

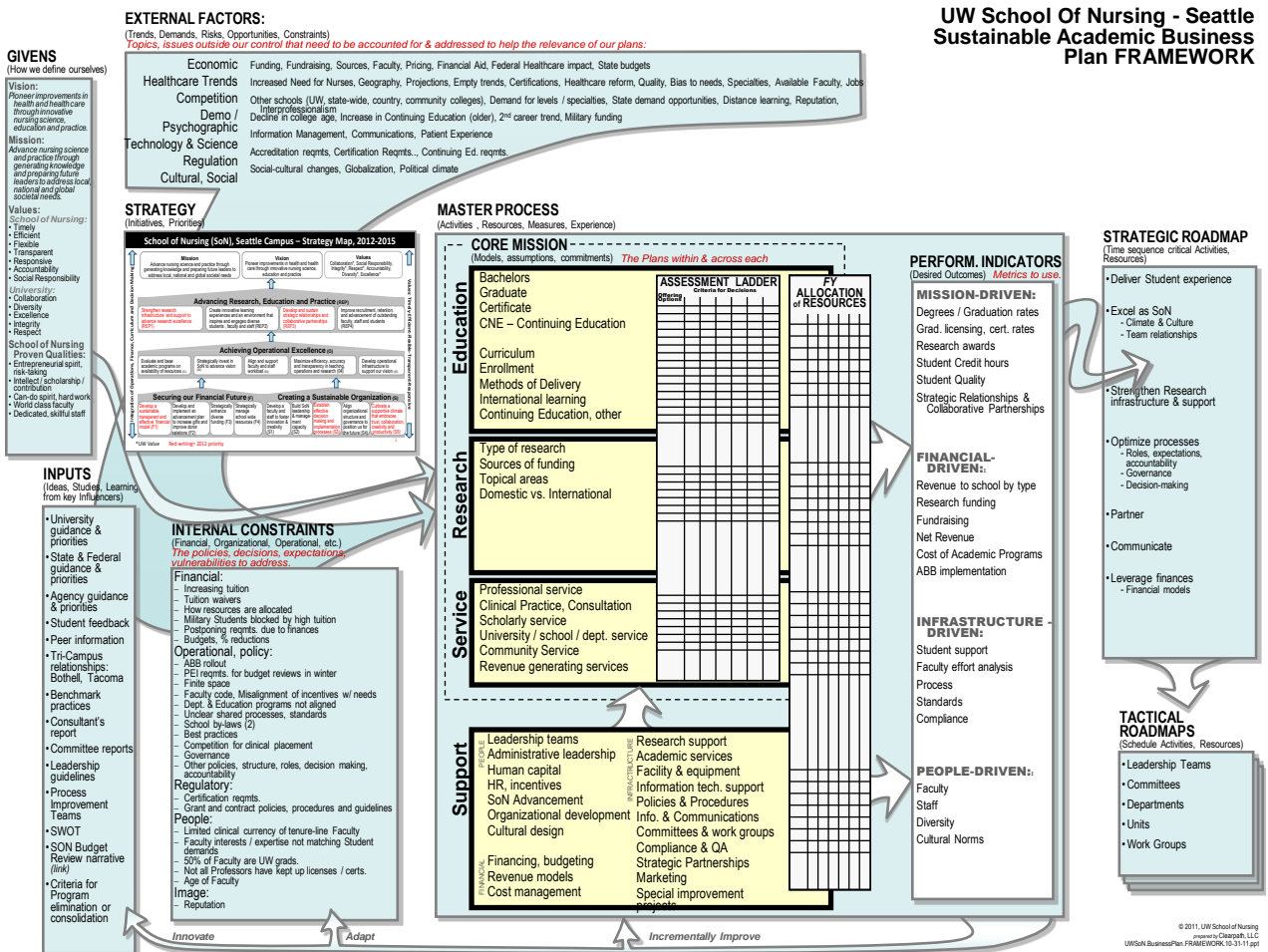
# University of Washington

## School of Nursing

### Sustainable Academic Business Plan

January, 2012

UW School Of Nursing - Seattle  
Sustainable Academic Business  
Plan FRAMEWORK



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UWSON Business Plan FRAMEWORK 10-31-11 ppt

# Executive Summary

Purpose: The Sustainable Academic Business Plan (SABP) lays out the framework for the School of Nursing's work in the coming months and years to focus on its core missions (research, education, and service) while matching it to financial and other resource realities. This work aligns with the University's Two Years to Two Decades/Sustainable Academic Business Plan Initiative which "will guide our decision-making, prioritizing, reorganizing, investing, and sunseting of activities in the next two years." The School's Strategy Map provides the current impetus for improvement, and all work is aligned to meet the School's mission, vision, and strategic goals. The SABP is, in essence, a set of plans and includes a detailed roadmap of sequenced activities to be completed through Summer 2014.

Focus of the work: This document discusses the background for the work, including assumptions made and a budget review. Following that is a description of the work that must be completed in the areas of external factors, givens and strategy, business processes, organization and culture, systems needed to support the work, and the operational roadmap.

Near-term work: The work of the 2012 Academic Year is focused on 1) prioritizing educational program offerings and then begin reorganization, consolidation or elimination of programs; 2) understanding current processes and then streamlining and standardizing them; 3) assessing all administrative functions (School wide) in efforts to reduce waste and consolidate services where possible; 4) improving the working climate of the School; 5) strengthening the research infrastructure; 6) improving our relationships with internal and external partners; 6) improving technical support and resources; and, 8) improving the student experience. See the detailed Roadmap after the Conclusion on page 19.

Longer-term work: Future effort will be needed to 1) deliver education in new and different ways; 2) identify new means for increasing revenue and creating a more stable School financial base; 3) create faculty and staff development opportunities and support; 4) improve the donor base and contributions; 5) create a consistent staff and faculty human resource classification and compensation plan; and, 6) develop a long-term plan to become more self-supporting.

Who was involved: The SABP was built with the help of many faculty and staff members in the School, through workgroups, interactive feedback sessions, and gathering of input and engagement. The SABP workgroup, one of the workgroups specifically aligned with the Strategy Map, included staff and faculty and was led by Maggie Baker, Vice Associate Dean for Graduate Nursing Programs, with facilitator Art Frohwerk, and sponsor Ruth Johnston, Special Assistant to the Provost and Associate Vice President, Finance & Facilities. The Shared Leadership Council, composed of faculty and staff from the Leadership Team, Executive Team, and Faculty Council, were most engaged with the iterative development of this SABP. Support for the effort was provided by Kerry Kuenzi and Elizabeth Martin. A list of all who helped can be found in Appendix V.

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# 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 (*See Glossary, Appendix A*).

## **Strategic Imperatives**

In May 2009, a Strategic Planning Council was chartered to create the School's strategic plan. The Council conducted a SWOT (strengths, weaknesses, opportunities, threats) analysis and formed three subgroups (teaching, research, service) to identify nursing trends, faculty interests, and opportunities, and then worked with the Shared Leadership Council to create a Strategy Map (Appendix B) that was adopted in August 2011. The Shared Leadership Council identified five areas of focus for the 2011-2012 transitional year:

- Strengthen research infrastructure and support to advance research excellence;
- Develop and sustain strategic relationships and collaborative partnerships;
- Develop a sustainable, transparent, and effective financial model;
- Create a supportive climate that embraces trust, collaboration, creativity, and productivity; and,
- Establish effective decision-making and implementation processes.

These focus areas were chosen based on urgency of need. Workgroups were formed to address the first four foci beginning in Fall Quarter 2011. (See Workgroup Charters, Appendix C.) The fifth, decision-making, began in Winter Quarter 2012. Other foci are being addressed, also via workgroups, but at a more local rather than school-wide level.

## **Assumptions**

The work of the School this year is the continuation of a journey started when the current Dean arrived in Fall 2008 and, soon thereafter, the economy went into recession. Fiscal constraints, along with the university-level change to an Activity Based Budgeting (ABB) model, necessitated that School leadership reflect and look inward to solve the School's growing financial issues. In Spring 2011, Shared Leadership Council members, with participation from faculty and staff, formulated its "big ideas" or Budget Initiatives to assist with financial restructuring and identifying new ways to work. (See Appendix D) Also in Spring 2011, the Dean decided to step back from her decanal role effective July 1, 2012. A Steering Committee, comprised mostly of UW central administrators and led by the Dean of the School of Social Work, was given authority to oversee the School's work and charged with delivering this SABP plan to the Provost in early 2012. (See Appendices E and F) As a result, the 2011-2012 academic year is transitional, with interim day-to-day management, continuing fiscal realities, increasingly engaged faculty and staff, and an increased sense of urgency. Three individuals (two as Interim) in the Provost position in the 18 months prior to January 2012 have added to the transitory nature of the work.

