

All School Meeting

January 23, 2012

Agenda

- Welcome and Remarks – Carol Landis
- Overview of Sustainable Academic Business Plan – Ruth Johnston
- Work Groups & Think Tank – Maggie Baker
- Introduction of Master Process – Art Frohwerk
- Roadmap – Ruth
- Questions – Carol, all
- Next Steps – Ruth
- Interprofessional Educational Initiative – Brenda Zierler
- Questions and Adjourn – Carol, all

Overview of Plan

- Requested by Provost, to be submitted by SoN Steering Committee
- It is the work of the SoN
- The time period is for the next few years (aka the three year Strategy Map time frame)
- It is a work in progress – for now a plan of plans, and will change as needed
- We will make mis-steps and learn from them
- It requires change, and change is hard
- It frames the baseline for measuring progress

Framework

DRAFT
For Review & Comment
10-31-11

EXTERNAL FACTORS:

(Trends, Demands, Risks, Opportunities, Constraints)

Topics, issues outside our control that need to be accounted for & addressed to help the relevance of our plans:

Economic	Funding, Fundraising, Sources, Faculty, Pricing, Financial Aid, Federal Healthcare impact, State budgets
Healthcare Trends	Increased need for Nurses, Geography, Projections, Empty trends, Certifications, Healthcare reform, Quality, Bias to needs, Specialties, Available Faculty, Jobs
Competition	Other schools (UW, state-wide, country, community colleges), Demand for levels / specialties, State demand opportunities, Distance learning, Reputation, Interprofessionalism
Demo / Psychographic	Decline in college age, Increase in Continuing Education (older), 2 nd career trend, Military funding
Technology & Science	Information Management, Communications, Patient Experience
Regulation	Accreditation reqmts., Certification Reqmts., Continuing Ed. reqmts.
Cultural, Social	Social-cultural changes, Globalization, Political climate

GIVENS

(How we define ourselves)

Vision:
Pioneer improvements in health and health care through innovative nursing science, education and practice.

Mission:
Advance nursing science and practice through generating knowledge and preparing future leaders to address local, national and global societal needs.

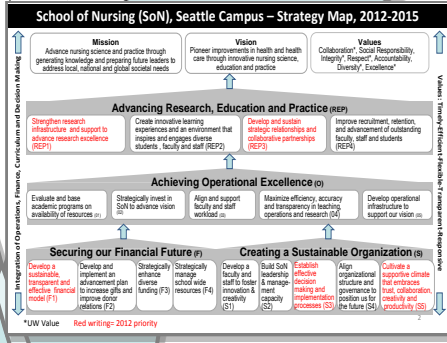
Values:
School of Nursing:
Timely
Efficient
Flexible
Transparent
Responsive
Accountability
Social Responsibility

University:
Collaboration
Diversity
Excellence
Integrity
Respect

School of Nursing Proven Qualities:
Entrepreneurial spirit, risk-taking
Intellect / scholarship / contribution
Can-do spirit, hard work
World class faculty
Dedicated, skillful staff

STRATEGY

(Initiatives, Priorities)



MASTER PROCESS

(Activities, Resources, Measures, Experience)

CORE MISSION

(Models, assumptions, commitments) *The Plans within & across each*

Education	Assessment Ladder	FY Allocation of Resources
Bachelors Graduate		
CNE - Continuing Education		
Curriculum		
Enrollment		
Methods of Delivery		
International learning		
Continuing Education, other		
Research		
Type of research		
Sources of funding		
Topical areas		
Domestic vs. International		
Service		
Professional service		
Clinical Practice, Consultation		
Scholarly service		
University / school / dept. service		
Community Service		
Revenue generating services		
Support		
Leadership teams	Research support	
Administrative leadership	Academic services	
Human capital	Facility & equipment	
HR, incentives	Information tech. support	
SoN Advancement	Policies & Procedures	
Organizational development	Info. & Communications	
Cultural design	Committees & work groups	
	Compliance & QA	
	Strategic Partnerships	
	Marketing	
	Special improvement projects	
Financing, budgeting		
Revenue models		
Cost management		

