NOTICE OF INTENT TO CREATE A PROGRAM*, DEPARTMENT, SCHOOL, OR COLLEGE

Notice of Intents will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

If creating a Program, a notice of intent and proposal to create a new degree will also be required.

Proposed Name:	Foundational Practice and Community-based Care Division Advanced Practice and Community-based Care Division Nursing and Systems Science Division
Proposed Campus:	Spokane, Tri-cities, Vancouver, Yakima (consortium campus)
College(s):	Nursing
Proposed location in the administrative structure: *(Part of a larger unit? Who does it report to? Who reports to it? Attach proposed organizational chart.)*	Spokane. One of 3 departments proposed for the College of Nursing. Chair will report to the Dean. Faculty will report to the chair. See Attachment 1: Organizational Chart

Contact Name:	Mary Koithan	Email Address:	Mary.Koithan@wsu.edu
Date of filing this NOI:	1/17/23	Proposed effective date:	7/1/23

Provide a clear and thorough statement of the nature and purposes of the new unit in the context of WSU's mission and strategic plan.

After an initial college assessment following Dean Koithan's arrival at WSU in 2020, two areas of concern were identified, both were associated with structure and governance and contributed to ongoing inefficiencies and ineffectiveness. The executive leadership team concluded that the lack of staff/operational departments were the first priority and changes could address many of the day-to-day concerns voiced by faculty, staff, students, and community stakeholders. A staff reorganization activity occurred during AY20-21 with directors and staff associates hired into 9 new staff units.

In 2022, our attention turned to the faculty structure, the second area of concern. Historically, the College of Nursing has operated as a single academic unit with all programs accountable to an Associate Dean for Academics and program directors. Faculty were supervised by either the College of Nursing Associate Dean for Academics (Spokane campus and Yakima instructional site) or an Academic Director (Vancouver and Tri-cities campuses). All promotion and tenure processes as well as mentoring activities were facilitated by the Associate Dean for Faculty Affairs, the Associate Dean for Research (tenure track only) and the Academic Directors with ultimate responsibility held by the Dean. Evaluation data suggested that faculty had significant concerns with a) supervision and annual review processes; b) mentoring and career development; c) promotion review processes; d) academic program quality improvement measures; e) communication clarity and consistency, and f) faculty representation and voice. Executive leadership and program directors had additional concerns regarding faculty accountability and governance for academic programs that they were not credentialed for. Program growth and faculty size contributed to these issues and the executive leadership team decided to embark on a process to explore alternatives within the WSU structure.

The three proposed departments align with the academic programs offered by the college, the faculty tracks/academic preparation/professional credentials held, the governance required by accreditation and state approval standards and rules, and the opportunities for growth across the missions of the college (academics, service/practice, and research/scholarship).

	Nursing and Systems Science	Advanced Practice and Community-Based Care	Foundational Practice and Community-Based Care
Faculty Constituency	Tenured/tenure eligible with doctorate (science or practice). Scholarship is programmatic, and investigator initiated.	Advanced Practice Nurses (NP, CRNA, CNM, CNS) or other advanced practice providers with doctorate (science or practice). Scholarship is focused on practice/care or systems improvement.	Master's degree or doctorate (science or practice). Scholarship is focused on teaching/learning or practice/care improvement.
Primary Teaching Responsibility	Science courses, some advanced practice courses	Advanced practice courses, some science courses, occasional foundational practice courses	Foundational practice courses
Program Responsibility	PhD, research-focused certificates, oversight of post-doctoral scholars, coordination of visiting scholars	MN, DNP, practice-focused certificates	BSN, RN-to-BSN
Academic Growth Opportunities	Pre- and post-doctoral fellowships, institutional training grants, additional graduate degrees	Additional DNP specialty areas, MSW, additional professional degrees	Pre-licensure MN, BSW, additional Nursing-related undergraduate degrees

Our three proposed departments/divisions will be responsible for the undergraduate and graduate programs offered by the college and faculty and career development/mentoring of faculty within the division hose teaching in the undergraduate program. Faculty constituents are broad and will result in well-populated departments/divisions as described in the table above.

List of existing units, if any, that are eliminated by creating the new unit. Please justify why they should be eliminated.

N/A. The College currently does not have departments.

List of faculty who will be housed in the unit (department or school), and/or a list of the departments that will be housed in the unit in the case of a school or college).

Faculty Name	Rank	Current Department	Current Campus
See Attachment 2.			

Description of the effect that the creation of the unit will have on the faculty inside and outside of the unit.

Currently, the College of Nursing operates as a single entity with faculty reporting to either the Associate Dean for Academics (Spokane and Yakima faculty, n=90) or one of 2 Academic Directors in Vancouver (n=22) and Tri-cities (n=11). Peer mentoring occurs consistently for the tenure track faculty and is organized by the Associate Dean for Faculty Affairs but has not been consistently offered for Clinical or Teaching track faculty. Faculty votes and discussion about promotion and/or tenure occur within large groups participating based on rank and track rather than within smaller groups of faculty that share interests and career responsibilities. In past 3 years as the faculty continues to grow, this had led to difficulties obtaining participation in the promotion discussions and votes. We have faculty who are reticent to vote on promotion because they lack the expertise and shared experience necessary to determine whether the contextual statements are appropriate and whether benchmarks are sufficiently met. In many cases, faculty ask to abstain from voting but are refused due to WSU policies. They then vote based on a cursory review of outcomes without the ability to justify their decisions. Votes often come forward to the ADFA and the dean without sufficient exemplars or the justifications necessary to guide and craft a final decision. The lack of departments also reduces collaborations and innovations that are faculty driven. It reduces the opportunity for faculty representation in the administrative arm of shared governance (representation occurs only through the ADAA and the 2 directors). With department chairs, we would add 3 additional faculty representatives to the administrative leadership council and faculty would have the opportunity to meet, identify priorities and innovations which would then be brought forward to administrative council for strategic decisions. We identified 3 goals throughout the discussion about departmental structure: 1) improved communication among faculty and between faculty/administrative team; 2) improved mentoring and career development and 3) improved voice/representation. We are also hoping that with the proposed departmental structure that the CON would finally align with the university's policies, including those associated with promotion/tenure and annual review.

As there are no faculty outside the unit there will be no impact.

Description of the effect of the creation of the unit on other administrative units across the WSU system.

The creation of departments will necessitate a revision of current annual review and promotion/tenure review processes. Academic directors on the Vancouver and Tri-cities campuses will step back from completing the annual and promotion review processes and receive reviews from the respective department chairs. Chairs will also assume mentoring responsibilities and processes from the ADFA and Faculty Affairs Committee with potentially different processes being identified for each department. We will eliminate the ADFA position in order to reduce confusion and potential redundancy as we transition to departments, evaluating the need for this position in the future rather than assuming the need immediately. The reporting structure for academic programs will also change with directors reporting to their respective chairs and faculty assuming a more direct role in the creation of new curricular and program opportunities. The role of the ADAA will transition to one of academic rigor, course scheduling, course approval processes, continuous quality improvement and accreditation/regulatory compliance and outcomes evaluation and management. In sum, there will be a realignment of responsibilities and with the addition of 3 chairs, we anticipate an improved focus not only on quality outcomes as well as innovation but improved communications and responsiveness with the Graduate School and the Provost office but with other university departments (registrar, scheduling, faculty Senate).

Description of the process used to consult the affected faculty and other affected administrative units across the system.

During Spring 2022, executive leadership began meeting with faculty leadership to discuss potential structural changes to the organization of the college. In addition, executive leadership held formal and informal discussions with WSU Health Sciences leadership to explore options. In June 2022, we identified the need for an external consultant to assist us with the process and hired Dr. Joan Shaver, dean emeritus from the University of Illinois at Chicago and the University of Arizona. Dr. Shaver led a series of meetings with faculty and leadership over the next 7 months to explore a structure that could address the concerns that faculty voiced during the assessment process and provide the greatest potential for inclusivity, communication, clarity, and productivity. In total, Dr. Shaver facilitated and sought feedback through multiple meetings with the Faculty Affairs Committee, 7 faculty focus groups, 4 faculty leadership groups, selected key informants from the executive leadership, and 5 executive leadership council groups. She presented her findings to the full faculty in November 2022 and made her final recommendations to executive leadership in December 2022, who immediately shared these with faculty leadership.

Do the affected faculty and other administrative units agree to the creation of this college or department? If yes, please include (or attach) letters of support from respective leaders of the affected units. If not, please explain why the unit should be created over their objections.

Two weeks later a final report and recommendation were sent to all faculty with a request for reaction. Fully 80% of faculty supported the recommendations. Clearly some faculty continue to voice a lack of clarity about the need for departments and change but the majority of faculty recognize that with continued growth and planned increases to the number of academic programs offered by the college, departments are necessary and practical.

The minutes from several of the faculty governance leadership meetings, faculty governance meetings, the consultant's communications to faculty and leadership, and the final survey/vote are all included as Attachment 3.

If the unit is a department or school, will it serve as a tenure unit? If so, explain why. How many tenured faculty will be in the unit at inception?

The Nursing and Systems Science and the Advanced Practice and Community-based Care Divisions will serve as a tenure unit. Faculty constituents of the Nursing and Systems Science division will be tenured and tenure eligible faculty with faculty-initiated programs of research and scholarship. Faculty constituents in the Advanced Practice and Community-based Care Division could potentially hold terminal degrees and be engaged in research/scholarship that meets the criteria for tenure track. At inception There is the potential that the Advanced Practice and Community-based Care Division could serve as a tenure unit dependent on the faculty although we do not anticipate this as an outcome of the organization. Faculty meeting the descriptive characteristics

☐ **Proposed budget—please attached the budget form for New Programs. N/A—not a new program**

Description of the effect on the library at the proposed location:

N/A - not a new program.

Timeline:

- Faculty bylaws revision in Spring 2023 pending approval of the departmental structure by the Provost and BOR (Dr. Shaver will facilitate this process with a Faculty and Executive Leadership team);
- Determination of department membership using a collaborative process that includes faculty self- nomination with executive leadership approval (April 15 2023).
- Department chair nomination and selection process aligned with Faculty Manual Section I.A.3 by May 15, 2023

- Appointment for new chairs 7/1/23 with FY24/AY23-24 contracts.
- Orientation of chair during Summer 2023 prior to AY23-24.

