



THE UNIVERSITY OF BRITISH COLUMBIA

School of Nursing

Strategic Plan

2022-2028



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INTRODUCTION

The School of Nursing began its strategic planning during 2020, to vision beyond the School's Centenary year. However, as with so many plans across the world, the COVID-19 pandemic intervened. In responding to the challenges for nursing education, clinical practice, and health research during this global health emergency, we focused on navigating the urgent stresses in the health and education systems. We held strategic planning consultations with students, faculty, and staff, key leaders in health authorities, and government partners; but the immediate crisis overshadowed long-term aims. In spring of 2021, we renewed our community consultations. We learned that while the pandemic had worsened nursing shortages and health inequities both locally and across the world, it also created more visibility for nursing, and opportunities for innovation in nursing practice and education. In June 2021, our School agreed on six general strategic aims, which have guided our planning during the pandemic and in this new post-pandemic reality. In releasing our strategic plan publicly now, we report on some of our progress toward these aims, and share our key priorities for the next five years—and beyond.

Pre- and post-pandemic advancements in information and health technologies have highlighted the need for clinicians with specialist and technical knowledge, increasing the demand for advanced skilled practitioners. This requires the ongoing recruitment and development of experienced, highly skilled faculty. At the same time, as healthcare professionals and nurse educators are leaving the workforce, they carry their institutional knowledge and expertise with them. Bridging the skill-gap between the retiring workforce and incoming professionals requires a multi-faceted approach from all arenas. In our planning, we must continue to collaborate with government, healthcare organizations, and policymakers to develop strategies that mitigate the impact of these and other forms of workforce transitions and shortages.

This School of Nursing strategic plan draws on various UBC strategic plans we helped develop, while being more specific to our School: our plan aligns with the priorities of the [University's Strategic Plan](#), the [UBC Indigenous Strategic Plan](#), [UBC's Inclusion Action Plan](#), and the [Faculty of Applied Science Strategic Plan](#). It speaks to the core values of our School and University, and identifies the priorities where our School is focusing our efforts. We also are responding to the transformation of the BC health system that government is undertaking as a result of the pandemic.

Our School of Nursing has celebrated over 100 years of excellence in leadership and education in nursing and health. Together, we see these six broad goals will guide our School into our next 100 years.



OUR VISION

Excellence in leading edge nursing education, research, and practice in an exceptional learning environment.

OUR MISSION

The UBC School of Nursing provides leadership and innovation in integrated nursing education, research, knowledge exchange, and practice to advance individual, family, community, and population health.

OUR STRATEGIC PRIORITIES

1. Provide a healthy, inclusive, and inspiring workplace for all faculty, staff and students, in the new Gateway Health Building and in the community
2. Respond to the critical health workforce shortages by expanding existing nursing programs and developing new degree programs and certificates
3. Further integrate Indigenous cultural safety, anti-racism, equity, inclusion, and human rights to reduce intersectional inequities experienced by historically, persistently, or systemically marginalized groups in our school community
4. Increase the capacity of nurses to lead ethical technological and health system innovations
5. Expand nursing's interprofessional leadership in health research and educational scholarship
6. Advance health equity through local and global engagement

These goals are described in more detail, with examples and progress already achieved, in the following sections.



GOAL #1: PROVIDE A HEALTHY, INCLUSIVE, AND INSPIRING WORKPLACE FOR ALL FACULTY, STAFF, AND STUDENTS, IN THE NEW GATEWAY HEALTH BUILDING AND IN THE COMMUNITY

The School of Nursing will be moving to the new Gateway Health Building within the next few years. For the first time in more than 100 years we will have a building which has been purposefully designed for transformative nursing education, research, and clinical practice. In keeping with our goal, we advocated for a building that is net carbon zero/gold LEEDS rated for a healthy environment, Rick Hansen certification for accessibility, high fidelity simulation suites and technology-enhanced classrooms and skills labs, and with strong Musqueam First Nation collaboration in co-design to honour the traditional holders of the unceded lands on which it is being built.

