didactic and clinical options for specialization in rural health.</p> <p>Prepare advanced nurses for primary care and sub specialty care in rural and remote areas.</p> <p>Promote SoN interdepartmental collaboration for rural and remote health.</p> <p>Promote multi-professional preparation in preventive health and health promotion.</p> <p>UW SoN graduates will be leaders at the local, regional, national, and international levels.</p> <p>School will lead multi-professional</p>

Group 1

Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

	<p>policy issues with UW Community and beyond;</p> <ul style="list-style-type: none"> Expand development of supportive partnerships among faculty and community agencies. 	<ul style="list-style-type: none"> Dean; Associate Dean for AS 	<ul style="list-style-type: none"> 2005-2010 	<p>educational opportunities</p> <p>Supportive partnerships are expanded.</p>
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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
5. Enhance opportunities for student scholarship at the undergraduate to post-doctoral levels.	<ul style="list-style-type: none"> Increase opportunities for undergraduate research; Increase opportunities for funded research and training for all graduate students; Strengthen capacity to translate science to practice in graduate education; Identify and collaborate with community partnerships and key stakeholders to develop research opportunities for graduate students; Promote undergraduate honors program; 	<ul style="list-style-type: none"> Associate Dean for Research; research grant faculty Associate Dean for Research; research grant faculty Curriculum Coordinating Committees All faculty Honors program faculty 	<ul style="list-style-type: none"> 2005-2010 2005-2010 2005-2010 2005-2010 2005-2010 	<p>Opportunities for research across all programs are expanded.</p> <p>Funding opportunities are increased</p> <p>The curriculum addressing translation of research into practice is strengthened.</p> <p>Honors program is expanded.</p>
6. Sustain excellence in faculty's high quality teaching	<ul style="list-style-type: none"> Support faculty in the integration of nursing science and evidenced-based curriculum into their teaching; 	<ul style="list-style-type: none"> Dean; GC 	<ul style="list-style-type: none"> 2005-2010 	<p>Faculty can easily use technology and e-links to latest scientific evidence.</p>

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Educating Future Leaders By Providing Innovative, High Quality, Accessible Academic Programs at the Undergraduate, Graduate and Post-Graduate Levels

	<ul style="list-style-type: none"> • Increase technology and infrastructure to support faculty efforts in developing course content; • Enhance faculty skills for promoting quality student learning including distance and electronic learning; • Continually evolve quality & sophistication of student learning, including distance and electronic learning. • Secure resources in support of enhancing student learning, including distance and electronic learning; • Develop evaluation strategies to determine effectiveness of educational modalities including distance and electronic learning 	<ul style="list-style-type: none"> • Dean; GC • Dean; GC; Associate Dean for EO • Dean; GC; Associate Deans for EO and AS • Dean; GC; Associate Deans for EO and AS • Associate Deans for EO and AS 	<ul style="list-style-type: none"> • 2005-2010 	<p>Faculties are supported in attendance and presentation at professional meetings.</p> <p>The UW SoN will be an enhanced learning center.</p> <p>Resources are acquired to provide training and development.</p>
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Stakeholders:

Students, Nursing Practice Advisory Board Members, Employers, Patients with unmet needs, UWB/UWT, Community Partnerships, and other UW schools and disciplines (School of Public Health, Bioinformatics, Engineering, Medicine).

Faculty Committee:

Brenda Zierler, Sandy Motzer, Susan Woods, Mary Ann Draye, Ruth Craven, Lyn Bond, & Nia Johnson-Crowley.

Group 2

Our research focuses on solving some of the most challenging problems in health care, and our scholarship has direct impact on practice. In our on-going collaboration with health care institutions and other disciplines, our clinical partners rely on SoN researchers to translate basic science and clinical research findings to practice. Faculty researchers lead networks of investigators providing interdisciplinary and collaborative opportunities for students and clinical investigators. The central focus of our research is on healthy environments and lifestyles across the lifespan, with emphasis on health promotion for both the well and sick in vulnerable populations. We will continue to be at the cutting edge of research addressing challenging problems in promoting health and creating systems of health care that promote healthy living. In the next five years we will capitalize on our existing strengths and build capacity in core areas where we have potential to advance knowledge.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>1. SON's four existing centers will continue and expand their activities.</p>	<ul style="list-style-type: none"> • Seek public and private funding sources for promoting healthy aging and developing and testing new models of care for older adults; • Seek public and private funding sources for enhancing mental health and development of infants and children and developing and testing approaches to care for families; • Seek public and private funding sources for understanding gender differences in health and developing and evaluating approaches to ameliorate them; • Seek public and private funding sources for research on health disparities among US and global populations and evaluating programmatic interventions to ameliorate them. • Existing Centers and established research programs will form the nidus for bring together new research partners 	<ul style="list-style-type: none"> • Leadership and PIs of de Tornay Center on Healthy Aging • Leadership and PIs of Center on Infant Mental Health and Development • Leadership and PIs of Center for Women's Health and Gender Research • Leadership and PIs of Center for the Advancement of Health Disparities Research • The Office of Nursing Research 	<ul style="list-style-type: none"> • By 2010 	<ul style="list-style-type: none"> • Two additional funded studies on healthy aging and new models of care for older adults • Two additional funded studies on infant mental health and development and promotion of healthy relationships for families • Two additional funded studies investigating gender differences in health and approaches to ameliorate them • Two additional funded studies on community based participatory research that develops interventions that address root cause of health disparities by age, race, gender, disability

