I. Executive Summary of Accomplishments and Challenges in the Past Year

For the College of Nursing, the year 2007 can best be described as celebrating a 50-year heritage of excellence in nursing education and research and laying a firm foundation for future success. In 2007, the College accomplished its goal to double the capacity to enroll students in our BSN program. By engaging Northwest Medical Center as our fourth hospital partner, we will henceforth enroll 200 students annually into the two options of our BSN. It is the partnerships between the College of Nursing and the health care systems in Tucson that made the goal of doubling our BSN capacity a reality.

Significant progress was also achieved toward accomplishing our strategic initiative to address the critical shortage of qualified nurse faculty. The College graduated a record number of sixteen (16) PhD students during the 2007 calendar year. This is not only a significant accomplishment within the context of the College, but also throughout the nation. Nationally, doctoral programs tend to graduate on the average approximately four (4) students per year. Clearly, the College is meeting its land-grant mandate to prepare nurse leaders for the State and beyond. Overall, enrollment and graduation rates at both the undergraduate and graduate levels continued to rise in 2007. The success of our BSN graduates with respect to the national RN licensure examination is also noteworthy. For 2007, pass rates (94%) for UA graduates lead the State and surpassed the national average.

A major accomplishment in ensuring academic excellence at the College of Nursing was the successful recruitment of two (2) outstanding senior nurse scientist-academics: Melissa Faulkner, PhD, RN, FAAN, was appointed to the Sorensen Endowed Professorship in Diabetes Research and Barbara Piper, PhD, RN, FAAN, was appointed to the Scottsdale Health Care University of Arizona Chair of Nursing Research.
The thoughtful and careful planning for the celebration of the College’s 50th Anniversary resulted in a series of highly successful events, beginning with the Kickoff event in August, Homecoming events in November, and a Research Conference in January. These events provided opportunities to re-unite with and honor our alumni, to advance our development goals, and to showcase the major renovations to the College of Nursing building. The dedication of the $1.3M Steel Innovative Learning Center, which offers state-of-the-art clinical simulated learning opportunities for our students, was a highlight of the Kick-off event. Guests also toured the newly installed 50th Anniversary History display and the recently renovated corridors and offices throughout the building. Finally, the College celebrated the receipt of the largest endowment gift in its history — $3 Million dollars.

Clearly, the accomplishments reported here, as well as the contributions to the University’s Strategic Plan, which follows, demonstrate that the 2007 endeavors of the College of Nursing’s are congruent with the mission of the University of Arizona “…to improve life for the people of Arizona and beyond through education, research, creative expression and community engagement.”

II. College of Nursing Contributions to the University’s Strategic Plan (2009 – 2013)

A. Prepare Arizona’s Youth and Ensure Access and Opportunity

The College of Nursing responds to the shortages of nursing professionals in the State of Arizona on multiple levels — from preparing entry level, baccalaureate prepared Registered Nurses, to advance practice nurses who provide primary care and acute care, as well as doctoral graduates prepared for the highest level of nursing practice (the DNP) to the nurse scientist who generates new knowledge to inform health care practice. Specific initiatives of the College of Nursing support expansion of educational programs, including innovative second-career educational opportunities through health care and academic partnerships to state-of-the-art online distant delivery methodologies that support offering nurse practitioner and doctoral education at the point where the student lives. These strategies are especially important for rural communities who often suffer disproportionately in terms of health care provider shortages; thus improving local access to high-quality nursing education also targets recruiting and retaining nurses from their home communities. Evidence suggests that those rural providers who come from (or their spouse comes from) a rural community are more likely to stay in rural communities.

As the population of the State continues to grow, it has become increasingly imperative that an adequate health care workforce be available to serve the population and respond to issues associated with aging, chronic illness and health care disparities. Recognizing this imperative, the College of Nursing has been steadily increasing the number of students enrolled in baccalaureate and graduate programs such that enrolled Nursing majors have increased over time from 428 in the fall of 2004 to 491 during the most recent fall semester census in 2007. Over the past five years, the increase in nursing majors surpasses 45%.
Enrollment is influenced by student demand and the capacity of the College to meet this demand. As an elected area of study at the University, pre-nursing consistently ranks within the top five majors cited by incoming freshmen. Subsequently, applications for admission to our undergraduate BSN program far exceed the number of students offered admission. Although the College has made great strides in expanding enrollment, we are constrained by a highly competitive market for qualified nursing faculty and the availability of clinical sites for students to gain the necessary patient exposures required within the curriculum. The leadership of the College of Nursing has made progress both in recruitment and clinical site availability; however these factors remain as limiters to even greater numbers of enrolled students.

