

Report on the Nursing Program
University of Washington, Tacoma

Bachelor of Science in Nursing (10 year review)
Master of Nursing (five year review)

Site visit conducted March 11-13, 2002

Review Conducted by:

Ginger MacDonald, Professor, Education, UWT (Chair)

External Reviewers:

Judy Papenhausen, Professor, School of Nursing,
California State University at Los Angeles

Pamela Clarke, Professor, Department of Nursing, Idaho State University

Internal Reviewers:

Frederica O'Connor, Associate Professor, Psychosocial and Community Health

Peggy Odegard, Senior Lecturer, Department of Pharmacy

EXECUTIVE SUMMARY

The committee recommends continuation of the Bachelor of Nursing Program, with review in ten years. The committee recommends conversion of the Masters of Nursing from Provisional to Continuing status, with review in 10 years.

The Nursing Program at the University of Washington, Tacoma is an outstanding program. It has compassionate faculty who possess and exhibit excellent knowledge and skill in their various nursing specializations and in their pedagogy. It has a hardworking and dedicated staff. The Program is led by a Director who is seen by the internal and external communities as a visionary, collaborative leader. The curriculum meets national standards and regional needs.

Area of suggested growth and improvement include: continued strong relationship with the UWS School of Nursing, through increased reciprocal interdependence; improving the funding base externally through grants and internally by taking advantage of University funding opportunities; reprioritizing service in relationship to teaching and scholarship; and improving program mentorship through the hiring of a full professor.

Summarization of the Strengths of the program may be found beginning on page 3, Challenges on page 9, and Recommendations on page 12.

REVIEW PROCESS

The committee was formed on February 6, 2002, with a charge from the Graduate School to present a recommendation regarding the continuation of the UWT Bachelor of Science in Nursing and the conversion of the Master of Nursing program from provisional to continuing status. Prior to the review, a detailed self-study was presented by the Program. The internal reviewers, and committee chair met with representatives of

the Graduate School to receive the charge and on one other occasion to organize operations. The Chair communicated by phone and electronically with the external reviewers to discuss review strategy. Feedback was solicited from internal and external constituencies, in oral and written format. Feedback was taken by structured oral interviews, email, and telephone interviews. The following individuals and groups were represented in the review:

University of Washington, School of Nursing (UW SoN), Seattle Campus

Nancy Fugate Woods, Dean

Ruth Craven, Associate Dean for Educational Outreach and Community Relations

Pamela Jordan, Associate Professor Department of Family and Child Nursing

Pamela Mitchell, Associate Dean for Research

Sue Woods, Associate Dean, Academic Services

University of Washington, Bothell:

Anne Lousteau, Director

University of Washington, Tacoma

Vicky Carwein, Chancellor

Jack Nelson, Vice Chancellor for Academic Affairs

Sharon Fought, Associate Vice Chancellor

Bill Richardson, Director, Interdisciplinary Arts and Sciences

Brian Coffey, Director, Urban Studies

Patricia Fandt, Director, Business

Marjorie Dobratz, Director Nursing Program

All tenured and tenure-track faculty in Program

All staff in program

Current BSN students (n=31)

Current MN students (n= 28)

UWT nursing alumni (n= 15)

Advisory Board members.

Community members

An exit interview was held on March 13, with John Slattery, Associate Dean for Academic Programs and Marsha Landolt, Dean and Vice Provost the Graduate School, Chancellor Carwein, Vice Chancellor Nelson, Associate Vice Chancellor Fought, Director Dobratz, members of the Program, and the Review Committee.

Special recognition goes to Heidi Tilghman, Assistant to John Slattery, with commendation for her service to the process.

Overview of Program

The University of Washington, Tacoma (UWT) was established in 1990 to provide upper division and graduate level programs in the south Puget Sound region to students who are geographically bound and, therefore, unable to access the more distant Seattle campus. Accordingly, the Nursing Program at the University of Washington, Tacoma offers two degree opportunities for registered nurses: A Bachelor of Science in Nursing (BSN) and a Master of Nursing (MN). The Nursing Program is affiliated with the University of Washington School of Nursing (UW SoN) on the Seattle campus. Although its mission is specific to UWT, the program shares common objectives and curriculum with UW SoN. In October 2000, along with the Seattle campus, the program was granted a full ten-year accreditation by the Commission on Collegiate Nursing Education, with the next on-site evaluation scheduled to take place in spring 2010.

