



**2012 - 2013  
Annual Report**



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## INTRODUCTION AND OVERVIEW

### Major Accomplishments

The following summary highlights the activity and outcomes achieved over the past year for each goal:

1. Increased NIH grant submissions 35% and awards through RITe Team and increased Research Center infrastructure and individual efforts.
2. Resubmitted T-32 application to NINR and received a perfect score of 10. In process of recruiting additional pre and post-doctoral research training fellows.
3. Recruited diverse faculty with research programs that align with College of Nursing and Health Sciences priorities.
4. Completed Graduate Council Review (self-study documents and reviewer site visits) for both the PhD Program and Gerontology Interdisciplinary Program.
5. Redesigned College of Nursing web-site, updating content and format with assistance from the HS communications and marketing team.
6. Increased peer reviewed publications and other forms of scholarly productivity through writing groups and faculty development efforts.
7. Re-structured annual faculty performance review process and created an electronic system using hospital template and model for performance reviews.
8. Led implementation of two required simulation-based IPE courses - in ambulatory team-based care and one in inpatient patient care management.
9. Assessed and strengthened staff support model for faculty and students with the addition of a database position and a student placement coordinator position.
10. Refined process for identifying faculty needs and course coverage, recruiting and on-boarding faculty.
11. Implemented the College of Nursing Teaching Academy with targeted resources and expert consultation for faculty.
12. Expanded and implemented new master evaluation plan, incorporating PhD and GIP evaluation, EBI and process improvement documentation strategy.
13. Organized and marketed student engagement opportunities and increased attention to student diversity with addition of Outreach & Inclusion Committee and Diversity Coordinator.
14. Completion of successful search for the new dean for the College of Nursing.

The College of Nursing has also identified the following key contributions to the health Sciences-wide initiative to “Lead the Transformation of Academic Health Centers”:

### **I. For our Patients, the Community and Public:**

- Contribute to the discovery and implementation of new knowledge in health care
  - Mission of nursing science is “to build the scientific foundation for clinical practice, prevent disease and disability, manage and eliminate symptoms caused by illness, and improve palliative and end-of-life care”  
*NINR Strategic Plan November, 2011*
- Disease Oriented Clusters: Initiate research, participate on research teams and in clinical centers related to:
  - Genetic Correlates of symptom phenotypes (Mooney) and Epigenetics of preterm labor (Latendresse)
  - Oncology symptom clusters (Linder; Mooney; Beck)
- Health Services Research: Initiate research projects and recruit faculty with expertise in health services and population sciences
  - Hospital bed design to prevent injury (Morse)
  - Preventing failure to rescue (Doig)
  - Telehealth support system for family caregivers at end of life (Mooney)
  - Telephone Linked Care (TLC) for support during active chemotherapy (Mooney)
  - Evidence-based pain management in US hospitals (Beck)
  - Injury prevention for older adults (Edelman)
  - Peer caregiver hospice care in prison (Cloyes)
  - Communication and decision-making at end of life (Ellington, Towsley)
  - Grief and bereavement interventions (Caserta, Supiano)
  - Medication administration safety (Pepper)
- Contribute to increasing the availability of high quality, evidence based health services for at-risk and incarcerated youth in both urban and rural communities’ across the state of Utah.

### **II. For Patients and Payors:**

- Promote interdisciplinary practice within the Women and Children’s service line to enhance the delivery of high value, patient centered care.
  - Facilitate collaborative efforts to decrease the primary cesarean section rate, length of stay and over utilization of services in the University Medicaid ACO.
- Appoint members of the Advanced Practice Clinician Council to serve as core committee members on the service lines in the Health Sciences Center.
  - Promote interdisciplinary, team-based services and optimize contributions of Advanced Practice Clinicians.
- Create virtual nursing service with 24/7 call center based on care pathways and protocols
  - Collaborate with the University Medicaid ACO on use to decrease Emergency Department utilization
  - Collaborate with the University of Utah Health Care Community Clinics to create a more robust Care Navigation Center.
- Prepare care management experts and evolve nurse care management network offering patient navigation and care coordination for populations with chronic illness or co-morbidities

### **III. For Students and Trainees:**

- In an effort to develop and implement ongoing program evaluation plan to assure system of continual readiness for accreditation, the CoN will prepare an integrated data repository for

outcomes related to academic programs, and will document use of the repository to make data-driven improvements in programs to meet accreditation standards.

- Create opportunities for Doctor of Nursing Practice (DNP) students to perform quality improvement projects within University Health Sciences Systems by creating partnerships with service lines.
- Provide students opportunities to participate in a fully engaged and respectful learning environment that equips them for the changing world.
  - Expand MUSE program and offerings for students
  - Expand competency-based assessments for undergraduate and graduate students through simulation.
  - Expand interprofessional education to include clinical training modules and advanced on-line educational tools.
- The CoN will ensure ongoing opportunities for graduate nursing students to work as graduate assistants allowing for students from diverse and underserved backgrounds to attain a graduate education.

#### **IV. For Faculty and Staff:**

- To achieve the most inclusive, productive and satisfying work environment and highly competitive compensation and benefits
  - Formalize opportunities for mentoring and career development: including MAAC, SNAP, RITe and writing groups
  - Expand effective internal and external communication to all Advanced Practice Clinicians (APCs) within the Health Sciences Center
  - Utilize LEAN principles and framework to improve faculty workload allocation process
- The CoN will grow and improve its various group mentoring and development programs, namely:
  - our established year-long professional development programs for both new tenure-track faculty and clinical-track faculty
  - our new and highly successful writing-for-publication mentoring program consisting of five affinity groups,
  - our new research mentoring program for faculty, post-doctoral students, and doctoral students consisting of four affinity groups
  - an existing research mentoring group specifically for faculty submitting K awards
  - our Teaching Academy, providing graduate degrees, certificates, faculty development, scholarship and outreach in graduate and undergraduate nursing education.

#### **V. For Financial and Administrative Sustainability and Strength:**

Use our resources wisely and enhance future opportunities

- Ensure diversity of the CoN Faculty Practice portfolio and expand opportunities for practice within the U of U Hospitals and Clinics.
- Achieve profitability at South Jordan HC and other existing ventures with the addition of primary care NPs, Birth Center and advanced practice clinicians (APRNs)
- Increased external research funding through collaborative, efficient team science
- Increased external donor funding through outreach and relationship building
- Share CoN sustainability definition and continue annual activity report for STARS rating
- Enhance local, regional, and national reputation and increase NIH ranking to top 10

## EDUCATIONAL PROGRAMS / ACADEMIC AFFAIRS

### Overview

Overall, enrollment in undergraduate and graduate programs remains stable with a trend towards fewer masters' students and sustained growth in the doctoral programs of study, particularly the doctorate of nursing practice (DNP) degree. During this year, the Board of Regents approval was granted to 2 new dual programs in Primary Care (FNP / PNP), the Care Management masters and certificate program, the RN to MS tract with three areas of emphases (Nursing Informatics, Care Management, and Nursing Education), a minor in Gerontology, and the discontinuation of the Clinical Nurse Leader program. Significant course revisions were approved for the Master's, DNP, and PhD programs. In addition, the Teaching Academy was developed to support and amplify creative and effective teaching in the College of Nursing.

Students for the fall 2013 PhD program's Cancer, Aging and End-of-Life cohort have been identified. Concurrently, funding was obtained from the National Institutes of Health (NIH) for a T32 application: Interdisciplinary Training in Cancer, Aging, and End-of-Life Care, and planning for pre and post-doctoral awards has been initiated.

The total enrollment for all graduate programs is projected to exceed 340 students in the coming year. Figure 1 shows the total student enrollment during the fall semester over the past four years.

**Figure 1. Student Enrollment 2009-2013 (OBIA)**

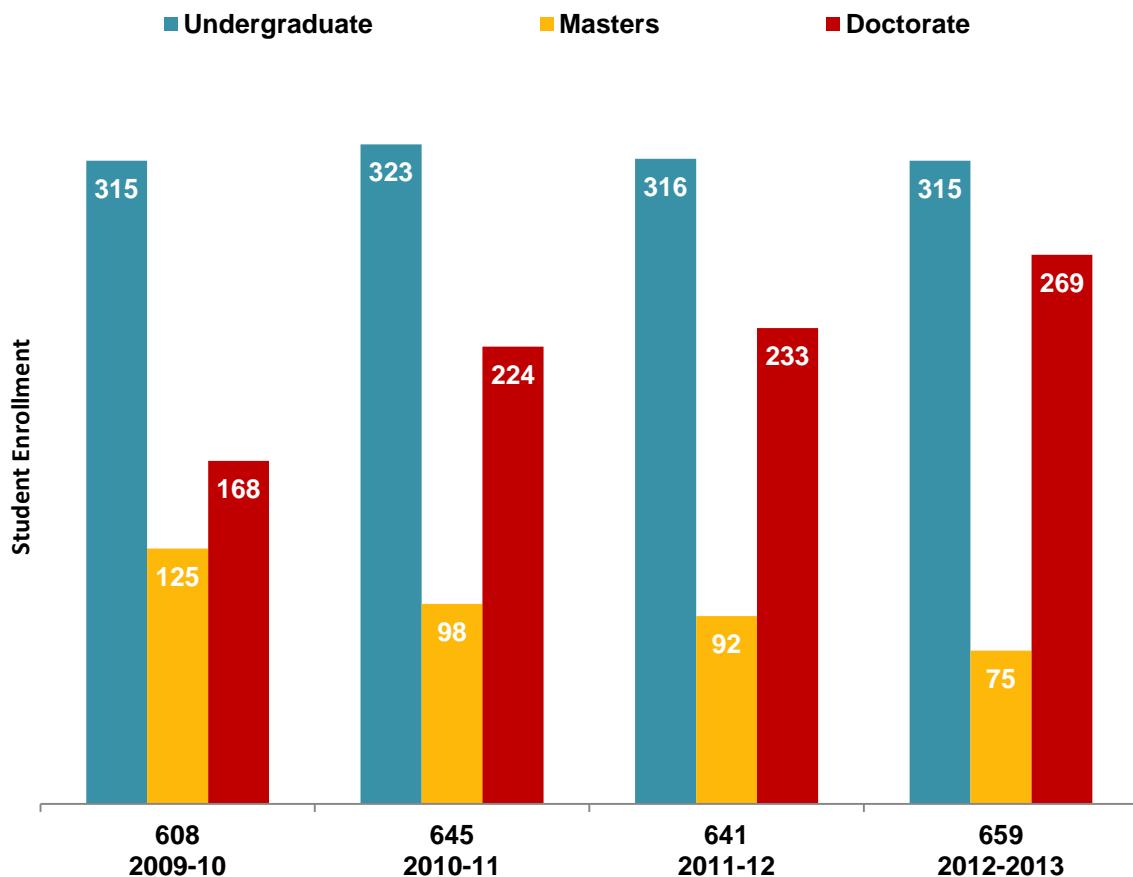
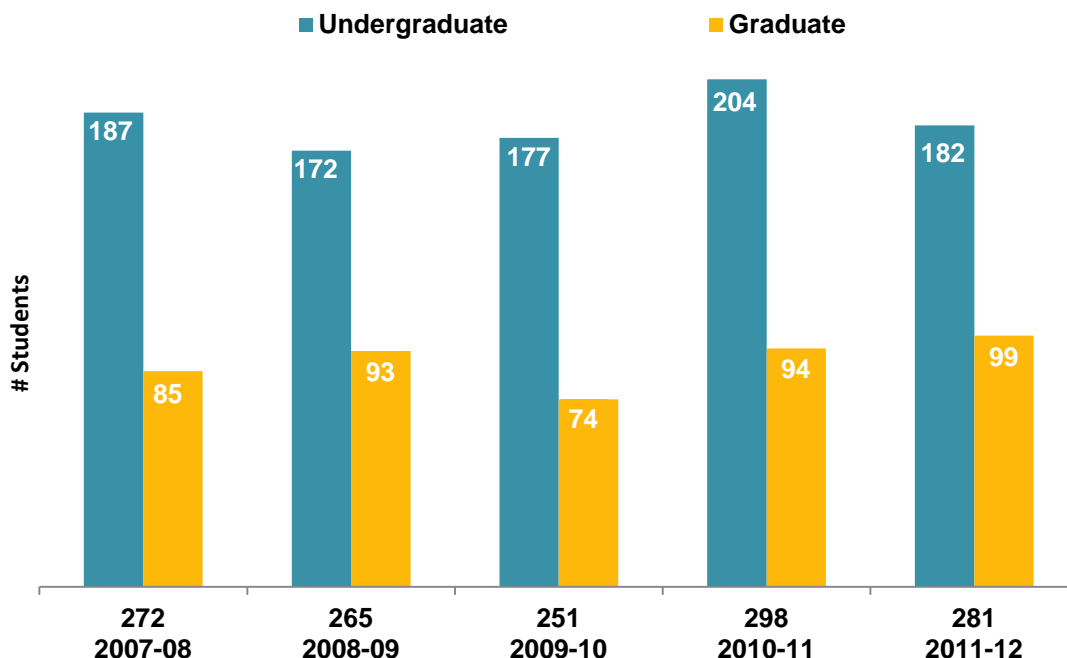


Figure 2 depicts in blue, the total number of graduates completing upper division baccalaureate and RN-BS Programs (undergraduate). Gold columns indicate the graduates from the MS, DNP and PhD programs combined. The overall retention rate for undergraduate students is > 98% and the retention rate for graduate students is > 90%. The college continues to see consistently high pass rates on state boards and national certification examinations across all programs for nursing students (> 95%).

**Figure 2. Number of Graduates 2007 – 2012 (OBIA)**



Below, Table 1 summarizes the profile of students for the 2011-12 and 2012-13 academic years.

**Table 1. Demographic Characteristics of Students: 2011-12 and 2012-13**

Indicators	BS in Nursing		MS in Nursing		MS in Gerontology		DNP		PhD in Nursing	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Students *	316	315	74	64	18	9	178	207	55	58
Average Age	29	28.9	35.8	36	38.8	38.6	38.8	36.88	40.5	45.5
Average GPA	3.57	3.58	3.82	3.83	3.66	3.66	3.83	3.81	3.9	3.84
Male	27%	21%	23%	23%	16%	33%	8%	12%	9%	7%
Ethnic Minority*	15%	15%	12%	14%	10%	22%	12%	10%	12%	14%

\*All data from the College of Nursing Student Services database as of Fall 2012

**The University of Utah Hartford Center of Geriatric Nursing Excellence**

The Hartford Center recruits and mentors doctoral students to expand the number of nursing faculty qualified to teach geriatric nursing at all levels of nursing programs both in the Intermountain West and the US. It is one of eight HCGNE nationally funded by the John A. Hartford Foundation. The UU Center additionally received generous support from the Ray and

Tye Noorda Family Foundation for scholarships to prepare students and fellows for leadership roles in geriatric nursing. In the summer of 2012, the Center hosted a very successful meeting of the John A. Hartford Board of Trustees.

The Center received a three year \$300,000 renewal grant from the Hartford Foundation for January 1, 2013 – December 31, 2015 (PI: G. Pepper). Objectives include:

Increase the number of nurses prepared to teach geriatric nursing at all levels of nursing education: encourage program of study completion for current PhD students, sustain 10% Gerontology Graduate Certificate completion rate for adult care MS and DNP students, enroll at least 6 new gerontological nursing PhD students.

Participate with other HCGNE to develop the National Hartford Centers of Geriatric Nursing Excellence: serve as host site for programs to retool current faculty in the Intermountain West to teach geriatric nursing, develop and promote quality nursing courses and course sharing through the NEXus consortium, support HCGNE through the participation of faculty, students and alumni on initiatives.

Assure the long term viability of the UU HCGNE by developing sustainable programs and funding: develop models to integrate the gerontology specialty into the PhD program that sustain quality, but with reduced costs, secure endowed scholarship support of \$100,000 annually for students in geriatric programs, seek research and training grants in aging, cancer, and palliative care to enrich and support the Center's learning activities and infrastructure.

In 2009 and 2010, the Hartford Center admitted two PhD cohorts, totaling 19 students. Eight have attained candidacy and two defended dissertations and will graduate August 2013. Over 40 MS and DNP students have earned geriatric sub-specialization and/or Graduate Gerontology certificates, the majority with scholarship support from the center. Students have attracted scholarships and fellowships including Patricia G. Archbold scholarships, SAMHSA fellowships, Jonas fellowships, and the Hartford-Cummings fellowship. They have numerous national presentations and publications, and attracted honors such as Outstanding Nurse Researcher of the Year Award by the Utah Nurse Practitioners Association and Best Student Poster from the Center on Aging. Hartford-Noorda Fellows won both the Outstanding DNP Student and the Outstanding PhD student Awards at graduation in 2013.

Over this past year, the Center has collaborated with other HCGNEs to form the National Hartford Centers of Geriatric Nursing Excellence, a membership organization with the mission to improve the health of all older adults. Faculty affiliated with the Center were awarded a HRSA Comprehensive Geriatric Education Program grant (PI: P. Berry) for \$743,917 to develop a geriatric track in the Care Management Master's degree program approved in 2013. In addition, the grant objectives built upon the successful Geriatric Nurse Leader emphasis in the BS degree completion program to fast track these students to a Master's degree in Care Management or Nursing Education with a geriatric subspecialty.

