



# 2024-2034

## Faculty of Nursing Strategic Plan



**UNBOUNDED: CONNECTING LEARNING AND LIFE**

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# LAND Acknowledgment



We, the Faculty of Nursing, are an academy of settlers, descendants of settlers, Indigenous peoples, and newly-immigrated Canadians. We recognize the diversity of individual talents and gifts this entails. We are working together to build a nursing community that provides exceptional learning environments, while honouring the interconnectedness of nursing, health, the person, and the environment. We live, work, and play on the historical homeland of the Métis Nation, and on Treaty 4 and Treaty 6 territories. We are thankful for the resources provided to us by these lands and recognize that this land is a unique place of connection, resistance, and resurgence.

Although Indigenous sovereignty has not been consistently recognized, and it is not possible to remedy all of what we now consider as past wrongs, it is essential that we do not create new grievances or continue to perpetuate the colonial practices of post-secondary institutions, education, and nursing. Considering the academy's deeply colonial history, the Faculty of Nursing is an important site of resurgence. We recognize the central place the academy occupies in the enlightenment tradition. We also believe that building relations, participating in ceremonies, and participating in on-the-land learning opportunities are robust sites of transformative intellectual and moral development.

The Faculty of Nursing is committed to improving nursing education and practices through the recognition that First Nation, Métis, and Inuit peoples are social and political entities. As our understandings grow related to Indigenous inclusion, reconciliation, and decolonization, we are committed to bring together many minds, unique in perspective but united in purpose. We will join together to network and learn as we continue to improve and move forward, building relations as treaty people with responsibilities to one another.



Dr. Jeff Keshen, President, student, Dr. Cheryl Pollard



# DECANAL APPOINTMENTS

## Faculty of Nursing

### 2021

Dr. Cheryl Pollard



Dr. David Gregory



Dr. Robin Evans

### 2020

Dr. Robin Evans

### 2011

Dr. David Gregory



### 2009

Dr. Sheila Dresen

October 14, 2010. Government of Saskatchewan announces increase of 170 nursing education program seats. Left to right: D. McMorris, Minister of Health, R. Norris, Minister of Advanced Education, N. Dyck, Dean of Nursing, SIAST, S. Dresen, Dean of Nursing, U of R. Note: University of Regina, U of R subsequently develops the Collaborative Bachelor of Science in Nursing, SCBScN, with Saskatchewan Institute of Applied Science and Technology, SIAST, now Saskatchewan Polytechnic.

# Dean's MESSAGE



It has been 15 years since the University of Regina committed to delivering nursing education. In late 2021, the Faculty of Nursing began reflecting on our ways of being, ways of connecting, ways of knowing, and ways of doing. We reaffirmed our belief that strength, wisdom, and courage lie within our relationships and in our interconnectedness. As a community of nurses, scholars, educators, and researchers we believe in the importance of honouring who we are, where we are, where we have been, and where we are going. Our planning process is built on the University of Regina's *2021-2025 Strategic Plan, All Our Relations: kahkiyaw kiwâhkômâkaninawak*, which describes the University's foundational commitment to respect each other in thought, word, and deed. We know that a 10-year plan is ambitious, and will require careful integration of emerging University of Regina initiatives and future plans. We believe the challenges facing nursing education are complex and multi-dimensional so that a longer-term approach to solutions is required.

The Faculty of Nursing's strategic priorities, which we refer to as our Primary Intentions, have been guided by the efforts of many students, staff, faculty, and alumni who individually and collectively have courageously shared personal experiences, raised awareness, and devoted time to advance excellence in nursing education and research. Through the creation of a community where we all truly belong and feel welcome, opportunities will be available for students, faculty, and staff to thrive. We recognize that access, equity, and inclusion are vital to our Faculty's, and to nursing's, future. United by a common purpose of working together to enhance the well-being of all, how we relate to one another is crucial, as we are an academy of many minds, unique in perspectives, that have come together to network and learn.

Developing relationships in a good way takes deliberate actions over time. This 10-year strategic plan recognizes that short-term goals and objectives may be adjusted and changed, however our Primary Intentions are enduring. I would like to invite you to explore our strategic plan as we create opportunities for relationship building, collectivity, reciprocity, truthing, and reconciliation. Together we can transform relationships, shift colonial paradigms, and create opportunities for stronger connections between the environment, the person, health, and nursing.

