

Leading the Pursuit of Nursing Excellence



Message from the Dean

Faculty of Nursing



We are excited to share the Faculty of Nursing's Strategic Plan for 2017 - 2020. This plan is grounded in what we heard is important to our students, faculty and staff, internal stakeholders, key partners and the clients and communities we serve. The plan articulates our key priorities and areas of focus for the next four years.

It demonstrates who we are collectively and what we are committed to accomplishing to create our preferred future. Most importantly, this plan calls on students, faculty and staff to actively participate in achieving our goals and to share in the excitement for the future we are creating together.

Our students are our reason for being, our core social mandate, and the means through which we develop and lead the future of nursing. Our faculty is one of Canada's largest nursing schools, with almost 1,000 students in total (ie. averaging 800 undergraduate students and 150 graduate students). They challenge and inspire us. Our alumni are excellent clinicians who are poised to advance and lead practice developments and system improvements. In our teaching and learning environments and our relationships with students, we mirror the knowledge currency, leadership and compassion we expect them to exercise in their future roles as registered nurses.

The Faculty of Nursing thrives in the dynamic context of the University of Calgary, Canada's and North America's #1 young university. We are a bold and ambitious research university, grounded in innovative learning and teaching, and fully engaged in the enterprising and entrepreneurial spirit of Calgary. Our faculty is involved in community projects and research, learning alongside our partners, addressing issues that impact health and well-being. Our students, faculty and staff are highly valued contributors to initiatives across campus. Our campus and our community have helped to shape our identity and we are committed to these partnerships for learning and research.

This 2017-2020 Strategic Plan declares our commitment to the pursuit of nursing excellence as we partner and lead to advance nursing education, practice and research.

Dianne Tapp
Dean and Professor

Our Vision

Leading the pursuit of nursing excellence

Excellence in nursing practice motivates all of our activities: teaching, learning, research and community service. Our purposeful pursuit of excellence recognizes that nursing is constantly evolving. We are raising the bar for nursing practice and health outcomes and we are extending new possibilities for nursing impact.

As we lead innovation in nursing education, we influence and change the future of nursing practice.

Leading the pursuit of nursing excellence means that we have a clear sense of a preferred future for nursing. We focus on goals and activities with passion and resolve, determined to make a difference. We are ambitious, creative, inspired by those we serve, impatient for change and informed by evidence.

As we lead innovation in nursing education, we influence and change the future of nursing practice.

Our nursing research informs and advances best practices, improves patient safety, and contributes to health system transformation. It is through our impact on nursing practice that we influence health outcomes for individuals, families and communities.

Our Mission



We advocate for tangible change through innovations in education, research and practice.



We lead and collaborate to promote health across the lifespan.



We engage stakeholders and partners to transform the well-being of individuals, families and communities.

Our *Values*



*It takes courage to nurse.
It takes courage to lead.*

Our Values are *Nursing Values*



We are called on to live by our values in our daily relationships with students, in collegial relationships among faculty and staff, and in decision-making related to faculty governance and planning. The value statements are uniquely our own and true to our distinct character and culture within the discipline of nursing.

These values continue to shape our professional identities as registered nurses and as educators. Faculty members aim to socialize students into this professional identity by practicing our values. Our students want to be treated with the respect and compassion that they are accountable to demonstrate as learners in their relationships with clients, patients, peers and faculty. Staff members want to be recognized, valued, and included as essential members of the faculty team

and contributors to our goals. All of our stakeholders want to be treated with integrity, fairness and respect. Thus, we “walk the talk” and live by our values in our teaching, learning, research, practice and daily relationships with each other. By fostering mutual respect, we create a basis for individual and shared well-being.

The practice of nursing embodies a humanistic domain that defines what it means to be a nurse. Nursing requires rigorous scientific knowledge, but is enacted in human relationships. Our stance in professional relationships is grounded in a profound commitment to first recognizing, and then responding to human suffering and need. Compassion in nursing is both this turning towards suffering, and then acting to provide the best available care in the situation – which might include highly technical skills, a reassuring presence, or education and guidance. Thus, we are oriented to health and well-being across the lifespan, at every age and stage of individual and family development, from birth to death, through health promotion, maintenance, recovery, rehabilitation and end-of-life.