### **Salt Lake City VA Nursing Academy (VANA)**

Cohorts of eight students each were selected from both the accelerated and traditional students. These students work with VANA faculty in the clinical areas with the option of completing their capstone clinical at the VA. These students complete 80 hours of community engaged learning with veteran groups in addition to their required clinical hours. To address the Joining Forces Initiative, four on-line modules on health issues of veterans are being developed. The first of these modules (Health Issue for Female Veterans) was piloted with third semester students. The students were overwhelmingly enthusiastic about the module and endorsed its continued use.



## Education Grant Funding

Table 2 summarizes the active grants and awards in place to support the college's educational mission. These federal awards and private foundation funds are critical to providing program support, innovation and evaluation.

**Table 2. Active Funded Education and Training Awards 2012-13**

Funding Period	PI and Title	Funding Agency	Direct Costs	
			Requested	Awarded
08/01/12-07/31/14	Bangerter: Jonas Nurse Leaders Scholar Program (Walton and Yoosook)	Jonas Center for Nursing Excellence	\$20,000	\$20,000
08/01/12-07/31/14	Bangerter: Jonas Veterans Healthcare Program (Chaplick and Trimmer)	Jonas Center for Nursing Excellence	\$20,000	\$20,000
08/01/12-07/31/14	Bangerter: Jonas Nurse Leaders Scholar Program (Eaton)	Jonas Center for Nursing Excellence	\$10,000	\$10,000
09/01/07-08/31/13	Barnett and Stovall: Veteran's Affair Nursing Academy	Department of Veterans Affairs	\$3,500,000	\$3,500,000
07/01/12-06/30/15	Berry: Retooling Education in Geriatric Nursing	HRSA, D62HP24193	\$686,070	\$686,070
07/01/11-06/30/14	Fuller: Educating Primary Care Nurse Practitioners with an Emphasis on Underserved and Aging for the Intermountain West	HRSA, D09HP22613	\$893,877	\$889,794
10/01/07-12/31/12	Pepper: University of Utah Hartford Center for Geriatric Nursing Excellence	John A. Hartford Foundation, 2007-0064	\$907,937	\$880,000
01/01/13-12/31/15	Pepper: University of Utah Hartford Center for Geriatric Nursing Excellence	John A. Hartford Foundation, 2012-0061	\$272,727	\$272,727
09/30/10-09/29/15	Ward: Advanced Nursing Education Expansion	HRSA, T57HP20586	\$6,292,000	\$1,320,000

## Baccalaureate Program

### Accomplishments

#### Curriculum Revision

The first cohort of students completing the conceptual based curriculum had an NCLEX-RN® first time pass rate of 97%. The second cohort has not taken the exam to date.

#### Interdisciplinary Experiences

Students from the College of Nursing along with students from College of Health, School of Medicine, College of Pharmacy, and the PA program participated in the 2012-13 roll-out of the Health Sciences Interprofessional Education (IPE) program. Of the 274 students who participated during Fall 2012 in 5700/6700 (Care of the Ambulatory Patients), 64 were 3<sup>rd</sup> semester nursing students. Of the 420 students who participated in the 5600/6600 (Care of the Hospitalized Patient) in spring 2013, 63 were 4<sup>th</sup> semester nursing students (traditional) and 63 were 3<sup>rd</sup> semester nursing students (accelerated).

### **RN to MS Track**

The first RN-MS Program cohort was admitted in Summer 2013. Under this program of study, these students will complete the BS portion of their program in August 2014 and may move seamlessly into any one of the three master's emphasis areas (care management, nursing informatics and nursing education) pending successful application to the graduate school.

### **The Nursing Early Assurance Program (NEAP)**

The first cohort of students will begin the program in Fall of 2013. There are currently 6 NEAP (out of 7) students who have successfully completed the NEAP program and will be entering the Traditional BS Nursing Program in Fall 2013. In March 2013, we accepted our third cohort of NEAP students. Of the 30 high school seniors who applied, 10 were interviewed and accepted to the program, and 2 declined due to scholarship offers at other universities. The final cohort that will begin in nursing Fall 2015 is 8 students. Among the 30 applicants who applied, two self-declared as Hispanic, the remaining Caucasian. None of the minority students had the academic grades and/or preparation to be competitive in the application process and/or did not have significant healthcare experience. These students received invitations to apply to the Pre-Nursing LEAP program (freshman/sophomore learning community).

### **Pre-Nursing LEAP Program**

In 2012, a proposal for a Pre-Nursing LEAP Program was approved by the University of Utah LEAP Program Director (Dr. Carolyn Bliss) and by Dean Maureen Keefe. The Pre-Nursing LEAP (standing for "Learning, Engagement, Achievement, and Progress") is a 3 semester learning community experience for University of Utah students. The program helps freshman pre-nursing students make a successful transition to the U in a supportive environment, while also providing a solid academic foundation and the study skills necessary to get the most out of their university education. The program seeks out students from varied backgrounds including, but not limited to, racial and ethnic minority students or those considered economically, socially or educationally disadvantaged. In January 2013, we launched our recruitment efforts for the first cohort of Pre-Nursing LEAP students through a new Pre-Nursing LEAP website and by coordinating efforts with the Health Sciences LEAP program. Our target cohort size is 35 students. We will continue to recruit students during orientation.

The CoN worked closely with the University of Utah LEAP program to develop a Pre-Nursing track in LEAP that will be similar to the Health Sciences LEAP. The goal is to help pre-nursing students make a successful transition to the U in a supportive environment while providing enhanced advising from CoN faculty. In the first year of the program, students enroll in a two-semester healthcare-related LEAP seminar series (LEAP 1100 and 2004 which satisfy the Humanities and Diversity requirement). Students also receive faculty and peer mentoring. In the second year of the program, students enroll in a one-semester engaged learning seminar and are strongly encouraged participate in CoN MUSE-related activities. The first Pre-Nursing LEAP cohort will start in fall 2013 as a cohort of 35 students taught by long time LEAP faculty member Jeff Webb.

### **Nursing Track in the Honors Program**

Alexa Doig has been working with CoN Honors Advisor Pam Hardin and Dean of the Honors College, Sylvia Torti to create a formal Nursing Track in the Honors Program. This proposal will be submitted to the Honors Program Advisory Committee for review in Fall 2013.

**Table 3. Student Enrollment and Graduation Information 2011-2013**

Program	Average Age	Gender (M/F)	Average Cumulative GPA	Number of Applicants	Number Enrolled	Number Graduating (Date of Graduation)
Traditional Entering Fall 11	25	14/50	3.601	165	64	65** (Spring 13)
Traditional Entering Fall 12	26	11/53	3.601	177	64	64* (Spring 14)
Accelerated Entering Summer 11	29	25/39	3.54	173	64	60 (Summer 12)
Accelerated Entering Summer 12	29	13/51	3.640	166	64	64* (Summer 13)
Accelerated Entering Summer 13	32	20/44	3.608	148	64	64* (Summer 14)
RN-BS Entering Fall 11	32	14/53	3.376	83	67	54 (Fall 12)
RN-BS Entering Fall 12	33	12/46	3.359	82	58	58* (Fall 13)

\*Anticipated

\*\*Includes students from prior group of applicants

**New Courses & Program Revisions**

NURS 2500 Pre-nursing LEAP: Explore Nursing

NURS 4800 Undergraduate Research

NURS 5250 Intermediate Spanish for Health Care Providers

UUHSC 5600 Interprofessional Experience: Simulation of Hospitalized Patient

UUHSC 5700 Interprofessional Experience: Simulation of Ambulatory Patient

UUHSC 5800 Interprofessional Experience: Disaster Preparedness and Response

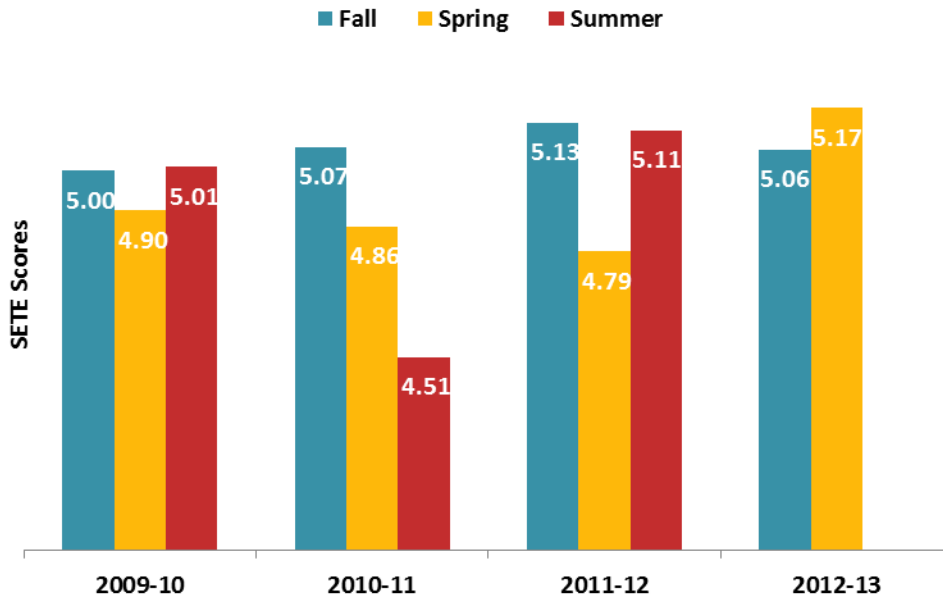
**Approved as fourth semester electives**

GERON 5320 Death, Dying and Bereavement

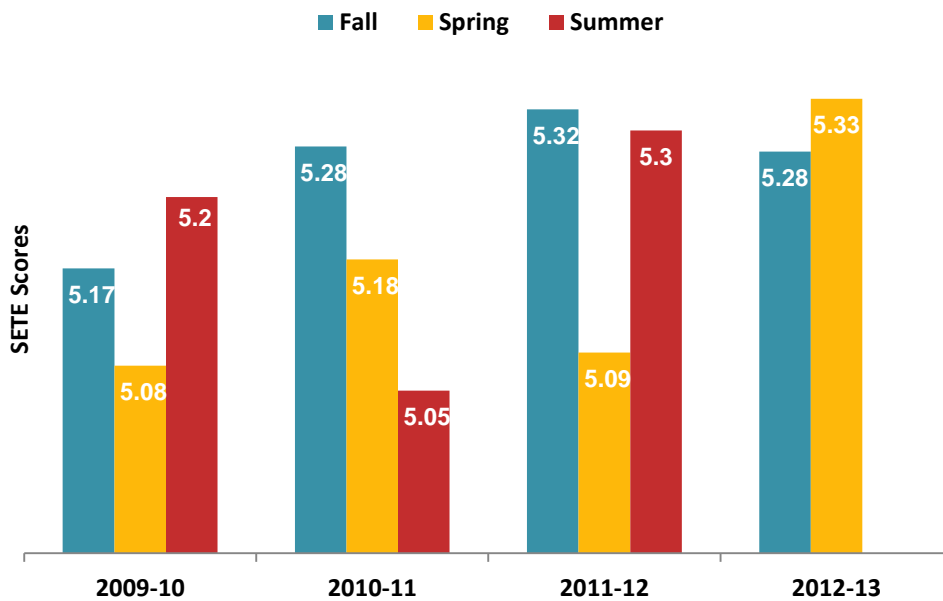
NURS 5050 Best Practices in Gerontological Nursing

Trends in Baccalaureate Course and Instructor Evaluations

**Figure 3. Course Evaluations 2009 – 2013 (Scale 0-6)**



**Figure 4. Instructor Evaluations 2009 – 2013 (Scale 0-6)**



## NCLEX

A decrease in NCLEX-RN® pass rates for the last year prompted a change in the use of the ATI RN Comprehensive Predictor Exam. Students are now required to pass the exam with a score that has a predicted probability of passing the NCLEX-RN® of .90 or higher. Fifty-seven of the sixty-five students reached this level on the first or second attempt. The remaining 8 have signed up for an NCLEX-RN® review course.

**Table 4. NCLEX Pass Rates on First Attempt 2008-2013**

	Apr-Mar 2008-09	Apr-Mar 2009-10	Apr-Mar 2010-11	Apr-Mar 2011-12	Apr-Mar 2013-13
Graduates Tested	133	131	138	136	123
Graduates Passing	112	120	132	128	120
<b>CoN Passing Rate</b>	<b>84%</b>	<b>92%</b>	<b>96%</b>	<b>94%</b>	<b>98%</b>
Jurisdiction Passing Rate	83%	87%	86%	91%	91%
National Passing Rate	87%	89%	87%	89%	90%

## Educational Benchmarking Incorporated (EBI) Data

**Table 5. EBI Undergraduate Program Exit Survey Results 2008-2013**

Factor	Mean Score	Performance
Professional Values	6.00*	83.3%
Classmates	5.88**	81.3%
Technical Skills	5.65***	77.5%
Core Competencies	5.63*	77.2%
Course Lecture and Interaction	5.55*	75.8%
Core Knowledge	5.46*	74.3%
Role Development	5.35*	72.5%
Facilities and Administration	5.25**	70.8%
Work and Class Size	5.24*	70.7%
Quality of Nursing Instruction	5.19*	69.8%
Overall Program Effectiveness	4.86*	64.3%

\*not statistically significant for Select Six, Carnegie Class, or All Institutions

\*\*statistically higher than Select Six, Carnegie Class, and All Institutions

\*\*\* statistically lower than for Select Six, Carnegie Class, and All Institutions

The Educational Benchmarking Incorporated (EBI) program exit survey was used to measure 11 factors in the undergraduate program, such as professional values, core competencies, and course interaction. Over 70 of the eligible 123 students responded to the survey. Factors that scored at or above the 75<sup>th</sup> percentile included professional values, classmates, technical skills, core competencies, and course lecture and interaction). Because this was the first survey, there is no internal data for comparison, although national comparisons are available with 'Select Six,' Carnegie Class, and all Institutions using EBI.

This is a measurement using a Likert scale of 1-7 with 1 being Very Poor/Very Dissatisfied/Not At All/Far Below and 7 being Exceptional/Very Satisfied, Extremely/Far Above.

**Table 6. EBI Undergraduate Program Exit Survey Results 2008-2013**

<b>Essential</b>	<b>Score</b>
1. Liberal Education for Generalist Practice	5.03
2. Organization and Systems Leadership for Quality and Safety	5.23
3. Scholarship for Evidence-Based Practice	5.51
4. Information Management and Technology	5.50
5. Healthcare Policy, Finance, and Regulation	5.35
6. Interprofessional Communication/Collaboration	5.53
7. Clinical Prevention and Population Health	5.71
8. Professionalism and Professional Values	6.00
9. Generalist Nursing Practice	5.63

\*EBI data was used to measure the program's effectiveness in meeting the AAC baccalaureate education essentials. Again on a scale of 1-7 as above, the data is without comparison.

**Undergraduate Scholarships**

Approximately \$234,000 in College of Nursing Undergraduate Scholarships from donations and endowment funds were distributed at the beginning of the 2011-2012 academic year resulting in over 156 scholarship awards.

**Table 7. Funds Awarded by the Scholarship Committee 2012-2013**

<b>Semester</b>	<b>Amount</b>
Fall Semester 2012	\$66,000
Spring Semester 2013	\$66,000
Summer Semester 2013	\$63,000
<b>Total</b>	<b>\$195,000</b>

**Table 8. Funding Percentage of Undergraduate Student Population 2012-2013**

	<b>Applicants</b>	<b>Funded</b>	<b>% Applicants Funded</b>	<b>Students in Program*</b>	<b>% Students Funded</b>
<b>Fall 2012</b>					
RN-BS	5	3	60%	126	2
BS	72	42	58%	192	22
<b>Spring 2013</b>					
RN-BS	5	3	60%	57	5
BS	72	42	58%	191	22
<b>Summer 2013</b>					
RN-BS	4	2	50%	73	3
BS	66	40	60%	127	31

## Master's and DNP Programs

### Accomplishments

During the 2012-2013 academic year the Master's and DNP programs engaged in an extensive core course revision process. This process identified cultural competencies throughout the curricula, created improved sequencing in Evidenced Based Practice courses, statistics and leadership coursework. The DNP Scholarly Project was extended to three semesters to provide sufficient time for rigorous projects. This revision had a credit-neutral effect on the Programs of Study. Inter Professional Education (IPE) experiences were incorporated into all DNP curricula.

This year saw the University and Board of Regents approval of a Master's emphasis and Certificate program in Care Management, as well as approval of a BS in Nursing to Master's articulation program. Two additional dual certification programs within the Primary Care Program were also approved. The Psychiatric-Mental Health APRN program has completed a transition to the DNP degree and accepted the first class of DNP students. The MS-DNP program increased from a 4 to 5 semester program to allow students to complete a rigorous doctoral scholarly project. The *Nursing Education* program now officially bears that name, replacing the name *Teaching Nursing* and the process for discontinuing the *Clinical Nurse Leader* program was completed.