– Cheryl Pollard, RN, RPN, PhD, ANEF  
Dean & Professor, Faculty of Nursing



Intention is more than  
wishful thinking. It's willful  
direction.

– Jennifer Williamson, AimHappy.com

# About Vision

*A Vision Statement is so much more than just a statement. It is our opportunity to think big about what's possible, to articulate why our work matters, and define how the future will be different if we succeed in our efforts.*



## OUR VISION

Working together to enhance the well-being of ALL.

# About Mission

*The Mission Statement describes how we will accomplish the vision.*

## OUR MISSION

Build a nursing community that provides exceptional learning environments, recognizing individual talents and gifts while honouring the interconnectedness of nursing, health, the person, and the environment.



# About Values

*Our Values are our moral stepping-stones.*



## CONNECTIONS

To build relations that recognize our differences and those of others in a kind and respectful way is to have connection. One individual, group or community is no more important than another.

Connection is about recognizing that no one individual knows everything; we are always learning. Everyone has an important role.

## DISCOVERY

Having the courage to use our gifts wisely, to reveal entangled challenges and possibilities that are not intuitively obvious, is to embrace the value of discovery. We demonstrate discovery by listening with clarity and an open mind, and by respecting our limitations and those of our surroundings. We allow ourselves to learn and to live through discovery.

## OUR VALUES

### RESPECT

To regard and honour the rights, feelings, wishes, and traditions of others is to have respect. It is being mindful of the balance of all living things and the importance of not being wasteful. This value provides the foundation of our belief that we treat others the way we would like to be treated, and that we not be hurtful to ourselves, others, or to the environment.

### INTEGRITY

To face life with inner strength, to face the difficulties of life, and to have the courage to be ourselves, is to have integrity. We live with integrity by defending what we believe in and what is right for our communities, our families, and ourselves. Integrity provides the foundation to make good choices. We demonstrate integrity by having conviction in our decisions.

### TRUST

To believe in reliability, truth, goodwill, and strength is to have trust. Trust is the ability to honour and demonstrate sincerity in all that we say and do. Trust enables us to understand our place in this life and apply that understanding in the ways that we act and behave. We demonstrate trust by being true to ourselves and to all other things.

# THE 10 year PLAN

10 years; 120 months;  
521 weeks...

