

Report of
University of Washington Seattle
School of Nursing
Peer Consultant Visit
November 7 – 9, 2011

Peer Consultant Panelists

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- **Gail Stuart**, PhD, RN, FAAN,
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- **Angela Barron McBride**, PhD, RN, FAAN,
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Areas of Focus

- Optimizing and sustaining academic and student services
- Supporting and developing faculty capacity for the longer term future
- Aligning and managing enrollments and faculty resources/productivity in a sustainable fashion
- Organizing and governing for nimble, sustainable, and strategic function as a school
- Delineating and organizing both administrative and academic structures and functions at school and unit levels
- Fostering commitment to the whole School, while supporting units and individuals

***Strengths of the
University of Washington
School of Nursing***

Strengths: Sustainable Academic Business Plan

- The development of a sustainable academic business plan that is thoughtful, inclusive and targeted to managing fiscal issues facing the school
- Faculty and staff expertise, commitment and “can do” attitude
- Department of Continuing Education – they have great potential and should pursue many of their future ideas and plans
- Director of Development who is very experienced and can significantly contribute to raising funds from both individuals and corporations
- Formula for shared revenue for out-of-school courses

Strengths: Government, Structure, Decision-Making

- Nursing enjoys great public sympathy within the state
- Strong support from Provost's Office
- Well-thought-out planning processes in place focusing on tactical next steps
- Faculty and staff who already have many ideas for achieving greater efficiencies and improvements
- Fine examples of team science
- Many talented students attracted by UW School of Nursing's reputation, who are interested in active engagement
- Collaborating with practice side
- Faculty Council oversees the faculty organization and bylaws
- Chairs report to internal steering committee
- Coordinating committee
- Program coordination: 1) Tri-Council for BSN, MSN, 2) MSN-DNP collaboration, 3) PhD-DNP collaboration

Strengths: Curriculum

- Highly ranked
- Good Breadth
- Vertical Articulation
- Academic resources available beyond the school
- Coordination between programs
- Honors Program available to students
- Monies available for student research
- DNP programs moved to “EO”

Strengths: Students and Faculty

- Students:
 - Bright
 - Independent
 - Ample pool
 - Strong interest in engagement
 - PhD students like culture, flexibility and research options
 - Value all-star mentorships teams
- Faculty:
 - Experienced
 - Scholarly
 - Committed
 - Successful
 - Excellent external reputations
 - Excellent research and research mentoring

Strengths: Academic Services

- Recruitment, pre-admission and admission processing, financial aid, selected post-matriculation advisement, on-boarding activities (background checks, orientation) registration, counseling service, graduation, NCLEX preparation
- Communication with clinical placement agencies and management of affiliation agreements
- Annual report on program evaluations
- Academic human resource support, faculty compliance with background checks
- Communicate with University Ombudsman

***Weaknesses of the
University of Washington
School of Nursing***

Weaknesses: Sustainable Academic Business Plan

- Lack of a true strategic plan to complement the business/operational plan that has been developed
- “Top heavy” with administration time allotted to many faculty across the school – 10-15% total administrative time is optimal
- Lack of financial reserves
- Problems of inequity between “EO” and state funded programs
- Lack of a focus on clinical practice in the school
- State monies for tenured faculty positions only

Weaknesses: Government, Structure, Decision-Making

- Lack of centralized leadership
 - Dean is interim, Assoc. Dean retired so vacant position, Academic Services director is part-time retired
- Unclear boundaries and decision-making authority
- Circular decision making, often resulting in poor implementation of decisions because all decisions seem subject to further change
- Poor communication with key stakeholders, particularly students, between faculty and student services, and with practice partners
- Strong sense of individualism, as opposed to commitment to school as a whole
- Unnecessary variation that makes it difficult to be efficient
 - Lack of one e-mail system
 - One platform for distance learning
 - One approach to image of school on web
 - Lack of student organizations
 - Limited student representation on school committees

