

August 15th 2018

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Re: UW Bothell School of Nursing and Health Studies (SNHS) Review Committee Report

The UW Bothell School of Nursing and Health Studies Review Committee was charged by the Graduate School to conduct a review of the UW Bothell School of Nursing and Health Studies under the direction of the Office of Academic Affairs and in coordination with the Office of Undergraduate Academic Affairs, School of Nursing and Health Studies, and the Office of the Provost. Our job was to make recommendations about the status of the School's degree programs, to provide an independent assessment of the "health" of the unit and to give advice on how it can be improved (see charge letter dated October 16th, 2017).

Attached is our report. All members of the review committee have read the report and agree with its findings.

Report of the Ten-Year Review Committee
for the
School of Nursing and Health Studies, University of Washington Bothell

August 15th, 2018

Summary

The overall conclusion of the review committee is that the School of Nursing and Health Studies (SNHS) has made notable progress in the 10-years since its last review in 2008-2009. Judging from a wide range of qualitative and quantitative data presented by the School coupled with extensive personal/group interviews, it is clear that the School is delivering high quality undergraduate and graduate education consistent with the aspirations of the University of Washington. The review committee respectfully recommends:

- Ten year renewal contingent on
 - Successful “Commission on Collegiate Nursing Education (CCNE)” accreditation in 2019.
- Five year Check-in (AY 2023-2024):
 - Report on program compliance.
 - Report on establishing a separate identity from UW Seattle nursing program.
 - Report on diversity and inclusion/ leadership issues identified in this report.
- Next renewal should be aligned with the next scheduled CCNE accreditation.

In this report we consider the **strengths** of the School and assess the academic and educational quality of the academic unit as guided by four important **guiding questions**:

- 1) Are they doing what they should be doing?
- 2) Are they doing it well?
- 3) How can they do things better?
- 4) How should the University assist them?

This assessment leads to a set of **recommendations** for consideration by the SNHS. Lastly, this report addresses four **focused questions** which the SNHS has sought specific comment from the review team:

1. Identity and Strategic Positioning

- a) What are the opportunities and national trends (in terms of content) that SNHS should be focused on for nursing and health studies?
- b) How can the school best position itself in an environment where the competition for nursing and health studies programs is fierce and online programs are launching throughout the state?
- c) The public generally perceives UWB to be just like UWS or as a “branch campus” to the main UWS campus. Yet, UWB and SNHS offer unique programs and values for students. How can the school better define its uniqueness and innovative attributes to sustain and grow its programs?

- d) How can the school market itself better regionally and statewide? Simultaneously, how can SNHS capitalize more effectively on relationships with UWS and UWT?

2. Resource Utilization

- a) How should SNHS balance the need to grow with the need to improve existing programs? This question is complicated by university fiscal constraints, the recent campus shift to RCM budgeting, and the rapid growth over the last five years that has resulted in dramatic increases in faculty and staff workloads. For example, among faculty, teaching and service are often prioritized over research.
- b) How can SNHS grow within the competitive landscape and simultaneously balance this with internal resources and faculty/staff workloads and aspirations?

3. Interdisciplinarity

- a) UWB and SNHS have a strong philosophical commitment to interdisciplinarity. SNHS is one School of Nursing and Health Studies, not departmentalized, so that the school can leverage faculty and resources across all programs to increase cohesion and cross-disciplinary teaching and collaboration.
- b) How can SNHS ensure that faculty and students benefit from the high value placed on interdisciplinarity when it is applied in practice?

4. Advisory Boards

- a) SNHS has both a Curricular and Educational Policies (CEP) board (composed of community and technical college partners and alumni) and a Health Care Advisory (HCA) board of strong collaborative ties to external partners. How can the school make the most of these relationships to sustain and grow programs and ensure that students are maximally prepared to enter a rapidly changing health care system?
- b) How can the school continue to develop connections with broader representatives of population health and acute health care in order to ensure that advisory boards support both nursing and health studies programs in the school?

Strengths

Findings from this 10-year review suggest that the School of Nursing and Health Studies (SNHS) is to be commended for the following notable achievements and strengths:

1. The School has established a strong and distinctive guiding vision centered on social justice, community engagement, and student-centered teaching.
2. SNHS provides access to a diverse student body, including first generation college students and non-traditional students.
3. SNHS engages in innovative teaching. Faculty appreciate the opportunity to teach across the curricular programs within the school – Nursing, and Health Studies.
4. There is considerable support for teaching within the School, including support for innovative pedagogy, teaching across curricula, and support for online learning.