The work in this document is evolving as various people engage, decisions are made, and activities are undertaken and completed. Those involved are highly engaged and committed, but also stressed by the volume

of work to be done and the urgency with which it has proceeded. Work will now be paced at a slower rate in order to provide better balance and assure continued involvement.

**Budgets**

During the period from FY 2008 to 2012, the School's allocation of state funds was reduced by 33%. Funding sources in the School include grants and contracts (45%), state funding (including tuition) (30%), UW Professional and Continuing Education (10%), gifts/endowment dividends (5%), self-sustaining programs (mostly Continuing Nursing Education) (7%), research cost recovery (RCR)(3%), for a total of \$35.4M. In Spring 2011, the Dean requested ideas from faculty and staff for significant expenditure reductions, efficiencies, and revenue enhancement opportunities that would help to address budget challenges. The Shared Leadership Council reviewed all of the ideas and narrowed them down to five priorities: 1) school-wide administrative and fiscal consolidation; 2) restructuring of the school from three departments to two (or none); 3) reduce or consolidate advanced practice nursing graduate offerings due to cost and complexity; 4) right-size the undergraduate program; and, 5) discontinuation of tuition waiver exemptions in advanced practice nursing graduate offerings. Work on all of these initiatives except #5 is in progress. (See FY2011 budget information in Appendix G.)

**Highlights of our Plans** (See Appendix M.)

Key issues and how we will address them, organized to align with the Strategy Map in Section IV. Positioning.

## 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. As a collective, we will sharpen our focus, clarify the way we work, bring useful structure to our people, and assure that we have systems that help our people do their work to best meet our goals. All of this will require fresh conversations and a commitment to meaningful change. To guide this, we have created a framework that is a comprehensive and holistic structure that will help us not miss anything important and make sure the right parts are connected. Ultimately, we will understand, be able to describe, and operate in the best possible way to do academic business as a School of Nursing. Our real success will come from engagement of our whole community (faculty, staff, students, and partners), optimal use of leadership skills, living our core values, demonstrating thoughtful behaviors, and the design and implementation of a shared strategy.

**What is a [Sustainable Academic Business Plan](#)?**

"The creation of a Sustainable Academic Business Plan for the UW is an unprecedented but essential step to develop a plan that addresses both the academic mission and fiscal realities, ensuring that we pursue our shared goals with the financial resources to achieve them. The Sustainable Academic Business Plan will guide our decision-making, prioritizing, reorganizing, investing, and sunseting of activities in the next two years." – UW SAB website: <http://www.washington.edu/discover/leadership/provost/initiatives/2y2d/plan/about>

“**Sustainable**” addresses the thoughtful balance and stewardship of customers (e.g., student, market, social, funders), finances (e.g., recognition and control of costs and sources of revenue), infrastructure (e.g., processes, systems, structures, environment), and our people (e.g., needed competencies, relevant culture, engagement of ideas).

“**Academic**” accounts for the School’s unique needs, challenges, and opportunities with regard to research, education, and service.

“The **Business Plan**” recognizes the need for relevance to external factors and the realities of business professionalism as we operate our mission to achieve our vision. It uses our values and leverages our distinctive competencies in order to thrive over a long period of time.

The School’s SABP is a living example of the [Two Years to Two Decades \(2Y2D\)](http://www.washington.edu/discover/leadership/provost/initiatives/2y2d) work started in July 2009 by the Provost, whose goal was “to emerge from the current economic crisis and its impact on the UW strong and well-positioned for the 21st century.”– Cite: 2Y2D website (<http://www.washington.edu/discover/leadership/provost/initiatives/2y2d>)

“The central challenge is how best to preserve quality and maintain strong core values while quickly and successfully adjusting to changes in funding, shifting student demographics, faculty retirements, the growth of distance learning, the omnipresence of technology, and the major issues facing society today that will require research-based solutions.” - Cite: 2Y2D website (above)

**Our Two Years Challenge:**

How do we ensure that we stay true to our vision, mission, and values while coping with rapidly declining state funding?

**Our Two Decades Challenge:**

How do we ensure that the decisions we make now reflect our combined sense of where we are going and set us up well to thrive in the 21st century?

**The SABP will guide us to:**

- Meet our mission, vision, and goals and function within our means.
- Assume full responsibility for expanding and using resources to their best advantage. (See Appendix U1, “Responsibility Centered Management: A 10-Year Nursing Assessment” article by Barron McBride, Neiman, Johnson, published 2000.)
- Enhance our work in an information-rich environment.
- Serve as a link between academic and fiscal planning.
- Encourage revenue generation (Robins and Rooney, 1995) and creative thinking.
- In using Activity Based Budgeting, empower the School to become financial management centers, largely retaining generated income, but also paying for direct and indirect activities costs.
- Manage resources so the academic mission is effectively met. (Whalen, 1996)
- More highly value and appropriately use the skills and abilities of administrative, fiscal, human resource, academic, research, and information systems staff members.
- Reduce the UW financial supplement over time with the goal of becoming largely self-supporting.

**Context – Our Framework:**

The context of this document is described in the School’s SABP “Framework” graphic. (See Figure 1 below.)

Our business plan is built using the principles of sustainability and a comprehensive structure of good business practices. It is informed by our strategy, vision, mission, and values and must be relevant to external factors and internal constraints.

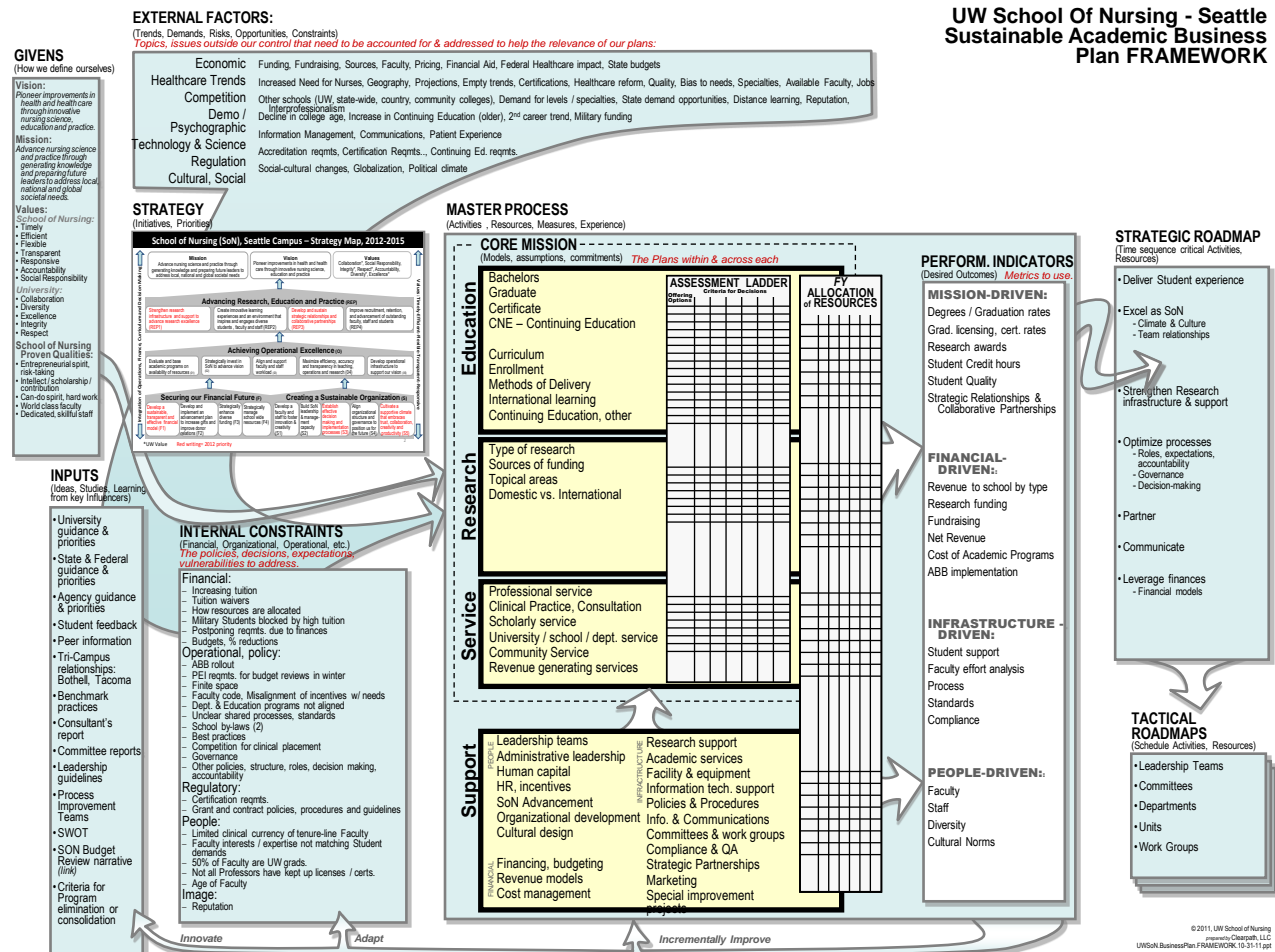
The “Balanced Scorecard” is a strategic planning and management system used to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals. We will establish key performance indicators and meet challenging goals in the four areas of sustainability that are key elements of a Balanced Scorecard: customers, finances, infrastructure, and people.

