THE SEARCH

The MGH Institute of Health Professions (MGH Institute or Institute) invites applications and nominations for Dean of the School of Nursing (SON or School). Founded in 1977 by Massachusetts General Hospital as the successor to its former diploma-granting nursing school, the MGH Institute is an independent, interprofessional graduate school of health sciences that prepares health professionals and advances care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement. The Institute is composed of the School of Health and Rehabilitation Sciences (SHRS), the School of Nursing, and the Center for Interprofessional Studies and Innovation (CIPSI). The Institute is an affiliate of Partners HealthCare, a consortium of some of the best health care institutions in the country, including Massachusetts General Hospital, Brigham and Women’s Hospital, and the Spaulding Rehabilitation Network.

This is a time of tremendous growth at the Institute. There are 1,403 students enrolled for 2015—a 62% increase since 2007. The Institute has increased its space by 50% over the last decade, and doubled its enrollment and budget while quadrupling its research funding over the last six years. Its research profile continues to rise with the opening of the Center for Health & Rehabilitation Research in December 2013 and the recruitment of new research faculty.

Even during this period of transformational growth, the Institute has maintained its strong sense of community, commitment to diversity and inclusion, and exceptional programs of teaching and learning while advancing interprofessional health care education and delivery models. The Institute was the only school in Boston named to the 2014 Honor Roll in the Chronicle of Higher Education’s annual “Great Colleges to Work For” survey. Nearly all entry-level graduates are employed in their respective fields within six months of graduation. The Institute has developed an enhanced interprofessional curriculum called Interprofessional Model for Patient and Client-centered Teams (IMPACT), and all students attend interprofessional courses and rounds, and interact with other disciplines at their clinical placement sites.

The next Dean of the School of Nursing will take over a school empowered by recent growth, inspired by a commitment to addressing health disparities and outcomes, and strengthened by formidable assets, including the Institute’s defining relationships with Partners HealthCare. Reporting to the Provost, s/he will advance the School’s research and scholarship while supporting its excellence in nursing education and innovative nursing practice. S/he will be a nursing leader of national standing with excellent communication and relationship building skills. The Dean should be a hands-on leader who will have the advantage of leading in a mission-
focused, nimble academic environment. S/he should demonstrate a keen understanding of the changing health care environment and how to prepare the next generation of nurse leaders, including a deep commitment to diversity, and interprofessional health care education and delivery.

In order to fulfill accreditation requirements, nominees and applicants must be a registered nurse (RN) with a graduate degree in nursing and hold a doctoral degree. Significant experience in nursing leadership, education, and scholarship and research appropriate for a Professor at MGH Institute is expected. The search committee will review candidates until a new appointment is made. Diversity is highly valued and applications from members of groups underrepresented in nursing are strongly encouraged to apply.

The MGH Institute of Health Professions has engaged Isaacson, Miller, a national executive search firm, to assist in the search. Nominations, inquiries, and applications (including CV and cover letter) should be sent in confidence to:

Stephanie Fidel (sfidel@imsearch.com) or Amy Segal (asegal@imsearch.com)

www.imsearch.com/5382

The MGH Institute of Health Professions is an equal opportunity employer and is committed to enhancing the diversity of its faculty and staff. We welcome nominations and applications from individuals who would bring diversity of experience, thought and practice to the Institute's research, teaching and clinical missions. Applications from protected veterans and individuals with disabilities are strongly encouraged.

CHALLENGES AND OPPORTUNITIES

The Dean of the School of Nursing is the chief academic and administrative officer of the School. There are substantial opportunities awaiting the new Dean in the future. Specific challenges include the following:

Develop and nurture critical internal and external relationships

MGH Institute of Health Professions has created a vibrant community with strong camaraderie and a shared sense of purpose that extends within and beyond the physical boundaries of the Institute. Central to the success of the next Dean is the care with which s/he attends to this community, developing and stewarding positive relationships within and outside the Boston area. S/he will need to be thoughtful about the School's current relationships, including its network of clinical placement sites and community outreach partners, and how to develop new education, clinical, and research partnerships. There is a great deal of interest from the School's current partners to extend their relationships and consider new ways to work together including joint research endeavors, collectively pursuing philanthropic support, further aligning anticipated clinical needs to academic programming, and coming together around legislative issues. The Dean will work closely with the Dean of the School of Health and Rehabilitation Sciences to create an exemplary academic and clinical interprofessional environment that will support collaborative curriculum efforts.