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>2. Expand research interventions to promote self management that enables people to manage chronic illness and life transitions</p>	<ul style="list-style-type: none"> • Seek funding for a Center for Self-Management Interventions using emerging communication technologies • Foster emerging interdisciplinary research and training for self-management using communication technologies – seek funding for Integrated Graduate Education & Research Training (IGERT) type center (NSF) • Seek funding for the creation of interpersonal communication interventions 	<ul style="list-style-type: none"> • Self-selected faculty? 	<ul style="list-style-type: none"> • By 2010 	<ul style="list-style-type: none"> • One funded study by 2006 on communication technologies that enhance people's ability to manage their chronic illnesses and life transitions • One IGERT-type center fostering emerging interdisciplinary research and training for self-management funded by 2006-07 • One funded school-based intervention study to improve health and promote resilience for vulnerable children and adolescents • One funded study on identification of genetic factors that identify response to behavioral interventions • Methodology resource center for instruments and biomarkers in self-management, communication technologies, interpersonal communication interventions, and computational analysis

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>3. Promote increased research skill in next generation investigators</p>	<ul style="list-style-type: none"> • Continue hands-on and directed research experience for PhD students • Make available a variety of opportunities with real research training and experience • Increase opportunity for experience in proposal writing early in doctoral core courses • Continue mentoring in NIH research training programs • Extend mentoring for grant and proposal writing to all PhD students beyond their dissertation proposal • Website with ongoing active research participation opportunities for students from BSN through PhD • Expand PR and education regarding the excitement and satisfaction of doing research to increase applicant pipeline of potential students to PhD program • Promote research experiences to BSN students to increase applicant pipeline of potential students to PhD program 	<ul style="list-style-type: none"> • All Faculty 		<ul style="list-style-type: none"> • Each doctoral student has an opportunity for a research experience with a research team • Increased rate of submissions and successes by undergraduate and graduate students in gaining external funding from multiple NIH and non-NIH sources • Increased applications for NRSA awards

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
4. Increase networks across current research teams, around specific emerging areas of research served.	<ul style="list-style-type: none"> • Create 'reality research networks' around emerging funding opportunities • Seek funding for centers around emerging methodology areas to develop existing strengths 	<ul style="list-style-type: none"> • Office for Nursing Research 	<ul style="list-style-type: none"> • By 2007 	SON will have new centers engaged in: <ul style="list-style-type: none"> • Participatory action research • Communication technologies usability and feasibility testing • Computational analysis

Stakeholders:

Faculty
Nursing Practice Advisory Board
Interdisciplinary partners across campus
PhdCC

Group 3

Faculty Practice and Service

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p><u>Practice</u></p> <p>Goal 3.1 Advance faculty practice opportunities consonant with a research-intensive university.</p> <p>Goal 3.1.a. Partner strategically with health care delivery systems throughout the Pacific Northwest and WAMI Region.</p>	<ul style="list-style-type: none"> • Seek and promote entrepreneurial partnerships that serve the goals of the SON and agency. • Enhance and provide infrastructure within SON to sustain and develop practice partnerships. • Increase use of business models in practice arrangements. • Establish practice contracts that support teaching excellence, practice scholarship (both knowledge generation and translation) and mutually beneficial exchange between SON and agencies. 	<ul style="list-style-type: none"> • Dean, Associate Deans, Department Chairs • Individual faculty 	<ul style="list-style-type: none"> • 2005-2010, • Yearly with annual review and evaluation 	<ul style="list-style-type: none"> • Increase learning opportunities for undergraduate and graduate students. • Improve quality of care to diverse populations. • Enhance professional nursing practice (professionally and individually). • Enhance opportunities for clinically relevant scholarship. • Enhance opportunities for faculty to engage in practice and clinicians to participate in teaching.