PERFORM. INDICATORS

(Desired Outcomes) *Metrics to use.*

- MISSION-DRIVEN:**
 - Degrees / Graduation rates
 - Grad. licensing, cert. rates
 - Research awards
 - Student Credit hours
 - Student Quality
 - Strategic Relationships & Collaborative Partnerships
- FINANCIAL-DRIVEN:**
 - Revenue to school by type
 - Research funding
 - Fundraising
 - Net Revenue
 - Cost of Academic Programs
 - ABB implementation
- INFRASTRUCTURE-DRIVEN:**
 - Student support
 - Faculty effort analysis
 - Process
 - Standards
 - Compliance
- PEOPLE-DRIVEN:**
 - Faculty
 - Staff
 - Diversity
 - Cultural Norms

STRATEGIC ROADMAP

(Time sequence critical Activities, Resources)

- Deliver Student experience
- Excel as SoN
 - Climate & Culture
 - Team relationships
- Strengthen Research infrastructure & support
- Optimize processes
 - Roles, expectations, accountability
 - Governance
 - Decision-making
- Partner
- Communicate
- Leverage finances
 - Financial models

TACTICAL ROADMAPS

(Schedule Activities, Resources)

- Leadership Teams
- Committees
- Departments
- Units
- Work Groups

INPUTS

(Ideas, Studies, Learning from key Influencers)

- University guidance & priorities
- State & Federal guidance & priorities
- Agency guidance & priorities
- Student feedback
- Peer information
- Tri-Campus relationships: Bothell, Tacoma
- Benchmark practices
- Consultant's report
- Committee reports
- Leadership guidelines
- Process Improvement Teams
- SWOT
- SON Budget Review narrative (link)
- Criteria for Program elimination or consolidation

INTERNAL CONSTRAINTS

(Financial, Organizational, Operational, etc.)
The policies, expectations, vulnerabilities to address.

- Financial:**
 - Increasing tuition
 - Tuition waivers
 - How resources are allocated
 - Military Students blocked by high tuition
 - Postponing reqmts. due to finances
 - Budgets, % reductions
- Operational policy:**
 - ABB rollout
 - PEI reqmts. for budget reviews in winter
 - Finite space
 - Faculty code. Misalignment of incentives w/ needs
 - Dept. & Education programs not aligned
 - Unclear shared processes, standards
 - School by-laws (2)
 - Best practices
 - Competition for clinical placement
 - Governance
 - Other policies, structure, roles, decision making, accountability
- Regulatory:**
 - Certification reqmts.
 - Grant and contract policies, procedures and guidelines
- People:**
 - Limited clinical currency of tenure-line Faculty
 - Faculty interests / expertise not matching Student demands
 - 50% of Faculty are UW grads.
 - Not all Professors have kept up licenses / certs.
 - Age of Faculty
- Image:**
 - Reputation

Innovate

Adapt

Incrementally Improve

Sustainable Academic Business Plan

DRAFT
For Review & Comment
10-31-11

How we define ourselves?

Vision:
Pioneer improvements in health and health care through innovative nursing science, education and practice.

Mission:
Advance nursing science and practice through generating knowledge and preparing future leaders to address local, national and global societal needs.

Values:
School of Nursing:
• Timely
• Efficient
• Flexible
• Transparent
• Responsive
• Accountability
• Social Responsibility

University:
• Collaboration
• Diversity
• Excellence
• Integrity
• Respect

School of Nursing Proven Qualities:
• Entrepreneurial spirit, risk-taking
• Intellect / scholarship / contribution
• Can-do spirit, hard work
• World class faculty
• Dedicated, skillful staff

Economic Funding, Fundraising, Sources, Faculty Pricing, Financial Aid, Federal Healthcare impact, State budgets

Healthcare
Comp
Demo / Psychog
Technology & S
Cultu

STRATEGY
(Initiatives, Priorities)

School of Nursing

Advance nursing practice to address local

Strengthen research infrastructure and address research (R&D)

Evaluate and base academic program availability on need

Secure

Integration of Operations, Finance, Curriculum and Program Planning

*UW Value

I. Business Plan Agreement: Summary

II. Background

III. External Factors: Driving Issues & People Who Influence

IV. Positioning: Givens & Strategy

V. Process: Core Business Functions & Experiences

VI. Organization & Culture

VII. Systems: Tools, Technologies & Internal Constraints

VIII. Operations: Roadmap of Plans & Measures

IX. Conclusion



Student Quality
Strategic Relationships & Collaborative Partnerships

FINANCIAL-DRIVEN:
Revenue to school by type
Research funding
Fundraising
Net Revenue
Cost of Academic Programs
ABB implementation

INFRASTRUCTURE-DRIVEN:
Student support
Faculty effort analysis
Process
Standards
Compliance