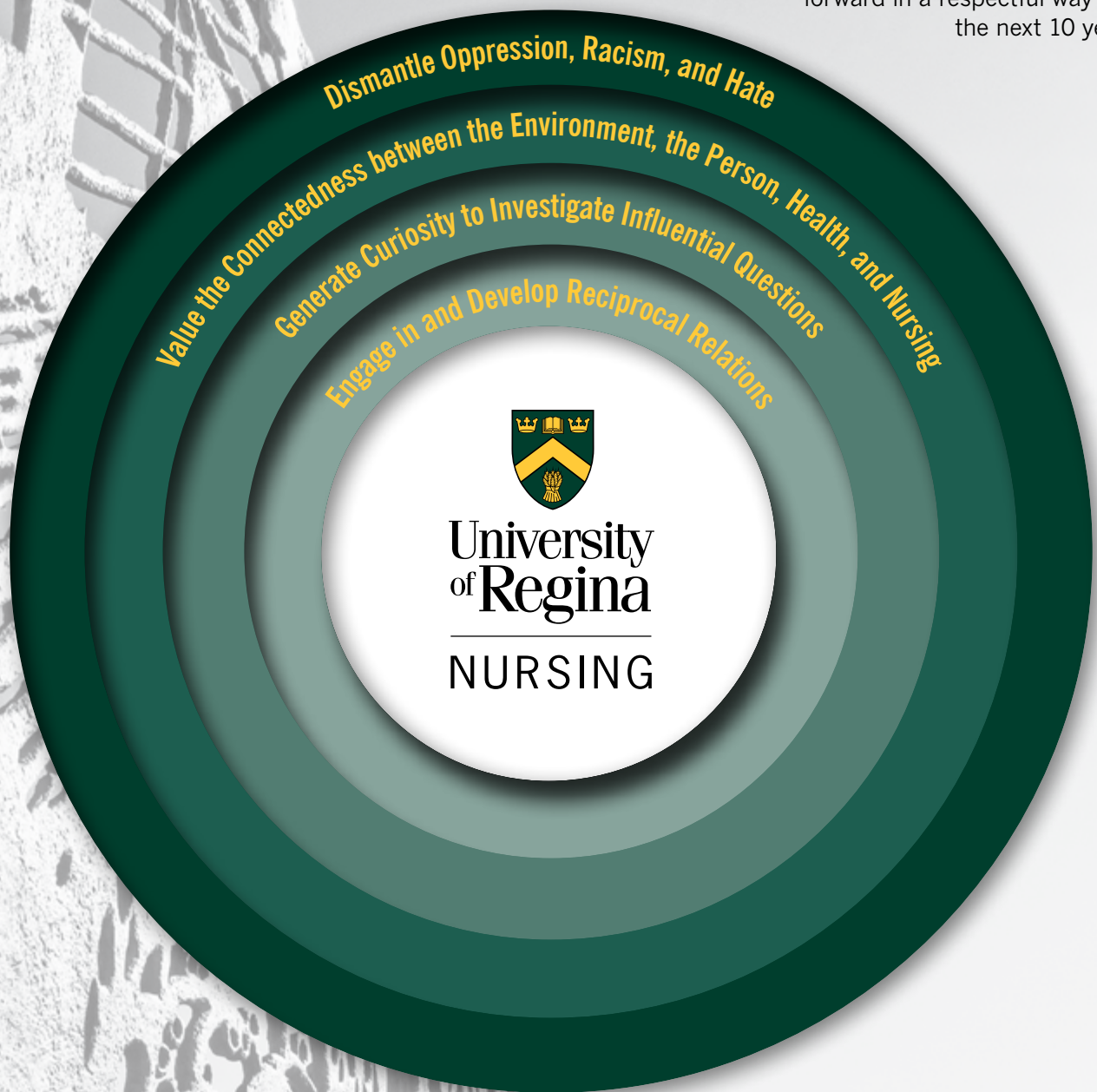
We are aware that the successful achievement of some of the Primary Intentions will be long-term in nature. Actionable for a decade, the 2024-2034 Plan, *Unbounded: Connecting Learning and Life*, will include regular reviews and redirecting our course as required.





# The 2024-2034 STRATEGIC PLAN

Four Primary Intentions have been identified that will guide how the Faculty of Nursing will move forward in a respectful way over the next 10 years.





# UNBOUNDED: Connecting Learning and Life

The Faculty of Nursing's previous Strategic Plan laid out activities for the years 2021-2026. The pandemic had a wide-ranging impact on nearly every aspect of society, including post-secondary institutions. The Faculty of Nursing responded to educational programming and delivery disruptions, workforce disruptions, and economic disruptions with a steadfast determination to support transformational educational opportunities. These disruptions created an opportunity to revisit the 2021-2026 strategic priorities to focus on the “why” of our Faculty of Nursing.

We recognize that the development of robust and timely change requires deliberate actions over time. The Faculty of Nursing 2024-2034 Plan, *Unbounded: Connecting Learning and Life*, is a long-term commitment to reshape nursing education.

# STRATEGIC PLAN and PRIMARY INTENTIONS

The Strategic Plan is condensed into four Primary Intentions. Each Primary Intention is relevant for the entire Faculty of Nursing, including students, faculty, staff, the research community, internal and external partners, and the larger community. Performance metrics have been identified for each of the Primary Intentions and will be used as guideposts to determine if we are making a difference.

Looking at the realities of today's healthcare system, nurses have needed to adapt quickly to sudden changes like virtual care, digital collaboration, and an uncertain future. Using our Primary Intentions to frame questions, find answers, think critically, collaborate, and drive curiosity to never stop learning and developing competencies provides us with the foundations to co-create knowledge and the courage to ask "wicked" questions. These types of questions are about issues or challenges that do not have a single solution. Furthermore, by developing an appreciation for collaboration, members of the Faculty of Nursing are more likely to welcome diverse perspectives and avoid homogenous points of view. These abilities are needed to create positive change in healthcare and nursing today.