Increase the School’s national presence

The School has long been a pioneer in nursing education, launching one of the first Direct-Entry Master of Science in Nursing programs for college graduates without prior nursing experience, as well as being one of the
first schools in the country to offer a Doctor of Nursing Practice (DNP) degree program. As the School’s aspirations continue to be at the leading edge of innovations in health profession education and delivery, the next Dean should think beyond the School’s base in Boston to enhance its national recognition, engagement, and impact. The opportunity for the new Dean is to find ways to both be personally involved and facilitate significant faculty participation in national discussions regarding the changes taking place in the healthcare delivery system and in higher education. The Dean can help shine the light on the great work already happening at the Institute while ensuring that the SON remains intimately connected and responsive to emerging trends, issues, and opportunities that will impact the next generation of nurses.

**Strategically grow research and scholarship**

Long recognized for its excellence in clinical education, the Institute has recently invested substantial resources into expanding its research effort. The Board of Trustees is committed to better balancing the Institute’s portfolio and has put funding behind recruiting exceptional research faculty and providing them with the resources to carry out their research programs. To accommodate the Institute’s growing research efforts, the 14,000 square-foot Center for Health & Rehabilitation Research was opened in December 2013.

The School of Nursing has utilized these funds and institutional support to attract research faculty and promote a scholarly culture. Since 2012 the Institute has seen a four-fold increase in external funding for research in the School of Nursing that is associated with the recruitment of new faculty. The Institute has funding to support two endowed Chairs: the Amelia Peabody Chair in Nursing Research is currently held by Dr. Lisa Wood, and the Jacques Mohr Chair in Geriatric Nursing Research is currently held by Dr. Diane Mahoney.

The next Dean will continue efforts to develop a stronger research profile, promoting an academic environment where research and scholarship productivity are critical priorities. S/he will need to support the development of research teams that include clinical and research-focused faculty, organize faculty development and mentoring programs, facilitate student involvement in research and scholarship, and ensure there is an appropriate level of research infrastructure in place. The School has access to vast resources for research through the Partners network and other institutions in Boston including Harvard Medical School; the next Dean will need to assess how the School is utilizing these resources and where potential opportunities lie for further engagement.

**Steady rapid growth with appropriate infrastructure and resources to sustain excellence**

The Institute and the School of Nursing have grown rapidly over the last few years, evolving quickly to keep pace with these changes. The next Dean must serve as an engaged and consultative leader, supporting faculty, staff, and students through these major changes which include a much larger student body, a new administrative structure, substantive revisions to the master’s curriculum, and a growing emphasis on research and scholarship. The Dean must continually evaluate the School’s needs and then consider if, how, and when to expand the administration, functions, systems, and expectations that undergird a successful student body, faculty, and staff.

In order to support the School and future growth, the Dean should consider new ways to extend the School’s reach and bring in revenue. It is likely that the School’s program offerings, with the exception of the DNP program, are at their maximum size. Post-professional continuing education programs, growth of the DNP program, online programs, certificate programs, and international programs are all possible avenues to explore for future growth.
Support a diverse and inclusive culture

Changing demographics in the U.S. and beyond make it more important than ever that health professionals are knowledgeable about and sensitive to differences in health beliefs and practices among the many different cultures represented in today’s patient populations and communities. Becoming a culturally competent practitioner is a critical part of every academic program offered at the MGH Institute. The Institute desires that its students, faculty, and graduates can participate in system and policy changes that address health disparities and ensure access to affordable, safe, and high quality health care for the most vulnerable populations.

The Dean of Nursing will be looked to as a leader who fosters and continually reinforces a climate of acceptance and inclusiveness where all members of the Institute community have the ability to reach their individual and collective potential. S/he will personally demonstrate a commitment to diversity and inclusion; maintain an environment that operates based on openness, civility, and respect; and enhance the School’s work in preparing culturally competent health professionals with the skill and knowledge to address health disparities and outcomes. S/he will also work with others to recruit and retain a diverse faculty and staff, and to identify and execute effective means of marketing the School to prospective students at all levels and from all backgrounds.

Attract diverse financial resources to the School

It is expected that the Dean will energetically seek funds to support the SON’s efforts from a wide range of sources including private philanthropy and foundations. S/he will work in conjunction with the central development team to increase the amount of private funding and foundation support the School receives. There are significant resources that can be accessed by the Dean if s/he can present to donors a compelling vision for the mission of the School today and into the future.

