

**Academic Program Review - 2018**

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(Year of Last Review: 2008)

**Degrees**

Bachelor of Arts in Health Studies (HS)

RN-to-BSN (BSN)

Master of Nursing (MN)

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## **Part A: Background Information for Review Committee**

### **Section I: Overview of Organization**

#### **Mission & Organizational Structure**

**SNHS mission.** 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 three degrees (Bachelor of Science in Nursing (BSN), Bachelor of Arts in Health Studies (HS), and Master of Nursing (MN)) are built on multiple values: 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 interprofessional practice and education; leadership and advocacy; and reflective practice and critical thinking. SNHS faculty integrate these values into their teaching, research, and service to create transformative, learning-centered experiences based on the highest professional standards.

**SNHS degrees.** SNHS offers three degrees and three minors. SNHS nursing programs adhere to the published standards of the Commission on Collegiate Nursing Education and the State of Washington as stated in Chapter 246-840 WAC. Following the April 2009 accreditation visit, the School of Nursing's BSN and MN programs at UW Seattle, UW Tacoma and UW Bothell were accredited through 2019. The HS program is accredited through UWB accreditation by the Commission on Colleges and Universities, Northwest Association of Schools and Colleges and Universities.

**Bachelor of Science in Nursing (BSN):** The BSN program has two tracks available to students: RN-to-BSN and First-Year Entry (FYE). The RN-to-BSN track allows nurses who have previously received an associate's degree from a community or technical college to continue their education and receive a bachelor's degree. This higher degree is required for most community-based nursing roles (public health, home health, etc.) and is preferred at many acute care facilities. Research over the last decade has shown that institutions with a higher percentage of BSN-prepared staff have improved patient care outcomes. We use a cohort model that meets once a week for this degree program.

The focus of the BSN curriculum is on leadership and community health, ethics and policy, and advanced skill-building in communication, research, and team collaboration. Course content is offered in multiple modalities (face-to-face (F2F), hybrid, and online) at multiple locations (UWB, Everett Community College, Everett University Center, Harborview Medical Center, and formerly at Skagit Valley Community College (ended 2014)). The RN-to-BSN track graduates the largest number of RN-to-BSN prepared students in Washington State at a 95%+ graduation rate. See Enrollment, Graduation Rates of all SNHS Programs in Appendix E. The first-year entry program (FYE), started in 2015, is modelled after a 1-2-1 approach where students complete their first year at UWB (which includes RN program pre-requisites), years two and three at Everett Community College (where they obtain their clinical ADN), and complete their fourth year at UWB to graduate with their BSN. This program is an effort to streamline the process for students entering into nursing while supporting minority students with additional support through the prerequisites required for entrance into an

ADN program and onward toward their BSN.

**Bachelor of Arts in Health Studies (HS):** The HS program launched in 2013 as a result of survey data from UWB freshman who indicated their interest in a health-related major at UWB. Faculty from the nursing (UWB), interdisciplinary arts & sciences (UWB), and public health (UWS) collaborated to develop the degree. Students graduating from HS gain a strong foundation in public health, social justice, and community engagement. Students focus their program of study in several areas of focus within the degree such as health and life sciences, community health intervention and practice, health and society, and health policy, leadership and ethics. Students also participate in 40 hours of fieldwork in community health settings and prepare an ePortfolio to demonstrate achievement of the HS Program Learning Outcomes. The program admitted 40 students in its first year and now admits 120/year. See Enrollment, Graduation Rates of all SNHS Programs in Appendix E.

**Master of Nursing (MN):** The MN program started in 2002 and was designed to respond to the need for nurse leaders and educators. The program prepares experienced nurses for advanced nursing roles in health care leadership, nursing education and, global, community, and public health. Students pursue 100 hours of individually-mentored fieldwork in their area of interest and prepare a reflective portfolio as a capstone to their program. In 2017, SNHS collaborated with Swedish Hospital in Seattle to provide an Executive Leadership pathway that built on the core curriculum and added additional coursework in business management and administration, particularly project and financial management and informatics. This program is offered as a hybrid format cross-taught by faculty in SNHS, School of Business, and School of STEM. See Enrollment and Graduation Rates of all SNHS Programs in Appendix E.

**Minors: Health Studies, Health Education and Promotion, Global Health:** SNHS has three minors available to students across all three University campuses. The minor in Health Studies was launched in Fall 2016, the minor in Health Education and Promotion was launched in Fall 2017, and the minor in Global Health will be launched in Winter 2019. These minors support students who have an interest in health-related curriculum. The Health Education and Promotion minor allows students to sit for the Certified Health Education Specialist (CHES) exam.

**Support for academic services and nonacademic faculty and student services.** SNHS staff includes five academic advisors (4 FTE), all of whom are professional-level staff with graduate degrees, two program coordinators, one administrator, and one executive assistant to the dean. Three advisors are program leads (step 8) who have significant responsibility and influence in program administration, coordination, and leadership. One of the program leads also functions as a lead advisor, coordinating the work of the advisors and supervising a program coordinator who provides frontline student services. Program coordinators provide general student service support and curricular support and directly impact student experience and satisfaction. They engage in reception and intake coordination, curriculum coordination and time schedule entry, program admissions support, health & safety coordination for nursing, and general support with student events, orientations, activities and data entry. This has increased the quantity and quality of services available to students and has enabled academic advisors to work at the top of their classification to best ensure student success and program satisfaction for SNHS students. The SNHS director of finance and administration is

responsible for fiscal management and compliance, budget forecasting, academic human resources to include faculty contracting, facilitates the promotion and tenure and annual merit review processes, and provides support for faculty hiring following UW faculty code. This role also serves as the department staff HR liaison and provides compliance advice internally to program managers, directors, deans and supervisors in collaboration with the Office of Organizational Excellence and Human Resources (OEHR). In addition, the administrator oversees asset management and space allocations for the school and serves on the dean's staff leadership team. A temporary 80% executive assistant assists the dean at 40% time and works on media and communications management for the other 40%. See SNHS Organizational Chart in Appendix A.

**Shared governance and stakeholder feedback.** SNHS embraces a practice of shared governance that allows faculty (all ranks and tracks) and staff to contribute equally to program- and school-level decisions. Monthly All-School meetings allow faculty and staff to share information and work collaboratively on issues and planning. For example, faculty and staff worked together from 2013 to 2015 to develop and vote on the mission, values, and goals of the school. Similarly, in 2017 faculty and staff collectively discussed and amended through vote a change in the leadership structure for the school to additionally include a director of nursing and a director of health studies.

SNHS engages the expertise of a number of stakeholders who provide feedback on program-level curriculum and contribute to strategic and collaborative strategies to impact the health and wellness of local and regional communities. There are two SNHS advisory boards. The Health Care Advisory Board (HCA) meets three times a year and includes Chief Executive Officers (CEO), Vice Presidents, Chief Nursing Officers (CNO) and other leaders from major health care and community health organizations in the area. This board makes recommendations on curriculum and learning outcomes, provides practice and fieldwork sites for students, and advises on post-graduate needs. The Curricular and Educational Policies (CEP) Board meets twice a year and includes representatives from the community and technical colleges and SNHS alumni. This board makes recommendations on curriculum and learning outcomes and focuses on articulations for students transitioning into SNHS programs from partner organizations. See Advisory Boards in Appendix G.

Student feedback is solicited through course evaluations, entrance and exit surveys, and student representation on curriculum committees. In 2016, revised exit surveys were created for all programs by the SNHS Assessment Committee with input from student focus groups. These surveys and active participation on curriculum committees ensures that student voices are included in strategic program- and school-level planning.

### **Budget & Resources**

**SNHS budget structure.** For the past six years, the fiscal operations of SNHS have been steady and sound. However, in Fall 2017 a new model for budget allocation was introduced to the university. This model, referred to as the RCM model, is being phased in gradually over the next three years. Schools are now increasingly responsible for managing budgets aligned with student SCH rather than incremental budgeting that allowed for additional resources to be received from central administration, which was the case in the previous model. One aspect of the RCM model is that it requires schools

to close the gap between expenditures and budget allocations. In response to the RCM model roll-out, the SNHS budget has been conservatively managed with spending primarily directed towards salaries, professional development funds, and faculty and staff initiatives. The SNHS Budget Biennium Report is in Appendix B.

**Budgetary governance and evaluation.** The SNHS budget is managed by the dean and leadership team (associate dean, directors, and administrator). However, broader input is regularly solicited from faculty and staff to determine funding priorities. For example, at the SNHS All-School Retreat in Fall 2016, faculty and staff voted on reductions in faculty development funds, e-learning incentives, and staff-hiring (temporary pause) to accommodate an unexpected central biennium tax.

**Advancement and budgetary strategies.** The Office of Advancement has been a regular partner with SNHS to support efforts related to collaboration and donations for scholarships and program development for years. During the past AY 2017-2018, weekly meetings have occurred between the dean and the Associate Director for Advancement to develop new philanthropic goals for donor support.

SNHS is a pioneer in creating innovative solutions that capitalize on its strengths that contribute positively to the school's budget such as off-site nursing cohorts, (i.e. Harborview Medical Center), which mitigates overhead costs and space issues. Another strategic initiative involves supporting faculty and staff in seeking grants. To date over 80 grants have been submitted and 40 grants have been funded to SNHS faculty. Increased emphasis on support for faculty grant writing and funding will support budgetary initiatives and allow faculty to pursue their own research and scholarship productively. As SNHS grows, strategic plans focused on supporting faculty research, hiring staff, launching new programming initiatives, and improving organizational efficiencies and structures are being made. Focus is on revenue generation and financial sustainability by considering new off-site cohorts that are revenue generating, online certificates, and increased hybrid and online programming. See Section IV: Future Directions for more detailed information.

### **Academic Unit Diversity**

**SNHS diversity plan.** SNHS recognizes the importance of ensuring support for diversity initiatives focused on student, faculty, and staff recruitment and retention. SNHS collaborates with the UWS School of Nursing on several diversity-related activities aimed at supporting these initiatives. A Diversity, Equity and Inclusion (DEI) Faculty Mentor Group is being created across all three UW campuses to help address individual and collective needs to address diversity and inclusions issues around teaching strategies, course content, and inclusive learning environments. SNHS will also participate in a DEI summer teaching institute Sept 12-14, 2018. This three-day workshop will offer faculty foundational knowledge, skills, and approaches to incorporate inclusive teaching methods as well as diversity, equity and inclusion principles into their courses. SNHS convened a Diversity Working Group (DWG) in Winter 2018. The group will meet 3 times in 2018 to ensure proper integration of national best practices for recruitment and retention into search committee practices. The goal of the DWG is to develop a diversity strategic plan by fall 2018 with particular emphasis on faculty and staff hiring. SNHS is also collaborating with the newly hired Bothell Chief



Diversity Officer, Wayne Au (March 2018), to ensure that faculty search pools are appropriately diverse. See Appendix F for more diversity-related information.

**Diversity committee representation.** SNHS relies on multiple supports on campus for addressing issues related to diversity including the Diversity Council (an SNHS faculty member, Dr. Victoria Breckwich Vasquez, participates as one of the three chancellor-appointed members) and we are guided by the campus Diversity Action Plan. Additionally, the UWS School of Nursing recently hired a former SNHS professor as its Associate Dean of Diversity in September 2016 and Seattle has also developed a strategic plan around diversity that is guiding our own strategic planning workgroup focused on diversity (See Appendix F and Future Directions, Section IV).

**SNHS faculty and staff diversity.** SNHS has prioritized recruitment of minority students into its programs. For the AY 2013-2014, 35% of SNHS students identified as other than Caucasian. This increased to 52% for the AY 2017-2018. Increased representation by African-American students (from 8% to 11% total SNHS student population) and Asian-American students (from 13% to 27% total SNHS student population) has enriched the student learning environment and will contribute positively to national needs around increasing underrepresented minority (URM) students (defined as African-American, American Indian/Alaska Native, and Latino students) in health care professions. See Appendix C for student data. Currently, 30% of faculty are racial/ethnic minorities, 20% of those URMs, and 8.5% identify as male (men are a minority in Nursing Schools nationally). UWB has begun to collect institutional data regarding staff diversity, and SNHS will report these findings out to internal and external stakeholders as it is shared with the school.

**Institutional resources and partners to recruit and retain URM students.** SNHS partners with the Office of Admissions, community and technical colleges, high-schools, health care providers, and professional organizations to recruit URM students. For example, each year SNHS deepens its connection with Hispanic communities by actively participating in the annual Latino Health Forum. SNHS also partners with GRAD Council activities and the GO-MAP office of the Graduate School to help build a diverse student community. In 2015, the nursing programs piloted a mentor program for students of color in partnership with the Washington Center for Nursing (WCN) and the National Association for Hispanic Nurses. The success of this pilot program has allowed it to become a model for continued development through the WCN. Most recently, the school offered its first scholarship (an endowed fund in memory of Montana Gray) for students working to support the LGBTQ community. In addition, SNHS Deans have been core members of a Diversifying Pathways Project Management Team (PMT) for the past four years that is dedicated to efforts related to diversification of the health care workforce through collaborations with local high schools and community and technical colleges. SNHS is also partnering with the UWB Diversity Center and the new Chief Diversity Officer to participate in trainings that support diversity, equity, and inclusion practices for teaching and mentoring activities.

**Outreach strategies for URM students, students with disabilities, LGBTQ students.** SNHS has designed a holistic admissions process for all programs that includes not only traditional grades and test scores that advantage privileged students but also accounts for hardships students have overcome, individual circumstances, and professional and personal goals. Advisors for each program carefully evaluate criteria

regularly to avoid implicit biases and provide significant support for students throughout the application process in partnership with the Office of Admissions, which offers events and specifically targeted towards women, minority students, and undocumented students. SNHS and UWB recruiters and advisors seek opportunities to recruit students from regional community and technical colleges that historically serve diverse and underrepresented students including TRiO programs that serve students with limited income, disabilities, or who are the first in their families to attend college.

**Creating supportive environments and academic success for URM students, students with disabilities, LGBTQ students.** All SNHS programs offer strong core content that surfaces the issues professionals must address to provide ethically-based programming and care that is inclusive and effective. SNHS programs are grounded in concepts of social justice, health disparities, and health equity, and provide students the opportunity to increase their own understanding of diverse communities through course projects, field work, and/or involvement in research. Faculty focus on research, teaching, and mentorship that is deeply connected to the health of underrepresented students and their respective communities. SNHS advisors connect students to campus-wide resources such as the Diversity Center, Disability Services, Career Center, the Writing and Communication, and the Qualitative Skills Centers. Advisors also work closely with faculty who are key in identifying students struggling to adjust or who are having academic struggles. The advisors intervene to provide support and create an action plan that includes referrals to support services. It is common for SNHS advisors to walk with students directly to the needed service office for introductory purposes and follow up as appropriate.