Work is progressing on developing a BS-DNP program in Community and Organizational Leadership. The MS to DNP Program admitted 9 non-APRN students for the 2012-13 year and another 6 for 2013-14. The largest constituent of this track is *Nursing Education*, so we are exploring a BS-DNP program for nursing educators in combination with community health and executive leadership.

The Master's programs (Care Management, Nursing Education and Nursing Informatics) are anticipating growth through the BS to MS program. The program started in Summer 2013, with 16 students enrolled in the first cohort.

Educational Benchmarking Inc. (EBI) exit surveys were begun in 2012. Results showed consistently high scores in relation to student satisfaction and to clinical objectives. These survey results will be used to drive programmatic improvements and assure alignment with the Masters and DNP Essentials.

Enrollment in all Master's and DNP programs remains steady or has increased slightly. Retention in full-time programs of study has improved. National certification board pass rates and post-graduation employment are high for our graduates. Clinical preceptors in the community and a deficit of qualified specialty faculty remain the challenges to program expansion currently. Discussions with community stakeholders are underway to address this.

**Table 9. Certification Exam Pass Rates 2008 – 2012**

	2008	2009	2010	2011	2012
Family NP	100% (9/9)	100 % (21/21)	93% (14/15)	96% (25/26)	93% (14/15)
Acute Care NP	*	88%	83% (5/6)	100% (9/9)	100% (7/7)
Adult NP	100% (1/1)	100% (2/2)	*	100% (1/1)	100% (3/3)
Psychiatric/Mental Health	*	100% (9/9)	80% (4/5)	*	100% (11/11)
Pediatric NP	100% (4/4)	100% (2/2)	0% (0/1)	100% (2/2)	75% (3/4)
Neonatal NP	100% (4/4)	100% (3/3)	100% (1/1)	*	No Graduates
Nurse Midwives	100%	100%	100% (4/4)	100% (5/5)	*
Women's Health NP	100%	100%	80% (4/5)	100% (5/5)	50% (1/2)

\*Insufficient number of candidates for data reporting

### New and Revised Courses

NURS 6011 Curriculum & Classroom Instruction in Nursing Education (title change)  
 NURS 6012 Core Principles & Theories of Nursing Education (new)  
 NURS 6013 Clinical Instruction in Nursing Education (title, pre-requisite & description change)  
 NURS 6015 Faculty Roles, Rights & Responsibilities in Nursing Education (title change)  
 NURS 6017 Nursing Education Residency (title change)  
 NURS 6018 Simulation Instruction in Nursing Education (new)  
 NURS 6060 US Health Care: Systems & Policy (new)  
 NURS 6250 Human Embryology (reactivated)  
 NURS 6390 Care Management: Clinical Issues (new)  
 NURS 6392 Care Management: Professional, Legal, Financial & Business Issues (new)  
 NURS 6470 Care Management for Individual Practicum (new)  
 NURS 6471 Mentoring & Precepting: Theory and Practice (new)  
 NURS 6470 Care Management Practicum for Populations (new)  
 NURS 6505 Program Planning & Evaluation (new)  
 NURS 6555 Global Issues in Women's Health (new)  
 NURS 7015 Leadership & Advocacy (new)  
 NURS 7025 Introduction to Epidemiology & Population Science (new)  
 NURS 7320 Psych/Mental Health Practicum I (new)  
 NURS 7325 Psych/Mental Health Practicum II (new)  
 NURS 7330 Psych/Mental Health Practicum III (new)  
 NURS 7335 Psych/Mental Health Practicum IV (new)  
 NURS 7340 Group & Family Therapy (new)  
 NURS 7360 Mental Health Assessment & Therapeutic Modalities in the Elderly (new)  
 NURS 7361 Advanced Topics in Mental Health (new)  
 NURS 7622 Neonatal NP Residency (new)  
 NURS 7653 Adult Acute Care Residency (new)  
 NURS 7701 Scholarly Project I (new)  
 NURS 7702 Scholarly Project II (new)  
 NURS 7703 Scholarly Project III (new)  
 NURS 7920 Primary Care Community Engagement (new)



**Table 10. Enrollment and Graduates by Specialty 2011-13**

	Enrolled		Applicants		Admitted		Graduates	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
<b>MS-DNP</b>								
MS-DNP	33	46	34	27	26	26	14	15
<b>BS-DNP Programs</b>								
Family NP	38	58	43	60	15	22	16	19
Pediatric NP	4	13	12	11	4	8	4	2
Adult – Geron NP	7	15	8	12	4	6	4	7
Acute Care NP		32	19	29	13	12	7	10
Nurse Midwifery- WHNP	19	31	18	19	14	10	2	9
MPH/DNP	1	1	0	0	0	0	1	0
Neonatal NP	10	15	0	9	0	0	0	7
<b>Master's Programs</b>								
Clinical Nurse Leader	3	0	0	0	0	0	3	0
Nursing Informatics	13	24	11	11	11	10	8	11
Psychiatric/Mental Health NP	27	19	26	13	11	10	13	8
Teaching Nursing	21	20	10	15	10	12	10	7
<b>Gerontology Interdisciplinary Program</b>								
GIP	16	12	8	8	7	5	10	5

**Graduate Scholarships/Traineeships**

Approximately \$1,174,000 in scholarships, fellowships, endowment funds, and traineeships were awarded to College of Nursing graduate students during the 2011-2012 academic year. Awards were distributed each semester with 118 awards to graduate students over the academic year.

**Table 11. Funds Awarded 2012-2013**

Semester	Amount
Fall 2012 CoN Funds	\$ 253,000
Fall 2012 External/Other Funds	\$ 329,250
<b>Spring 2013 CoN Funds</b>	
Spring 2013 CoN Funds	\$ 350,500
Spring 2013 External/Other	\$ 241,250
<b>Total</b>	<b>\$1,174.00</b>

**Table 12. Funding Percentage of MS and DNP Student Population 2012-2013**

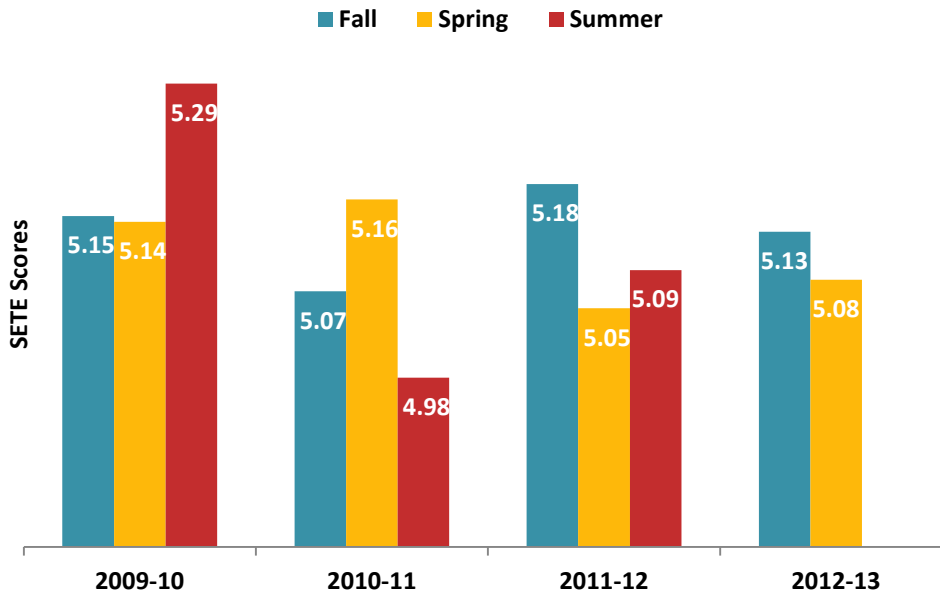
	Applicants	Funded	Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	Students Funded
<b>MS</b>	34	17	50%	0	0	73	23%
<b>DNP</b>	108	49	45%	16	4	209	33%

\*All data from College of Nursing Student Services data as of Fall 2012

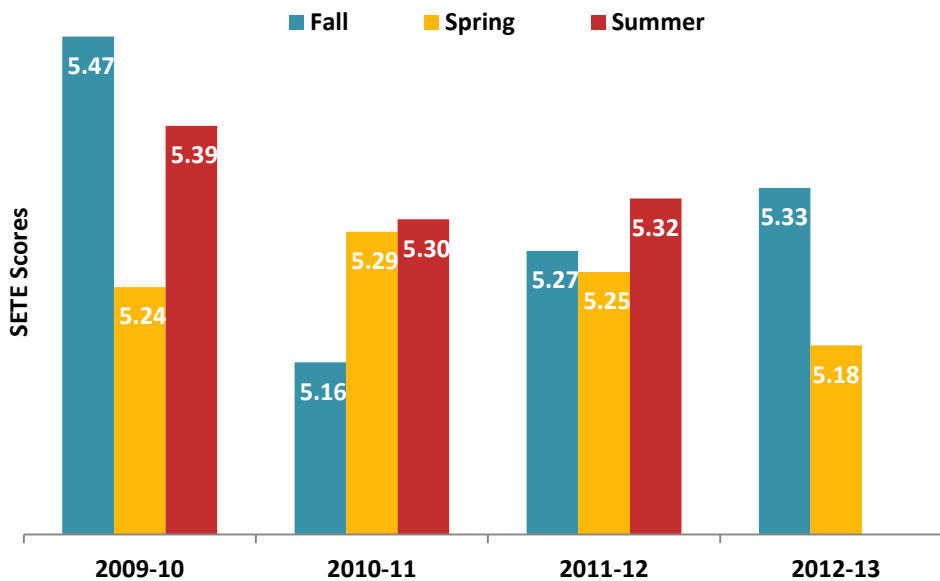
\*\*Awards determined by other application mechanism. Includes ERDC, Hartford GIP, BAGNC, NRSA, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships

## Trends in MS & DNP Course and Instructor Evaluations

**Figure 5. Course Evaluations 2009-2013 (Scale 0-6)**



**Figure 6. Instructor Evaluations 2009-2013 (Scale 0-6)**



## Gerontology Interdisciplinary Program (GIP)

### Accomplishments

- Created and executed an action plan through collaboration with the dean and consistent with the Association for Gerontology in Higher Education (AGHE) Consultant Report
- Initiated a program-specific orientation for incoming MS students
- Reduced the total number of adjunct faculty and instructors
- Reworked and updated the MS and undergraduate/postgraduate certificate student handbook

- Promoted the 40<sup>th</sup> anniversary of the program through news releases, campus newsletters, community forums, and various additional presentations on campus and across the community
- Reviewed and reduced the number of programs of study
- Included several Gerontology courses on the UU Office of Sustainability's website
- Secured a \$25,000 scholarship endowment for the GIP
- Developed an evaluation plan for graduating/graduated students
- Secured a Community Engaged Learning designation for GERON 3220/5220, Caregiving and Aging Families
- Collaborated with the Communication department to include a gerontology course in the Interdisciplinary Certificate in Health Communication
- Obtained approval by the Board of Regents for a Gerontology minor, to be initiated beginning Fall 2013
- Reviewed by Graduate Council in Spring 2013
- Designated a VA cohort postgraduate gerontology certificate with the first students entering the program in Summer 2013
- Recorded a marketing video for GIP, now available on the CoN webpage
- Articulated collaboration between GIP, MS Care Management, and UCAP
- Recruited a visionary co-director from a nationally prominent gerontology center

**Table 13. Gerontology Interdisciplinary Program Enrollment 2012-2013**

	<b>Applicants</b>	<b>Admits</b>	<b>Enrollment</b>	<b>Graduates</b>
<b>MS</b>	8	5	12	5

**Table 14. Gerontology Interdisciplinary Certificate Program 2012-2013**

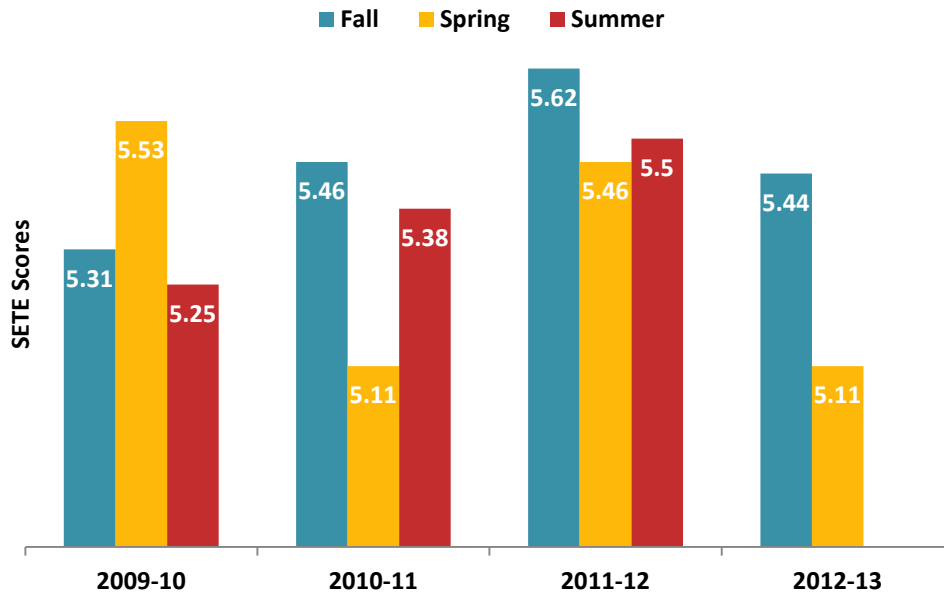
	<b>Applicants</b>	<b>Admits</b>	<b>Enrollment</b>	<b>Graduates</b>
<b>Undergraduate</b>	14	11	19	4
<b>Graduate</b>	21	14	20	7

**New Course Approvals and Revisions**

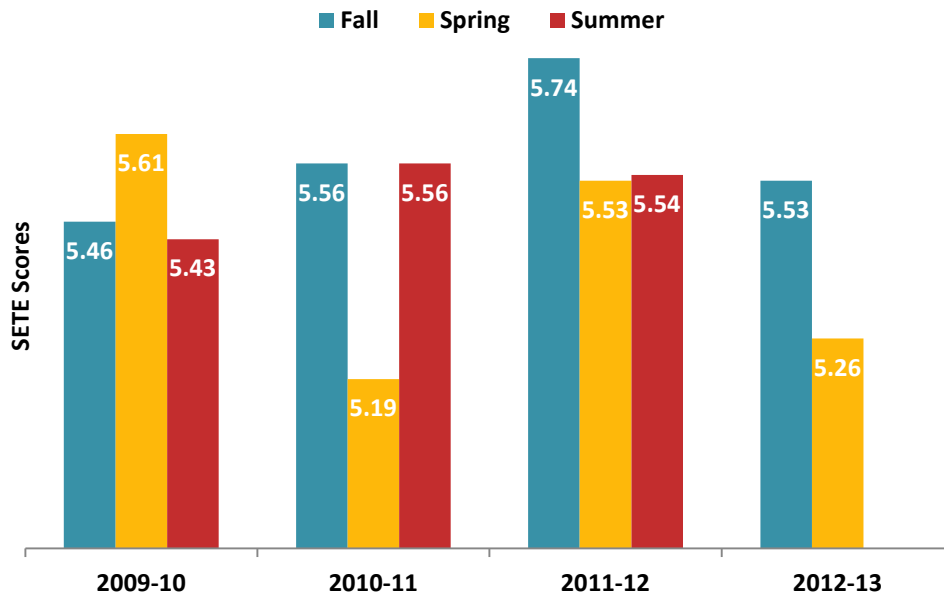
- GERON 5225/6225 Evaluation of Long Term Services & Supports (new)
- GERON 5235/6235 Successful Cognitive & Emotional Aging (new)
- GERON 5245/6245 Leisure & the Aging Experience (new)
- GERON 5250/6250 Women & Aging (new)
- GERON 5380/6380 Retirement Planning & Adjustment (new)
- GERON 6240 Aging and the Arts (new)
- GERON 6280 International Dimensions of Lifelong Learning (new)
- GERON 6564 Interdisciplinary Approach to End-of-Life/Palliative Care (new)

Trends in Gerontology Course and Instructor Evaluations

**Figure 7. Course Evaluations 2009-2013 (Scale 0-6)**



**Figure 8. Instructor Evaluations 2009 – 2013 (Scale 0-6)**



**Table 15. Funding Percentage of Gerontology Students 2012-2013**

	Applicants	Funded	Applicants Funded %	Continuing Awards	External/ Other**	Students in Program*	Students Funded %
<b>GIP</b>	6	4	77%	0	0	12	33%

## **PhD Program**

### **Accomplishments**

All courses in the new curriculum were presented to College Council and approved. Implementation of the new curriculum will begin in Fall 2013. Dr. Margaret F. Clayton assumed the position of Co-Director alongside Dr. Susan Beck beginning December 2012. Full transition to Dr. Clayton's sole leadership is anticipated January 2014.