STRENGTHS OF THE PROGRAM

Mission and Goals

The University of Washington at Tacoma (UWT) was established in 1990 to meet the needs of upper division and graduate level nursing education in the South Puget Sound area. Before the establishment of this program, nursing education in this area was limited to Associate Degree Nursing programs. Further, students in this geographical area were considered place bound and most were unable to access more distant campuses such as the University of Washington, Seattle (UWS) for baccalaureate and higher degree education. Establishment of the program at Tacoma was designed as adjunctive to rather than competitive with the program on the Seattle campus.

There have been over 400 baccalaureate graduates and 170 graduate students admitted to the UWT program and there continues to be sufficient interest and enrollment particularly for the part-time student. The graduate program was begun in 1996 and contains three graduate emphases namely, Communities, Populations and Health, Health Care Leadership and Management and a blending of the two programs. In both the baccalaureate and the graduate programs, the majority of the students are part-time learners, who work full-time and balance the responsibilities of school, work, and families.

Dr. Nancy Woods, Dean, UWS and Dr. Marjorie Dobratz, Director of the Nursing program addressed future goals. According to Dr. Woods, a future goal of UWT is to develop unique programmatic emphases that are appropriate and consistent with community needs. Dr. Dobratz suggested that examples of this would be a programmatic response to the great local interest in the development of a Clinical Nurse Specialist Track with a focus on chronic illness and/or the development of a nurse-educator concentration.

The mission and purpose of the program is clearly understood and articulated by representatives from UWT, UWS, and the community. The purposes of the RN to BSN program are to increase the number of BSN prepared nurses in the South Puget Sound area. This purpose is consistent the views expressed by one of the representatives of the nursing advisory board from one of the local health care agencies. According to this

nursing service administrator, her agency was actively encouraging nurses to seek their BSN as this has raised the level of nursing care practice. The purposes of the MN program were to produce graduate level nurses to fill leadership position in acute care and community based health care agencies. The central location of the university in downtown Tacoma seems very appropriate and the faculties of the nursing program seem appropriate and adequate in order to deliver meet these needs.

The Program has a well designed assessment plan. The standards for success are integrated into the assessment plan that includes both process and outcome measures. This assessment plan is also a requirement of the Commission on Collegiate Nursing Education (CCNE), the national accrediting agency of the UWT nursing program. Data were included relative to scores on the 1) Graduate School Exit questionnaire; 2) Master of Nursing Graduate Questionnaire sent to MDSN graduates; 3) The Employer Survey and; 4) MN Scholarly Inquiry Graduation Scale. A detailed discussion of the results of this data is beyond the scope of the report but trends in data indicating student satisfaction, employee satisfaction and ranking of student scholarly inquiry ability by faculty were all excellent. The program recently received 10 year accreditation from the CCNE.

Part of the mission of UWT is growth. The current enrollment in the graduate program is at or slightly under the expected level based on FTE targets. It is difficult to determine the potential for program growth given the current climate of nursing shortage. This factor forces the current RN staff to work additional hours to accommodate the needs of the health care agency and reduces the likelihood of seeking additional education. According to both a representative from a local community college and a nursing service administrator interviewed at the advisory luncheon, there is ample need for master's prepared nurses in both education and service in the local community. There is also growth potential in the development of long distance education opportunities. The Program is cognizant of the connection between growth and quality and seems to be balancing them well.

The promotion and tenure criteria are appropriate to the mission of the campus. There is agreement among the faculties of both UWS and UWT that the mission of the programs are different and the requirements of faculty for P & T should also differ. The faculty at UWS are expected to actively seek intramural grants and have a heavy emphasis on their research agendas. Promotion and tenure are tied to grant acquisition and research publications. At UWT the Nursing program has adopted the Boyer model of scholarship. In this model of scholarship, teaching and application of theory to practical purposes is more heavily stressed. Excellence in teaching is highly valued and rewarded under the Boyer model. There seems to be agreement between Dr. Woods and Dr. Dobratz, on this point. Since the mission of each campus differ the expectations of the faculty should reflect the prevailing campus culture.