PEOPLE-DRIVEN:
Faculty
Staff
Diversity
Cultural Norms

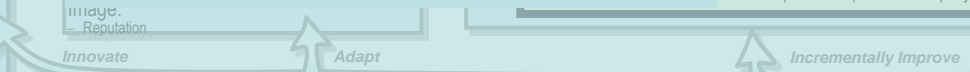
Strengthen research infrastructure & support

- Optimize processes
- Roles, expectations, accountability
- Governance
- Decision-making
- Partner
- Communicate
- Leverage finances
- Financial models

TACTICAL ROADMAPS
(Schedule Activities, Resources)

- Leadership Teams
- Committees
- Departments
- Units
- Work Groups

- INPUTS**
(Ideas, Studies, Learning from key Influencers)
- University guidance & priorities
 - State & Federal guidance & priorities
 - Agency guidance & priorities
 - Student feedback
 - Peer information
 - Tri-Campus relationships: Bothell, Tacoma
 - Benchmark practices
 - Consultant's report
 - Committee reports
 - Leadership guidelines
 - Process Improvement Teams
 - SWOT
 - SON Budget Review narrative ([link](#))
 - Criteria for Program elimination or consolidation



I. BUSINESS PLAN AGREEMENT

Summary of our plans, needs, and commitments

The School of Nursing ("the School") Sustainable Academic Business Plan (SABP) is informed by the ideas, tools, and information in this plan. We introduce a comprehensive and holistic structure to operationalize our strategy. In turn, our strategy is consistent with the best practices of organizations that use a balance of activities to assure success and effectiveness, called a Balanced Scorecard.

- **Strategic Imperatives**
- **Assumptions**
- **Budgets**

II. **BACKGROUND**

SUSTAINABLE ACADEMIC BUSINESS PLANNING

The scope of this effort and what we have already done

The goal of the SABP is to optimize the value of the School's collective efforts.

- What is a [Sustainable Academic Business Plan?](#)
- Our Two Years and Two Decades Challenge
- The SABP will guide us
- Context – Our Framework
- Consultants & Peer Review Reports and Recommendations
- What was done in Fall Quarter 2011
- The Structure of this Plan

III. EXTERNAL FACTORS

DRIVING ISSUES & PEOPLE WHO INFLUENCE

Factors outside our control: Issues that need to be addressed and people we need to understand to assure relevance of our plans.

- **Develop a plan to engage key stakeholders**
 - People and Organizations

- **Develop a plan to manage External Factors**
 - Driving Trends and People who Influence

IV. POSITIONING

GIVENS & STRATEGY

- **Our Givens:** Vision, Mission, Values, SoN Internal Working Behaviors, Our Distinctive Competencies
- **We need to prioritize research foci, educational program offerings, and service**
- **We need to implement our strategic imperatives and their specific initiatives**

V. PROCESS

CORE BUSINESS FUNCTIONS & EXPERIENCES

How we do the work to meet our goals: Activities, Resources, Interrelationships, Measures, and Experiences

- **Create the SON Master Process**
- **Define the Student Experience**
- **The following core processes will be addressed through our work**

VI. ORGANIZATION & CULTURE

The way we structure our People: Roles, Relationships, Skills, Incentives, and our Culture

- **Evaluate Faculty/Staff Workload**
- **Assure Optimal Infrastructure to Support our People**
- **Create and Reinforce the Culture we need**

VII. SYSTEMS

TOOLS, TECHNOLOGIES, & INTERNAL CONSTRAINTS

Resources that help leverage our people as they run our processes: Technology, Standards, Policies, and Expectations

- **Standardize systems (internal and external)**
- **Addressing our Internal Constraints Summary**

VIII. OPERATIONS

ROADMAP OF PLANS & MEASURES

Plans and management within and across each category assures that we coordinate and meet our commitments to set goals, operate our processes, organize our people, use systems to leverage our assets, and reinforce our culture; as an overall School and as agile tactical groups.

- **Plan and implement our strategic plan**
- **Manage and measure performance**
- **Establish workgroups/teams and address needs**

IX. CONCLUSION

This work describes the beginning of a different way of doing work ...and requires the matching of research, education, and service with fiscal realities.

It is a new way of thinking and requires new knowledge and skills and different perspectives and behaviors.

The School is now poised to move forward on this journey, based on beginning steps since this SAPB effort began.

Faculty and staff together, with support and engagement from School leadership, students, external partners, and alumni, will support the success of this plan.