Students for the Cancer, Aging and End-of-Life Care cohort were recruited from professional conferences and membership lists, such as Oncology Nursing Society (ONS), National Gerontologic Nurses Association (NGNA), the Gerontological Advanced Practice Nursing Association (GAPNA), as well as from our undergraduate programs, on the College of Nursing website and by word of mouth. Of the 14 who initiated an application, 12 completed applications; 8 were offered admission, and 7 accepted admission for the Fall 2013.

The NIH funded our T32 application, Interdisciplinary Training in Cancer, Aging and End-of-Life Care and planning for pre and post-doctoral awards procedures was initiated.

Dr. Margaret Clayton submitted a Nurse Faculty Loan grant application which is currently under review at HRSA.

### **PhD Program Policy & Process Updates**

Clarified Supervisory Committee policy with the Graduate School that Research Track Faculty can serve as CoN internal faculty on supervisory committees.

Clarified comprehensive exam procedures, specifically the sources students can consult during preparation: comprehensive exams are "open book, closed person". Students can consult with their chairs for clarification of questions (not content).

Policies about dissertation workload for faculty chairs were clarified. 20% per student, per year; prorated across 3 semesters. Workload for a student can be deferred at the chairs written request until student graduation.

The applicant interview form was revised and piloted.

A recruitment task force was appointed.

A statistical pre-requisite task force was appointed.

### **PhD Course Approvals and Revisions**

NURS 7101	Research Ethics (2)
NURS 7103	Philosophical, Historical and Epistemological foundations of Scientific Inquiry (3)
NURS 7104	Applied Informatics for Health Sciences Research (3)
NURS 7105	Analyzing and constructing conceptual and Theoretical Foundations of Nursing Science (3)
NURS 7106	Context for Advancing Science (2)
NURS 7107	Principles of Qualitative Inquiry and Analysis 1 (3)
NURS 7201	Advanced Stats 1 (3)
NURS 7202	Advanced Stats 2 (3)
NURS 7203	Principles of Qualitative Inquiry and Analysis 2 (3)
NURS 7204	Discovery and Innovation in Science (2)
NURS 7206	Intro to Grantsmanship (1) intensive
NURS 7207	Advanced Research Designs -Quantitative 1 (2)
NURS 7208	Advanced Research Designs -Quantitative 2 (2)
NURS 7301	Critical Appraisal and Synthesis of the Literature (2 + 1 dissertation with mentor)

- NURS 7302 Dissertation Proposal Development) (2 + 1 dissertation with mentor)
- NURS 7773 Using Knowledge 1 Leadership and Health Policy (3)
- NURS 7780 Research Immersion (1)
- NURS 7785 Seminar in Cancer, Aging & End-of-Life Care Research

**PhD Student Admission and Progression**

Facilitated conference based learning at Western Institute of Nursing (WIN; April 2013, the deFab cohort), Oncology Nursing Society (ONS; November 2012, the Sisterhood cohort), and Gerontological Association of America (GSA; November 2012, the Against Gravity cohort),

**Thesis Release (PhD graduates)**

- Summer 2012 2
- Fall 2012 2
- Spring 2013 1

**Table 16. PhD Applicants 2012-2013**

	<b>Total</b>
Number of Applicants	11
Number Offered Admission	8
Number Accepted Admission	4

**Table 17. PhD Admission Profile 2012-2013**

	<b>Profile</b>
Gender	100% Female
Mean Age	38.5
%Hispanic or non-white	2
	V – 528
	Q – 510
Average GRE	AW – 3.9
Average Grad GPA	3.8

**Table 18. PhD Student Progression Data 2012-2013**

<b>Indicator</b>	<b>Oncology Cohorts 1-4</b>	<b>Hartford I &amp; II</b>	<b>MS – PhD (Blended Interests)</b>	<b>BS – PhD (Blended Interests)</b>	<b>Total</b>
# Matriculated Fall 12	13	18	24	8	63
# Enrolled Fall Census Date 2012	12	16	23	8	59
# LOA	0	2	1	0	3
Newly Admitted to Candidacy by end of 6/2013	0	3	3	0	6
Total Candidates by end of 6/2013	3	6	11	5	25
As of 6/2013, more than one year post-synthesis without advancing to candidacy	0	4	5	0	9
0-5 years in program as of 6/13	8	18	22	6	54
6-10 years in program as of 6/13	5	0	2*	2*	9*

\*Includes students who have defended but not graduated

**Table 19. PhD Student Graduation Data 2012-2013**

Indicator	Oncology Cohorts 1-4	Hartford I & II	MS – PhD (Blended Interests)	BS – PhD (Blended Interests)	Total
Number of Graduates	4	0	1	0	5
Average Time to Completion (years)	6.55	4.2	5.6	7	5.84
Withdrew/Change of Classification	0	0	1	0	1

\*Cumulative mean since 2005 is 5.16 years

**Table 20. PhD Student Program Accomplishments 2012-2013**

Category	
Admitted to PhD Candidacy	11
Successful Dissertation Defenses	8
Thesis Release (Graduate)	5

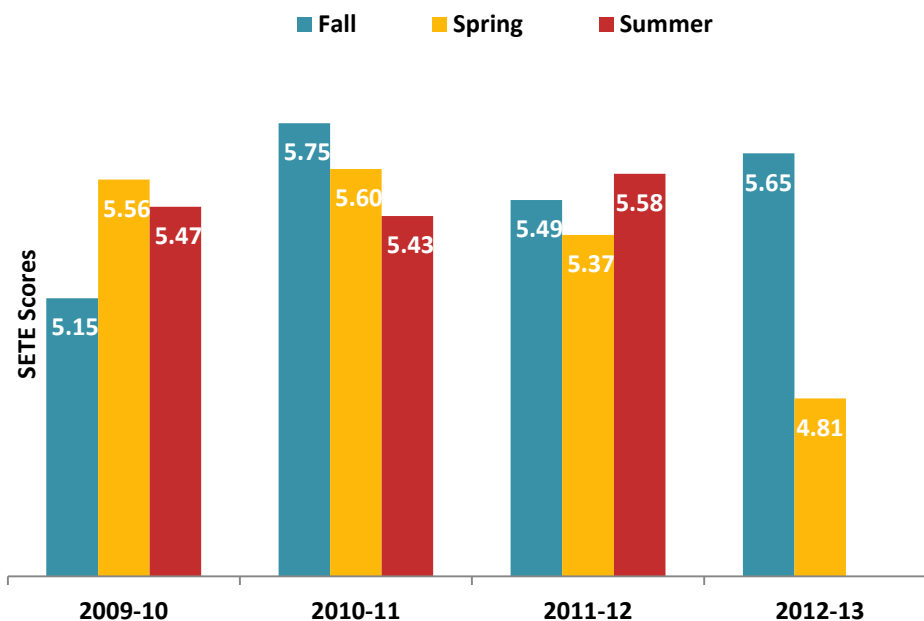
We expanded our participation in the National Education Xchange (NEXus) program which is funded by HRSA.

**Table 21. Summary of NEXus Participation 2012-2013**

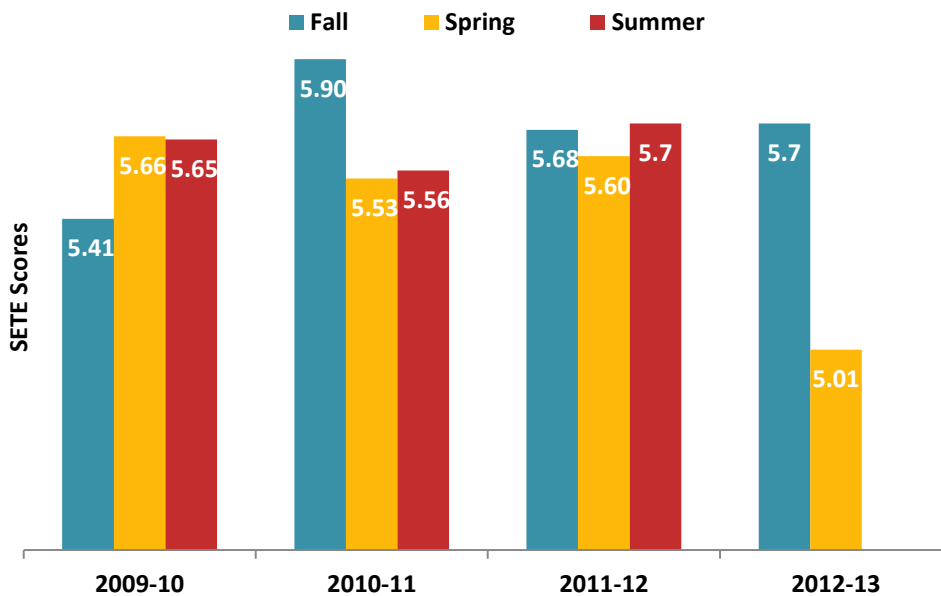
Semester	Courses at U of U taken by students from member schools			Courses taken by U of U students at member schools		
	Number of Course Enrollments	PhD Students	DNP Students	Number of Course Enrollments	PhD Students	DNP Students
Summer 2012	2	2	0	0	0	0
Fall 2012	0	0	0	0	0	0
Spring 2013	5	5	0	2	2	0
Summer 2013	10	8	2	1	1	0

**Trends in PhD Course and Instructor Evaluations**

**Figure 9. Course Evaluations 2009-2013 (Scale 0-6)**



**Figure 10. Instructor Evaluations 2009 – 2013 (Scale 0-6)**



**Student Financial Support and Awards**

- Participated in national Jonas Predoctoral Fellowship Program and Veteran’s Scholar Program. Three Jonas Scholar and Two Veteran scholar Awards were given for 2012-13
- Submitted a new HRSA grant for Nurse Faculty Loan Program. Currently under review.
- Supported students for national fellowships and awards (see Table 22).
- The Outstanding Doctoral Dissertation Awards went to Randi Hoffman and Jia-Wen Guo.
- The Outstanding Doctoral Student Awards went to Kathy Wright and Virginia LeBaron.

**Table 22. Funded PhD Students 2012-2013**

	Awarded
<b>National</b>	
American Cancer Society Predoctoral Scholarship	2
AAN/John A. Hartford Foundation Building Academic Geriatric Nursing Scholar Award (BAGNC)	1
Jonas Center for Nursing Excellence Nurse Leaders Scholar Program	3
SAMHSA Minority Fellowship Program	1
NRSA	1
AHRQ	1
<b>University of Utah</b>	
Graduate School Travel Assistance Award	5
<b>College of Nursing</b>	
George and Dolores Doré Eccles Fellows	1
Lawson Fellows	4
Hartford/Noorda Scholars Program	0
College of Nursing Graduate Scholarship	3
HRSA Advanced Education Nursing Traineeship (AENT)	0
Nurse Faculty Loan Program	6
Travel Awards	5



**Table 23. Funding Percentage of PhD Student Population 2012-2013**

	Applicants	Funded	Applicants Funded	Continuing Awards	External/ Other**	Students in Program*	Students Funded
PhD	22	7	31%	7	19	64	38%

\*Fall 2012 Census Data

\*\*Awards determined by other application mechanism. Includes ERDC, Hartford GIP, BAGNC, NRSA, Jonas Nurse Leaders Scholar Program, and American Cancer Society Predoctoral Scholarships

### **Teaching with Technology**

The 2012-2013 academic year continued to be another year of increase and change in methods used to deliver distance education. The College of Nursing saw continued improvement of the Jabber UTN bridge systems. Graduate programs at the college delivering distance education: PhD, DNP, and Psych/Mental Health. The College of Nursing continues to lead the university in use of the Canvas Learning Management System (LMS). Faculty and students continue to find new ways of improving delivery of content in Canvas with the help of the Teaching and Learning Center and CoN support staff.

With the retirement of Wimba at the end of the Spring 2013 semester, the College of Nursing began evaluating replacement web-conferencing programs, in parallel with efforts by the Utah Education Network (UEN), for course support, digital office hours, and virtual meetings. The UEN process landed on Adobe Connect and the University of Utah along with the College of Nursing is still discussing price points and service levels. The College of Nursing is piloting Adobe Connect with Summer 2013 classes, and initial feedback has been positive. Looking forward, Adobe Connect will be piloted as an all-in-one conferencing solution in a Fall 2013 PHD course.

The CoN has maintained five Polycom Video Conferencing Classrooms within the CoN building. CoN 2400 and CoN 2600 are the largest capacity rooms at 87 seats. CoN 2505, 2510 and 3610 have smaller capacity and are primarily used for courses without face-to-face students. CoN 2400 is slated for an upgrade in 2013-2014 to mirror the equipment changes in CoN 2600 during the 2011-2012 academic year. CoN IT supplies laptops that are configured with distance connectivity hardware and software for lending purposes, which are used frequently. We have continued a support agreement with the HSEB support staff to maintain the equipment in the CoN classrooms.

The CoN and UTN have continued the agreement for support, Jabber software and bridging services. UTN provides initial testing of equipment/software, course connection monitoring, and initial troubleshooting, with escalated support coming from the CoN IT Office. The CoN IT Office also monitors bridged classes to provide a higher level of support and training for the faculty and students. UTN has also continued to record classes taught through the bridging service.

The educational programs within the CoN continue to use different technologies and employ different distance education strategies ranging from entirely distant with each student attending from their own location, to a mixed delivery method with some students attending as a group, to a more hybrid course with a larger group of students attending on campus with a small number of students attending through the bridge service. We have consistently approached the maximum bridge usage level, and a concerted effort was made regarding appropriate bridge usage; along with conscientious efforts to notify UTN when scheduled sessions are cancelled. During 2011, total port-hours of UTN bridge time decreased from 11,055.5 in 2010 to 9,274 in 2011. In 2012 CoN saw port-hours of 7,800.5 for Summer and Fall 2012. We have not yet received data on spring 2013 utilization. In addition to courses, the UTN bridge service was used for dissertation defenses, classroom breakout sessions, individual teacher-student mentoring, and student-student interactions. Other web conferencing sources such as Skype, Wimba, etc. have been increasingly used for these non-course interactions, contributing to the reduction in bridge use.

# RESEARCH

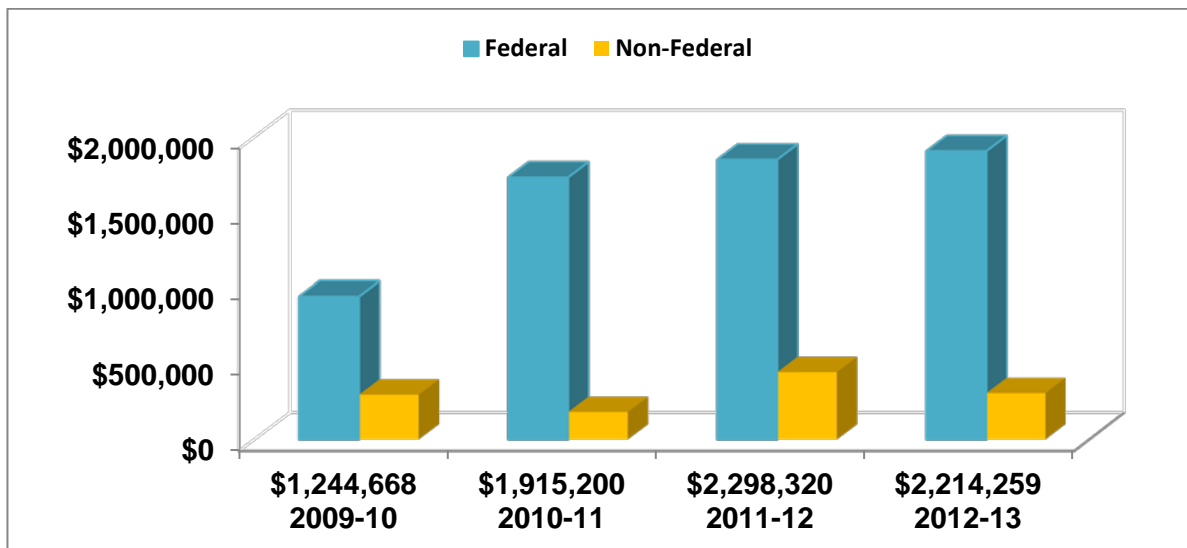
## General benchmarks

During the 2012-13 academic year there was an increased number of extramurally funded research grants to 15 (+15.4%; N=+2) and a slight decrease in the total amount of direct research expenditures from all sources (-3.6%; total= \$2,214,259) compared to the previous year for grants administered by the College of Nursing. The total federal direct research expenditures continued to rise (+3%; +\$84,061). This sustains a four year trend of increasing federal direct expenditures from extramural research (Figure 11). Due to restructuring of our P01 grant from a five year award to a six year award, our National Institutes of Health (NIH) rank among schools of nursing nationwide decreased to 34 for the 2012 federal fiscal year (from 16 in 2011) even though the actual number of active awards remained the same. Awards from the Agency for Healthcare Research and Quality (AHRQ) and subcontracts for collaborative efforts with other institutions comprise the other sources of federal research funds. Non-federal funding came from diverse foundations (e.g., Robert Wood Johnson Foundation, Alex's Lemonade Stand Foundation, St. Baldrick's Foundation) and societies (e.g., American Cancer Society). Mean funding increased per tenure and research line faculty (+ 10%; \$ 79,081), while the fraction of these faculty with some portion of salary supported by extramural research funding also increased to 71% (+9%; N=20).