The ethnic diversity of the MN program at UWT seems to be increasing and is now approaching the diversity of the State of Washington (2000 = 19%), the average of surrounding counties in the Tacoma area (14%) and that of the national average of the RN population (13.4%). From 1998 - 99 (9.25%), 1999-2000 (13.6%) and 2000-2001 (14.3%) the diversity in the graduate program rose. A low 5% of the cohort was male. However, the Program continues to work on increasing its diversity in student and faculty populations.

In summary, the Program is meeting its original mission and goals, and as it evolves that mission is driving educational offerings that meets the needs of the community.

Curriculum

The Program at UWT has a solid curriculum, progressive by national standards, which was developed in conjunction with UWS. The curriculum design was based on the needs of local community and clearly fits with the regional demand for leaders in nursing practice and education. The emphasis on clinical systems and planning care for populations will continue to be important in the future.

The two areas of focus (leadership and population health) fit nicely with local, regional and national demands. The strong curriculum and competent faculty make this a desirable program for any potential student.

One marker of curriculum outcomes is the graduate of the program. The graduates that we met with were an extremely impressive group of individuals who were proud of the knowledge and leadership/systems skills that they had developed in this program. They were extremely articulate about the quality of their education and the relevance of learning to the current work environment.

Additionally, students loved what they were learning and were clear about the strengths of faculty and their passion for teaching and nursing. They talked about the shift in their thinking about nursing and health care. Complaints were unrelated to curriculum or faculty (parking, loan program). Students described instructors as "reality-based even though they had PhD's". The accessibility and support of the faculty helped the students feel that they could accomplish their goals. The way the courses are taught with evening scheduling and on-line chat rooms maximizes accessibility yet retains the rigor that students want and expect from UW. For the most part students are remarkably satisfied with program options and expect to move up in the agencies that they are working in.

The unique interdisciplinary identity of the campus is a strength for the Program. Continued and increased participation in interdisciplinary instruction would make the Nursing Program very fundable with the evolution of joint courses/programs with Business, Interdisciplinary Arts and Science, and Urban Studies.

Faculty

The Promotion and Tenure (P&T) criteria used by the UWT Nursing Program seem to be an appropriate and respected model for use by faculty. The Boyer Model for P&T was reportedly a positive recruitment tool for certain members of the faculty, as it allows for recognition of a balance between teaching, research, practice, service, and, publication.

Nursing faculty members are highly respected by students and by other faculty on the campus. The faculty of the Tacoma Program are a highly motivated group of individuals with adequate training and support for their teaching responsibilities. While junior faculty members carry a similar course load as that of senior faculty, this does not seem to present an undue challenge to the junior faculty. Course objectives are shared between the Seattle, Bothell and Tacoma campuses as part of the shared accreditation

process perhaps yielding an advantageous starting point to new faculty in initial course development. There is latitude within the shared accreditation process, at this time, to allow for individuality of course administration within the bounds of the shared course objectives.

Students

Recruitment and admissions.

Students are actively recruited from Tacoma and the broader South Puget Sound area. The two nursing advisers regularly recruit from all nearby major employers of nurses, community colleges, and health jobs fairs. All program inquiries are pursued, and BSN graduates receive mailed information about MN options. The department has worked with five nearby ADN-granting community colleges to ensure their coursework articulates smoothly with UWT BSN program requirements. Faculty at these colleges encourage students to complete their nursing preparation at UWT – and increasing numbers are enrolling directly from ADN programs. Throughout the BSN completion program at UWT, students are encouraged by faculty to consider a master's degree – and so far about one-third of BSN graduates have applied to the MN program. Employers, work colleagues, and the program's regional reputation are other reasons students apply.

Both degree programs have received a solid flow of applications since their inceptions. New annual enrollments in the BSN program between 1992 and 2001 have ranged between 51 and 83, and in the MN program ('96 – '01) between 21 and 39. (Numbers fluctuate from year to year, and no distinct trend is obvious.) Total current enrollment in the BSN program is 125, and in the MN program is 68. Most applicants qualify for admission. Among MN enrollees each year, average annual undergraduate GPA has ranged between 3.31 and 3.47, and GRE scores between 412 and 551. The proportion of students who withdraw from the program before completion is small, about 6%; most who do cite military reassignment or health or family reasons.