5. Lecturers in SNHS feel well-mentored, and are seen as equals in the School. The overall level of satisfaction of Lecturer-track faculty within the School is high.
6. SNHS is strongly engaged with the local community. Stakeholders and community partners – including community colleges and medical centers - were strongly positive about SNHS.

Guiding Questions

Are they doing what they should be doing?

The mission of the School of Nursing and Health Studies (SNHS) is to support and improve the health of diverse communities through excellence and innovation in education, scholarship, leadership, and service. The school offers two undergraduate degrees (Nursing & Health Studies) and one graduate degree (Nursing). The programming, curricula, and expected student outcomes are consistent with the school's values of community engagement and partnerships; creative and innovative teaching and learning; diversity; ethics and social justice; expanded access to higher education and professional employment; global consciousness; interdisciplinary and inter-professional practice and education; leadership and advocacy; and reflective practice and critical thinking.

The undergraduate nursing degree (BSN) program has been developed to respond to the community of learners who need to elevate their academic nursing preparation to the baccalaureate level. There are two tracks available to facilitate this 21st century mandate for nursing education. Each of the tracks promotes the sort of accessibility that is so important to advancing the nursing profession and furthers the mission and goals of the school. The BSN completion track graduates the largest number of RN-to-BSN prepared students in Washington State. They obviously excel at this priority as they boast a 95%+ graduation rate. Facilitating the academic trajectory of nurses already in practice is a hallmark of responsive nursing education.

The first-year entry program started in 2015 and is modelled after a 1-2-1 approach in which students complete their first year at UWB, their second and third years at Everett Community College (where obtain their associate's degree in nursing), and in their fourth they complete the requirements for a BSN at UWB. This approach is a cost-effective way to increase the number of new nurses in the workforce while not having to mount the costly and often difficult work of securing clinical placements and faculty to teach clinical courses. This collaborative approach to nursing education, which builds on the expertise of both the community college and university, is a wonderful example of a school that is "doing *exactly* what they should be doing."

The health studies degree was developed in response to the expressed interest from UWB undergraduates who were attracted to health-related majors. In the true spirit of interdisciplinarity, faculty from the Schools of Nursing and Interdisciplinary Arts & Sciences (UWB), along with partners from public health (UWS) collaborated to develop the degree. The program has grown from 40 students in its first year to 120/year. The interest from students, faculty, and the community reinforce this as a key part of the SNHS academic portfolio.

The nursing graduate program has a focus on preparing nurse leaders and educators. With significant input from Seattle area health care facilities, the program has been responsive to work force needs and continues to operationalize UWB commitment to interdisciplinarity. This program is offered as a hybrid format and is taught by faculty in SNHS, School of Business, and School of

STEM. In order to continue to positively impact the nursing profession, a commitment to graduate programming is essential and the focus and format of this MS program is in line with the needs of the communities of interest and contemporary nursing.

The school also offers three minors to students across all three University campuses: Health; Health Education and Promotion; and the soon to be launched minor in Global Health. These minors support students who have an interest in health-related professions and contribute to the overall development of the well-rounded college graduate. Having health-related minors at UWB is an inventive and responsive approach to educating the whole person.

The review team met with a number of SNHS community partners. They were exceptionally positive regarding the role that the school has played in advancing the workforce in their constituent organizations. Additionally, they made it clear that the school is approachable and eager to partner in novel approaches to promote educational options.

The school has advanced in its infrastructure of support for faculty and students. Professional academic advisors as well as additional administrative support have significantly increased the quantity and quality of services available to students and positively impacted the work of faculty. Continued focus on providing support services across the school is essential.

There is a norm of shared governance in this school. Both the faculty and the staff contribute to school decisions. During our time with faculty and staff, examples of the decision making were shared, and overall enthusiasm with the decision-making processes was expressed.

The SNHS is an integral component of UWB. It provides for popular majors that are innovative in their format and responsive to constituents. It also provides a hub to further advance interdisciplinarity along the health continuum for the university.

Are they doing it well?