We acknowledge that the timeline for this process is compressed. However, there is urgency given our pending re-accreditation visit in Spring 2024 and our need to have the new structure in place and operating before the visit.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair or Director Signature:	Mary Koithan	Date:	2/6/2023
Dean Signature:	Mary Koithan	Date:	2/6/2023

Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett Chancellor Signature:		Date:	
Global Chancellor Signature:		Date:	
Spokane Chancellor Signature:	Daryll B. DeWald	Date:	2/7/2023
Tri-Cities Chancellor Signature:	Sandra Haynes	Date:	2/10/2023
Vancouver Chancellor Signature:		Date	2/10/202

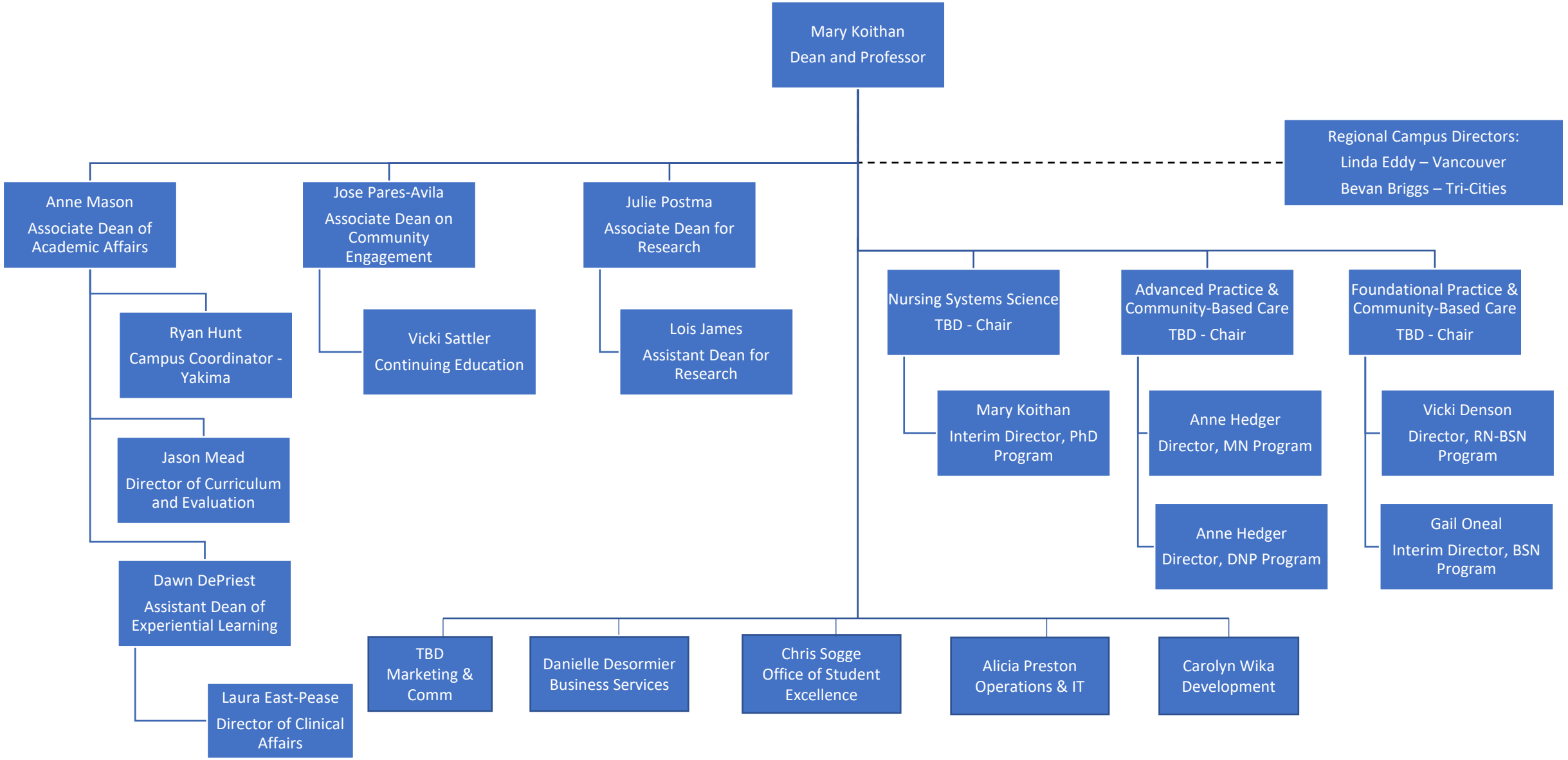
Comments regarding abstention of signature(s)

Submit completed form as a Word document to the Provost's Office at provost.deg.changes@wsu.edu

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

ATTACHMENT 1

PROPOSED ORGANIZATIONAL CHART


Mary Koithan
Dean and Professor
Regional Campus Directors:
Linda Eddy – Vancouver
Bevan Briggs – Tri-Cities
Anne Mason
Associate Dean of Academic Affairs
Jose Pares-Avila
Associate Dean on Community Engagement
Julie Postma
Associate Dean for Research
Nursing Systems Science
TBD - Chair
Advanced Practice & Community-Based Care
TBD - Chair
Foundational Practice & Community-Based Care
TBD - Chair
Ryan Hunt
Campus Coordinator - Yakima
Vicki Sattler
Continuing Education
Lois James
Assistant Dean for Research
Mary Koithan
Interim Director, PhD Program
Anne Hedger
Director, MN Program
Vicki Denson
Director, RN-BSN Program
Jason Mead
Director of Curriculum and Evaluation
Anne Hedger
Director, DNP Program
Gail Oneal
Interim Director, BSN Program
Dawn DePriest
Assistant Dean of Experiential Learning
TBD
Marketing & Comm
Danielle Desormier
Business Services
Chris Sogge
Office of Student Excellence
Alicia Preston
Operations & IT
Carolyn Wika
Development
Laura East-Pease
Director of Clinical Affairs

ATTACHMENT 2

DEPARTMENTAL FACULTY LISTS

DEPARTMENTAL FACULTY DISTRIBUTION

Foundational Practice and Community-based Care

Adams, Rachel

Anders, Karen

Barenz, Theresa

Baumgarten, Robin

Beebe, Barbara Jayne

Berry, Leah

Bowden, Theresa

Brigham-Althoff, Cindy

Caley, Joan

Cantrell, Jennifer

Causey, Ashley

Clark, Sharna

Cline, Kimberly

Cronrath, Gina

Davies, Emily

Diaz-Zepeda, Claudia

Edwards, Sheila

Ewing, Theresa

Ferraro, Erin

Griffith, Sarah

Hayes, Christine

Hickman, Jennifer

Jenkins, Annette

Jennings, Billi

Kedroske, Karlee

Kleiderer, Kelly

Larson, Jennifer

Logsdon Douglas, Crista Lee

Mancuso, Mallorie

Martinez, Diane

Matar-Curnow, Sally

McFadden, Susan

McIntosh, Shirley

Merritt, Elizabeth

Mitchell, Kimberly

Northern, Shelley

Olson, Kay

Onzay, Jennifer

Oswald, Jordan

Pedersen, Jana

Perkins, Susan

Powell, Leah

Punch, Lee

Quinn, Jennifer

Raino, Alesia

Reiss, Nina

Risse, Cory

Romesburg, Ellen Christine

Sarkinen, Bonnie

Sattler, Victoria

Scala, Danielle

Stack, Tracy

Stewart, Elizabeth C.

Striker, Heather

Swayze, Diana

Trower, Kimberly

Valentine, Tiffany

Van Nostrand, Brittany

Vera, Melissa

Vulcan, Megan

Warburton, Cindi

Wiedmer, Melissa

Willard, Alyson

Wood, Elizabeth "Betsy"

Young, Allison

Zaragoza, Heather

West, Kyle

Advanced Practice and Community-based Care

Axness, Sarah

Bennet-Wolcott, Barbara

Berg, Amy

Briggs, Bevan

Brown, Fionnuala

Chacon, Christina

DePriest, Dawn

Fincham, Sarah

Fitzpatrick, Meghan

Geil, Shelley

Hanlon-Wilde, Jennifer

Hedger, Anne

Hunt, Dennis Ryan

Mason, Anne

Mayfield, Beverly

Neeway, Mariana

Pares-Avila, Jose

Phenneger, Elizabeth

Reedy, James

Simons, Jennifer

Stover, Pamela

Tilch-Bryant, Brandie

Welty, Sara

Nursing and Systems Science Division

Burduli, Ekaterina

Eddy, Linda Lee

Eti, Deborah Udoka

Fritz, Shelly, Roschelle L

Graves, Janessa M

Hurst, Sheila K.

James, Lois

Klein, Tracy Ann

Landis, Tullamora Thelma

Nelson, Lonnie

Nguyen-Truong, Connie

Oneal, Gail Ann

Pascoe, Kelsey Jayne

Postma, Julie Marie

Richards, Claire Ann

Shishani, Kawkab

Smart, Denise

Van Son, Catherine

Wilson, Marian L

Wood, Natsuko

Barbosa-Leiker, Celestina

Brittain, Angela

Vera, Melissa

ATTACHMENT 3

FACULTY MINUTES AND SURVEY RESULTS

Notes to FGO Steering & Faculty Affairs Committees - DRAFT

To: Colleagues on FGO Sterring and Faculty Affairs Committee

I hope you had a rejuvenating Thanksgiving holiday. This note is to thank you for giving me your candid input in our recent meetings regarding thoughts on governance at your College. Below, I have outlined potential next steps (after talking more with Dean MK) and summarize very briefly some messages I heard. Please feel free to send any further thoughts. I have attached a document with four key slides that I used to spur our discussion.

Potential next steps: From our discussions and with more thinking, I indicated to Dean K. that it is a challenge to end up with effective outcomes using a piecemeal approach because there are three complex organizational components that are interconnected and best considered in tandem. These are:

1. Organizational structure
2. Administrative leadership positions
3. Governance operations (description would be influenced by items 1 & 2)

Predicated on Dean Koithan's belief that success for a complex organization (i.e., the College) is a function of attracting, retaining and nurturing its human talent (what I call the 'point of productivity'), next steps will include dialogue on a structure than includes academic departments. Why this consideration? The college has grown large over time – departmental structuring is a strategy to provide expanded leadership for and facilitation of faculty success (career-development). It also can promote teamwork around initiatives within or across 1) teaching/learning (T/L), 2) research/discovery (R/D) and 3) practice/service (P/S) scholarship (categories of our mission) and provide faculty with novel collegial collaborative opportunities beyond those generated by the degree programs in which they teach.

Therefore, a plan is for:

- a series of group meetings that will collectively encompass invitations to all faculty and interested staff
- dialogue in each meeting addressed to processing an exemplar ('straw man') org. structural model - 'how might it work', e.g., key elements needed to support success, upsides, downsides; 'what would make it better or what might be possible alternatives'?

