



Annual Report 2011-2012



FRANCES PAYNE BOLTON
SCHOOL OF NURSING

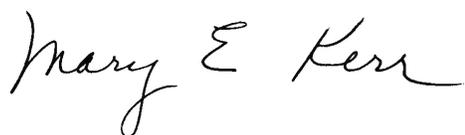
CASE WESTERN RESERVE
UNIVERSITY

Dean's Message

Ranked among the top 15 nursing schools in the nation, the Frances Payne Bolton School of Nursing continues to serve as a global symbol of leadership and innovation in nursing research, education, and service. Having recently completed my first year of tenure as dean at this amazing school, it has been my privilege to work with our faculty, staff, students, and alumni to enhance our strengths and explore areas of opportunity.

This annual report is a testament to our proud legacy. Through innovation in education, health care delivery, and research, we are transforming the nursing profession and improving global health.

I firmly believe that our ambitions to boost our status as an international leader will reap many benefits for the school, and so I feel a great sense of excitement about what lies ahead. It is an honor to be at the helm as the Frances Payne Bolton School of Nursing continues to move forward.



Mary E. Kerr, PhD, RN, FAAN
Dean and the May L. Wykle Professor



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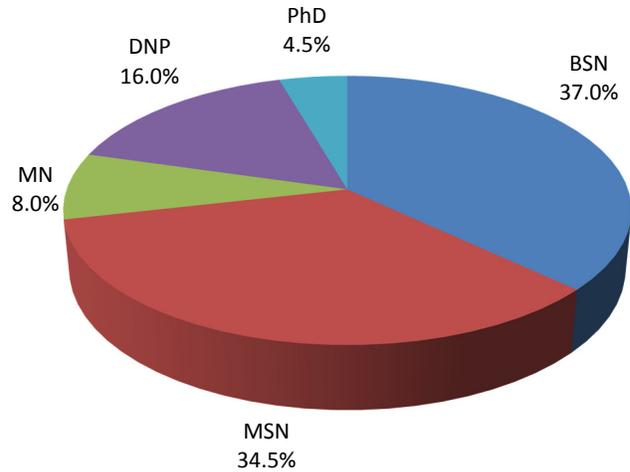
Academic Affairs

Elizabeth Madigan, PhD, RN, FAAN

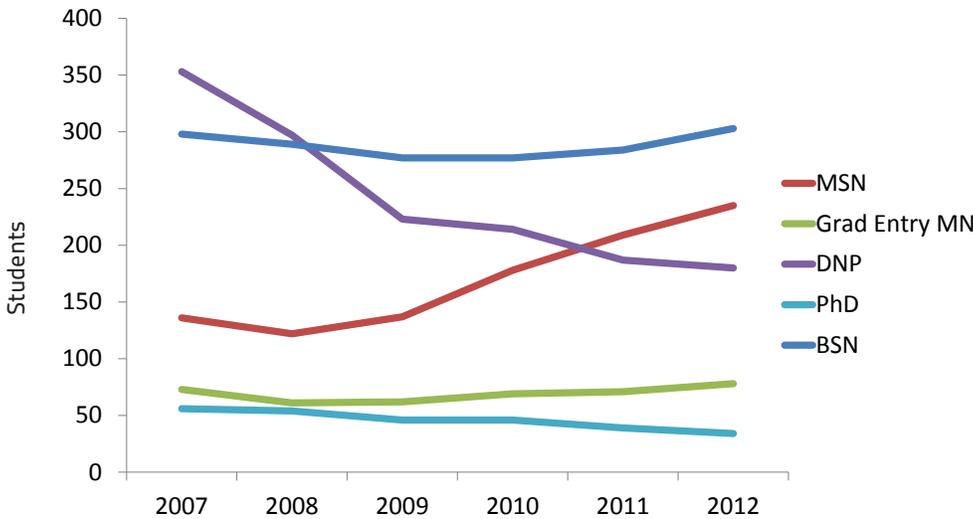
Associate Dean for Academic Affairs and Independence Foundation Professor in Nursing Education

Executive Summary

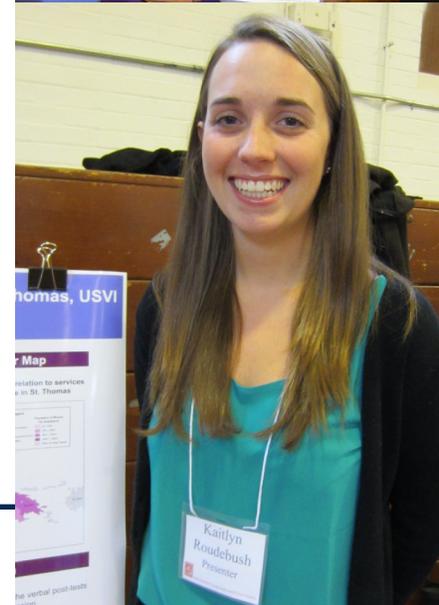
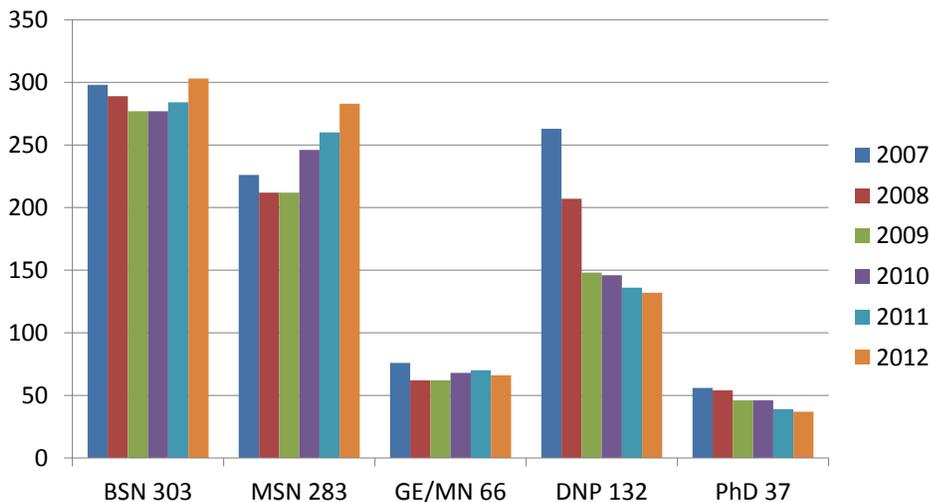
A total of 821 students were enrolled for the Fall 2012 semester, which represents an increase in both the BSN and MSN programs over the past five years. The Graduate Entry Nursing (MN) program has demonstrated stable enrollment, while our two doctoral programs (DNP and PhD) have shown a gradual decline.



FPB Enrollment Trends: Fall 2007 to Fall 2012



Number of Students (N = 821)



Academic Affairs, *continued*

Student Diversity

Approximately 25.4% of our students self-report as representing a minority, with 36.8% unreported. This is a small increase from last year's 23% but is slightly below the national average of 26.5%.

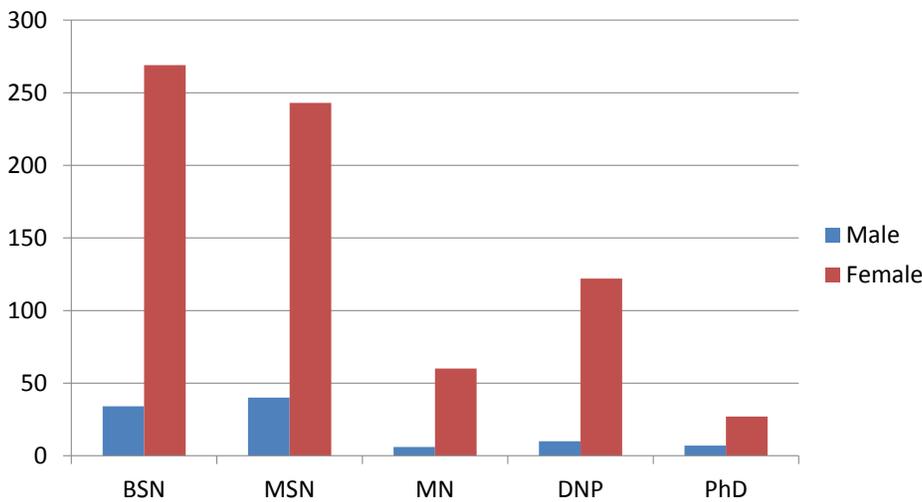
Nationally, our student diversity stands at 29.3% for BSN compared to a 26.9% national average, 17.2% for MSN vs. 26.6%, 14% for DNP vs. 22%, and 55% for PhD vs. 24.7%.

In addition, 11.8% of our overall student body are male.