Faculty members are eager to recruit student cohorts who are ethnically comparable to the region's population and also include increasing numbers of men. A recently funded HRSA Workforce Diversity grant involves the UWT nursing program and two community college nursing programs in a partnership with high schools. The intent is to engage regional high school students' interest in a nursing career. This initiative and the existing articulation arrangement support efficient, minimal-cost preparation for a nursing career – which may facilitate nursing education among students who characteristically have not entered professional health care careers

Progression and advising.

Programs are designed for full or part-time attendance, and in both programs the great majority of students attend part-time (70-75% of BSN students and above 95% of MN students). The modal time to completion is roughly 7-8 quarters for both BSN and MN students. Undergraduates receive advising from the undergraduate adviser; MN students are assigned a faculty adviser at matriculation and, if they choose a different faculty member for scholarly project, often begin to receive program as well as project

advising from the new adviser. Because students typically work as registered nurses (and often also have substantial family responsibilities) advisers and faculty encourage students to avoid course loads that might topple their carefully balanced schedules. Students we met were unequivocal in their appreciation of the flexibility and consideration they experience in advising.

Experiences and achievement.

Students and recent graduates expressed great enthusiasm for their experiences in the program and for faculty. An undergraduate commented on the shift from the concrete factual information that characterized the ADN portion of her education to the conceptual orientation and emphasis on reading and writing at UWT. Faculty are perceived as respectful of students and what they bring as learners. One student commented, "You can state your own opinions, even when they're different from those of the faculty." We repeatedly heard the perception that faculty teach from an up-to-date knowledge base and routinely go out of their way to be accessible and to maintain helpful relationships with students.

BSN and MN graduates (and eventually work colleagues of graduates) rate graduates on a variety of behaviors reflecting program performance objectives. Self and colleague reports of both levels of students over several years (with varying proportions of students and colleagues reporting) consistently average between 4 and 5 on a 1-5 scale for all items. At program completion between 25% and 56% of students in MN cohorts indicate intent to publish from their projects or theses. In response to questioning, faculty indicated these estimates are likely high with regard to formal publication, but that students' projects are often clinical and sometimes carried out in their worksites; there is likely adoption of pieces of them in written protocols or publication in organizational newsletters.

A group of nurses who had graduated in recent years reported considerable upgrading of their skills from pre- to post-program. Some had changed their professional roles, while many remained in the same positions but enacted them differently. Changes include specific knowledge, but also reflect professional and personal growth. One respondent reported that she arrived with no prior computer skills, but since finishing, "I developed my own Website, have done public speaking, and much more patient teaching." Another, "I am still an infection control nurse – but I approach the work with much more sophistication of thought." Another, "We test out new ways; we think more, assess more, and ask more questions." As most graduates intend to remain in Pierce County, appreciation was also expressed for long-lasting networking opportunities made possible by the program.

Student evaluations of faculty teaching are excellent. Students interviewed as part of the site visit process reported a high level of satisfaction with faculty teaching abilities and accessibility for questions.

Resources

Basic resources are fully available. All faculty members have up-to-date computers, software, and printers. However, substantial replacements will be needed in the near future, and financial constraints cause concern over whether this can be accomplished at the needed pace. The full time program administrator and full-time and part-time assistants, and the full-time undergraduate and part-time graduate recruiter and adviser provide timely support to students, the director, and the teaching program. Student services staff are highly committed to helping students succeed. Administrative staff provide first-line technical support and informal computer training in addition to usual support tasks. All staff report that they enjoy their jobs and feel valued in the organization. They have opportunities to take courses and to evolve personally and professionally. Increasingly, service components of the organization encourage faculty to work directly with them, rather than working through support staff. Many classrooms are highly technologically equipped – and in the new building, all will be.

A number of campus resources support both students and faculty. The library provides on-line access to a range of periodical literature and other resources. Holdings available anywhere in the UW system are delivered to the campus within two or three days upon request. The Teaching and Learning Center provides a wide range of learning supports for students and faculty. Students seem unhesitant about availing themselves of services there. A computer lab is available for statistical analysis and other purposes; some variability in helpfulness among student helpers was reported.

The new office of research on the Tacoma campus and the part time biostatistician are very well utilized and valued by the faculty. Every effort should be made by the administration to continue to develop these support systems at the Tacoma campus.