Interdisciplinary/Interprofessional Culture:

By virtue of the way the Nursing and Health Studies (SNHS) unit is organized within University of Washington Bothell, there are clear examples of different disciplines represented by faculty within the unit. Faculty expertise can cross disciplines within the unit for teaching, research, and service. Faculty spoke enthusiastically about team-based approaches to teaching and the value of working with inter-professional colleagues. During the visit one example was also shared of a faculty who had experience working with inter-professional colleagues in research at UWS. Additionally, conversations with the faculty revealed the common practice of offering courses from different disciplines from across the campus. This area can be strengthened by partnerships across the three campuses' units and branding the strengths of each campus unit.

One area that should be addressed is the disciplinary preparation of faculty guiding nursing clinicals. Examples were shared of non-nursing faculty supervising nursing clinicals. This approach is not aligned with CCNE accreditation and will warrant change to ensure nurse prepared faculty supervise nursing clinical experiences.

Program Growth:

The new budget model awards funds based on enrollment; thus enrollment growth is critical to obtaining additional resources. Given there is a sharp decline in RN-BSN enrollments, a shift in enrollments by students to fully online programs, and changes in cohort enrollment patterns, to compete in the highly competitive RN-BSN online marketplace there will need to be substantial operating funds to support marketing and social media marketing campaigns in the unit operating budget. Even with the advantage of community partners to establish onsite cohorts in the respective practice facilities, the timeline to the exhaustion of this pipeline is unknown. Clearly the unit will benefit from a value-based brand, prolific marketing activities, and additional local and national systems penetration to achieve growth.

Growth from the Health Studies focus of the unit will likely benefit from clear marketing analytics to support their program development. It was unclear to reviewers what specifics in expansion were planned and the locus of the pipeline to support expansion. Perhaps formulating additional shared degree programs within the UW system would allow for pilot projects that, when operating at full scale, can be more easily hosted by a single campus in coordination with institutions in the UW system. To impact budget an approach might be to focus on Fee-Based programs.

UW System Coordination and Alignment for Growth of all System Campuses:

Governance and oversight from University of Washington Seattle (UWS) for the unit resulted in challenges in resource distribution, leadership in external funding teams, a sense of equity in shared power and governance, and accreditation alignment.

When units within a system believe they are hamstrung by the organization of the system, they cannot perform at their optimal potential. It is not clear: that degree programs are the same across the three campuses in the System; that UWB faculty are able to act as PIs in joint grant submissions; that program outcomes as reported and found in the UWB and UWS websites are the same; that resource access for strategic initiatives are available; and that faculty governance allows for true local governance. It was difficult to see the benefits to UWB SNHS from the way the current UW system operates and in fact the current organizational structure may be hampering the growth of the SNHS programs and scholarly productivity. The review committee would like to suggest that this single centralized model of governance may become a risk factor for re-accreditation. Clearly, equitable planning within the UW system for organizational change is called for, and will be critical to resolving this experience at the UWB campus and the SNHS. The review committee strongly feels the need for establishing autonomy for SNHS that will allow them to flourish under their own terms.

Better Understanding of Changes in the Budget Model:

The new UWB budget model being phased in over the next few years was clearly explained to the review team. However when SNHS personnel were questioned on the knowledge and implications for their unit from these shifts, the responses indicated a lack of understanding of the real impact

and strategies to secure additional resources. Communication about the budget model will benefit from transparency, constant communication, and unit involvement in the understanding of intended and unintended consequences of the budget model to the unit and campus.

Community Engagement:

The Community of Interest members of SNHS report being highly engaged in the unit and were complimentary about the importance of the partnership to expanding and deepening the resources to the Bothell community. The unit is strong in community engagement and doing this well.

Expanded Programs and Course Delivery:

SNHS remains competitive with other schools by offering both face to face and hybrid program delivery. 24/7 online technical support will be needed to move to online programs for enrollment growth. In addition more can be done to support faculty development for online pedagogy, course delivery, and flexible faculty hires as course numbers expand. The current Masters Programs in Nursing appears to be out of compliance with AACN Masters accreditation standards in that not all clinical fieldwork is overseen by nurses. This is a significant area of concern.

Research Operations:

Faculty report there is no workload time built in for research although faculty can buy out of courses if they obtain research funding. Most faculty expressed the desire to engage in research yet felt diminished by the lack of support for research and the UWS barriers to start-up funding, teams, and campus team “rules” on who could apply for certain funding vehicles and assume PI status. Some internal funds for start-up research were formerly available, but are no longer available. Strengthening of pre and post-award service support to the unit and more collaboration and equity of faculty in teams across campuses can be improved.