SABP Work Groups & Think Tank Meetings

- Based on Assessment Ladder criteria, the following workgroups:
 - Cost
 - Revenue
 - Applicants
 - Faculty Capacity
 - Uniqueness
 - Societal Need
 - Leverage
- From our Framework:
 - External Factors and Internal Constraints
- Think Tank

Introduction to Master Process

What if you were provided treatments that used:

- ✓ Clear, well designed & simplified processes
- ✓ Shared & useful standards
- ✓ Supportive systems
- ✓ Meaningful measures that help us see what to improve
- ✓ Productive decision processes
- ✓ Proactive behaviors ...vs. *reactive*
- ✓ New & realistic opportunities

...best chance for achieving your goals, living your values, seeing your vision come alive

...and cost >30% less to operate

Master Process

The treatment addresses the 10 key factors of your operation

Causes new conversations and documents a new and better way of doing business

1. Understand it
 2. Build it
 3. Practice it
- ...wake up refreshed






Roadmap

- Yes, it's very dense
- Yes, there's a lot of work to do
- Yes, it will change as needed
- Yes, our progress will be measured as tasks are complete, work documented and standardizes
- Yes, it requires faculty, staff and students (where appropriate) to assist
- Yes, it will take more time than we would like it to































SABP Roadmap of Initiatives and Time Sequence

This is a comprehensive list of initiatives and activities to be conducted by the School of Nursing in the next seven quarters. It is dynamic and will change as new activities are identified or completed. It is organized to reflect the Strategic Map and includes the strategies and supporting activities. The sequencing is determined based on urgency and priority and also may change as new information is gathered or priorities shift. The names inserted as workgroup leads may change as clarity of work is understood. (Note: REP, O, F and S refer to the Strategy Map themes.)

Legend

Started	
Strategy Map strategy	
Planned Priorities	
FY Quarter 3 (Winter)	
Separator for Strategic Theme	

Time Sequence

Initiatives and Activities	Work Group Lead(s)	In Progress from 2011	3rd Qtr (Wtr) FY 2012	4th Qtr (Spr) FY 2012	1st Qtr (Su) FY 2013	2nd Qtr (Fall) FY 2013	3rd Qtr (Wtr) FY 2013	4th Qtr (Spr) FY 2013	1st Qtr (Su) FY 2014
Manage and implement the sustainable academic business plan	Ruth & Maggie								
Develop a plan to manage key influencers (supports REP1, REP3, O5, F2, F3)									
Develop a plan to manage external factors (supports REP1, O1, O2, F1, S1, S4)									
Assess the programs to offer, research to conduct, service (School, UW, professional community, broader community) to engage in, and support needed. (supports all REP, O, F, S initiatives)									
- Research Assessment									
- Educational Offerings Assessment									
- Degree Programs									
- Graduate Certificates									
- Continuing Nursing Education									
- Service Assessment - School, UW, professional community, broader community									
- Support functions (school, department)									
Complete Provost budget package	Vicky								

Your questions and comments?

Health Sciences Interprofessional Education (IPE) Initiative

An Overview

Health Education: “a slow-burning crisis” *

In the *Lancet* Article “Health Professionals for New Century,” Frenk et al characterized current Health Education as:

- Fragmented, outdated, static curricula; ill-equipped graduates
- Mismatch of competencies and service user/population needs
- Poor teamwork
- Siloed, gender-stratified health professions
- Technical focus lacking broader contextual understanding
- Episodic encounters rather than continuous care
- Labor market imbalances
- Weak leadership to address health system performance

* *Frenk et al.. (2010) “Health Professionals for a New Century.” The Lancet*

The Challenge

To educate social & health professionals who are:

- Collaborative, competent, adaptable, generative
- Attentive to upstream social determinants
- Sensitive to context, culture and community
- User-centered, systems-focused
- Oriented to person, community and population
- Prevention as well as treatment-focused
- Skilled and socially committed/accountable

The Opportunity

- A chance to re-envision IPE at UW and beyond
- Health Sciences Board of Deans' initiative – a new and exciting level of collaboration to:
 - Leverage synergies
 - Build on UW's strong record of leadership in IPE
 - Link curriculum innovation and facilities developments
 - Capture the imagination and support of key stakeholders

The Committee Membership

- All 6 Health Sciences Schools + Health Sciences Administration assisted by Capital Resource Planning
- Each School has 2 representatives: (1) curriculum lead and (1) facilities/infrastructure lead:

Unit	Curriculum	Facilities/Infrastructure
School of Social Work	Susan Kemp – Co-chair	Vicki Anderson-Ellis
School of Public Health	Judy Wasserheit	Lawrie Robertson – Co-chair
School of Dentistry	Wendy Mouradian	Jean Garber
School of Nursing	Brenda Zierler	Lawrence Wilson
School of Pharmacy	Peggy Odegard	Christene James
School of Medicine	Marj Wenrich	Jill Morelli
Health Sciences Administration	Stephanie Steppe	Bob Ennes

The Charge

A “bold but realistic” proposal for IPE that:

- Reflects:
 - UW’s public mission
 - Collaborative interdisciplinary culture
 - Global interests
 - Unique competitive advantages, including Seattle as a world leader in health innovation
- Distinguishes UW
- Offers flexibility to respond to evolving needs
- Links curricular innovation and facilities development

The Linked Goals: “Function” AND “Form”

- Curriculum
 - A “distinctively UW” approach to IPE across our 6 Health Sciences schools
- Facilities and Infrastructure
 - Built environments (facilities) and administrative supports (infrastructure) that complement and enhance IPE curricular goals

The Vision

- A collaborative, practice-ready, adaptable, and resourceful social and health care workforce
- Equipped with the knowledge, skills, values, and leadership capacities to promote health and wellbeing
- Positioned to reduce social and health disparities, locally and globally, at the individual, community, and population levels

The Guiding Values

- Social Equity (the right to health)
- Social Accountability
- Social Impact
- Social Sustainability

Connecting Student Learning and Health Outcomes

1. Discipline-based core knowledge and skills
2. Research and evidence-based education/training
3. IPE education:
 - **Interprofessional education** (learner outcomes, competencies, and capabilities)
 - **Collaborative practice** (interprofessional teams in *partnership* with professionals and users/community) (constituent outcomes)

IPE: A Menu of Possibilities

Mapping that ties form to function

	Function				
Form	Pedagogy	Modality	Research Approach	Impacts	Place +
Core & applied curriculum	-Didactic -Experiential				-TEAL labs - modular group spaces
Training & Collaboration	-	-Real -Simulated			- clinics - Sim labs
Research			-Translational -Evaluative		
Service Users Stakeholders				-Local -Community -Global	• Community-oriented spaces
Outcome					-New building • NE Pacific • West campus -Retrofit building -Satellite facility -Virtual

Implementation: Timelines, Tasks & Next Steps

	Fall 2011			Winter 2012			Spring 2012		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Charge + Kick off	→								
Bi-weekly meetings <ul style="list-style-type: none"> Identify Values/Principles Research prevailing practices-on/off campus Break out to sub groups for form & function Identify needs of each sub group 		→							
Information gathering <ul style="list-style-type: none"> Gather & map curriculum for commonalities Determine individual and communal training needs for each discipline Develop & conduct surveys of students, faculty, professionals & service users for use Host focus group sessions on needs 				→					
Information dissemination <ul style="list-style-type: none"> Presentations to units Report to BHSD 				→					

Next Steps

- **Curriculum:** Input, input, input.....
- **Consultation:** Constituent/stakeholder conversations:
 - Formal: Students, Curriculum Committees, Faculty Councils
 - Informal: Surveys, emails, conversations, outreach to partners
- **Facilities:** Aligning curricular vision and built environment/s
- **Governance and infrastructure** support considerations:
 - What groups are involved in forming and maintaining IPE's form and function?
 - How to stage IPE so it can evolve dynamically over time?
 - How to fundraise for this so a sustainable model can be created that donors and schools can support?

Unit	Curriculum	Facilities/Infrastructure
School of Social Work	Susan Kemp – Co-chair spk@uw.edu	Vicki Anderson-Ellis vaellis@uw.edu
School of Public Health	Judy Wasserheit jwasserh@uw.edu	Lawrie Robertson – Co-chair lawrier@uw.edu
School of Dentistry	Wendy Mouradian mourad@uw.edu	Jean Garber jgarber@uw.edu
School of Nursing	Brenda Zierler brendaz@uw.edu	Lawrence Wilson lcwilson@uw.edu
School of Pharmacy	Peggy Odegard podegard@uw.edu	Christene James cajames@uw.edu
School of Medicine	Marj Wenrich maxter@uw.edu	Jill Morelli jmorelli@uw.edu
Health Sciences Administration	Stephanie Steppe steppe@uw.edu	Bob Ennes wrigley@uw.edu

Your questions and comments?