**Resources for faculty diversification recruitment and retention.** The school has a long-standing commitment to the core values of diversity, equity, and social justice. SNHS faculty created a small committee that convened during Autumn 2016 and Winter 2017 to develop an SNHS Diversity Mission Statement detailed in Appendix F, which is available on the school's website. The committee also carried out an All-School diversity inventory of our activities focused on diversity; this has guided our recent plans to form a strategic working group in diversity (2018) that will focus on faculty and staff recruitment and retention and will write the strategic plan for diversity. SNHS has been intentional in its hiring practices to create a more diverse faculty and search committee members have been trained in best practices for recruitment and hiring as guided by the senior diversity advisor to the Vice Chancellor for Academic Affairs. This training assisted us recently during a national search for new SNHS faculty.

**Career success for URM faculty and faculty rank diversification.** SNHS faculty have access to a formal mentoring program that matches each Assistant Professor with two senior faculty mentors within the school. Mentors are now provided with numerous resources to strengthen their mentorship, including a mentoring checklist and individual development plans for mentees. They also meet with their mentees at least monthly. Career success is fostered through this mentorship. Faculty meet with the dean to discuss yearly performances, needs for support, and the efficacy of any mentorship they receive (either formally or informally). Faculty of color and female faculty are specifically supported through these mentorship structures and through adoption of the Boyer Model for merit and promotion. The model is known in particular for recognizing the achievements of women faculty, LGBTQ faculty, and minority faculty by expanding

criteria for success and valuing teaching, service, and research equally. See Section III for a more detailed discussion of the Boyer Model. See Appendix D for more information.

## Section II: Teaching and Learning

### Student Learning Goals and Outcomes

Student learning goals have been established for all programs. The nursing program collaborates with the Tacoma and Seattle nursing programs to establish learning goals for the BSN and MN degrees. In the past year, a new set of learning goals have been agreed upon for the BSN program and will be implemented beginning Summer 2018. In addition, the American Association of Colleges of Nursing (AACN) creates *Essentials* for both the BSN and MN programs that outlines curriculum content and competencies. The HS program also has formally-approved learning goals. In March 2018, a revision to the Health Studies Learning Goals was submitted to the Campus Council on Academic Standards and Curriculum (CCASC) and is awaiting final approval. See Health Studies Learning Goals and SNHS Program Learning and Level Outcomes Cross-Mapped to Courses in Appendix H.

**Student learning evaluation overview.** Student learning is evaluated primarily through classroom-based assessment of course learning objectives. These include evaluations such as examinations, quizzes, reflective and critical essay writing, discussions, etc. Programs goals have been cross-walked with the outcomes of specific courses and are available in Appendix H. Students self-evaluate their learning in exit surveys in which they are asked to evaluate the degree to which they perceive that the curriculum met the program objectives. All programs also include an element of critical self-reflection either through ePortfolio development (HS and MN), reflective writing assignments in core courses (BSN), or a final summative narrative of the self-identified competencies they have achieved. In the MN, a public oral presentation of work is also required to help students identify and articulate their achievement of the program-level learning goals. These exercises progressively build to develop deeper connections between theory and practice experienced both in their academic and fieldwork settings.

**Assessing student satisfaction.** Student satisfaction is measured through mandatory course evaluations for all SNHS courses, although recent movement to online evaluations has resulted in lowered return rates, which SNHS is working to mitigate. Several faculty have taken advantage of Small Group Instructional Diagnostic (SGID) offered by the Teaching and Learning Center. SGID is a formative assessment technique used to obtain anonymous, mid-quarter feedback from students about a faculty member's class. Additionally, students serve on curriculum committees and are charged with gathering feedback from a representative sample of their classmates to contribute to the committees, among other roles. Exit surveys seek to qualify overall student satisfaction, with the ability to specifically analyze survey responses for URM students (yet to be completed).

**Program improvement, curricular change, resource allocation models.** All SNHS programs have undergone program improvement processes within the last few years in response to feedback from students, faculty, and other stakeholders. In the HS program, students articulated concerns regarding curricular overlap between BHS 201 (Introduction to Public Health) and BHS 302 (Social Dimensions of Health). A curriculum analysis by the HS curriculum committee confirmed the overlap and content in these classes shifted to reduce redundancy. In 2016, after feedback from students about the unpredictability of elective availability, the curriculum committee redesigned the

degree to remove concentration areas and allow students to choose electives more broadly. SNHS also changed how electives were scheduled and topics are now released for the entire year for students to plan accordingly. Nursing curricula were also modified as a response to student feedback and in response to changes of community and technical college learning goals and changes in health care professional skill needs and expectations for nurses at all levels. For example, BSN curriculum was redesigned with a greater emphasis on community and population health as well as system and policy analysis to prepare students for complex roles in health care organizations. One change in MN curriculum was driven by student feedback that led to the development of the Executive Leadership pathway. The HCA and CEP boards, both of which include SNHS alumni, also substantially influence curricular changes.

**Non-majors coursework.** HS core courses are available to non-major students with permission or in support of the minors in Health Studies, Health Education and Promotion, and Global Health. Course learning objectives remain the same regardless of status. Instead, faculty individualize the learning experience by helping non-major students recognize their role in changing population health and engaging them with content that may otherwise be unavailable to them within their own majors. None of the core curriculum courses for the nursing programs are taken by students outside of the program, largely due to seat availability and the need for specialized knowledge. SNHS electives are available to non-majors on a space and case basis, depending on whether the elective supports nursing programs or health studies.

### **Instructional Effectiveness/Evaluation**

**Instructional evaluation process.** All courses in SNHS have anonymous student evaluations at the end of the term. Faculty receive the results after the end of the quarter and data are included in the annual merit review process. The results of all student evaluations are provided to the dean and the associate dean for follow-up as needed. The student complaint process prioritizes direct communication with the faculty member (with coaching available from advisors), but students also take advantage of the opportunity to bring their concerns directly to SNHS leadership. SNHS has been engaged in a process of supporting continual quality improvement and providing teaching support where needed; new faculty in particular have often needed pedagogical development and resources have been provided (e.g. work with the UWB Teaching and Learning Center for assistance with delivery methods or pairing faculty with senior faculty to work on syllabus development or teaching mentorship). Additionally, every faculty member has their teaching evaluated by a peer as part of their merit review either with a class visit and/or by reviewing course materials.

**Faculty training opportunities.** Faculty have access to multiple training opportunities. The UWB Teaching and Learning Center (TLC) supports faculty through professional development services, e.g., Faculty Consultations, Learning Communities, SGIDs, and Travel Funding. Many SNHS faculty have taken advantage of these opportunities, such as those who have engaged in Learning Communities (for example, Ezeonwu and Shirley for Service-Learning in an International Context, Lasker, Iyer, Kraemer, and Iverson Cabral for Integrating Social Justice into Curriculum, and Early and Lanza in Developing Interdisciplinary Capstones and Cross-School Collaborations). The TLC hosts Excellence in Teaching and Learning Conferences, Teaching with

Technology Conferences, Digital Storytelling Public Workshops, and offers support for faculty interested in implementing Collaborative Online International Learning (COIL) in their classrooms. SNHS hosts a monthly teaching and research scholarship meeting where an hour of the meeting is allocated to pedagogical methods with presentations from both invited guests and peer sharing of best practices. As the department has moved toward teaching more courses in a hybrid or online format, many faculty have participated in Hybrid Course Development Institutes (HCDI) led by the Learning Technologies (LT) staff. When the MN curriculum was developed as a hybrid model for Swedish Hospital staff, all involved faculty simultaneously engaged in the HCDI to coordinate teaching content and strategies. In the BSN program where there are multiple sections of the same course each year, faculty collaborate (sometimes with the aid of a faculty course coordinator) to refine course materials (to be made available to faculty through a course repository website) and share effective teaching strategies. Faculty who teach HS core courses also collaborate to ensure consistent learning experiences within the courses and across the student's time within the program.

**Instructional changes due to teaching evaluation.** In addition to examples detailed already, faculty continually monitor student feedback and adjust their instruction accordingly. For example, BHS 201 Introduction to Public Health faculty modified their Community Intervention projects to be more applicable to incoming students with little foundational skill in program planning. The activity was scaled down and faculty worked with BHS 302 Social Dimensions of Health faculty to ensure the learning experience provided continuity across the two courses. Two core BSN courses were reversed in order to provide a more logical path through the curricular content and more effectively lay the groundwork for understanding the need for well-designed health systems by gaining knowledge of health disparities and systemic health problems in society. MN students who were to be enrolled in the Swedish cohort participated in envisioning the blending of the nursing and business elements of the course work to develop that curriculum. SNHS student requests for more online courses have resulted in increased hybrid options, as well as the availability of online-only electives.

### **Teaching and Mentoring Outside the Classroom**

**Undergraduate and graduate experiential learning opportunities.** Faculty members participate in student learning outside of the classroom through mentoring, independent study opportunities, study-abroad experiences, and community-engagement projects. Early is piloting a capstone experience for HS students in collaboration with faculty from the Schools of STEM and Business that incorporates health education and program planning skills into the design and creation of a medical device for stroke patients. Bowman has enhanced the health activism skills of students by visiting the Hanford reactor and the Ground-Zero Center for Nonviolent Action with them. Multiple instructors have led students through visits to Olympia to meet with their legislators and better understand the process of policy development. In recent years, several faculty have guided students on international educational experiences (London, Cuba, Togo, Guatemala, and Sardinia) to expose them to issues of global health. These experiences included elements of both service learning and community engagement. Faculty provide significant one-on-one mentoring in the development and presentation of capstone portfolios and reflective assignments within all programs. They also provide guidance

developing a program of study and associated fieldwork experiences that support student-identified competencies derived from national practice standards. This relationship represents a significant commitment of time and engagement on behalf of faculty who embrace the strong culture of student support within the school.

**Student academic progress and success.** The school has a robust team of academic advisors who support students from application through graduation and beyond. New students are introduced to faculty and support services through formal orientation sessions organized and led by the advisors. These sessions introduce students to workload expectations, the interdisciplinary nature of the faculty, and financial aid opportunities, thus helping them to establish realistic expectations for themselves and their families and to build effective relationships with faculty. As students progress through their programs, advisors mentor them in course selection, resource access, and schedule planning. Some students choose to move to part-time schedules to maintain a healthy work-school-life balance and advisors are instrumental in helping them navigate this process. Advisors also act as informal mentors to students providing emotional support and bridging conversations with faculty regarding students' personal and academic challenges. They are also attentive to the particular needs of URM students, students with disabilities, LGBTQ students, and veteran students. They are skilled at assisting students with campus-wide support resources, distributing job postings, and planning class and graduation activities. After graduation, they are instrumental in maintaining contact with alumni through social media and event planning.

**Student professional development opportunities.** SNHS faculty regularly seek opportunities to engage in professional development activities with their students both within and outside of the classroom. HS students participate in courses designed to build professional development skills such as BHS 310 (Pathways to Health Studies), which provides students an overview of career and professional development opportunities and involves significant faculty mentorship and guidance. As well, BHS 496 (Fieldwork in Health) provides an experiential, service-learning opportunity for students to analyze individual and community needs with an agency or organization in a health-related field. HS students are employed at a number of different organizations after graduation such as community health and community care clinics, nonprofit and government organizations, and a significant number of students seek to attend graduate school. Both BSN- and MN-prepared nurses have a wide range of career options available after graduation. SNHS nursing programs offer opportunities to develop in key aspects of practice as the curriculum prepares students for the complexity of health and the health care system by fostering critical thinking and reflection, introducing them to interdisciplinary faculty who can prepare them for interprofessional workplaces, and grounding them in an appreciation for the demands of social justice in response to health disparities. Practice hours at both the undergraduate and graduate levels provide students with opportunities to enact professional roles while being closely mentored by faculty and preceptors.

### Section III: Scholarly Impact

#### Faculty Research and Creative Work: Impact

Faculty in SNHS explore a broad range of topics related to health and health care. Their scholarship represents a diversity of methodologies, communities of interest, and concerns. Collectively, the faculty's work can be characterized as being community, social justice, and diversity-focused. There are greater inequities in health among disadvantaged populations that require both inquiry and systemic interventions at the local, national, and global levels. Additionally, the health care system and its funding structures are undergoing significant change. The system is shifting from an emphasis on curative interventions for individuals to a greater awareness of the importance of health promotion at the population and community level. These shifts require exploration of how health care providers practice, how health care systems are being designed, and how policies can provide improved health for all populations. Care for individuals always occurs in the context of families, communities, and cultures and must be evidence-based in its application into health care systems. Faculty are focused on providing quality education to a diverse student population and are committed to not only employing the latest strategies in pedagogy but in developing innovations in pedagogy. Finally, in addition to scholarship and practice, faculty professional service provides meaningful impact on the community surrounding UWB. See Appendix C for data around faculty composition in SNHS.

SNHS faculty engage in significant scholarship related to *community and global health*. Many faculty are actively involved in improving the health of communities through occupational and environmental health research and interventions (Bowman, Breckwich Vasquez, Bruck). An example of this work is Breckwich Vasquez's efforts on the experience of sexual violence among farm workers. She not only studies this phenomenon but actively engages with labor rights groups to address this problem. Another example is Dworkin's studies that are focused on how inequitable power relations in male same-sex couples in New York and San Francisco directly influence their safer sex outcomes. Other faculty focus on *health promotion, education, communication, and behavior* (Early, Lasker, Mayer, Iyer) as strategies that build the resilience of communities. Faculty also study the *social and political determinants of health* using epidemiology (Stone), applying genomics (Wade), exploring the effect of immigration (DeCastro), and examining the consequences of racial discrimination (Mohammed, Cooke) to understand health disparities. This scholarship extends beyond the local or national level to address global health concerns (Ezeonwu, Kenworthy). Kenworthy, for example, examines the politics of HIV and the fight against AIDS in Africa while Dworkin focuses on gender-transformative interventions with men in Kenya and South Africa to improve HIV and family planning outcomes.