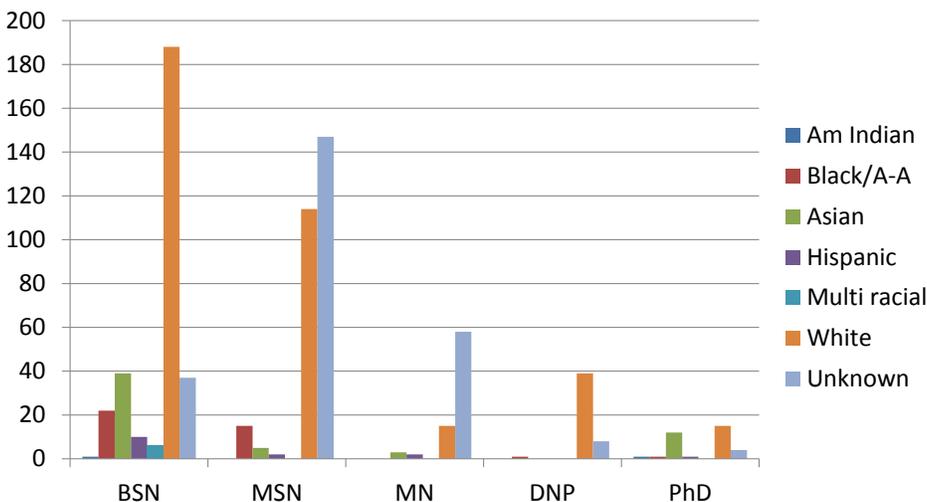
Our BSN program is 12% male vs. the 11.4% national average, and our MSN program is 14% male vs. the 9.9% national average.



Diversity (All Programs)—Male Students: 11.8%



Diversity (All Programs)—Ethnicity and Race: 25.4%



May 2012 Graduates

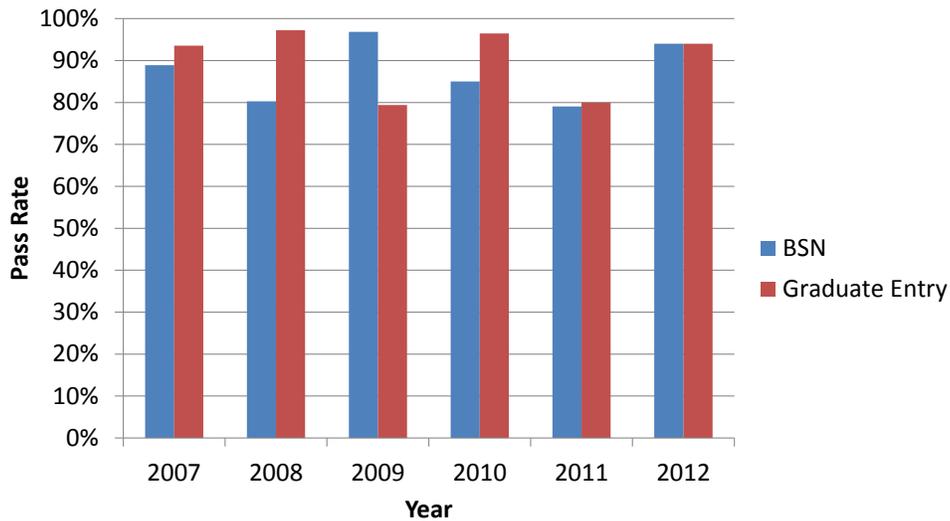


A total of 219 nursing degrees were awarded in May 2012. The breakdown is as follows:

- 58 BSNs
- 36 MNs
- 73 MSNs
- 41 DNPs
- 11 PhDs

Academic Affairs, *continued*

NCLEX BSN/Grad Entry Pass Rate *As of 12/14/12*



Improving the Scholarship Award Process

The School of Nursing's student scholarships were identified as among the most in need of critical improvements for our academic programs. Restructuring the award process gives special focus to high-merit graduate applicants.

Legacy Fellows Program

- Created in honor of the 40th anniversary of the founding of the PhD program
- Generated 50 PhD leads leading to the selection of 5 Legacy Fellows
- Fellows receive full tuition support and education stipends and experience working as a member of an active research team



Jonas Fellowship

- Affiliated with the American Association of Critical-Care Nurses (AACN) and the Jonas Center for Nursing Excellence
- Supports nursing educational development by providing grants to selected students in research-focused doctoral programs who are committed to a career as faculty

Nurse Faculty Loan Program

- Now in its ninth year
- \$703,449 for more affordable graduate nursing education

Nurse Anesthetist Traineeship Program

- Started in 1987
- \$34,358 in grants for nurse anesthesia graduate students

Academic Affairs, *continued*



U.S. News and World Report released its annual rankings for graduate-level health care education programs in March 2011. The Frances Payne Bolton School of Nursing remains #15 in the country and #1 in Ohio.

A number of our individual graduate programs have also received national recognition.

National Graduate Program Rankings

- #1 Johns Hopkins University
- #1 University of Pennsylvania
- #1 University of Washington
- #4 University of California-San Francisco
- #4 University of North Carolina-Chapel Hill
- #6 University of Michigan-Ann Arbor
- #7 Duke University
- #7 Oregon Health and Science University
- #7 University of Pittsburgh
- #7 Yale University
- #11 University of Illinois-Chicago
- #11 University of Iowa
- #11 University of North Carolina-Chapel Hill
- #15 Case Western Reserve University**
- #15 Indiana University-Purdue University-Indianapolis
- #15 Rush University
- #15 University of Colorado-Denver
- #15 University of Virginia
- #15 Vanderbilt University

Top Graduate School in Ohio

- #1 Case Western Reserve University (#15)**
- #2 Ohio State University (#32)
- #3 University of Cincinnati (#64)
- #4 University of Toledo (#99)
- #4 Xavier University (#99)
- #6 Kent State University (#127)
- #7 Otterbein University (#166)
- #7 Ursuline College (#166)
- #9 Ohio University (#193)
- #9 Wright State University (#193)

Individual Graduate Program Rankings

- #5 Gerontological Nursing (2011)
- #7 Nurse Anesthesia (2011)
- #13 Pediatric Nurse Practitioner (2007)
- #16 Family Nurse Practitioner (2007)
- #17 Nurse Midwifery (2011)



Academic Affairs, *continued*

Curricular Innovations

Renewed Accreditation

- Nurse Anesthesia program
- Doctorate in Nursing Practice (DNP)

Mandatory Perioperative Nursing Content

- The first school in the country to offer required content in the undergraduate curriculum
- Bolsters students' quality and safety skills in locations like the operating room

New MSN Program Offerings

- Education with Population Focus track to provide specialized learning for future nurse educators
- Family Systems Psychiatric Mental Health Nursing major received a \$430,354 grant from the Health Resources and Services Administration (HRSA) to educate advanced practice nurses to care for stress families, develop educational simulations, and use technology to deliver mental health services

Education Highlights

- The Student-Run Free Clinic, an interprofessional program where medical and nursing students work together at the Free Medical Clinic of Greater Cleveland, opened in Fall 2011
- The Quality and Safety Education for Nurses (QSEN) project, sponsored by the Robert Wood Johnson Foundation, transitioned to a new home at the Frances Payne Bolton School of Nursing at Case Western Reserve University in Summer 2012
- New collaboration with the American Association of Critical-Care Nurses (AACN) expands access to doctoral education for its over 80,000 members



Research

Shirley M. Moore, RN, PhD, FAAN

Associate Dean for Research and the Edward J. and Louise Mellen Professor of Nursing

Executive Summary

The Frances Payne Bolton School of Nursing's research and training revenue shows increases over the past five years. This was especially assisted by the successful submissions that occurred from the American Recovery and Reinvestment Act (ARRA) funds. We are now building on the foundations created through ARRA support.