In order to reduce the barriers to graduate education in nursing represented by geographical distance to campus, career and family responsibilities, and cultural sensitivities, the College of Nursing has successfully transitioned the delivery mode to an online, e-learning model for all of our graduate degree programs, including the PhD and Doctor of Nursing Practice (DNP) degrees. These technologically state-of-the-art programs have been extremely well received by nursing graduate students and have expanded the reach of the College of Nursing beyond the traditional campus environment. Although all coursework is online, students are socialized and mentored by an on campus research intensive summer experience, as well as video streamed conferencing and interactive chat and messaging interactions with faculty and student colleagues. The College of Nursing was an early adopter of this progressive approach and is regarded nationally as a model program.

B. Engage and Graduate Students Who Can Contribute to the State, Nation and World

Attainment of a baccalaureate degree in nursing is considered the first step for students desirous of a professional career in nursing. The College of Nursing has responded to the challenge of doubling the number of students graduating with a Bachelor of Science degree in Nursing by partnering with area hospitals to offer an accelerated course of study leading to a BSN for qualified college graduates. The Accelerated BSN Partnership Program for College Graduates, initiated in 2003, has enabled the College of Nursing to grow from 95 BSN degrees awarded in 2004 to 180 BSN degrees expected during the
current 2007/08 academic year. This growth is a direct response to the State’s shortage of new professional nurses and reflects an innovative means of reaching out to engage health care provider institutions in collaborative problem solving and funding of nursing education. Although the program initiated with two hospital partners, University Medical Center and Carondelet Health Network, it has since grown to include Tucson Medical Center and, most recently (November 2007) Northwest Medical Center. The sixth cohort of advanced partnership students, numbering 96, will begin their studies in June 2008, at which point the College will have doubled its capacity to enroll students in the BSN program. The on-time completion rate for graduates of this 14-month program is 99%. The on-time completion rate for graduates of our Traditional Baccalaureate Program is 94%.

![BSN Degrees Awarded By Fiscal Year](image)

Students graduating from the University of Arizona lead the State in passage of the National Council Licensure Examination, NCLEX, for first-time candidates. The UA’s passing rate is 94.12%, well above the National Pass Rate of 85.47% and the Arizona Pass Rate of 85.98%. The examination tests nursing knowledge, critical-thinking skills, and ability to make sound clinical judgments, all are required to practice nursing safely and effectively at an entry level. The University of Arizona College of Nursing alumni are well represented throughout the State and serve in leadership positions within health care provider organizations, schools of nursing, accrediting agencies, patient advocacy groups and legislative entities.

C. **Provide World Class Research that Improves the Human Condition in Arizona and Beyond**

The College of Nursing is committed to advancing the science and practice of nursing through research, education and service. This commitment is clearly evidenced by our focus upon educating nurses who will contribute as nursing scholars and scientists, as well as our equally weighted emphasis on scholarly nursing practice. The traditional PhD in Nursing degree was the first of its kind west of the Mississippi River (1975) and the relatively new Doctorate of Nursing Practice (DNP) degree was one of 25 programs offered nationwide in 2006. The DNP program at the University of Arizona, first of its kind in the State, was initiated from an awareness of the need for nurses with doctoral
preparation to serve as highly qualified members of interdisciplinary teams in urban settings and as advanced practice providers in more rural and isolated areas of the State. The DNP is now recognized as the highest level of preparation for nursing practice. Both PhD and DNP students receive a solid foundation in research methodology and are prepared to assume leadership roles in discovery of knowledge and translating science into practice with the goal of transforming health care to a model characterized by quality and consumer satisfaction. These are critical educational programs geared toward improving the human condition in Arizona and beyond.

Since transitioning the delivery model of the PhD curriculum in August 2003 from a traditional face-to-face model to a first-rate technologically enhanced online modality, applications, enrollments, and ultimately graduations from the program have steadily increased. Applicant pools swelled and became highly competitive with approximately four(4) applicants for each slot. The length of time for completion of PhD degree requirements has decreased notably and for the 2007 graduates the average completion time was five(5) years. In 2007, sixteen(16) students graduated from the UA with a PhD in Nursing, a record high for the program. Graduation data reported by the American Association of Nursing for 2006 indicated that 430 nurses graduated from 100 doctoral programs in nursing nationwide, yielding an average of 4.3 students per program. Our record number of 16 graduates more than tripled the national average of graduates per program. We anticipate approximately 18 graduates from our PhD program in 2008. The first graduates of the DNP program are expected in 2008.