Fundamentally, we want to make a series of strategic and tactical changes. We will do this by first providing a Roadmap to sequence our priorities and balance our use of available resources. Second, we will charge leaders, teams, committees, units, and departments to create tactical plans to assess, plan details about, test, implement, and standardize best practices.

To do this effectively, we need to define what work we will do as a School, described by our Master Process. The Master Process and other tools will help our conversations and clarify our opportunities. SABP accounts for our research, education, and service efforts and the support resources critical to our operation. In this, we strive to improve our performance in both efficiency and effectiveness toward achieving results for our customers and our financial position. Further, we must invest in our infrastructure and people in order to best enable these results.

The Sustainable Academic Business Plan is not a passive document, but a structure of intentions that will be continually be informed, improved upon, and optimized by new inputs and feedback as we move forward.

Figure 1



**Consultants & Peer Review Reports and Recommendations:**

- Spring 2011 [Consultant's Report](#) (MacDonald Boyd & Associates) (See Appendix H.)
- Autumn 2011 [Peer Consultants Visit](#) (See Appendix I.)

Highlights: Although the external reviewers were asked to assess different aspects of the School, they found similar items in their reviews. Specifically, both reports remarked on:

1. Fragmentation. The School does not operate as a whole, but as a set of parts.
2. Culture. Lack of respect and civility.
3. Leadership and Governance. Lines of authority unknown, decision-making unclear, organizational structures redundant.
4. Strategic Plan. Tactical now; vision is needed.
5. Sustainable Academic Business Model. Needed to match academic activities to fiscal resources.
6. Communications. Improvements needed within the School and externally (e.g., students, donors, alumni).
7. Partnerships. Strengthen those with schools/colleges internal to UW, with clinical agencies, and with partners.

8. Standardization and Centralization. Review and improvement needed of all administrative and academic processes (e.g., HR, fiscal, curricular, IT).
9. Student Experience: Improve engagement, communication, and quality of educational and social experiences.

**What was done in Fall Quarter 2011, aligned with creating the SABP:** (See Appendix J for List of Accomplishments.)

### **Climate Workgroup**

- Created balanced staff-faculty Climate Workgroup with meetings every two weeks starting October 2011 to address School wide climate enhancement.
- Revising Scope document to target high priority, achievable outcomes.
- Co-sponsored with Staff Council 1 Fall quarter staff brown-bag to solicit concerns and suggestions for climate improvements and Climate Work Group activities.
- Obtained Faculty Council buy-in to co-sponsor 1 Winter quarter faculty brown-bag to solicit concerns and suggestions for improvements and Climate Work Group activities.
- Obtained Staff Council and Faculty Council buy-in to co-sponsor a Spring quarter joint staff and faculty brown-bag to build school-wide community and connectedness, articulate climate enhancements already achieved and additional targets for the remainder of the academic year.
- Initiated crafting of a climate definition for the School of Nursing at UW.
- Initiating a Recognition Checklist.
- Began posting in the SON Weekly Newsletter Climate Work Group Activities to make *visible* the work of the group and enhance school-wide community and connectedness.
- Developed a simple tool for SoN members to use to describe individual acts (no names) toward improving the climate---will be shared and used to build awareness.

### **Strategic Partnerships Workgroup**

- Identified the top 4 categories of partners that most closely aligned with school's mission and vision
- Inventoried existing partnerships and identified at-risk groups
- In the process of developing database to track existing partnerships
- Identified key data sources per category and elements that will inform current and future partnerships
- Reviewing structures and processes for developing and facilitating partnerships
- Identified structural and process barriers that would support international programs
- Reviewed organizational structures and administrative positions of peer institutions that have active global health programs (UCSF, Johns Hopkins, Penn and UNC Chapel Hill)
- Working on generic MOU/MOAs for future international partnerships
- Recommended structural and administrative changes to foster relationships/partnerships, including:
  - utilize faculty as the "public face" of the school to foster external partnerships/relationships
  - name an associate dean of community and global partnerships
  - convene a school-wide Partnership Committee of faculty, staff and students
- Completed a Memorandum of Understanding and Agreement with Saudi Arabia (Voss, et al.)
- Provided a detailed communication to the SoN about the Visiting Scholars Program (Bette Horishige) – changed processes and implemented an application and rolling admissions program
- Facilitated an agreement to co-sponsor Chiang Mai Conference (September 2012)
- Hosted China Medical University delegates on December 1, 2, 2011 (Horishige)

**Research Infrastructure**

- A subgroup developed detailed areas of focus for information gathering over the “lifecycle” of a grant to determine areas of strength and areas for improvements and then set priorities for recommended changes in the context of the Sustainable Academic Business Plan. These areas grouped logically into 3 main categories (each with two focal areas), and were represented on a worksheet, as detailed below.
- The Research Lifecycle information worksheet included three logical categories or “buckets” around which to further organize the work. Three sub-work groups were formed to address the following buckets and their focal areas: 1) Fostering research climate in the SoN and Planning, 2) Pre award and Start up, 3) Post award implementation and Closeout. The subgroups further detailed targeted activities within each focal area to then identify what was currently happening and further information needed to evaluate the current research infrastructure. Additionally, they started pulling together relevant resources (e.g., checklists, job descriptions) from across units to identify tools that might be helpful to others if they are consolidated and disseminated.
- Subgroups formed for the main categories 1, 2 and 3 listed above have met multiple times to finalize the more detailed aspects of their “buckets” and to generate questions and specific target areas for evaluation that will be the basis for data collection. Options include: an online survey, meetings with departments, focus groups or meetings with individuals or a combination of these. Data gathering will include both faculty and staff. The RI group is working to reduce redundancy and organize and streamline questions across the three areas of evaluation and is sensitive to collecting this information with minimal impact on faculty and staff time while still gathering information that will provide guidance on strengthening the RI.

**Sustainable Academic Business Plan (SABP)**

- Completed research, data collection, modeling, analyses, and review necessary to populate the SABP Assessment Ladder (AL) document, assessing twenty-two educational offerings across seven criteria, six of which were developed for Budget Initiative 3 (Summer 2011) and refined at the Fall faculty retreat and one (Revenue) that was added by the SABP workgroup. Eight subgroups were formed to focus on the seven criteria and on internal factors/external constraints. The iterative AL development process was conducted by SABP staff and faculty team members and engaged dozens of internal and external stakeholders. The process was advanced with regular education about the developing process and vetting of advancing drafts by Shared Leadership Council. The target goal of at least 90% confidence in AL information was achieved. Two criteria (Cost and Faculty Capacity) were audited for quality control assurance. Within the context of total GOF funding for the FY11 assessment period, <1% error was found in Cost criteria data. For Faculty Capacity, a similarly-small error rate was found that, ultimately, did not change offering assessment in terms of Faculty Capacity ratings. Workgroup results were summarized in the Assessment Ladder, as well as documented in dozens of supporting documents, all available to School of Nursing faculty and staff members on SharePoint.
- Presented SABP Assessment Ladder Criteria and Internal Factors/External Constraints to SLC members in eight hourly presentations during an all-day SABP Salon on December 9.
- An SABP subgroup conducted an extensive review of external factors and internal constraints, documented these in a series of nine documents available via the SABP Documents SharePoint site, and shared results at the December 9 SABP Salon.
- Created and published a narrated PowerPoint presentation about Sustainable Academic Business Plans (definitions and goals), the SABP team, the Assessment Ladder process with a focus on criterion specifics, and proposed next steps. Link was sent to all School of Nursing faculty and staff.
- Formed SABP Think Tank to build-out the Sustainable Academic Business Plan.