ABOUT MGH INSTITUTE OF HEALTH PROFESSIONS

History through Today

In 1873, Massachusetts General Hospital (MGH) established one of the first schools of nursing—the Boston Training School for Nurses—based on the principles of Florence Nightingale, which became the Massachusetts General Hospital Training School for Nurses in 1896, and later the Massachusetts General Hospital School of Nursing. By the time this diploma school closed in 1981, it was the oldest continuously operating school of nursing in the United States and was the predecessor to the MGH Institute’s School of Nursing.

Ruth Sleeper, Director of the MGH School of Nursing from 1946 to 1966, promoted the idea of a freestanding, degree-granting institution affiliated with MGH. In the late 1960s, Dr. John Hilton Knowles, then MGH General Director, expanded the idea to include all non-physician education programs for health care professionals and proposed establishing an “MGH University,” which would offer hospital-based, advanced level training programs. In the early 1970s, Dr. Charles A. Sanders, Knowles’ successor, along with Dr. Henry Mankin, Chair of the MGH Committee on Teaching and Education, and John E. Lawrence, then Chair of the MGH Board of Trustees, pursued the idea of creating an affiliated graduate degree school. In 1977, Massachusetts General Hospital was awarded degree-granting authority by the Commonwealth of Massachusetts. The first Provost, as well as program directors in dietetics, nursing, physical therapy, and social work, were hired.

MGH Institute of Health Professions officially opened in 1980, admitting its first students in physical therapy and social work. In 1982, the first nursing students were admitted, and in 1983 the first degree, a Master of Science,
was awarded in physical therapy. In 1985, the MGH Institute was incorporated as a subsidiary of MGH with an independent Board of Trustees, hired its first President, and received initial accreditation from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC).

Today the MGH Institute of Health Professions is a thriving institution with 1,403 students, 109 FTE faculty, 82 FTE staff, and 5,381 alumni. The Institute occupies 130,000 square feet of space in seven buildings in historic Charlestown Navy Yard, Boston and has an operating budget of $43.7 million. Entry-level and post-professional programs in Nursing, Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy are among the Institute’s offerings. Other programs, including a PhD in Rehabilitation Sciences, a Master of Physician Assistant Studies, and a Master of Science in Health Professions Education, have been added in recent years to meet rising demand. Additionally, the Institute awards certificates of advanced study, and offers continuing education to practicing professionals.

ABOUT THE SCHOOL OF NURSING

Since its 1977 creation as the successor institution to the 104-year-old Massachusetts General Hospital diploma nursing school, the MGH Institute has been at the forefront of nursing education. In addition to the original Master of Science in Nursing degree, in 2007 the school created one of the country’s first four accredited Doctor of Nursing Practice (DNP) programs, which is now online. The next year, the Institute inaugurated an Accelerated Bachelor of Science in Nursing (BSN) degree to meet the demand of filling more than 100,000 nursing vacancies nationwide. In 2011, the Institute introduced two Mind Body Spirit (MBS) Nursing certificate programs for nurses who want to integrate a holistic approach with enhanced patient care. In 2013, the Institute launched two innovative Global Health Nursing certificate programs in conjunction with the world-renowned Partners In Health.

Academic Programs

The MGH IHP School of Nursing offers a variety of educational programs and degrees:

- Accelerated Bachelor of Science in Nursing (ABSN)
- Direct-Entry Master of Science Nursing (DEN)
  - Program Tracks
    - Adult-Gerontology Acute Care
    - Adult-Gerontology Primary Care
    - Family
    - Pediatrics
    - Women's Health
    - Psychiatric/Mental Health Lifespan
    - Dual Adult-Gerontology/Women's Health
- Post RN Master of Science Nursing (MS)
  - Program Tracks
    - Adult-Gerontology Acute Care
    - Adult-Gerontology Primary Care
    - Family
    - Pediatrics
- Women's Health
- Psychiatric/Mental Health Lifespan
- Dual Adult-Gerontology/Women's Health

- Doctor of Nursing Practice (DNP)
  - Program tracks:
    - RN to DNP: hybrid format
    - Post-Master's DNP: online
    - DNP for Nurse Executives: online

- Certificate of Advanced Study (CAS)
- Mind Body Spirit Certificate
- Global Health Certificate

The School’s academic programs are accredited by the Commission on Collegiate Nursing Education (CCNE). In 2014, the CCNE reaccredited all degree programs offered by the School of Nursing for the maximum period of 10 years.

