



9 October 2012

Dr. Gary E. Farris  
Interim Vice Provost and Dean  
The Graduate School, University of Washington

Dr. Rebecca Aanerud  
Associate Dean, Academic Affairs and Planning  
The Graduate School, University of Washington

Dear Drs. Farris and Aanerud,

We appreciate the time and commitment of the review committee members and their attention to the challenges and opportunities facing the program and campus. Their thoughtful analysis of our self study and information gleaned from the site visit is evident in the report's summary of strengths of the program with respect to teaching learning, faculty, student services and assessment. Outlined below are responses to the section of the report on "areas for consideration and opportunities for UW support".

Respectfully,

A handwritten signature in black ink that reads 'Sharon Gavin Fought'.

Sharon Gavin Fought PhD, RN  
Director

cc: Program file

## Responses to “Areas for Consideration and Opportunities for UW Support

### Teaching and learning

We appreciate the committee’s suggestions around “making more of a distinction between advanced education in Nursing and Advanced Practice with Direct Patient Care Competencies” (Committee Report, 16 May 2012, pg. 6) as we progress with plans for the Master of Nursing (MN) curriculum revision. We have and will continue to consult with the Commission on Collegiate Nursing Education (CCNE) and our faculty colleagues in Seattle and Bothell. As the *Essentials of Master’s Education in Nursing* (hereafter referred to as *Essentials*)

(<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf> , 2011) are implemented in other institutions, we will consult with colleagues who are trained, on-site evaluators so that we might learn from their experiences and those of our peers. (<http://apps.aacn.nche.edu/CCNE/reports/rptProspectiveEval.asp?state=WA&sFullName=Washington> ).

The Committee Report suggests we continue to explore options with respect to implementing the CCNE requirement for health assessment, physiology/pathophysiology and pharmacology (pg 6). It seems clear to us and our colleagues that such content is required for a nurse educator option, (<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf> ), currently identified in our plans for curriculum revision. The Report suggests that “coursework in these areas may need to be offered in an innovative, nontraditional way, with respect to coursework in health assessment, physiology/pathophysiology and pharmacology for masters-prepared nurse educator.” (pg 6). We agree and have begun to discuss options for innovative approaches for delivery of such content within our own faculty and with our Seattle and Bothell Nursing tricouncil colleagues. We have considered, too, conversion of a graduate elective using a human responses curriculum framework to a physiology/pathophysiology course, with the option of integrating pharmacology content.

The Committee Report also indicates there is “not a direct practice component for nurse educators” (pg 6). While we agree with this interpretation of the *Essentials*, all three campuses of the University of Washington School of Nursing require six quarter credits of fieldwork for the MN degree, regardless of specialty. Given the extensive, prescriptive nature of the new *Essentials*, across our three campuses we continue to discuss possible areas for flexibility with this and other requirements to provide options for implementing the *Essentials*. Finally, we recognize the high value that future employers and current nurse educator option graduate students place on experiential learning with educators in the classroom, clinical learning arena, simulation lab, and a range of health care delivery settings. We’ll balance these competing factors as we move toward decisions.

The Committee Report suggests that steps taken to support the growth of class size are useful, but “insufficient” (pg 6). Additional recommendations from the Report with respect to teaching include “providing release of compensated time” for faculty development (pg 7) and providing support for “learning sustainable and effective

practices” (pg 7).

Mandated to grow to provide access in the south sound region, we, as have all UW Tacoma faculty, engaged in discussions about accommodating growth and implications for teaching. A BlackBoard web site solicits and shares suggestions for effective teaching, both low and high tech, as well as teaching and evaluation practices to maximize efficiency.