It takes courage to nurse. We advocate for individuals who cannot speak for themselves. We seek social justice on issues that disadvantage the vulnerable. We strive to act with caring and compassion in response to human need and suffering. We respond despite differences in culture, nationality, religion, gender, age, ability and class. We engage creatively to address challenges that constrain the capacity to live well.

It takes courage to lead. It is easy to identify issues and problems. However, in the face of challenges, we keep our eye on the future and on possible solutions. Leadership requires a capacity to imagine: a preferred future, changing nursing roles, an improved health-care system and opportunities for partnership. As we articulate our goals and aspirations, we build consensus and commitment in our direction, and build on our strength and capacity to achieve our desired future.

Strategic *Priorities*



The strategic priorities from this planning process are inherently about our people: our strengths, capacities, collaboration, development, intentions and aspirations. The activities that we will highlight and focus on in the next four years build on the faculty's existing strengths that we will leverage and catalyze to demonstrate excellence in nursing education, research and practice. Three strategic research priorities will be advanced that are directly linked to the three key elements of our mission statement.

Capacity-building will be needed for other emerging areas that are relevant to academic programming, including Indigenous health, internationalization and precision health (such as genomics, bioinformatics and the microbiome). Our ability to take our research outcomes forward into practice and policy will play a key role in developing transformative care in our health systems.

Our strategic priorities will engage students, faculty, staff and partners as we pursue excellence in teaching, research and practice.

Leadership
for nursing excellence

Wellness
for work and study

Research
to promote health across the lifespan

- Advancement of nursing education
- Child and family mental health
- Living well with chronic conditions



Priority #1

Leadership for Nursing Excellence



Goal: Build leadership capacity for students, faculty, staff and partners in education, research and practice

Leadership was often discussed throughout our consultations as both a cherished value and a desired outcome. There is recognition that leadership is not necessarily a formal position of authority, but an emerging capacity for people in all roles and at every system level.

Educators are committed to preparing student leaders across all of our programs, recognizing that as a discipline, nurses have important roles to play on health-care teams and in transforming systems of care.

We are committed to advancing nursing leadership broadly in health systems, including those registered nurses who precept our senior students and nurses who partner with us for clinical teaching and learning. Importantly, there is a desire to change the rhetoric of nursing culture to ensure that in nursing, we consistently lead our new nurses, fostering their passion and talent as lifelong learners for challenging and rewarding professional careers in traditional and emerging practice settings. Our alumni are renowned for their clinical excellence and health system leadership.

We lead our new nurses, fostering their passion and talent as lifelong learners.

Key Areas of Focus

1. Enrichment opportunities for students who are emerging nursing leaders
2. Opportunities for staff and faculty to pursue leadership development
3. Collaboration across disciplines and within the health system to develop nursing leadership

How will we accomplish this goal?

The widespread interest in leadership development across the university indicates an exciting shift in campus culture, recognizing that our best talents are evoked when we draw on our personal leadership competencies.

Many resources for leadership development already exist on our campus; learning, adapting and adopting existing opportunities will be an important first step for this initiative. For example, UCalgary Student and Enrolment Services offers a variety of leadership development opportunities for students. Human Resources also has multiple workshops on leadership and career development for various levels of management and professional staff as well as early-career faculty members. An Academic Leaders Academy for deans, associate deans and faculty members gives academic administrators additional opportunities.

In 2017, the faculty will launch a new MN/MBA program to support the development of next generation nursing managers and administrators. Clinical and community partners build capacity for health leadership and visiting scholars enrich our faculty culture. There are many opportunities to connect these experts with health system leaders to address pressing everyday issues in the world of nursing practice. Reciprocally, there are many opportunities to engage our faculty and students in leadership development in partnership with health system initiatives.

The Dean's Administrative Team will consult with students, faculty, staff and alumni as they lead this initiative. Additional resources will be committed to leadership development during the period of this strategic plan and additional funds will be sought to sustain targeted initiatives for the future.

Priority #2

Wellness for Work and Study



Goal: Learning and work environments that promote health and well-being for students, faculty and staff

Health promotion is a key focus for nurses regardless of where they work. In our strategic planning process, wellness was repeatedly identified as both a core value and a highly desired outcome for all. To truly promote health for others, we must demonstrate health maintenance in our personal lives and health promotion in the environments that we create for our workplace including teaching and learning.