It would be my honor to facilitate these as interactive dialogues using Zoom format, whole or breakout group discussions, and opinion polling to gauge consensus.

Shaver summary of prior FGO Steering and Faculty Affairs Committee key messages:

- Participant belief that there is value in faculty setting standards and concerns for orientation and mentoring of new faculty, faculty workload, faculty having voice to administration (and back), and more inclusiveness in how business of the College transpires
- Participant perceptions of lack of clarity in processes, challenging to find faculty willing to engage in governance committees, inclusiveness needs more emphasis, tension between faculty and administration, lack of trust among various constituents of the College.

I concluded that independent (faculty with admin as advisory or admin with faculty as advisory) and shared governance (activities and decisions) are in high need of clarification and that faculty career support needs attention. I appreciated what I sensed was your openness for thinking about the three academic categories of mission -T/L, R/D) and P/S - and processing my informal analysis showing that your current structure and your governance documents (FGO by-laws complemented by graduate by-laws) do not yet reflect a comprehensive approach. I also sensed an enthusiasm for considering possible ways to change. As we all know, change is inevitable for robust organizational productivity and growth. You are to be commended for stepping up to be designated (elected) faculty leaders contributing to College governance and its improvement. I look forward to more conversation.

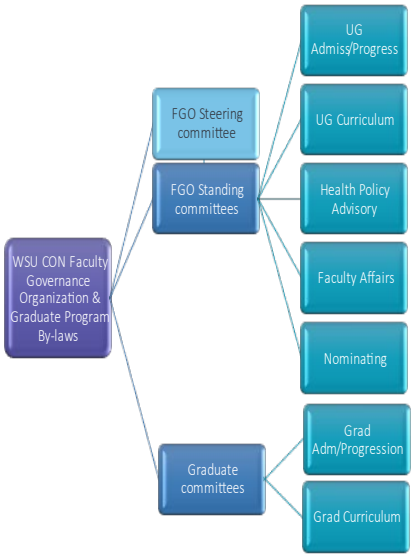
Best regards, Joan

Commented [SJ1]: Mary, do you want to include mention of staff?

Will put in attached word doc:

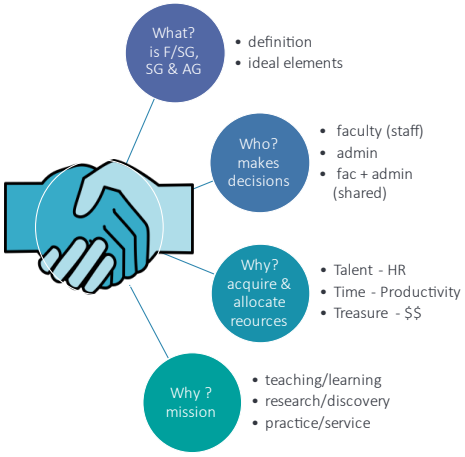
Key Slides used in committee discussion: #1 - FGO and Grad Program committees according to by-laws, #2 - 3 types of governance, #3 –template for clarifying functions (examples only), #4 – current by-laws derived, color-coded match with mission categories – T/L, R/D, P/S + added org. culture/operations

College of Nursing



2

Academic (College) Governance/Operations: 3 types?
Faculty (Staff) (F/SG), Shared (SG) & Administrative (AG)



If include faculty & staff –
maybe need a new label: e.g.,
College Citizen Governance By-laws

4

Spheres of Productivity or Capacity-building	Admin Decisions (faculty advisory)	Faculty Decisions (admin advisory)	Admin + Faculty Decisions (shared)
Teaching/Learning Degree/micro-credential programs	academics budget & resources acquisition/allocation	curriculum, course design & improvements, student recruitment, retention, academic/career support	revised or new programs strategic directions & facilitation accreditation process
Research/Discover	research support resources acquisition/allocation	research directions & productivity investigator-initiated projects	research productivity strategic directions monitoring & support needs
Practice/Service	acquisition/allocation of practice/service support resources	practice plan community engagements	practice/service strategic directions monitoring & support needs
Faculty/Staff & Org Culture/Operation	recruitment/retention – number & mix of faculty/staff salary/resources support & allocation, career development, workload performance	standards for recruitment/retention Review for APT orientation, mentor & team support	faculty/staff well-being & career-development strategic directions, monitoring, & needs org culture assess/analysis space acquisition/allocation

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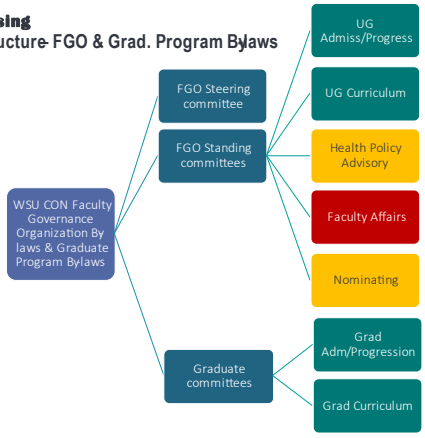
College of Nursing
Governance Structure- FGO & Grad. Program Bylaws

- Teaching/Learning Degree/micro credential program
- Research/Discover
- Practice/Service
- Faculty/Staff & Org Culture/Operations
- Category Unclear



8

Report to Washington State U. College of Nursing Leaders
9/21/22
J. Shaver, PhD, RN, FAAN, FWAN

Executive Summary

The week of August 22, 2022, six (6) small group discussions were conducted. Rather than using a problem-solving approach, the discussion was held as a 'what if' discussion. The **main goal**: to consider how structure of College might be changed to *faculty homes units* – e.g., departments/divisions. Forty-seven of 105 total faculty (47%) participated.

Method: Faculty groups provided input on:

- What is needed for fostering faculty success and what is needed for promoting success of the College?
- What should not change or what should change in the process?
- On what basis might the academic units be configured?

Results:

Needed for faculty and College success comments included:

- **Interpersonal and Workplace Culture Dynamics**:
  Faculty success comments were especially about needs for mentorship, protected time, professional development, peer collaboration opportunities, strength and stability of workplace identity, colleague support and transparency/clarity of communication.
  College success comments were especially about clearer focus or vision, transparent communications and parity between campuses.
- **Instrumental Resources**
  Faculty success comments were generally about needing more resources with special mention of staff and leadership support.
  College success comments were about needing more funding (budget), staff, and external support (WSU, legislature, practice domain). See IIA for more information.

What should change or not change: Comments were clustered into three categories: 1) interpersonal, 2) structure and process and 3) personal life. There were 17 separate comments on what should not change except for one repetitive item of 'not changing collaborative partnerships across campuses'. There were 30 separate comments on what should change (see IIB for details).

Ideas on basis for forming focused units as part of re-structuring included: 1) specialty areas of scholarship, 2) degree programs, 3) research efforts, and 4) practice areas

Interpretations and Conclusions:

Faculty see high need for:

- strengthening mentorship
- collaborating more
- better, more transparent communications
- having workloads matched to scholarship expectations (time)
- aligning with a stronger workplace identity
- access to more resources

Faculty identified more items needing change than items to preserve, want parity across sites, and could envision ways to break up into units.

Potential Options:

A. College of the Whole Continuation B. Focused Unit Formation 2

Recommendation: Focused Unit Formation

See report (pages 6 & 7) for pros and cons of each and step to be taken depending on decision. Appendices include raw data from faculty group meeting polls (A), faculty small group discussion comments (B), examples of structural change diagrams (C) and slide deck used in faculty group meetings (D).

Detailed Report

I. Context/Process

The week of August 22, 2022, six (6) small group discussions were conducted (see Appendix D for slides). Rather than using a problem-solving approach, the discussion was held as a 'what if' discussion

A. Main Goal: to consider how structure of College might be changed to *faculty homes units* – e.g., departments/divisions

B. Activities:

- thought solicitation & sharing– Poll Everywhere
- reflecting on principles - examples - possibilities – Shaver input
- small group possibility discussion (breakout)

C. Agenda for each session was:

- Thought elicitation & sharing – College faculty engagement, productivity & capacity-building – PollEv
- Input – Shaver – **Academic Nursing Productivity Areas** (~10-15 min)

- Thought elicitation & sharing – College status & Change – PollEv
- Input - shaver - **Governance Perspectives** (faculty, shared, administrative) (~10-15 min)

- Thought elicitation & sharing - bases for units (divisions or departments as faculty homes) – Pollev
- Input – Shaver – **Departmental/Divisional examples** (~10 – 15 min)

- Considering Possibilities – Breakouts - Scenario Discussion (~20 - 30 min)
- Sharing - Report Back (~15 -20 min)

D. Participation (reflects number participating in polling):

Date	Participants	Spokane	Tri-Cities	Yakima	Vancouver	Missed
8/22	10	8		1		1
8/23	7	2			1	4
8/24 (a.m.)	15	8			5	2
8/24 (p.m.)	8	3			5	0
8/25	4	2	2			0
8/26	3	3				0
Total	**47/105 (45% of total faculty))**	**26 (55% of partic)**	**2**	**1**	**11**	**7**

E. Summary Reflections on Process:

- expressed lack of clarity on 'why' these discussion – the purpose of these sessions
- questioned 'why' was change to structure necessary - would it solve any problems
- entered graciously into polling and small group discussion

II. Results

A. Themes: Faculty Success and College Success (# = number of comments - raw data in Attachments)

Themes	Faculty Success Comments	#	College Success Comments	#
Interpersonal & Workplace Culture Dynamics				
Mentorship		11		-
Time	protected, focused	11		-
Opportunities	professional development x 6, peer collaboration, clinical practice	10		-
Workplace identity	stability of focus, cohesion of vision, sense of belonging/community	10	Diversity, transparency, focus or vision, parity between campuses	11
Collaboration	colleague support	6		-
Communication	transparent, clear	4		6
Instrumental Resources				
Funding, budget		-		16
Resources (specific)	res (x4), co-faculty, WSU support, students clin sites, adequate salaries,	11		13
Resources (general)	general comments	8		2
Internal Human Resources	staff	5	Staff, inadequate pool, faculty	15
External Human Resources		-	Practice domain, legislature, WSU	4
Leadership	guidance, support	5		5