Other scholarship focuses on *primary and clinical care of individuals and families in community contexts* such as sexual health (Eagen-Torkko), infectious disease (Iverson Cabral), HIV/AIDS (Kenworthy, McCoy), vaccination (Bustillos), substance abuse (Kovalesky), and mental and behavioral health (Appel, Iyer, Stone). Innovative strategies for delivering health care are explored through mobile health apps (Early) and the application of bioinformatics (Kraemer).



Nursing is at its core a practice discipline, so in addition to their academic work, some faculty maintain clinical practice. Eagen-Torkko, for example, practices as a nurse midwife for Family Planning program for the King County Public Health Department. Shirley is a clinical ethics consultant at two hospitals in the UW system. Ezeonwu volunteers in primary care at a free clinic serving the homeless and low-income clients. Iyer is a practicing midwife and naturopath who owns and operates her own multi-clinic care office. Other faculty (Sikma, Bowman) have also provided care and health consultation services.

Overlapping with community and global health are issues of *health ethics, policy, and justice*. Many faculty focus their scholarship on particular underserved populations or populations facing health inequities, including veterans (Kovalesky), Indigenous populations (Mohammed), women (Dworkin, Eagan-Torkko, Early, Ezeonwu), undocumented workers (Breckwich Vasquez), and people with disabilities (Shirley, West). Careful examination of the values and ethics being articulated by health policies and practices is the work of faculty exploring genomics (Wade), crowd funding of health care (Kenworthy), vaccination policy (Bustillos), environmental policy advocacy (Bowman, Lasker), and relational care arrangements (Shirley). Wade, for example, has explored the ethical implications of children being provided with information about their genetic health risks.

Because of the strong commitment of both UWB and SNHS to teaching excellence, faculty are actively engaged in the scholarship of teaching and learning. In addition to areas such as supportive learning environments, faculty have approached e-learning and digital pedagogy with not only a practitioner's enthusiasm (as discussed above in Section II), but also a scholar's critical focus. Lasker and Early, for example, have examined how to strengthen communities of inquiry online and offline by exploring the benefits and challenges of including service learning in an online women's global health course. Faculty also engage in scholarly work related to community-engaged service learning (Ezeonwu, Bruck, West), social justice pedagogy (Mohammed, Cooke, Ezeonwu, Bustillos, Lasker), nurse education pathways (Resnick, Sikma), nutrition and science pathways (Lasker), and health humanities (Bustillos, Shirley).

In addition, faculty provide their expertise to external professional and governmental organizations. Baroni (emeritus) and Bowman both serve in positions with the Washington State Nursing Commission. Breckwich Vasquez was a Commissioner for the Washington State Commission on Hispanic Affairs. West is a governor-appointed Board of Trustee for Western Washington University, Board of Director (former Chair) for Planned Parenthood VOTES NW & Hawaii, and current Board of Director of Brigid Collins Family Support Services. Mayer is a governor-appointee to the WA Charter School Commission. Wade is the Secretary, American Public Health Association Genomics Forum (Previously Co-Chair), and Ezeonwu is a Board Member, Psi at-large, Sigma Theta Tau International (Nursing Honor Society). Breckwich Vasquez, Early, and Bruck have established strong partnerships with the Latino Education Training Institute (LETI) and Verdant Health Commission. Shirley teaches a certificate program required for all professional guardians in Washington State. Lasker developed and teaches a certificate program in Green Chemistry and Chemical Stewardship with Yale University. These well-established and long-term partnerships with community and governmental

agencies not only magnify the impact of the school on the community but also distinguish us from peer institutions.

The productivity and impact of faculty in SNHS over the last 10 years can also be demonstrated through more traditional research measures such as grants, awards, and publications. Faculty have received more than 23 awards and honors, such as the tri-campus Distinguished Teaching Award for Innovation and Technology (Early), UWB Chancellor's Mentor Award (Breckwich Vasquez), being inducted as a Fellow in the American Academy of Nursing (De Castro), and the Norma L. and Roselea J Goldberg Prize from Vanderbilt University Press awarded to the best book in category of medicine and public health in recent years (Kenworthy). Faculty have applied for more than 80 grants to support their work in the past 10 years and have received funding for more than 40 of them from internal (e.g., the Research Royalty Fund, Simpson Center for Humanities Collaboration Studio, UW Global Innovation Fund) and external (e.g., Josiah Macy Jr. Foundation, USDA Higher Education Challenge Grant, National Institutes of Health) sources.

Scholarly impact can be difficult to quantify given different metrics and values for the various calculations used to assess impact. Traditionally, impact has been calculated by citation counts for a faculty's given work. Full-time SNHS faculty have had their publications cited over 10,450 times and are recognized for their publications regularly, such as Early highlighted with one of the top three most cited articles in *Pedagogy in Health Promotion*. SNHS full-time faculty have published more than 397 peer-reviewed articles, books (4), co-edited books (3), and co-edited journals (3) in their areas of expertise and disseminated their work through countless podium presentations and posters at conference proceedings. Another way to assess scholarly impact is using the "h-index," which is defined as the largest "h" value such that "h" articles are cited at least "h" times. SNHS values include Dworkin "h-index" = 28, Mohammed "h-index" = 13, and Stone, Breckwich Vasquez, and Early "h-index" = 8. These statistics demonstrate the significant scholarly impact that faculty have had in fields of nursing and health studies.

### **SNHS Student Impact in the Field**

**Undergraduate and Graduate Student Impact.** SNHS students have achieved extraordinary recognition for their work with faculty and staff mentorship and collaboration while they have students. Many have won numerous honors and awards including the Fulbright Program (Cruz Garibay, HS and Chris Nelson, BSN), Fulbright Semifinalist (Sofiya Idris, HS), Mary Gates Research Scholarship (Heather Hewitt, HS), UWB Founder's Fellow Research Scholarship, (Stephanie Lim, HS, Nick Begley, HS, Sara Cole, HS), Distinguished Advocate, Administrator, Leader Award (Saibo Tunkara, MN), Husky 100 (Sukhaman Kaur, HS), and the Montana Gray Scholarship (Sara Welty, BSN). Additionally, many of students have participated in Undergraduate Research and Creative Practice Symposiums (Nick Begley, Stephanie Lin, Heather Hewitt, Sana Farooqi, Marc Macarulay, Brenda Solis, Jessica Jacobson, Portney Shibale).

Students in nursing and health studies engage in numerous projects that directly benefit the health of communities. These activities have had a significant impact at local, national, and global levels. For example, in a graduate MN course, students applied the principles of social justice and advocacy in program planning for social change and developing interventions that address specific health disparities through Making-a-

Difference projects. Important aspects of these projects include creating awareness of a health/social issue, engaging in health screening and health education, providing needed resources to vulnerable populations, being supportive of clients, and connecting with legislators and urging them to vote for specific House or Senate bills centered on health-related issues. Digital story examples that highlight students' Making-a-Difference projects (e.g., women's health and contraceptives; refugee and immigrant health; and homelessness) are found at <https://canvas.uw.edu/courses/1159008>.

SNHS students have created filmed oral histories to characterize the impacts of the Main Street fire in Bothell on firefighters, construction workers, public work staff, and other citizens (<https://www.uwb.edu/nhs-news/august-2017/video-main-street-fire>); used innovative methods such as photovoice to examine social and ecological factors impacting women's health and human rights in the US and Palestine (<http://westcoast2westbankphotovoiceuwb.weebly.com>); changed health care practices in health care infrastructures (<https://youtu.be/5NIFmKzx144>); launched health clinics domestically and in low-income countries (<http://www.seattletimes.com/seattle-news/nonprofit-health-clinic-opens-in-redmond-mosque/>) (Nehath Sheriff, HS) and [www.uwb.edu/news/july-2017/rn-to-bsn](http://www.uwb.edu/news/july-2017/rn-to-bsn) (Kathryn Newton, BSN); co-authored journal articles (*American Journal of Nursing*/Denise Eckerlin, BSN with Kovalesky focused on military sexual trauma among male veterans and *Pedagogy in Health Promotion*/Cathy Le, HS with Wade on the use of film in health education pedagogy). Students have also been involved in work that has had legislative impact such as efforts by Alexandra Dunne, whose work on a community project led to the passage of House Bill 1721, which provides guidance to Emergency Medical Services to transport patients in mental health crisis to appropriate facilities other than hospitals.

**Post-Doc Fellows' Impact.** SNHS does not have post-doctoral fellows. As such there are none who participate in research or teaching activities.

**Graduated Student Impact.** SNHS graduates have made significant impacts in nursing and health studies academically and professionally. Alumni have risen into top leadership positions where they are actively changing the landscape of healthcare including Environmental and Occupational Health Specialist/Advocate (Karen Bowman, Washington State Nursing Association), Clinical Program Director (Lena Hristova, Virginia Mason Medical Center), Associate Dean of Nursing (Kim Dotson, Everett Community College), and Chief Executive and System Executive Officer of Health Care Systems (June Alteras, Swedish).

Program graduates have been honored and recognized for their distinguished work with numerous awards including the Distinguished Diversity Advocate Awards (Eleanor Marsh Trulillo, MN), Bonderman Fellows Awards (Emily Sorman, RN-BSN), School Nurse Administrator of the Year (Katie Johnson, MN), Johnson & Johnson Future of Nursing Fellowship (Dennis Change, MN), Health Resources and Services Administration (HRSA) Nurse Corps Scholarship (George Sullivan, BSN), March of Dimes Nurse of the Year (Maggie Bissell, MN), deTornyay Center for Healthy Aging Fellowship (Janet Pohl, MN), Nurse Mentor of the Year at Providence Regional Medical Center (Susan Hamilton, MN), UW School of Nursing Advocate of the Year (Sabo Tunkara, MN), Robert Wood Johnson Executive Nurse Fellow (Katie Johnson, MN), Primary Care Leader Award (Luiza Trahan, MN), Nurse Innovator of the Year at Providence Regional Medical Center (Jennifer Gibson, MN), and Seattle Business

Magazine Award (June Alteras, MN) to name a few. In addition, nurse educator graduate MN students can be found in almost any community college in the region providing Associate Degree nursing education. This is, in part, due to the support from the Nursing Faculty Consortium Training Program, which provided scholarships to nurse educator students (Baroni, PI) from 2010-2012. SNHS has recently applied (2017) to participate in a HRSA Nurse Faculty Loan Program, which will allow continued support of this important work developing nurse educators.

### **Advances in the Field Impacting Funding, Technology Trends, and Research and Scholarship Creativity**

The dynamic landscape of healthcare and the changing paradigm of health care funding have both hindered and fostered scholarship activity within SNHS. Faculty face productivity impediments associated with being a small school in a rapidly growing campus, being responsive to rapid industry changes in nursing and health studies, and having less access to research support than typically found in a more established institution. Heavy service, program building, and leadership responsibilities have posed challenges for a small school such as SNHS. SNHS has attempted to be strategic about campus commitments by choosing to have SNHS representation on only the most critical campus committees.

The shifting nature of health and health care has necessitated frequent curricular revisions and delivery modalities to keep up with industry standards, national health policies, and scientific and technological advances. These continual revisions decrease the time and energy that can be devoted to scholarly inquiry. In addition, there has been an overall decrease in federal funding available for health research and increased competition for grant support. The rate of return on grant submissions nationwide has declined significantly over the last decade.

Nonetheless, SNHS faculty have been increasingly prolific with grant submissions; as has been noted, faculty have applied for more than 80 grants in the last 10 years. In response to the downturn of federal funding, faculty have increased applications for internal funding (e.g., UW Research Royalty Funds and Global Innovation Funds) and have applied to more foundations (e.g., the Robert Wood Johnson Foundation). During this period, the UWB Office of Research has provided enhanced campus visibility and support of research. However, UWB faculty could still benefit from greater institutional support for scholarly inquiry (in the form of statistical consultation or coordinated submission of large grants from multiple schools). Increased access to funding opportunities, collaborative grant writing, and other forms of research support are critical needs that could potentially be addressed on campus or in the current re-alignment between the three campus nursing schools.

Consistent with the areas of scholarship of faculty discussed above, new technologies and trends have also positively influenced scholarship activities in SNHS. Being nimble and responsive to changes in health and health care have put many faculty in the forefront of their areas of research. It is evident that technology and globalization in health and health care have positively influenced scholarship activities in SNHS, as has a shift in health care from an emphasis on hospitals to an emphasis on community health. The fruits of faculty labor are underscored by the impact they have made in their professions in these areas.

### **Collaborative and/or Interdisciplinary Efforts Between/Across/At Other Units**

SNHS faculty are interdisciplinary and varied when it comes research and scholarship areas of expertise. Faculty frequently publish together, which is driven more by topic than by academic discipline. For example, Mohammed, Shirley, and Bustillos published a chapter in a public health nursing text on social justice and the ethics of public health nursing that combined perspectives from nursing, bioethics, and law. The benefits of interdisciplinary collaborations are numerous. Through interdisciplinary collaborations, faculty work collaboratively to analytically foster integrative learning, generate new ideas, creatively problem-solve, expand boundaries of individual fields of study, and strengthen research processes and integrity of research products. Additionally, an important initiative in health care practice has been a focus on effective, interprofessional collaborative practice in the clinical setting. As part of her Macy's Fellowship, Wilgerodt developed interprofessional curricula and assessed and evaluated interprofessional education in school health.

In addition to interdisciplinary collaborations with SNHS, almost all SNHS faculty use a model of team science as a form of scholarly praxis, and work among groups with diverse areas of expertise. Individuals from these groups come from a variety of different academic disciplines and locations (e.g., UWB, UWS, other universities and community institutes). For example, Early (PhD in Health Education) is currently partnering with Verdant Health Commission, Providence Institute for a Healthier Community, the Latino Education Training Institute, and faculty from STEM (engineering and computer science), Human Centered Design, Harborview Medical Center, and the Department of Communication to develop mobile health navigation tools. Mohammed (PhD in Nursing Science) partnered with the Tulalip Tribes and faculty from the UW School of Social Work, Public Health, Medicine, and psychology to develop a culturally-adapted counseling program to address depression symptoms in Tulalip Tribes members who are pre-diabetic or have diabetes. Kenworthy (PhD in sociomedical sciences) collaborates with faculty from medical anthropology, global health, African studies, Interdisciplinary Arts & Sciences, and history.