Group 3

Faculty Practice and Service

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>Goal 3.1.b. Explore possibilities to join academic and practice units both within discipline and between disciplines to create “Magnet Academic-Practice units”.</p> <p>I. Intra-professionally: Merge nurses in academia (UWSON) and practice (UWMC, HMC, SCCA, CHRMC and other relevant agencies, e.g., King County Public Health, Veterans Medical Center) along practice-academic lines organized around populations served.</p> <p>II. Inter-professionally: Merge UW academic Health</p>	<ul style="list-style-type: none"> Identify shared interests, goals, barriers and facilitators to the development of magnet academic-practice units. Identify funding opportunities to expand and establish demonstration projects for academic-practice units. Develop and pilot innovative academic-practice units. Design cross-disciplinary curricula needed to support new programs within the academic-practice units. 	<ul style="list-style-type: none"> Dean, Associate Deans, Department Chairs Governing Council Faculty Council and curriculum committees Individual faculty 	<p>2005- 2010</p>	<ul style="list-style-type: none"> Model innovative academic-practice partnerships Academic-practice partnerships become the dominant model for research and learning experiences

Group 3

Faculty Practice and Service

Sciences faculty along practice-academic lines organized around populations served.

Service

Goal 3.2 Provide leadership within the University and in the community at the national and international level through activities that exemplify collaborative and planned processes.

Goal 3.2.a. Provide leadership that spans local through international levels in health education, research and policy.

- Prepare and position students, staff and faculty for participation in agenda setting professional groups (e.g., AACN, NONPF, Center for Nursing Advocacy).
- Allocate resources (e.g., travel support) to facilitate and support UWSO participation in policy development/change at the state and national level.
- Active involvement in creating and setting national standards in education, research and practice.
- Participation in interdisciplinary efforts designed to set standards and guidelines. for research, education and practice.
- Partner with students and health care consumers to define directions for innovation in education, research and policy.

- Individual faculty and staff of SoN
- Dean, Associate Deans, Dept Chairs

- 2005-2010,
- Yearly with annual review and evaluation

- SON staff and faculty serve in leadership roles within the SON, University and professional community.
- SON students, staff and faculty contribute to policy development that improves the health of populations that spans local through international

Group 3

Faculty Practice and Service

				<p>I levels.</p> <ul style="list-style-type: none">• SON students, staff and faculty provide leadership that results in novel approaches to practice, education and research.• Through innovative leadership members of the SON provide a positive influence on the health of diverse populations.
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Group 3

Faculty Practice and Service

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>Goal 3.2.b. Foster development of leaders in the UWSON to serve within and beyond the SON</p>	<ul style="list-style-type: none"> • Provide and support mentorship opportunities where students, staff and faculty are prepared with enhanced leadership skills. • Reward leadership within and external to the SON. • Support additional training or professional development in leadership. 	<ul style="list-style-type: none"> • SoN Dean • Department Chairs 	<ul style="list-style-type: none"> • 2005-2010 • early with annual review and evaluation 	<ul style="list-style-type: none"> • Faculty and staff receive support and participate in formal and informal opportunities where they can develop skills in leadership. • Leadership activities and contributions are recognized and rewarded.

Strategic Plan

Goals and Strategies 2005 to 2010

Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>1. "Promote global involvement..."</p> <p>Expand the School of Nursing global focus to the greater Pacific Rim</p> <p>The SON will develop and implement a plan for expanding the geographic focus of its international affiliations and exchanges to include institutions and individuals in Spanish-speaking Latin American countries.</p>	<ol style="list-style-type: none"> 1. Continue development of the Costa Rica Study Abroad program for UW BSN students. 2. Review existing contacts in Latin America, especially Costa Rica, Nicaragua, Guatemala, and Venezuela. 3. Explore existing university-wide or departmental UW affiliations in Latin America. 4. Seek funding for further faculty contact with potential Latin American partners. 5. Select two potential partners based on personal faculty contacts, mutual research interests, quality of nursing school. 6. Seek funding to support degree students from Latin American countries. 			<ol style="list-style-type: none"> 1. Within 5 years the SON will have exchange agreements with two Latin American nursing schools. 2. Within 5 years 2-4 visiting scholars from Latin America will visit the SON each year. 3. Within 5 years 40% of faculty international research collaboration will be with Latin American partners. 4. Within 5 years 3-5 Latin American students will be in graduate degree programs in the UW SON.

