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University of Regina strategic plan

Peyakaski kikawina (Together We are Stronger) serves as the strategic plan for the University of Regina. Three core pillars constitute the plan: Student success; Research that has an impact; and, Commitment to our communities. In addition, the University emphasizes to areas that will inform decision-making and academic activities. These include: Indigenization and sustainability.

**Student success** is characterized as follows: A vibrant, challenging and stimulating learning environment with the services required to allow for student engagement, achievement, personal growth, academic success and career readiness.

**Objectives:**
- Enhance supports to better facilitate student preparedness for academic success.
- Embed Indigenous practices, ideas and principles in our academic pursuits.
- Strengthen the quality and impact of teaching and learning for all students.
- Expand and enhance experiential and service learning opportunities in academic programming.

**Research impact:** An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have a meaningful impact at home and beyond.

**Objectives:**
- Strengthen support required for students and researchers to deliver high impact outcomes.
- Advance the profile and awareness of research successes locally, provincially, nationally and internationally.
- Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada.

**Commitment to our communities:** A community of dedicated and passionate students, alumni, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit well being and pride of place.

**Objectives:**
- Focus on our people by continuing to build a friendly, respectful, diverse, safe and welcoming university for all.
- Focus on institutional sustainability and transparency to ensure that we are a preferred institution at which to learn, conduct research, teach and work.
- Focus on connecting and engaging with all the communities we touch.

**Indigenization:** The University is situated on Treaty 4 and Treaty 6 lands. Indigenous students, employees and community members are welcomed and supported at the University of Regina.
**Sustainability:** Commitment to sustainability is critical to ensure institutional and societal longevity and success into the future. At the University of Regina, sustainability is deeply rooted in social justice and is taken to encompass economic, cultural, social, and environmental sustainability.

**Faculty of Nursing: Strategic Plan Summary**

The Faculty of Nursing envisions a strategic plan that is fully grounded in peyak aski kikawinaw.

**REALIZE human potential through the power of NURSING**

- Student success
  - A vibrant, challenging and stimulating learning environment with the services required to allow for student engagement, achievement, personal growth, academic success and career readiness

- Research impact
  - An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have a meaningful impact at home and beyond.

- Commitment to our communities
  - A community of dedicated and passionate students, alumni, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit of well being and pride of place.
Future Direction

Mission

**Inspire** a quest for knowledge through innovative teaching, critical thought, research, scholarship and practice.

**Accept** responsibility and assume leadership to make a difference in the health and well being of all members of society.

**Create** respectful environments that foster personal growth and professional formation.

**Educate** students for safe, ethical, relational and competent nursing practice.

**Generate** and share nursing knowledge with the community.

Vision

**REALIZE** human potential through the power of NURSING

Values

The Faculty of Nursing values align with those of the University of Regina:

- Mutual respect, integrity and honesty
- Inclusivity and diversity
- Pursuit of knowledge
- Community and social responsibility
- Accountability and well-being
Strategic themes, measures and actions

Strategic priority #1 – Student Success

A vibrant, awesome and stimulating learning environment with the services required to allow for student engagement, achievement, personal growth, academic success and career readiness

Desired outcomes by 2021

- NCLEX success
- New and innovative programming
- Provincial recognition, including students who have a UofR identity
- Fostering Indigenization within the Faculty of Nursing
- Increased satisfaction with the SCBScN and CNPP programs and university experience among graduates
- Sustained efforts to augment student success