Interdisciplinarity is not only a value in SNHS, it is now a routine practice. This shift has predominantly occurred over the last ten years but was accelerated with the inception of the Health Studies major in 2013. The fruits of interdisciplinary work that SNHS faculty engage in are evident in the majority of grants and publications that have been produced. This commitment to interdisciplinarity is also reflected in the adjunct appointments held by many of the faculty with other schools in the UW system (Cooke – Women's Studies, School of Arts & Sciences, UWS; Kenworthy – Anthropology, School of Arts & Sciences, UWS; Shirley – Bioethics and Humanities, School of Medicine, UWS; Wade – Interdisciplinary Arts & Sciences, UWB; Lasker – Department of Environmental and Occupational Health Sciences, UWS). These alliances support ongoing cross-disciplinary and cross-school collaborations.

### **Promotion and Tenure Policies for Junior and Other Faculty**

SNHS faculty have adopted an expanded definition of scholarship that allows a balance between the scholarly interests of faculty members and the expectations of the campus mission and joint nursing accreditation with the UWS School of Nursing. This

expanded definition derives from Ernest Boyer's challenge to think about scholarship more broadly than traditional definitions and includes four dynamic domains of discovery, integration, application, and teaching. SNHS evaluates evidence for appointment, merit, promotion, and tenure based on an application of this model. Clearly defining the many examples of scholarship permits faculty to develop and sustain meaningful programs of scholarly inquiry.

An interpretation of the Boyer Model with examples of evidence by academic rank were established for tenure ladder faculty in 2001. In 2013, promotion and merit examples of evidence in each Boyer Model domain were created for Lecturers in order to achieve promotion to Senior and Principal Lecturer. During AY 2016-17, a taskforce of SNHS faculty revised the original Boyer Model examples for tenure-track faculty. Except for a minor update made in 2013 to explicitly change language in the documents to include Health Studies (changing language from "Nursing Program" to "Nursing and Health Studies"), the promotion and tenure document had not been updated since its inception in 2001. These examples highlight interdisciplinary scholarship, an emphasis on diversity, and incorporated alignment with Cross-Disciplinarity, Connected Learning, and Community Engagement (these are 3 distinctive Bothell strategies). These tenure-track evidence examples were approved by faculty in the Fall 2017 and are available to all faculty. These guide faculty annual merit reviews, one-on-one dean/faculty progression meetings, third year reviews, mentorship meetings with assistant professors, and the promotion process. See Appendix D for Approved List of Examples for Boyer Model. SNHS follows university policies in implementing promotion activities, although due to the lack of senior faculty, associate and full professors from other schools are often brought in to assist with the reviews.

SNHS has instituted practices to support the success of junior faculty. At the time of the last review (2008), junior faculty support was inconsistent. However, in the last 10 years, practices have been implemented to provide stronger and more cohesive support structures. To create a firm foundation for their tenure trajectory, all new assistant professors receive one or more year(s) of reduced teaching, one or more year(s) of summer funding (including guaranteed teaching), and a small amount of research funds to support their scholarship. Service loads for junior faculty are also reduced. Assistant professors now serve on only one school-based committee and increase service after three years to include campus-level committees. While in the past, junior faculty mentorship was conducted on an informal basis, mentorship committees were established in AY 2015-16 for assistant professors. These mentorship meetings consist of two or three senior faculty mentors that work with each assistant professor on short- and long-term career goals, meeting monthly or more and involve bi-directional capacity building that support senior faculty as well. Several senior and junior faculty have collaborated on publications and grant submissions (e.g., Mohammed, Cooke, Ezeonwu, Stevens). In this way, mentorship is not only part of the professional progression for senior faculty, it is an activity that can equally benefit senior faculty.

## **Section IV: Future Directions**

### **Unit Future Directives**

By year-end 2019, new strategic plans for AYs 2020-2025 will be developed and adopted by all schools at UWB. The campus is requiring all schools to devote AY 2018-2019 to developing strategic plans so that the campus-wide institutional plan will be launched in 2020. In Fall 2017, the All-School Retreat in September was used to launch the groundwork for the strategic planning process with the incoming dean leading the process. Faculty and staff identified strategic initiatives for the future through a working session and a democratic voting process to rank-order the initiatives. The school's strategic plan will be shared with UWS and UWT to insure alignment across the Schools of Nursing. All-School strategic planning sessions will begin in Spring 2018, Health Care Advisory Board (HCA) consultations and market data analyses will assist SNHS with prioritizing future directions detailed below.

### **SNHS goals and opportunities and how to achieve them**

At the 2017 Fall Retreat, strategic initiatives identified were organized into the following three categories: People (quality of work life, cultural aspects of the organization, cohesion, sense of community, inclusion, respect, diversity), Programs (grants, research projects, curricular innovations and partner collaborations), and Processes (increasing efficiency and streamlining operations). In addition to this event, the school's leadership team met with the HCA board in October 2017 and carried out a needs assessment with its members to understand future high impact educational and research needs, focusing on how SNHS can collaborate to achieve these health impacts. Data analytics in the health care system to reduce health disparities and improve population health was unanimously ranked as the number one domain of urgent need. This area has long been an interest within the School of STEM and SNHS as well. The next ranked high-impact areas were behavioral and mental health educational programming and leadership training in health care management and administration. SNHS leadership has made preliminary headway in each of these three areas and hopes to pursue these as medium-term and long-term goals. Future goals and opportunities are described below in order of ranked voting by faculty and staff. The school will pursue these through collaboration with SNHS faculty and staff, students, and community partners.

### **SNHS Strategic Planning: People**

**Strategic plan for diversity.** During the past several years, SNHS has improved the diversity of the student body. UWB has enrolled the most diverse student body in the state for four-year colleges. However, there is a need to formalize plans to address faculty and staff diversity. The UWS School of Nursing has developed a comprehensive diversity plan that can guide this strategic planning process. Additionally, prior to arriving at SNHS, the dean co-led a national best-practices study for recruiting diverse faculty that included a sample of 23 Nursing and Health Science campuses around the nation. These strategies will be integrated into recruitment, outreach, and search committee practices of the school. As discussed in Section I, a strategic planning group made up of faculty and staff focusing on diversity, equity, and inclusion has been formed and is charged with completing the strategic plan for diversity by Fall 2018. SNHS will

also partner with the Senior Advisor to the Vice Chancellor in Faculty Diversity and the new Chief Diversity Officer to ensure best practices are integrated into strategic plans and actions. Finally, the Interim Chief Diversity Officer will work with all schools to train faculty in structural and cultural competency in order to ensure that classrooms are inclusive, safe, and welcoming.

**Student success.** SNHS hopes to pursue certificate programs that may allow us to capitalize on faculty specializations and alleviate issues around a campus-wide four year enrollment pause for on-campus students. The school is in the process of exploring market data for hybrid, ultra-hybrid and online programs in the future. The school will partner with the TLC to assist in ensuring that minority and socioeconomically disadvantaged students are successful in such hybrid and online certificates and courses. SNHS is committed to ensuring that any implementation of hybrid or online programs does not negatively impact these students.

**Organizational culture.** Faculty and staff wished to improve cohesiveness and community through formal social routes such as regular lunches and happy hours, more frequent retreats and informal supportive contacts from leadership. The new dean is also planning to hold future quarterly dinners with faculty to ensure that all faculty have opportunities to talk with the dean, be heard, and feel supported.

### **SNHS Strategic Planning: Programs**

**Expand educational access.** Pipeline projects have long been an important aspect of collaboration and commitment to regional community and technical colleges, especially as they share the mission of educational access and diversity for minority and first-generation populations. SNHS is working toward formalizing dual admissions/early entry processes with Everett Community College, Shoreline Community College, and other selected community and technical colleges to remove potential barriers for students who wish to enter into the RN-to-BSN track and the HS program. Students from these institutions have a strong record of success in SNHS programs so an expedited pathway will ease the admission process burden for students and staff. For example, the school is in the process of designing a dual admission process with Everett Community College for the Winter 2019 admission cycle and hopes to use this template to expand to other community and technical colleges in the future. The school is also examining data on the need to expand the FYE track and whether this will help to address nursing workforce needs. SNHS and Shoreline Community College may collaborate around FYE expansion and hope to develop a model for other community and technical colleges as well. Finally, Washington State data show that students who complete prerequisites for RN programs but are not accepted into those programs frequently drop out of college and do not pursue other degrees. Pathways into the HS program may provide opportunities for these students still related to health care via population health rather than clinical care professions. The Everett Community College Health Sciences Program is particularly interested in piloting this pipeline planning as is Seattle Central College.

**Behavioral health educational programming to diversify the behavioral health workforce.** Washington State ranks 34<sup>th</sup> in the nation in terms of high and increasing prevalence rates of behavioral health issues. In addition, one in five individuals who seek mental health care report that their care is not adequate. There is a critical need to address mental and behavioral health in all domains of the health care



system. Nearly all available educational programming in this area is at the graduate level, with little to no offerings at the paraprofessional, BA/BS, and post-baccalaureate levels. This educational programming is urgently needed given that entry-level health care workers are the majority of individuals who provide direct care to patients with behavioral health issues. SNHS has identified training community health workers, health care navigators, care coordinators, and others in behavioral health at the entry-level as a key future directive. Additionally, while behavioral health is one aspect of the clinical preparation of nurses, both nurses and their employers consistently report that they need more specialized training. The school has presented a full proposal to three state entities and a foundation to receive funding to support these efforts. This may also be a key area for future hires for the school. In response to these statewide needs, SNHS plans to a) develop an online certificate in behavioral health for paraprofessionals intended to respond to the statewide need to increase the number of behavioral health paraprofessionals from racial and ethnic minority backgrounds; b) develop a post-bachelor's behavioral health certificate for current health care professionals and others interested in the field (open to current students and state residents initially); c) integrate content modules into existing BA/BSN/MN program curriculum; and d) work with the Diversifying Pathways Working Group's project management team to carry out pipeline projects that deepen ties with the Everett Public School District and support their launch of behavioral health career pathway programs. SNHS will seek National Science Foundation (NSF) grants to fund these initiatives to diversify the health care workforce.

**Population health data analytics.** Population health is a critical area for future initiatives given the University-wide emphasis on population health and a statewide initiative to integrate population health into nursing education and evolving national healthcare policy. SNHS leadership co-authored a white paper along with other nursing deans and directors in Washington State titled, *The future of nursing education: Ensuring a population health focus in nursing education in Washington state*. To meet this critical need to focus on population health in curriculum, SNHS proposed a joint hire between SNHS and the School of STEM in the area of data analytics for an individual with background in leveraging population health theory and practice to reduce health disparities. There is strong support for this initiative from the Provost's office (the proposal was unfunded this year (2018) but was ranked 4<sup>th</sup> with the first 3 proposals funded. We will resubmit next year). STEM leadership has expressed interest in working with the school and its community partners to uncover, analyze, and intervene on local and regional health trends that require urgent attention. STEM and SNHS seek to lead an effort to produce a new online certificate program in Data Analytics in Healthcare. This would provide the basis to launch other innovative curricular, collaborative programming such as a minor and/or major in Data Analytics in Healthcare or a graduate degree program with a track in health care analytics. Future funding opportunities for this area of work include NIH and NSF biomedical pipeline grants.

**Master's degree in health studies.** The HS program serves students who wish to impact the health and wellness of individuals and communities through a lens of population health and social justice. Student feedback has indicated desire to continue to build skills and experiences required to serve within these capacities by obtaining a Master's Degree in Health Studies. The school seeks to investigate this opportunity by

determining regional employment needs and educational gaps for students in the area of health studies/population health.

**Clarify and expand the MN program.** In response to a growing need for advance practice nurses (APNs) who can be leaders in a changing health care industry, SNHS seeks to expand and clarify the MN program. The school is exploring potential activities to grow the MN program such as a) clarifying the focus of the program to a limited number of specialty areas; b) developing a new post-BSN Nurse Leadership and Administration certificate (with the School of Business); and c) jointly offering an MN/MBA (Bothell) or MN/MHA (with UWS). Historically, the program has primarily focused on preparing APNs to be clinical leaders and educators. Increasingly, health care organizations are hiring nurses as administrators who need expertise in not only clinical leadership but also project management, business practices, and informatics. To address this need, the school plans to bolster its partnerships with the School of Business (Bothell) and with health care organizations who may be able to provide content experts to teach key courses in these areas. One of the challenges for recruiting these experts as faculty is that nurse administrators are highly compensated and unlikely to be willing to accept prevailing part-time lecturer salaries.

**Increase revenue sources.** All UWB schools are facing the impact of limitations to on-campus enrollment growth and are also coping with the impacts of the roll-out of the new campus-wide RCM financial model. Thus, growing educational programming off-site, online, through certificate programs, or Saturday programming are key areas of growth being considered for the future. For example, new off-site collaboration for an RN-to-BSN cohort dedicated to Service Employee International Union (SEIU) members is developing given the synergies between the two organizations, the demand for the degree, and the financial ability of SEIU underwrite administrative costs and student support services.

In terms of pursuing the development of future certificates, the dean meets with the curriculum director in the Vice Chancellor's Office monthly to examine market data that will inform certificate development and the pursuit of future degrees. There is faculty expertise and interest in the following certificate programs: Behavioral Health, Nurse Leadership and Administration, Health Education and Promotion, Health Coaching, Global Health, and Nutrition. In the near future, the school will convene a working group that will seek to prioritize certificates and degree programs in the context of our capacity. With focused attention and institutional support, these routes could become meaningful revenue sources for the School.

**Cross-school collaborations.** The most recalcitrant social problems related to health will require cross-sector, cross-disciplinary, and cross-school solutions. There are several successful examples of cooperative efforts but SNHS seeks to expand collaborations with the other UWB schools with a focus on curriculum, research, and community partner collaborations. Limited resources will likely require that schools share curricular innovations and content in the future and create new content that is more interdisciplinary in nature. A possible strategy might be to develop online modules that could be used in multiple classrooms teaching similar material across the campus. To build the potential for scholarly research collaboration, the school will be undertaking a cross-school expertise assessment to support initiatives among faculty with common or complementary interests. These efforts may then lead to each school contributing funds

to assist with the development of cross-school curricular and research innovations that are interdisciplinary and inspire new ways to foster innovation during times of reduced resources.