Graduating classes have consistently had a 95-100% pass rate as first-time takers on both the registered nurse licensure (NCLEX-RN®) and advanced practice nursing certification (ANCC and NCC) exams, with scores well above both state and national averages. Recently a drop in NCLEX performance in some ABSN students has led to careful examination and investment in resources and student support. The SON’s quality improvement committee is working to analyze and improve this situation.

**Administrative Structure**

Currently, direct reports to the Dean include an Assistant Dean, Baccalaureate Program and Academic Affairs; Generalist Level Coordinator; Advanced Practice Level Coordinator; DNP Program Coordinator; the Jacques Mohr Chair; the Amelia Peabody Chair; an Advanced Practice/ Clinical Requirements Support staff; an Administrative Assistant; and an Operations Manager. The new Dean will have the opportunity to examine the current structure and determine its appropriateness for the future.

**Research and Scholarship**

The Institute is committed to enhancing its involvement in research and scholarship. Faculty research fellowships are available to support pilot work. There are two endowed research chairs in the School. The Amelia Peabody Chair in Nursing Research is held by Dr. Lisa Wood, whose work is focused on cancer-related fatigue, and improving quality of life for individuals during and after cancer treatments. Dr. Diane Mahoney is the Jacques Mohr Professor of Geriatric Nursing. Her NIH funded work addresses the use of telecommunication and wireless technologies to assist elders with cognitive impairments. Along with these two endowed positions, nursing faculty members are actively engaged in important collaborative research, and important projects that focus on training, policy issues, and community/ global health are well established in the SON portfolio. Emerging areas of activity include the areas of clinical informatics, and quality and safety. New HRSA grants and Robert Wood Johnson grants are supporting important projects in nursing policy and in interprofessional education.
Clinical Education and Patient Care

The essence of an MGH Institute education has always been the combination of theoretical academics with practical, clinical application. From their very first semester, students are offered clinical experiences at more than 600 first-rate health care and education settings throughout New England and, increasingly, outside the region. The Institute operates within the framework of Partners HealthCare, enabling students to work and learn in some of the region’s finest acute-care and community-based facilities including Brigham and Women’s Hospital, Massachusetts General Hospital, and the Spaulding Rehabilitation Hospital Network, along with Children’s Hospital Boston, Newton-Wellesley Hospital, Beth Israel Deaconess Medical Center, McLean Hospital, and North Shore Medical Center. A large majority of faculty are also practicing clinicians who bring their own clinical experiences into the classroom.

Faculty, Staff, and Students

The MGH Institute of Health Professions School of Nursing boasts an accomplished and active group of 46 full-time and 15 part-time faculty, along with 294 active term lecturers, and cadre of 14 dedicated staff members. The School recently hired two additional full-time faculty members who will start in August. More than 80% of the faculty hold a doctoral degree, most actively publish in peer-reviewed journals and textbooks, and many are recognized nationally and internationally. In addition, a large majority are practicing clinicians who use their own real-world experience as teaching examples. The Institute is non-tenure granting and faculty are appointed for fixed terms.

The SON student body is comprised of 705 students: 82% female, 18% male, and 20% from underrepresented minority groups. Of these, 313 students are enrolled in the ABSN program, 340 in the DEN program (MSN), and 52 in the DNP program. The SON strives to be a highly student-centered environment. In 2012, in response to student feedback, the SON moved many of the academic support services, formerly housed in the office of student affairs (OSA), into the School. All services in support of student success were placed under the direction of the Assistant Dean for Academic Affairs and two Academic Support Counselors were hired. The School holds regular “Town Hall” meetings with students from each program, and named four faculty-led quality improvement task forces to utilize rapid cycle improvement strategies to address specific aspects of the student experience.

Facilities

The School of Nursing overlooks downtown Boston from the MGH Institute’s campus in the Historic Charlestown Navy Yard, Boston. The School enjoys access to excellent facilities including state-of-the-art technology. These learning spaces include a functional living home health care simulation lab, two acute care skills laboratories, two acute care simulation rooms, and a health assessment laboratory. The MGH Institute’s teaching spaces are equipped with cutting-edge technology, flexible open classrooms for active learning and traditional lectures, and 100% wireless network access. In May 2015, a Library and Study Commons will open to provide students with access to excellent quiet and collaborative study space. The IHP community has access to Treadwell Library operated by the Massachusetts General Hospital. Two full time librarians are housed on-campus to support student learning. Additionally, a team of technology experts and two full time instructional designers are available to assist faculty in course development, utilization of technology, and instruction.
Finances

The SON’s annual operating budget is developed by the Dean in consultation with the Institute’s administrative team. The budget is aligned with the Institute’s strategic goals, and is based on enrollment projections, faculty and staff requirements, program changes, and new initiatives.