A major barrier to growing the CoN research program is the national shortage of nurse scientists. Although 3 new tenure line faculty were hired, full time tenure line faculty had a net increase of only 1 (from 24 to 25). No new research faculty were appointed (total N=3). Of these faculty who have the primary responsibility to implement the research mission, 57% are pretenure or junior faculty and 25% are interdisciplinary faculty without a nursing background, consistent with national trends toward increasing portion of scientists in schools of nursing representing diverse multidisciplinary backgrounds and smaller portions with nursing backgrounds.

Academic Analytics ranked the college among 110 schools of nursing at the following percentiles: 72<sup>nd</sup> for number of faculty, 71<sup>st</sup> for overall federal grant funding, 63<sup>rd</sup> for number of citations, 62<sup>nd</sup> for awards, 95<sup>th</sup> for conference presentations, 92<sup>nd</sup> for total number of publications, and 98<sup>th</sup> for publications per author. Proportional to number of faculty, the CoN has outstanding levels of academic achievement in the indicators of research dissemination.

**Figure 11. Direct Research Expenditures 2009-2013**



**Table 24. FY13 Active Funded Research Awards**

Funding Period	PI and Title	Funding Agency	Direct Costs	
			Requested	Awarded
07/01/13-06/30/18	Beck and Pepper: Interdisciplinary Training in Cancer, Aging and End-of-Life Care	National Institutes of Health – National Institute of Nursing Research, T32NR013456	\$1,602,456	\$1,602,456
02/01/13-04/30/14	Blaz: Exploring the Creation of Nurses' Informal Documentation and Use in Clinical Work	Agency for Healthcare Research and Quality, R36HS022183	\$38,450	\$38,450
08/01/11-12/31/13	Cohen: Improving Maternal Health in Mesoamerica Through Task Shifting, Training, Implementation and Evaluation	University of Washington/Bill & Melinda Gates Foundation, 728692	\$65,154	\$65,154
03/01/10-02/28/13	Cummins: Supporting Continuity of Care for Poisonings with Electronic Information Exchange	Agency for Healthcare Research and Quality, R21HS018773	\$198,724	\$181,170
01/01/13-09/30/13	Cummins: PROWATCH IPA	Department of Veterans' Affairs	\$12,679	\$12,679
09/01/11-08/31/14	Doig: Simulation Training to Reduce the Negative Effects of Interruptions During Medication	Robert Wood Johnson Foundation, 69342	\$349,983	\$349,983
07/01/10 – 06/30/13	Edelman: Claire M. Fagin Fellow - Injuries Occurring to Older Adults Living in Rural Areas	John A. Hartford Foundation – Building Academic Geriatric Nursing Capacity	\$120,000	\$120,000
07/01/11-06/30/14	Ellington: Hospice Nurse-Caregiver Communication: A Foundation for Intervention	American Cancer Society, PEP1116501PCSM	\$120,000	\$120,000
03/01/12-12/31/13	Groot: Usability of ADD.IT	ADD.IT, LLC	\$9,732	\$15,733
07/15/11-07/14/13	Iribarren: Text Messaging Intervention to Improve Adherence for TB Patients in Argentina	National Institutes of Health – National Institute of Nursing Research, F31NR012614	\$71,182	\$71,614
01/03/11-12/31/13	Linder: Relationships Between Symptoms and the Hospital Environment in Children and Adolescents with Cancer	Alex's Lemonade Stand Foundation	\$100,000	\$100,000
07/01/11-06/30/13	Linder: A Computer-Based Tool to Explore Symptom Clusters in Adolescents with Cancer	St. Baldrick's Foundation, 208330	\$45,063	\$45,063

09/24/07-07/31/14	Mooney: Telephone Linked Care: An IT Enabled Integrated System for Cancer Symptom Relief	National Institutes of Health – National Cancer Institute, R01CA120558	\$3,548,949	\$3,851,214
05/19/10-04/30/16	Mooney: Enhancing End of Life and Bereavement Outcomes Among Cancer Caregivers	National Institutes of Health – National Cancer Institute, P01CA138317	\$5,988,828	\$4,827,312
09/29/11-09/28/14	Morse: Linkages Between the Safety of the Hospital Bed, Patient Falls and Immobility	Agency for Healthcare Research and Quality, R01HS018953	\$642,886	\$642,712
07/01/13-06/30/18	Reblin: Caregiver Relationship Quality and Communication in Advanced Cancer Care	American Cancer Society, 124661-MRSG-13-234-01-PCSM	\$675,000	\$675,000
07/01/13-06/30/15	Supiano: Complicated Grief in Suicide Survivors: A Randomized Controlled Trial of Complicated Grief Group Therapy	Fahs-Beck Fund for Research and Experimentation	\$20,000	\$20,000
03/05/11 – 02/28/13	Sward (multiple PI): Translating an Adult Ventilator Computer Protocol to Pediatric Critical Care	Children’s Hospital of Los Angeles/National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development, R21HD061870	\$47,337	\$47,337

**Grant Submission Activity and Funding Prospects**

During the current academic year twenty-three applications have been submitted or are in preparation for submission by the college prior to June 30, a 77% increase over last year (Table 25). Significantly, 14 of these applications were submitted to NIH, representing an increasing emphasis on this critical funding source. Applications submitted between July 1 and November 1 have been reviewed and were funded at a 60% success rate. We also received a notice of award on our T32 application which will begin on July 1, 2014.

**Table 25. Research Grant Applications Submitted July 1, 2012-June 30, 2013**

<b>Date</b>	<b>PI and Title</b>	<b>Funding Agency</b>	<b>Direct Costs Requested</b>
04/01/13	Beck: Improving Pain Care Quality in Magnet Hospitals: Standard Quality Improvement or Positive Deviance?	Billings Clinic/American Nurses Credentialing Center	\$248,692
07/26/12	Blaz: Exploring the Creation of Nurses’ Informal Documentation and Use in Clinical Work	Agency for Healthcare Research and Quality	\$38,450
12/08/12	Carpenter: Follow-Through of Palliative Care After Nursing Home Admission	National Institutes of Health	\$121,350
02/13/13	Clark: Assessing Health-Related Quality of Life for Persons with Intellectual Disabilities	University of Utah Research Foundation	\$19,324

06/05/13	Clark: Enriching Transitional Health Promotion Social Networks for Adolescents with IDD	National Institutes of Health	\$2,000,000
10/05/12	Clayton: Preparing Breast Cancer Survivors to Discuss Symptoms and Issues: An RCT of MAP	National Institutes of Health	\$2,498,726
06/05/13	Cloyes: INCare: Innovations in Prison-Based Peer-Provided End of Life and Hospice Peer-Care	National Institutes of Health	\$1,000,000
11/05/12	Cummins: Electronic Exchange of Poisoning Information	Agency for Healthcare Research and Quality	\$875,000
02/12/13	Cummins: Open Source Poisoning Information System	Agency for Healthcare Research and Quality	\$225,000
06/25/13	Edelman: Individual, Geographic, and System Factors Influencing Older Adult Trauma Referrals and Outcomes	National Institutes of Health	\$300,000
01/14/13	Ellington: Addressing Challenges in Hospices: A Caregiver Communication Intervention	National Palliative Care Research Center	\$140,000
06/17/13	Ellington: Addressing Challenges in Rural Hospices	National Institutes of Health	\$275,000
06/05/13	Groot: Promoting Executive Function with ADD.it Animation and Gamification	ADD.it / National Institutes of Health	\$138,632
05/09/13	Latendresse: Vaginal Microbiome in Pregnancy: Environmental Factors and Risk of Preterm Birth	National Institutes of Health	\$1,750,000
06/13/13	Linder: Participatory Research with School-Age Children with Cancer to Develop a Computer-Based Symptom Assessment Tool	National Institutes of Health	\$383,250
10/15/12	Reblin: Caregiver Relationship Quality and Communication in Advanced Cancer Care	American Cancer Society	\$675,000
08/10/12	Rothwell: Newborn Screening: Communication and Healthcare Utilization of False Positives	National Institutes of Health	\$1,499,981
02/01/13	Rothwell: Improving Parental Education About Prenatal Testing	National Institutes of Health	\$1,999,996
06/05/13	Rothwell: Critical Conversations to Improve the Communication of False Positive Newborn Screening Results	National Institutes of Health	\$1,500,000
11/01/12	Supiano: Complicated Grief in Suicide Survivors: A Randomized Controlled Trial of Complicated Grief Group Therapy	Fahs-Beck Foundation	\$20,000
11/15/12	Supiano: Complicated Grief in Suicide Survivors: A Randomized Controlled Trial of Complicated Grief Group Therapy	American Foundation for Suicide Prevention	\$84,989
06/17/13	Tavernier: Individualized Health Related Quality of Life	National Institutes of Health	\$275,000
02/13/13	Towsley: Me and My Wishes: Long Term Care Resident Videos to Communicate Care Preferences	National Institutes of Health	\$275,000

**Table 26. Research Grant Applications Submitted Collaboratively**  
**July 1, 2012-June 30, 2013**

Date	CoN Key Personnel and Title	Funding Agency	PI
10/23/12	Clark: Women's Experiences with Early Pelvic Organ Prolapse	National Institutes of Health	Marlene Egger Dept. of Family and Preventive Medicine
02/06/13	Clark: Implementation Science of Gait Speeds in Dialysis Settings	National Institutes of Health	Patricia Painter Dept. of Physical Therapy
04/11/13	Murphy: Measuring Serum Hormone Response Infant Suckling Versus Expression of Milk by Different Methods: Implications for the Lactational Amenorrhea Method of Family Planning	Society for Family Planning	Christy Porucznik Dept. of Family and Preventive Medicine
06/05/13	Wong: The Visual Time Analog: Customizable Interactive Measurement for Pain-Related Quality of Life	National Institutes of Health	Gary Donaldson
10/31/12	Wright, S.: SketchUp as a Technology Tool to Facilitate Creative, Social, and Computer Skills with Families and Children with Autism Spectrum Disorders	Google Data Center	Cheryl Wright Dept. of Family & Consumer Studies

**Intramural Funding and Support**

The Research Committee awarded funds to faculty for pilot projects and other small projects as shown in Table 27. These awards span two years. There are five ongoing projects from the previous funding cycle. The Research Committee also recommended support of a pilot trial of a Clinical Research Coordinator (Latendresse) to support the research and evaluation efforts of clinical faculty. The consultation service supported the development of research and educational evaluation projects (6), attainment of IRB approval (3), evidence-based quality improvement or policy change in faculty practice (5), development of data management programs (3), and advancement of manuscripts, abstracts and scholarly presentations (7).

**Table 27. Intramural Research Funding Awards 2012-2013**

Award Date	Recipient	Project Title	Amount
9/14/2012	Lauri Linder	A Computer-Based Tool to Explore Symptom Clusters in Young Adults with Cancer	\$160
1/15/2013	Gwen Latendresse	Improving the Prenatal Genetic Screening Clinical Encounter	\$3,000
2/27/2013	Deanna Kepka	An Investigation of Latino Parents' Perceptions of the HPV Vaccine Using Mini-Surveys and Focus Groups	\$5,000
5/29/2013	Gail Towsley	Me & My Wishes: Prototyping Long Term Care Resident Videos to Communicate Care Preferences	\$4,652

5/29/2013	Madeline Lassche & Sharifa Al-Qaaydeh	Confirmatory Factor Analysis of the Pediatric Nursing Student Clinical Comfort and Worry Assessment Tool	\$4,986
6/17/13	Margaret Clayton	A Trial of the Appointment Planning Intervention	\$2,500
<b>Total</b>			<b>\$20,298</b>

### Research Initiatives

The two major research initiatives in the College of Nursing during the 2012-2013 academic year were: 1) continuation of the pilot Postdoctoral Program in *Cancer, Aging, and End-of-Life*; and 2) Research Innovation Teams (RITE).

### Postdoctoral Program

Four postdoctoral trainees (3 nonresidential, 1 residential) received training in the CoN in *Cancer, Aging, and End-of-Life*. Duration of the fellowships ranged from 12-24 months and 3 of the Fellows represented ethnic or racial minority groups. The positive experience of the fellows reflected in their letters of support was instrumental in the score of 10 received on the T32 resubmitted application. The group conducted 18 journal club sessions with the two program advisors (Beck, Pepper) and four postdoctoral trainees.

### RITE Initiative

A call for applications for Research Innovation Teams (RITE) was issued in Spring, 2012. Six applications for these pre-center teams were received and reviewed by an extramural panel of scientists. The four RITE teams which were chartered included a mixture of senior and junior faculty, postdoctoral fellows, students, and interdisciplinary scientists from outside the college. Two PhD-prepared research associates were hired and trained in grant support. RITEs were resourced with \$10,000 discretionary funds, 0.33 FTE research associate support, assigned statistical support, designated workspace, and 0.2 FTE to assign to team members submitting grants or conducting pilot work. Each team was required to submit at least one NIH application and lay the groundwork for future projects; all teams exceeded minimal deliverables. The RITE consortium presented a semester-long training program in grantsmanship as well as workshops for specific grant mechanisms (e.g., K awards). Participant satisfaction was high for the RITE initiative, especially for this educational seminar and research associate support. The marked increase in NIH applications this year is attributed to the RITE initiative and particularly the Research Associate's support of both RITE-associated and other grant submissions, as well as enhancement of the research culture. The unifying themes of the four RITEs are summarized in Table 28.

Based on evaluation of the pilot year, plans for 2014 are to increase the focus of RITE activity on quality and quantity of grant submission, charter one new RITE in women, infant and newborn health (WIN RITE), assign workload to team leaders for mentoring responsibilities, and adjust the workload allocation from team-based to investigator-based assignment tied to commitment for grant submission, whether faculty are RITE members or not.

**Table 28. Names and Foci of Research Innovation Teams**

RITE Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Communication, Decision-Making, and Informatics	Approaching health care from a systems perspective, the interaction and collective forces of communication, decision making and informatics on health outcomes are elucidated.	2	4

Developing Potential and Promoting Health Equity among Persons with Disabling Conditions	Investigation of factors that enhance quality of life and daily functioning for those with [or at risk of] disabling conditions.	1	1
Transitions and Health	Examination and facilitation of health and quality of life outcomes associated with transitions over the life span.	1	2
Symptoms and Palliative Care: Mechanisms, Models, Interventions, and Analytic Innovations	Research to alleviate human suffering across the life continuum who are, or have a family member who is experiencing the effects of serious illness and/or insufficiently relieved symptoms that impair quality of life	2	1
Non-affiliated Faculty		8	1

### Other Research Activities

The Emma Eccles Jones Nursing Research Center supported activities to enhance the scholarly environment and communication about research in the college. Terri Pianka assumed the position of Director of the Center operations. The center co-sponsored the College of Nursing Seminar Series (CONSS) which hosted 28 sessions (11 research focused); and published 22 *Research Bulletins*, an internal newsletter that contains calls for abstracts, funding opportunities, educational offerings, and summarizes changes in research policy at the national, university, and college level. There were 10 K Club sessions for peer review and support of scholarly products. Finally, two long term visiting scholars studied at the college: Ms Rumei Yang (Zhejiang province, China) and Dr. Inhee Choi, (Gwang Health College, Gwangju City, South Korea).



## SIMULATION LEARNING CENTER

The Intermountain Healthcare Simulation Learning Center (SLC) is a state-of-the-art, virtual hospital located on the first floor in the College of Nursing. The 12,600 square-foot center is utilized to prepare the next generation of nurses and other health professionals for Utah and the intermountain region. Our mission is to promote enhanced safe, effective, evidence-based practice for health sciences students, faculty, clinical staff and community partners through innovative simulation based learning and research. Our vision is to be a state of the art simulation center with cutting edge design, structure and technology; nationally recognized for excellence in simulation teaching and learning methodologies and research.

### **Simulation Learning Center and HSEB Clinical Suites**

A major accomplishment during the past year, was the merger of health science simulation centers; the College of Nursing Simulation Learning Center and the Health Science Education Building (HSEB) Clinical Suites, operationally under common leadership.

This merger has increased efficiencies and collaboration between all of Health Sciences, School of Medicine (SOM), College of Nursing, College of Pharmacy and College of Health. Carolyn Scheese, Director of Simulation Operations, has accepted a new position in the College of Nursing, effective July 1, 2013. Blaine Allen, MS, was hired and is the incoming Director of Simulation Operations and IPE Coordinator.

One distinct advantage of this new relationship is sharing of personnel resources and increased efficiency from redistribution of workload between managers. Standardized patients (patient actors/ confederates) are now hired and coordinated under one system, and supplies, equipment and maintenance issues are coordinated centrally. All simulation technology specialists received training and are staffing the majority of the events in the HSEB, freeing up the manager to focus efforts on higher level issues.