For example, many faculty and courses have shifted to hybrid options in teaching, providing faculty with flexibility in time committed to teaching, though it is clear that hybrid courses do not require less faculty time. Some faculty teaching courses with larger enrollments have been provided a teaching assistant or part time lecturer to assist with teaching, grading or online discussion groups. Some faculty have shifted their evaluation methods, consistent with larger class sections. A few faculty have initiated primarily online courses, such as the course on genetics in the Bachelor of Science in Nursing (BSN) program and an elective. Currently, some faculty are finalizing efforts to ‘hybridize’ selected core courses, for which for which there was supplemental funding.

This year, faculty have participated in professional development activities, including at least two offerings aimed at infusing educational technology in the curriculum, and others on teaching and evaluating writing. We also have and will continue to encourage requests from faculty for additional, similar efforts, funding these with resources from the Nursing Program endowment as well as from summer quarter revenues. Funds are available and the director has indicated a priority for funding faculty to draft new or revised courses, including those in the MN and upcoming Doctor of Education in Educational Leadership (EdD) programs. In this way, we are doing just as the report suggests by “providing ...compensated time” for this work and also financially supporting faculty attendance at related conferences and faculty development events (Committee Report, pg 7). Ordinarily, faculty development across campus is scheduled at convenient times.

With respect to the courses developed for the new doctoral program in educational leadership (EdD) (Committee Report, pg 7), an interdisciplinary work group will be established this summer to begin work on first year EdD courses; Dr. Ginger MacDonald will provide leadership for this group. Everyone involved appreciates the rigorous nature of such work and agrees that it should be funded. Plans are currently to encourage faculty to request funding to develop such courses, to be funded from Nursing Program summer revenue funds. It’s important to note that this new program will be housed in the UW Tacoma Education Program, with contributions from Nursing Program faculty, primarily in the areas of a few selected course breakout sections and supervision of fieldwork and capstone projects for approximately 10 students.

### Faculty

The Committee Report indicates we should be “Ensuring the path from Associate Professor to Professor is clear and perceived to be attainable” (pg 7). Perceptions of

faculty are beginning to shift with respect to views of campus-level administrative support for and expectation that Associate Professors will be able to achieve the rank of Professor. This shift in views is based on campus-level sessions recently hosted by the chancellor and vice chancellor for academic affairs for Associate Professors. The Nursing and Healthcare Leadership program criteria for promotion are flexible and appropriate for the campus culture.

With respect to progression within tenure track ranks, one relatively new Associate Professor has been awarded sabbatical for winter/spring 2013 and will focus on activities that should align with criteria for eventual review for promotion. A second Associate Professor has discussed tentative interest in requesting sabbatical to be awarded 2013-14, with the aim of requesting review for promotion. A third Associate Professor has been encouraged to seek promotion, but prefers to not do so, given her priorities for professional activities, growth, and contribution to the region's health. We will again review the criteria for promotion to Professor this autumn, building on the recent spring 2012 review of lecturer, senior lecturer, and principal lecturer criteria.

The Committee's Report expressed concerns about faculty's ability to undertake additional curriculum development and supervision of doctoral students the EdD program will entail (pg 8). It's important to note that this program is housed in the Education Program, and staff support resides there as well. As noted above, an interdisciplinary work group will focus in summer on further curriculum development. Faculty have been encouraged to request funds for EdD course development, consistent with their preferences and priorities.

We anticipate there will be approximately 10 students with nursing backgrounds who select this option in the new EdD. The primary responsibility of Nursing Program faculty is assumed to be either sole or shared responsibility for "breakout" discussion sections for approximately five courses as well as oversight of fieldwork (year two) and capstone projects (year three). UW Tacoma currently plans to admit no additional students until year four, at which time most "cohort one" students should have completed the program. Current plans are to compensate faculty for all of these activities.

The Committee Report indicates that it is "important to scrutinize carefully the abilities and expectations of the faculty being hired" (pg 8). A search should commence this summer for a new faculty member to be housed in the Education Program to support the new EdD; we anticipate there will be faculty representation from the Nursing Program on this search committee. This will be the first full time faculty hire for the program; however, we plan to hire qualified, doctorally prepared part time faculty during this first year, to support the curriculum and add depth to existing expertise. In addition, there are faculty across campus with expertise and tentative interest in contributing to the EdD in such areas as conflict management and negotiations, higher education financing, and public policy. There are funds budgeted to support these additions to the faculty in year 1. We are considering the need for such a request in anticipation of budget planning in autumn 2012.