**Expand partner collaborations and deepen ties to existing collaborators.**

SNHS faculty have discussed at recent All-School meetings that they have been very successful with existing collaborations between schools and within communities but want to expand the range of collaborators in order to maximize the health impacts regionally. SNHS is planning two events in the next year in order to maximize these collaborations and bolster educational and research grantsmanship. First, Verdant Health Commission has agreed to hold a “matchmaking” afternoon with SNHS faculty and their network of community-based organizations in Fall 2018 to help match faculty interests with community needs. Second, SNHS is the focus of an on-campus “Co-Lab” in May 2018 where community health partners will be invited to a ½ day event with SNHS faculty to explore mutual research interests in health care and health outcomes for a wide variety of health outcomes and populations. Third, Verdant Health Commission is piloting a program that will invite top legislators or public health officials to identify and select problems in health care or community health. These problems will then be tackled by SNHS students and students will present solutions/proposals to health leaders while receiving feedback on their proposals from these leaders.

**Cost out the educational programs.** Decision-making should be guided by clear data focused on the cost of educational programs, alongside other criteria such as market need, community input, input from the advisory board, School-level and campus values, and faculty and staff input. SNHS is seeking consultation with financial administrators at Bothell to assist with this analysis.

### **SNHS Strategic Planning: Processes**

**Marketing and branding.** The school has begun the process to re-design and re-imagine the SNHS “brand” and forward-facing identity to the general public, potential students, and community partners. The dean, the leadership team, and select faculty and staff meet regularly with the Associate Vice Chancellor of Media and Communications, Marie Blakey, in order to map out future plans that involve a) strengthening the marketing focus placed on the MN track in Health Care Administration and Leadership and the School of Business; b) marketing the uniqueness of the RN-to-BSN track’s hybrid model by highlighting the balance of convenience with the benefits of in-person meetings; and c) clarifying the HS program’s curricular emphases, its broad career applications, and its merits as a pre-medical degree.

**Expand educational partners.** As online programs develop at other institutions and increasingly compete for SNHS students, the school is developing meaningful partnerships with local community and technical colleges to facilitate pipelines into SNHS programs to ensure solid enrollment numbers and diversification efforts in advanced education. As health care organizations grow in size through consolidation, they are increasingly able and interested in directly providing educational experiences for their employees. Partners such as Providence Regional Medical Center, Kaiser Permanente, and SEIU) are examples of organizations that can provide both financial and in-kind support—as well as students—for SNHS programs.

**Round out advisory boards.** To meet the goal of expanding educational access, the school is planning to add new community and technical college members to the CEP board. On the HCA Board, the school is looking beyond acute care organizations who have traditionally formed the core of the board to introduce representatives from community organizations, and global and public health organizations.

**Incentivize research.** There is a need to bolster the dean's discretionary fund (currently at \$7000) through improvements in revenue from certificate programs, off-site online, and Saturday programming to invest in a) speaker series in areas of research that synergize with faculty research; b) pilot funds for research in order to ensure that faculty are maximally competitive for NSF, NIH, and foundation grant mechanisms; and c) collaborative research incubation funds to support work across schools that will spark educational or research innovation.

**Seek financial incentivization for off-site cohorts.** Off-site nursing cohorts at Swedish Hospital, Providence Regional Medical Center, Everett University Center, Everett Community College, and Harborview Medical Center save UWB significant overhead expenses. The school is working with financial administrators at UWB to model that cost savings so that some of these savings can be passed on to SNHS to support other areas of need.

**Analyze and improve organizational efficiency and effectiveness.** UWB HR is assisting SNHS with a SWOT analysis involving school leadership and staff during Spring 2018 in order to ensure the school is positioned for success given current and future organizational needs. The organizational structure may change after this planning process and the strategic planning process is completed in order to ensure that the school has the right roles, size, and structure to maximize effectiveness in the future. A second phase will involve assistance from HR to improve organizational effectiveness through lean processes.

### **SNHS Benefit, Impact, and Contribution Goals at Regional, Statewide, National, International Levels**

Much of SNHS benefit and impacts have been described throughout this document. SNHS focuses on impacts mostly at the regional, statewide, and national levels. Given a newer focus on global health and policy, these impacts may be expected to reach the international level. To achieve the SNHS mission and operationalize its values (See Section I), the school will use the following three strategies: (1) create partnerships with communities to anticipate and respond to health-related needs and opportunities (2) ensure educational accessibility by ongoing efforts to: (a) offer programs at different locations in the region; (b) employ hybrid and on-line approaches to education; and (c) create inclusive learning environments that are responsive to multiple learning styles and social-cultural backgrounds; and (3) foster interdisciplinarity both within the school and across the campus and university to enhance education that addresses the complex needs of society for health education, promotion, and intervention.

## Part B: Unit-Defined Questions

Over the past several years, SNHS has added a B.A. in Health Studies as well as three minors (Health Studies, Health Education and Promotion, Global Health) to existing offerings in BSN and MN degrees. The school also added a track to the BSN program called the First-Year Entry program (FYE) and designed new off-site programs for BSN and MN cohorts. The size of the SNHS student body has doubled while faculty and staff numbers have remained consistent. In response to these changes and identified areas of need, the school is seeking to feedback around the following areas and questions:

### Identity and Strategic Positioning

*What are the opportunities and national trends (in terms of content) that SNHS should be focused on for nursing and health studies? 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?*

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

**Context for the Identity and Strategic Positioning question.** UWB excels at a) interdisciplinarity, b) community engagement and community collaboration, and c) social justice, diversity, equity, and inclusion. *How can the school market these strengths more effectively to the public?* In the undergraduate nursing program, SNHS is known as the largest producer of RN-to-BSN graduates in the state. According to the Washington State Department of Health Data, the school produced 41.6% of the RN-to-BSN population for the state in 2013-2014 and 44.2% of the WA state graduates in 2014-2015. In the latest data available (2015-2106), SNHS produced only 32.8% of the RN-to-BSN graduates in WA due to increased competition with other schools of nursing, while the number of nursing graduates have doubled. SNHS has not yet featured the unique aspects of hybrid programming (benefits realized by both F2F and online course content) in marketing materials (see Section IV Future Directions). With the shift to the RCM financial model, schools are now responsible for many of the costs associated with program development, marketing, and recruitment. The school is working with Bothell financial administrators to determine the savings that our off-site programs produce for the campus. Off-sites are currently not accounted for in the RCM model and some savings may be passed onto schools. Additionally, the school is unsure whether online programming is the best modality for the student population given that empirical data shows first generation and URM students do not perform as well in online classes and programs.

### 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?*

**Context for the Resource Utilization question.** Please see Sections I and III for budgetary, resource utilization and workload-related context.

### **Interdisciplinarity**

*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. How can SNHS ensure that faculty and students benefit maximally from the high value placed on interdisciplinarity when it is applied in practice?*

**Context for the Interdisciplinarity question.** Before 2013, there was no Health Studies program. Instead there was only the Department of Nursing, which housed two nursing degree programs. The department became a school when the HS program was added. Faculty hires are made with the expectation that teaching will occur across all programs and minors. There are a number of challenges to maintaining this commitment to interdisciplinarity. These include a) changing administrative codes from the State of Washington Nursing Commission regarding educational practices; b) adequately informing and addressing the different cultures of various health-related disciplines; c) high teaching loads that make interdisciplinary work a challenge; and d) faculty reporting that “nurse” versus “non-nurse” mentalities can challenge true interdisciplinary activities and goals.

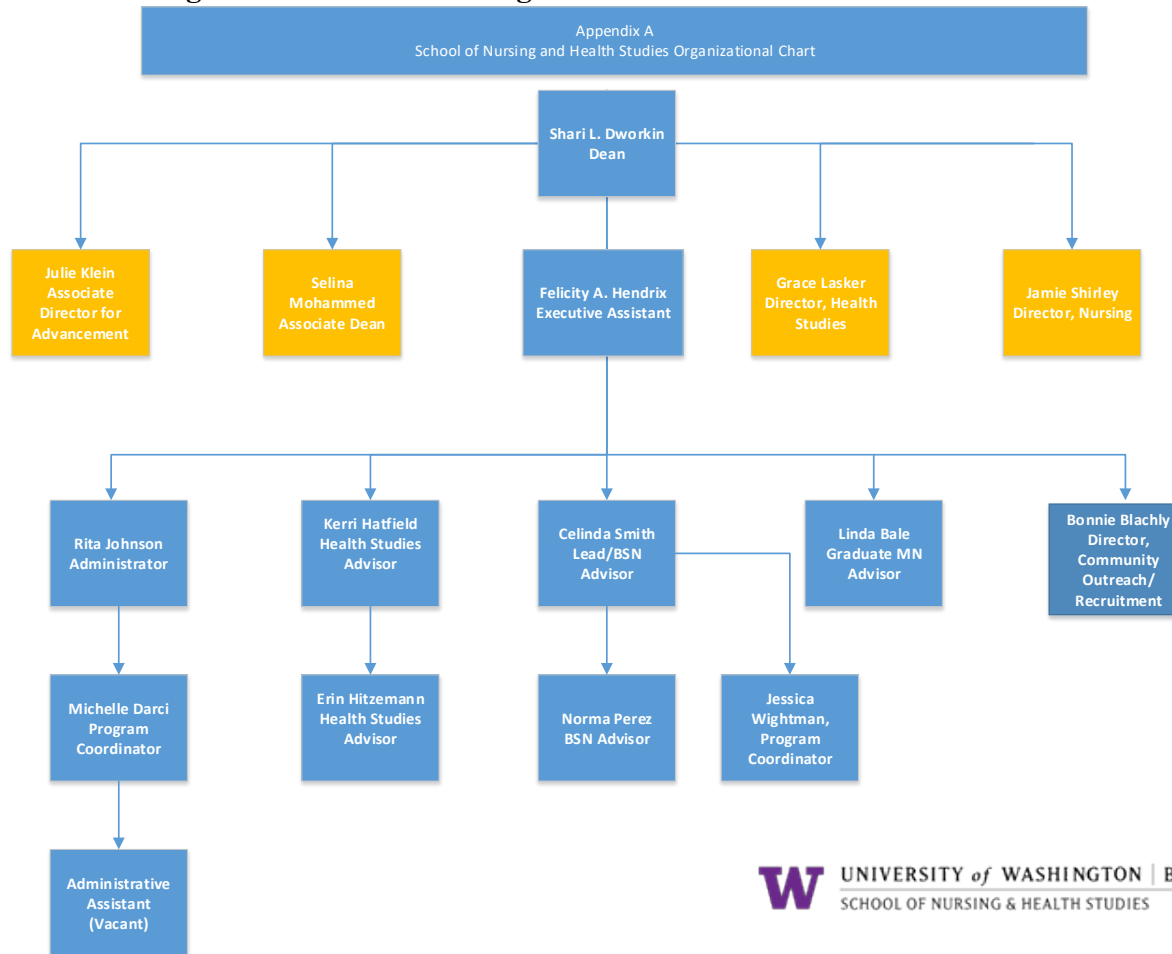
### **Advisory Boards**

*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 reflective 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? 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?*

**Context for the Advisory Board question.** Historically, SNHS has not turned to the HCA Board as large donors, instead partnering for small levels of support for alumni- and conference-related events. The school hopes to leverage these partnerships more. Long-term relationships with Swedish Hospital, Providence Regional Medical Center, Overlake, Virginia Mason Medical Center, and others provide a real opportunity to understand local nursing educational needs but there are still gaps in needs related to health studies as well as missing evidence beyond anecdotal information from our partners.

## Part C: Appendix

### Appendix A: School of Nursing and Health Studies Organizational Chart



## Appendix B: School of Nursing and Health Studies Budget Biennium Report

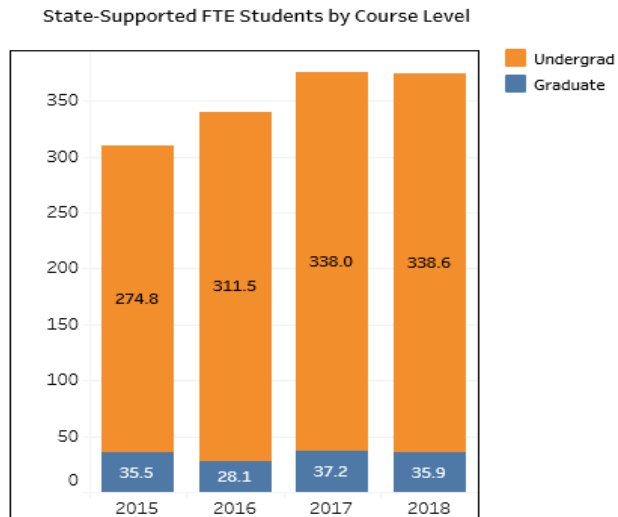
Sources of Funding/Revenue	Biennium 2011-13		Biennium 2013-15		Biennium 2015-17	
	2012	2013	2014	2015	2016	2017
GOF	\$ 1,796,954	\$ 2,119,786	\$ 2,649,444	\$ 2,916,330	\$ 3,423,305	\$ 3,511,892
DOF	583,181	152,234	1,087,275		930,051	1,084
RCR	15,282	674	15,970	1,299	16,617	5,223
REVENUE	166,379	144,635	149,693	162,940	154,591	170,895
GRANTS & GIFTS	190,646	3,835	103,254	134,937	143,206	75,213
FELLOWSHIPS, SCHOLARSHIPS & ENDOWMENTS	19,873	1,490	206,576	1,233	27,092	1,518
SERVICES & ACTIVITIES FEE	8,679	-	6,998	-	5,158	-
<b>Sources of Funding/Revenue Total</b>	<b>\$ 2,780,994</b>	<b>\$ 2,422,654</b>	<b>\$ 4,219,210</b>	<b>\$ 3,216,739</b>	<b>\$ 4,700,020</b>	<b>\$ 3,765,826</b>
Uses of Funding/Revenue	Biennium 2011-13		Biennium 2013-15		Biennium 2015-17	
	2012	2013	2014	2015	2016	2017
GOF	\$ 1,656,307	\$ 2,065,331	\$ 2,429,385	\$ 2,672,469	\$ 3,239,615	\$ 3,297,988
DOF	318,404	68,308	391,754	131,658	418,842	300,797
RCR	-	190	100	4,834	1,346	1,417
REVENUE	9,217	299,610	109,623	194,383	12,175	310,857
GRANTS & GIFTS	120,217	62,626	80,824	124,479	116,288	52,371
FELLOWSHIPS, SCHOLARSHIPS & ENDOWMENTS	3,000	11,590	85,772	96,165	22,570	2,019
SERVICES & ACTIVITIES FEE	-	1,681	1,840	-	-	-
<b>Uses of Funding/Revenue Total</b>	<b>\$ 2,107,144</b>	<b>\$ 2,509,336</b>	<b>\$ 3,099,299</b>	<b>\$ 3,223,988</b>	<b>\$ 3,810,835</b>	<b>\$ 3,965,449</b>