Weaknesses: Curriculum

- Siloed vision restricted to sustaining existing programs
- No “ownership” of the academic programs of study by designated program directors, each department manages specialties independently
- Some mismatch between faculty expertise and programs
- Research valued over teaching, which impacts teaching quality
- Poor communication of changing course requirements
- International programs falling through the cracks
- Clinical placements compete with other schools without preference given
- Students reported not liking “EO” program
- Change has to be proposed 2 years in advance
- Variable credits for courses, that vary by program
- Lack of consistency in distance education across departments
- No evidence of partnership activities with other health sciences schools

Weaknesses: Students

- Unhappy with communication, organization, quality
- Not organized with group identity, social network
- Lack of international opportunities
- “EO” program students don’t qualify for financial aid or tuition benefits
- Decline in support for PhD students
- Low percentage going onto post-doctoral study
- Concerned about resources to continue one-to-one mentorship
- Perceived lack of community as a whole and program connectedness
- Discouraged from doing teaching fellowships
- Perceived email overload
- Feel they have no voice
- Graduate students unaware of numbers of students in their cohorts

Weaknesses: Faculty

- Siloed
- Unable or willing to make decisions
- Poor communication
- No clinical faculty tenure track
- NP and DNP programs of study lack full-time faculty and this will not serve those programs well over time
- Some mismatch between teaching needs and faculty strengths
- Concern over faculty resources for DNP Capstone projects
- Open positions not being filled

Weaknesses: Faculty

- Faculty advisors not current on program details
- No one is hands-on with DNP students
- Depts. don't appear to talk with each other consistently
- No workload formulas, so workload varies between faculty & depts.
- 57 Full-Time Tenure Track and approximately 54 are tenured
- Most faculty have 9 month appointments but graduate students attend year-round
- Low paying summer supplements to faculty
- Inconsistency between summer term and regular academic year attribution of effort
- Back-biting reported to be common

Weaknesses: Academic Services

- Policy information hard to find
- Website not interactive
- Disconnect between faculty and academic services
- Clinical availability
- No list serves on email for students
- No map for student use in navigating system

***Opportunities for the
University of Washington
School of Nursing***

Opportunities: Sustainable Academic Business Plan

- New ABB budget model allows for financial planning and control over their destiny
- Creative opportunities for clinical placements and expanded use of simulation
- Reconsideration of 9-12 month appointments if academic programs also run 12 months
- Identification of their unique “niche” for the future rather than the past or present
- Partnership with local health care facilities, international universities, regional campuses

Opportunities: Government, Structure, Decision-Making

- Plans for inter-professional education and a new inter-professional health building
- The need to make better use of resources enables the school to think anew about organizational structures, e.g., a different relationship with the Bothell and Tacoma campuses now that they are strong enough to be self-accredited next time around; a revamped organizational chart offers an opportunity to forge stronger feedback loops between administrative positions and faculty committee leadership
- UW's #1 status can be marketed in new ways, e.g., offering a series of research modules on line that other doctoral/postdoctoral programs purchase

Opportunities: Curriculum

- Increase efficiency, consistent courses across depts., reducing duplication of teaching
- Develop & implement a vision for educational programs, i.e. IOM report, Carnegie report
- State need for APRNs due to a small and aging APRN workforce
- Nursing is likely to play a major role in areas only likely to grow in importance with demographic and societal shifts under way, e.g., the needs of the frail elderly, the growth in chronic conditions, the possibility of personalized medicine, NIH's demand for translational science, the Accountable Care Act's expectations for care coordination, NIH's expanded interest in closing health disparities

Opportunities: Students and Faculty

- Students:
 - Engage students in leadership activities, social network
 - Seek input into process improvements
 - Student and Univ. organization involvement
 - International study
 - Opportunities to improve communication
- Faculty:
 - Standardize workloads
 - Develop 'team' identity
 - Develop leadership
 - Improve communication
 - Loaned faculty practice standards
 - Faculty development

Opportunities: Academic Services

- Improve communication with faculty and students
- Examine organizational and leadership structure
- Focus on areas of need in staff development