In addition to a healthy physical workplace, we are also prioritizing an inclusive workplace, drawing on the efforts of two of our standing committees, the Indigenous Cultural Safety committee and Anti-Racism Committee. This reflects our School's aims to create an organizational culture in support of an inclusive, diverse School, and to serve as a role model and facilitator of structural change throughout UBC and health care.

The pandemic's response to moving learning and research and administration to virtual environments has challenged our sense of community, while creating opportunities for different work-life balance. In the next five years we will work to rebuild the community in new ways, balancing the combination virtual and in-person interactions to create authentic engagement.

As we anticipate a number of transitions of our faculty and staff due to retirements and other opportunities, we will see a change in leadership throughout our School. We will focus on building capacity among our emerging leaders among our faculty and our staff, and mentorship at all stages of career.



GOAL #2

GOAL #2: RESPOND TO THE CRITICAL HEALTH WORKFORCE SHORTAGES BY EXPANDING EXISTING NURSING PROGRAMS AND DEVELOPING NEW DEGREE PROGRAMS AND CERTIFICATES

The pandemic has worsened longstanding health workforce shortages, while greater need for health care and pandemic-related delays in care have increased demand and stressed the health care system.

We will respond to requests from the provincial government and the broader priorities nationally and globally to sustainably increase the admissions to our existing nursing programs, and developing new initiatives to support nursing and interprofessional education. We are increasing our BSN program by 25%, and doubling the size of our Nurse Practitioner program.

To address these nursing shortages, we also must address the nurse faculty shortage: we will continue to emphasize ways to recruit nurses into graduate education, including our Masters of Health Leadership and Policy in Clinical Education, and increasing recruitment of MSN students in the early career nurse leadership education pathway, an RPN to MSN pathway for leadership and education in mental health nursing, focused recruitment of Indigenous nurse leaders. We launched a part-time PhD program, so that current nurse leaders and nurse educators can complete their doctorate while remaining in practice and educational leadership.

In addition to existing programs, we will work with government to establish new programs in critical areas to prepare advanced practice nurses and other health professionals:

- With 5 other Schools of Nursing in BC we will collaborate to develop a MN/MSN in Indigenous Nursing and Wellbeing
- To reduce surgical wait times and increase access, we will develop a new Masters of Nursing-Nurse Anesthesia program
- To address the critical need for health informatics, we are launching a certificate in Clinical Informatics for health professionals, beginning in September 2023
- Additional certificate programs to address priority areas of nursing practice will be developed in partnership with the health system as areas are identified

#3 GOAL

GOAL #3: FURTHER INTEGRATE INDIGENOUS CULTURAL SAFETY, ANTI-RACISM, EQUITY, INCLUSION, AND HUMAN RIGHTS TO REDUCE INTERSECTIONAL INEQUITIES EXPERIENCED BY HISTORICALLY, PERSISTENTLY, OR SYSTEMICALLY MARGINALIZED GROUPS¹ IN OUR SCHOOL COMMUNITY.

Our faculty and staff lead research and education that recognizes the intersecting equity goals of anti-racism, Indigenous human rights, decolonization and reconciliation, and inclusive excellence.

This includes specific actions to:

- Increase recruitment, retention and success of Indigenous, racialized, and other historically, persistently or systemically marginalized students, faculty and staff.
- Decolonize educational programs and curricula by consulting with Indigenous Elders and communities, recruiting and hiring additional Indigenous faculty, and partnering to create an Indigenous cultural safety and nursing professorship.
- Embed anti-racism, Indigenous cultural safety, anti-discrimination, and [inclusive excellence](#) within school policies, curriculum, and teaching and learning practices.
- Build the knowledge and capacity of faculty, staff, and students for anti-racism, Indigenous cultural safety, anti-discrimination and inclusive excellence leadership in nursing and health care.
- Conduct regular reviews of school policies, curricula, and teaching and learning practices to strengthen awareness of and responsiveness to inequities related to sexuality, gender, and disability.
- Develop, implement, and evaluate a school-wide intersectional equity framework.