### **2012-2013 Users Overview**

#### **HSEB Clinical Center Suites**

School of Medicine - MS I, MS II, MS III, MS IV

Clerkships: Family Medicine, Peds, Psych, Neuro, Surgery, Internal Med, Emerg Med

Physician Assistant Programs

College of Health

Nutrition

Occupational Therapy

Physical Therapy

College of Social Work

College of Pharmacy

College of Nursing – Graduate Programs

College of Fine Arts - Standardized Patient Training and Critical Conversations

### **College of Nursing Simulation Learning Center (\* = new user this year)**

#### Health Sciences Users/Participants:

- Undergraduate Nursing - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters
- Graduate Nursing - Nurse Midwifery and Women's Health, Acute Care
- InterProfessional Education
- College of Pharmacy - years P1 and P3
- School of Medicine – MS I- Clinical Assessment and MS IV - Transition to Internship\*

- Occupational Therapy
- Medical Laboratory Science\*
- College of Fine Arts - Standardized Patient Training and Critical Conversations\*

University of Utah Hospitals & Clinics

- Nurses - NRP (Neonatal Resuscitation Program) Certification/Recertification
- AirMed - Certification Needs
- AirMed – High Risk OB\*
- Resource Nursing – Annual Skills Pass-off/Training\*
- Volunteers – Geriatric/mobility assistance
- Residence – Emergency Medicine – SIM Wars
- Residence – Pediatrics/NRP\*
- Interns/Residence – Infection Control Interns\*
- OB Clerkship – MS III

Partner/Community Users/Participants

Intermountain Healthcare – Nurse Residency Program: 48 sessions; 240 total participants

3 Day Facilitator Course - 3 sessions – 54 total participants

Veterans Administrative Hospital – Nurse Residency Program-1 session\*

Health Professionals Academy ~ 50 youth participants

Country Life Care Nursing Home\* – 50 learners – charged fee

## INFORMATION & TECHNOLOGY

Information & Technology are threaded throughout the College of Nursing's vision and strategic plan. The IT team supports education, research, practice, and college administration/operations through state-of-the-art information and communications technology; technical support and assistance to faculty, staff, and students; information management to support data-driven decisions; and systems that improve service and efficiency of technology procurement and IT operations. The IT team was restructured during 2012-2013 to recognize the depth and breadth of the team's scope of work, and to recognize the in-depth skillset of team members. The restructuring has given the team the ability to provide a higher level of service and better support in all technology related areas of the college. Following the restructuring of the IT team, all tracking, inventory and purchases are now handled by the IT team information coordinator. Major activities for 2012-2013 are outlined below.

### **Teaching with Technology**

The Information & Technology team collaborates with Academic Programs to support distance education and teaching with technology. Technical support and logistics are provided by the IT team; pedagogy and teaching "best practices" are supported through Academic Programs. A major initiative was centered on the campus decision to stop using the Wimba program, and to identify a suitable replacement. See the report under *Academic Programs*.

### **Student Computer Lab**

The open access student computer lab located next to Student Services is equipped with 12 computers and a printer operated through Ucard. The computer lab is accessible to students from 7:00am to 6:00pm Monday through Friday. During a typical day, the lab is at its peak usage of about 60% for 4 to 5 hours. All the systems in the lab are frozen for security reasons and are connected to Altiris and DeepFreeze servers for update and maintenance.

### **IT/Computer Support**

The College of Nursing IT office continues to work with Health Sciences ITS and campus UIT for centrally provided technology support services including Help Desk, network management, phone systems, and data storage. Our IT Manager works directly with ITS to keep abreast of changes in the Health Sciences environment and to ensure we remain in compliance with health sciences and campus IT policies.

To improve services within the CoN, during the past 12 months, 80 desktop workstations were upgraded to the highest computer models available. CoN IT office designed and implemented a software package to update all CoN computers to Windows 7 and Microsoft Office 2010. The Computer Client Management server within the CoN has been upgraded to support this new technology and continues to support imaging PC's, Operating System patching and software update control. In order to increase the quality and ensure the continuity of service, CoN is now using its own print server to handle all the printing in the building. CoN continues to use the ITS printing services as a backup plan.

The CoN IT office maintains an inventory of equipment within the CoN, and is working to associate all equipment with funding sources used for their acquisition. We are now purchasing computer equipment directly from the manufacturer (HP), to achieve higher computing power at similar cost to previous hardware; an agreement with ITS asset management has been reached and we continue to collaborate with them regarding the CoN's inventory, including delivering the new systems to the CoN and picking up outdated systems to deliver to property redistribution. New systems are being set up by our internal staff, allowing us to implement a suite of applications that have been designed and packaged specifically to meet the CoN faculty and staff needs.

In compliance with directives from the University Information Security Office, we have completed encrypting or freezing of all portable computers. The IT office plans to distribute an encrypted USB drive to all faculty and staff to encourage the use of secure HIPAA and FERPA compliant portable data storage units. Following directions given by the CIO office, the CoN has implemented IdentityFinder, an application loaded on a server within the college that searches for PHI data on all client computers to ensure the CoN remains compliant with information security regulations.

The IT team is in the process of testing next generation computing devices such as tablets, with an eye toward trends in computer usage, and the impact of regulations on use of such devices. We have begun developing an in-house file sync solution to replace DropBox, to support information security policies. This effort now has been joined by other IT departments across the university.

### **Information Management**

With the resignation of the college's software developer, the IT team has been supporting information management in the CoN; based on a semi-federated model. The IT team collaborates with administrative information coordinators for the *Dashboard* (workload and course management database). A web interface to the Dashboard is in the process of development, under a contract with the TCO office. A new position of *database administrator* was recently added within the academic programs area, to focus initially on academic data needs, with ultimately the potential of supporting broader college needs.

The Faculty Annual Report (FAR) is managed in collaboration with division support staff. The faculty annual review task force recommendations were implemented via a web-based system developed by health sciences HR information technology team (accomplishing CoN SMART goal #5: Review and revise faculty annual performance review process).

CoN SMART goal #3 (Redesign College of Nursing web-site, updating content and format) was accomplished this year, with significant input from Dr. Alexa Doig and the CoN faculty and staff. Website management has been migrated to a federated model to allow specified areas within the college to more closely control their own web content. In keeping with health sciences directives, we have begun separating "internal" and "external" web materials, moving internal materials to the intranet (Intercomm/Sharepoint).

## FACULTY PRACTICE

### Faculty Practice Overview

The College of Nursing's practice plan and practice sites are essential to its academic, clinical and research missions, and exist to showcase excellence in advanced practice nursing and to support financial viability.

In FY13, the Faculty Practice has budgeted to provide Net Financial Income of approximately \$3,337,372, yet finished the year with a Net Income (total Revenue and Transfers In) of \$4,727,781. The bulk of this financial growth is due to increasing services contracted through Juvenile Justice Services and Sutter Health.

Based on this operating margin, we anticipate a contribution to the College of Nursing in the form of Dean's Tax to be approximately \$39,500. Contributions in the same amount will also be made to the Department and divided into the programs.

### Faculty Practice Summary

#### Utah Juvenile Justice

The college maintains a contract to provide healthcare services for five Utah Juvenile Justice System facilities located on the Wasatch Front.

**Table 29. Juvenile Justice System Statistics 2011-2013**

	FY11	FY12	FY13
Average Residents per day	219	215	195
New Admissions	3310	3144	2950
Sick Calls	10138	9984	10507
Physical Exams	715	697	694
Patients sent to the ER	22	20	20

In addition, in February, 2013, the Practice also initiated a contract to provide monthly healthcare visits at an additional 6 Rural JJS sites across the state. This contract is in the assessment phase, and we anticipate a permanent contract beginning in September for services similar to the existing care sites. The Practice is currently in negotiations to extend the JJS Urban care sites to include Farmington Bay in Davis County.

The contract was budgeted to bring in \$934,500 in FY13, with an actual income of \$937,000, and a positive operating margin of almost \$70,000.

#### Contracted Positions

For FY13, the College of Nursing Faculty Practice has a total of twelve contracted positions which provide faculty practice opportunities and education sites for our students in University of Utah outpatient clinics, Intermountain Health Care clinical sites and independent clinics throughout the valley. Contracts are written to cover faculty salary & benefits, administrative & overhead costs, and for outside clinics, CIP to the faculty member.

**Table 30. FY13 Clinical Contract Revenue**

<b>Agency</b>	<b>Current Terms</b>	<b>Current Contract Amount</b>
IMC	5 hours per week	\$22,325
West Ridge Academy	0.4 FTE	\$82,202
Department of Pediatrics	0.1 FTE	\$11,498
UNI/Psych	0.75 FTE	\$95,786
PCMC	0.2 FTE	\$24,558
Planned Parenthood	0.2 FTE	\$14,500
Community Clinics	1.4 FTE	183,700
4th St. Clinic	0.8 FTE	\$84,864
OB/GYN	0.2 FTE	\$23,825
	<b>Total</b>	<b>\$610,546</b>

**Caring Connections**

Katherine Supiano, PhD, LCSW, directs the Caring Connections: A Hope and Comfort in Grief program.

Caring Connections is sponsored by a sustaining partner Larkin Mortuary with annual support of \$25,000. Caring Connections also received a \$50,000 gift from the Cambia Health Foundation in September of 2012, designated to support palliative care and end-of-life services. With these funds, the program has developed an interdisciplinary palliative care family meeting simulation scenario, a standardized patient scenario involving the death of the patient, and is revising several group manuals and other publications.

**Psych / Mental Health**

Ann Hutton, PhD, APRN, Psychiatric/Mental Health Nursing faculty member, practices 30%. She provides individual and family counseling services, and learning experiences for second-year psychiatric nurse practitioner master's students. Dr. Hutton generated over \$76,000 in charges and over \$51,000 in net payments. This is a 14% increase over the previous FY.

Katherine Supiano, MS, LCSW practices 10% and provides private counseling for those patients experiencing grief and loss. Dr. Supiano generated over \$19,000 in charges and over \$8600 in net payments. This is a 23% decrease from previous year, but is related to Dr. Supiano's decreased clinical effort in pursuit of her Tenure Track Research appointment, which was awarded.

**Student Health Center**

Four faculty APRNs practice at the University of Utah Student Health Center with direct salary support provided by the Vice President for Student Affairs.

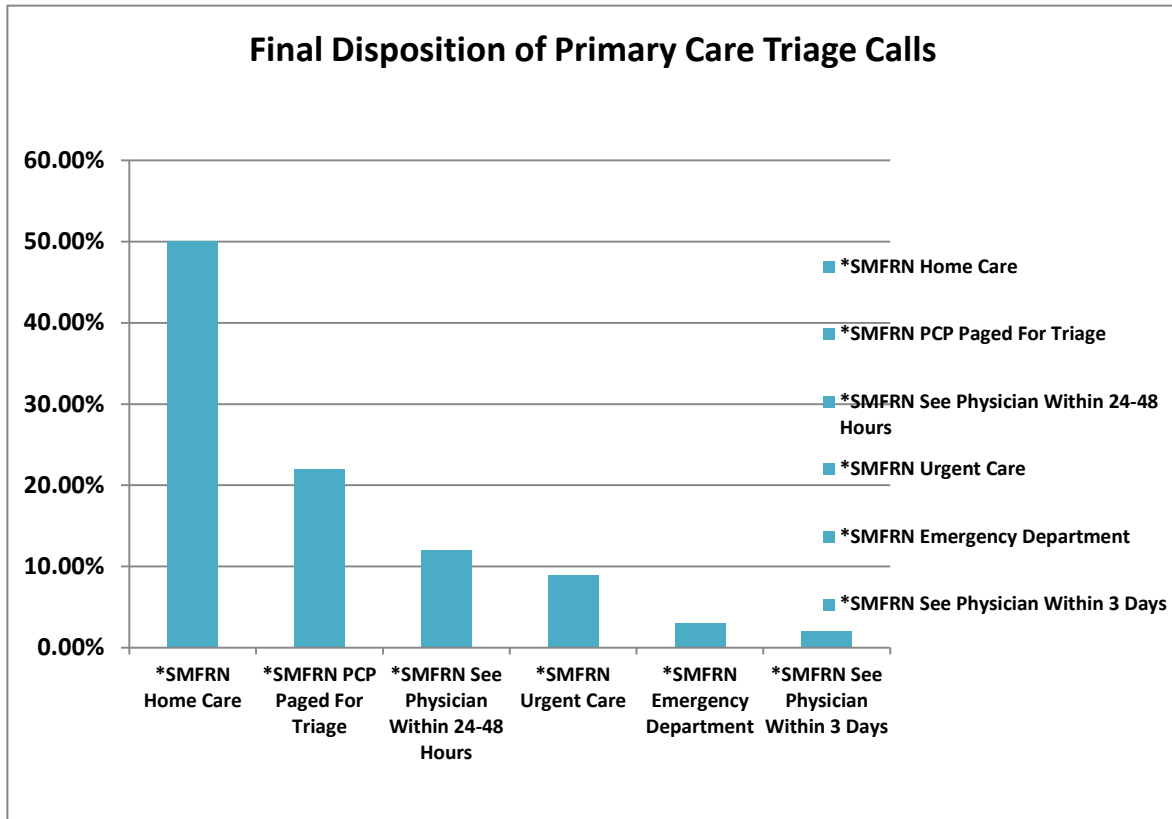
**Sutter Health Graduate Assistant (SHGA) Program**

The Sutter Health Graduate Assistant Program is a partnership between the College of Nursing and Sutter Physician Services a branch of Sutter Health, a large health care corporation based in Northern California. The College of Nursing hires RN-licensed graduate students to work in a call center based in Murray, UT. This call center utilizes standardized guidelines and procedures and Epic electronic medical record (EMR) documentation. The program employs 2 faculty liaisons who work with the Advanced Practice Nursing (APN) students in reviewing care and documentation for the promotion and development of critical thinking skills.

The SHGA program was budgeted to generate \$675,000 in billings, with budgeted margin of \$126,607.

**Table 31. Sutter Health Primary Care Triage Call Center 2012**

Sutter Health Contract Statistics: April 2012- September 2012	
Incoming calls to Nurse Triage	20,213
Average RN Talk Time	5.5 minutes
Average Call Completion time	15 minutes



**SHGA Satisfaction:**

“has this program helped you apply didactic information in the clinical setting?”	Yes: 80%
“has this program helped you hone your diagnostic reasoning ability?”	Yes: 60%
“Do you derive satisfaction from your work as a GA with Sutter and the CoN?”	Yes: 83%

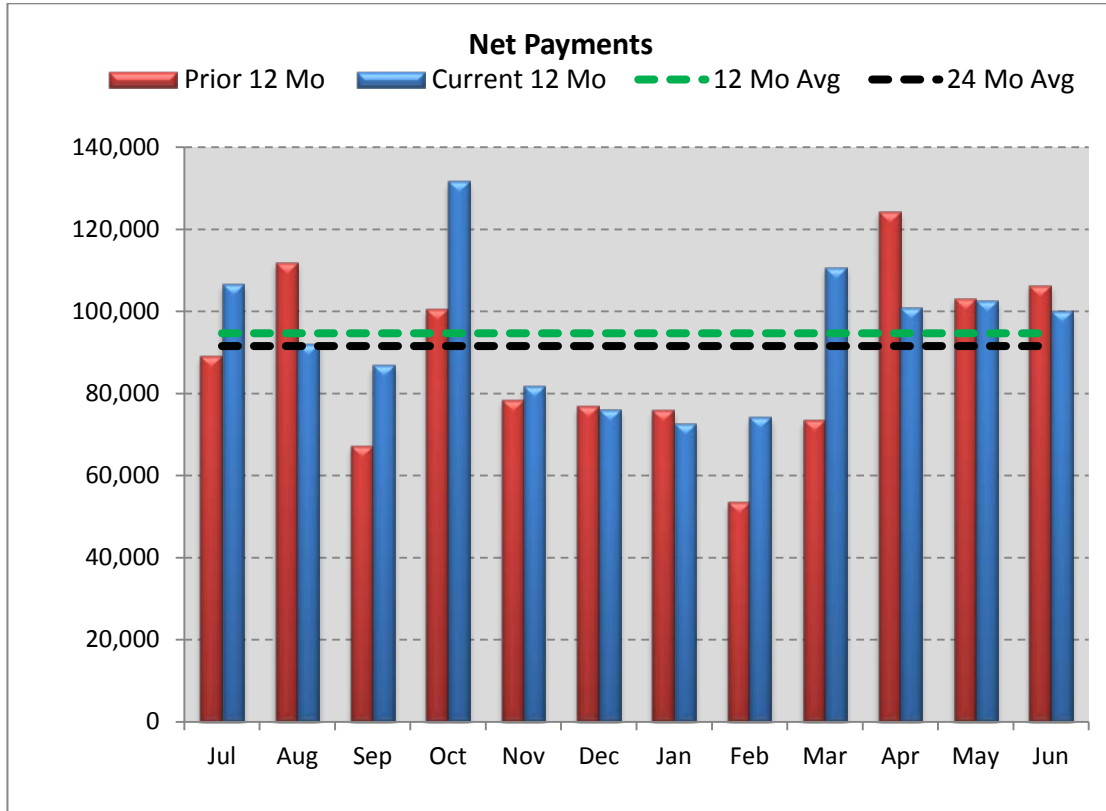
**BirthCare HealthCare (BCHC)**

The College Nurse-Midwifery (CNM) and Women's Health Nurse Practitioner (WHNP) faculty continue to provide obstetrical and women's health care services at several University and University partner clinics.