B. What should not or should change?

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Interpersonal	1. team teaching 2. clinical leads 3. access to leaders beyond dept/unit chair 4. working with colleagues 5. collaborative partnerships across campus x 5 6. stability, consistency 7. people I work with 8. my boss 9. connection with campus group x2 10. autonomy in teaching & research 11. chain of command 12. coordinated leadership	1. In person faculty for each campus 2. Restructure in how faculty time is used before and at end of semester. 3. Communication channels 4. Abuse of people 5. affinity groups to include people across campuses/sites 6. explore having depts 7. environment where people want to stay 8. support for remote work 9. More cohesion among groups 10. mentor matching process 11. communication pathways 12. doc storage & management 13. Consistent expectations for within and across all groups/campuses/etc.
Structure & processes	1. sim/skill labs 2. Size of practica groups (7-8)	1. Same resources across campuses 2. Onboarding for new faculty

	Not change (# = 17 comments)	Should Change (# = 30 comments)
	3. keep a department lead	3. Clarity on FTE required for teaching buyout x2 4. lifting of admin burden – focus on faculty role 5. smaller depts if sufficient, equal resources, representation & considerations 6. current structure – unwieldy – little/no delegation 7. Intentional mix of faculty types – i.e. mix of tenure track, teaching, clinical 8. All labs have similar capabilities across campuses 9. Intentional from the beginning to avoid department silo's and facilitate ongoing communication, collaboration 10. # of clinical hrs to reflect state requirements
Personal life	1. telecommuting (n = 7 comments) 2. my current schedule	1. Continuing contracts rather than yearly 2. Could we shift expectations? Year 1 have 0.2 FTE for research. Year 2 have 0.2 FTE for service. Then it may not feel as scattered. 3. Build on strengths and have realistic expectations 4. Pressure for everyone to do everything should change 5. different expectations for different faculty 6. tenure path for faculty with masters degrees 7. 10 mo. contract
Avoid	avoid reactive change avoid exclusion	
Misc	Some campuses have better funding models ie get CME, travel...others do not	

C. Ideas for division into smaller units? From small group discussion comments

Special Area Efforts	Degree programs	Research Efforts	Practice Efforts	Other
1. Areas of specialties 2. focus areas of CON 3. areas of specialties 4. academic home-areas of clinical/scholarly expertise 5. areas of expertise 6. Areas of expertise 7. Specialties 8. area of interest – e.g., population health 9. Faculty Area of interest	1. curriculum interest 2. J1 , J2, S1,S2 3. Degree and teaching expertise 4. Degree then expertise 5. Degrees 6. Graduate vs. undergraduate 7. By semester – teach. J1, J2, S1, S2 8. Program Tracks 9. degree programs 10. by semester/topic they teach 11. degree type 10. by year	1. research interests 2. general research area 3. research orientation 4. by research interests 5. research focus 6. research area	1. Primary care/acute care 2. Areas of interest/practice 3. clinical orientation 4. Nursing specialty 5. practice specialty 6. specialty	• Primary Types of scholarship (Boyer) • self selection with admin oversight • mentoring len • student progression interest • Random assignment that rotates. • Focus area: teaching, clinical, scholarship
Comments:				
By semester that teach in - J1, J2, S1, S2...but some people might be in more than 1 home unit if they teach in more than 1 semester				
Not sure if we need to reinvent the wheel here. Most colleges divvy up by areas of focus				
Are degree programs our core business? Do we get funding from teaching? I thought the money goes to Pullman and we beg for it.				
If we base it on research interest then does that mean we're prioritizing research over teaching, even though research is 40% and teaching is 50%?				

III. Interpretations and Conclusions:

A. Faculty see high need for:

- strengthening mentorship
- having workloads matched to scholarship expectations (time)
- collaborating more
- aligning with a stronger workplace identity
- better, more transparent communications
- access to more resources

B. Faculty:

- identified more items needing change than items to preserve
- want parity across sites
- could envision ways to break up into units

IV. Options A & B:

A. College of the Whole Continuation: Continue to operate with faculty being facilitated by a variety of College Administrators (e.g, Associate Deans, Directors, Coordinators etc.).

- Pros:
  - less overtly obvious change to structure – perhaps more comfortable for more people
- Cons:
  - little or no coordination of faculty career development activities (teaching/learning, research/discovery, practice/service)
  - potentially uneven administrative loads
  - potentially less coordinated 'on the ground' two-way communication between admin and faculty
- Needed:
  - Intensive analysis of administrative job expectation and facilitative processes and communication routes
  - Reconsideration of how to facilitate faculty high needs areas (above) and collaborations across all forms of scholarship.

B. **Focused Unit Formation**: Departments and divisions to propel focused collective identities and foster career development support.

- Pros:
  - More focused scholarship collaboration across all forms (teaching/learning, research/discovery, practice/service)
  - More personalized faculty career support
  - Better 'on the ground' two-way communication reinforcement between admin and faculty
- Cons:
  - Perceived as more radical change
  - Potentially enlarges administrative leader numbers (does not have to necessarily)
- Needed:
  - Determining how to form units and align faculty into each
  - Determine distribution of support resources
  - Intensive analysis of new and revised job expectations, facilitation processes, and communication routes to improve the faculty high needs areas

V. Recommendation:

I recommend **Option B**, the following elements might be considered if this option is adopted:

a) Form 2-4 units on a conceptual, degree program or mixed basis
b) Align 1-2 distance campuses with each new unit (sub-units)
c) Would think in terms of having leaders who are systems thinkers and can address change to productivity areas and assure quality operations.
d) Dean to conduct a faculty advisory process for unit head search. Final decision is administrative (Dean)

e) Distribute resources to units based on planned proportion of productivity (core business is education – clarify expected collective productivity split for teaching/learning, research/discovery, and practice /service
f) Allow currently appointed faculty to be assigned or if they waive assignment – apply for appointment into unit of choice – application accepted or denied by unit head with advice from a unit-based faculty advisory group.
g) Each unit to set goals for productivity based on faculty complement and proportional productivity decisions.

If it is decided that faculty be appointed into separate units, **clarify main purposes (why) and how**, e.g.:

- Faculty teaching/learning, research/discovery, practice/service career support and scholarly development.
- Resources distribution closer to the point of productivity (faculty efforts)
- Collaboration and mentorship (internal to unit, external to unit) on initiatives (improvement/change)
- Advancing nursing and health-related scholarship – designated for any or all productivity area – teaching/learning, research/discovery, practice/service
- Forming external partnerships to support designated scholarship
- Integrating scholarship areas into core educational programs

Decisions:

- Small unit division or not
- Clarification of how units would operate or revision of how existing administrative function operate.

Appendix A: Detailed Results of Multiple Small Group Discussions

Q1: **What is most needed to make faculty successful?**

Interpersonal & Workplace Cultural Dynamics	
Mentorship	1. Mentorship in how to recover from failure 2. someone to teach us how to actually be successful 3. mentorship 4. mentorship 5. Mentorship, clinical engagement, inclusion, modeling interprofessional work 6. mentoring 7. Actual mentorship 8. Agree with mentorship!!! 9. Mentorship (please!) 10. Mentorship 11. Mentoring
Time	1. Time to collaborate 2. protected time 3. protected time to focus 4. Focused time 5. As clinical faculty, we need dedicated time for our clinical work. 6. More time!! 7. more time 8. time 9. enough time 10. time to achieve 11. time to develop expertise - w/o feeling like drowning
Opportunities	1. opportunities for professional development 2. opportunities 3. support for ongoing learning as faculty 4. continuing education in education 5. PRN Clinical practice 6. In person skills training 7. lifelong learning 8. continuing education 9. continuing education 10. support in starting a small research/discovery project
Workplace Identity	1. stable focus 2. stable focus 3. team science 4. cultivate a sense of belonging 5. Community/team building 6. Stop working in silo's 7. a cohesive vision

	8. Spirit of collaboration 9. recognition 10. creation of community
Collaboration	1. Collaboration 2. collegial support 3. collaboration 4. Support from colleagues 5. Teamwork across campuses 6. Opportunities to communicate/collaborate with peers
Communication	1. Transparent communication 2. Clear and effective communication 3. Communication 4. Good communication
Instrumental Resources	
Resources (Specific comments)	1. grant prep and management support 2. Research support and guidance 3. The ability to have co-faculty with large classes 4. well-prepared students 5. a reasonable workload 6. Adequate clinical sites 7. Adequate salaries to attract and retain faculty 8. Support that is tangible 9. reinforce/incentivize for being successful (e.g., grant success, or teaching success) 10. incentivize getting grants 11. support from WSU
Resources (General comments)	1. Access to resources 2. A calendar of administrative timelines 3. resources 4. resources 5. resources 6. systems support 7. org support 8. Support
Internal Human Resources	1. staff support 2. Limiting staff turnover x2 3. Limiting staff turnover 4. Teaching help to have time for res 5. Resources and staffing
Leadership	1. Guidance from Administration 2. Support from administration 3. Support from administration 4. Strong, cohesive leadership 5. Leadership support

Q2: **What is most needed to help the College of Nursing thrive?**

Instrumental Resources	
Funding	1. funding to meet in person when desired 2. More graduate research assistantships to build the PhD program 3. financial support and workload – so experienced faculty can function as mentors 4. Competitive salaries 5. Better pay 6. Resources - $ and expertise 7. Funding 8. MONEY 9. Funding from the legislature 10. Funding $$$$ 11. Adequate funding to keep and retain faculty and key staff 12. Fair resource allocation 13. yes, funding 14. Less competition of resources from college of Medicine 15. Agree with COM competition for resources 16. Better salaries to help attract and retain qualified faculty
Resources (specific & general)	1. increased university level support 2. University and campus level support from leadership 3. professional development opportunities 4. Functional web resources 5. Support by WSU (HR, funding, infrastructure) 6. IT which we don't have enough of 7. Support from across all campuses (i.e. Pullman) to have access to the necessary resources ($$) to provide quality education 8. tech support (which we have) 9. In person skills training 10. More R01 level grants 11. Our staff positions filled 12. Adequate clinical sites 13. High NCLEX passing rates 14. More support 15. More Support Resources 16.