Recommendations on How Can They Do Things Better?

Based on conversations with administrators, faculty, staff, students and other stakeholders, the Program Review Committee (PRC) suggests that the School of Nursing and Health Studies at UW Bothell can do things better by directly addressing the following issues.

1. Program Compliance

- a. The current nursing programs have non-nurse faculty overseeing nursing students in the clinical fieldwork study. This would be flagged as a compliance concern in the next accreditation review in 2019. The program review committee (PRC from hereon) recommends that the SNHS administration and faculty assure that faculty supervising clinical experiences are nurses and are prepared with a minimum of a Master’s Degree.
- b. The nursing education track in the MN degree must require clinical experiences in direct patient care.
- c. The PRC strongly recommends the involvement and representation of SNHS faculty in professional bodies (AACN, CCNE) to ensure up-to-date knowledge on national trends and compliance policies.

2. Diversity and Inclusion

- a. There are some opportunities to improve diversity related issues at faculty, staff, and student levels. The PRC recommends the designation of a leadership position responsible for diversity and inclusion related issues for all stakeholders. Such a role would require engagement and development of a SNHS diversity plan, execution of the plan, as well as a formal mechanism to evaluate and assess the impact on the school on a regular basis.
- b. Conduct a gap analysis in the needs and opportunities for strengthening the activities available for diversity, inclusion, and equity.

3. Establishing standards, policies, and processes

- a. The PRC recommends a gap analysis of current standards, policies, and processes involving activities such as operations, promotion and tenure, new program development, assignment of teaching loads.
- b. The PRC recommends the results from the gap analysis to be included as part of the strategic planning process being undertaken from the current year.

4. Research Support

- a. The PRC recommends that SNHS administration have clear dialogue with the faculty and set clear expectations across ranks. This can start with jointly reviewing the existing documentation on promotion and tenure.
- b. The PRC recommends that SNHS administration actively tackle the issue of external funding support (Pre and Post award support). This probably needs to be done locally at the campus level as well as through the Seattle campus (until SNHS is deemed independent with associated allocation of resources).
- c. The PRC recommends reducing Buy-Out-Rates for research grants to incentivize more grant activities.

5. Future opportunities

- a. The PRC recommends that any future programs be supported by a strong business case that includes fiscal, marketing, operational, and personnel planning.
- b. Standardized templates should be developed and shared across the unit.

6. Establishing Autonomy for SNHS

- a. The committee recommends a separation from the UW Seattle Nursing Program.
- b. The Health studies program needs to be formalized as a bachelor's degree in public health. The eventual goal would be to have an accredited program.

7. Marketing of Existing Programs

- a. Nursing: Nursing programs need to be marketed more aggressively leveraging technology platforms that are now available (e.g. Facebook, Twitter, Linked In).
- b. Health Studies should focus on establishing a brand revolving around a feeder program to multiple disciplines such as premed, public and global health, graduate program in health studies as well as good general non-clinical degree for non-profits and community partners.

8. Cross-campus collaborations

- a. The PRC recommends examining how stackable certificates can be combined for degree purposes.

- b. Dual-Degree Programs (e.g. MN + MBA) can help SNHS in these challenging budgetary environments. It will also promote interdisciplinarity, a key signature initiative of this campus.
- 9. Curriculum evaluation**
 - a. The PRC recommends development of a parallel Systematic Evaluation Plan for Health Studies similar to the Nursing Program. This will eventually assist with the accreditation efforts.
- 10. Alumni Council**
 - a. SNHS should establish an Alumni council that would allow them to leverage their past students for various developmental and program related activities such as mentorship, projects, internships, as well as career placements.
 - b. Alumni can be used for developing a pipeline for instructors for clinical and non-clinical requirements.
- 11. Health and Wellness Center, Food and Health**
 - a. The PRC recommends that SNHS leverages the Health Studies program to contribute to the campus in the form of starting a Health and Wellness center for students and/or Food and Health Programs.
- 12. IT support**
 - a. As emphasis on hybrid and online courses increases, the PRC recommends that SNHS create an IT and infrastructure planning document to provide access to 24/7 IT support for students and faculty.
 - b. This should eventually be at the central level as more campus programs use hybrid technology and pedagogy.

How should the University assist them?

The academic and educational quality of SNHS is high. There are several ways in which we believe the University could assist the School in reaching its goals. Some of these are reiterated in our final recommendations, below.