Key Areas of Focus

1. Culture of respect that infuses teaching, learning and workplace
2. Programs and facilities for physical fitness and mental health
3. Workplace practices that support well-being

To promote health for others, we must demonstrate health maintenance in ourselves.

Our capacity to mount initiatives to promote health and wellness is greatly strengthened by numerous resources that are available on our campus.

- In 2014, the University of Calgary committed to the Respect in the Workplace program which provides resources for online training, workshops and faculty consultations that aim to foster respectful behavior in the workplace.
- In December 2015, the university launched the Campus Mental Health Strategy. This strategy promotes a culture change across campus by raising awareness and promoting well-being; developing resiliency and self-management; enhancing early identification and response; and providing direct services and support.
- Currently, the Students' Union Wellness Centre has a major initiative aimed at creating a healthy campus community. With toolkits and resources available for students, faculty and staff, profiling, adapting and adopting these existing resources will provide a substantive vehicle to promote health and build resilience within the nursing faculty.
- A robust Employee and Family Assistance Plan provides counselling and coaching services for a variety of life balance and health issues (such as parenting, elder and family care, financial and legal advice, and career planning) as well as interactive e-learning tools, online health and wellness assessments. A library of health, life balance and workplace articles is also available.
- The Faculty of Kinesiology houses UCalgary's Active Living department. In addition to its outstanding fitness facilities, existing programming can be sourced to meet specific faculty-based interests and needs and encourage lifelong active living.

These campus-wide endeavours will support our efforts to promote health and well-being within the Faculty of Nursing.

How will we accomplish this goal?

The Faculty of Nursing Engagement Committee will provide key leadership in pursuit of this goal with the anticipated participation of interested students, faculty and staff. Assessing the interest and needs of our internal community will allow us to bring in existing programs and seek resources for new programming/equipment to support our collective well-being.

Priority #3

Research to Promote Health Across the Lifespan

As a leading research-intensive Canadian nursing school, we advance nursing practice and transform health systems by incorporating research processes and results into all of our activities. Research, education and practice are an integrated foundation for scholarship and change that drives nursing excellence. Importantly, our clinical and community partners recognize our research leadership. Stakeholders request our assistance to translate research findings and evidence to practice. In all of our research activities, we will ensure that research results are mobilized to change and enhance practice and/or health system functioning. We engage health system partners who will contribute to knowledge generation and translation for evidence-informed practice.

In recent years, we demonstrated significant success as we built research capacity, establishing research chairs and professorships, and adding support staff to the Nursing Research Office team. We continue this momentum with three new priorities, reflecting our existing strengths and ongoing commitment to lead research excellence.

Today's nursing research is tomorrow's nursing practice.

Research Priorities

- A. Advancement of nursing education*
- B. Child and family mental health*
- C. Living well with chronic conditions*



Research Pillar A

Advancement of Nursing Education



Goal: National prominence for excellence in nursing education

The Collaborative for Advancement of Nursing Education will engage faculty in scholarship and research that improves curriculum and teaching practices, facilitates creative innovation to integrate technology in teaching and learning, and prepares faculty to be the best teachers they can be. With students at the centre of our teaching mission, we are committed to creating learning environments that foster discovery, creativity, clinical excellence and an appetite for lifelong learning. Our scholarship and research will provide evidence-informed guidance for teaching, learning, curriculum development and evaluation. Ongoing inquiry among students, faculty, alumni and employers around excellence in nursing education and practice, and how to promote it are key commitments within this research priority.

Key Areas of Focus

1. Technology and teaching innovation
2. Curriculum evaluation and evolution
3. Professional development

Who will achieve this goal?

The Collaborative for Advancement of Nursing Education will build upon many existing strengths in the faculty and the university. Online teaching and learning will be an important feature of an upcoming initiative that will introduce post-baccalaureate certificates for continuing education credits and masters level nursing education.

Ongoing innovations in pedagogy, teaching practice and technology have great potential to enrich the learning experience for our students. In 2015-16, the Faculty of Nursing introduced a Research Professorship in Simulation Education for a scholar to develop a program of research in this area. There are currently two faculty members who are Taylor Institute-funded Teaching Scholars, competitively funded by the university to implement teaching projects with potential to inform teaching innovation across the university. Their projects are addressing team-based learning pedagogy as an experiential learning strategy, technology that supports team-based learning, and the use of simulation for development of interprofessional team competencies.