Internal HR	1. Better staffing of admin roles 2. Can't even find someone to hire to help on a grant. Got funding, no one to hire 3. I second -"no one to hire" 4. I third "no one to hire" 5. Stop staff turnover 6. Mentoring of new faculty 7. Quit having to orient new people to key positions 8. Faculty development 9. Intentional hiring 10. Adequate staffing for meeting the needs of students 11. Retention of faculty 12. Enough Staff 13. appropriate number of consistent staff members 14. A mix of PhD and DNP faculty 15. More faculty to help share the work
External HR	1. Partnerships w hospital leaders that value our professional contributions 2. At the legislature 3. University representatives that advocate for our college 4. Executive leadership that values our college
Leadership	1. having the same Dean for minimum 5 years; support from WSU system for college 2. Leadership 3. clinical leads 4. chain of command 5. coordinated leadership
Interpersonal & Workplace Cultural Dynamics	
Workplace Identity	1. DEI 2. Transparency in changes 3. mitigate microaggressions at a system level 4. Focus, not trying to be everything to everybody 5. Equal access across campuses (internet) 6. pressure for excellent at both teaching and research - not time or mentorship to do both 7. More focus on research, which will attract PhD students and grow our program 8. better organizational structure 9. diverse ways of knowing, learning, and communication 10. Diversity 11. Cohesive vision
Communication	1. Better communication 2. Transparent and frequent communication 3. Good communication across campuses 4. Recognition of work done

	5. Self-recognition that we are an amazing group of faculty 6. transparent communication

Q 3 & 4: What should not change? Should change?

	Not change	Should Change
Interpersonal	1. team teaching 2. 3. access to leaders beyond dept/unit chair 4. working with colleagues 5. collaborative partnerships across campus x 5 6. stability, consistency 7. people I work with 8. my boss 9. connection with campus group x2 10. autonomy in teaching & research	1. In person faculty for each campus 2. Restructure in how faculty time is used before and at end of semester. 3. Communication channels 4. Abuse of people 5. affinity group to include people across campuses/sites 6. explore having depts 7. environment where people want to stay 8. support for remote work 9. More cohesion among groups 10. mentor matching process 11. communication pathways 12. doc storage & management 13. Consistent expectations for within and across all groups/campuses/etc.
Structure & processes	1. sim/skill labs 2. Size of practica groups (7-8) 3. keep a department lead	1. Same resources across campuses 2. Onboarding for new faculty 3. Clarity on FTE required for teaching buyout x2 4. lifting of admin burden - focus on faculty role 5. smaller depts if sufficient, equal resources, representation & considerations 6. current structure - unwieldy - little/no delegation 7. Intentional mix of faculty types - i.e. mix of tenure track, teaching, clinical 8. All labs have similar capabilities across campuses 9. Intentional from the beginning to avoid department silo's and facilitate ongoing communication, collaboration 10. # of clinical hrs to reflect state requirements

Personal	1. telecommuting (n = 7 comments) 2. my current schedule	1. Continuing contracts rather than yearly 2. Could we shift expectations? Year 1 have 0.2 FTE for research. Year 2 have 0.2 FTE for service. Then it may not feel as scattered. 3. Build on strengths and have realistic expectations 4. Pressure for everyone to do everything should change 5. different expectations for different faculty 6. tenure path for faculty with mastered degrees 7. 10 mo contract
Misc	avoid reactive change avoid exclusion Some campuses have better funding models ie get CME, travel...others do not	

Q 5: How could divide into smaller units?

Appendix B: Faculty Group Discussion Comments

1. **Basis for units**:

- Formalize what's already being done:
  - PL, BSN, DNP, PHD already meet
- Areas of scholarship and service (passions)
  - Biobehavioral
  - Population Health
    - Several courses aligned with this topic, undergrad up to PhD
    - Faculty that want to be part of the unit help across all levels of faculty
    - Collaboration or service opportunities by grouping this way
  - Health Equity and Diversity
  - Systems Science
- Faculty appointment type/group
  - New faculty
  - Career Track faculty

- Acute vs. Primary Care
- Research vs. Clinical
- Program Specific (BSN, RNB, MSN, DNP, PhD, those who teach across all programs)
- Areas of expertise
- Degree program types
- Alternative (of group choosing)
- Faculty appointment types
- mix

- Ability for individuals to **choose what units** they are grouped into
- Multiple people across campuses, and different foci– could divide by degree program– only solution that doesn't silo by campus or money.
- Could divide by campus, and then in Spokane have pre-licensure.
- Maybe we don't need to change anything but have **different processes** to make it less unwieldy
- Need to understand the flow of money to understand how to approach this

- Departments that can create community and a sense of belonging.
- It is confusing to teach across all programs, so would be less confusing. Would help us understand how we fit in the institution.
- Not to put non-nursing faculty in a separate department.
- Biobehavioral, public/community health,
- Lifespan (child/ adult/ gero) but that leaves out faculty who are crosscutting

- Scholarship
- Would need to know purpose for clustering, do not want to be excluded from working or collaborating across campus or programs

- Practice areas
- sphere of influence (how to accomplish the mission of the college)/nursing impact areas
- program (PL-BSN, RN-BSN, Master's/DNP, Ph.D)

**Whatever the units, support is crucial for those units, and clear communication within and between units

- Inclusivity
- Alignment
- Collaboration
- By level of focus: community/systems; individual (ecological model)
- By career trajectory
- By faculty degree or program in which you teach are primarily the same
- By Boyer model of scholarship
  - Discovery/integration (TT/PhD): Nursing science
  - teaching/learning (Teaching track/MN): Education science
  - practice (CT/DNP): clinical science
- By faculty degree or program in which you teach are primarily the same
- By Boyer model of scholarship: Discovery; teaching/learning; practice
- Two departments: biobehavioral, public/community-health

2. Advantages:

- Smaller focused groups
  - Better learning
  - Decision making
- Promote practice from undergrad up to PhD/research
  - Idea generation
  - Opportunities

- Less overwhelming for new faculty to be a part of a smaller unit.

- Perhaps less overwhelming for students as well if interacting with fewer faculty.
- Streamlined communication and fewer meetings.
- If units spanned campuses - reduces siloed effect.

- Need a department chair for new faculty

- Share administrative burdens
- Prevent burn out of our leaders
- Help us figure out where we belong

- Shared vision
- Easily administrative tracking
- Help with collaborations across tracks that can help productivity overall

- support of professional growth/development/progression,
- cross-pollination of ideas
- create a structure that allows more input/investment/recognition of lecturer and adjunct faculty including allowing workload credit for service
- communication across departments

- Share administrative burdens
- Prevent burn out of our leaders
- Better understand policies; supervisory structure
- Efficiencies?

3. Potential challenges

- Ordering by Track / Status
    - Possibly makes the hierarchy more divided
- PhD faculty teaching across programs
    - Do not hold degrees in undergrad topics

- Funding? Resource disparities. How would funds be allocated?
- How would IT be allocated?
- Those with fewer resources feel discouraged.

- Wasting time when organization changes again later
- Budget model
- Funding goes to campuses, if you divide across campuses then how are departments funded?

- People feeling left out
- Who picks the department chair? Is there turnover?
- Can we afford to add another layer of administration (department chair ADR)
- Faculty on smaller campuses feeling left out and actually being left out workflow-wise

- silo-ing
- Will it solve the problems? Must be thoughtful and meaningful with faculty input

- how to get the day-to-day "business" of our various roles accomplished
- valuing Master's-prepared and lecturer/adjunct faculty expertise vs valuing DNP/Ph.D and meeting accreditation requirements which may be develop in the future (new accreditation seems akin to AA vs BS nurse – the value of a seasoned AA vs a new or novice BS-prepared nurse at the bedside)

- People feeling left out – could occur no matter how we are organized (we teach across programs; etc)
- Another admin layer

4. Other thoughts/ideas:

- Questions on the purpose of units / divisions
    - What is the purpose?
- How do other colleges organize their units?

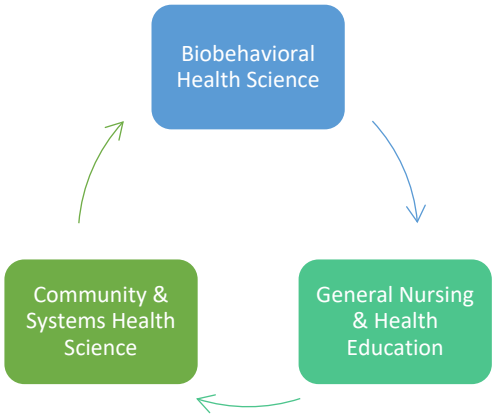
- Needs to be sustainable, there has to be follow through and processes in place
- What is meant by faculty home?
- Is teaching our core business when funding from teaching goes to Pullman?
- How much have we grown?

- There is a general lack of understanding of what good governance and what departments are.
- Rules and regulations are developed by administration and handed down to faculty.
- Confusion about bylaws and what they are, and how faculty can have more say into what University-level policies and procedures are. University is confusing. Faculty should have more input into how things are doing.
- Confusing about how funds are handled between campuses, etc. Lots of faculty turnover. Missing institutional knowledge because of high turnover.
- We teach in a variety of degree programs/disciplines, so how do these faculty homes work in that context? Are they mutually exclusive? Is there a way to improve what we have, rather than doing something new? Is there a way to have research/scholarship teams where someone has an idea and then others can work on that? (That is maybe like faculty homes, but they would change over time.) Could we have inter-professional groups/connections? What is the intention of these new faculty homes?
- Some discussion/concern about whether restructuring the faculty is misdirected and will actually fix the perceived and actual challenges
- How is the chair determined: appointed, elected?
- What does this mean for associate deans and program directors?
- Do programs have a departmental home or unit?