*Dignitaries on Main Stage during Convocation held at University of Regina*

The Faculty of Nursing's

## **LAND ACKNOWLEDGMENT**

is motivated by genuine respect and support for Indigenous peoples. Speaking and hearing words of recognition is an important step in creating collaborative, accountable, continuous, and respectful relationships with Indigenous peoples nations, and communities.

# FACULTY OF NURSING

## Engage in and Develop Reciprocal Relations

Four Primary Intentions have been identified that guide how the Faculty of Nursing will move forward in a respectful way over the next 10 years. Reciprocal and respectful relations are foundational to entrench the values and principles of equity, diversity, and inclusion, and to act upon our treaty responsibilities. This Intention draws us together as administrators, faculty, staff, students, alumni, and as the Faculty of Nursing.

Success will be achieved through a comprehensive, intentional, and strategic approach that advances both system-wide and cultural changes to reinforce and sustain our efforts.

## Generate Curiosity to Investigate Influential Questions

By design, all students' educational journeys will be enriched by multiple forms and sources of knowledge, a diversity of viewpoints, and by knowing that their differences are respected and valued.

Thought leadership is core to the University of Regina's academic mission. Our research contributes to advancements in nursing. We strive to share our expertise to inspire positive social change. We continue to expand educational opportunities for all, including multiple graduate programming initiatives.



# PRIMARY INTENTIONS

## Value the Connectedness between the Environment, the Person, Health, and Nursing

Within the traditional metaparadigm of nursing, there is a connection between the environment, the person, health, and nursing. The environment represents both internal and external factors.

Within our Faculty of Nursing we recognize sacred connections with land, nature, and the environment as sources of strength, health, and well-being. Recognizing that sustainability will gain increasing importance within society, as a Faculty we seek every possible opportunity to integrate sustainable educational practices.

## Dismantle Oppression, Racism, and Hate

Racism, discrimination, and the resultant harms can be eliminated by acknowledging our complicity, by understanding root causes, and by holding ourselves accountable. Discrimination is not only limited to race or ethnicity. All forms of discrimination violate the dignity of people.

Only through unwavering commitment and deliberate action will we create a community where all truly belong and feel welcome.



# ACHIEVING THE PRIMARY INTENTIONS

As we enact our primary intentions, it is important to us that we understand the impacts of our actions. To do so we will use a systematic and formal approach in the analysis of performance and efforts to improve performance. Over the course of this strategic plan, we anticipate that we will develop more robust ways of determining change and means of measuring performance. As we launch our strategic plan, *Unbounded: Connecting Learning and Life* the following metrics will be used to help guide our future decisions.



## Value the Connectedness between the Environment, the Person, Health, and Nursing

Nursing's metaparadigm is a heuristic that emphasizes interdependent relations among the environment, humans, health, and nursing. The relationality between the domains forms the basis for action which dynamically constitutes holistic care and highlights humanistic aspects interwoven with scientific knowledge. Performance metrics in this area will include the following:

Numbers and purposes of community partnerships

Number of sustainability-focused projects

Number of lab courses that are using lab kits (sustainability)

Number of student placements within Indigenous communities

Number of student learning plans initiated per term

Annual student engagement surveys

Number of professional development activities

Number of course syllabi/assignments that have been reviewed and revised based on EDI principles

Advance equity-oriented data collection, stewardship, and reporting across the Faculty of Nursing programs

Enhance resources and opportunities afforded to prospective equity-deserving learners

## Dismantle Oppressions, Racism, and Hate

While we redress historical wrongs, it is essential that we do not create new grievances or continue to perpetuate the colonial role of post-secondary institutions, educators, and nursing. We are committed to improving educational and nursing practices through embedding equity, diversity, inclusivity, anti-racism, reconciliatory and decolonization practices within our teaching, research, and administrative activities. Performance metrics in this area include the following:



What does being a Nurse mean to you?

## OUR STUDENTS SAID

New nursing students in an introductory nursing course answered the question “What does being a nurse mean to you?” Their responses (271) were honest, showed vulnerability and courage, their fears and dreams/ideals, and provided insight to their ‘beginning point’ of nursing.