Strategic Plan

Goals and Strategies 2005 to 2010

Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>2. "Promote global involvement of our students"</p> <p>a. Develop and expand students' current opportunities for international experiences in Chiang Mai, Thailand and through Citizens of the World (COTW)</p> <p>b. Ensure that by 2010 all students will have an exposure to global health issues</p>	<p>1. Institutionalize the study abroad program in Chiang Mai</p> <p>2. Develop opportunity for UW Son doctoral students to study in Thailand, in numbers to match the Chiang Mai doctoral students who study at UW Seattle</p> <p>3. Explore funding opportunities and new recruitment strategies for the short program in Chiang Mai</p> <p>4. Increase funding for Citizens of the World (COTW)</p> <p style="padding-left: 40px;">a. If funding is increased, increase number of students</p> <p style="padding-left: 40px;">b. If funding is increased, expand recruiting of students</p> <p style="padding-left: 80px;">i. Continue dissemination and broadcasting venues for returned students</p> <p style="padding-left: 80px;">ii. Update the COTW website</p> <p>5. Recommend to the faculty inclusion of international health content in the curricula for all students</p>			<p>International clinical opportunities for students will be increased such that 50% of SON graduates in 2010 will have had an international clinical experience.</p>

**Strategic Plan
Goals and Strategies 2005 to 2010**

Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>3. "Promote global involvement of staff"</p> <p>Include staff in the international exposure activities</p>	<p>1. With the concurrence of the Staff Advisory Council, inventory staff members' international backgrounds, experience, and language abilities.</p> <p>2. Ask for staff feedback re possible initiatives and involvement in international experiences</p>			

Strategic Plan

Goals and Strategies 2005 to 2010

Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>4. "Promote global involvement of faculty"</p> <p>a. Institutionalize opportunities for participation in international study quarter (ISQ)</p> <p>b. Increase opportunities for SON lecturers, community clinical faculty to participate in short-term opportunities</p> <p>c. Develop SON International Programs subsection/office</p> <p>d. Increase information sharing of both opportunities and faculty interests and abilities</p>	<p>1. Provide ongoing support for faculty participation in ISQ for 2 faculty members for each site, currently Thailand and Costa Rica (planning)</p> <p style="padding-left: 40px;">a. Include opportunities for short-term rotations in ISQ sites making it easier to release faculty (SON level) and for faculty participation (personal level)</p> <p style="padding-left: 40px;">b. Support for COTW, faculty-led short courses as a way to encourage both faculty and students</p> <p>2. Include lecturers, clinical faculty as participants in both IQ and faculty-led COTW opportunities .</p> <p>3. Build support and opportunity for participation in the Worldwide Universities Network, including faculty exchange, participation in collaborative seminars and teaching projects.</p> <p>4. Develop a faculty administrative position for global health to work with current staff. Include staff/faculty team of Carmen Matthews, other staff, faculty member (% of dedicated time) to be the faculty face, relieve part of work load, facilitate development and logistics, etc.</p>			<p>1. Within 5 years 60% of faculty will have participated in international teaching/research within the SON</p> <p>2. Within 5 yrs, at least 10 lecturers/clinical faculty per year will participate in SON sponsored programs.</p> <p>3. International Programs Team consisting of a 20% FTE faculty person, Carmen Matthews (as director) and staff as appropriate to develop SON programs and work with other UW offices including the Health Sciences, Jackson School, Worldwide Universities Network, etc.</p> <p>4. Rapid and easy access to opportunities as they</p>

**Strategic Plan
Goals and Strategies 2005 to 2010**

Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

	<p>5. Survey current ongoing international work by faculty.</p> <ul style="list-style-type: none"> a. Continue to publicize opportunities such as the Bergen exchange, Fulbright exchanges, particularly the short-term senior specialist option. b. Promote non-SON opportunities, e.g. the Home Based Life Saving Skills (HBLSS) project with ACNM/Johns Hopkins/US AID. <p>6. Include faculty, staff and student international experience and background in the developing SON database</p> <p>7. Coordinate with existing and growing UW international experience resources</p> <ul style="list-style-type: none"> a. Continue to be involved in the Linking International Faculty/staff Expertise data base b. Coordinate with Global Health Resource center c. Coordinate with other UW Global health entities as they emerge 			<p>arise and increased number of participating faculty: 2 Fulbright and 1-2 Bergen per year.</p>
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Group 4