![College of Nursing PhD Degrees Conferred By Fiscal Year]

Once again in 2007, faculty within the College of Nursing sustained a focus on research excellence and scholarly pursuit, despite the fact that National Institute of Health - National Institute of Nursing Research (NINR) grant funding is increasingly constrained. Faculty members are actively participating in collaborative research projects designed to advance biomedical and behavioral health. The three research focal areas in the College of Nursing address major emphasis areas within the University of Arizona Strategic Plan. They are: 1) Preventing/treating biologic injury; 2) Promoting health and reducing risks in Vulnerable populations; and 3) Managing the consequences of aging and chronic illness. These research focal areas serve to form the substantive foundation for doctoral study at the College of Nursing.
Current funded research projects include studies examining the impact of exercise on controlling obesity in diabetic adolescents, improving the self-management capabilities of older adults with chronic illness, developing a dynamic network analysis decision support tool for hospital nurse managers, and determining the impact of telephone support in enhancing coping strategies for Latinas with breast cancer and their partners. In addition, faculty members are conducting research at the U.S.-Mexican border region for adults with diabetes, as well as deaf adults in Arizona. Faculty conduct basic laboratory research related to breast cancer and stroke, as well as clinical research related to breast cancer, stroke, cardiovascular disease, hypertension, and diabetes. Faculty members demonstrate a consistent pattern of dissemination of their research findings through publications in refereed scientific journals and paper presentations at major national and international scientific meetings. The average number of citations per tenure/tenure-eligible faculty member is 128.

D. Partner With and Serve the People of Arizona

The College of Nursing has been celebrating its 50th anniversary year in 2007 and as part of the commemoration; the Steele Innovative Learning Center (SILC) was dedicated on August 20, 2007 during the Kick-off event for the anniversary year. The SILC was made possible by donations in excess of $1.3 Million dollars pledged by major benefactors and smaller contributors. The SILC provides an advanced state-of-the-art simulation laboratory for nursing students to practice and gain essential clinical expertise with technical skills, as well as clinical decision-making, all of which are crucial to the performance of safe and effective patient care. This successful capital campaign is a notable example of outreach to philanthropic sources for the benefit of College of Nursing students who will ultimately return the largesse of donors through service to the State.

Recently, the College of Nursing was notified of a bequest from the estate of Ann Kirkwood in the amount of $3 Million dollars to establish a scholarship endowment. This generous estate gift, the largest ever received by the College of Nursing from a single donor, will provide ongoing scholarship support to nursing students with a preference given to single parents.

Endowment assets gifted to the College of Nursing and managed by the University of Arizona Foundation (UAF) and the University of Arizona (UA) Growth and Income Fund have significantly increased over the past three years fueled by positive returns on investments and the infusion of new funds. The College is grateful to those who have made donations that will sustain students and programs into perpetuity.
III. College of Nursing Unique Challenge and Strategies for Addressing the Challenge

The most critical issue facing the College of Nursing is the capacity to competitively recruit and retain outstanding faculty and scholars at the Professorial rank in the national arena. This issue poses a threat to the priority of establishing and maintaining Academic Excellence at the College. According to a Special Survey on Vacant Faculty Positions released by AACN in July 2007, the national nurse faculty vacancy rate has grown to 8.8 percent. Furthermore, the nurse faculty shortage is expected to escalate as a wave of faculty retirements is projected for the near future. According to a 2002 article titled, The Shortage of Doctorally Prepared Nursing Faculty: A Dire Situation, the average age of nurse faculty at retirement is 62.5 years. With the average age of doctorally-prepared faculty currently at the mid-50’s, significant numbers of faculty will be retiring within the next ten years.

At the College of Nursing seven (7) full Professors and two (2) Associate Professors have retired within the past five (5) years. Despite extensive national recruitment efforts, we were not successful in filling any of these vacant positions with new faculty appointees at the rank of Professor. Two positions were filled with appointees at the Associate Professor rank and the remainder at the Assistant Professor rank.

What is an effective strategy to address this critical issue? According to the current national trend, the most effective strategy in recruiting an outstanding senior faculty member is the offer of an endowed chair or professorship. This strategy worked effectively here at the College in terms of our successful recruitment of Professor Melissa Faulkner to the Sorensen Endowed Professorship in Diabetes Research. Currently, this is the only endowed professorship/chair in the College of Nursing. In 2006, the College established the Scottsdale Health Care University of Arizona Chair of Nursing Research with the Piper Cancer Center through an educational contract of $200,000 per year. This, too, proved to be an effective strategy in successfully hiring a nationally recognized nurse scientist with a focus on adult oncology.
In view of the current critical shortage of faculty and the factor of the aging professoriate, the chances of successfully recruiting outstanding senior faculty scholars in the absence of a lucrative recruitment package which includes an endowed chair is negligible! In full awareness of the need to create additional endowed chairs in the College, this has become a major focus of our development efforts over the past three years. For the most part, our success has been restricted to planned gifts in which endowed chairs/professorships have been named. This is a significant accomplishment for the future. For the here and now considerable efforts need to be directed toward identification of potential donors for gifts of at least $500,000 for an endowed professorship and $1.5 Million dollars for an endowed chair. Success with this strategy is crucial to recruiting and retaining the outstanding senior teachers and scholars needed to sustain the legacy of Academic Excellence in the College of Nursing.