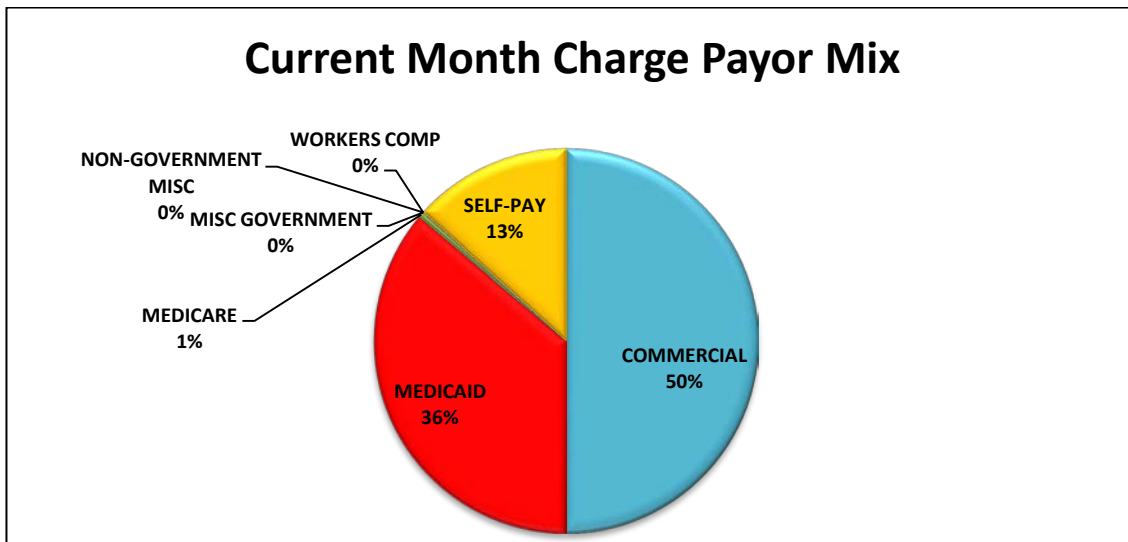
All pregnant patients who receive care through BCHC have their deliveries at University of Utah Hospital. In FY12 we delivered 524 babies. In FY13, we delivered 430. This decrease is largely due the loss of 2.0 FTE of CNMs from FY13.

Operational indicators for BCHC reflect charges of \$1,787,957. Net Payments are estimated to be \$1,074,630. This represents an increase of 4.97% in payments over previous FY.

**Figure 12. BCHC Payments Mix: FY13**



**Figure 13. BCHC Payor Mix: FY13 YTD through March 2013**





## **Overview of BCHC Services**

### **Woman and Children's Health Care Consortium**

This multidisciplinary consortium has stabilized into an efficient workgroup representing each of the three entities and provides an interface between the University and the Salt Lake Valley Health Department. A team from OB/GYN, Pediatrics and the Colleges of Nursing & Social work has been meeting monthly since May 2005.

### **Ellis R. Shipp Clinic**

The contract with the Salt Lake Valley Health Department (SLVHD) to provide women's health services at the Ellis R. Shipp (ERS) Clinic will be terminated July 31 due to the county's continued efforts to raise the rent and allocate additional costs to the BCHC practice. These patients will be seen at the new University Neighborhood Partner Hartland clinic, Clinic 4, Madsen Clinic and South Jordan Health Center.

### **Teen Mother and Child Program (TMC)**

The college provides services for TMC prenatal patients in a fee for service model. In this interdisciplinary model of service, the Department of Pediatrics provides all pediatric care to the children of TMC patients and the college provides all peri-partum, family planning and gynecologic care for the TMC population. In a study published in April 2013, Utah was ranked at 2 out of 15 states collecting PRAMS data, for use of highly effective contraception among post-partum teens. BCHC and the Teen Mom program were specifically recognized by the University of Utah Co-Director for the Fellowship in Family Planning for their contribution to this success. The CoN will be responsible for \$32,744.37 in Teen Mom shared staffing costs for the next FY.

### **Clinic 4, Madsen Clinic and BCHC South Jordan**

Clinic 4 and the Madsen Clinic serve an insured and Medicaid population that represents approximately 52% of the college's BCHC business (based on charges). We have requested to open a BCHC clinic 5 days per week at the new South Jordan Health Center (SJHC) in September of FY14. The practice has hired an additional Nurse Midwife to provide consistent scheduling and care at SJHC. We do anticipate that some Madsen and Clinic 4 patients will relocate their care to SJHC, however, the University of Utah Medical Group access metrics demonstrate that we will be able to "back-fill" these clinics with patients, while improving our access measures.

## My University Signature Experience (MUSE)

### MUSE

The CoN branch of the MUSE project (My University Signature Experience) brings all of the student engagement opportunities under the administration of the project Director (Alexa Doig) and several program coordinators. In January 2013 we launched the CoN MUSE website to showcase the available programs. Currently the CoN has formal programs in Community Engaged Learning, Undergraduate Research, and Global Health Learning Abroad, a Health Internship, and also features university programs such as the Undergraduate Student Expert in Teaching (USET). The MUSE Advisory Committee worked on strategic planning to maintain and expand current programs, and to explore new opportunities such as the Navajo Youth Camp. Table 32 outlines the number of students involved in the MUSE various programs.

**Table 32. MUSE (My University Signature Experience) Students 2011-2013**

Program	Students
Community Engaged Learning Coordinator: Lynn Hollister	61
Undergraduate Research Coordinator: Alexa Doig	20
Global Health Learning Abroad Coordinator: Amy Cutting	9
Health Policy Internship in Washington DC (Hinckley Institute for Politics collaboration) Coordinator: Sara Hart	2

### Community Engaged Learning

*Coordinator of the CoN Community Engaged Learning:* Lynn Hollister

The CoN currently has a Service Learning (SL)/Community Engaged Learning (CEL) designation assigned to one course per semester in the baccalaureate nursing program. Between 5-20 students (out of a class of 64) participate in SL/CEL each semester. The CoN has a strong relationship with the Bennion Center and several graduate students serve as SL coordinators each year. The CoN has sponsored several community engagement activities in 2012/2013 and faculty development in the area of CEL.

### Undergraduate Research

*Coordinator of the CoN Undergraduate Research Scholars Program:* Alexa Doig

In 2011-2013 over 20 undergraduate students participated in research with College of Nursing faculty. CoN faculty involved in mentoring undergraduate research scholars include Linda Edelman, Kathleen Mooney, Susan Beck, Gwen Latendresse, Lee Ellington, and Alexa Doig. In addition to students who obtained stipend funding through the UROP program, there were 8 Health Sciences LEAP students, 1 ACCESS student and several volunteers. Two undergraduates graduated in May 2012 with the Undergraduate Research Scholars Designation (USRD).

The CoN MUSE Project and the Office of Research funded travel for four undergraduate nursing students to present 2 posters at the National Association of Gerontological Nursing in Louisville, Kentucky in October 2011. The CoN MUSE project partnered with the CoN Hartford Foundation Center to support student travel. Nine undergraduates presented 4 posters at the National Conference on Undergraduate Research in April 2012 at Weber State University.

The CoN obtained a \$5000 grant from the Education Resource Development Council to support student travel to NCUR in 2013 or 2014.

**Global Health Study Abroad**

*Coordinator of the CoN Global Health Study Abroad Program: Amy Cutting*

In summer 2012, five nursing students participated in a 4 week experience in Ghana, West Africa with CoN faculty Amy Cutting in collaboration with the DFPM global health program. The CoN MUSE project assisted with scholarship support and sponsored an additional clinical observation week. In 2013 the CoN is launching an Interprofessional Global Health Study Abroad program in Ghana that is aligned with the principles of the Global Health Initiative. Nursing and medical students engage in clinical observation, health teaching and community-based research. There are currently 9 students registered for the June course and all students are receiving scholarship support from the Learning Abroad Center or a grant obtained by the Castle Foundation. The MUSE project will fund any research supplies and expenses, and will be a co-sponsor of max of 2 students to present at a research conference in fall 2013.

**Health Policy Internship**

*Coordinator of the Health Policy Internship Program: Sara Hart*

Two undergraduate students traveled to Washington, DC to participate in the Hinckley Institute's Capital Experience for one week in May 2013. In addition we have organized a Health Policy Day with two CoN alumni prior to the Capital Encounter week where students will meet with policy makers on Capitol Hill and at Washington DC healthcare institutions. In conjunction with alumni donors, the CoN MUSE Project is sponsoring students travel to DC and expenses during the alumni day.

## ADVANCEMENT

The College of Nursing Office of Advancement consists of Dinny Thayne Trabert, Senior Director, Melanie Osterud, Director, Katie Schrier, Communications Manager, and Sue Onwuegbu, Program Manager. The original University campaign, *Together, We Reach*, had a goal of \$1.2 billion and was to run from 2005-2013. Since the goal was reached after seven years, it was extended to \$1.5 billion to be completed in 2014. The College of Nursing's campaign goal is \$25 million with \$1 million left to raise for Phase I - *Building for the Future of Nursing Education*, and \$3 million for Phase II - *The Caring Continuum*, funding for scholarships and programs. The CoN Advancement Office works directly with the University Central Development Office and the Health Sciences Development Office on campaign strategy. Our main areas of focus were to complete Phase I, move onto Phase II, establish a scholarship in honor of the dean, and find new ways to reconnect with alumni.

### **Alumni Association Activities**

Alumni Day 2012 - Friday, October 26, 2012.

San Diego Alumni and Friends Luncheon - Saturday, April 6, 2013.

Alumni Board Pancake Breakfast for Graduating Students - Wednesday, April 17, 2013.

Distinguished Alumni Award- May 3, 2013 this year's Distinguished Alumni Award was presented to Jana Lauderdale, PhD, ('92) RN, FAAN.

The 19th Annual Honors for Nursing Recognition Dinner and Program - was held Tuesday, May 7, 2013 with more than 460 guests at the event. The Dare to Care Award recipient was Chris Chytraus. Proceeds this year exceeded \$20,000. :

DC MUSE Project/Alumni Partnership – May, 2013

Phonathon - The total number of dollars pledged FY 2012-2013 was \$21,351.18.

### **Development and Fundraising**

Specific Activities and Major Accomplishments of Development Board - This year the Development Board came up with new by-laws which included the obligation of each member to contribute or connect us with someone who could contribute a minimum of \$1,000 annually. All of the members donated and most gave to the scholarship in honor of outgoing Dean Maureen Keefe.

We established an Advisory Council including past board members or donors who have made significant contributions to the College of Nursing. Tim Dee has agreed to chair the Council which will officially begin in September 2013. The Advisory Council will serve in an advisory capacity to the Development Board and staff, will be invited to special events at the college, and will meet once a year to be a part of the State of the College address.

### **Development Events**

Closing Campaign Celebration - December 7, 2013, we held our Closing Campaign Celebration and Holiday Open House. where we honored those donors who had given to the Last Aid Campaign and helped us complete our building project

### Women Interested in Nursing (WIN) Seminars

- Our Fall Seminar on November 6, 2012, was entitled *Aging with Grace: Develop Your Roadmap for Wellness in Midlife and Beyond*.
- On April 16, 2013, we held our Spring Seminar : *Prepare, Prevent and Prevail: What Nursing's Role in Health Care Reform Means for You*.

### Caring Connections Events

- The 2012 Larkin Charity Golf Classic was held on August 29, 2012.
- On November 5, 2012, the 15<sup>th</sup> anniversary of Caring Connections: A Hope and Comfort in Grief Program.
- On May 14, 2013 – *Seeds of Remembrance: Forget-Me-Not*.

### Dean Maureen Keefe's Retirement Event - May 22, 2012.

### Foundation Giving - Proposals Funded

- George S. and Dolores Doré Eccles Foundation
  - \$250,000 to name the auditorium
  - \$390,000 to fund fellowships (over three years)
- Katherine W. Dumke and Ezekiel R. Dumke Jr. Foundation: \$75,000 for one Sim patient
- Marriner S. Eccles Foundation: \$15,000 for one fellowship
- R. Harold Burton Foundation: \$15,000 for one fellowship
- The Castle Foundation: \$5,000 for Global Health Scholarships
- The Herbert I. and Elsa B. Michael Foundation
- ERDC: \$3,000 for Global Health Scholarships

### Proposals Pending

- Marriner S. Eccles Foundation: \$15,000 for one fellowship
- The Ashton Family Foundation: \$6,000 for BirthCare HealthCare services

### Communications and Public Relations

- Excellence Newsletter: produced 3x year
- Dean's Note: Designed and implemented in Winter 2013. Created to be monthly, however only one month has been released to date.
- College of Nursing Magazine: produced content and design. The 2013 magazine was released in April 2013 as a commemorative issue celebrating Dean Maureen Keefe.
- Caring Connections Newsletter: produced 4x year
- Advanced Practice Clinician Council Newsletter (in development and slated for 4x year)

### General PR

- 40th Anniversary of the Gerontology Interdisciplinary Program
- Alumni Day
- Grief and the Holidays
- 19th Annual Honors for Nursing
- Patricia Berry Sojourns Award
- Jane Dyer Hartland Scholar Award announcement
- Last Aid campaign/closing campaign celebration
- HFA Living with Grief Teleconference
- REACH Newsletter: Global Health Initiative
- Donor Annual Report: Planned Giving
- Utah Nurse, Fall 2012 issue: Global Health Initiative
- Jane Dyer, Midwifery Program for employee giving campaign PR

## FACULTY

### Overview

We have had some recent success in increasing the number of tenure track faculty in the College of Nursing. We will maintain our targeted recruitment efforts in the coming year with a focus on individuals that align with our research agendas and those from diverse backgrounds.

**Table 33. College of Nursing Faculty Profile 2008-2013**

	2008-09	2009-10	2010-11	2011-12	2012-13
Tenure Track (T/TT)	30	28	29	26	27
Full Time Clinical & Research Tracks	61	56	50	49	53
Part Time Clinical & Research	27	25	24	27	21
<b>Total</b>	<b>118</b>	<b>109</b>	<b>103</b>	<b>102</b>	<b>101</b>

\*As of June 1, 2013 – 63% of full-time faculty are doctorally prepared

Targeted search efforts resulted in the addition of four (4) tenure line and ten (10) career line (clinical faculty) to the faculty ranks for the coming year. The list below summarizes faculty appointment, promotion, tenure, resignations and retirements as of June 2013.

#### **New Appointments, Tenure Line Faculty (4)**

Beverly Patchell	Assistant Professor	ACC
Jia-Wen Guo	Assistant Professor	HSCBC
Nancy Allen	Assistant Professor	ACC
Katherine Supiano	Associate Professor	ACC

#### **New Appointments, Career Line Faculty (10)**

Amber Jackson	Instructor (Clinical)	ACC
Christina Elmore	Instructor (Clinical)	HSCBC
EiLois Bailey	Instructor (Clinical)	ACC
Julie King	Instructor (Clinical)	HSCBC
Kimberly Powell	Instructor (Clinical)	HSCBC
Lisa Barnes	Instructor (Clinical)	HSCBC
Tamara Ekker	Instructor (Clinical)	ACC
Brenda Luther	Assistant Professor (Clinical)	ACC
Sheila Deyette	Assistant Professor (Clinical)	HSCBC
Kara Dassel	Associate Professor (Clinical)	HSCBC

#### **Resignations, Faculty (6)**

Kim Brown	Instructor (Clinical)	HSCBC
Monte Roberts	Instructor (Clinical)	ACC
Sarah Hagen	Instructor (Clinical)	HSCBC
Debra Whipple	Assistant Professor (Clinical)	HSCBC
Lisa Kaloczi	Assistant Professor (Clinical)	HSCBC
Tamara Melville	Assistant Professor (Clinical)	ACC

#### **Phased Retirements, Faculty (4)**

Thomas Mansen	Associate Professor	ACC
Shannon Burton	Assistant Professor (Clinical)	ACC
Ann Hutton	Assistant Professor	ACC
Maureen Keefe	Dean & Professor	

**Career Line (Clinical & Research) Promotion Reviews (9)**

Ann Maruri	Assistant Professor (Clinical)	HSCBC
Jennifer Clifton	Assistant Professor (Clinical)	HSCBC
Sherri Evershed	Assistant Professor (Clinical)	ACC
Susan Hall	Assistant Professor (Clinical)	HSCBC
Suzanne Martin	Assistant Professor (Clinical)	HSCBC
Bob Wong	Associate Professor (Research)	ACC
Erin Rothwell	Associate Professor (Research)	HSCBC
Dianne Fuller	Professor (Clinical)	HSCBC
Leissa Roberts	Professor (Clinical)	HSCBC