Promote global involvement of our students, faculty, staff, and international students and visitors.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>5. "Promote a research agenda in global health"</p> <p>a. Facilitate SON faculty participation in international research</p> <p>b. Facilitate international doctoral students conducting research in home countries</p> <p>c. Develop ways to respond to growing pressure to accept visiting doctoral students.</p> <p>d. Facilitate language study for faculty, staff, and students</p>	<p>1. Seek funding to support faculty participation in international research.</p> <p>2. Explore research opportunities through the Worldwide Universities Network.</p> <p>3. Use post-docs or doctoral student TAs to help visiting doctoral students with research process and lessen time demands on faculty advisors.</p> <p>4. Use the associations of Thai and Taiwanese UW degree students as a resource and support for visiting doctoral students.</p> <p>5. Explore mechanisms for developing a self-supporting program for international visiting graduate students.</p> <p>6. Seek funding to support international students conducting research in home country and/or collaborative and comparative research by US and international doctoral students.</p> <p>7. Maintain access to ongoing roster of language study opportunities</p>			<p>1. Within 5 years 60% of faculty will have participated in international teaching/research within the SON.</p> <p>2. Within 5 years the SON will have a special self-supporting program that accepts ten visiting doctoral students a year.</p> <p>3. Within 5 years 90% of international degree students will conduct their dissertation research in their home country.</p> <p>4. Within 5 years 25% of doctoral students will participate in international research.</p> <p>5. Within 5 years the SON will have a special fund to support faculty who</p>

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Promote global involvement of our students, faculty, staff, and international students and visitors.

			<p>wish to participate in international research.</p> <p>6. Within 3 years, all faculty, students, and staff engaging in an international experience have easy access to appropriate language study</p>
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Comments & Context: The goals above are congruent with the School of Nursing Diversity Committee’s Vision and Mission, both available on the Web at <http://www.son.washington.edu/diversity/diversity-taskforce.asp>. In addition to reflecting specific aims for the School of Nursing, these goals are also in line with state and national diversity priorities in health care, including the 2001 Washington State Board of Health Final Report of the Disparities Subcommittee, “Priority: Health Disparities”, available on the Web at http://www.doh.wa.gov/SBOH/Meetings%202001/2001-05_09/SBOHMay9Presentation.pdf, and “Missing Persons: Minorities in the Health Profession – A Report of The Sullivan Commission on Diversity in the Health Care Workforce”, published in September, 2004 and available on the Web at http://admissions.duhs.duke.edu/sullivancommission/documents/Sullivan_Final_Report_000.pdf.

Contributors: In addition to the Diversity Strategic Planning Committee comprised of Carolyn Chow, Julie Katz, and Eunjung Kim, this document incorporates input from: the SoN Diversity Committee, Doris Boutain, Candace Brumett, June Strickland, and Jenny Tsai.

Group 5

To enhance the quality of faculty, staff and student worklife through the development of an infrastructure that supports and sustains healthful and productive social and physical environments. Worklife should be characterized by a balance between collective and individual academic goals.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>1. Foster organizational commitment and loyalty to the School of Nursing and the University of Washington</p>	<ul style="list-style-type: none"> • Define and articulate the school's and the university's values and incorporate them into our daily work. • Find ways to engage off-campus personnel in School of Nursing and University-wide activities • Keep all informed about initiatives and directions the school is taking in order to maintain a common knowledge of the whole. • Foster mechanisms that welcome and support new personnel; develop ways to become acquainted with them. 			<p>Information about university and school initiatives that are relevant to our work will be published on email, in newsletters or in other documents that are accessible to all personnel.</p> <p>An increasing number of off campus personnel will attend meetings and school of nursing events.</p> <p>Every new staff or faculty will receive formal and informal orientation, will know who to ask if they have questions, and will be assigned a person to serve as their sponsor for a minimum of 3 months.</p>

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<p>2. Provide an environment that supports and celebrates faculty, staff, and student accomplishments</p>	<ul style="list-style-type: none"> • Develop opportunities for career growth/recognition of staff, faculty, and students. • Encourage educational, promotional, and research opportunities for staff for retention, career development, productivity, and morale • Value and recognize staff and faculty who mentor co-workers and/or students • Develop strategies that enable us to learn about others' work • Recognize and reward ongoing contributions, exceptional achievements, and "hidden" accomplishments 			<p>Job satisfaction will increase</p> <p>Staff retention will increase</p> <p>Staff will advance at a faster rate</p> <p>Faculty and staff will be nominated by their peers and/or students for public acknowledgement of their contributions</p> <p>Student scholarly events will be attended by faculty and staff</p> <p>Students, faculty, and staff will be inspired by the work of others – and there will be increased collaboration</p>

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>3. Promote a climate and culture that supports a balance of work and personal life</p>	<ul style="list-style-type: none"> • Sponsor a talk on maintaining balance in life • Consider & respect non-work obligations in the scheduling of meetings, workshops, etc. for faculty & staff • Respect the diversity of families when planning events that include families. • Respect appropriate boundaries set by faculty & staff in their attempts to achieve a healthy work-family balance. • Sponsor speakers or events that address achieving healthy work-life balance. • Develop a website of resources for sharing strategies, information, & resources that assist faculty & staff in maintaining work-life balance. • Be mindful of/develop boundaries that separate work and personal life 			<p>Faculty and staff engage in activities and life commitments not related to work.</p> <p>Faculty and staff do not report consistently having to work extraordinarily long hours to accomplish their required work.</p> <p>Faculty & staff report satisfaction with their ability to balance work-family life</p> <p>Engagement in scheduled SON activities is high.</p> <p>Family members (broadly defined) are present and welcomed at SON events.</p>