Internal funds to support student tuition are virtually nonexistent. At least two of the large health care organizations in the region give up to \$3000/year in tuition reimbursement to students who are substantially employed in the organizations. State exemption policies provide tuition waivers for state employees. Students from the military are typically fully supported. Because students are employed as nurses, they are often not eligible for need-based mechanisms. There are two new scholarship funds under development for nursing students, a plus.

Community Impact

The data related to employer satisfaction presented in the Self-study document and indicated excellent mean scores in the area of program satisfaction and the qualitative comments indicated a perception of well prepared graduates with excellent problem solving skills.

Most students are already working in health care while attending school. They usually stay at the same health care institution after graduation but may receive advancement after completion of the program. The consensus of community feedback was that the UWT program provides a necessary avenue for advanced education of nurses in the Tacoma area. The data from the Self-study suggested that graduates of the

MN program seek employment in both acute care and community based health care settings.

There is no question as to the need for the program in Tacoma. Students, graduates and employers are clear about the value of the education that they have received and emphasized the importance of access. Students (many of whom were experienced RN's) described improved critical thinking skills and "cutting edge knowledge" that they gain at the BSN and graduate levels. Employers have liberal tuition reimbursement and leave policies that are evidence of their support of the UWT program and for education in general. This is in contrast to what we see in other parts of the country where the nursing shortage has constrained leave policies and employer enthusiasm for higher education. The Program already fills a unique niche in the community, which is likely to grow with increasing complexity of health care in the future. The possibility of a nurse educator option should be explored in the future since a significant number of graduates teach at the community colleges in the area. A number of the graduates of the Tacoma program have been so motivated by the educational process that they intend to enroll for doctoral study in the future.

Many students voiced the opinion that if UWT were not a choice they would not seek education at UWS because of the long commute.

Multi-Campus Issues

The Nursing Program on the Tacoma campus clearly meets an identified need for access to education in the area. There is a solid articulation agreement providing for easy transfer from the community college system to UWT and the number of RN's returning to school immediately following their community college education is impressive.

The relationship of the Tacoma campus to the Seattle campus SoN has grown and changed over time. Due to accreditation and by design, in the beginning of the UWT Program, there was a total dependency on the Seattle Program, and now there is a desire and need for more interdependence. This developmental process was acknowledged by leadership all three campuses.

CHALLENGES

Acknowledging the strengths of the Program, there are some challenges we wish to address. These will be followed by recommendations to mitigate the challenges.

Curriculum

As previously mentioned this curriculum is seen as very strong and effective. However, the Program may want to consider a stronger clinical specialization either as an emphasis in one of the current tracks or a new clinical specialty focus due to the demands in the clinical settings and the stated need for more clinical specialists. One agency addressed the need for mid-level managers that also have clinical specialty background. A stronger clinical focus may be appropriate in the future. Some faculty and community member discussed a new emphasis on chronicity, which would be appropriate given the health issues facing the nation. It is also recognized that current facilities do not support this focus.

The T HEALTH course offerings, which are service courses for the rest of the campus, seem to present a mixed picture. The benefit to students and faculty of these interdisciplinary offerings constitute a significant strength and gives the University a uniqueness that is highly valued in the funding arena. Many funding agencies recognize the need for educational programs that have an interprofessional/interdisciplinary content as important for the future of health care. Nationally, very few universities have been able to achieve this level of respect and collaboration between disciplines on a campus. However, they are a drain on the faculty teaching resources for the program, and also may contribute inequity in FTE distribution.

Faculty

Teaching.

Faculty identified two challenge in their teaching responsibilities: 1) an incredible amount of out-of-class time dedicated to students, and 2) ongoing course development throughout the year without release time for this development. These time commitments may take away more from research productivity than teaching, as the teaching evaluations were quite high across the Program.

A related challenge is the fieldwork coordination load for faculty. Currently, fieldwork for the MN students is coordinated as part of a course with the faculty responsibility shifting each quarter. Site placement seems to be primarily coordinated by the MN advisor. According to the assignment rosters for this quarter, it appears the load is at 17-21 placements per quarter. This is up from 5-6 placements per quarter a few years ago. The responsibility for this involves placing students, communicating with site preceptors, and troubleshooting. Contracting agreements between the sites are managed centrally for the MN field assignments and the BSN "clinical" site placements. Site placements for the clinical work of the BSN students is coordinated by the advising office. At the current load for either the MN or BSN site placement program, there is concern that the Program will need additional support as the program continues to grow.