***Threats for the
University of Washington
School of Nursing***

Threats: Sustainable Academic Business Plan

- History, tradition and a culture of status quo associated with being #1
- Aversion to risk-taking, authority and change
- Older mean age of faculty
- Lack of standardization of almost all processes within the school
- The current “troubles” may cause excellent faculty to leave and make future recruitment of faculty and students difficult
- New university leadership and uncertain goals
- Research funding climate

Threats: Government, Structure, Decision-Making

- A toxic climate - incivility, lack of respect for differing opinions, backbiting, staff underappreciated
- The current internal focus limits both the school's ability to see what is on the horizon and its cultivation of partnerships with clinical agencies and significant others
- Decision paralysis
- Inability to deal with issues related to equity, accountability and respect
- Uncertainty regarding leadership selection and internal organizational structure
- Financial constriction and impact on structure that can be supported

Threats: Curriculum

- Individual faculty investment in unique programs
- Declining revenues
- “EO” and school faculty may foster continued silos
- Lack of consistent technological developments at the university to support classroom and distance education
- Separation of advanced practice in the “EO”, undergraduate, PhD in university settings may encourage uncoordinated instruction

Threats: Faculty

- Declining financial support for faculty growth
- Lapse with clinical partners and disconnect with other campuses
- Significant leadership voids internally and leadership changes externally within university
- Lack of consistent university technology support for communication

Threats: Students

- Dissatisfaction and unmet expectations
- Potentially rising tuition costs
- Financial impact of “EO” programs on financial aid
- Decline in international opportunities

Threats: Academic Services

- Lack of use of technology for clear and timely communication
- Communication separation from academic departments
- Leadership uncertainty

***Recommendations for the
University of Washington
School of Nursing***

Recommendations: Sustainable Academic Business Plan

- Establish a culture of specification, standardization and transparency (it should include faculty workload, programs of study, class sizes, policies, etc)
- Centralize and right size units and offices (research, TIER, academic services, etc)
- Define decision-making boundaries
- “Cross talk” among faculty to fertilize ideas and initiatives
- A school-wide strategic plan needs to be drafted describing what the school wants to be like in 2020 to set aspirational goals
- Involve CNO’s in strategic plan review

“If we want things to stay as they are, things will have to change.”

Giuseppe Tomasi di Lampedusa in “The Leopard”

Recommendations: Government, Structure, Decision-Making

- The new dean will need a coach and organizational consultation to be strategic in mounting culture change—building trust and a community of learning
- Decision-making processes must be spelled out, with stakeholders having voice, but not confusing consensus with unanimity (AAUP guidelines that spell out faculty and administrative responsibilities may be helpful in this process)
- School-wide services—particularly the data collection necessary for decision making—need to be strengthened to build confidence in the value added at this level (in the past, departments have built some of their own services because they could not count on school-wide services)
- Just as hospitals are currently being challenged to wring out unnecessary variation in order to promote quality/safety, the school needs to do the same
- Just as hospitals are currently being challenged to help providers of care have “crucial conversations”^{*}—confronting sloppy processes, unprofessional behavior, and conflicts—the school needs to do the same skills building

Recommendations: Curriculum

- Place advanced practice programs in DNP curriculum and discontinue admissions to MSN level programming - consider MSN opt-out from the DNP program
- Inspire efficiencies in teaching and elimination of duplication
- Develop consistencies across departments for programs (eg. PhD, DNP, MSN)
- Involve CNO's in review of clinical program curriculum plans for relevance
- Evaluate income versus cost for various programs to determine ability to retain or eliminate programs

Recommendations: Faculty

- Standardize workload
- Improve communication across departments
- Develop culture of respect and civility
- Support excellence in teaching as a value
- Continue to support research productivity

Recommendations: Students

- Foster student organizations and inclusion of students in academic committees
- Establish a blog or website for regular transmission of information to students
- Develop regular evaluation of student's satisfaction and expectations
- Develop regular and timely communication with students about activities within the School, course and curriculum expectations and changes
- Develop cohort email list serves

Recommendations: Academic Services

- Standardize email system
- Improve website to make more user-friendly
- Improve communication with students and faculty regarding policies, courses and other academic matters
- Attend to financial aid opportunities for “EO” students
- Stabilize leadership