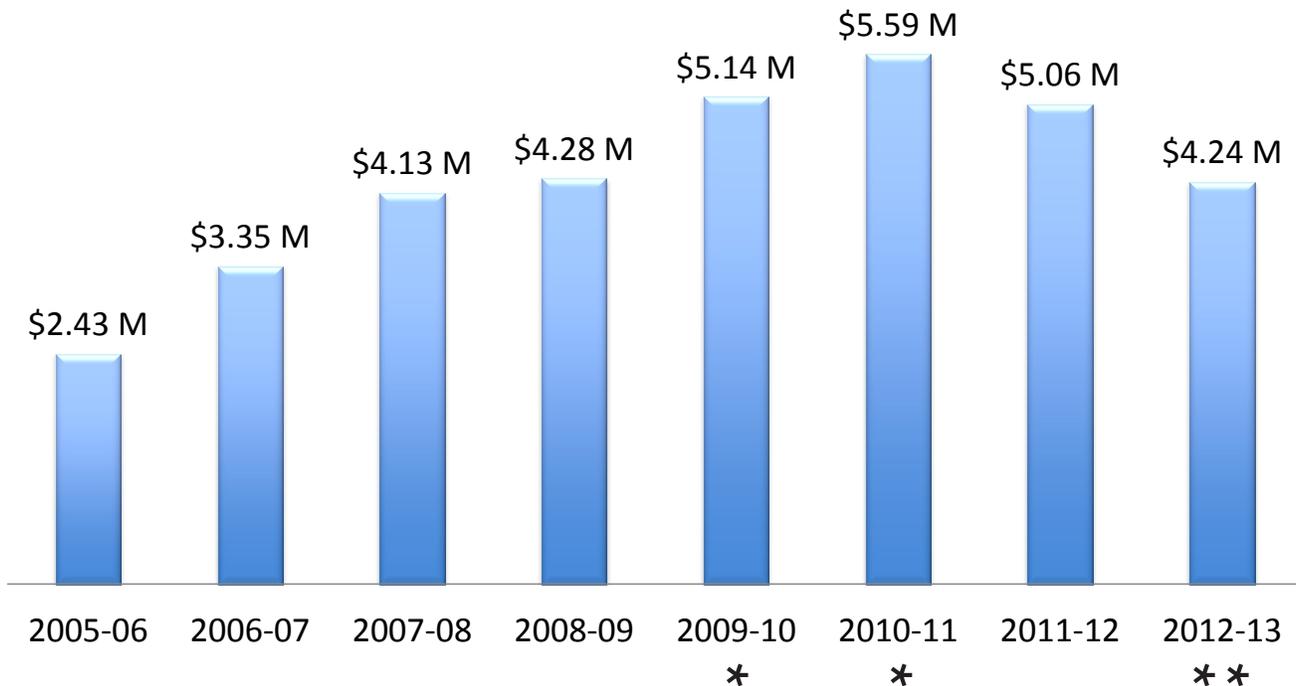
Research & Scholarship Metrics

Metrics used to describe the School of Nursing's research achievements:

- Funded Research Projects
- Funded Training Projects
- Faculty Awards
- Published Manuscripts
- Citations of Faculty
- National Rankings



FPB Research and Training Revenue



* represents NIH ARRA support

** based on budget projections as of October 31, 2012

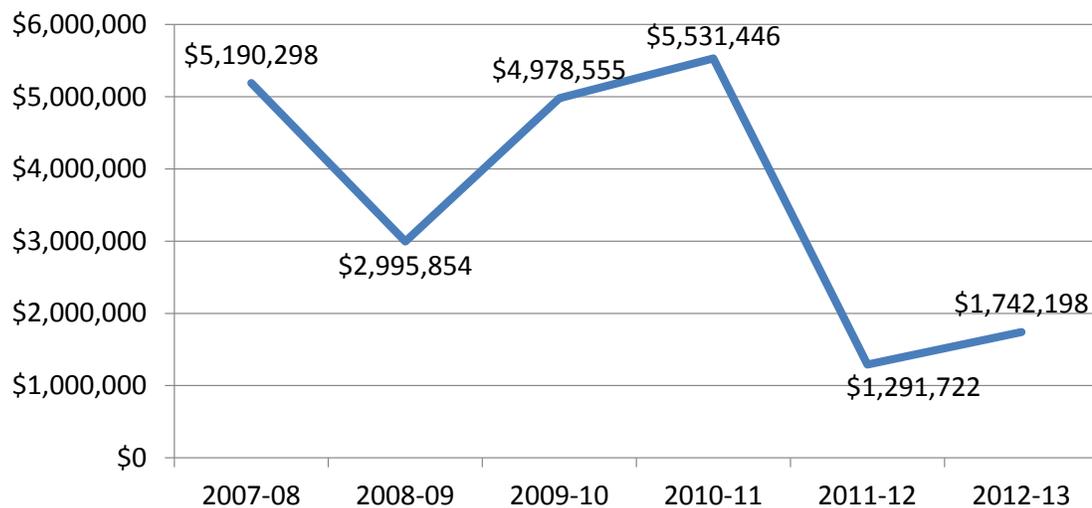
Research, *continued*

The School of Nursing's research and training revenue provides new collaborative opportunities with other schools on the Case Western Reserve University campus that have health care research revenue. Notable new grants to the School of Nursing are listed below.

Faculty	Grant Title	Amount	Source
Barbara Daly, PhD	"Mapping the Complexity of End-of-Life Transitions in Chronically Critically Ill"	\$793,462	NIH/NINR R01
Mary Dolansky, PhD	"Intensive Behavioral Counseling for Cardiovascular Disease Prevention: Operationalizing a New Medicare Service"	\$50,000	OhioPACE Grant
Mary Dolansky, PhD	"Quality and Safety Education for Nurses (QSEN): Embedding New Competencies"	\$50,000	Robert Wood Johnson Foundation
Ann Williams, PhD	"Nonvisual Foot Examination for People with Diabetes and Visual Impairment"	\$416,810	NIH
Shirley Moore, PhD	"Targeted Management Intervention for African-American Men with TIA or Stroke"	\$430,354	NINR/NHLBI
Shirley Moore, PhD	"Developing and Testing a SystemCHANGE Intervention in Stroke Survivors"	\$26,091	American Heart Association (local)
Maryjo Prince-Paul, PhD	"Center for Community Partnerships in Palliative and End-of-Life Care"	\$20,000	O'Neill Foundation
Andrew Reimer, PhD	"Assessment of Patients' Exposure to Transport"	\$10,704	MedEvac Foundation

The School of Nursing has secured these new avenues for research innovation as ARRA support comes to a close. The chart below depicts the status of research and training funding, as of December 14, 2012.

Federal Research Grants Received



Research, *continued*

Summary of Grant Activity (2011-2012)

	#	\$
Total Grants Submitted	44	\$ 45,832,074
▪ Grants Pending	20	\$ 26,451,464
▪ Grants Received*	19	\$ 3,686,817
Federal Research Grants Submitted	19	\$ 34,064,257
▪ R01	10	\$ 24,818,377
▪ Other Federal	9	\$ 9,245,880
Federal Research Grants Received	3	\$ 1,291,722
▪ R01	1	\$ 793,462
▪ Other Federal	2	\$ 498,260
Non-Federal Research Grants Submitted	12	\$ 3,328,799
Non-Federal Research Grants Received	5	\$ 41,704
Training Grants Submitted	13	\$ 8,439,018
Training Grants Received	11	\$ 2,353,391

Faculty Productivity

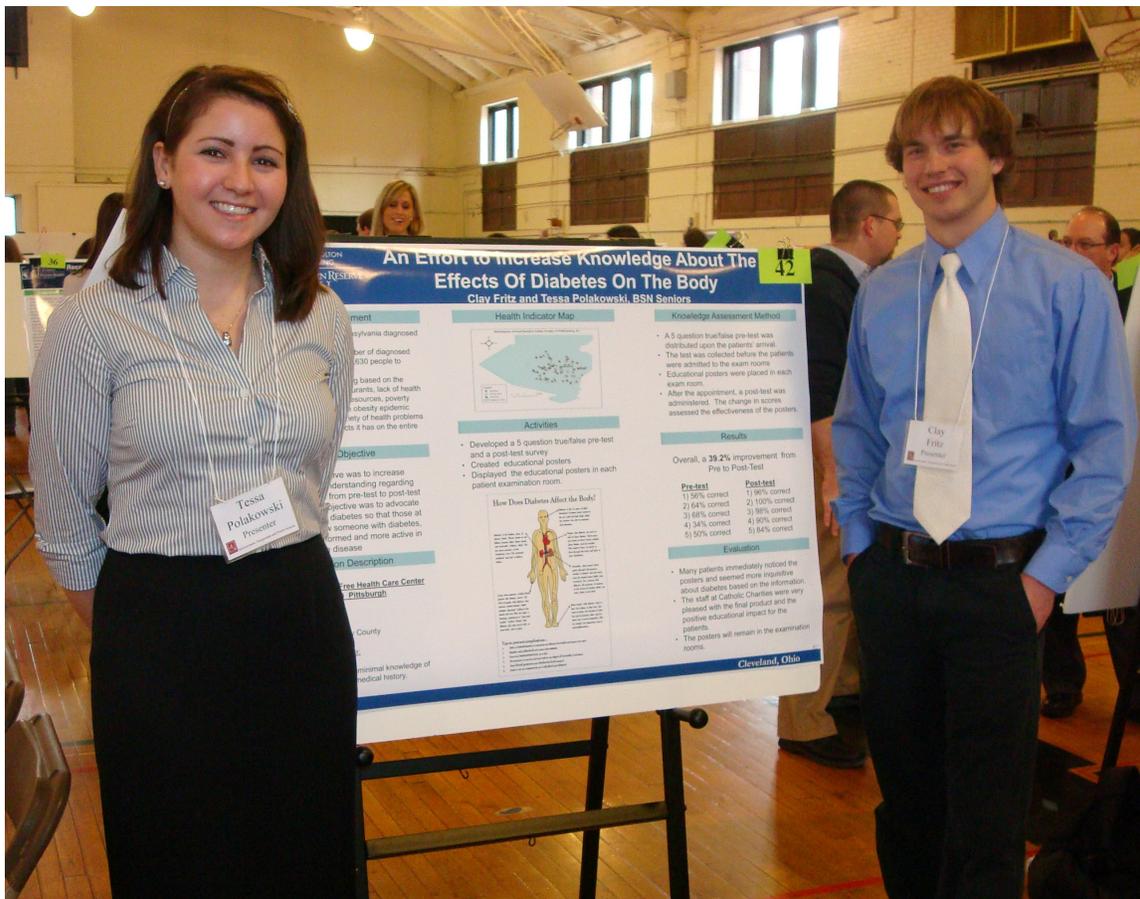
	# of Faculty	% of Faculty
Externally Funded Research		
▪ Asst. to Full Professor (N=51)	14	27
▪ Instructor to Full (N=89)	17	19
▪ Lecturer to Full (N=93)	17	18
Funded Training Grants		
▪ Asst. to Full Professor (N=51)	13	25
▪ Instructor to Full (N=89)	16	18
▪ Lecturer to Full (N=93)	16	17
Faculty Awards		
▪ Asst. to Full Professor (N=51)	13	25 (16 awards)
▪ Lecturer to Full (N=93)	17	18 (22 awards)
Published Manuscripts		
▪ Asst. to Full Professor (N=51)	37	73 (174 pubs)
▪ Lecturer to Full (N=93)	43	46 (183 pubs)
Citations		
▪ Asst. to Full Professor (N=51)	41	80 (1270 citations)
▪ Lecturer to Full (N=93)	48	52 (1354 citations)