In 2016-17, more than a dozen faculty members received funding for seven teaching and learning grants that are exploring strengths-based pedagogy; unfolding case scenarios in simulation; student experiences writing the NCLEX-RN examination; simulation as a signature pedagogy; teaching and learning safe medication administration; peer mentorship; and undergraduate perceptions of gerontology. These projects demonstrate the extent of faculty talent in research and scholarship for excellence in nursing education. The Collaborative for Advancement of Nursing Education will provide a vehicle for faculty to extend and focus their efforts, further developing, implementing and disseminating this research and scholarship.

Curriculum innovation and development is also a recognized strength for our faculty. Significant revisions to the undergraduate curriculum were introduced in 2010-11, positioning our graduates for clinical excellence and leadership in existing and emerging nursing roles. Similarly, recent revisions to the master of nursing curriculum have enabled all students to be involved in projects with a partner agency, addressing a topic of interest to advance practice development, system improvement or program evaluation. Curriculum evolution is a constant iteration of ongoing refinement and innovation. Program evaluation is now systematically a defined part of the curriculum development and review process.

There is great potential for technology to support and enhance student learning, through simulation education, online courses and integration of technology in the classroom. These developments require ongoing support for faculty development. The Collaborative will focus on excellence in nursing education, ensuring that current and future nursing educators develop knowledge and skills to implement and evaluate teaching innovations.

How will we accomplish this goal?

Faculty members who wish to invest their energies in the Collaborative will gather to explore specific tactics to advance the three main areas of focus for this priority. The Collaborative creates an opportunity to extend the pre-existing work of nursing faculty members who have been involved in our Community of Scholars in Teaching and Learning (CSTL). For several years, this group has supported nursing faculty members through professional development activities that enable faculty to become the best educators that they can be. Through important partners like the University of Calgary in Qatar and Medicine Hat College, the potential exists to draw on their expertise – in international teaching in culturally diverse contexts and in rural nursing, respectively. Both partnerships afford opportunities to use technology to involve students in teaching and learning between our sites.

Thought leaders in the Collaborative will develop an implementation plan to be supported by the academic administrative leadership of the associate dean (teaching and learning), who is accountable for development of teaching and learning across all programs. Projects will be incentivized in key focus areas and will engage students, faculty and external partners in the emerging inquiry processes, developing vehicles for faculty development and integrating evidence-based findings across our curricula.

Research Pillar B

Child and Family Mental Health



Goal: Improved mental health for all children and families through research and education that informs, derives from and directly impacts health systems and service

Toxic stress in the family environment has lifelong effects on the mental health and development of parents and their young children. These stressors can arise from mental health problems, addictions, family violence and chronic health conditions. To mitigate toxic stress and to promote child and family mental health, international guidelines recommend screening and early intervention for mental health problems in pregnant women, mothers, fathers and their young children. Currently, such services are sparse in Alberta and not well integrated into routine well-child or well-family care. Young children and families from diverse backgrounds want, and deserve, equitable access to effective mental health care. Evidence is still lacking around optimal screening, health promotion and intervention strategies to improve mental health from preconception through early childhood. Also missing are strategies to scale up these interventions for local and global impact. The Child and Family Mental Health research hub will design and evaluate translational science models that influence practice and policy to achieve our goal of improved mental health for all children and families.

Key Areas of Focus

1. Prenatal and postpartum mental health screening
2. Parent-infant mental health
3. Healthy mental developmental trajectories and resiliency
4. Mental health Intervention and health services research

Who will achieve this goal?

The Faculty of Nursing has significant research strength in perinatal mental health, parent-infant mental health and child mental health and development that will be harnessed to guide improvements to practice, programs and policies. The faculty supports two world-class research chairs – the Alberta Children's Hospital Foundation Research Chair in Parent-Infant Mental Health and the Lois Hole Hospital for Women Cross-Provincial Chair in Perinatal Mental Health. Our current associate dean (research) is internationally recognized for her early intervention research with Indigenous, immigrant and other vulnerable families. Another program of research investigates psychosocial, cultural and environmental factors as both risk factors and targets of intervention to prevent preterm birth with partners in Pakistan and East Africa. This team is well positioned to attract additional stellar researchers with the potential for international impact.

How will we accomplish this goal?