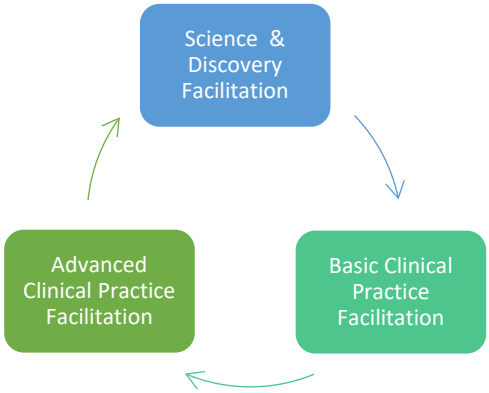
Appendix C: Examples of Unit Changes

Example of Division Shifts at U. of Arizona

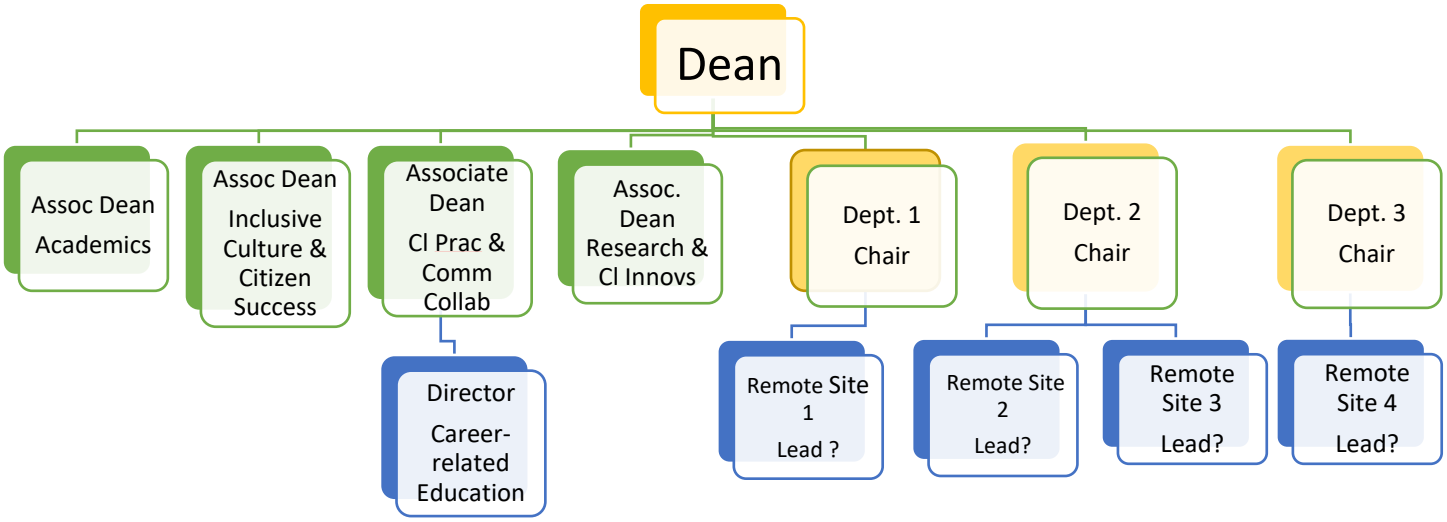
Established:



Revised (no official names yet):



Example of new unit structure organizational chart:



Appendix D: Slides Used for Small Group Discussions

College of Nursing

Re-imagining governance & organizational structure

Faculty Dialogue with
Joan Shaver, PhD, RN, FAAN, FWAN
August 2022
jshaver@arizona.edu

Joan Shaver – about me

- Have transdisciplinary degrees – MN (UW Nurs) & PhD (PBIO) (UW Med)
- Admin experience: Dept. Chair (8 – yrs UW), Dean (13 yrs UIC) and Dean (9 yrs UAZ)
- NIH-funded PI – Sleep Science and Women's Health
- Currently Professor
  - teaching – DNP (systems) & PhD (research) courses
  - facilitating 2 HRSA grant contracts (written with M. Koithan)
    - HRSA (diversity) and IHS (Native American Indigenous)
    - seeds student career enrichment programming, assessment, & stipends & faculty development
- My passions:
  - transforming
    - academic systems • curricula • online pedagogy
  - mentoring

Team Sports

- Mantras: re Change success
  - timing & framing
  - *It's not a **risk** unless have '**fear of failure**' – only an **experiment**!*

Agenda:
Think-a-long:

- **Goal:** how structure of College might be changed

- **Activities:**
  - thought solicitation & sharing– Poll Everywhere
  - reflecting on principles - examples - possibilities – Shaver input
  - group possibility discussion

- **Schedule:**
  - Thought elicitation & sharing – **College faculty engagement, productivity & capacity-building** – PollEv
    - ✓ Input – Shaver – **Productivity categories** **(10-15 min)**

  - Thought elicitation & sharing – **College status & Change** – PollEv
    - ✓ Input - shaver - **Governance perspectives** **(10-15 min)**

  - Thought elicitation & sharing - bases for dividing into units (departments) – Pollev
    - ✓ Input – Shaver – **Departmental/Divisional examples.** **(10 – 15 min)**

  - Considering Possibilities – **Breakout Room - Scenario Discussion** **(30 min)**
    - ✓ Sharing **- Report Back** **(15 -20 min)**

Join by Web

1. Go to **PollEv.com**
2. Enter **JSHAVER**
3. Respond to activity

Join by Text

1. Text **JSHAVER** to **22333**
2. Text in your message

All answers are anonymous as to author – cannot link any comments to individual participants - JLS

Please indicate the site with which you mainly identify

Spokane

Tri-Cities

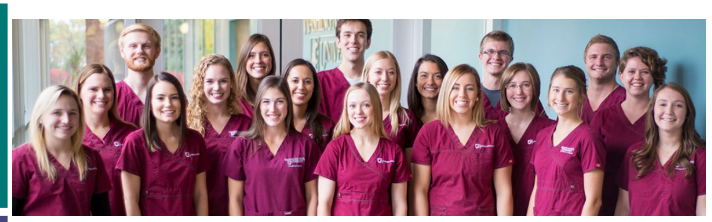
Vancouver

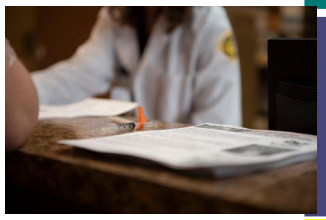
Yakima

In academic nursing, what are key speres of engagement or productivity? (multiple entries welcome)

Think-a-long: Academic Nursing: Broad Spheres of Productivity or Capacity-building

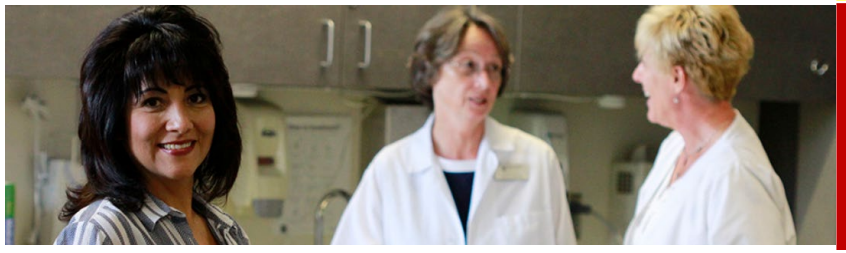
Teaching/Learning (degree/micro-cred or CPE)





Research/Discovery

Practice/Service



Faculty/Staff & Org Culture/Operations

What is most needed to make you (&/or your colleagues) successful as faculty? (multiple entries allowed)

What is most needed to help the College of Nursing thrive (grow in stature or size, improve, evolve)?

Re structure change, anything that for sure SHOULD BE changed?

Anything that you think for sure SHOULD NOT be changed?

Think-a-long: Consequences of Implementing New Structure – potentially changed – e.g.,

- ❑ mix of faculty/staff within clusters (units)
- ❑ organizational chart
  - ✓ administrative facilitation (leader) positions & accountabilities
- ❑ governance documents
  - ✓ college by-laws, operating guidelines, etc.
    - ✓ faculty & shared governance
  - ✓ administrative policies – space, HR, budgeting, etc.
    - ✓ administrative governance

Think-a-long: Academic Governance (Operations): Faculty (Staff), Shared & Administrative

Productivity/Capacity-building

- Teaching/Learning (degree/micro-cred or CPE)
- Research/Discovery
- Practice/Service
- Faculty/Staff & Org Culture/Operations

Faculty (Staff) Governance	Shared Governance	Admin Governance
Players: Faculty (admin advisory)	**Players**: Faculty/Staff & Admin (shared)	**Players:** Admin (faculty/staff advisory)
accountabilities outline & operations clarification: ? faculty operations guides	**accountabilities outline & operations clarification:** ? operations guides ? college policies	**accountabilities outline & operations clarification:** ? college policies

Spheres of Productivity or Capacity-building	Faculty Decisions (admin advisory)	Admin + Faculty Decisions (shared)	Admin Decisions (faculty advisory)
Teaching/Learning Degree/micro-credential programs	curriculum, course design & improvements, student recruitment, retention	revised or new degree/cert programs strategic directions & facilitation, accreditation process	fiscal integrity (budget) & resources acquisition, & allocation
Research/Discovery	research directions & productivity investigator-initiated project collaborations	research productivity strategic directions monitoring & support needs	research support resources acquisition & allocation
Practice/Service	community engagements practice plan	practice/service strategic directions monitoring & support needs	practice/service support resources acquisition & allocation
Faculty, Staff & Org Culture/Operations	faculty recruitment & retention standards review for appointments, promotion & tenure eligibility orientation, mentor & team support tactics	faculty/staff well-being & career-development strategic directions, monitoring, & needs org culture assess/analysis space acquisition/allocation	Recruitment & retention – number & mix of faculty/staff salary/resources support & allocation, career development, workload, performance

How might faculty be divided into departments/divisions - possible criteria? E.g. , color of hair

Think-a-long:
Ideas on how to divide faculty into departments or divisions

1. Areas of Excellence or Emphasis in Scholarship (T/L, R/D, P/S), e.g.,
   - Health Disparities
   - Community & Systems

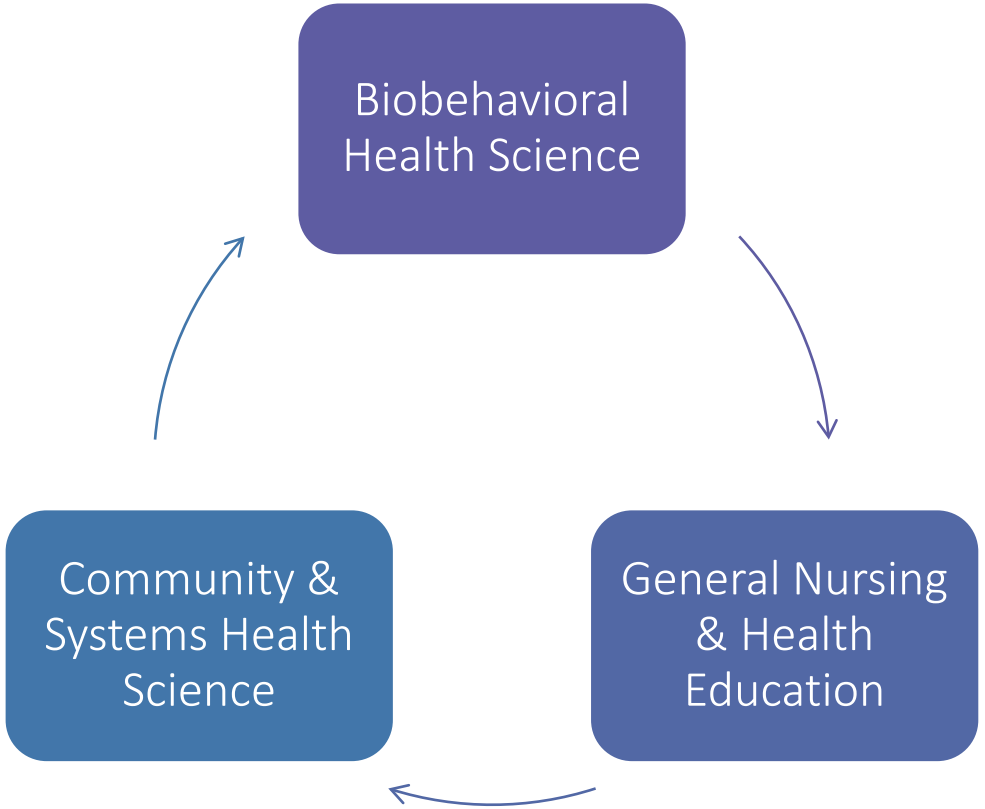
2. Faculty Appointment Types, e.g.,
   - Tenured/Tenure Eligible
   - Career Track