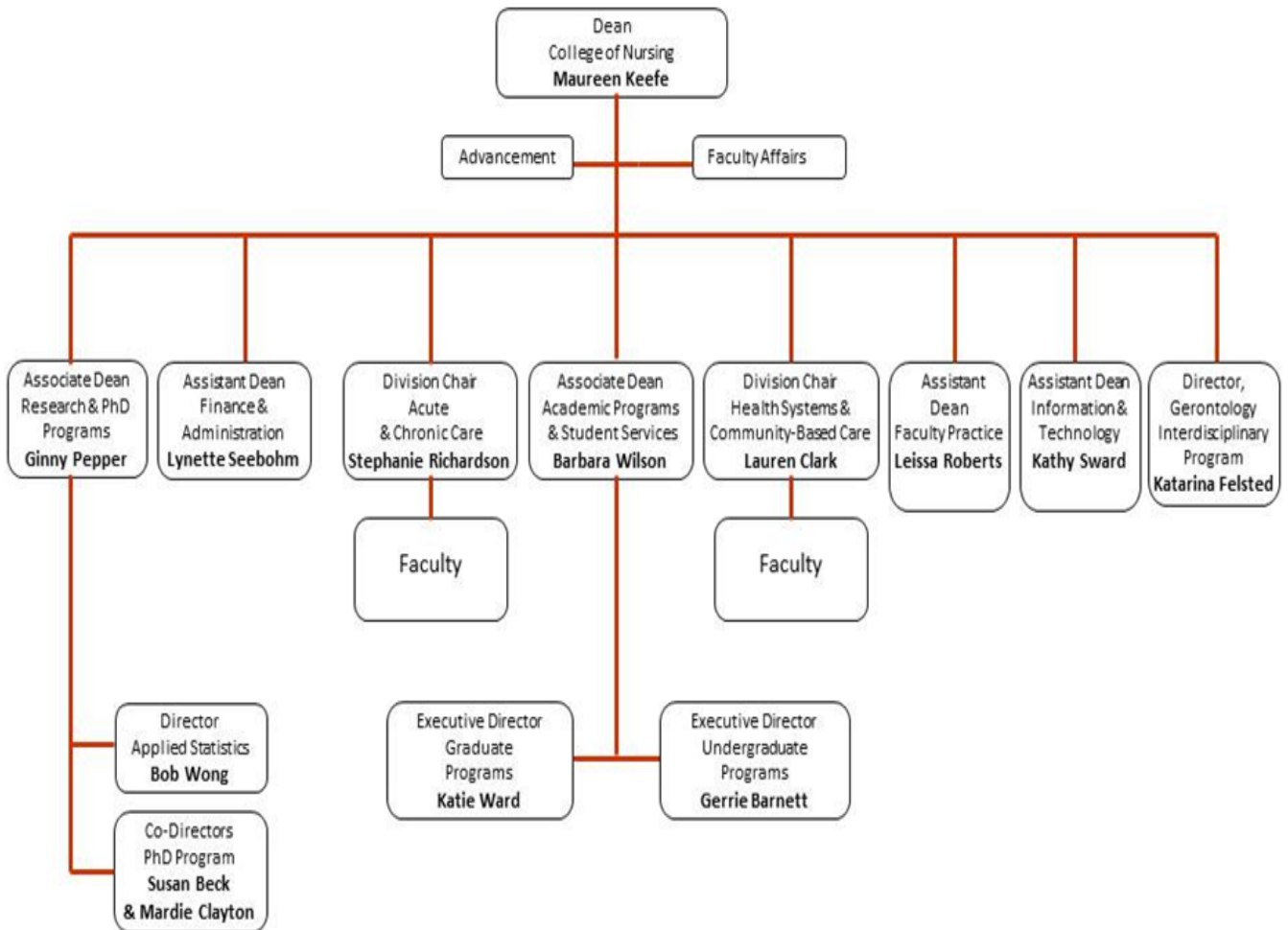
**Tenure & Promotion Reviews (1)**

Alexa Doig	Associate Professor	ACC
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**Post-Tenure Reviews (5)**

Patricia Berry	Associate Professor	ACC
Ginette Pepper	Professor	ACC
Janice Morse	Professor	HSCBC
Kathleen Mooney	Professor	ACC
Lauren Clark	Professor	HSCBC

**Figure 14. College of Nursing Organizational Chart 2012-13**



## DIVISION OF ACUTE AND CHRONIC CARE

### Overview and Actions 2012-2013

**Division Chair:** Stephanie Richardson, PhD, RN, Associate Professor

At the beginning of the 2012-2013 Academic Year the ACC Division was comprised of 46 faculty:

**Full Time: 31** – Tenured: 7, Tenure Track: 6, Clinical Track: 16, Research: 2

**Part Time: 15** – Tenured: 1, Clinical: 13, Research: 1

#### Division faculty retirements and resignations:

- Monte Roberts, Instructor (Clinical), resignation
- Tamara Melville Assistant Professor (Clinical) resignation

#### Division faculty changes in appointment:

- Katherine Supiano, from clinical to tenure-track

#### Division faculty changes in rank or status:

- Alexa Doig awarded tenure

#### Division faculty new hires:

- Amber Jackson, Instructor (Clinical)
- Ana Sanchez-Birkhead, Associate Professor
- Brenda Luther, Assistant Professor (Clinical)
- Deanna Kepka, Assistant Professor
- Denise Ward, Assistant Professor (Clinical)
- ElLois Bailey, Instructor (Clinical)
- Paul Olavson, Instructor (Clinical)
- Sheila Deyette, Assistant Professor (Clinical)
- Tamara Ekker, Instructor (Clinical)

#### Division Post-doctoral students

- Susan Tavernier
- Julius Kehinde

### Research and Scholarship

According to travel fund disbursement, 19 requests were filled for travel to professional meetings for scholarly presentations. Several division faculty received awards from national specialty organizations: two recognizing the quality of their publications, one received a distinguished research award, and one received a national award for leadership. Five division faculty were funded externally for teaching grants. Two faculty members received intramural funding for teaching grants. Four members remain enrolled in the college's PhD program, one graduated from a university PhD program, one enrolled in the college's DNP program, and two graduated from the college's DNP program.

### Teaching

Prior to 2012, the division's involvement in academic programs remained both robust and stable. In the 2012-2013 academic year, however, the number of course assignments for ACC division members in three program areas rose (see Table 34). ACC faculty members' course assignments increased in the Gerontology Interdisciplinary Program by a factor of five; mainly attributable to a planned decrease in the use of adjunct faculty in that program. At the same time, ACC faculty course assignments in the DNP specialty programs doubled. This doubling was not anticipated, and was not accompanied by an increase in division FTE, yet was accompanied by an increase in both contract complexity and the number of course preparations for involved faculty. Finally, ACC faculty course assignments in the baccalaureate programs doubled in 2012-2013. This doubling was an anticipated increase related directly to the implementation of a new curriculum



simultaneous with the retirement of an old curriculum, and was reflected in increased teaching FTE for the faculty involved.

**Table 34. Faculty Course Assignments by Program 2010 - 2013**

ACC Faculty Course Assignments	Academic Year		
	2010-2011	2011-2012	2012-2013
PhD program	7	11	14
DNP programs	15	14	<b>28</b>
Graduate core courses	20	31	<b>31</b>
Pre-nursing, electives	6	6	8
Gerontology Interdisciplinary Program	4	2	<b>10</b>
Master of Science programs	25	27	30
Baccalaureate degree programs	Not available	49	<b>97</b>

Bolded items indicated notable changes discussed in text of the report. Source, CON Dashboard.

Two ACC faculty members were Banner Carriers at Convocation and Commencement. One member was nominated for a college-level teaching award by students from another college.

### Faculty Mentorship and Development

Division goals were created, modified as a group, and posted on a shared drive. Goals were reviewed at each division meeting, held via distance technology.

Goal 1, *Division members will participate actively in the search for a new dean.* (Goal met.)

Actions: one member was appointed to the search committee and division members were active in all opportunities to provide input into the search and interview candidates.)

Goal 2, *Communications between division members and administrators will increase in amount and become even more positive.* (Goal met. Source Annual Satisfaction Survey). Actions:

Existing programs fostering communication and mentoring were sustained. Division members continued to participate in the mentoring group for tenure-line faculty, Moving Along in your Academic Career (MAAC), and Succeeding in your Nursing Academic Program (SNAP). Twelve ACC division members presented topics at the CoN Seminar Series throughout the academic year. New programs that foster communication and mentoring were established, including academic writing support groups, and an online book club focused on engaging faculty in the roles, rights and responsibilities in academe. Division members were instrumental in both leading and participating in both these new groups.

Goal 3, *Increase the number of posters and presentations that convert to articles by 15%.* (this goal was not measureable *per se*, yet Table 35 reflects a steady increase in division scholarship.)

Goal 4, *Division members undergoing formal reviews will receive formal mentoring from division chairs regarding CV and self-review preparations, selection of reviewers, and contents of their file.* (Goal met.). Actions: The individual faculty annual review process underwent an extensive review process that eliminated required face-to-face meetings with division chairs, however, pre-tenure faculty and persons undergoing review for promotion and fifth year retention reviews met individually three times with the division chair for formal review.

**Table 35. Activities in Scholarship 2011 and 2012**

<b>ACC Faculty Activities and Productivity</b>	<b>2011</b>	<b>2012</b>
Faculty represented as authors/co-authors on publications	53	72
Faculty represented as authors/co-authors on presentations or posters	118	118
Faculty active in writing groups	0	15

Source: Faculty Activity Report

**Administrative Assistant Support**

The division continues to provide all exam/ test preparation services for division faculty, and book orders for both divisions in all programs. The division also provided support for Baccalaureate Program Committee, including Baccalaureate Curriculum Committee, for SNAP, the Faculty Book Club, and new faculty onboarding.

**Recommendations**

Division chairs provide input to faculty engagement/satisfaction surveys at the Health Sciences or University level.

Continue ongoing development and mentoring programs.

Strengthen policies and procedures that identify divisions as the faculty center for development, career planning, and resource management.

Revise the annual faculty review process.

## DIVISION OF HEALTH SYSTEMS & COMMUNITY-BASED CARE

### Overview and Actions 2012-2013

**Division Chair:** Lauren Clark, PhD, RN, FAAN, Professor

At the beginning of the 2012-2013 academic year, the HSCBC Division was comprised of 50 faculty:

**Full Time: 40** – Tenured: 5, Tenure Track: 5, Clinical Track: 30, Research: 0

**Part Time: 10** – Tenured: 0, Tenure Track: 0, Clinical Track: 8, Research: 2

### Division faculty retirements and resignations:

- Kim Brown, Instructor (Clinical), resignation
- Sara Hagan, Instructor (Clinical), resignation
- Lisa Kaloczi, Assistant Professor (Clinical), resignation
- Debra Whipple, Assistant Professor (Clinical), resignation

### Division faculty changes in appointment: none

### Division faculty changes in rank or status:

- Laura Heermann, Assistant Professor (Clinical), Director of Nursing Informatics Program

### Division faculty new hires:

- Christina Elmore, Instructor (Clinical)
- Katarina Felsted, Instructor (Clinical), Director of Gerontology Interdisciplinary Program
- Jia-Wen Guo, Assistant Professor
- Pamela Phares, Assistant Professor (Clinical)
- Kimberly Powell, Instructor (Clinical)
- Barbara Wilson, Associate Professor, Associate Dean of Academic Programs

### Research and Scholarship

According to travel fund disbursement, 14 requests were filled for travel to professional meetings for scholarly presentations, approximately 15% higher than last year. One division member was awarded a career achievement award in her specialty organization. Two division members were awarded Fellow status in their national specialty organizations. Other national awards included research awards (3 faculty), teaching awards (2 faculty) and a leadership development award (1 faculty). State-level awards were given in the areas of teaching (4 faculty), research (1 faculty) and practice (2 faculty). At the college level, the HSCBC Division swept the 2011 awards ceremony with faculty winners in the categories of teaching, research, spirit, service, and practice. One division member graduated from the DNP program, one remained enrolled in the program, and another matriculated into the DNP program. Two division members continued in the PhD program.

### Teaching

Five division members were active on extramurally funded teaching projects. HSCBC division member faculty course assignments in three programs increased dramatically (see Table 36). HSCBC division faculty assignments in graduate core courses increased by 150% and assignments in DNP specialty courses assignments by 130% in 2012-2013. These increased assignments reflect new teaching obligations for faculty in the form of new course preparations and added contract complexity without additional faculty resources. Participation in pre-nursing and elective courses increased by over 500%. Finally, HSCBC faculty teaching assignments in the baccalaureate programs increased by 140% in 2012-2013. This teaching increase is related to the

implementation of a new curriculum simultaneous with the retirement of an old curriculum. Simultaneously, Gerontology Interdisciplinary Program faculty teaching assignments decreased slightly as more faculty from the other division became engaged in teaching courses in that program.

**Table 36. Faculty Course Assignments by Program 2010-2013**

HSCBC Faculty Course Assignments Program or Area	Academic Year		
	2010-2011	2011-2012	2012-2013
PhD program	0	5	3
DNP programs	23	56	75
Graduate core courses	29	42	64
Pre-nursing, electives	2	2	11
Gerontology Interdisciplinary Program	52	39	36
Master of Science programs	21	1	7
Baccalaureate degree programs	Not available	18	25

Bolded items indicated notable changes discussed in text of the report. Source, CON Dashboard.

### Faculty Mentorship and Development

The implementation of the new policy for disbursement of division funds for development needs last year was successful. We awarded \$1,500 from the Division Development account last year. This helped to provide a ROPES course for students, supplies for Poster Presentations, and supplemental guest lecturers for courses. Faculty annual review underwent an extensive review process that eliminated required face-to-face meetings with division chairs. Pre-tenure faculty members and persons undergoing review for promotion and fifth year retention reviews met individually with the division chair for formal review. Division goals were created, modified as a group, and posted on a shared drive. Goals were ratified in December of 2012 and reviewed at each subsequent division meeting held in person or via distance technology.

Goal 1, *Division members will participate actively in the search for a new Dean.* Goal met. Action: Faculty were engaged in the entire search process, with two division members also serving on the search committee.

Goal 2, *Communications between division members and administrators will increase in amount and become even more positive.* Goal met. Action: Formal communication within the division was attentively positive and proactively designed to enrich faculty development through mentoring. Division newsletters and archived meeting minutes were distributed to aid information sharing. Tech Moment segments within the division meetings assisted faculty to learn about new technology available for teaching, research/scholarship, and professional networking. Topics for Tech Moment presentations included: publishing and access for today's scholar vs. 'old school'; medical and journal apps to assist with practice and research; and Twitter and other social media to promote healthcare education. The Division also sponsored an App Buffet at the winter holiday luncheon. Eleven HSCBC division members presented topics at the CON Seminar Series throughout the academic year. Division members continued to participate in the mentoring group for tenure-line faculty, Moving Along in your Academic Program (MAAC), and the parallel mentoring group for career-line faculty, Succeeding in your Nursing Academic Program (SNAP). The Chairs of both divisions formed two more mentoring programs, one focused on writing and one online book club focused on engaging faculty in the roles, rights and responsibilities in academe. Division members were instrumental in both leading and participating in both these new groups.

Goal 3, *The percentage of faculty who publish a book, chapter, journal article (or similar work) in the annual review period will increase 5% (approximately 3 more faculty).* Goal in progress.

Action: Overall publications declined this year (see Table 37). Writing groups were instituted in response to declining publications and the opportunity presented by professional presentations poised to be translated into publications. The writing groups involved 23 division faculty and will continue to work toward the publication goal.

Goal 4, *Division members undergoing formal review will receive formal mentoring from division chairs regarding CV and self-review preparation, selection for reviewers, and contents of their file.* Goal met. Action: The HSCBC division chair met 3 times with all faculty scheduled for formal reviews and those seeking promotions, as well as new hires. This new process resulted in a record number of files prepared for reappointment at a higher rank, with those planned promotions now in process.

**Table 37. Activities in Scholarship, Research, Teaching, and Awards in 2011 and 2012**

<b>HSCBC Faculty Activities and Productivity</b>	<b>2011</b>	<b>2012</b>
Faculty represented as authors/co-authors on publications	70	42
Faculty represented as authors/co-authors on presentations or panels	82	67
Faculty represented as authors on posters	39	23
Faculty active on extramurally funded projects, either research or teaching	18	14
Faculty receiving awards	23	24
Faculty active in writing groups	0	23

Source: Faculty Activity Report

### **Administrative Assistant Support**

A new staff member was assigned to the division. The division staff provided assistance to the Division Chair, Director of the Gerontology Interdisciplinary Program and supported faculty members in their teaching, practice, research and service, including but not limited to travel arrangements, payment reimbursements, exam/test preparation, proofing and formatting of various documents including promotion materials, etc. Additional support roles were provided to the Dean Search Committee, College of Nursing Seminar Series, MS-DNP Program Committee, Space Committee, SNAP, 2013 Regional Midwifery and Women’s Health Mini Conference, both course and program related Poster Fairs, Faculty Book Club, and new Faculty On-Boarding.

### **Recommendations**

Division chairs participate actively in structuring health sciences-wide faculty engagement and satisfaction surveys.

Continue ongoing development programs, particularly those that focus on retention, promotion, and scholarship.

Strengthen policies and procedures that identify divisions as the faculty center for development, career planning, and resource management.

Revise the annual faculty review process.