The most important way in which the University could assist SNHS is to work to provide autonomy for UWB SNHS from the UW (Seattle) School of Nursing. The current administrative arrangement – in which the UWB School of Nursing is part of the UW-wide School of Nursing, administered by an Executive Dean – does not serve UWB or SNHS well. In general, UW Bothell has been moving toward greater autonomy, and the current arrangement works against this goal. More importantly to the UWB SNHS faculty, this arrangement is seen as blocking UWB SHNS faculty from access to resources that should be shared, while providing little if any benefit to those SNHS faculty.

The University should provide funding for administrative positions, or appropriate teaching releases, to (a) oversee and resolve any issues of compliance for the next accreditation review in 2019 (see Recommendation #1 above) (b) standardize and codify policies and processes within the School (Recommendation #3 above; (c) lead efforts in diversity and inclusion (Recommendation #2 above); and (d) market the School (see below, and Recommendation #7 above); e) provide 24/7 technology support for hybrid and online courses (see Recommendation #12 above). The

School has a clear guiding vision, which is shared by administrators, faculty, and staff. However this vision could be better communicated to outsiders. In general, the University should provide more support for marketing and outreach of SNHS, to promote both the School and to make sure that its vision is clearly articulated on materials (for example, on the SNHS web site).

Focused Questions

1. Identity and Strategic Positioning

The need for both more nurses, as well as better educated nurses, continues to be a national priority. According to the Bureau of Labor Statistics' *Employment Projections 2014-2024*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2024. The RN workforce is expected to grow from 2.7 million in 2014 to 3.2 million in 2024, an increase of 439,300 or 16%. The Bureau also projects the need for 649,100 replacement nurses in the workforce bringing the total number of job openings for nurses due to growth and replacements to 1.09 million by 2024. <http://www.bls.gov/news.release/pdf/ecopro.pdf>

Complicating the need for more nurses is the report on *The Future of Nursing*, initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the population of nurses with doctoral degrees. The current nursing workforce falls far short of these recommendations with only 55% of registered nurses prepared at the baccalaureate or graduate degree level.

Both of the undergraduate nursing degree options in the school help to address these important priorities and the masters' degree programming helps to propel the nurse forward in graduate preparation. Growing enrollment across all of these options is important for the school to move forward. Given the focus on nursing education and leadership at the master's level, it may be appropriate to explore how to broaden these concentrations with input from the UWB community partners. Additional master's degree tracks may be a key to growth and long-term sustainability.

Given the success of the health studies degree, it would be important to explore how to expand, not only related to student interest, but to promote employer awareness. The healthcare industry is projected to add more jobs—over 4 million—than any other industry between 2012 and 2022, according to the U.S. Bureau of Labor Statistics (BLS). And it is projected to be among the fastest-growing industries in the economy (<https://www.bls.gov/careeroutlook/2014/spring/art03.pdf>). Being able to harness this wave of need and interest is an area that may provide a significant next step for the school, in particular because of its experience and focus on interdisciplinarity.

➤ **How can the school best position itself in an environment where the competition for nursing and health studies programs is fierce and online programs are launching throughout the state?**

That the school is already focused on interdisciplinarity should be helpful in this shifting environment. In addition, the best bet to advance programing is to do so within the context of academic-practice partnerships. Those already in place for the school should be deepened and a commitment to expanding to both traditional as well as non-traditional partners (primary & ambulatory care settings, schools, work place health centers home health, hospice) should be explored and cultivated.

- **The public generally perceives UWB to be just like UWS or as a “branch campus” to the main UWS campus. Yet, UWB and SNHS offers unique programs and values for students. How can the school better define its uniqueness and innovative attributes to sustain and grow its programs?**

It is essential that UWB secure its own identity as a Nursing and Health Studies school, separate from UWS. The nursing programs should each seek their own CCNE accreditation. In regard to the health studies major, marketing that showcases this as a “non-clinician” path into the health world should be of value in promoting the program. The review committee strongly urges the campus administration to lend a helping hand to the school to facilitate this transition to autonomy.