The Committee Report asks how the campus can “assist in prioritizing Nursing Program growth and changes in the interests of sustainability and excellence” (pg 9). We have support to search for replacement of an Assistant Professor or Senior Lecturer in autumn and can include the opportunity to teach in the emerging EdD program in our print, electronic, and person to person recruiting efforts. This is consistent with our practice of recruiting faculty who have the capacity and interest to teach across academic programs.

The Report also asks “what efforts can be delayed or deferred”, how are all these efforts prioritized’ (pg 9). It is the nature of a growing campus that new opportunities, community needs, and student demands for growth will continue. Decisions to “grow” are based on many factors and include detailed analysis and intense discussion within programs and between program directors and campus administration. We will continue to ask how UW Tacoma administration can assist by prioritizing Nursing Program growth and changes. We have already taken steps in that direction by delayed significant growth in the Healthcare Leadership major. This decision was based, in part, on the need to develop additional fieldwork sites, for which are funding faculty this summer. In addition, we have not initiated new off site offerings requested by agencies in a timeline they preferred; we do, however, remain open to these requests and are considering how we might efficiently and effectively respond to meet these needs in the future. Last year, UW Tacoma administration did respond positively to our request to fill a line (Full Professor assigned elsewhere on campus); a new Assistant Professor will join us in September. We’ve requested and anticipate approval to search for a replacement for an Assistant Professor who is resigning as of August 2012. We anticipate the line will be filled by September 2013.

The Report notes faculty mentioned the need for support with grantsmanship (pg 9). Kelly FitzGerald has joined campus as the Director for Sponsored Research; she has provided direct support to faculty seeking funding sources and in submission via SAGE. There are staff to assist with creating budgets and current plans for additional support at the campus level include adding staff for award support. At a School of Nursing strategic planning event in April, we indicated to Interim Dean Pam Mitchell our interest in collaboration with respect to scholarly inquiry and research at multiple levels, which was received very positively.

The Committee’s Report urges us to consider a “research partner” model (pg 9), which we appreciate. Much of our faculty expertise is communities-based, rather than linked to research that would best be carried out in an inpatient setting. There is evidence of our faculty’s current productivity with community organizations resulting from such partnerships. Such examples include: Dr. C. Stevens’ work with healthcare for the homeless; Dr. J. Primomo’s work on asthma with the Tacoma Pierce County Health Department; Dr. R. Rea beginning to work with MultiCare Health System on a research office or function; Dr. K. Adamson’s work in progress with Pierce and Olympic Community Colleges; Dr. D. Drevdahl’s work with Dr. Shannon-Dorcy at the Seattle Cancer Care Alliance (and also senior lecturer) and Dr. S. Fought’s collaboration with Olympic College. We anticipate that new Assistant Professor R. Evans-Agnew will join

the stream of Dr. J. Primomo's ongoing work with respect to adolescents with asthma.

### Student Services.

The Report indicates that UW Tacoma should "create systematic and ongoing assessment plan for advising..." (pg 9) at the campus level. The challenges of the new, centralized advising system for undergraduate students, including Healthcare Leadership majors, is being addressed at the campus level. With turnover in the staff position with oversight for centralized advising and anticipation of hiring an assistant director, there is increased opportunity for innovation and effectiveness. Surveys to assess the satisfaction of students have been undertaken by campus.

Advising for BSN students is a Nursing Program responsibility (not centralized) with quarterly group advising sessions, development and regular updating of program plans (designed to accurately project time and credits to degree), extensive orientation, and individual appointments as needed. Prior to the appointment of a chair for the supervisory committee, MN students have access to the Nursing Program faculty and staff, the graduate program coordinator, quarterly group advising, individual advising appointments as requested, and a "curriculum point person" or faculty who can provide additional advice and respond to questions. Additional advising sessions are held with respect to preparation for the two MN fieldwork courses as well.