**Other work accomplished:**

- Mapping of clinical agreement process and resulting streamlining.
- Professional and Continuing Education planning for Summer Quarter 12; standardization of cost model.
- Accelerated Bachelor of Science in Nursing (ABSN)/BSN initiative analysis to consider right-sizing of both programs. (See Budget Initiative 4.)
- Faculty voted on motions to recommend the Doctor of Nursing Practice degree as entry point for advanced practice nursing education and to eliminate and/or consolidate some programs through the UW RCEP (Reorganization, Consolidation, and Elimination Procedures) process.
- Other workgroups created (organizational charts, mail lists, financial aid/scholarships, Summer Quarter and Professional and Continuing Education programs, “double clinical” concurrent enrollment process improvement, and student communications).
- Peer Dean Consultation visit November 7–9, 2011.
- SoN Human Resources processes streamlining and standardizing begun.
- TIER assessment completed by UW Information Technology.
- Educational sessions offered for faculty/staff (meeting facilitation [3]; team effectiveness [2]; continuous improvement; ethics/law).
- Costing analysis completed for non-instructional support (central and departmental).
- Gained and shared understanding of impact from Activity Based Budgeting.

Figure 2

UW School of Nursing		Assessment Ladder										Sustainable Academic Business Plan									
DECISION CRITERIA:																					
OFFERING OPTIONS		Cost analysis for programs	Revenue Tuition & fee-based	Applicants student demand / enrollments, market demand	Faculty capacity clinical, teaching, research, expertise	Leverage demonstrated opportunities to bring in new funds/sources of funds including donors, research, training grants	Uniqueness of the programs, other programs in the region	Societal needs most pressing local, national, and global societal (health) priorities that UW/SON are called upon to address	COMMENTS												
EDUCATION																					
W	A	FTE	TOTAL RATING	All T-T	\$\$	WHY	RATING	\$\$	WHY (\$= Rev per FTE per Qtr.)	RATING	WHY	RATING	Gap in Context	WHY	RATING	WHY	RATING	WHY	RATING	WHY	COMMENTS per OFFERING
<b>Bachelors</b>																					
WA				\$3,667	\$2,891			\$2,402,120	\$3,257 4%		Ave. app=394.8/yr for 96 slots; High acceptance rate=92% (92.2/99.8); Steady increase in last 2 years; not affected by no Graduate-Enter in Nursing (GEPN) offering			Significant NTT FTE would need to be assumed by TT.		Private donations (alumni support, other gifts) very strong; Donated faculty, preceptors all speaks to community involvement/ support; HRSA grants add value to program		Nearly every university has a BSN program; One of the 5 in the Puget Sound area, but UW is the only one with a honors program and at a university with other health sciences could promote inter-professional collaboration and training; It is also one of the only 8 (of 20) identified offerings that are housed in universities with health		While their preparation may seem out of alignment with priorities, they are the generalist working across settings / populations and the pool required for everything else; IOM recommendation	Core Mission
<b>EXAMPLE EXCERPT</b>																					
<b>Graduate</b>																					
Master of Nursing																					
Master of Science																					
MN/MPH Concurrent Degree Program																					
Doctor of Nursing Practice																					
Doctor of Philosophy in Nursing Science																					
<b>Grad Cert Prog in Adv Practice Nursing</b>																					
<b>CNE - Continuing Education</b>																					
<b>EDUCATION TOTAL:</b>				\$77,066	\$67,508			\$7,142,400	\$72,825												
<b>SPONSORED PROJECTS e.g. RESEARCH</b>																					
<b>Research</b>																					
<b>Training</b>																					
		0																			Federal, always 8%F&A
<b>Fellowships</b>																					
		0																			Federal, no F&A but SON admin costs, just pass-thru for SON
<b>Other</b>																					
		0																			minor volume, no F&A, often tuition subsidy
<b>SPONSORED TOTAL:</b>				\$0	\$0			\$0	\$0												
<b>SERVICE</b>																					
<b>Revenue generated</b>																					
		0																			
<b>Department &amp; So</b>																					
		0																			
<b>University</b>																					
		0																			
<b>Community</b>																					
		0																			
<b>Professional</b>																					
		0																			
<b>SERVICE TOTAL:</b>				\$0	\$0			\$0	\$0												
<b>SCHOOL TOTAL: (Educ.,</b>				\$0	\$0			\$7,142,400													

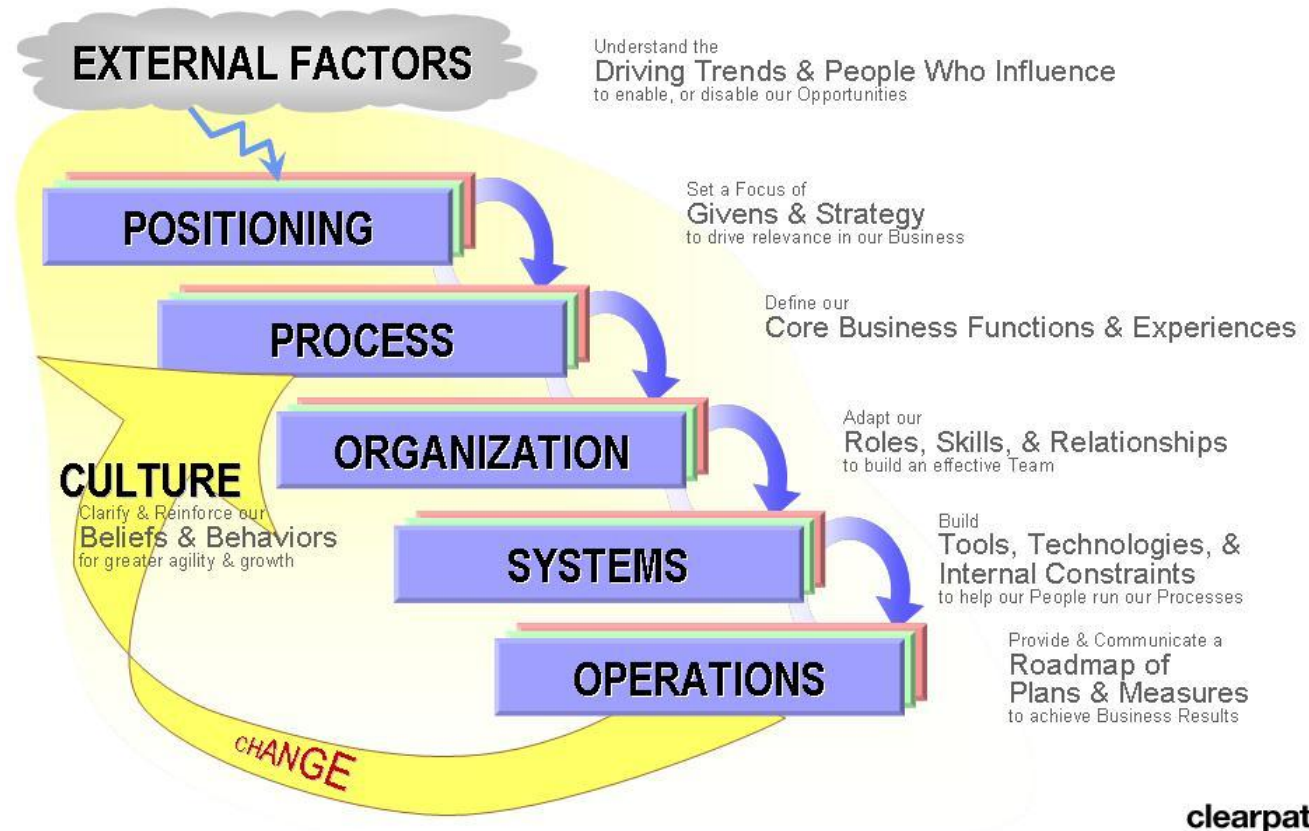
**The Structure of this Plan**

The elements of a Sustainable Academic Business Plan can be conceptualized using a “Waterfall Framework” (See Figure 3). Effective operations are relevant to their environment of external factors, i.e., driving issues and people who influence. These factors can bring us opportunities or risks. Within the context of external factors, we choose what we will do and how we will position ourselves in our environment and set out goals. Process then defines how we will do our work to achieve our goals. We need to organize our people to run our processes, do our work, and achieve our goals in our environment. In order to leverage our people, we must give them systems to help run their processes and to achieve their goals. In reality, all of this must be orchestrated through planning, measuring, and managing operations, thus enabling our systems to help our people run our processes and achieve our goals in our environment. Resulting changes will help us to clarify and reinforce our beliefs and behaviors, thereby improving our culture. While we may know many of the parts of the system, our opportunity is to build a robust and shared way of doing it together. This will give us the best chance to set standards as a School, delivering the greatest value to our internal community and external stakeholders.