The SON expense budget is supported by 5 principal sources of revenue: tuition and fees, grants and contracts, endowment income, current use gifts, and other income. Tuition and fees are the largest revenue source, totaling $20.7 million for FY2014. Total revenues from grants and contracts, endowment income, current use gifts, and other income were $559,000. Actual SON expenses were $11.3 million for FY2014 of which $10.9 million was for salary and fringe benefits and $323,000 for non-personnel expenses.

The SON is also supported by 25 endowment funds with a total market value of $15.4 million. For FY14, endowment funds provided income of $404,000 to support nursing education, scholarships, professorships, lectures, and faculty development.

Advancement

Alumni, families, community partners, and friends play an integral part in helping carry out the Institute’s mission. The Dean works in concert with central Institute staff on development efforts. The Office of Development currently includes a Director of Development, Manager of Development Operations, a Development Coordinator, and a Director of Alumni Relations and Events, and a Director of Corporate and Foundation Relations. The Office of Development is currently being reviewed to determine optimal structure and staffing; the Dean’s role in fundraising may evolve as the Institute considers how to best structure its central development function.
MISSION STATEMENT
As an independent, interprofessional graduate school of health sciences, MGH Institute of Health Professions prepares health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement.

VISION
MGH Institute of Health Professions will be preeminent in:
- Educating graduates to be exemplary leaders in health care for a diverse society,
- Advancing innovative models of health professions education to improve health and health care, and
- Creating and translating knowledge to improve health through distinctive programs of research.

CORE VALUES
As members of the MGH Institute community, we collectively commit to reflect these core values in all we do:
- The highest standards of professional, academic, and scientific excellence, ethical conduct, integrity, and personal responsibility,
- An inclusive and welcoming environment where every person is treated with dignity and respect,
- Mutual trust and collegiality in our relationships with each other and those we serve in health care and the community,
- Productive partnerships among faculty, staff, and students that support learning and work, and foster interprofessional and global collaboration,
- A connected, engaged, and diverse learning community where students develop a passion for lifelong learning and become graduates of choice for employers,
- An environment that embraces and rewards inquiry, ingenuity, innovation, resourcefulness, and continuous learning,
- A rewarding work environment where talented people thrive, and
- Accountability for our work and for prudent, efficient stewardship of our resources.
Adapt proactively to changes in health care and higher education

Promote and infuse a culture of inclusion, dignity, and respect

Attract and support a diverse community of trustees, senior leaders, faculty, and staff

Deepen the Institute’s primary identity as an academic culture

Support targeted professional and leadership development

Optimize the value, affordability, and quality of the student experience

Align human and fiscal resources, facilities, and technology with strategic goals

Continuously innovate, adapt, and improve to enhance strategic and institutional effectiveness

Create an exemplary interprofessional learning environment

Implement and disseminate innovative models of curricula and teaching-learning

Integrate Institute-wide core competencies and student learning outcomes

Prepare students to be lifelong learners and engaged alumni

Elevate the Institute’s research profile

Develop and support distinctive faculty research

Build internal and external collaborations to advance research in targeted areas

Expand research infrastructure and support

Strengthen academic-practice partnerships across Partners HealthCare

Diversify clinical education opportunities within and beyond Boston

Expand global learning opportunities for faculty and students

Position the Institute as a resource for PHS, communities, and professional groups

Conduct effective long-range planning and risk management

Develop and implement a plan to increase non-tuition net revenue

Grow and diversify research and other external funding

Increase philanthropic revenue from diverse constituencies

Create incentives to improve efficiency and productivity

Optimize the value, affordability, and quality of the student experience

Align human and fiscal resources, facilities, and technology with strategic goals

Continuously innovate, adapt, and improve to enhance strategic and institutional effectiveness

Advance the Institute’s distinctive impact on improving health and health care

MGH INSTITUTE OF HEALTH PROFESSIONS

STRATEGIC MAP: 2014–2017

GRADUATE LEADERS WHO SHAPE THE FUTURE OF HEALTH CARE

CONDUCT AND DISSEMINATE RESEARCH THAT ADVANCES HEALTH CARE

EXPAND CLINICAL, COMMUNITY, AND GLOBAL OPPORTUNITIES

IMPROVE THE INSTITUTE’S FINANCIAL STRENGTH

POSITION THE INSTITUTE FOR THE FUTURE

MGH INSTITUTE OF HEALTH PROFESSIONS