Research.

Each member of the Program faculty has interest in research although the complete infrastructure and mentoring available for this activity is somewhat limited at this time. Additionally, the teaching and service focus of the current program may place restriction on the time available for research. Faculty members express concern that the ability to achieve professional goals and maintain a teaching program reflecting the realities of current nursing practice may be challenged unless there is improvement in the ability to conduct research. The UW administration plan to offset new faculty time in year 3 or 4 for preparation of the tenure package is an important step in furthering support.

Despite this professed enthusiasm for research, there is a wide range of research productivity among the faculty. There is talk of discussing research-related issues as an element of department meetings, but previous efforts have never been sustained. The

Associate Dean for Research in the School of Nursing (based in Seattle) has visited Tacoma faculty meetings at least twice to discuss research support needs and resources that she can provide or broker (e.g., study design, proposal development, statistical consultation, or funding possibilities, on an individual or group basis) and occasional use has been made of these services. Relatively little pilot funding is available, although the Royalty Fund and monies from a private source are options. Nursing faculty recently were strong advocates for the hiring of a 50% research and statistical consultant who is sited in the Nursing Department and viewed by nursing faculty as a very positive resource.

Faculty are very involved in service to the campus and may have a tendency to overdo their service to the detriment of their scholarly role. Senior faculty should be encouraged to further develop their research in order to demonstrate the full academic role and be in a position to appropriately mentor young faculty. We recognize the demands on a new developing campus may be conflicting; nevertheless, a significant challenge is the need to now fully develop faculty scholarship for the future of the program.

A potential shortcoming of the current P&T model is the perception, reported by a few faculty members, that the "bar" or criteria for P&T seem to shift as new tenure is granted. This may be a perception rather than a reality given the rapid growth and settling that occurs with a new program and campus.

Service.

The current service load is reported as about 7-8 committees (University-wide, UWT campus, and departmental) for senior faculty and 3-5 for junior faculty. Although faculty interviewed stated this load is manageable, the administration reports there is no requirement for participation on University-wide level committees, possibly allowing for a reduction in this time commitment. Faculty members feel an obligation to participate in committee service when requested.

Multi-campus Issues

The issues related to relationships among the three campuses are complex, evolutionary, and at times challenging for the Tacoma Campus. The value of the link with UWS is a clear strength, and is paired with a strong desire, on the part of the Program, for long-lasting positive relationships. The faculty as a whole could better utilize the research resources at the Seattle campus. Nevertheless, it is expected that at some point the UWT program may desire greater autonomy and may wish to seek separate accreditation, in order not to stifle creativity related to program development specific to the unique mission of the Tacoma campus. Such autonomy may improve the collaboration between campuses. The potential for a greater sense of collegiality may be realized in the future. The timing of such a move will need to be carefully negotiated.

The UWS SoN has offered to provide mentoring on grant development, mock review of grant proposals ("modeling parties"), and the development of research skill through review of videotapes of the twice monthly research seminars. For example, the ability to interactively participate in the Seattle-based telecast of the research seminar

should be achieved and would offer significant improvement in the delivery and utilization of this information by Tacoma faculty. There are technological and logistical challenges for implementation of this exchange, but the programs are urged to make it more feasible.

It is clear that the distance between the Seattle and Tacoma campuses (and accompanying traffic complications) present a challenge to collaboration between faculty at the two campuses. This may be due to some technical service limitations but also to the lack of rapport or working relationship amongst faculty from the different nursing program campuses. Efforts to facilitate working relationships between the faculty in all three units (Tacoma, Bothell, and Seattle) should be a focus of the SoN administrative units. Examples include interactive faculty seminars between campuses and working retreats or all-school faculty meetings. These efforts at collaborative work would likely demonstrate bi-directional benefits to faculty at the various SON campuses.

FTE Allocation

The higher state payment for graduate student FTEs over undergraduate FTEs, and distribution of revenues according to this formula within teaching units encourages enrollment of graduate students over undergraduate students and may dampen participation in co-teaching across disciplines. A new emphasis on reducing internal allocation of funds according to FTEs was mentioned positively. This policy would support the rightful place of important non-fiscal criteria (e.g., student interest, societal need, faculty strength and interest) in unit decision-making.