<table>
<thead>
<tr>
<th>Strategic actions (projects/initiatives)</th>
<th>Key success indicators</th>
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</thead>
</table>
| 1.1 Complete nURspace skills lab and student enrichment centre where students can receive program support and mentorship | • Establishment and evaluation of the nURspace
• # of students receiving support & mentorship; establish baseline
• Reports on progress made submitted by nURspace coordinator
• Increase in NCLEX success rate to 90-95% given presence of supports and online resources in the SCBScN program |
| 1.2 Implement student, faculty and program supports for NCLEX-RN exam | |
| 1.3 Develop SCBScN elective bundles, e.g. voice, music, physics, chemistry, MAP, French, community development, research and/or a stream of health geography | • Initial elective bundles in place with the Faculty of Media, Arts and Performance, and the Department of Anthropology
• Marketing report for the elective bundles
• Evaluation of this elective structure |
| 1.4 Establish a faculty liaison position to work with non-traditional students, minority students and students whose first language is not English, to develop a systems approach to enhance their success | • Position established and filled
• Students accessing related supports indicate value-added experiences and success
• Reports on progress made submitted by faculty liaison |
| 1.5 Embed Indigenous practices, ideas and principles into our programs, services and operations | • Increase in the number equity seats filled; baseline = 104
• Consider and implement recommendations arising from Indigenization Lead and Task Force, as appropriate
• Human Resource Plan that is congruent with Indigenization of the Faculty of Nursing and the University of Regina
• Report on progress made submitted by the Indigenization Lead |
| 1.6 Honours degree (Undergraduate) | • Honours degree in place
• # of students who engage in the honours degree option; baseline established and trend over time |
<table>
<thead>
<tr>
<th>1.7</th>
<th>Develop a teaching award for excellence in teaching at the undergraduate and graduate levels</th>
<th>Evaluation of this option</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td>Survey graduates of the SCBScN and CNPP programs to determine overall satisfaction with the program and with education</td>
<td>Teaching awards established</td>
</tr>
<tr>
<td>1.9</td>
<td>Clinical Nurse Specialist (CNS) program</td>
<td>Increase in overall satisfaction rates among graduates as identified in the Insightrix Survey</td>
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<td>1.10</td>
<td>Master of Nursing (MN), generic program</td>
<td>CNS program in place</td>
</tr>
<tr>
<td>1.11</td>
<td>Escalator PhD program: Baccalaureate to PhD</td>
<td>Use of CNPP and new nursing courses as appropriate; Master’s courses from other faculties/units</td>
</tr>
<tr>
<td>1.12</td>
<td>Establish a bilingual option (English-French) for SCBScN program</td>
<td>MOU with Johnson Shoyama signed regarding access to courses</td>
</tr>
<tr>
<td>1.13</td>
<td>Impact of Nursing Curriculum Frameworks. The Curriculum frameworks guiding the SCBScN and CNPP Programs are located in Appendix “A”</td>
<td>Marketing and communication of program</td>
</tr>
</tbody>
</table>

The impact and/or outcomes arising from these frameworks and their respective curriculum will be addressed through (1) Accreditation - SCBScN, and (B) Program Review - CNPP.
### Strategic priority #2 – Research Impact

An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have a meaningful impact at home and beyond.

#### Desired outcomes by 2021

- Programs of research established among faculty with externally funded research
- Awareness and valuing of nursing research within and beyond the University of Regina
- Research assistants available from PhD, generic master’s of nursing program, and Clinical Nurse Specialist (CNS) program
- Nursing Research Unit with impact locally, regionally, provincially
- Marketing and advertising of research success
- Community of practice for instructors

#### Strategic actions (projects/initiatives) | Key success indicators

| 2.1 Establish relationships to conduct collaborative research with colleagues in the UofR clusters | • Evidence of involvement with research clusters, e.g., members of research teams, PI/Co-PI status on grants, publications arising from research cluster activities |
| 2.2 Develop Faculty of Nursing clusters in signature areas for nursing | • Establish in-house research clusters • Non-traditional venues for influencing research impact • Identify research outcomes related to these clusters |
| 2.3 Create community awareness of nursing translational research | • Working group in place to address this opportunity • # of publications and citations • # of public presentations of research of interest to the community • # of consultations (invitations to present) • # of students participating with community partners in research • # of internal and external grants • Evidence of impact on policy practice through partnerships • Annual report on nursing research submitted by the Associate Dean (Graduate) • Refer to the FoN Criteria Document |
| 2.4 Establish a faculty-based Nursing Research Unit | • Working group in place to address this opportunity • PhD, clinical nurse specialist, and generic master’s students available to engage faculty research • Annual report submitted by the Director, Nursing Research Unit |
| 2.5 Work with instructors to create communities of practice scholarship | • Working group in place to address this opportunity • Communities of Practice scholarship in place • Create community awareness of nursing translational research |
| 2.6 Foster research skills among undergraduate Indigenous students | • Establish one of the seats in the Nursing Undergraduate Research Internship Program (NURIP) for an Indigenous student |
| 2.7 Seek Tri-Council and SHRF/external funding for research | • # of partnerships with regional health authorities and/or Indigenous communities • # of grants submitted to Tri-Council and SHRF/external funding agencies • Increase in funding success |
## Strategic priority #3 – Commitment to our Communities