GOF=General Operating Funds (Permanent)  
DOF=Designated Operating Funds (Temporary)  
RCR=Research Cost Recovery



## Appendix C: Student FTE/Faculty Distribution

### SNHS Student FTE



Diversity Profile - School of Nursing & Health Studies								
Year	African-American	American Indian	Asian American	Caucasian	Hawaiian/Pacific Islander	Hispanic	Two or More Races	Unknown
2013 - 2014	8.70%	0.70%	12.50%	65.10%	0.50%	5.80%	3.60%	1.00%
2014 - 2015	8.30%	0.30%	15.30%	63.50%	1.30%	5.50%	5.00%	0.80%
2015 - 2016	8.10%	0.40%	18.70%	57.10%	0.80%	7.60%	5.50%	1.10%
2016 - 2017	8.50%	0.40%	24.10%	53.20%	1.20%	6.40%	5.80%	0.00%
2017 - 2018	10.50%	0.40%	26.70%	48.00%	0.90%	6.70%	4.70%	1.50%

### SNHS Student: Faculty Ratios

#### FTE Student to Faculty Ratio

2015	Total	18.9
2016	Total	15.2
2017	Total	15.7
2018	Total	17.7

### UWB Student: Faculty Ratios

#### FTE Student to Faculty Ratio

2015	Total	17.4
2016	Total	16.5
2017	Total	17.2
2018	Total	17.9

### SNHS Faculty Composition

#### FTE Faculty Composition

FacultyType	2015	2016	2017	2018
Full-Time	14.3%	23.3%	20.8%	17.2%
Other	1.8%	2.5%	2.6%	5.8%
Part-time	27.1%	14.7%	24.1%	29.4%
Tenure/Tenure Track	56.8%	59.5%	52.6%	47.6%

### UWB Faculty Composition

#### FTE Faculty Composition

FacultyType	2015	2016	2017	2018
Full-Time	21.9%	23.6%	23.2%	24.5%
Graduate Student	3.9%	3.5%	2.5%	1.7%
Other	5.1%	5.8%	6.4%	5.6%
Part-time	24.5%	20.2%	21.7%	21.7%
Tenure/Tenure Track	44.6%	46.9%	46.2%	46.5%

<b>Full Time Faculty</b>						
<b>Rank</b>	<b>Name</b>	<b>RN</b>	<b>Highest Degree</b>	<b>PhD/Field of Study</b>	<b>Start Year</b>	<b>University Of WA/Adjunct Appointment</b>
Professor	<a href="#">Dworkin, Shari</a>	No	PhD	Sociology	2017	
Professor	<a href="#">Mohammed, Selina</a>	Yes	PhD	Nursing	2006	
Associate Professor	<a href="#">Early, Jody</a>	No	PhD	Health Studies/Community Health	2014	
Associate Professor	<a href="#">Ezeonwu, Mabel</a>	Yes	PhD	Nursing	2010	
Associate Professor	<a href="#">Wade, Christopher</a>	No	PhD	Molecular Biology & Biochemistry	2010	Interdisciplinary Arts & Sciences, UW Bothell
Assistant Professor	<a href="#">Kenworthy, Nora</a>	No	PhD	Sociomedical Sciences	2013	Anthropology, UW Seattle
Assistant Professor	<a href="#">Stone, Andrea</a>	No	PhD	Public Health	2013	
Assistant Professor	<a href="#">Bustillos, Dan</a>	No	PhD- JD	Medical Humanities/ Health Law & Policy	2015	
Assistant Professor	<a href="#">Eagen-Torkko, Meghan</a>	Yes	PhD	Nursing	2015	
Assistant Professor	<a href="#">McCoy, Katryna</a>	Yes	PhD	Nursing	2015	
Assistant Professor	<a href="#">Vasquez, Victoria</a>	No	PhD	Public Health	2015	Environmental & Occupational Health Sciences, UW Seattle
Principal Lecturer	<a href="#">Resnick, Jerelyn</a>	Yes	PhD	Education	2000	
Senior Lecturer	<a href="#">Anderson, E Stoerm</a>	Yes	PhD	Education	2015	
Senior Lecturer	<a href="#">Bruck, Annie</a>	Yes	PhD	Nursing, DNP	2013	Psychosocial and Community Health, UW Seattle
Senior Lecturer	<a href="#">Lasker, Grace</a>	No	PhD	Public Health	2015	Environmental & Occupational Health Sciences, UW Seattle
Senior Lecturer	<a href="#">Shirley, Jamie</a>	Yes	PhD	Nursing	2007	

<b><i>Instructional Faculty</i></b>						
<b>Title</b>	<b>Name</b>	<b>RN</b>	<b>Highest Degree</b>	<b>Field of Study</b>	<b>Start Year</b>	<b>University of WA/Adjunct Appointment</b>
Affiliate Instructor	<a href="#">Baure, David</a>	Yes	MN	Nursing	2015	
Affiliate Instructor	<a href="#">Hyland-Hill, Barbara</a>	Yes	PhD	DNP	2017	
Emeritus Associate Professor	<a href="#">Kovalesky, Andrea</a>	Yes	PhD	Nursing	1997	
Emeritus Senior Lecturer	<a href="#">Madison, Beth</a>	Yes	PhD	Nursing	2005	
Part-Time Lecturer	<a href="#">Anderson, Baaska</a>	No	PhD	Education/Learning technology	2016	
Part-Time Lecturer	<a href="#">Appel, Hoa</a>	No	PhD	Health Services	2015	
Part-Time Lecturer	<a href="#">Blachly, Bonnie</a>	Yes	MN	Nursing	2004	
Part-Time Lecturer	<a href="#">Bowman, Karen</a>	Yes	MN	Nursing	2007	
Part-Time Lecturer	<a href="#">Churchill, Shervin</a>	No	PhD	Nursing Science	2016	Affiliate, Family and Child Nursing, UW Seattle
Part-Time Lecturer	<a href="#">Iverson-Cabral, Stafanie</a>	No	PhD	Pathobiology	2015	
Part-Time Lecturer	<a href="#">Iyer, Sunita</a>	No	PhD	ND LM	2016	
Part-Time Lecturer	<a href="#">Johnson, Katie</a>	Yes	MN	Nursing	2018	
Part-Time Lecturer	<a href="#">Kleisath, Michelle</a>	No	PhD	Sociocultural Anthropology	2014	
Part-Time Lecturer	<a href="#">Kraemer, Susan</a>	No	PhD	Radiation Molecular Biology	2015	

Part-Time Lecturer	<a href="#">Lanza, Carrie</a>	No	PhD	Social Work	2016	
Part-Time Lecturer	<a href="#">Mayer, Kristina</a>	No	PhD	Education, Leadership and Change	2016	
Part-Time Lecturer	<a href="#">West, Maureen</a>	Yes	PhD	Nursing	2012	
Part-Time Lecturer	<a href="#">Winqvist, Anna</a>	Yes	MN	Nursing	2013	

## **Appendix D: Boyer Model**

University of Washington Bothell  
School of Nursing and Health Studies

### **Appointment, Promotion, and Tenure Criteria**

The mission of the University of Washington, Bothell Campus is identified as “providing needed educational services for the Northern Puget Sound Basin.”<sup>1</sup> In addition to this, UW Bothell School of Nursing and Health Studies is charged with the goal to “prepare professionals who can become leaders in advancing nursing practice to improve health”<sup>2</sup> and build the public health workforce through the Health Studies major. In congruence with these, we, the faculty of the UW Bothell School of Nursing and Health Studies, embrace a definition of Scholarship that is consistent with our mission to provide for the educational needs of diverse learners.

Currently, literature on scholarship offers directions for this formulation. Boyer, in a report for the Carnegie Foundation, suggests that we move away from the academic tradition of thinking about teaching as being separate from scholarship or research. He challenges us to think about scholarship broadly.<sup>3</sup> While scholarship historically meant engaging in original research, Boyer expands the meaning of scholarship to include “stepping back from one’s investigations, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students.” Scholarship, as he defines it, has four functions: teaching, discovery, integration, and application. This definition of scholarship is the basis for Appointment, Promotion, and Tenure (APT) Criteria for School of Nursing and Health Studies faculty. The UW Bothell School of Nursing and Health Studies has dual goals of providing needed educational services and preparing professionals for leadership positions in advancing nursing and public health practice to improve regional health. This is further explained below.

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<sup>1</sup> Role and Mission of the Branch Campuses of the University, 1990.

<sup>2</sup> University of Washington School of Nursing Role and Mission Statement, 1987.

<sup>3</sup> E.L. Boyer, (1991). Scholarship Reconsidered: Priorities of the professorate, The Carnegie Foundation for the Advancement of Teaching.

**SCHOLARSHIP OF TEACHING:** Teaching is a primary focus of the UW Bothell School of Nursing and Health Studies. The function of the scholarship of teaching is not only education, but also to interest learners in their own quest for knowledge. Teaching, in this context, is a dynamic process that connects the faculty member's understanding and knowledge to the student's learning needs. Teaching involves commitment to a process of inquiry that encourages students to think critically in ways that facilitate life-long learning. The scholarship of teaching requires professors to be prepared, widely read and intellectually engaged in their fields. Teaching must be carefully planned, continuously examined, and related directly to the subject taught. Effective teaching means that faculty, as scholars, are also learners and are actively engaged in faculty/student collaborative learning. In our programs, teaching must be sensitive to the experience level of the student, acknowledge expertise of practice, and incorporate this knowledge into learning experiences in the classroom and a variety of community and clinical environments.

**SCHOLARSHIP OF APPLICATION:** This form of scholarship involves linking one's knowledge and expertise to service activities and applying what one knows to the larger community both within and external to the university. For faculty in general, this means service through such activities as faculty citizenship and committee responsibilities, program development/evaluation, and student advising. For nursing and health studies in particular, this also means practice activities for the purpose of improving health outcomes for communities, families, and individuals.

**SCHOLARSHIP OF INTEGRATION/SYNTHESIS:** This function involves making connections across disciplines and illuminating information in an innovative way. It also involves interpreting other's and one's own research and reorganizing this information into a larger context through synthesis. By its nature, this type of scholarship is interdisciplinary and interpretive. The scholarship of integration is reflected in processes and activities that; a) demonstrate an understanding of a discipline or the relationships between disciplines, b) identify key issues within a discipline/field of study, c) produce clear arguments of points of view, or d) create or use new knowledge within or across disciplines. Integration also includes the relationships between nursing and other disciplines in collaborative efforts in teaching, research, and practice.

**SCHOLARSHIP OF DISCOVERY:** The scholarship of discovery is a commitment to research and the development of new knowledge. The purpose is to generate new knowledge in support of the scholarship of teaching, for the advancement of the intellectual climate of the university, and/or for the advancement of professional knowledge or practice. Discovery is an integrative process and collaborative effort with activities conducted individually, with colleagues and with students. In the School of Nursing and Health Studies, discovery activities relate to the advancement of nursing and public health practice through the generation, utilization, and dissemination of knowledge.



### Academic Rank and Examples of Evidence for Tenure-Line Appointments

	Assistant Professor	Associate Professor	Full Professor
<b>Scholarship of Teaching</b>	<p>Demonstrates competent teaching in content and methods:</p> <ol style="list-style-type: none"> <li>1. Development and teaching of courses</li> <li>2. Guest lecturer for another course</li> <li>3. Demonstrates teaching effectiveness through: self-assessment, peer assessment, and student assessment</li> <li>4. Evidence of continued learning in content and teaching methods</li> </ol>	<p>Demonstrates mastery in teaching in content and methods.</p> <ol style="list-style-type: none"> <li>1. Collaborates with other(s) in the development and/or teaching of a course</li> <li>2. Counseling and advising of students</li> <li>3. Development, evaluation, and/or revision of courses and/or curriculum</li> <li>4. Directing of independent study</li> <li>5. Demonstrates teaching effectiveness through: self-assessment, peer assessment, and student assessment</li> <li>6. Evidence of continued learning in content and innovative teaching methods</li> </ol>	<p>Demonstrates expertise in teaching content and methods.</p> <ol style="list-style-type: none"> <li>1. Provides leadership for course and curriculum development, evaluation, and/or revision</li> <li>2. Demonstrates mentoring of faculty</li> <li>3. Development of innovative programs</li> <li>4. Recruitment of qualified students to program</li> </ol>
<b>Scholarship of Application</b>	<p>Demonstrates competence in linking knowledge and service/practice.</p> <ol style="list-style-type: none"> <li>1. Presentation to community at large</li> <li>2. Community service related to professional activities</li> <li>3. Membership on program and campus committees</li> <li>4. Membership in professional organizations</li> </ol>	<p>Demonstrates mastery in linking knowledge and service/practice.</p> <ol style="list-style-type: none"> <li>1. Consultation with community on practice issues</li> <li>2. Membership on campus committees</li> <li>3. Contribution to professional organizations</li> <li>4. Membership on community committees, and/or task forces</li> <li>5. Serves as reviewer for conference abstracts</li> </ol>	<p>Demonstrates expertise in linking knowledge and service/practice.</p> <ol style="list-style-type: none"> <li>1. Serves as reviewer for conference abstracts, journal articles and/or grants</li> <li>2. Provides leadership on campus committees and/or university level committees as well as community board/organizations</li> <li>3. Recognition in area of expertise</li> <li>4. Provide leadership in professional organizations</li> </ol>

	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
<b>Scholarship of Integration</b>	<p>Demonstrates competence in the understanding and synthesis of key issues within areas of knowledge.</p> <ol style="list-style-type: none"> <li>1. Contribution to publications such as, newsletters, media, educational materials, reports, journal articles and/or book reviews</li> <li>2. Evidence of using other disciplines in teaching scholarship and practice</li> </ol>	<p>Demonstrates mastery in the understanding and synthesis of key issues across areas of knowledge.</p> <ol style="list-style-type: none"> <li>1. Contribution to publications such as, newsletters, media, educational materials, reports, journal articles and/or book reviews</li> <li>2. Evidence of using other disciplines in the development of one's area of specialization</li> <li>3. Participation in collaborative learning or project</li> </ol>	<p>Demonstrates expertise in the understanding and synthesis of key issues within and across areas of knowledge.</p> <ol style="list-style-type: none"> <li>1. Contribution to publications such as, newsletters, media educational materials, reports, journal articles and/or book reviews</li> <li>2. Continued evidence of using other disciplines in the development of one's area of specialization</li> <li>3. Leadership in collaborative learning or other innovative programs</li> <li>4. Advances knowledge in new areas</li> </ol>
<b>Scholarship of Discovery</b>	<p>Engages in competent systematic inquiry for purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> <li>1. Design and/or implementation of a scholarly inquiry in areas related to nursing, health studies, or education</li> <li>2. Presentation of results of scholarly inquiry</li> </ol>	<p>Demonstrates mastery in systematic inquiry for the purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> <li>1. Continued development of scholarly inquiry</li> <li>2. Presentation at professional meetings</li> </ol>	<p>Demonstrates expertise and commitment to systematic inquiry for the purposes of advancement of knowledge.</p> <ol style="list-style-type: none"> <li>1. Sustained development of scholarly inquiry</li> <li>2. Consultation at local, regional and/or national levels</li> <li>3. Presentation at professional meetings</li> </ol>