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<p>4. Promote intellectual growth through the encouragement of expression of diverse views and opinions</p>	<ul style="list-style-type: none"> • A centrally-located suggestion box will be available for diversity-related comments and questions; be sure all faculty, staff and students know where it is. • Increase opportunities for faculty-staff-student dialogue about issues and concerns that affect the school's structure and function • Send the school-wide diversity meeting agenda out a week in advance of meetings; invite anyone who is interested to attend. 			<p>Collected comments and opinions will be collated and discussed at department meetings annually.</p> <p>Faculty staff and students will be more aware of the variable/diverse contributions of individuals to the organization.</p> <p>There will be increasing participation at the diversity meetings; and more creative solutions to issues and problems will be generated.</p> <p>Dialog, respectful negotiation and expression of divergent perspectives will become the norm.</p>

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>5. Provide an environment that fosters safety, well-being, and productivity.</p>	<ul style="list-style-type: none"> • Assure that work stations are ergonomically sound • Integrate technology wisely to enhance workplace efficiency • Support efficient use of technology (i.e., IT support services, training, security) to enhance IT knowledge and skills and to improve worklife • Encourage wellness/health promotion activities among employees • Develop a “helping” culture that provides support in times of crises (i.e., grant deadline, personal or family illness, etc.) • Promote opportunities for incoming under-represented students to meet and socialize with other students, faculty and staff. 			<p>It will increase our comfort levels, decrease risk of biomechanical problems, increase our health and well-being and will be a more welcoming environment.</p> <p>More faculty and staff will participate in IT workshops and mini-courses for the purposes of job enrichment</p> <p>Faculty and staff will work directly with IT personnel as needed to customize their work stations.</p> <p>Our work environments will be noticeably improved; esthetically pleasing, healthful, friendly and welcoming to all (i.e. appearance, healthy air)</p> <p>Stress related to grant proposal preparation will decrease.</p>

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6. Promote a balance between individual entrepreneurship and the good of the whole organization.	<ul style="list-style-type: none"> • Provide merit for work that forwards the collective agenda as well as work that promotes individual career outcomes. • Recognize tensions between organizational and individual goals and needs • Allow and respect individual's time engaged in creative thinking (versus productive doing). 			<p>We will all become more mindful of what our collective interests are; and will view our work within the context of the whole rather than as a separate entity.</p> <p>There will be evidence of more collaborative undertakings among faculty and between faculty and staff.</p>

Stakeholders:

Students, Nursing Practice Advisory Board Members, Employers, Patients with unmet needs, UWB/UWT, Community Partnerships, and other UW schools and disciplines (School of Public Health, Bioinformatics, Engineering, Medicine).

Faculty Committee: Rica O'Connor, Marcia Killien, Kimberly Sims, Mary Salazar

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Group 6

Champion the integration of diversity concerns in all aspects of the School's work.

Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>1. Educate future leaders in nursing practice, education, and research to conduct their activities in ways that are culturally competent, and to actively integrate and address health disparities in their work.</p>	<p>1. Support the development and implementation of a recruitment plan that aims to reduce barriers to underrepresented student success at all points along the path to nursing education by collaborating with Carolyn Chow, Director of Admissions and Multicultural Student Affairs, and the new SoN 5-year Recruitment Plan.</p> <p>2. Recruit, support, and retain underrepresented students, faculty, and staff in our school by building an environment where they can express their concerns without being labeled, in the classroom and work environment as well as in the Diversity Committee.</p> <p>3. Increase faculty awareness of diverse researchers, practitioners, and educators and growing evidence linking health disparities to minority status (i.e. gender, ethnicity, "race", class, and sexual orientation, ability) by encouraging collaboration with Betty Schmitz/Curriculum Transformation Project and by supporting the SoN Diversity Committee and Center for Advancement of Health Disparities Research to stimulate faculty activity in this area.</p>	<p>1. Faculty Council (FC), Director of Admissions and Multicultural Student Affairs</p> <p>2. FC, Diversity Committee, Center for Advancement of Health Disparities Research (CAHDR), Staff Advisory Council (SAC)</p> <p>3. FC, Diversity Committee, CAHDR, Office of Minority Affairs (OMA, Betty Schmitz)</p>	<p>1. 2005-2010</p> <p>2. 2005-</p> <p>3. 2005-</p>	<p>1. Number of underrepresented students in the School of Nursing is maintained or increases.</p> <p>2a. Number of underrepresented faculty, students, and staff is maintained or increases.</p> <p>2b. Student, faculty, and staff participation in the Diversity Committee is maintained or increased.</p> <p>3. Faculty members address health disparities and diversity in the classroom with regular frequency.</p>

