



December 17, 2012

To: J. W. Harrington, Vice Chancellor for Academic Affairs  
University of Washington, Tacoma

From: Gary L. Farris, Interim Vice Provost and Dean

Rebecca Aanerud, Associate Dean, Academic Affairs and Planning

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RE: UWT Nursing and Healthcare Leadership Program 2011-2012 Review

This memorandum outlines the recommendations from the 2011-2012 review of the Nursing Program at the UW Tacoma. Detailed comments can be found in the documents that were a part of the following formal review proceedings:

- Charge meeting between review committee, Program faculty, and administrators (April 18, 2012)
- Program's self-study (March 1, 2012)
- Site visit (May 7-8, 2012)
- Review committee report (May 16, 2012)
- Program response to the review committee report (October 9, 2012)
- Graduate School Council consideration of review (November 15, 2012)

The review committee consisted of:

Beth Kalikoff, Associate Professor, Interdisciplinary Arts and Sciences Program  
UW Tacoma, Director, Center for Teaching and Learning (Committee Chair)  
Jill Purdy, Associate Professor, Milgard School of Business, UW Tacoma  
Christine Latham, Professor, School of Nursing, California State University,  
Fullerton, CA  
Jane Georges, Associate Professor, Hahn School of Nursing and Health Science,  
University of San Diego, San Diego, CA

A subcommittee of the Graduate School Council presented findings and recommendations to the full Council at its meeting on October 18, 2012. Specific comments and recommendations on the Bachelor of Arts (B.A.) in Healthcare Leadership, Bachelor of Science in Nursing (B.S.N.), and the Master of Nursing (M.N.) degree programs include the following:

**Program Strengths:**

- **Quality of Instruction.** The overall quality is extremely strong at both the B.S.N. and M.N. levels, fulfilling both accreditation and community needs. Instruction is innovative, interdisciplinary, well-integrated across the curriculum, and responsive to students' needs. The faculty use team-teaching and peer mentoring to contribute to faculty development. They are rewarded for their creative and interdisciplinary work. Students appreciate the program's focus on social justice and evidence-based learning.

The program does a good job of recruiting and retaining students from underrepresented groups.

- **Quality of Faculty.** The faculty are committed and productive. They maintain meaningful research agendas that integrate their teaching, scholarship and service. The Program Director has fostered a collegial community in which faculty at all levels feel respected and supported.
- **Services for Students.** Students enjoy a relatively seamless transition from A.A. programs to the B.S.N. program. Once in the program, they benefit from staff advising and peer mentoring. M.N. students receive excellent faculty advising.
- **Relationship with the Community.** The Program faculty solicits, and is responsive to, feedback from the community. Through these efforts it has established a number of partnerships with location organizations that include hospitals and social service organizations.

#### **Challenges and Risks:**

- **Developing strategies for dealing with significant increases in enrollment in core courses while maintaining quality of instruction.** Enrollment in courses has nearly doubled, creating an increased workload for the faculty who teach those courses. At the same time, the faculty are being asked to develop new courses and participate in developing and implementing a new interdisciplinary Ed.D. program. This ever-increasing workload is unsustainable without loss of quality. Currently, the amount of writing required in core classes has been reduced. The review committee suggested that faculty receive support for “learning sustainable and effective pedagogical practices” for teaching large classes. However, it seems reasonable to assume that the faculty in question are already teaching effectively, and questionable whether the proposed training approach could take the place of additional help in the form of TAs, readers, peer tutors, and/or additional faculty. Some faculty teaching large classes have been provided with TAs and other personnel to help with grading, discussion sections, and other labor-intensive tasks. Program funding has been allocated to compensate additional professional development aimed at teaching larger classes and developing hybrid courses.
- **The planned launch of a new interdisciplinary Ed.D. program.** In May 2012, the Board of Regents approved the Doctor of Education (Ed.D.) in Educational Leadership, with three study options: P-12 Educational Leadership, Nursing Educational Leadership, and Higher Educational Leadership. The Ed.D. will prepare all students, including nurses, with respect to the conceptual issues of the roles educational leaders play in leadership, management/administration and political advocacy as well as in the dimensions of diversity, accountability and learning. It will be housed administratively in the Education Program. Courses will be taught on weekends and during the summer. The Nursing faculty are participating in course development and will be teaching some courses. Without the addition of new faculty, participation of the Nursing faculty in the Ed.D. presents an added burden to current program faculty, who seem to already be overworked. It is not clear whether the one proposed additional faculty line would be sufficient to adequately teach and mentor the proposed cohort of doctoral students. The review committee suggested that the strategic management of the Nursing and Healthcare Leadership Program growth be a priority for the UWT administration.

**Areas of Concurrence:**

- The Nursing and Healthcare Leadership Program faculty concurred with the findings and specific priorities the review committee suggested. The Program's response reinforced the challenges of the mandate for growth in a relatively small program. The faculty also echoed concerns about the time and expertise required for the new Ed.D. program.

**Recommendations of the Graduate School Council:**

- The Graduate School Council concurred with the Review Committee that the next review of the UWT Nursing and Healthcare Leadership Program should occur in the 2021-2022 academic year.
- The impact and outcomes of the Ed.D. program should be assessed in the next unit review.
- The Council recommended that the continuing status of the B.A. in Healthcare Leadership, the B.S.N. and the M.N. be reaffirmed.

We concur with the Graduate School Council's comments and recommendations.

- c: Douglas Wadden, Executive Vice Provost, Office of the Provost  
Debra Friedman, Chancellor, UW Tacoma  
Deborah Wiegand, Assistant Dean, Undergraduate Academic Affairs  
Sharon Gavin Fought, Professor and Director, Nursing and Healthcare Leadership Program, UW Tacoma  
Nursing and Healthcare Leadership Review Committee  
Graduate School Council  
Augustine McCaffery, Senior Academic Program Specialist, The Graduate School