3. Degree Program Types, e.g.,
   - Pre-RN
   - Post-RN

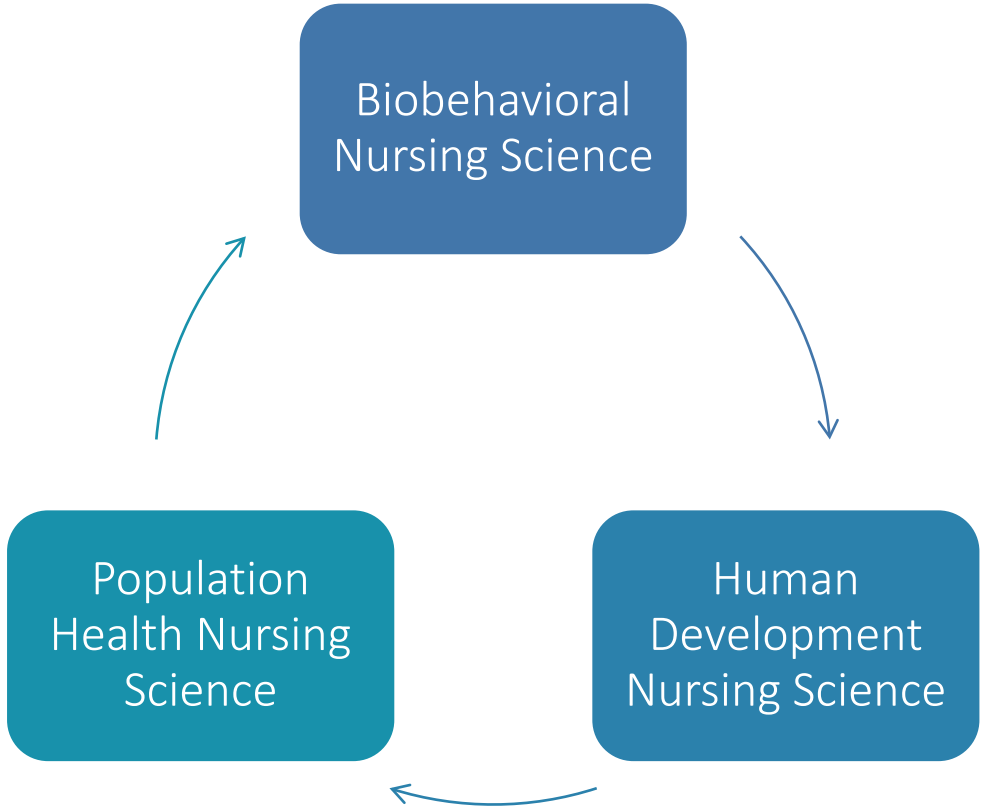
4. Other ideas? ? Mix

Think-a-long:

U of Arizona College of Nursing Divisions

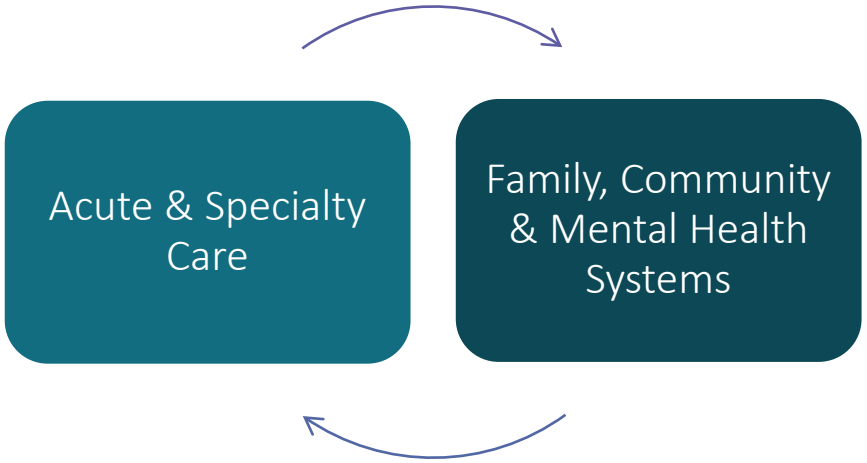


U of Illinois at Chicago College of Nursing Departments

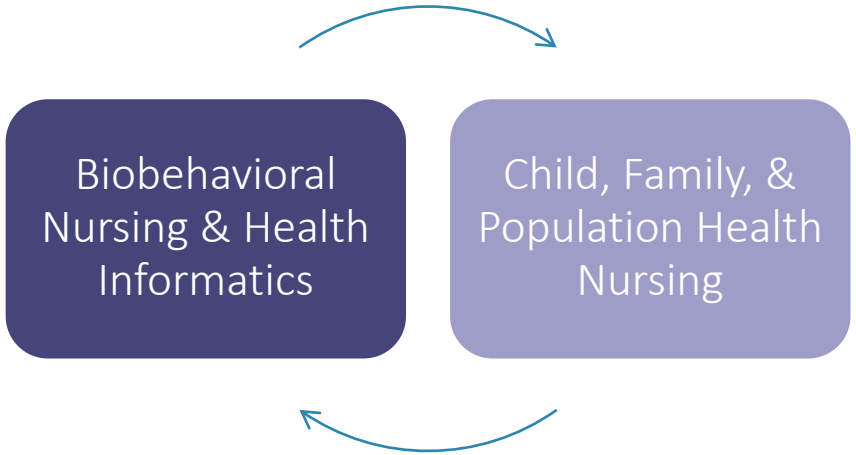


Think-a-long:

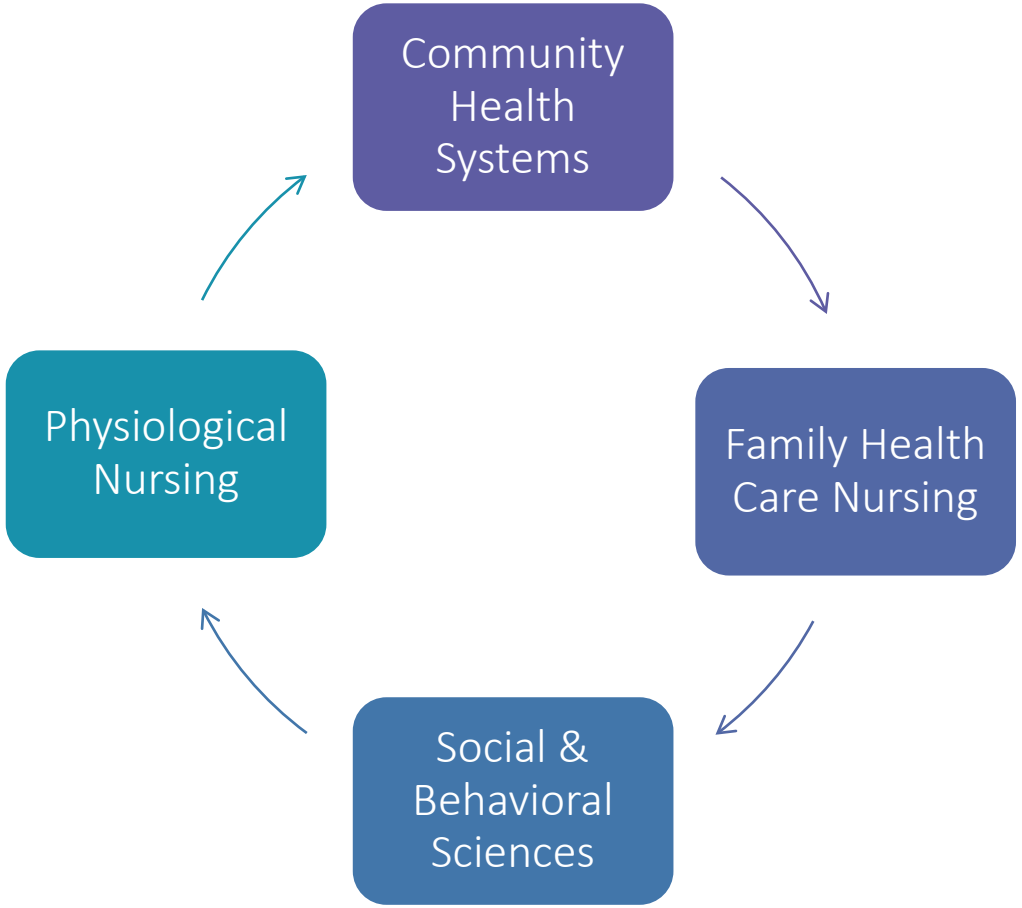
U of Virginia School of Nursing Departments



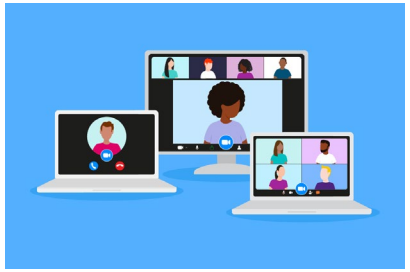
U of Washington School of Nursing Departments



UCSF School of Nursing Departments



Breakout Discussion: Scenario - Imagine

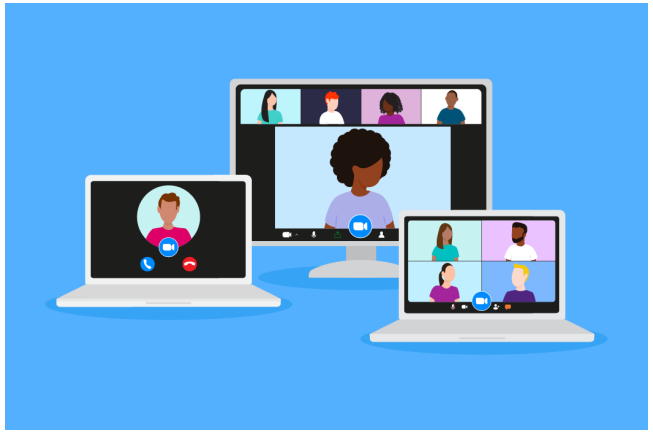


- You are working in a large nursing college with four (4) sites (campuses) that are geographically remote from each other
- College has functioned under a centralized structure which has worked in the past
- College has grown to the point whereby it is now recognized that:
  - degree programs (core business) are not as well coordinated as could be
  - faculty/staff scholarship and careers need to be supported more effectively
  - resources could be more efficiently shared