The Report suggests that campus increase peer advising opportunities (pg 9). Our program-based experience is that BSN and MN students, as well as some Healthcare Leadership majors, have very little flexible time, given their professional, student and family responsibilities. Overall, these students have indicated they do not have the time to commit to a peer advising model. That said, one MN international student is currently engaged as a peer advisor for other international students across majors.

While not intended as peer advising, our experience with group advising is that BSN, MN, and Healthcare Leadership students do share information with one another in these group sessions, a sort of informal and effective "group peer advising".

In summary, BSN and MN students indicate their satisfaction with options for advising with the Nursing Program. We are working closely with the interim Healthcare Leadership advisor with respect to program-specific information.

The Report reminds us of the need to know what advising responsibilities exist with respect to the EdD. While more development of this function will occur over the summer and into autumn 2012, it's important to note that by design, the curriculum is fairly "lock step" with options only for break out sections, for example. Advising with respect to curriculum will be fairly straightforward, given the extremely limited choices. There are currently plans to hire a program advisor, to be based in the Education Program and intended to serve all EdD students. EdD students will have a very wide range of options for fieldwork and capstone projects. At that point in the EdD students' progress, year two of the curriculum, there should be supervisory committees and chairs appointed, who would provide relevant advice.

The Report also suggests (pg 9) that it would be useful to partner with the Teaching and Learning Center (TLC) to track the number of students who visit TLC. Upon request, we have received such reports, which indicate frequent and steady use by our undergraduate and graduate students, most frequently referred by faculty. There is no formal feedback loop to the program as student visits to TLC are confidential. The TLC has been very cooperative in sharing numbers by major/program. The Nursing Program Director and some faculty have met with the TLC Director to discuss priorities and the need for MN student writing assistance, as well as the “best” level of staff vs student/peer support to serve needs of professional and graduate students. Within the constraints of limited staffing resources, the TLC is very responsive to faculty requests to visit classrooms and student requests for support.

In the recent past, new BSN students expressed a very low level of satisfaction with the campus-level orientation (Committee Report, pg 9). BSN students, particularly those admitted to an off-site cohort and those who are “adult learners”, indicated the required campus level orientation was not relevant, did not meet their needs, and allowed too little time for program-specific orientation. We surveyed new BSN students shared results and our concerns and engaged in discussion with the appropriate campus-level administrators. We have asked for additional time for the program-specific information students must have at the start of their academic program. The Committee Report (pg 9) indicates we should consider shortening orientation; we believe that can be accomplished for general orientation topics or that these could be taped. We believe that additional time must be made available for program-specific orientation. It’s important to note that the half-day writing/library workshop designed for MN students is offered by the TLC and extremely well attended and highly rated. Our experience is that this activity, separate from required campus orientation, is in response to student needs and a key to first quarter academic success. For BSN and Healthcare Leadership majors, writing and library search skills, for example, are integrated into four credits of required first quarter courses.

### Assessment

The Report (pg 10) suggests “...tracking MN data beyond aggregate...”, for each curriculum option. Curriculum options are not transcribed, making this difficult historically. However, we do currently track scholarly inquiry projects by option and can create the capacity to organize MN data by curriculum option in the future. We will initiate that change after the new MN curriculum and options are initiated, or in approximately one year.