Research, *continued*

Future Directions

In order to bolster and honor its legacy of excellence in nursing research as the overall #15 nursing school in the nation, the Frances Payne Bolton School of Nursing is focused on several key goals:

- Building on our current strengths across the life-span: caregiving, palliative care, and self-management research
- Enhancing research in geriatrics
- Building programs of research that include biomarkers (e.g., genetics, imaging)
- Increasing collaborative research with clinical and campus-wide partners
- Nurturing early-stage investigators
- Involving all levels of students in research
- Providing infrastructure resources to support growing programs of research



Alumni Relations & Development

Vicki Stouffer, CFRE

Associate Dean for Development

Executive Summary

Through the university's \$1 billion Forward Thinking campaign, the Frances Payne Bolton School of Nursing will secure funding to upgrade physical space, support student scholarships, and attract and retain nurse scientists and leaders.

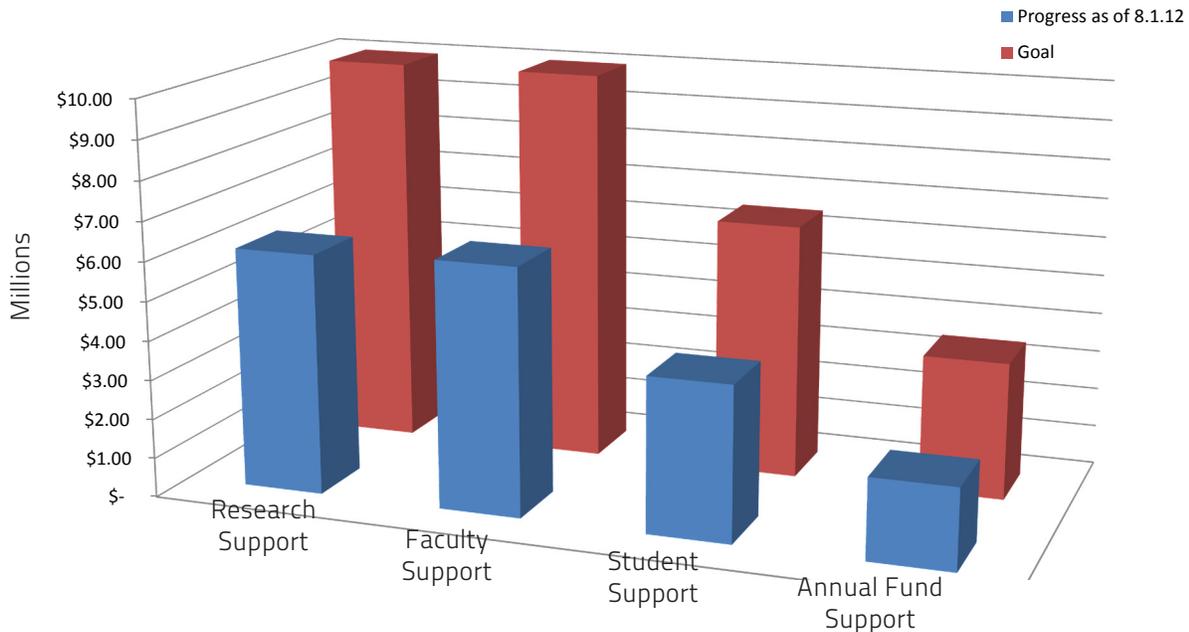
Four areas have been chosen as our campaign goals: research, faculty, students, and the Annual Fund. As of August 1, 2012, we have attained over 60% of our total goal of raising \$30 million.



FPB Campaign Goals

Area of Support	Goal	As of 8/1/12
Research	\$10.0 million	\$6.1 million
Faculty	\$10.0 million	\$6.3 million
Student	\$6.5 million	\$3.9 million
Annual Fund/Unrestricted	\$3.5 million	\$2.0 million
Total	\$30.0 million	\$18.3 million

Campaign Progress to Goal



Alumni Relations & Development, *continued*

Early Campaign Successes

The FPB School of Nursing has had a highly successful campaign this year, with four major highlights:

- \$1.7 million raised to reintroduce perioperative education in the undergraduate curriculum and endow a chair
- \$1.5 million professorship from an emerita faculty member, Ruth Anderson, MN, MSN, PhD (*pictured, right*), to be appointed at the dean's discretion
- A joint research chair for the School of Nursing and University Hospitals Case Medical Center to fuel nursing science
- \$4.5 million to name the Dorothy Ebersbach Academic Center for Flight Nursing



Campaign Priorities

In support of our larger campaign goals, three clinical research priorities have been identified:

- **Palliative and End-of-Life Care:** identified as a top priority in both research and clinical education due to our strength in this area
- **Perioperative Nursing:** recently introduced mandatory content into the undergraduate curriculum; additional support to provide new opportunities to lead in quality and safety issues in this environment
- **Acute Care and Flight Nursing:** the \$4.5 million establishment of the Dorothy Ebersbach Academic Center for Flight Nursing; seeking additional support for acute care



Dorothy Ebersbach: 1914-2011

Dorothy Ebersbach was an aviator, nurse, and pioneer whose passion for adventure, learning, and service propelled her through World War II as a Women's Airforce Service Pilot (or WASP), through the Frances Payne Bolton School of Nursing as a member of the class of 1954, through her long career as a public health nurse, and through an array of religious and philanthropic organizations as an active member.

Her final act of valor, providing \$4.5 million for the creation of the Dorothy Ebersbach Academic Center for Flight Nursing, merged all her loves into one package.

By providing scholarships for undergraduates and fellowships for graduate students, the Center will expand the number of advanced practice nurses who receive this intensive, innovative training. In addition, endowing the position of flight nursing program director helps ensure the long-term sustainability of the initiative, in particular by allowing more resources to be concentrated on research and overall program enhancement.



Alumni Relations & Development, *continued*

Future Directions

To reach our \$30 million campaign goal by June 30, 2016, Alumni Relations & Development is seeking support from a range of funding sources:

- 7,840 individual alumni, including
 - Campaign Committee
 - Visiting Committee
 - Alumni Board
- Corporations and Foundations
- Friends whose lives have been touched by Frances Payne Bolton School of Nursing graduates
- Faculty and Staff

All gifts count toward our progress:

- Annual Fund Gifts
- Planned Gifts
 - Will commitments (if the donor is 70 years old by 6/30/16)
 - Property
 - Estate
- Stocks, bonds, mutual funds
- Matching Gifts



Centers of Excellence

WHO Collaborating Center for Research and Clinical Training in Home Care Nursing

The focus of the WHO Collaborating Center at CWRU is home care nursing—the delivery of health care services in the home setting. Change in all parts of the world, from aging of the population, the increase in chronic diseases, and the development of infectious diseases, places a burden on the existing health care systems. Home care nursing is one solution to the problem.