Figure 3

# Elements of Business

...the “Waterfall” Framework



# III. EXTERNAL FACTORS

## DRIVING ISSUES & PEOPLE WHO INFLUENCE

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

Understanding external factors helps us anticipate critical trends that present opportunities or risks to our School. Also, we must recognize the people and organizations that influence or are influenced by our work; they are often our customers or partners. Understanding who they are, what they do, and how we relate to them and their issues affects our ultimate success. By design, we include external factors and key people and organizations that contribute to our effectiveness.

### **Develop a plan to engage key stakeholders – People and Organizations**

(This work is in progress by the Partnerships and Relationships Workgroup, led by Brenda Zierler.)

Identify and engage key stakeholders in planning and implementation processes. These include but are not limited to:

- University of Washington community
- Clinical organizations and their chief nursing officers and delegates
- Peer and local educational programs
- National, state, and local policy makers
- International partners
- Actual and potential funding sources
- Accreditors

This process and these data need to be centrally coordinated and systematically fed into the decision-making process. (See Appendix C for Activity Scope)

### **Develop a plan to manage External Factors (Driving Trends and People who Influence)**

(This work was begun by the SABP External Factors Subgroup, led by David Allen)

Design a coordinated process to identify key external factors as they emerge, evaluate key information, and integrate the synthesis of same into the planning and decision-making process.

See Appendix K which includes an Impact Summary for the following categories:

- Economic. Develop innovative business models to engage international commitments. Identify new sources of funding to support faculty recruitment and retention.
- Healthcare Trends. Follow emerging trends and evaluate same to inform SABP.
- Competition. Analyze emerging competition from public and private universities and on-line programs; develop response plans. Develop educational models that lead nursing education into the future.
- Demographic/Psychographic. Develop a marketing plan to attract outstanding, diverse faculty, staff, administrators, and students.
- Technology & Science. Identify emerging opportunities for innovation.
- Regulation and Compliance. Track and respond to regulatory changes and compliance requirements by state and federal agencies.
- Cultural/Social. Update criterion related to societal needs and priorities.
- Interprofessional training, education, and research. Work with others at UW to create new opportunities for engagement and innovation.

## IV. POSITIONING

### GIVENS & STRATEGY

*Our focus and how we define ourselves: Our Vision, Mission, Values, Distinctive Competencies, and Strategies*

To achieve our vision, have a clear focus, and pursue meaningful goals, we must pay attention to our environment of external factors and people who influence us. Our direction and purpose will be evident to everyone we contact. It will guide change, facilitate our conversations and development, enable appropriate investment, and help us efficiently and effectively use our resources. We have organized our work into a Strategic Framework so that we can assure that our research, education, and service are relevant and our priorities are clear and adaptable over many years.

#### **Our Givens:**

**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:** Collaboration\*, social responsibility, integrity\*, respect\*, accountability, diversity\*, and excellence\* (\*Also are UW Values.)

**SoN Internal Working Behaviors:** Timely, efficient, flexible, transparent, and responsive.

#### **Our Distinctive Competencies:**

Research in nursing science defines the core of the School's distinctiveness. Collaboration with investigators in other disciplines with an undergraduate and Health Sciences campus enables faculty to stay on the cutting edge and successfully compete for external funding (as well as or better than any school in the country) to improve health and health care.

Decades of leadership in basic and advanced practice nursing education has kept the school nationally ranked. With increasing calls for systems-level thinking, evidence-based practice, and translational science, the School has unmatched resources for responding. A rich tradition of valuing diversity and social justice means the school is committed to linking these calls to address health inequalities and develop a diversified workforce.

Our Bachelor of Science in Nursing (BSN) Honors program, Accelerated Bachelors of Science in Nursing (ABSN) program, and longstanding global presence (both through international students and scholars studying here and partnerships with other universities in other countries [e.g., Thailand, Costa Rica] are evidence of these commitments to meet emerging societal needs.

As the oldest PhD-granting School of Nursing in the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) region, we have prepared generations of nurse researchers and educators who have gone on to support emerging nursing programs across the region, country, and world. Despite challenging budgetary times and competition from the private sector, the School's work is sustained by talented and dedicated staff.

**We need to prioritize research foci, educational program offerings, and service.**

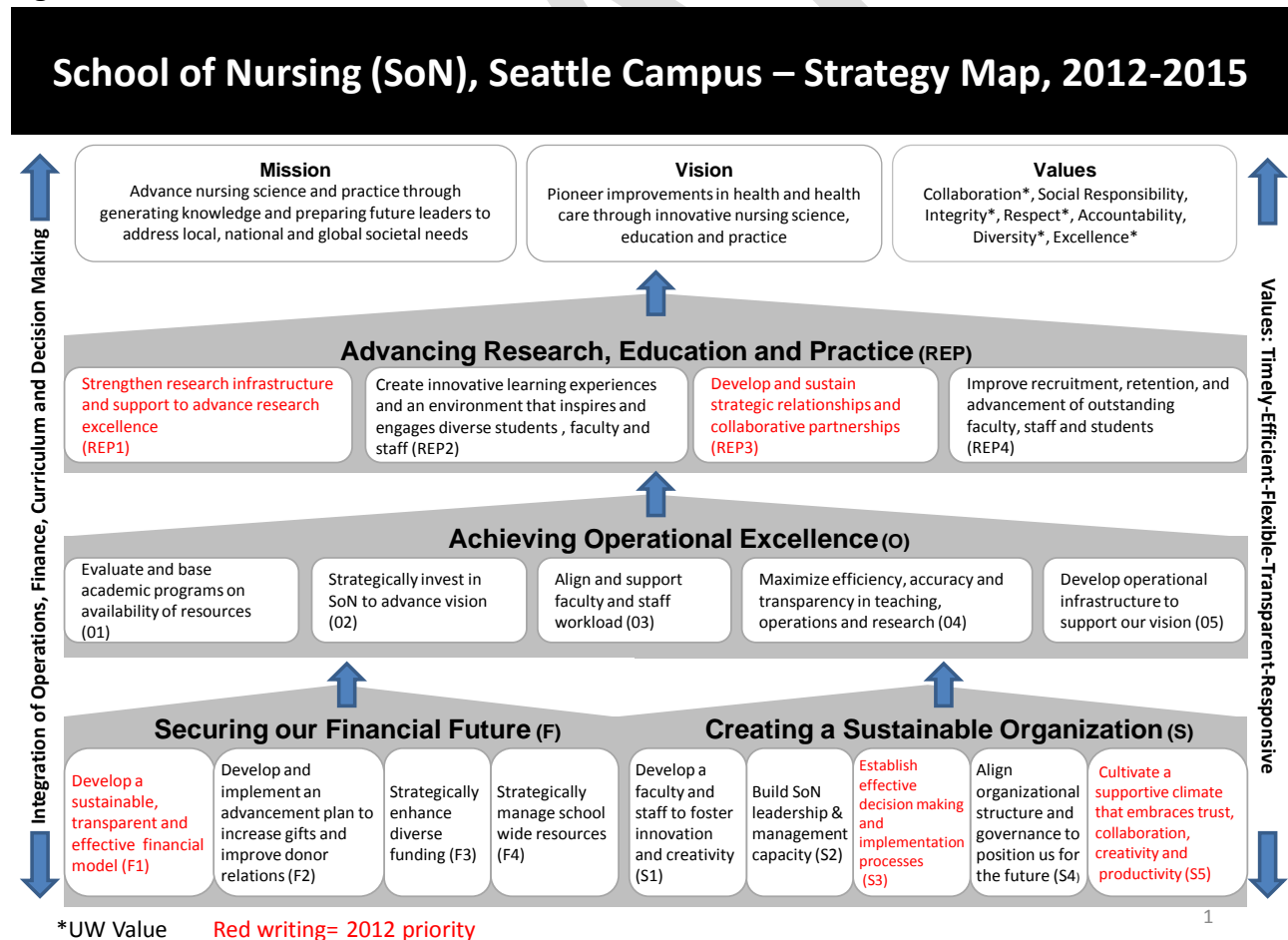
- Analyze actual and potential competition and research, education, and service goals to identify competencies that are required to sustain and improve our market position.
- Clarify what we want to be known for in the context of health care reform, societal needs, and stakeholder feedback.
- Deliver an optimal mix of educational offerings.
- Assure that educational offerings are high quality, responsive to student and stakeholder needs, affordable and sustainable, and efficiently and effectively offered.