Through existing local, provincial, national and international partnerships and collaborations, the Child and Family Mental Health researchers and their trainees (undergraduate and graduate students and post-doctoral scholars) will develop an international hub for health services and policy research. Their work will focus on the design and evaluation of innovative and scalable mental health-care models for women, children and families. Researchers affiliated with the hub will play a critical role in generating and synthesizing evidence regarding accessible, available and acceptable mental health-care services. For example, a prospective partnership with the Harvard Center for the Developing Child Frontiers of Innovation program will increase opportunities for international recognition and for new research collaborations.

The research hub will leverage the success of existing and growing research programs of key researchers in the Faculty of Nursing. We will accomplish our goal through the support of strong, pre-existing partnerships and alignment with professional associations, foundations, research institutes, industry partners, government ministries and community agencies. Researchers will work with trainees whose efforts will fully utilize key leverage points to (1) lead innovations and policy and practice changes; (2) improve professional development and training; and (3) increase evidence-informed nursing practice. Diverse research methods will be used to design, refine and evaluate interventions, including translational science models, community-based and participatory research methods, biochemical and genetic analyses and traditional clinical trials. These teams will act as change agents to catalyze organizational systems and to embed research knowledge among managers and direct service-providers with the ultimate goal of integrated service systems and improved child and family mental health.

Our researchers will create a strong disciplinary identity and build nursing leadership capacity for large multidisciplinary clinical- and community-based research teams. The Child and Family Mental Health hub will attract new faculty and trainees who will build capacity around these key priorities and continue the inclusion of parent and family collaborators as partners. As it informs our curricula, this research ensures the next generation of nurses will embed these evidence-informed practices into their care models, positively influencing mental health outcomes for the future.

Research Pillar C

Living Well with Chronic Conditions



Goal: Improved health outcomes and service delivery for people living with chronic conditions

Chronic diseases and mental illness are two of the most compelling population health issues impacting hospital services and health system costs in Canada today. Chronic health conditions affect people of all backgrounds and ages across the lifespan. Caring for children with chronic health conditions, managing cardiac conditions in mid to later life, providing support and services for aging seniors, treating addictions and mental health comorbidities – these are all complex and pressing social challenges. Individuals and family members experiencing the impact of chronic illness may have repeated encounters with health providers and systems and are often experts in managing their health situations. Nurses have knowledge and skills to collaborate with people experiencing chronic illness, to build capacity for self-care, and to reduce related hospital utilization.

Our nursing graduates must be prepared to work effectively with people experiencing chronic conditions in diverse contexts; from home and community to hospital settings. Nursing research examines experiences of persons and families confronted with chronic health conditions, their involvement with the health system and the effectiveness of nursing interventions in chronic disease management. Successful health system transformation in Canada will be significantly influenced by the ability to provide alternative supports outside traditional hospital care, including community-based systems and services that support effective management of chronic illnesses.

Key Areas of Focus

1. Palliative care
2. Mental health and addictions
3. Seniors health, aging and dementia
4. Cardiac health
5. Oncology

Who will achieve this goal?

The Faculty of Nursing has several researchers who will lead collaborations with other faculties and community partners for impact on those living with chronic conditions:

- Faculty of Nursing Chair in Gerontology
- Faculty of Nursing Research Professorship in Cancer Care
- Kids Cancer Care Foundation Research Chair in Child and Family Cancer Care
- Guru Nanak Dev Ji DIL (Heart) Research Chair

In addition, there are more than 10 faculty members conducting research and teaching in these key areas of focus who are experts in both quantitative and qualitative research methodologies (including hermeneutics, narrative inquiry, ethnography and grounded theory). Quantitative methods examine impacts of interventions on health outcomes and evaluate health systems. Qualitative methods increase understanding of human experiences, illustrating the unique challenges that individuals and families face when contending with chronic health conditions. Multi-method research will bring diverse and complementary approaches to understanding human experiences of living with chronic conditions, and the complex challenges confronting health-care providers working in this area.

How will we accomplish this goal?

Research in this area has potential to increase understanding of chronic health, illness and health practices and systems that aim to more effectively serve people in difficult health situations. The added value will be the intentional integration of research, education and practice. There are already numerous collaborations among our researchers working in topics related to chronic conditions. People living with chronic conditions have expertise in navigating health systems. Many of these projects are planned and implemented in partnership with patients, families and communities. This work has the potential to inform patient- and family-oriented care, relational practice and effective systems of care.