Key Accomplishments

- Planning underway for the inaugural conference of the International Home Care Nurses Organization, scheduled for June 2013 at CWRU with approximately 40 abstracts received for presentation
- Completed a funded project to support Healthy Aging in the Caribbean with home care as one strategy to support healthy aging

Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence

The Hirsh Institute disseminates evidence-based practice information through printed and online publications. It also conducts certification training programs and consulting services for nurses from within and outside Ohio.

Key Accomplishments

- Offered two Basic Certificate programs and one Intermediate Certificate program in evidence-based practice, awarding a total of 48 certificates to participants from throughout Ohio, as well as Michigan, New York, Pennsylvania, and Taiwan
- Provided financial support for two international PhD students
- Began a new initiative to produce for publication various evidence syntheses
- Produced a White Paper on self-management for the SMART Center, which was selected as a podium presentation at the 2012 CANS conference



University Center on Aging and Health (UCAH)

UCAH's interdisciplinary mission is to foster collaboration among its community of scholars, learners, and practitioners in order to encourage and coordinate innovative interdisciplinary research, education, and service programs relevant to the health and well-being of older adults.

Key Accomplishments

- Participated with the Greater Cleveland Sports Commission and community partners, in conjunction with the 2012 Ohio Senior Olympics and the 2013 Summer National Senior Games, to support activities for the Year of Vitality 2012-2013, including the 20th Florence Cellar Conference on Aging to be held in April 2013
- Eight students from multiple disciplines completed the Graduate Certificate in Gerontology
- Four graduate students from medicine, nursing, and sociology each received Marie Haug Awards of \$500 for research and scholarly work in aging and gerontology

Center of Excellence for Self-Management Advancement through Research and Translation (SMART)

The SMART Center is a National Institute of Nursing Research/National Institute of Health-funded Center of Excellence to build the Science of Self-Management (P30 NR010676). It is designed to address self-management research at four levels of system: individual, family, organization, and community. *See next page for key accomplishments.*

Centers of Excellence, *continued*

Key Accomplishments

- Co-sponsored an international conference on self-management of chronic illnesses with the University of Chile
- Received funding to build a new behavioral science measurement lab on the CWRU campus
- Received three new grants addressing self-management of health

Building End-of-life Science through Positive Human Strengths and Traits (BEST) Center

The BEST Center focuses on quality of life research for seriously ill people, including those who are at the end of life. Its mission is to radically shift the direction of quality of life research. Funding support is by the National Institute of Nursing Research/NIH.

Key Accomplishments

- All three BEST Center faculty completed their BEST-funded pilot projects:
 - Mary Jo Prince-Paul: communication at the end of life among veterans enrolled in hospice
 - Jacquelyn Slomka: strengths associated with coping among long-term HIV survivors; awarded an R01 from NIH
 - Jung-won Lim: communication as coping among cancer survivors and their spouses
- Dr. Prince-Paul obtained funding from the O'Neal Foundation to initiate a strategic planning project, aimed towards creation of a Cleveland Palliative Care Community Partnership

Full Inclusion of Persons with Disabilities in Self-Management Research (FIND) Lab

The FIND Lab's mission is to promote the full inclusion of persons with disabilities in mainstream health care research through use of Universal Design of Research and to encourage research on the general health care needs of persons with disabilities. It is funded by the National Institute of Nursing Research/NIH.

Dorothy Ebersbach Academic Center for Flight Nursing

Formerly the National Flight Nurse Academy, on its 10th anniversary the Center was renamed in honor of Dorothy Ebersbach and serves as part of the MSN program's Adult-Gerontology Acute Care Nurse Practitioner Flight Nursing subspecialty. It is the first formal training program of its kind to prepare nurses at the advanced practice level to provide care to individuals outside of hospitals, but at a hospital level of care.

Key Accomplishments

- 32 participants for Flight Nursing Summer Camp 2012 gathered from across the United States as well as Japan
- \$4.5 million gift to endow the Center: *See page 13*

Quality and Safety Education for Nurses (QSEN) Institute

Funded by the Robert Wood Johnson Foundation, the QSEN Institute's goal is to address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

Key Accomplishments

- Transitioned from the University of North Carolina at Chapel Hill to Case Western Reserve University in June 2012
- Relunched its website at qsen.org

Budget and Facilities

Susan Frey, MAFIS

Assistant Dean of Finance and Administration

Executive Summary

Our fiscal health continues to prosper. As of September 2012, total revenues at the Frances Payne Bolton School of Nursing are \$25,187,000. With expenses at \$23,425,000, the School has over \$1.7 million in reserve, minus \$300,000 commitments for construction and various improvement projects. The total reserve for the year is \$1,462,000, or 5.8% of our revenue.

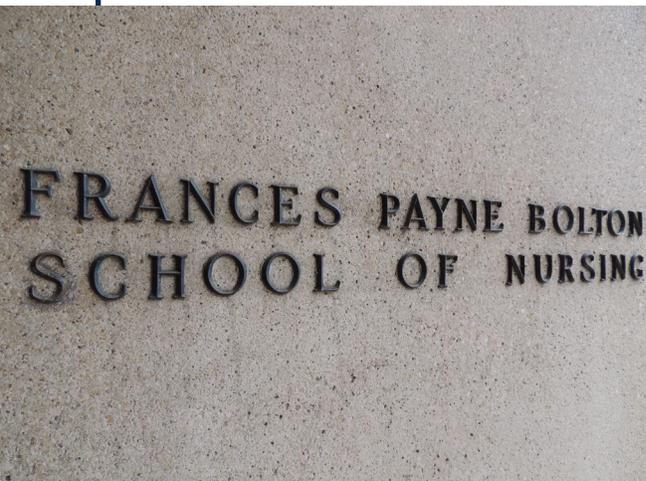
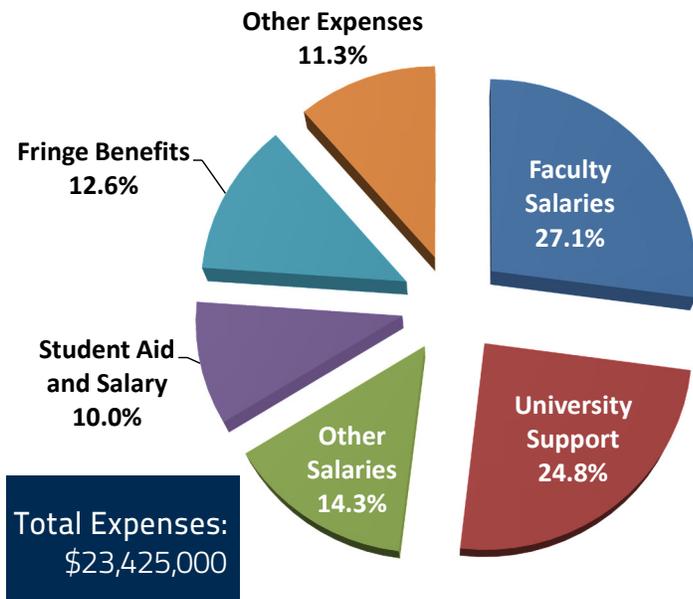
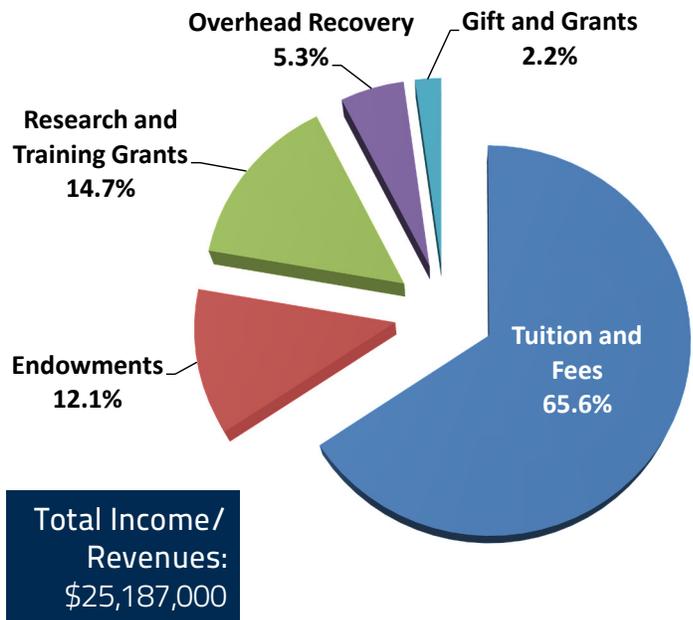
The revenue breakdown is as follows:

- 65.6% tuition and fees
- 14.8% research and training grants
- 12.1% endowments
- 5.3% overhead recovery
- 2.2% gifts and grants

For expenses:

- 27.1% faculty salaries
- 24.7% university support
- 14.3% other salaries
- 12.6% fringe benefits
- 11.3% other expenses
- 10.0% student aid and salaries

2011-2012 Budget: Operating Results



\$1,762,000 surplus
 - \$ 300,000 planned improvements
 = \$1,462,000 reserve (5.8%)

Budget and Facilities, *continued*

Recent Facilities Improvements

Due to our solid financial situation, we were able to make a number of improvements throughout the school, including:

- Updates to the Learning Resource Center (LRC) include new, more diverse manikins, improved SimMan model, exam tables and privacy curtains, carpet and whiteboards
- Freshly painted stairwells
- New furniture in Room 2280
- Historical photos in the First Floor Lounge (*pictured, below*)

Old manikins and other materials were donated to MedWish and RN Helping Hands.