	<b>Full Time Lecturer</b>	<b>Senior Lecturer</b>
<b>Scholarship of Teaching</b>	<p>Demonstrates excellence in facilitating student learning through teaching activities.</p> <ol style="list-style-type: none"> <li>1. Contributes to curriculum and course development</li> <li>2. Organizes and conducts courses appropriate to the level of instruction site, and nature of content</li> <li>3. Provides a supportive environment that facilitates student learning and professional growth</li> <li>4. Uses research findings in teaching</li> <li>5. Uses nursing practice exemplars in teaching</li> </ol> <p>Creates an environment in the teaching and practice setting that is culturally sensitive to diversity of life style, gender, ethnicity, and the respectful sharing of diverse philosophical positions on issues related to practice.</p>	<p>  Demonstrates excellence in facilitating student learning through teaching activities.</p> <ol style="list-style-type: none"> <li>1. Provides leadership in curriculum, course development and evaluation</li> <li>2. Organizes and conducts courses appropriate to the level of instruction site, and nature of content</li> <li>3. Facilitates others to teach more effectively by being a role model and by active assistance of colleagues</li> <li>4. Demonstrates responsibility for coordination and management of multi-sectional courses</li> <li>5. Mentors other colleagues</li> </ol> <p>Develops and enhances positive public relations with community agencies</p>
<b>Scholarship of Application</b>	<p>Participates in professional and service activities.</p> <ol style="list-style-type: none"> <li>1. Participates in department committees related to teaching activities</li> <li>2. Demonstrates active participation in local professional community activities</li> <li>3. Contributes to the positive climate in the department and campus</li> <li>4. Participates in selected tasks forces and committees at the program/ campus level Demonstrates knowledge of current research in specialty area.</li> <li>5. Utilizes research findings in teaching and practice activities</li> <li>6. Uses information systems to maintain evidence-based practice</li> </ol>	<p>Demonstrates leadership in professional and service activities.</p> <ol style="list-style-type: none"> <li>1. Demonstrates leadership in selected curricular and administrative activities</li> <li>2. Demonstrates leadership in regional, national, professional and community activities</li> <li>3. Assumes administrative tasks to enable others to assume effective teaching activities</li> <li>4. Evaluates research findings for teaching and practice activities</li> <li>5. Uses information systems to maintain evidence-based practice</li> </ol>
<b>Scholarship of Discovery</b>	<p>Not required but encouraged.</p>	<p>Demonstrates competence in the integration of research within teaching and practice.</p> <ol style="list-style-type: none"> <li>1. Generates researchable questions related to teaching and practice activities</li> <li>2. Demonstrates application of research knowledge through publications or other scholarly work</li> </ol>

**Appendix E: Enrollment, Graduation Rates of All SNHS Programs**

<b>Master of Nursing</b>	<b>Enrollment Data</b>			
<b>Quarter/Site</b>		<b>Fall Bothell</b>	<b>Fall Seattle</b>	<b>Total Headcount</b>
Enrolled	2013-2014	28	0	28
Enrolled	2014-2015	27	0	27
Enrolled	2014-2015	23	0	23
Enrolled	2016-2017	22	14	26
Enrolled	2017-2018	19	0	19
Notes: 0 = no admissions				

**SNHS Enrollment Rates  
2013-2018**

<b>RN - BSN</b>	<b>Enrollment Data</b>							
<b>Quarter/Site</b>	<b>Year</b>	<b>Summer Bothell</b>	<b>Fall Bothell</b>	<b>Fall Everett</b>	<b>Fall Seattle</b>	<b>Fall Skagit</b>	<b>Winter Everett</b>	<b>Total Headcount</b>
Enrolled	2013-2014	95	48	39	0	24	0	206
Enrolled	2014-2015	94	47	39	34	0	0	214
Enrolled	2015-2016	83	45	36	25	0	37	226
Enrolled	2016-2017	41	46	39	27	0	28	181
Enrolled	2017-2018	30	65	36	30	0	40	201
Notes: 0 = no admissions								

First Year Entry - BSN		Enrollment Data	
Quarter/Site	Year	Fall Bothell	Total Headcount
Enrolled	2014-2015	29	29
Enrolled	2015-2016	30	30
Enrolled	2016-2017	26	26
Enrolled	2017-2018	23	23

Health Studies - Undergraduate	Enrollment Data				
Quarter/Site	Year	Fall Bothell	Winter Bothell	Spring Bothell	Total Headcount
Enrollment	2013 - 2014	46	0	0	46
Enrollment	2014 - 2015	45	37	0	82
Enrollment	2015 - 2016	40	38	41	119
Enrollment	2016 - 2017	44	45	42	131
Enrollment	2017 - 2018	47	43	40*	130*
Notes: 0 = no admissions    * projected					

Graduation: Number of Degrees Granted			
Year	Master of Nursing	RN - BSN	Health Studies
2013 - 2014	28	194	3
2014 - 2015	30	237	42
2015 - 2016	22	236	63
2016 - 2017	23	185	65

**SNHS Graduation Rates  
2013-2017**

Master of Nursing:				Persistence and Graduation Rates		
Year	Persistence Year 01(%)	Persistence Year 02(%)	Persistence Year 03(%)	Graduation Year 02(%)	Graduation Year 03(%)	Graduation Year 04(%)
2012 - 2013	98.8%	98.80%	98.80%	75.60%	92.70%	93.90%
2013 - 2014	63.8%	93.8%	83.80%	52.90%	79.60%	79.60%
2014 - 2015	87.5%	87.50%	87.50%	37.50%	68.80%	n/a
2015 - 2016	92.6%	94.40%	n/a	39.80%	n/a	n/a
2016 - 2017	94.4%	n/a	n/a	n/a	n/a	n/a
<b>Average:</b>	<b>87.4%</b>	<b>93.6%</b>	<b>90.0%</b>	<b>51.5%</b>	<b>80.4%</b>	<b>86.8%</b>

RN - BSN: Persistence and Graduation Rates						
Year	Persistence Year 01(%)	Persistence Year 02(%)	Persistence Year 03(%)	Graduation Year 02(%)	Graduation Year 03(%)	Graduation Year 04(%)
2012 - 2013	84.0%	92.0%	93.6%	87.90%	93.00%	93.00%
2013 - 2014	91.4%	95.2%	96.10%	92.00%	95.70%	96.60%
2014 - 2015	88.1%	92.80%	93.80%	92.20%	92.80%	n/a
2015 - 2016	95.1%	97.20%	n/a	96.60%	n/a	n/a
2016 - 2017	94.1%	n/a	n/a	n/a	n/a	n/a
<b>Average:</b>	<b>90.5%</b>	<b>94.3%</b>	<b>94.5%</b>	<b>92.2%</b>	<b>93.8%</b>	<b>94.8%</b>

Health Studies: Persistence and Graduation Rates						
Year	Persistence Year 01(%)	Persistence Year 02(%)	Persistence Year 03(%)	Graduation Year 02(%)	Graduation Year 03(%)	Graduation Year 04(%)
2013 - 2014	97.7%	95.5%	94.30%	88.60%	93.20%	96.60%
2014 - 2015	93.3%	93.30%	93.60%	80.30%	93.60%	n/a
2015 - 2016	95.7%	94.30%	n/a	92.90%	n/a	n/a
2016 - 2017	100.0%	n/a	n/a	n/a	n/a	n/a
<b>Average:</b>	<b>96.7%</b>	<b>94.4%</b>	<b>94.0%</b>	<b>87.3%</b>	<b>93.4%</b>	<b>96.6%</b>

## Appendix F: SNHS Diversity Committee

### Strategic Planning Group 2018-2019

<b>Board Member</b>	<b>Title</b>	<b>Organization</b>
Shari L. Dworkin	Dean & Professor	UW Bothell School of Nursing & Health Studies
Selina Mohammed	Professor and Associate Dean	UW Bothell School of Nursing & Health Studies
Christopher Wade	Associate Professor	UW Bothell School of Nursing & Health Studies
Dan Bustillos	Assistant Professor	UW Bothell School of Nursing & Health Studies
Victoria Vasquez-Breckwich	Assistant Professor	UW Bothell School of Nursing & Health Studies
Rita Johnson	Administrator	UW Bothell School of Nursing & Health Studies
Nora Kenworthy	Assistant Professor	UW Bothell School of Nursing & Health Studies
Felicity Abeyta-Hendrix	Executive Assistant to the Dean	UW Bothell School of Nursing & Health Studies



## **UWB SNHS Diversity Statement**

A fundamental responsibility across the spectrum of health professions is to provide quality health-related services and care to all segments of society. To effectively achieve this, knowledge must be integrated and applied from multiple disciplines and perspectives with the purpose of serving the needs of diverse groups and communities. This calls for a dedication to scholarly pursuits through discovery and education that are receptive to a variety of ideas and viewpoints.

The quality and rigor of learning experiences rely on collegial, respectful, generative exchanges among and between faculty, staff, students, and community partners. This is determined by a commitment to openness to diverse backgrounds, experiences, thoughts, perceptions, and belief systems; as well as actively dismantling and resisting oppressive agendas and systems. This, in turn, contributes to expanded interest, understanding, desire, and compassion to advance the health of all individuals, families, communities, and populations. Moreover, producing graduates prepared for global citizenship who strive for social justice is essential to promoting a world that values the right to complete physical, mental and social well-being.

Of primary importance to our academic programs is the composition of our student body. Our recruitment and admission processes are designed to attract and matriculate broadly representative student cohorts. Applicants' qualifications are reviewed for academic and non-academic factors that indicate potential for academic success and positively influencing diversity within educational programs. And, fostering an inclusive environment that is attentive to student progression and retention is central to our work across educator, advising, and administrative roles. These principles guide our efforts to bring together and graduate students who strengthens the campus and university.  
Updated on February 2017

To learn more about UW Bothell's Diversity Center “by students and for students,” visit [here](#).

SNHS Diversity Mission statement on SNHS website  
<https://www.uwb.edu/nhs/about/diversity>

UWS School of Nursing Diversity Strategic Plan  
[https://nursing.uw.edu/wp-content/uploads/2016/04/Diversity-Strategic-Plan\\_draft-041316.pdf](https://nursing.uw.edu/wp-content/uploads/2016/04/Diversity-Strategic-Plan_draft-041316.pdf)

## **Diversity Center Mission Statement**

The mission is to advocate for and collaborate with others to support a safe and inclusive campus community where resources will promote equity and social justice for all students, advocate and support students through education, and foster student success to marginalized and underrepresented communities at the University. The Diversity Center is by students and for students.

### **About**

The Diversity Center is by students and for students. The Center will open with student assistants fully integrated into the center to provide the vibrant force of student voice. The Diversity Center will serve as a “hub” for coordinating student diversity, equity and inclusion efforts across campus and building community. In order to act on the Center’s mission and role, the center will provide meeting space for student clubs, organizations, or student(s) whose mission, purpose, or goals is consistent with the center’s mission and roles.

### **Primary roles**

- Provide support, resources, advocacy, programming, and mentoring for minoritized students and those affected by systems of oppression;
- Offer educational opportunities to the broader campus about minoritized identities and social justice issues both independently and through partnerships;
- Advocate and support institutional transformation in policy and practice toward greater diversity, equity, and liberation.

Diversity Center’s Mission statement on SNHS website:

<https://www.uwb.edu/nhs/about/diversity>

## **Diversity, Equity and Inclusion**

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

[Read the latest draft of our Strategic Action Plan.](#)

### **UW School of Nursing Principles of Inclusion**

- We affirm the inherent dignity of each individual and group.
- We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources among groups. This construction and distribution can be changed and we commit to change it.
- We affirm our commitment to address difference, privilege and power at the School of Nursing. We will address privilege and power using anti-racist and anti-oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
- We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.

- We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

## **Gender Identity and Expression**

The School of Nursing community responds to student needs and works to [develop a nurturing and inclusive environment that values diversity and promotes the dignity of every individual and group](#) consistent with University of Washington policy and practice.

## **Diversity Committee**

The School of Nursing Diversity Committee was founded in 2002. It consists of School of Nursing staff, faculty, and students who work cooperatively to achieve the committee's mission and goals.

We believe a diverse community of students, faculty, and staff will enrich our lives and assist us in experiencing the growth and change that comes from learning more about others and ourselves. The well-being and quality of life of the School of Nursing—including potential students, students, staff, and faculty—and the University may be improved as a result of the work of the Diversity Committee.

It is the mission of the School of Nursing Diversity Committee to promote an environment of respect, teamwork, and mutual understanding among students, staff, and faculty. We strive to create a safe and supportive climate that promotes diverse points of view and in which every person is treated with respect and dignity.

We define diversity as the vast array of human qualities that distinguish each and every person. These qualities include core attributes such as ethnicity, gender, sexual orientation, and physical abilities/qualities, as well as attributes that result from a lifetime of experiences, such as cultural background, education, geographic location, marital status, religion, work experiences, socioeconomic status, and military service.

## **Diversity Committee Goals**

- Provide a forum for continued vigilance directed toward creation, promotion, and maintenance of activities, programs, and policies that further our understanding of individual and group diversity in all areas, including student life, curriculum, teaching, programs, staffing, personnel training, research, community service, and events.
- Foster discussion and solicit input about diversity issues from students, staff, and faculty in the School of Nursing.
- Develop and communicate policies and promote values that discourage intolerance and discrimination.
- Identify and assess existing diversity resources that might be accessed by students, faculty, and staff of the School, as well as by members of the greater community.