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>2. Promote and support use of different scientific inquiry methods to investigate human experiences related to groups diverse in age, gender, ethnicity, "race," class, sexual orientation and ability.</p>	<p>1. Attract students who will generate knowledge that will expand our understanding of the effects of social characteristics (e.g., age, race, gender, ethnicity, sexual orientation, ability) on human experience and health by applying for and awarding increased student funding.</p> <p>2. Provide mentorship to students and fellow colleagues by using a broad range of methods for scientific investigation.</p> <p>3. Encourage faculty investigation of health disparities related to minority status (i.e. gender, ethnicity, "race", class, and sexual orientation, ability) by increasing faculty awareness of the need to conduct this research and by supporting the work of the Center for Advancement of Health Disparities Research.</p> <p>4. Recruit a new generation of diverse faculty researchers by supporting departments in attracting, acknowledging, integrating the challenges of, valuing, cultivating, and mentoring these scholars.</p>	<p>1. Development, Graduate Opportunity-Minority Achievement Program (GOMAP), OMA, Academic Services (AS), Faculty (through training grants), stakeholders outside the SoN</p> <p>2. FC</p> <p>3. FC, CAHDR</p> <p>4. FC, Advancement, Promotion, Tenure Committee (APT) , Diversity Committee</p>	<p>1. 2005-</p> <p>2. 2005-</p> <p>3. 2005-</p> <p>4. 2005-</p>	<p>1. Maintain or increase funding for graduate nursing students.</p> <p>2. Students and faculty interested in a broad range of methods for scientific investigation report finding support and mentorship in the SoN/UW.</p> <p>3. Number of investigations of health disparities is maintained or increases.</p> <p>4. The School will maintain or increase its number of diverse faculty researchers.</p>

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	<p>5. Increase awareness of the potential for diverse communities to represent researchers seeking information with no benefit to the community by encouraging faculty, students, and research staff to consider this issue in their investigations.</p>	<p>5. ONR, FC, CAHDR</p>	<p>5. 2005-</p>	<p>5. Dissertations and publications report that the researcher(s) have considered the importance of cultural competence and establishment of rapport with communities/ subjects involved in their research.</p>
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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>3. Share the job of cultural sensitivity and working with diverse populations amongst all faculty, staff, and students, not just 'diverse' faculty, staff, and students.</p>	<p>1. Encourage all faculty, staff, and students to continuously improve their own cultural competence by offering cross-culturally competent courses and CNE programs in nursing, supporting the Center for Advancement of Health Disparities Research with teach-ins and other events, and actively promoting participation in the Diversity Committee.</p> <p>2. Faculty, staff, and students will be encouraged to actively participate in service (mentoring, advising, leadership, community lectures, peer reviews, volunteering, etc.), research, and practice activities focusing on diverse populations by seeking ways to acknowledge and reward them for these activities.</p>	<p>1. FC, Continuing Nursing Education (CNE), CAHDR, SAC</p> <p>2. FC, Diversity Committee, Providence Everett Health Care Liaison Group, SAC</p>	<p>1. 2005-</p> <p>2. 2005-</p>	<p>1a. Courses/CNE offerings will continue to be offered.</p> <p>1b. The CAHDR will continue to offer disparity-focused events.</p> <p>1c. Participation in the Diversity Committee will be maintained or increased.</p> <p>2a. Actively participating and nominating all SoN members for the annual Health Sciences MLK award.</p> <p>2b. Supervisors and instructors will consider including these activities as one measure of success in faculty, staff, and student reviews.</p>