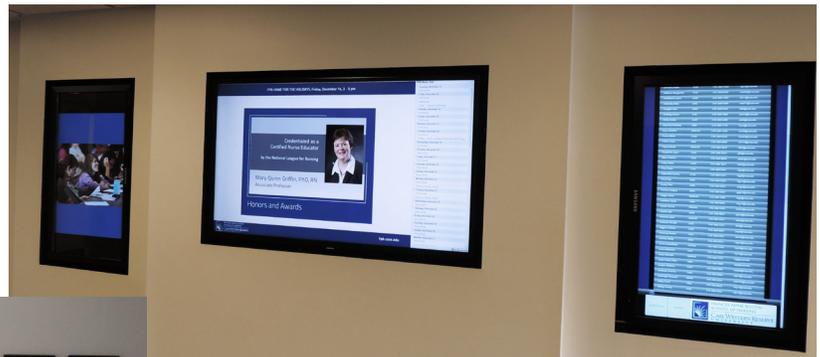
Future Directions

Additional improvements planned over the next year include:

- New Flight Nursing Suite, home of our newly-established Dorothy Ebersbach Academic Center for Flight Nursing (*pictured, left*)
- New Operative Suite
- LRC Communication Room
- 1st Floor Media Wall for featuring electronic announcements, event calendar, building directory, and alumni photos (*pictured, below*)



Flight Nursing Suite



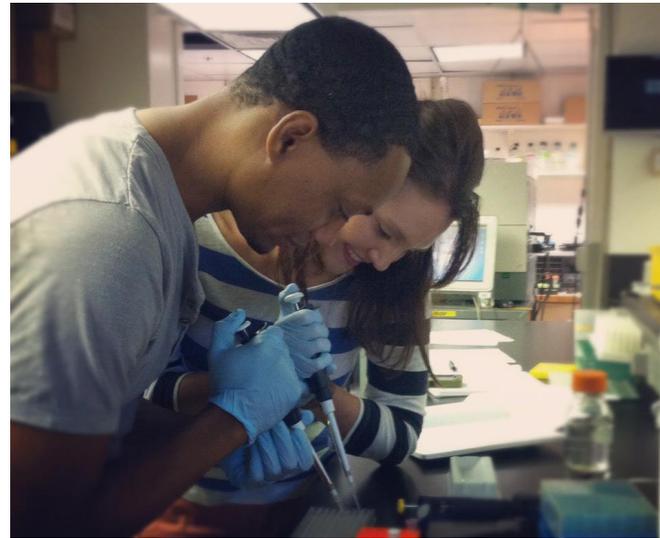
Media Wall



Historical Photos

Faculty Highlights

- **Mary A. Dolansky, PhD:** Promoted to Associate Professor
- **Ron Hickman, PhD, Assistant Professor and Melissa D. Pinto, PhD, Instructor:** Attended the National Institute for Nursing Research Summer Genetics Institute Program (*right*)
- **Marilyn Lotas, PhD, Associate Professor:** Fulbright Scholar
- **Elizabeth Madigan, PhD:** Promoted to Associate Dean for Academic Affairs
- **Amy Y. Zhang, PhD:** Granted Tenure as Associate Professor



Hickman (foreground) and Pinto



Dolansky



Lotas



Madigan



Zhang

Faculty and Staff Changes

New Faculty

Rebecca Darrah, PhD	Assistant Professor, Genetics
Marguerite (Peg) DiMarco, PhD, RN	Associate Professor, Pediatrics
Chao-Pin Hsiao, PhD, RN (January 2013)	Assistant Professor, Clinical Oncology
Kristina Banks, MSN, RN	Instructor
Cindy Danko, MSN, RN	Instructor
Jesse Honsky, BSN, RN	Instructor
Julie Hopkins, MSN, RN	Instructor
Cindy Motley, MSN, RN	Instructor

New Staff

Vicki Stouffer	Associate Dean of Development
Patrick Savage	Director, Major Gifts & Nursing Campaign
Helen Jones-Toms	Director, Marketing & Communications
Patty Breslin	Research Nurse
Tiffany Cooper	Executive Aide, Dean's Office
Katie Davis	Project Manager
Jeanne Hitch	Project Manager
Maureen Kendel	Assistant for Special Projects, Dean's Office
Kasey Massengale	Department Assistant, Nurse Anesthesia
Mary Jo Stark	Assistant Director, Center for Research & Scholarship

Departures

Retirements

Nahida Gordon, PhD	Emeritus Professor, School of Medicine; Emeritus Professor of Bioethics
Subhash Sharma	Department Assistant

Deaths

Robert Binstock, PhD <i>1936-2011</i>	Professor of Aging, Health and Society, with appointments in Medicine and Nursing
Wilma J. Phipps, PhD, RN, FAAN <i>1925-2012</i>	Professor Emerita of Medical Surgical Nursing
Rosemarie Hogan, MSN, RN, FAAN <i>1927-2012</i>	Assistant Dean Emerita of Academic Programs

Honors and Awards

Faculty/Staff	Award	Organization
Celeste Alfes	Selected to receive funding for her project "The NLN Leadership Development Program for Simulation Educators"	Nord Grant/University Center for Innovation in Teaching and Education (UCITE)
Amy Bieda	Received funding for her proposal "The Use of Enteral Sterile Water Feeds for the Treatment of Hyponatremia in Extremely Low Birth Weight Infants"	Association of Women's Health, Obstetrics, & Neonatal Nursing (AWHONN) and Ohio Nurses Foundation (ONF)
Margaret Bobonich	Elected a fellow in the American Academy of Nurse Practitioners	American Academy of Nurse Practitioners
Barbara Daly	Received funding for her R01 "Mapping the Complexity of End of Life Transitions in Chronically Critically Ill	National Institute of Nursing Research, NIH
Mary de Haan	Received the Mary Kay Lehman Award for Excellence in Teaching	Frances Payne Bolton School of Nursing
Mary Dolansky	Received funding for her grant titled "Intensive Behavioral counseling for Cardiovascular Disease Prevention: Operationalizing a New Medicare Service"	Ohio Partnership for Adherence through Collaborative Education
Faye Gary	Received an Award for Outstanding Contributions To The Field and For Service To Patients, Families, and Communities	International Society of Psychiatric-Mental Health Nurses
Teona Griggs	Lifetime Achievement Award	National Black Nurses Association
	Received funding for "Nursing Scholarships for Student from Disadvantaged Backgrounds"	Health Resources and Services Administration (HRSA)
Ronald Hickman	The Inclusion and Diversity Achievement Award	Office of Inclusion, Diversity, and Equal Opportunity, CWRU
	Received the 2012 MNRS Acute Care Research Section New Investigator Award	Midwest Nursing Research Society (MNRS)
	Selected as a recipient of the 2011 MNRS Stress and Coping Research Section New Investigator Award	MNRS
Cookie Jones	Selected to participate in the Summer Genetics Institute Program	National Institute of Nursing Research, NIH
	Staff Leadership Award	Office of Inclusion, Diversity, and Equal Opportunity, CWRU
Evanne Juratovac	Selected to participate in the Summer Research Institute in Geriatric Mental Health	The Summer Research Institute
Jack Kless	Received funding for the Nurse Anesthetist Traineeship Program	Health Resources and Services Administration (HRSA)
Marilyn Lotas	Received a Fulbright Scholar Grant	U.S. Department of State and the J. William Fulbright Foreign Scholarship Board
Susan Ludington	Selected as the 2011 March of Dimes Margaret Comerford Freda "Saving Babies, Together" Award Recipient	Association of Women's Health, Obstetrics, & Neonatal Nursing (AWHONN)
	Received the ORATION of HONOUR award	The International Network of Kangaroo Mother Care
Elizabeth Madigan	Received the 2011 College Outstanding Alumni Award	Wright State University
Polly Mazanec	Received the APN Clinical Excellence Award	University Hospitals Case Medical Center
	Received funding for her research project "PRESENCE: Providing Resources, Education, Support and Enabling New Brain Tumor Patients and Caregivers to Cope"	Frances Payne Bolton School of Nursing
Kelly McConnell	Received the Undergraduate Teaching Excellence Award	Undergraduate Student Government, CWRU
Gretchen Mettler	Received a scholarship for volunteering in Guatemala	One Nurse at a Time