By strengthening the link with our teaching and research teams, we will raise the bar on education excellence. Our nursing graduates will have opportunities to learn alongside outstanding educators, researchers and clinicians, allowing us to influence the practice of next generation clinicians.

Next Steps

Our vision, mission, values and strategic priorities affirm our focused commitment to move forward in a planned and purposeful direction. Detailed workplans, goal-setting and metrics are currently in development to provide clear direction, motivation and evaluation of our achievements. These activities will enhance individual and organizational accountability, enable us to evaluate our work and position us to share the progress we are committed to making in pursuit of nursing excellence.

Acknowledgements

We express our sincere appreciation to all who have participated in the strategic planning process including students, faculty, staff, community partners and other constituents of our health-care and university communities. Many participated directly in discussion groups and interviews, and by completing the internal survey. Others contributed their time and ideas to follow-up discussions that explored possible initiatives, value statements and key priorities. Many assisted with drafting and revising this document. We are grateful to members of the Strategic Planning Advisory Committee for seeing us through this process.

Strategic Planning Advisory Committee:

- Katherine Bright
- Karen Cook
- Lorelee Fox
- Kathryn King-Shier
- Nicole Letourneau
- Maria Martens
- Lori Matheson
- Amanda O’Rae
- Fay Qian
- Dianne Tapp
- Brenda Toth
- Lorraine Venturato
- Natalie Wiebe
- Carina Zhu

Appendix

Overview of Strategic Planning Process

Development of a meaningful strategic plan only occurs through the thoughtful engagement and participation of members in our Faculty of Nursing community. The process of developing a strategic plan is as important as the outcomes of the plan itself. Since April 2016, we have engaged in numerous activities to consult broadly with faculty, staff, students and stakeholders about the future priorities for the faculty, including 15 focus group discussions, an online survey and 25 stakeholder interviews. The Strategic Planning Advisory Committee conducted an environmental scan, reviewed results from the online survey, offered feedback on emerging priorities, led discussions at a faculty retreat and reviewed early drafts of the final document. We explored our hopes for the future, our commitment to work that is underway and areas where improvements are needed. The ensuing dialogue was a highly iterative process.

Development of a meaningful strategic plan only occurs through the thoughtful engagement and participation of members in our Faculty of Nursing community.

We began with three workshops to help articulate our values. Subsequent workshops explored our progress on key foundational activities related to teaching and research and our aspirations for the future. Survey results refined identification of key shared values and ranking of particular areas of potential priority. A faculty retreat in September 2016 provided an opportunity to present early results to faculty and staff for discussion and feedback. This input was refined for further presentation and discussion with the Strategic Planning Advisory Committee and the Faculty of Nursing Community Advisory Council. As each of the strategic priorities was refined, consultations were held with small groups of faculty members who helped articulate how specific strategic priorities could be implemented. The tables on the following pages summarize the stakeholder participation in discussion groups, individual interviews and the internal survey.

Who We *Engaged*

108 Students, Faculty and Staff participated in 16 discussion groups

Forum	Fac Rank /EE Gp / Student Gp														
Forum	# Forums	Prof	Assoc Prof	Asst Prof	Instr	Adjunct	UofC Fac	UCQ Fac	MHC Fac	Post Doc	MaPS	AUPE	Undergrad	Grad	TOTAL
Faculty	6	4	7	10	20					3					44
Staff	2										2	17			19
Student	1												6	3	9
DAT	2	2	1	2							5				10
Int'l WG	1	2			1		2				1				6
Ad Hoc Cttee	2	2	2		2	1					4	1	1	1	14
UCQ	1							9							9
MHC	1								5						5
Sub Total	16	10	10	12	23	1	2	9	5	3	12	18	7	4	116
ADJUSTMNET		-4			-1						-2	-1			-8
TOTAL		6	10	12	22	1	2	9	5	3	10	17	7	4	108

* Adjustment made as some individuals attend more than one forum

Interviews with External Stakeholders

External Stakeholders	# Interviews
AHS	8
Covenant Health	2
Foundations	4
Community Partners	5
Research Institutes	1
Faculties (Deans)	4
Medicine Hat College	1
TOTAL	25

Internal Stakeholder Survey

Position	# Sent Survey	# Respondents	Response Rate
Faculty	137	47	34.3%
Staff	90	25	27.8%
Students	966	182	18.8%
TOTAL	1193	254	21.3%

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