A community of dedicated and passionate students, alumni, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit well being and pride of place.

### Desired outcomes by 2021

- Full, collaborative engagement
- Sustained efforts to support commitment to our communities
- Sustained efforts to support relationships with Indigenous communities

### Strategic actions (projects/initiatives) | Potential success indicators

<table>
<thead>
<tr>
<th>Strategic actions (projects/initiatives)</th>
<th>Potential success indicators</th>
</tr>
</thead>
</table>
| 3.1 Work with the Indigenization Lead and the Faculty’s Indigenous Advisory Council to obtain advice on short and long-term indigenization goals. | • Receive recommendations, determine priorities, and implement as appropriate  
• Strategic relationships established with Indigenous constituents and communities  
• Report submitted by the Indigenization Lead |
| 3.2 Address facility (space) requirements | • Communities recognize the contributions made by Faculty of Nursing  
• UofR graduates recognize the relative contributions made by the UofR and Sask Polytechnic toward their UofR nursing degree |
| 3.3 Strengthen UofR nursing identity | • Faculty Newsletter published beginning fall of 2016  
• Strategic plan for communications developed and realized  
• Strategic plan for information technology established and realized  
• Annual reports showcasing the Faculty of Nursing |
| 3.4 Strengthen internal and external communication – develop a communications strategy | • # of strategic partnerships  
• Improved quality of relationships  
• Outcomes arising from such relationships |
| 3.5 Enhance stakeholder relationships | • Preliminary draft proposal for a Health Care Centre at the UofR  
• Participation in the Health Centre by faculty of nursing members (nurse practitioners and registered nurses) |
| 3.6 FoN leadership role in contributing to the UofR Health Centre |
# Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CNPP</td>
<td>Collaborative Nurse Practitioner Program</td>
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<tr>
<td>CNS</td>
<td>Clinical Nurse Specialist</td>
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<tr>
<td>FoN</td>
<td>Faculty of Nursing</td>
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<tr>
<td>MN</td>
<td>Master of Nursing</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>MPA</td>
<td>Media, Arts and Performance (Faculty of)</td>
</tr>
<tr>
<td>NCLEX</td>
<td>National Council Licensure Examination</td>
</tr>
<tr>
<td>NCLEX-RN</td>
<td>National Council Licensure Examination – Registered Nurse</td>
</tr>
<tr>
<td>NURIP</td>
<td>Nursing Undergraduate Research Internship Program</td>
</tr>
<tr>
<td>nURspace</td>
<td>Skills lab/learning space/community learning space</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PI/Co-PI</td>
<td>Principle Investigator/Co-Principle Investigator</td>
</tr>
<tr>
<td>SCBScN</td>
<td>Saskatchewan Collaborative Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>SNAP</td>
<td>Saskatchewan Nursing Advanced Practice</td>
</tr>
<tr>
<td>SHRF</td>
<td>Saskatchewan Health Research Foundation</td>
</tr>
<tr>
<td>U of R</td>
<td>University of Regina</td>
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Appendix “A”

SCBSnN Curriculum Framework
SNAP Conceptual Framework

Support of Systems

Evidence-informed Practice

Relational Ethics

Patient Safety

Direct Comprehensive Care

Collaboration

Scholarship

Professional Leadership

Educative Practice

Cultural Safety

Patient Family Community Health Care System

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