Honors and Awards, *continued*

Faculty/Staff	Award	Organization
Shirley Moore	Received the Best Abstract Award	Council on Cardiovascular Nursing, American Heart Association Scientific Session
	Received the Women of Achievement Mather Spotlight Award	Flora Stone Mather Center for Women
Carol Musil	Received funding for her research project "Web-based Resourcefulness Training"	Frances Payne Bolton School of Nursing
Melissa Pinto	Received the 2012 MNRS New Investigator Award of the Adolescent Health Research Section	Midwest Nursing Research Society
	Selected to participate in the Summer Genetics Institute Program	National Institute of Nursing Research, NIH
Mary Jo Prince-Paul	Received A Capacity Building Grant for the Center for Community Partnerships in Palliative and End-of Life Care	The William J. and Dorothy K. O'Neill Foundation
Mary Quinn Griffin	Received the 2011 Book of the Year Award for <i>A Nuts and Bolts Approach to Teaching Nursing</i>	American Journal of Nursing
Andrew Reimer	Received funding for his project, "Assessment of Patients Exposure to Transport"	MedEVac Foundation International
Carol Savrin	Received funding for her grant titled "Nurse Education, Practice, Quality, and Retention - Interprofessional Collaborative Practice"	Health Resources and Services Administration (HRSA)
	Received funding for the Advanced Education Nursing Traineeship (AENT)	HRSA
Jane Suresky	Received the Award for Excellence in Education	American Psychiatric Nurses Association
Valerie Toly	Received the 2012 New Researcher Award of Excellence	Society of Pediatric Nurses
Patricia Underwood	Received the 2011 Scholarship in Teaching Award for Collaboration at the Level of the Schools	School of Medicine, CWRU
	Received funding for her grant titled "The Advanced Education Nursing Program, Transforming Mental Health Nursing Education"	Health Resources and Services Administration (HRSA)
Camille Warner	Selected as a UCITE Learning Fellow	University Center for Innovation in Technology & Education (UCITE), CWRU
Allison Webel	Received funding for her project "SystemCHANGE-HIV: A Pilot Study Exploring the Effect of a Systems-Based Intervention to Increase Sleep Behavior and Physical Activity"	Cleveland Clinical & Translational Science Collaborative
Ann Williams	Received funding for her R21 grant titled "Nonvisual Foot Examination for People with Diabetes and Visual Impairment"	National Institute of Nursing Research, NIH
Chris Winkelman	Elected as a Fellow in Critical Care Medicine	American College of Critical Care Medicine
May Wykle	Received the Joseph C. Valley Sr. Outstanding and Enduring Gerontological Professional of the Year Award	The University of Texas
	Honored as a Living Legend	American Academy of Nursing
	Inducted into the Sigma Theta Tau International Researcher Hall of Fame	Sigma Theta Tau International
Jaclene Zauszniewski	Selected as a 2011 Fellow in the AACN Leadership for Academic Nursing Program	American Association of College of Nursing (AACN)
	Received the Research Award	International Society of Psychiatric-Mental Health Nurses
	Received funding for the Jonas Nurse Leaders Scholarship Program	Jonas Center for Nursing Excellence
	Received funding for the Nurse Faculty Loan Program	Health Resources and Services Administration (HRSA)

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January 1, 2011 - December 31, 2011

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Strategic Plan 2013-2017

Summary

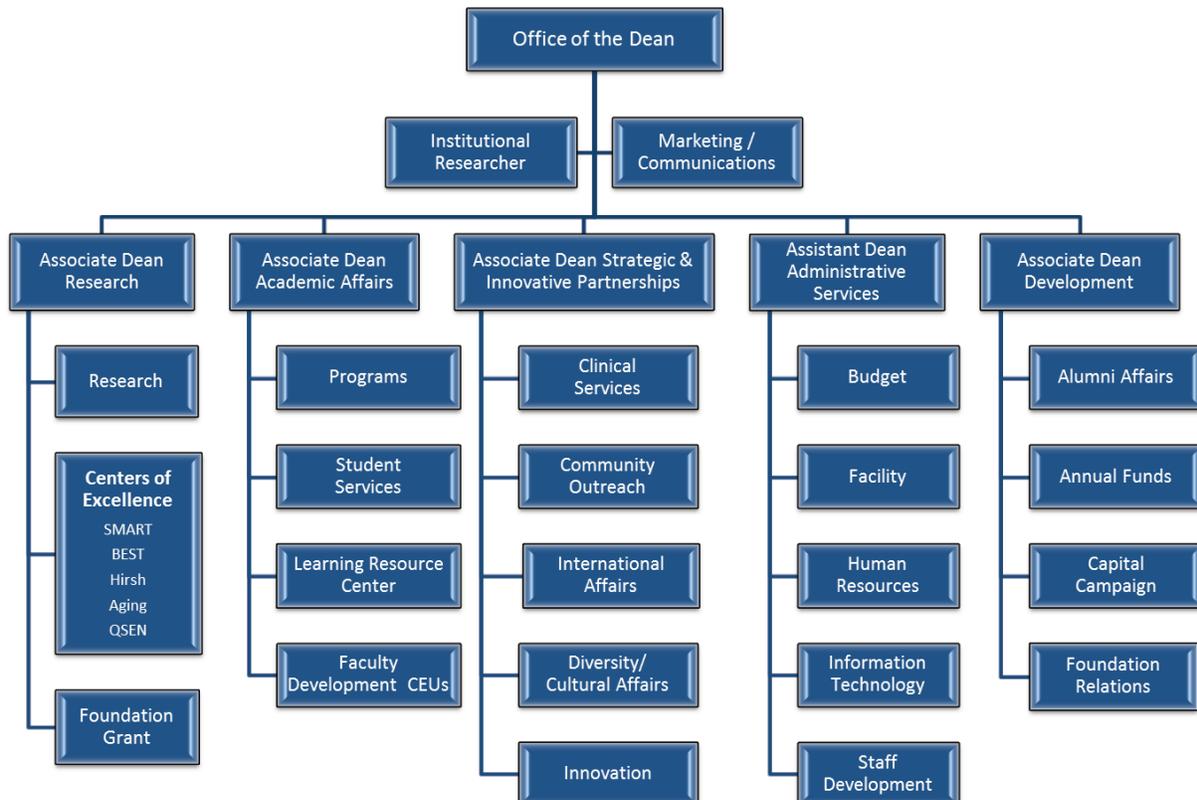
During the January 2012 Faculty Visioning Retreat, the Strategic Plan of the Frances Payne Bolton School of Nursing began a reevaluation process to update the 2008-2012 edition. Goals were identified and refined, with additional comments integrated during the post-retreat phase. *The full text of the Strategic Plan begins on the next page.*

Goals

1. Increase depth and breadth of research
2. Become an incubator for innovation
3. Enhance FPB's standing as a top-tiered nursing school in the U.S.
4. Improve the quality of students and the quality of the student experience
5. Ensure a positive and supportive work environment
6. Foster collaboration, team functioning, and communication
7. Support the development of faculty and staff across their career trajectory
8. Enhance educational and research infrastructure

New Organizational Structure

As part of our new phase of the Strategic Plan, a new organizational structure for the School of Nursing was created in consultation with faculty and staff to reflect new required functions, emphasize faculty and staff development, highlight research and clinical affiliations and connections, link foundational relationships, and foster the incubation of innovation.



Strategic Plan 2013-2017, *continued*

July 1, 2013

This strategic planning process has involved the collective thinking of several constituent groups associated with and committed to the Frances Payne Bolton School of Nursing. The formal process for its development began prior to a Vision retreat held in January 2012. Faculty and staff were asked to participate in a survey in which they were asked about what was going well within the school, areas for improvement, and the level of teamwork within the school. At the retreat, the survey results were shared and the participants engaged in a series of exercises led by an independent facilitator to increase teamwork and identify strategic initiatives. Nine overall goals for the school were identified along with a series of initiatives to accomplish each goal.

Following the retreat, the goals and initiatives were made available again to faculty and staff to provide additional comments following the initial Vision meeting. Meetings were held with the Dean's Council and Dean's Cabinet to review the objectives, and to write the goals and initiatives in consistent language and decrease redundancy.

Concurrently, an evaluation of the previous strategic plan was conducted and areas for follow-up were identified and incorporated into the plan. We thank all participants for their thoughtful and innovative ideas.

Mission, Vision and Values

Mission

The Frances Payne Bolton School of Nursing at Case Western Reserve University provides leadership in innovative research, education, and practice to promote health and reduce the burden of disease. Dedicated to interdisciplinary scholarship, we are committed to the pursuit of excellence in service to local and global communities.

Vision

Our vision is to create and nurture a learning community that builds on our tradition of scientific inquiry and commitment to the highest standards of excellence in research, education, and practice in the world community, and to continue our rich history of innovation and global contributions.