**Implement our strategic imperatives and their specific initiatives:**

Workgroups have been assigned to specific strategic initiatives. "Activity scopes" guide teams as they focus on planning, doing, checking, adjusting, and standardizing changes in the organization. Initiatives in red type (below) are priorities for academic year 2011-2012. Initiatives in black type (below) will guide activities through 2015.

*Note: Other Initiatives that will address the need for "big picture" integration across these strategic efforts and other School activities/assets will be identified in the Process, Organization, Systems, and Operations sections of this Business Plan.*

**Figure 4**



# V. PROCESS

## CORE BUSINESS FUNCTIONS & EXPERIENCES

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

Process is what we use to achieve our goals. To ensure our success, we will develop a “big picture” context for what we do as an academic enterprise. Our “Master Process” approach will provide a way for us to achieve goals, balance diverse issues, and orchestrate activities and resources. Our approach will describe how best to deliver value to all influencers, be proactive, and improve the experience for our students. It will clarify how our people and relationships fit with activities, maintain compliance with regulatory and accreditation standards, use our systems, and measure our progress to achieve desired outcomes of our school.

### **The following core processes will be addressed through our work:**

- Deliver academic programs.
- Conduct, disseminate, and translate research.
- Serve our school, university, profession, and community.
- Collaborate with internal and external partners to support student clinical learning and faculty research.
- Generate additional and/or new revenue.
- Conduct and sustain infrastructure and support processes.

### **We do this by creating the SON Master Process:**

The Master Process creates a single picture that describes a shared reality of how we do what we do. It builds on what works now and what is to become in the near-term.

- Complete the Master Process as a structure for all of the School’s key activities, assets, and desired outcomes.
- Create detailed process maps where needed for critical processes.
- Use quality improvement tools to improve critical processes.
- Show how pieces of every operation fit together.
- Build a new understanding and appreciation of processes by those managing or being affected by them.

### **We will define and improve the Student Experience**

Students enrolled in our programs are academically strong, interested in active engagement, and seek a school community and supportive learning environment. Academic Services plays a key role in recognizing and supporting positive student experiences. Based on Consultant and Peer Reviews, we identified three major areas for immediate improvement: facilitating transparent and frequent communication with students; strengthening our student organizations; and, simplifying web access to student policies and information. Academic Services has started these improvements by establishing a collaborative communication team with the goal of developing standard and transparent communication practices. We are working with existing student organizations in the School across degrees and programs by having collaborative quarterly meetings working on climate improvement across students, faculty, and staff. Two Town Hall meetings addressing student questions and concerns about changes in the school were held in the latter half of 2011, and Academic Services will continue regular community meetings with students. Academic Services is also refining and simplifying the design of and access to the School’s website and student policies. In addition to the efforts of Academic Services,

the School's Climate Team is seeking student representation for recognition programs and climate improvement. The School's Curriculum Committees have student representation.

Once these fundamentals are in place, we will evaluate and improve the overall design of the student experience using best practices.

## VI. ORGANIZATION & CULTURE

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

Faculty, staff, and administrative teams must be defined and designed to run the processes to achieve our goals in our environment. Each faculty and staff member and administrator must recognize and value how their activities and processes contribute to the timing and quality of our desired outcomes.

Our culture is our greatest enabler. The behaviors of our people help us see, understand, and do what we need to do while having effective conversations and healthy relationships along the way. We will use our Master Process work to gather information that improves our organization and better enables an effective working climate.

### **Evaluate Faculty/Staff Workload**

A comprehensive evaluation of all aspects of the faculty role will be completed to ensure cost-effective, high-quality educational priorities, sufficient time for scholarship, and efficient use of time for service. Research, teaching, and service components will be analyzed for each faculty member and standards will be set for faculty workload and implemented to align with available resources. All administrative functions of the School will be examined, organized, and supported according to their alignment with the strategic priorities of the school. This will include an analysis of staff workload throughout the School.

### **Assure Optimal Infrastructure to Support our People**

- Establish clear policies and procedures that are accessible, consistent, practical, and easily understood.
- Ensure that resources for research, teaching, service, and support are provided as appropriate.
- Establish a common understanding for governance and decision-making.
- Strengthen relationships.
- Clarify roles.
- Develop skills.
- Recognize good work.
- Manage workload.

### **Create and Reinforce the Culture we need:**

- Establish and adhere to a plan for positive workplace norms and behaviors to be used within the School and with our customers and stakeholders.

## VII. SYSTEMS

### TOOLS, TECHNOLOGIES, & INTERNAL CONSTRAINTS

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

Our systems help our people do their work, know their boundaries, have effective conversations, and stay focused on our purpose to meet our goals, in our environment. At their best, systems facilitate effective use of time and the value of our contribution to our organization and our processes, to achieve our best positioning in our environment.

#### **Standardize systems**

The overarching theme of what needs to occur in the School is to establish and sustain broad ownership and standardization of both internal systems and external methods in order to reduce costs, errors, and rework while increasing efficiency, consistency, and compliance. Internal systems refer to those systems that are directly related to the daily business of the School. External systems refer to methods and tools used between the School and its external partners.

#### Internal Systems

The majority of the internal work relates to establishing consistency in policies and procedures in the following areas:

- Education: e.g., curriculum management, faculty teaching and administrative workload and assignments, oversight and review of program offerings (e.g. curriculum, fiscal efficiency, community value), and compliance with accreditation.
- Research: e.g., grant proposal pre- and post-award support, budgeting, accounting, and reporting and support for innovation.
- Support: e.g., information systems (how to evaluate these systems, how to allocate funds, how to assess Center for Excellence in Nursing Education [“Learning Lab”] and other technology units for efficiencies, creating distance learning opportunities); systematizing/standardizing how payroll, travel, calendaring, and mail lists are managed; assessment of activities that improve school climate; assessment of work space utilization and allocation; standardization of purchasing processes; standardization of academic and staff human resources functions.
- Organizational structure: e.g., analyze, consolidate, right-size, and reorganize to create the best mix of faculty, staff, administration, and functional units to serve SoN.

#### External Systems

External systems that need to be standardized are centered on:

- School partnerships with external agencies (academic and clinical practice).
- Processes that focus on international students/visiting scholars.
- Compliance with state, federal, and agency requirements.
- Interprofessional vision at the UW.

### Addressing our Internal Constraints Summary

The School, having a long history as the Number One School of Nursing in the US, with well-funded research and high demand for its educational offerings, is now facing realities of continuing financial constraints and the need to deliver education in new and different ways. In the past, the School has not had to match educational offerings to fiscal constraints, have tenured faculty increase their teaching load, or manage work and achieve outcomes without fully-funded administrative support. Now, the School (and it is not alone at UW) is faced with an imperative to streamline, consolidate, and create consistent processes with less staff and more centralization and with less departmental autonomy or control. The School also needs to improve its work culture, as noted by both external review groups, to create a climate of engagement, support, and inclusiveness with well-understood, accepted, and behaved norms of respect and appreciation. To reach this goal that will result in attracting and retaining the best faculty, students, administrators, and staff, the School will need to build and agree to behavior norms and provide skills training and feedback.

Our Constraints and what they mean is summarized in the reference document “Internal Constraints Summary.”

(See Appendix L)

## 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.*

We must manage our systems to help our people run our processes in order to achieve our goals in our environment. We will set challenging goals for how we accomplish our activities, use our time, and spend our dollars. We will review our progress regularly to make sure that we are on-track, both strategically and tactically. We will create an operational set of metrics (also known as a "dashboard") to measure our progress by first creating baseline metrics and then monitoring for continuous improvement. We will all have ownership in moving forward and making on-going, coordinated improvements in our assets: people, places, and things.

### **Plan and implement our strategic plan. Manage and measure performance. Establish teams and address needs.**

Establish the appropriate structural groups to be in place to optimize implementation of the SABP either through or in collaboration with faculty governance structures and processes that are already in place.

