The College of Nursing is committed to fulfilling our role in advancing the University to be the university the world needs. In supporting the University’s intent, the College of Nursing has developed our own College-centered strategic plan to guide collective efforts for the next seven years to 2025.
College of Nursing Aspiration

Be recognized as one of the world’s top 100 schools of nursing, in addition to one of Canada’s top ten schools of nursing.

BE THE UNIVERSITY THE WORLD NEEDS.
What does the University’s intent mean for the College of Nursing?

- It means ensuring our graduates are ready and committed to delivering and enhancing collaborative patient-centered care.
- It means building up the Indigenous nursing workforce across Saskatchewan and Canada, ensuring equitable representation in the health care system.
- It means delivering a high-quality responsive baccalaureate and graduate nursing education that is accessible across the province, through a distributive education delivery model.
- It means conducting research that has a real and positive impact on patient and family wellness and quality of life for patients, families, and communities.
- It means enhancing the nursing profession’s administrative, teaching, and research capacity through the growth and quality of our graduate programs.

OUR STRATEGIC FRAMEWORK
“The Weave”

The College of Nursing’s 11 goals within the four priority areas: Discovery; Teaching and Learning; Engagement; and Indigenization, are tightly woven within the University’s commitments, principles, and regions of impact.
In the next seven years, the College of Nursing will focus on expanding our research impact. Registered nurses compose 54% of Canada’s health professional workforce. It is essential that the College is not only involved in but also provides leadership, in the research that will drive improvement in health care practices, especially around primary and patient-centered care. The College will strengthen the scope of service of the Nursing Research Office (e.g. grant development service and research chairs) to achieve our aspirations.

The College’s research signature areas include: (1) innovations in health systems and education; (2) community-engaged health and nursing research; and (3) health equity research.

Promote a culture of scholarship to achieve research excellence in signature areas.

Teaching and Learning

The College of Nursing’s last planning period was marked by the development of our own Bachelor of Science in Nursing and the expansion into La Ronge, Ile-a-la-Crosse, and Yorkton as part of our goal to Learn Where You Live. The College is now in a position to evaluate our curriculum and distributed learning models as we ensure continuous improvement of our programming and graduate outcomes.
Engagement

Partnerships are at the core of our success: in educating students in clinical settings; in developing research projects with broad social value; and in implementing new and better ways to promote health and well-being. Our partners include patients, health care providers, health authorities, and health science researchers, in addition to schools, communities, governments, businesses, and service organizations.

Strengthen and expand College partnerships, in Canada and around the world, to co-create positive solutions for patients, families, and communities.

Indigenization

Since 2012, the College of Nursing’s Indigenous enrollment has more than doubled. The College is now leading the country in the proportion and number of Indigenous nursing students we educate. In the next seven years, the College will strive to ensure equitable representation in our graduate, staff, and faculty complements, as well as improve the quality and leveling of Indigenous concepts in our curriculum.

Aspire to understand and embrace diversity as we support the Indigenous and non-Indigenous journey toward reconciliation.

Our Confidence in Plan 2025

The College of Nursing is confident that Plan 2025 will guide us to strengthen nursing, health, and the health care systems through the creation and integration of knowledge from research, education, and practice.