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	<p>3. Faculty members will become aware of the need to increase representation of under-represented faculty in national and international nursing and health care forums (publications, conferences, etc.) by familiarizing themselves with "Missing Persons: Minorities in the Health Profession – A Report of The Sullivan Commission on Diversity in the Health Care Workforce".</p>	<p>3. FC, Diversity Committee, ONR, Assoc. Dean for AS</p>	<p>3. 2005</p>	<p>3. Faculty will review "Missing Persons: Minorities in the Health Profession – A Report of The Sullivan Commission on Diversity in the Health Care Workforce" and consider endorsing the document as a School.</p>
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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>4. Promote UW SoN participation in international experiences in ways that contribute equally to the host country and to the participant.</p>	<p>1. Support international students and visiting scholars by encouraging forums for them to share, conduct research, and publish about critical health problems in their home countries.</p> <p>2. Foster positive relationships between international students and visiting scholars and domestic students, faculty, and staff, by providing forums for their positive interactions inside and outside the classroom, e.g. Citizens of the World (COTW) Travel Award opportunities, inclusive classroom discussion, possibility of collaboration, etc.</p>	<p>1. Director of International Programs, AS, ONR, FC</p> <p>2. FC, SAC, student representatives, Diversity Committee, AS, Dir. of International Programs</p>	<p>1. 2005-</p> <p>2. 2005-</p>	<p>1. Departments and/or the School will plan for at least one faculty meeting per year that features the work of international students and/or visiting scholars.</p> <p>2a. Student applications to COTW Travel Awards will be maintained or increased.</p> <p>2b. Faculty will be given tips for including international and/or ESL students in classroom discussion.</p> <p>2c. International students and visiting scholars will be informed of the possibility of co-publishing with domestic students and faculty.</p>

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	<p>3. Foster, explore, and seek positive reciprocal relationships between the School and international partners by asking for feedback about their experiences with School stakeholders; explore new collaborations for improvement of nursing practice internationally.</p> <p>4. Foster positive interdisciplinary relationships within the UW (e.g. The Global Health Department) related to international health practice and scholarship.</p>	<p>3. FC, Dir. Of International Programs, AS</p> <p>4. FC</p>	<p>3. 2005-</p> <p>4. 2005-</p>	<p>3. Evaluation from partners about School programs such as Thai Study Abroad program will be positive.</p> <p>4. SoN representation in interdisciplinary curriculum development and training opportunities.</p>
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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
<p>5. Promote an environment of respect, teamwork and mutual understanding among students, staff, and faculty.</p>	<p>1. Build a climate to empower all voices, particularly the voices of students and all people in our structure who typically do not have power, by communicating that the School values and welcomes input, regardless of the length of time that a person is here.</p> <p>2. Encourage all members of the SoN to build their work relationships based on mutual respect and understanding by learning about their similarities with and differences from one another.</p> <p>3. Encourage individuals and groups to seek out one another for the purpose of gaining a greater support network by increasing awareness of formal and informal support resources for students, faculty, and staff.</p>	<p>1. Diversity Committee, Curriculum Committees</p> <p>2. FC, SAC, AS, Diversity Committee</p> <p>3. Diversity Committee, FC, SAC, Student Reps</p>	<p>1. 2005-</p> <p>2. 2005-</p> <p>3. 2005-</p>	<p>1. All members of the School community will be welcomed to give input and ask questions through the Diversity Committee and/or a centrally-located suggestion box.</p> <p>2a. All SoN stakeholders will receive quarterly information about religious diversity.</p> <p>2b. All SoN stakeholders will be exposed to monthly diversity messages throughout the SoN.</p> <p>3. All SoN stakeholders will be invited to participate in at least one formal support network, e.g. Diversity Committee, SAC tea, etc.</p>

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Aims	Strategies/tactics	Chief Responsibility	Timeline	Desired Outcomes
6. Champion the integration of diversity concerns in all aspects of the School's work.	1. Promote diverse points of view and the value that every person should be treated with respect and dignity by striving to create a safe and supportive climate. 2. Advocate for cultural change within the School by supporting the achievement of each of the prior goals listed above.	1. Diversity Committee, FC, SAC, Student Reps 2. Diversity Committee, FC, SAC, Student Reps	1. 2005- 2. 2005-	1. Individuals will verbalize that they feel comfortable expressing alternative points of view in at least one School forum. 2. The outcomes above will be reviewed and reflected upon as a means of identifying next steps for cultural change.

Comments & Context: The goals above are congruent with the School of Nursing Diversity Committee's Vision and Mission, both available on the Web at <http://www.son.washington.edu/diversity/diversity-taskforce.asp>. In addition to reflecting specific aims for the School of Nursing, these goals are also in line with state and national diversity priorities in health care, including the 2001 Washington State Board of Health Final Report of the Disparities Subcommittee, "Priority: Health Disparities", available on the Web at http://www.doh.wa.gov/SBOH/Meetings%202001/2001-05_09/SBOHMay9Presentation.pdf, and "Missing Persons: Minorities in the Health Profession – A Report of The Sullivan Commission on Diversity in the Health Care Workforce", published in September, 2004 and available on the Web at http://admissions.duhs.duke.edu/sullivancommission/documents/Sullivan_Final_Report_000.pdf.

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