Values Statement

At the Frances Payne Bolton School of Nursing we:

- Commit ourselves to the highest standards of ethical and social justice
- Value integrity, diversity, and discovery
- Promote analytical and innovative thinking
- Promote leadership and mentorship with consistency of purpose and innovation
- Create synergy through collaboration, mutual respect and support
- Promote leadership in research, education and practice
- Advance competent, compassionate health care

The Frances Payne Bolton School of Nursing's curriculum includes:

- BSN Program
- Graduate Entry MN Program
- MSN Program with majors in:

Strategic Plan 2013-2017, *continued*

- Acute Care
- Adult-Gerontology
- Pediatric
- Neonatal
- Family
- Women's Health
- Adult Oncology/Palliative Care
- Mental Health
- Nurse Anesthesia
- Nurse Midwifery

(Blended Majors are an option along with Joint Degrees of MSN/MA Anthropology and MSN/MA Bioethics.)

- DNP Program
- PhD Program
- BSN/MSN to PhD Program
- Dual MSN/PhD Program
- Dual Doctorate DNP/PhD Program

As a research-intensive institution, the Frances Payne Bolton School of Nursing relies on its Center for Research and Scholarship to direct nearly \$4 million in funding for research and training conducted in the following primary areas: Cardiopulmonary, Gerontology, Health Services, Maternal-Child, Mental Health, and Oncology/Genetics. Other Centers within the school include the World Health Organization Collaborating Center for Research and Clinical Training in Home Care Nursing, the Sarah Cole Hirsh Institute for Best Nursing Practices Based on Evidence, the Center for Excellence for Self-Management Advancement through Research and Translation, the Building End-of-Life Science Through Positive Strengths and Traits Center, the Full Inclusion of Persons with Disabilities in Self-Management Research Lab, the University Center on Aging and Health, and the Dorothy Ebersbach Academic Center for Flight Nursing. The school houses a student body of more than 700 individuals committed to the nursing profession and over 100 full and part-time faculty members, as well as 56 staff employees.

The Frances Payne Bolton School of Nursing (FPB) has also been chosen as the new headquarters of the Quality and Safety Education for Nurses (QSEN) Project. After seven years at the University of North Carolina at Chapel Hill School of Nursing, this project has transitioned to our school. Here, FPB has launched the QSEN Institute, which will continue the work of the first four phases of the project in educating nurses to improve the quality of health care. The QSEN Institute will provide information to assist nursing educators across the nation as they adopt the QSEN model into their curricula. FPB will also host the annual QSEN National Forum series where nursing educators gather to discuss new developments in the field of health care quality and safety education.

By focusing on the goals and respective strategies that follow, the Frances Payne Bolton School of Nursing remains dedicated to its future as a leading academic institution of nursing education, research, and professional development for its students, faculty, and staff.

Our Strategic Plan represents our vision for the future and the direction we will take over the next 5

Strategic Plan 2013-2017, *continued*

years. The research and education we provide are driven by a commitment to:

- Educate nurses to provide high quality clinical care.
- Lead in scientific discoveries that improve health care.
- Design and implement innovations in nursing education.
- Establish a physical and technological environment that enhances learning, discoveries, and educational experiences.

Goal 1: Improve the quality of students and the quality of the student experience

FPB recognizes that the shortage of nurses in the United States is in part due to a shortage of doctorally prepared faculty. We believe that enhancing the academic quality of our students, including the quality of their clinical experiences, will ultimately increase the number of FPB graduates prepared for leadership roles, such as advanced practice nurses, faculty and scientists. This effort requires a change in approach to educating a young, vibrant and diverse student population, encouraging creativity and international partnerships. Specific strategies to accomplish this goal are to:

- Increase student satisfaction with experiences across all programs and departments at FPB.
- Elevate the skills, competence, and expectations of students through accountability, motivation and self-direction.
- Facilitate development of innovative curricula by minimizing overlap, streamlining for efficiency and developing shared learning, while considering convenience and accessibility for students.
- Maintain high standards and excellence in education by providing assessment, evaluation and support of students to meet individual career goals.
- Increase enrollment of quality students from diverse backgrounds across all programs.
- Demonstrate to students that they are the #1 priority at FPB through timely responsiveness and feedback, inviting their input and ideas, and respecting and valuing their diverse needs.

Goal 2: Ensure a positive and supportive work environment

FPB recognizes the association between stress and productivity within the work environment. A positive and enjoyable work environment is important not only for physical and psychological health, but is necessary for a highly effective and efficient organization. Specific strategies to accomplish this goal are to:

- Engage faculty and staff to implement a shared vision.
- Clearly link expectations, career development and evaluation.
- Foster innovation and learning through an inclusive and supportive environment.
- Enhance a team-oriented environment that fosters creativity, energy and productivity.
- Promote a climate and culture that supports a balance of work and personal life.

Goal 3: Enhance FPB's standing as a top-tiered nursing school in the U.S.

At FPB, we currently have an excellent national reputation that facilitates the recruitment of high-quality students and faculty. Our educational programs combine passionate faculty members and innovative curricula. Maintaining and improving our national ranking in our clinical specialties and

Strategic Plan 2013-2017, *continued*

research will allow us to expand into new and innovative educational and research arenas. Specific strategies to accomplish this goal are to:

- Increase the ranking of our clinical specialty programs in US News and World Report.
- Improve our ranking as a research- intensive institution.
- Use Educational Benchmark Inc. (EBI) scores to improve areas of didactic instruction against benchmark schools.
- Maintain our first-time NCLEX pass rate and clinical certification examinations at 95%.

Goal 4: Foster collaboration, team functioning, and communication

FPB recognizes that as a school we are innovators in nursing education - laying claim to the firsts of many significant programs. In order to further advance new programs and future areas of expertise, we need to continue to foster a creative and collaborative culture both within and beyond the school. Specific strategies to accomplish this goal are to:

- Develop an efficient and effective organizational structure that empowers and supports faculty in administrative, educational and scientific decision-making.
- Include faculty and staff as members and partners within the "FPB team".
- Enhance communication within and between the schools at the University.
- Foster a philanthropic environment involving faculty, staff, students, alumni and friends of the school.

Goal 5: Increase depth and breadth of research

FPB recognizes the importance of nursing research to build the scientific foundation for clinical practice and for the larger disciplines of nursing and healthcare. Contributions from nursing science aid in solving some of the nation's most important health challenges. FPB believes that expanding our research efforts will increase these contributions. Specific strategies to accomplish this goal are to:

- Develop infrastructure that supports proposal development (federal, non-federal, foundation and pharma).
- Expand research into new and innovative arenas.
- Design incentives for collaboration between clinical practice and research; within and across departments and between institutions.

Goal 6: Become an incubator for innovation

FPB recognizes the future movement of today's nursing discipline into one that requires more advanced practice nurses. We believe that advancing nursing technologies and forming new academic focus areas can make the difference between novice and expert nursing professionals. Specific strategies to accomplish this goal are to:

- Conduct "think tanks" and targeted brainstorming sessions to generate creative, innovative ideas and proposals.
- Establish new collaborations across faculty, staff, students, alumni, other schools within the university and other stakeholders for the creation of innovative academic and research

Strategic Plan 2013-2017, *continued*

programs.

- Support innovative curricula and learning strategies.
- Recruit and retain high-quality faculty from diverse backgrounds that promote and enhance innovative research, teaching and service.
- Develop branding identification strategy for faculty, staff and students to promote FPB.

Goal 7: Enhance educational and research infrastructure

FPB recognizes that aesthetics can inspire the human spirit and promote health and wellness, as well as be the key invitation for a potential student or faculty member. We believe that having an environment that reflects the FPB history, culture, and future of the nursing profession and nursing education will aid in promoting not only the nursing industry but FPB as a top choice for nursing education. Specific strategies to accomplish this goal are to:

- Create a welcoming environment for visitors.
- Enhance learning and research through a state-of-the-art environment that incorporates the need for flexibility, reflection and interactive engagement.
- Develop and initiate fundraising/capital campaign strategies that support the educational and research enhancements.

Goal 8: Support the development of faculty and staff across their career trajectory

FPB recognizes the positive effects of faculty and staff engagement. Job fulfillment is higher and an organization remains structurally sound when there is low turnover and faculty and staff are passionate about their work and contributions. An effective faculty and staff development program will provide personal and professional growth opportunities for those involved while at the same time addressing student and organizational needs. Specific strategies to accomplish this goal are to:

- Develop an orientation and mentorship program for new faculty and staff.
- Initiate individualized faculty and staff development plans incorporating personal areas of strength.
- Integrate academia and clinical settings including an increase in joint appointments between academic and clinical faculty.
- Set baseline expectation of at least one first-author publication from every faculty member.

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