The College faces a second related critical challenge, that is, successfully competing for extramural funding to support the research enterprise. The success rate for faculty submitting research grant applications to NIH and Foundations has not increased, in fact, it is dismal. In 2007, thirty-four(34) grant applications were submitted of these, five(5) were funded. In view of the past investments of College funds into the research enterprise, this should not be the case. Examples of initiatives implemented over the past four(4) years to enhance the research infrastructure in the CON are as follows:

- Establishment of a summer research support program for tenured and tenure-eligible faculty members who are on Academic-year contracts and are not currently funded by extramural grants. The program provides salary support and covers other research-related expenses. At least six(6) faculty were funded over the past four(4) summers and the number could expand to nine(9) applicants for this year’s program.
- Increasing the percentage of faculty workload dedicated to research/scholarship.
- Hiring of a Statistician in the Research Office as a consultant to faculty as they prepare grant applications and analyze the data in the conduct of their research.
- Hiring of an account with expertise in the preparation and management of research budgets for submissions to NIH and various Foundations as a resource to faculty in the Research Office.
- Creation of three(3)-four(4) intramural grant awards @$20,000 each for faculty competition annually.
- Hiring of an editor for review of manuscripts and grant applications.
- Establishment of a formal internal mock review process and external consultant review for all grant application submitted for extramural funding.
- Organized monthly forums with all faculty members holding the title of Principal Investigator (PI) to discuss research issues and grant management.
- Establishment of a research mentoring program for junior faculty.
- Facilitation of interdisciplinary research activities.
- Creation of a Writer’s Group to assist faculty in successful manuscript writing.
- Hiring of an editor for manuscripts and grant applications.
- Renovated 2,800 square feet of out-dated research lab into a functional research suite available to all PI’s.

Clearly, new initiatives are needed to address this critical challenge.
IV. Appendices

A) 2007 Salary Equity Analysis

B) 2007 Report on Faculty and Appointed Professional Recruitments

College of Nursing

Internal Salary Equity Review - December 2007

<table>
<thead>
<tr>
<th>Rank</th>
<th>Salary Range - Academic Equivalent w/o Stipend</th>
<th>Comparative Ratio Range</th>
<th>Number in Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>$63,000 - $67,341</td>
<td>97% - 103%</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professor without Tenure</td>
<td>$67,522 - $68,163</td>
<td>100% - 100%</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor with Tenure</td>
<td>$68,879 - $81,703</td>
<td>91% - 108%</td>
<td>10</td>
</tr>
<tr>
<td>Full Professor excluding Administrators</td>
<td>$93,865 - $106,607</td>
<td>92% - 105%</td>
<td>3</td>
</tr>
<tr>
<td>Full Professor including Division Directors</td>
<td>$102,138 - $109,801</td>
<td>96% - 104%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>$63,000 - $109,801</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategies to address salary equity include consideration of time in rank, credentials, prior experience, research productivity, publications, awards and recognitions, and performance reviews. Merit adjustments were provided to all faculty who received a rating of 4 or 5 on their 2006 annual review. Any funds remaining in the merit pool after these adjustments were allocated to those requiring equity consideration and those faculty members who have made extraordinary contributions to the overall accomplishment of the College’s mission.

Market equity is ensured through routine and consistent benchmarking with survey data produced by the American Association of Colleges of Nursing (AACN) and the Association of American Universities Data Exchange (AAUDE).
<table>
<thead>
<tr>
<th>Rank</th>
<th>College of Nursing Average</th>
<th>AACN (Table 17) 2006-07</th>
<th>% Difference from AANC 50th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>$65,215</td>
<td>$62,882</td>
<td>4%</td>
</tr>
<tr>
<td>Associate Professor with or w/o Tenure</td>
<td>$74,234</td>
<td>$74,043</td>
<td>0%</td>
</tr>
<tr>
<td>Professor</td>
<td>$103,328</td>
<td>$95,293</td>
<td>8%</td>
</tr>
</tbody>
</table>

### 2007 Report on Faculty and Appointed Professional Recruitments

<table>
<thead>
<tr>
<th>College</th>
<th>Dept.</th>
<th>Appointment</th>
<th>Number of Searches</th>
<th>Number Closed</th>
<th>Number Cancelled</th>
<th>Number Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>3301</td>
<td>Faculty</td>
<td>32</td>
<td>19</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Nursing</td>
<td>3301</td>
<td>Professional</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

The College of Nursing is committed to a diverse faculty and encourages the recruitment of underrepresented minority and male candidates for faculty and appointed professional positions. In 2007, one male was recruited on to the faculty at the rank of Professor (NTE) and one minority candidate was hired into an appointed professional position.