– T. Robinson, PhD, 2023



joining someone's journey

great day to save lives encouragement  
 travelling happiness advocacy  
 writing skills trust being able to do more challenging  
 support caring for others being a friend  
 sharing happiness guidance impacting lives caregiving  
 hero important to medicine caring supporting  
 prideful collaborative learning promoting health  
 calm support patients kindness having a career hospitality  
 lifelong friendships responsibility gentle living for others  
 love workload kindness making connections gentle making lives better  
 providing comfort knowledgeable working while in program  
 travelling serving the community sharing love companion  
 lending a helping hand caring for the vulnerable  
 falling behind responsibility  
 helping those in need being a bridge

# LOOKING BACK with the Faculty

2023

## EXPANDED GRADUATE NURSING EDUCATION

Program approvals in process for Graduate Certificate in Nursing Education (GCNE), Graduate Certificate in Nursing Leadership (GCNL), and Master of Nursing (MN) course-based programs.

2023

## COLLABORATIVE NURSE PRACTITIONER PROGRAM GRADUATE STATISTICS

2017-2023: 92 graduates.  
2019-2023: 33 graduates.

2023

## SASKATCHEWAN COLLABORATIVE BACHELOR of SCIENCE in NURSING GRADUATE STATISTICS

2014-2023: 2458 graduates.  
2019-2022: 1078 graduates.

2020

## COVID 19 PANDEMIC

Course delivery re-designs precipitated by lockdowns enable undergraduate and graduate students to continue and complete their programs.

2017

## COLLABORATIVE NURSE PRACTITIONER PROGRAM

First graduates of the program.

2017

## BILINGUAL UNDERGRADUATE PROGRAM

A bilingual undergraduate option launches in collaboration with La Cité universitaire francophone.

2015

## NURSING UNDERGRADUATE RESEARCH INTERNSHIP PROGRAM

Provides summer research opportunities for undergraduate nursing students with Faculty of Nursing researchers.

2014

**GRADUATE NURSING EDUCATION**

A second educational collaboration, the Collaborative Nurse Practitioner Program is launched between the University of Regina and the Saskatchewan Institute of Applied Science and Technology, now Saskatchewan Polytechnic.

2014

**CANADIAN DOCTORAL NURSING STUDENT CONFERENCE**

The Canadian Doctoral Nursing Student Conference instituted by the Faculty of Nursing is ongoing. It has been held virtually since 2021.

2014

**SASKATCHEWAN COLLABORATIVE BACHELOR of SCIENCE in NURSING PROGRAM**

First graduates of the program.

2013

**2013 PhD**

Applications are opened for a Special Case PhD in Nursing.

2011

**UNDERGRADUATE NURSING EDUCATION**

The undergraduate Saskatchewan Collaborative Bachelor of Science in Nursing program launches a collaboration between the University of Regina, and the Saskatchewan Institute of Applied Science and Technology, now Saskatchewan Polytechnic.

2009

**FACULTY of NURSING**

The University of Regina Board of Governors establishes the Faculty of Nursing.

2009

**BACCALAUREATE NURSING EDUCATION**

The Ministry of Advanced Education, Employment, and Labour, assigns collaboration in baccalaureate nursing to the University of Regina, and the Saskatchewan Institute of Applied Science and Technology, now Saskatchewan Polytechnic.



## About the **DEAN'S MEDAL**

In 1902, nursing education in Regina began at the Regina Victoria Hospital, more than 120 years ago. The City of Regina assumed responsibility for the hospital in 1907 and renamed the nursing program the Regina General Hospital School of Nursing. In 1966, the Saskatchewan Department of Education assumed provincial responsibility for the education of nurses. Before the school closed in 1972, the Regina General Hospital School of Nursing graduated more than 2,700 nurses, over 70 years of operation.

In 2009, the University of Regina committed to nursing education in Saskatchewan and in 2011 began to deliver the undergraduate Saskatchewan Collaborative Bachelor of Science in Nursing program, SCBScN, with the Saskatchewan Institute of Applied Science and Technology, now Saskatchewan Polytechnic in Regina, Saskatoon, and beyond.

The Dean's Medal symbolizes the history of southern Saskatchewan undergraduate nursing education. Cast in gold and green, the medal portrays Saskatchewan and University of Regina colours. The cross represents service and sacrifice, reinforces the University of Regina motto, "As one who serves", and echoes the shape of the Regina General Hospital Nursing Program pin. The centre of the medal portrays the University of Regina coat of arms. Sheaves of wheat, also reminiscent of the Regina General Hospital nursing program pin, enfold the medal symbolizing abundance, life, hard work, renewal, and community.