A cohort of the Physicians Assistant (PA) MEDEX program is tentatively planned for UW Tacoma in summer 2013, pending funding and approval from the relevant accrediting authority. UW Tacoma Nursing has not documented the need for this program as the PA program will be an independent program, not operated under the umbrella of UW Tacoma Nursing. The proposed program is internationally recognized, receives hundreds of applications annually for a handful of student slots in Anchorage, Yakima, Spokane and Seattle, including those from the South Puget Sound, for cohorts

of about 25 at remote sites. We anticipate that the program will respond to a very high number of applications from those ending their active duty and reserve duty at Madigan Army Medical Center, Joint Base Lewis McChord, and Navy Hospital Bremerton. With respect to fieldwork sites, the Franciscan and MultiCare systems in the South Sound are saturated with learners from a range of disciplines, a challenge we have shared with the PA/ MEDEX faculty. We assume that most fieldwork for these PA/MEDEX students will be in partnership with physicians, ordinarily based in offices, clinics, or affiliated practices. We see opportunities for collaboration with respect to research, for example, and perhaps some limited opportunity in shared teaching spaces. The potential conflict identified is teaching/learning space, a topic actively being discussed currently by campus administrators in Administrative Services. Meetings of our faculty and selected MEDEX faculty in winter/spring 2012 were very constructive.

#### Additional Areas

The Committee Report also suggests (pg 10) tracking outcomes of MN graduates in the Educator option to determine if they have been become Certified Nurse Educators (CNE). Currently, we solicit this information via our survey of alums at one, three, and five years. The demand for nurse educators is such in the south sound that the CNE designation is not currently required. However, we feel strongly about appropriate preparation for the role and have currently constructed this (educator) option to cover material that will enable graduates to succeed in their pursuit of the CNE credential.

The Report (pg 10) also suggests that our relationships with community colleges become “more reciprocal”. We agree and will search for and partner to create more opportunities for the community colleges to “give back”. Community college faculty currently serve as fieldwork facilitators for MN students, partner to support research efforts (Dr. Katie Adamson’s work), and on manuscripts for publication. There are very tentative, preliminary plans for additional, joint educational research activities.

Pages 10-11 of the Report remind us of the opportunities for research partnerships with our Seattle Colleagues. We discussed this as recently as April 2012 with Dr. Pam Mitchell, Interim Dean, UW Seattle School of Nursing, and other leaders within the School. At this strategic planning event, the opportunity to discussion options and needs for collaboration were positively received by our colleagues. While we do have very constructive partnerships, such as the MN- Doctor of Nursing Practice articulation plan, these have been primarily for teaching roles, and not linked to research activity. We look forward to “next steps” in this area.

The Report (pg 11) also recommends establishing the clinical placement coordinator as a permanent line. Funding and effective use of this position is critical to future expansion efforts. We have tentative support for filling this 0.5 FTE lecture position, which will be vacant at the end of summer. We also plan to request funds for a full time, permanent position as the opportunity arises, with budget planning for the next biennium.

Finally, the report suggests (pg 11) that faculty could have their teaching schedules



arranged to allow for more release time. Currently, faculty do request their teaching assignments approximately a year in advance and it is possible to shift teaching assignments to allow a research-intensive quarter. We will actively remind faculty of this option in the coming months, as this arrangement is supported by campus administration.

Finally, we do plan to continue our emphasis on the role of nursing and healthcare leaders with respect to social justice. With faculty expertise in this topic and the considerable needs in our region and globally, we plan to both focus on and integrate social justice concept in all three curricula.

### Summary

Again, we very much appreciate the work undertaken by the review committee, including Chair Dr. Beth Kalikoff, (currently Director, Center for Teaching and Learning; also faculty, Interdisciplinary Arts and Sciences, UW Tacoma); internal reviewer Dr. Jill Purdy (faculty, Milgard School of Business; Director, Center for Leadership and Social Responsibility) and external reviewers Dr. Chris Latham (Professor, California State University, Fullerton) and Dr. Jane Georges (Associate Professor, University of San Diego). We wish to thank, too, the staff and administration of the Graduate School for their ongoing support and advice with respect to the review process in which we engaged. We appreciate both the acknowledgement of our successes and identification of needs for continued development and resources.

American Association of Colleges of Nursing (March, 2011) *The Essentials of Master's Education in Nursing*

<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>