RECOMMENDATIONS

Multi-Campus Issues

- 1) The UWT Nursing Program should design a pathway for a more interdependent relationship with the UW SoN. This is in contrast to the dependent nature of the current relationship. It is recommended that UWT Program begin plans for separate accreditation, perhaps within a five year time period. This is viewed as a move toward a more collaborative relationship with UWS, one in which there would be a more reciprocal, interactive relationship. In this event, the UWT Nursing Program could refine their program objectives and curriculum to match the mission of their context.

Funding

Faculty and administration alike point to funding constraints in their ability to achieve professional and program goals: We recommend:

- 2) Be more proactive in grant writing. It is recommended that faculty use their creative and scholarly energy to concentrate on funding for program expansion from the Bureau of Health Professions [HRSA]. They are to be commended for submitting the Workforce Diversity application last year and continue to seek grants for Basic Nurse Education and Advanced Nurse Education to provide funding for expanding their

scholarly vision related to teaching. Grants framing the unique characteristics of the campus, the potential for community partnerships and the interdisciplinary nature of the electives are likely to be highly competitive. Such funding would allow the faculty time and opportunity to expand their own scholarly endeavors and evaluation studies can grow from such funding. The limited teaching assistantship [one doctoral student from UWS] has been helpful and grant funding could provide more of those opportunities. Such training grants can often help faculty to evolve their own scholarship and develop confidence related to grant funding. The potential for community partnerships is evident and other organizations such as Robert Wood Johnson or Community-Campus Partnerships may be tapped for other special efforts.

- 3) Support UWT campus-wide initiatives to give new faculty members 1 quarter of release time dedicated to scholarly work.

Curriculum

- 4) Evaluate the mission and appropriateness of the T HEALTH courses. If they are deemed desirable to keep as a campus-wide offering, every effort should be made by the University to establish a mechanism for special funding for the highly valued THEALTH courses to reduce competition for FTE funding and to foster team teaching efforts, and reduce negative financial impacts on the program.

- 5) Conduct a needs assessment (funding which has recently been approved by the Vice Chancellor for Academic Affairs) Specifically evaluate the need for a more clinical focus and/or a nurse-educator focus.

Faculty

- 6) Hire a full professor with an established research program who could provide grant writing leadership and "jump start" the scholarship effort. Ideally this would be a person with strong research and interpersonal skills who could help faculty members as well as serving as a role model with his/ her own research. The trick may be to find the right person to fill the role of model researcher who can also be a facilitator and mentor to senior and junior faculty.

- 7) Find a more efficient balance between service and scholarship. Acknowledging that faculty on a new campus have great institution-building responsibilities, faculty from this program are very involved in service to the campus and may have a tendency to overdo their service to the detriment of their scholarly role.

- 8) In the interest of continued professional growth of each faculty member, however, a periodic evaluation of the true need for participation on each committee by faculty should be conducted. Replacement of faculty on committees to allow for more scholarly use of their time should be completed where it is determined beneficial to the faculty member and program. Participation by junior faculty on committees should be limited to the smallest extent possible.

9) Faculty reduction or restructure of student office hours and e-mail time may improve the potential amount of time available for more scholarly work and preparation for teaching. Additionally, faculty may benefit from a reduction in teaching load for at least one quarter of the year in order to work on scholarly activities and course development. This could be achieved by grant buy-out.

10) Develop a mentoring program for junior faculty, particularly in the area of research. Senior faculty should be encouraged to further develop their research in order to demonstrate the full academic role and be in a position to appropriately mentor young faculty. We recognize the demands on a new developing campus may be conflicting; nevertheless, a significant challenge is the need to now fully develop faculty scholarship for the future of the program.

11) Increased centralization of site placement and coordination responsibility is recommended to reduce duplicate work, enhance communication to and support of site preceptors, and to avoid faculty burn out with this responsibility. The advisors in the Program will need additional support or offset of duties in order to take on any additional responsibilities.

Students

12) Continue in your concern regarding recruiting underrepresented groups into the nursing profession. Recruitment of students most concerned about cost would likely be strengthened by increased scholarship or grant money.