¹ **UBC definition:** <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms-2/>: Historically, persistently, or systemically marginalized (HPSM) groups: In Canada, and in the current UBC context, disadvantaged groups are commonly understood to include: Indigenous Peoples, women, racialized people, disabled people/people with disabilities, members of the 2SLGBTQIA+ communities (Two-Spirit, lesbian, gay, bisexual, transgender, queer and/or questioning, intersex, asexual, plus countless ways people choose to identify) and TGNB people (transgender and non-binary) who experience barriers on the basis of sexual orientation, gender identity and gender expression. The use of "HPSM" is intended to reference these groups.



GOAL #4: INCREASE THE CAPACITY OF NURSES TO LEAD ETHICAL TECHNOLOGICAL AND HEALTH SYSTEM INNOVATIONS

The pandemic further spurred technological innovations in education and health care, and nursing faculty are among those developing technology solutions to improve access to education and to health care.

However, technology solutions can have unintended consequences, including worsening existing inequities. We are committed to developing technology in education and practice with others that fosters health equity and improves access and quality of education and health care.

Similarly, our research and consultation will continue to emphasize ethical health system innovations, with opportunity for collaboration within and beyond and our Faculty of Applied Science. As an example, one of our commitments is contributing to an APSC strategic plan focus that is also a Canadian Institutes of Health Research priority around healthy, thriving, resilient cities, by recruiting a nursing research faculty focused on health systems, healthy cities, and public health as part of our Faculty of APSC research cluster under the President's Academic Excellence Initiative.

This includes actions to:

- Develop new infrastructure in the Gateway building to underpin the expansion of research and development in health technologies and systems that support advanced nursing practice, e.g., artificial intelligence, robotics, and emerging media - augmented, virtual and mixed reality.
- Advance and disseminate ethical approaches to technology development within curricula, and in research to support person- and community-centred healthcare systems.

A large, vertical graphic on the left side of the page. It consists of the word "GOAL" in large, bold, sans-serif capital letters, followed by a "#5" in a similar font. The text is rendered in a gradient color that transitions from purple at the top to orange at the bottom.

GOAL #5: EXPAND NURSING'S INTERPROFESSIONAL LEADERSHIP IN HEALTH RESEARCH AND EDUCATIONAL SCHOLARSHIP

Our School of Nursing has a longstanding reputation for leading interprofessional teams in research and growing efforts in interprofessional education. We will continue to support areas of excellence in health research and educational scholarship, including an emphasis on interprofessional programs of research.

This includes support for new and emerging areas of nursing and health research, as well as an increased emphasis on the scholarship of teaching and learning.



6 # GOAL

GOAL #6: ADVANCE HEALTH EQUITY THROUGH LOCAL AND GLOBAL ENGAGEMENT

The pandemic revealed starkly the challenging health inequities within communities locally, and throughout the world. The pandemic response halted most travel, and at the same time created opportunities to engage internationally through the use of technology. At the same time, the impact of climate change is creating further challenges to health across the world, and nurses are among the health professionals who are addressing both planetary health and the health impacts of worsening climate change.

We will enhance our existing research and education collaborations locally and internationally, to support the health workforce and global health priorities. This includes sharing our expertise and research in our consultant roles with provincial, national, and global agencies, and providing new opportunities for students and faculty to engage in global health research. It also will involve exploring new opportunities to engage in international collaborations to promote health equity.

Some examples of this work include:

- We will continue to offer educational programming on the health impacts of climate change and global health for undergraduate and graduate students, including offerings for international students via the Vancouver Summer Program
- We will support student and faculty internship experiences with global health agencies such as WHO and UNICEF through our Verna Huffman Splane Endowment in Global Health.