# FEATHER and SASH



Both the feather and Métis sash hold profound cultural, spiritual, and historical significance within Indigenous communities. They serve as powerful symbols that connect individuals to their heritage, ancestors, and the values that are cherished within their cultures.

The Faculty of Nursing offers an eagle feather or a Métis sash to each Indigenous graduand in celebration of their accomplishment, act of bravery, or significant contribution to the community. Due to colonial impacts, we, the Faculty of Nursing, students, faculty, and staff are on a healing journey. Some are more connected to their culture than others, and some may come to university to stay culturally connected. For others, the university may be the only tie to their culture. Measures of success can be related to kinship, language, culture, knowledge, community, and perseverance, as well as grade achievement. Success can be related to kinship, language, culture, knowledge, community, perseverance, etc. We are proud to be able to acknowledge and honour our Indigenous graduates with a feather or a sash.



The feathers, presented by the Faculty of Nursing, are created by Jonathan S. Fisher, an Indigenous artisan born in Lestock, Saskatchewan. He currently resides on George Gordon First Nation with his wife Darlene of 26+ years. Jonathan learned his talent by refurbishing headdresses and is a self-taught bead worker. All the feathers are blessed with sage by Darlene Fisher. When presenting the feathers to the Faculty of Nursing, the Fishers ensure that blessings are sent to the Creator prior, for each individual feather. Before being presented to graduands, Indigenous staff and faculty are caretakers to these sacred items.



## Eagle Feather

In many Indigenous cultures, a feather is a powerful symbol signifying the connection between owner, the Creator, and the bird from which the feather came. Feathers generally symbolize trust, honour, strength, wisdom, power, and freedom. A feather is believed to carry the bird's energy and is a gift from the sky and Creator. The eagle is one of most sacred of birds because the eagle carries prayers to the Creator and is therefore heard. Feathers are displayed with dignity and pride, and need to be handled with great regard as they are very sacred to many Indigenous peoples.

It is an honour to have eagle feathers. To carry an eagle feather requires care and responsibility. To care for eagle feathers, the Saskatchewan Indigenous Cultural Centre has identified the following protocols and procedures.

- *Keep your eagle feather in a clean, safe compartment away from alcohol, drugs and related paraphernalia*
- *Smudge your eagle feather with sweetgrass or sage regularly*
  - *Before smudging the feather, you must smudge yourself thoroughly and say prayers to the Creator, giving thanks to our relative, the eagle, who gave its life so that you may be honoured with it*
- *You must not be intoxicated with drugs or alcohol while handling an eagle feather. The preference is to abstain from an unhealthy lifestyle prior to handling the feathers*
- *During her menstrual cycle, a woman cannot touch an eagle feather*
- *You can appoint your parents or grandparents to care for your eagle feather until you're prepared to be responsible for it*

## Métis Sash

The Métis, or L'Assomption Sash is an important symbol of Métis cultural identity. The presentation of a sash is considered a great honour. The sash has historical roots in the fur trade era, and became a symbol of Métis resistance and cultural pride during pivotal historical events like the Red River Resistance. The sash is a unifying symbol for the Métis people, representing their shared history, culture, and struggles. It is a visual reminder of their resilience and determination in the face of historical challenges.

Interpretations of sash colours can vary, and individual weavers or communities may have their own specific meanings or variations. Red is often representative of the blood shed by the Métis while fighting for their rights. Blue is for the depth of their spirits. Green is for the fertility of a great nation. White is for the connection to the earth and to the Creator. Yellow is for the prospect of prosperity. Black is for the dark period, the suppression and dispossession of the Métis lands. The overall design and pattern of the sash can also convey additional meanings and tell specific stories related to Métis history and culture.

The sash is worn with pride by Métis individuals as a representation of their distinct heritage. Today, the traditional guidelines for wearing the sash vary among Métis communities.

The Michif words for sash is *Â la sayncheur flayshii*. In French, a Métis sash can be called "un 'ceinture flechée'", literally "an arrowed belt". The arrow design can be seen in the weaving.

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