- Identify needed groups and/or established faculty governance groups; including but not limited to School leadership team(s), committees, work units, and departmental groups.
- Determine the composition, needed skills, number of members, and responsibilities.
- Establish group charters.
- Ensure that groups understand their assignments to meet their objectives (i.e., use an “Activity Scope.”)
- Establish baseline measures and track progress regularly.

The detailed Roadmap (Initiatives and Activities, with time sequence) follows the conclusion below.


















# IX. CONCLUSION

This work describes the beginning of a different way of doing work at the School 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 effort began in late September 2011. Faculty and staff together, with support and engagement from School leadership, students, external partners, and alumni, will support the success of this plan.

The SABP is expected to be updated twice a year, with changes to the Roadmap as needed. The SABP is dynamic and must change to be effective. That said, a sense of predictability and consistency in methods is required, so that changes are made to needed activities, but not to the framework of the effort.

We thank the dozens of people who helped create this framework, and we thank in advance all who will be touched by it. Please see Appendix V for a list of all who have helped to date.

Ideas and feedback are welcomed at this point and in the future. Please send any to [slcson@uw.edu](mailto:slcson@uw.edu)

<b>SABP Roadmap of Initiatives and Time Sequence</b>										
<p>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.)</p>						<p><b>Legend</b></p> <p>Started </p> <p>Strategy Map strategy </p> <p>Planned Priorities </p> <p>FY Quarter 3 (Winter) </p> <p>Separator for Strategic Theme </p>				
						<b>Time Sequence</b>				
<b>Initiatives and Activities</b>		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)										

<b>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)</b>									
- Research Assessment									
- Educational Offerings Assessment									
- Degree Programs									
- Graduate Certificates									
- Continuing Nursing Education									
- Service Assessment - School, UW, professional community, broader community									
- Support functions (school, department)									
<b>Complete Provost budget package</b>	<b>Vicky</b>								
<b>Advance Research, Education &amp; Practice (REP)</b>									
	<b>Work Group Lead(s)</b>	<b>In Progress from 2011</b>	<b>3rd Qtr (Wtr) FY 2012</b>	<b>4th Qtr (Spr) FY 2012</b>	<b>1st Qtr (Su) FY 2013</b>	<b>2nd Qtr (Fall) FY 2013</b>	<b>3rd Qtr (Wtr) FY 2013</b>	<b>4th Qtr (Spr) FY 2013</b>	<b>1st Qtr (Su) FY 2014</b>
<b>Strengthen research infrastructure &amp; support to advance research excellence (REP1)</b>	-								
- Complete UW audit of research	<b>Internal Audit</b>								
- Explore adding resources for faculty in Summer Fellows Program	<b>Joie</b>								
<b>Create innovative learning experiences &amp; an environment that inspires &amp; engages diverse students, faculty &amp; staff (REP2)</b>									
- Define the student experience	<b>AS</b>								
- Develop plan to improve communications with students	<b>Dagmar</b>								
- Develop international program model	<b>Brenda</b>								
<b>Develop &amp; sustain strategic relationships &amp; collaborative partnerships (REP3)</b>	-								
- Develop strategic partnership model	<b>Brenda</b>								
<b>Improve recruitment, retention, &amp; advancement of outstanding faculty, staff, &amp; students (REP4)</b>									
<b>Achieve Operational Excellence (O)</b>									
	<b>Work Group Lead(s)</b>	<b>In Progress from 2011</b>	<b>3rd Qtr (Wtr) FY 2012</b>	<b>4th Qtr (Spr) FY 2012</b>	<b>1st Qtr (Su) FY 2013</b>	<b>2nd Qtr (Fall) FY 2013</b>	<b>3rd Qtr (Wtr) FY 2013</b>	<b>4th Qtr (Spr) FY 2013</b>	<b>1st Qtr (Su) FY 2014</b>
<b>Evaluate &amp; base academic programs on availability of resources (O1)</b>									
- Assess if more programs should move to PCE	<b>Patti/co-lead</b>								
- Set Enrollment Targets (cohort, class sizes)	<b>LT</b>								
- Understand RCEP process - roles, responsibilities, levels, etc.	<b>LT</b>								
- Manage DNP transition (recruiting, curriculum)	<b>Maggie</b>								
- Address double clinicals issue for undergraduate placements	<b>Betty</b>								

- Plan for development of tenure-line faculty expertise to teach in BSN/ABSN	Betty								
- Begin reorganization and consolidation of DNP specialties									
- Develop plan to enhance ABSN advising for Summer Quarter 2012	Betty								
<b>Strategically invest in SoN to advance vision (O2)</b>									
- Create visionary strategic plan (as opposed to current more tactical plan)									
<b>Align &amp; support faculty &amp; staff workload (O3)</b>									
- Evaluate Faculty / Staff Workload	Frank								
- Set a standard for consistent teaching loads	LT								
- Explore increasing full-time senior lecturer appointments	Bridget								
- Examine and plan to reduce faculty and staff workload	Climate Team								
<b>Maximize efficiency, accuracy, &amp; transparency in teaching, operations, &amp; research (O4)</b>									
- Consolidate school support services									
- Assess academic administrator percentage (benchmark)	Frank								
- Assess Big Idea 2 - move to two or no departments									
- Involve key Chief Nursing Officers in curriculum, clinicals	Brenda								
- Establish Summer Quarter faculty incentives and standards									
- Explore Academic Human Resources school work consolidation	Bridget								
<b>Develop operational infrastructure to support our vision (O5)</b>									
- Assess Finance and Administration function									
- Standardize systems									
- Plan and implement our strategic plan. Manage, & measure performance	Ruth								
- Build operational dashboard and tracking process	Ruth								
<b>Secure our Financial Future (F)</b>									
	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
<b>Develop a sustainable, transparent, &amp; effective financial model (F1)</b>	-								
- Monitor ABB impact	Eric								
- Cost out educational offerings	Frank								
- Develop enrollment models (entry and class size)	LT								
- Develop tuition-setting philosophy & set tuition	LT								
- Build understanding of SoN budget	Eric								
- Identify funds for innovation	Eric								
- Identify expense for time spent on unfunded internal or external service	Frank								
- Develop plan to and increase reserves	Eric								
- Streamline fiscal and administrative processes across school	Eric								
- Model a school-wide compensation and classification system for staff	Bridget								
- Analyze Research Cost Recovery (RCR) fund distribution	Eric								
- Develop a standard for equipment purchase and support	Eric								
- Explore 12-month faculty appointments (desirability and cost)									

<b>Develop &amp; implement an advancement plan to increase gifts &amp; improve donor relations (F2)</b>									
- Improve donor and foundation relations	Phillippa								
- Define how best to use Advisory Board and recruit	Phillippa								
<b>Strategically enhance diverse funding (F3)</b>									
- Increase financial aid distribution / increase aid									
<b>Strategically manage school-wide resources (F4)</b>									
- Create active and passive information resources and communication	Phillippa								
- Optimize technical resources									
- Analyze space needs, allocation, and use	Eric								
<b>Create a Sustainable Organization (S)</b>									
	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
<b>Develop a faculty &amp; staff to foster innovation &amp; creativity (S1)</b>									
- Develop approach to internal training and development									
- Analyze staff turnover	Frank								
<b>Build SoN leadership &amp; management capacity (S2)</b>									
- Participate in Dean search									
- Identify leadership and staff development approach	Climate								
- Plan for leadership succession (faculty and staff)									
<b>Establish effective decision-making &amp; implementation processes (S3)</b>									
- Understand, streamline, standardize, document all school processes	Maggie								
- Develop and use common templates and tools	Ruth								
- Formally introduce quality improvement / Lean approaches									
- Big Idea 1: Assess and plan for central consolidation of support processes	Eric								
- Improve Center for Excellence in Nursing Education (learning lab, existing and new) process improvement	Juvann								
- Create Distance Learning class process - classes and approach	Lyn Bond								
- TIER process improvement	Mark								
- Streamline and standardize clinical supervision and placement process	Betty								
- Create email standards & lists	Kerry								
- Identify process for awarding professorships	Phillippa								
- Develop approach to triaging/responding to information requests	Dagmar & TIER								
- Improve curriculum planning process									
- Create plan for ongoing student and faculty immunization	Carolyn								
- Improve meetings management across school	Climate								
- Improve on-boarding process for faculty and staff	Staff Council								
- Improve Memorandum of Understanding (agencies, international, partners) processes	Brenda & Betty								
- Establish post-tenure review process									