2. Resource Utilization

- **How should SNHS balance the need to grow with the need to improve existing programs? This question is complicated by university fiscal constraints, the recent campus shift to RCM budgeting, and the rapid growth over the last five years that has resulted in dramatic increases in faculty and staff workloads. For example, among faculty, teaching and service are often prioritized over research. How can SNHS grow within the competitive landscape and simultaneously balance this with internal resources and faculty/staff workloads and aspirations?**

- a) The challenging budgetary environment can be used by SNHS to its advantage. Instead of a growth focus, SNHS can spend the time and resources in establishing policies, norms, deepening partnerships, cultivating new partners to support cross-disciplinary efforts, improving infrastructure, developing alumni relations, focusing on career placement and in general revisiting its playbook on enhancing student learning. All these efforts serve a quality prelude to growth in students.
- b) A formal cost-benefit analysis should be done for every program that SNHS runs. The PRC recommends seeking help from the University to hire a professional who will assist this task. Once you have mapped out every program, the information should be used for aligning the strategic goals with program offerings. This may be an opportunity to identify how to optimize your program offering portfolios. Once again, the focus may be on limiting growth in the near future and optimizing and maximizing your existing resources, establishing independence and getting accredited.
- c) Send a few key faculty members to be educated in cost and budget allocation or conduct a workshop and invite interested SNHS faculty to participate. Such programs can be done in partnerships within the campus as well.

3. Interdisciplinarity

Numerous SNHS faculty commented on their ability to teach across both the Nursing and Health Studies curricula. This interdisciplinary teaching provides opportunities for faculty to integrate two areas, and allows students in each track to be exposed to a greater number of

faculty. We encourage SNHS to continue this practice, and to extend it as the new Global Health Minor is launched.

There may be opportunities to extend interdisciplinary teaching beyond SNHS. Courses could be co-taught by faculty in SNHS with faculty in other Schools, which would be appropriate for both student populations. For example, SNHS could partner with the Environmental Studies program in the School of Interdisciplinary Arts and Sciences to offer courses in Environmental Health or Environmental Justice; or partner with the School of STEM to offer courses in Nutrition or Genomics; or the School of Business to educate nurses in health care operations, healthcare quality delivery systems, project management, and leadership. Such cross-disciplinary coursework would allow SNHS faculty to teach more students in other schools, would expose SNHS students to a greater diversity of faculty, and would offer opportunities to partner with faculty beyond SNHS to develop innovative, cross-cutting courses. Additionally, interacting with faculty more broadly across campus would promote greater collaboration between Schools. SNHS faculty should look into Stanford University's Design school (<https://dschool.stanford.edu/>) for inspiration on how to conduct cutting edge cross-disciplinary programs that combines multiple experts to deliver on complex student learning needs.

4. Advisory Boards

Making the most of these relationships: The Community board interviews revealed a strong partnership with existing members. The SNHS is seen as a vital, responsive partner with community agencies for workforce pipeline, project pilot activities at the site, and essential services delivered by students and some faculty in their organizations and communities.

Since the budget model rewards fee-based programs to the unit perhaps the unit can co-develop fee based programming with the agencies so that their needs are met for workforce entry as well as professional development of current workforce. Some examples of ways in which SNHS might work with community partners are:

- Expand work with community colleges to accelerate seamless transition to baccalaureate degrees from technical degrees in health care and nursing.
- Serve as an evaluation unit for agency projects as a fee-based service.
- Engage community partners in Holistic Admission processes and interviews.
- Assist agencies in writing and staffing grants and provide honors students the opportunity to experience practice scholarship in these projects.
- Include community personnel on publications and grants where appropriate.
- Develop a paid residency program for students in certain areas that will promote the more rapid adjustment to the field in early employment in an agency.
- Provide tuition discounts for significant agency leaders to support their professional development.

- Engage in biennial workforce needs assessments and clarifications as prelude to new program development and to understand curriculum needs of agency providers for competency in their workforce.
- Develop a Dean's Leadership circle of community and corporate givers and trusted advisers to the unit.

Continuing to develop connections with broader representatives to ensure community support for all SNHS programs:

- Ask each advisory member to nominate at least two other agencies in the community and region that can be approached for inclusion in the strategic expansion of the SNHS community partners. Have unit personnel offer to serve on governing boards of these and other agencies in order to contribute to mission, strategy, and operational advisement.
- Where agencies are part of a regional or national system, ask for an introduction to key personnel at the system to educate them about UWB and SNHS and learn from them what they are looking for in partners and workforce in the next 5 years with the intent on including them more broadly as a systems level and corporate provider in your partnership.
- Consider any units on your campus that can serve in your advisory board to learn of internal assets that may be unknown and supportive to your strategic goals.