## Appendix G: Advisory Boards

### Curricular and Educational Policies Board 2017-2018

Board Member	Title	Organization
Shari L. Dworkin	Dean & Professor	UW Bothell School of Nursing & Health Studies
Selina Mohammed	Professor and Associate Dean	UW Bothell School of Nursing & Health Studies
Grace Lasker	Senior Lecturer and Director of Health Studies	UW Bothell School of Nursing & Health Studies
Jamie L. Shirley	Senior Lecturer and Director of Nursing	UW Bothell School of Nursing & Health Studies
Linda Bale	Master of Nursing Advisor	UW Bothell School of Nursing & Health Studies
Celinda Smith	BSN Advisor	UW Bothell School of Nursing & Health Studies
Norma Perez	FYE Advisor	UW Bothell School of Nursing & Health Studies
Kerri Hatfield	Health Studies Advisor	UW Bothell School of Nursing & Health Studies
Erin Hitzemann	Health Studies Advisor	UW Bothell School of Nursing & Health Studies
Bonnie Blachly	Director Community Outreach and Recruitment	UW Bothell School of Nursing & Health Studies
Vicky Hertig	Associate Dean of Nursing	Renton Technical College
Suzanne Beltz	Associate Dean of Nursing	Bellevue College
Kim Dotson	Associate Dean of Nursing	Everett Community College
Teresa Trillo	Nursing Program Coordinator	Highline Community College
Chitra Sharifian	Director of Nursing	Lake Washington Institute of Technology
Kathie Olson	Associate Vice President, Case Management	Molina Healthcare
Kim Robitaille	Dean of Nursing	North Seattle College, Seattle College District
Rebecca Cavanaugh	Health & Nursing Supervisor	Northshore School District
Carl Christensen	Dean	Northwest University, Buntain School of Nursing
Alana Murphy	Director of Nursing	Peninsula College
Roni Lyons	Manager of Administrative Nursing Supervisors and Staff Support Services	Providence and UW Bothell Alum
Lena Hristova	Alumni	UW Bothell Alum
Lynn Von-Schlieder	Interim Associate Dean of Nursing	Shoreline Community College
Shelley Price	Mount Vernon Nursing Department Chair	Skagit Valley College, Mount Vernon
Christy Gough	Associate Dean of Nursing	Skagit Valley College
Benjamin Monti	Alumni	UW Bothell SNHS Alum
Ebrima Ceesay	Alumni	UW Bothell SNHS Alum

### Heath Care Advisory Board 2017-2018

<b>Board Member</b>	<b>Title</b>	<b>Organization</b>
Shari L. Dworkin	Dean & Professor	UW Bothell School of Nursing & Health Studies
Julie R. Klein	Associate Director for Advancement	UW Bothell School of Nursing & Health Studies
Kelly Anderson	Director of Healthcare Services	Molina Healthcare
Christie Artuso	Regional Director, Professional Practice/Education/Research	Providence Health & Services, Everett
Margo Bykonen	Chief Nursing Officer	Swedish Medical Center, Cherry Hill Campus
Kim Dotson	Associate Dean of Nursing	Everett Community College
Scott Forslund	Executive Director	Providence Institute for a Healthier Community
Loralie Gray	School Nurse Corps Administrator	Northwest Educational School District 189
Nancee Hofmeister	Chief Nursing Officer	Evergreen Health
Deborah Kelly	Administrative Director, Clinical Practice & Professional Development	Virginia Mason Medical Center
George Kosovich, <i>Chair</i>	Director of Programs & Community Investments	Verdant Health
Dana Kyles	Asst. Administrator, Patient Care Services	Harborview Medical Center
Fred Langer	Attorney, Verdant board member	Nelson Langer Engle PLLC
Carolina Lucero	Senior Vice-President	Sea-Mar Community Health Centers
Kathryn Ogden	Program Manager, Academic Affiliations	Swedish Medical Center, Cherry Hill campus
Kathie Olson	Assoc. Vice Pres. of Healthcare Services	Molina Healthcare
Jeanette Quaack	Manager, Clinical Education & Nursing Professional Development	Overlake Hospital Medical Center
Renee Rassilyer	Nurse Manager Clinical Education and Practice	Swedish Medical Center, Cherry Hill Campus
Cindy Sayre	Chief Nursing Officer	University of Washington Medical Center
Jason Smith	Dean of Health Sciences and Public Safety	Everett Community College
Kim Williams	Chief Executive Officer	Providence Health & Services, Everett
Holly Wilson	Community Health Director	Ida Culver House, Broadview

## Appendix H: SNHS Program Learning and Level Outcomes Cross-Mapped to Courses

### UWB RN to BSN Degree Curriculum Revision Map

Draft 04-08-15

	BSN Essentials Addressed									UW Tri-Campus BSN Goals Addressed									
	I	II	III	IV	V	VI	VII	VIII	IX	1	2	3	4	5	6	7	8	9	10
<b>7 Core Courses (each 5cr)</b>																			
BNURS 360: Critical Reading and Information Literacy in Nursing (Quarter 1)	x		x	x						x			x						
BNURS 420: Health Policy and the Organization of Healthcare (I&S) (Quarter 1)	x	x		x	x						x			x	x	x			x
BNURS 460: Translating Scholarly Knowledge to Nursing Practice (W) (Quarter 2)	x		x	x		x				x		x	x						x
BNURS 421: Social Justice in Health (DIV) (I&S) (Quarter 2)	x	x			x	x	x	x	x				x		x	x	x	x	x
BNURS 422: Team Leadership & Care Coordination (Quarter 3 or 4)	x	x		x		x			x		x			x		x			x
BNURS 423: Ethical and Quality Nursing Care (I&S) (Quarter 3 or 4)	x	x		x		x		x	x			X			x	x	x	x	x
BNURS 424: Population-based Health in Community Practice (W) (I&S) (Quarter 3 or 4)	x				x	x	x	x	x						x	x	x	x	x

### UW Tri-Campus BSN Goals (2010)

1. Integrate concepts from the Arts and Sciences in promoting health and managing complex nursing care situations.
2. Apply leadership concepts, skills, and decision making in the provision, and oversight of nursing practice in a variety of settings.
3. Translate principles of patient safety and quality improvement into the delivery of high quality of care.
4. Appraise, critically summarize and translate current evidence into nursing practice.

5. Integrate knowledge, processes, and skills from nursing science; information and patient care technologies; and communication tools to facilitate clinical decision-making, and the delivery of safe and effective nursing care.
6. Describe the effects of health policy, economic, legal, political, and socio-cultural factors on the delivery of and advocacy for equitable health care.
7. Demonstrate effective professional communication and collaboration to optimize health outcomes.
8. Deliver and advocate for health promotion and disease prevention strategies at the individual, family, community and population levels.
9. Demonstrate value-based, professional behaviors that integrate altruism, autonomy, integrity, social justice and respect for diversity and human dignity.
10. Demonstrate critical thinking, clinical decision making, and psychomotor skills necessary for the delivery of competent, evidence-based, holistic, and compassionate care to patients across the life span.

### **CCNE Essentials of Baccalaureate Nursing (2008)**

#### **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

#### **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

#### **Essential III: Scholarship for Evidence Based Practice**

Professional nursing practice is grounded in the translation of current evidence into one's practice.

#### **Essential IV: Information Management and Application of Patient Care Technology**

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

#### **Essential V: Health Care Policy, Finance, and Regulatory Environments**

Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

#### **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

#### **Essential VII: Clinical Prevention and Population Health**



Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**

The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Master Grid of UWB MN Core Courses x MN Essentials and Tri-Campus Goals (Created 5/4/15; Draft Revision 2/28/18)															
	AACN MN Essentials									UW Tri-Campus MN Goals					
	I	II	III	IV	V	VI	VII	VIII	IX	1	2	3	4	5	6
<b>10 Core Courses</b>															
501 Contemporary Issues in Advanced Nursing Practice	X				X		X		X	X				X	
525 Health Care Systems Leadership for Advanced Nursing	X	X	X				X							X	
504 Disparity and Social Justice in Health Care	X		X			X	X	X	X		X	X			X
505 Pathway Planning, Practicum and Portfolio	X			X			X		X				X		
520 Translational Research I: Health Care Practice	X			X					X	X	X		X		
522 Translational Research II: Patient Safety, Quality Improvement and Evaluation Processes	X	X	X	X	X	X	X		X	X	X	X	X		
506 Advanced Pathophysiology, Pharmacology and Physical Assessment (Nursing Education and Global, Community and Population Health core)	X			X	X		X	X	X	X					
530 Management in Health Care Organizations (Leadership Core)		X												X	
508 Ethics and Aesthetics	X			X	X		X		X	X					X
585 Health Policy and Civic Engagement	X	X	X	X		X		X		X	X	X		X	

### The Essentials of Master's Education in Nursing (AACN, 2011)

#### *Essential I: Background for Practice from Sciences and Humanities*

Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

#### *Essential II: Organizational and Systems Leadership*

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

#### *Essential III: Quality Improvement and Safety*

Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

*Essential IV: Translating and Integrating Scholarship into Practice*

Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

*Essential V: Informatics and Healthcare Technologies*

Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

*Essential VI: Health Policy and Advocacy*

Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

*Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes*

Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

*Essential VIII: Clinical Prevention and Population Health for Improving Health*

Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

*Essential IX: Master's-Level Nursing Practice*

Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

UW SON Tri-Campus MN Learning Goals

Graduates of the Master of Nursing program are able to:

- Evaluate the adequacy of underlying knowledge from nursing science, related fields, and professional foundations as it informs advanced practice.
- Competently assess, manage health-related issues with a defined population or care system, and evaluate the effectiveness of these nursing practices.
- Utilize knowledge and skills in professional practice among diverse and multi-cultural populations.
- Demonstrate competence in development of inquiry relevant to practice, education, or administration.
- Develop and utilize leadership strategies that foster improvement of healthcare.
- Articulate ethical issues and responsibilities involved in nursing practice.

## **Health Studies Learning: Goals, Outcomes, Actions, and Plans**

### Health Studies Learning Goals (Current)

1. Identify the various factors that influence health and wellness at individual, community, and global levels.
2. Understand the policies and systems that shape our healthcare practices.
3. Acquire the skills to understand and critique health research at the population level.
4. Apply methods used in the development and evaluation of public health interventions.
5. Partner with individuals and communities to improve health outcomes.
6. Advocate for ethics in healthcare practice and for the just distribution of healthcare resources

### Health Studies Learning Goals (Proposed, Winter 2017)

7. Identify bio-social-ecological factors that influence health, health equity, and social justice, at the individual and population levels
8. Analyze the impacts of population level healthcare policies and systems from a local to global perspective
9. Evaluate health research and health information for the application of ethical and evidence based-practice
10. Develop as public health leaders and health practitioners prepared to collaborate with communities and institutions to improve individual and population health.

<b>HS Learning Goal</b>	<b>Assessment Method</b>	<b>Years Assessed</b>	<b>Outcomes</b>	<b>Actions</b>	<b>Future Plans</b>
Identify the various factors that influence health and wellness at individual, community, and global levels	<b>BHS 201</b> Community Intervention Plan <b>BHS 300</b> Health Research Literature Review Project <b>BHS 302</b> Community Health Assessment <b>BHS 495</b> ePortfolio reflection essay	AY 14-15 AY15-16 AY16-17 Current AY	Students are meeting this goal in numerous courses with passing rates on projects, exams, quizzes, etc. that meet or exceed HSCC expectations. ePortfolio reflections indicate understanding of this and all other learning objectives being met within their curriculum.	Continued assessment in core classes with projects, quizzes, exams, activities, etc.	Looking at specific assignments that could be assessed in every core course, each section, to track the learning objectives and evaluate specific achievements around each objective.
Understand the policies and systems that shape our healthcare practices	<b>BHS 201</b> Intro to Public Health quizzes, exams <b>BHS 302</b> Essay on health care and health systems <b>BHS 495</b> ePortfolio reflection essay	AY 14-15 AY15-16 AY16-17 Current AY	HSCC (Health Studies Curriculum Committee) recognized that there is not much on healthcare systems in core classes.	Developed a new core course <b>BHS 305</b> Introduction to Health Care Policy and Systems	Launching <b>BHS 305</b> Winter 2019 as core curriculum.
Acquire the skills to understand and critique health research at the population level	<b>BHS 300</b> Health Research Literature Review Project <b>BHS 403</b> Epidemiology exams, projects <b>BHS 495</b> ePortfolio reflection essay <b>BHS 496</b> Fieldwork activities (when applicable)	AY 14-15 AY15-16 AY16-17 Current AY	Students are meeting this goal in numerous courses with passing rates that meet or exceed HSCC expectations.	Re-evaluating <b>BHS 300</b> to determine whether more skills-building around health research could be done in this class.	Convening a taskforce to look at <b>BHS 300</b> curriculum redesign.
Apply methods used in the development and evaluation of public health interventions	<b>BHS 201</b> Community Intervention Plan <b>BHS 300</b> Health Research Literature Review Project	AY 14-15 AY15-16 AY16-17 Current AY	Recognized that we are not including evaluation as a strong core component of our classes.	Re-developed the HS Learning Goals and deleted this objective, incorporated all aspects of public health	Integrating more skills-based public health curriculum around all facets of health education and

	<b>BHS 302</b> Community Health Assessment <b>BHS 495</b> ePortfolio reflection essay <b>BHS 496</b> Fieldwork activities (when applicable)			interventions into the learning objectives more broadly.	intervention in core classes.
Partner with individuals and communities to improve health outcomes	<b>496</b> Student fieldwork experience student and community partner surveys.	AY 14-15 AY15-16 AY16-17 Current AY	Surveys show positive experiences from students, some suggestions for skills-building activities prior to <b>BHS 496</b> from partners.	Re-designed the Pathways, Fieldwork, Portfolio series to increase skills-building before students have <b>BHS 496</b> .	More CBLR integration into core courses. <b>BHS 310 (Pathways into Health Studies)</b> and <b>496</b> re-design launches in Fall 2018.
Advocate for ethics in healthcare practice and for the just distribution of healthcare resources	<b>BHS 201</b> activities, projects <b>BHS 302</b> activities, projects <b>BHS 495</b> ePortfolio reflection essay <b>BHS 496</b> Fieldwork activities (when applicable)	AY 14-15 AY15-16 AY16-17 Current AY	Recognized this learning objective should be revisited as difficult to implement in the classroom	Re-developed the HS Learning Goals and deleted this objective.	No plans directly related to this learning objective as it has been removed and ethics and advocacy have been integrated into other objectives.