<b>Align organizational structure &amp; governance to position us for the future (S4)</b>									
- Establish governance workgroup	Ruth & Carol								
- Assess organizational structures									
- Assess Big Idea #2, moving from 3 to 2/0 departments									
- Assess advancement function									
<b><u>Cultivate a supportive climate that embraces trust, collaboration, creativity &amp; productivity (S5)</u></b>	-								
- Identify what a positive workplace is	Climate								
- Create recognition model for staff and faculty	Climate								
- Develop conflict resolution approach	Climate								

### Glossary:

- **Balanced Scorecard:** The balanced scorecard is a strategic planning and management system used to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals. The typical balanced scorecard aligns activities in four areas: customers, finances, infrastructure, and people.
- **Master Process:** The Master Process describes how every activity, system, resource, and person is connected to each other and linked to the strategic goals and initiatives of the organization. It is valuable for orienting every team member on how they, and their more detailed processes, fit into the big picture. It provides a framework for adapting and improving efficiency and effectiveness in every dimension of the educational, research and service delivery experiences.
- **Operational Dashboard:** Compilation of performance measures enabling evaluation of progress toward achievement of strategy map objectives over time. Operational dashboards generally track key performance indicators for internal processes.
- **Strategic Roadmap:** Graphical tool used to outline strategic initiatives, sequence priorities and balance use of available resources.
- **Strategic:** At the highest level of plans, identifying longer-term direction.
- **Strategy Map:** A diagram used to document the primary strategic goals being pursued by an organization or management team.
- **Tactical:** At the lowest level of plans, identifying detailed, immediate action steps, individuals accountable for steps, sequencing of steps, and expected outcomes.
- **Tactical Roadmap:** A detailed diagram used to document action steps, individuals responsible, sequencing of steps, and expected completion dates. SoN is using Activity Scopes (see Appendix C) for this purpose.

### SAPB Appendices:

A	Glossary of Terms
B	School of Nursing Strategy Map
C	Workgroup Charters Strategic Workgroups
C1	• Climate
C2	• Partnerships

C3	<ul style="list-style-type: none"> <li>• Research</li> </ul>
C4	<ul style="list-style-type: none"> <li>• Sustainable Academic Business Plan</li> </ul>
	Operational Workgroups
C5	<ul style="list-style-type: none"> <li>• Clinical Affiliation Agreements</li> </ul>
C6	<ul style="list-style-type: none"> <li>• Communication (with Students)</li> </ul>
C7	<ul style="list-style-type: none"> <li>• Financial Aid</li> </ul>
C8	<ul style="list-style-type: none"> <li>• Learning Lab</li> </ul>
C9	<ul style="list-style-type: none"> <li>• Mailman Lists</li> </ul>
C10	<ul style="list-style-type: none"> <li>• Organizational Charts</li> </ul>
D	Big Ideas Summary document
E	Letter from Provost Wise charging the School of Nursing Steering Committee 6-10-11
F	Letter from Provost Wise on Steering Committee 6-16-11
G	Financial/Budget Graphics
H	McDonald-Boyd External Consultant Report
I	Peer Dean Consultants Final Report
J	Nursing Accomplishments for July 1 – December 31, 2011 and Goals for January 1 – June 30, 2012
K	External Factors Impact Summary
L	Internal Constraints Summary

### Appendices documents not explicitly mentioned in the Plan

M	DNP Talking Points
N	School of Nursing Fact Sheet
O	School of Nursing Organizational Chart (Departments and Units)
P	Assessment Ladder – 4 page version
Q	Admissions and Enrollment data table and graphics
R	Benchmark of Tuition and Fees for Academic Year 2011-2012
S	TIER Technical Assessment
T	Sustainable Academic Business Plan supporting documents
	<ul style="list-style-type: none"> <li>• Applicants</li> </ul>
T1	<ul style="list-style-type: none"> <li>○ AL_Applications-Offers_Summary-120211</li> </ul>
	<ul style="list-style-type: none"> <li>• Cost</li> </ul>
T2	<ul style="list-style-type: none"> <li>○ Current Curr-Act Enroll BIG3 inc PhD</li> </ul>
T3	<ul style="list-style-type: none"> <li>○ SoN FY2011 Instructional Costs for Educational Offerings 12-9ver</li> </ul>
T4	<ul style="list-style-type: none"> <li>○ Templates all programs combo 12-9-11 (~400 pages in pdf)</li> </ul>
	<ul style="list-style-type: none"> <li>• External Factors and Internal Constraints</li> </ul>
T5	<ul style="list-style-type: none"> <li>○ 4 vs 3 quarter programs</li> </ul>
T6	<ul style="list-style-type: none"> <li>○ AACN DNP</li> </ul>
T7	<ul style="list-style-type: none"> <li>○ AACN PhD</li> </ul>
T8	<ul style="list-style-type: none"> <li>○ Diversity report 2011</li> </ul>

T9	<ul style="list-style-type: none"> <li>○ Health Care Reform and Specialty Programs Survey</li> </ul>
T10	<ul style="list-style-type: none"> <li>○ Health Care Reform and the Interface with Nursing</li> </ul>
T11	<ul style="list-style-type: none"> <li>○ Initiative 3 Report 091011</li> </ul>
T12	<ul style="list-style-type: none"> <li>○ Initiative 3 Tables 090111</li> </ul>
T13	<ul style="list-style-type: none"> <li>○ UW SoN Business Plan Framework Worksheets 10-16-11</li> </ul>
	<ul style="list-style-type: none"> <li>● Faculty Capacity</li> </ul>
T14	<ul style="list-style-type: none"> <li>○ FAC CAP slide combined edits 12-03-11 (2)</li> </ul>
T15	<ul style="list-style-type: none"> <li>○ Faculty Capacity Model Comparison Summer-SAPB 11-21-11</li> </ul>
T16	<ul style="list-style-type: none"> <li>○ Faculty Capacity BSN TT Clinicals 12-8-11</li> </ul>
T17	<ul style="list-style-type: none"> <li>○ (omitted older version of T18 from Appendix)</li> </ul>
T18	<ul style="list-style-type: none"> <li>○ 2011 Fac Cap option details 1-20-12</li> </ul>
T19	<ul style="list-style-type: none"> <li>○ SON TT RN Faculty licensed in Washington as RN</li> </ul>
T20	<ul style="list-style-type: none"> <li>○ Table F8 Licensed NPs in SON 1-20-12</li> </ul>
	<ul style="list-style-type: none"> <li>● Leverage</li> </ul>
T21	<ul style="list-style-type: none"> <li>○ SAB Leverage Survey Results 11-21-11</li> </ul>
	<ul style="list-style-type: none"> <li>● Revenue</li> </ul>
T22	<ul style="list-style-type: none"> <li>○ 01 FY11 SAB Program Revenue Nov 09 11 final EO State</li> </ul>
T23	<ul style="list-style-type: none"> <li>○ SAB Revenue group data source ABB model</li> </ul>
T24	<ul style="list-style-type: none"> <li>○ SAB Revenue group data source EO</li> </ul>
	<ul style="list-style-type: none"> <li>● Uniqueness</li> </ul>
T25	<ul style="list-style-type: none"> <li>○ AL Uniqueness Summary Tables 111111</li> </ul>
	<ul style="list-style-type: none"> <li>● Societal Needs</li> </ul>
T26	<ul style="list-style-type: none"> <li>○ AL Societal Needs Summary 01-20-2012</li> </ul>
	<ul style="list-style-type: none"> <li>● Others</li> </ul>
T27	<ul style="list-style-type: none"> <li>○ SLCSAB Assessment Ladder Salon Mtng Notes w-MB edits included</li> </ul>
T28	<ul style="list-style-type: none"> <li>○ UWSoN SLC Review Assessment Ladder 12-11-11</li> </ul>
T29	<ul style="list-style-type: none"> <li>○ SABP Overview PowerPoint</li> </ul>
T30	<ul style="list-style-type: none"> <li>○ <a href="#">Narrated SABP Overview PowerPoint</a> (select in upper left of page)</li> </ul>
U	Articles of Interest/Relevance:
U1	<ul style="list-style-type: none"> <li>● Impact of the Economic Downturn On Nursing Schools (Terry &amp; Whitman)</li> </ul>
U2	<ul style="list-style-type: none"> <li>● Responsibility Centered Management: A 10-Year Nursing Assessment (Barron McBride, Neiman, &amp; Johnson)</li> </ul>
U3	<ul style="list-style-type: none"> <li>● Working with Nurse Educators' Collective Wisdom: Implications For Recruitment and Retention (Cash, Doyle, von Tettenborn, Daines, &amp; Faria)</li> </ul>
V	Individuals and groups to thank