In this high-ranking College, you are on the **New Structure Work Team** to consider options for:

- a new structure with faculty homes – or ‘units’
  - ? called **‘departments or divisions**’

Breakout Discussion: Scenario - Parameters



New structure with faculty homes – units:

- number will range from 2 – 4
- each unit will be of roughly the same size (# of appointed faculty)
- all eligible faculty will be appointed into a unit
- each unit will have an administrative leader (feel free to suggest title)

Small Group Discussion: Scenario – Imagine Possibility

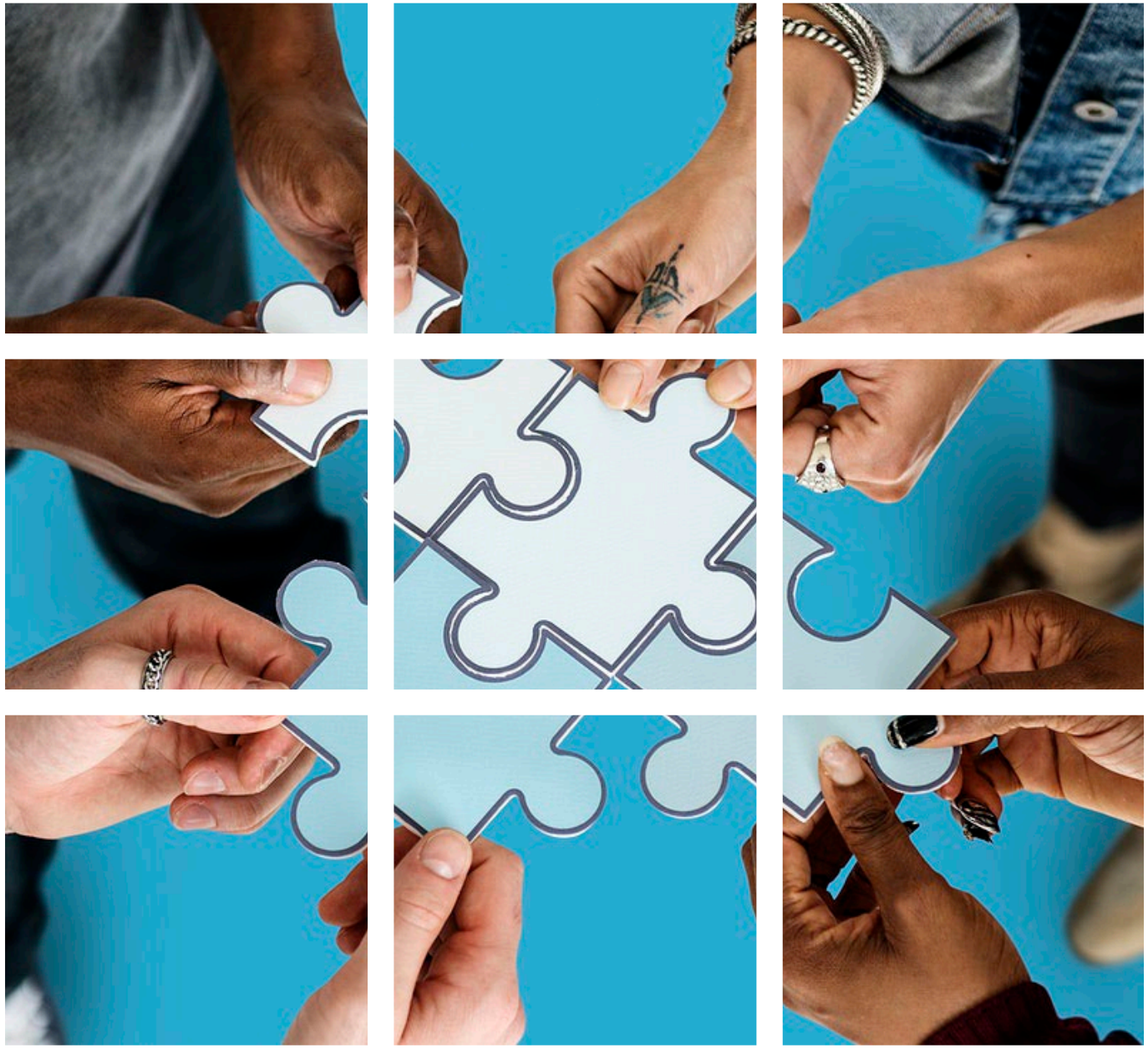
1. Select a **group dialogue facilitator** (if desired) & a **recorder/reporter**

2. **Choose a** basis for faculty clustering (by group consensus)
   - ❑ Areas of excellence in scholarship
   - ❑ Faculty appointment types
   - ❑ Degree program types
   - ❑ Alternative (of group choosing)

3. **Develop views on 'how' it could work –** number of units, possible labels/names, faculty mix, & likely advantages

4. Be prepared to **provide 'report' on thoughts –** for those not in group discussion

Discussing Possibilities



If you have other comments –please send to jshaver@arizona.edu

Re-imagining Structural Changes – Agenda for dialogue with FGO Steering committee – 10/05/22

1. Info: quick mention of faculty group report – comments showed desires for more mentoring, better communication and stronger identity/belonging

2. Info: discussion by Exec C members – ideas for development of possible 'faculty home units' to advance mentoring, communication, identity/belonging, career gratification – decided on
    a. N = 3
    b. Each with a focus on an area of full-type scholarship excellence
    c. Each with a mix faculty according to type of appts. and degree program type

3. Dialogue Prime: Bringing options to FGO Steering members for input on two options. Input for each option to include:
    a. How do you see yourself and peers (your represent) belonging to one of the 3 designations (think of fit with in what you are/wish to be a thought leader not solely what you teach)
    b. What do you see as an advantage to your work in the College and an affirming academic career experience

4. Dialogue: Option 1
    a. Well-being & Health Promotion Science

    b. Symptom & Illness Management Science

    c. Clinical Environments & Systems Science

5. Dialogue: Option 2
    a. Health Promotion & Risk Reduction Science

    b. Population & Community Health Science

    c. Health Equity & Systems Science

6. Dialogue: EC is open to whether there are other clusters (units) that come to mind
    a. not solely around appt. type or degree programs
    b. full-scholarship mix of people

Considering ‘Faculty Academic Home’ Units

Dialogue with:

Joan Shaver

10/5/22

Faculty Group Discussion Participation:

Date	Participants	Spokane	Tri-Cities	Yakima	Van	Missed
8/22	10	8		1		1
8/23	7	2			1	4
8/24 (a.m.)	15	8			5	2
8/24 (p.m.)	8	3			5	0
8/25	4	2	2			0
8/26	3	3				0
Total	47/105 (45% of total faculty)	26 (55% of partic)	2	1	11	7

Faculty Group Discussions: Interpretations and Conclusions:

Faculty see high need for:

- strengthening mentorship
- having workloads matched to scholarship expectations (time)
- collaborating more
- aligning with a stronger workplace identity
- better, more transparent communications
- access to more resources

Faculty identified more items needing change than items to preserve, want parity across sites, and could envision ways to break up into units

Executive Council Dialogue

- possible ‘faculty home units’ to advance mentoring, communication, identity/belonging, and career gratification/support – decided
  - N = 3 units
  - Each with a focus on an excellence area derived from ‘multiple forms of inquiry’ scholarship
  - Each with a mix faculty according to type of appts. & degree program type

FGO Steering Committee Dialogue

- Presenting two (2) options
  - How do you see yourself and peers you represent aligning with one of the 3 designations – we will discuss one option at a time
    - think of how to align
      - according to the area that you are recognized as or wish to build your reputation as a thought leader - not solely by what you teach
  - What can you see as advantages to your work in the College and an affirming academic career experience?

Two options – consider one at a time

Option 1

Well-being & Health Promotion Science

Symptom & Illness Management Science

Clinical Environments & Systems Science

Option 2

Health Promotion & Risk Reduction Science

Population & Community Health Science

Health Equity & Systems Science

Option 1 – mix of faculty types, 'multiple forms or inquiry' scholarship

E.g., Health Equity cuts across

Possible Labels	Emphases
Well-being & Health Promotion Science	Tends to individuals/families/populations, healthy behaviors/outcomes, disease prevention, community, home settings etc.
Symptom & Illness Management Science	Tends to individuals/family/populations, acute/chronic conditions, major symptoms, skilled care settings (acute, long-term) etc.
Clinical Environments & Systems Science	Tends to organizations/systems, care access, cost, accountability, natural and built environments, climate etc.

Option 1 – mix of faculty types, 'multiple forms or inquiry' scholarship

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How do you see yourself and peers you represent aligning with one of the 3 designations

think of how to align

according to the area that you are recognized as or wish to build your reputation as a thought leader - not solely by what you teach

What can you see as advantages to your work in the College and an affirming academic career experience?

Option 2 – mix of faculty types, full-type scholarship

Possible Labels	Emphases
Health Promotion & Risk Reduction Science	Tends to individuals/families, acute/chronic disease management & prevention, skilled care settings (acute, long term).
Population & Community Health Science	Tends to populations, public health programs/services, environments (natural/built), community/home settings etc.
Health Equity & Systems Science	Tends to organizations/systems, underserved populations, care access, cost, accountability, etc.

Option 2 – mix of faculty types, 'multiple forms of inquiry' scholarship

Possible Labels	Emphases
Health Promotion & Risk Reduction Science	Tends to individuals/families, acute/chronic disease management & prevention, skilled care settings (acute, long term).
Population & Community Health Science	Tends to populations, public health programs/services, environments (natural/built), community/home settings etc.
Health Equity & Systems Science	Tends to organizations/systems, underserved populations, care access, cost, accountability, etc.

How do you see yourself and peers you represent aligning with one of the 3 designations

think of how to align

according to the area that you are recognized as or wish to build your reputation as a thought leader - not solely by what you teach

What can you see as advantages to your work in the College and an affirming academic career experience?

Other Ideas – units

- Not solely around appt. type or degree programs
- Multiple forms of inquiry scholarship mix of people

Department Structure Proposal

Why Departments?

- Increase sense of belonging by creating smaller groups of faculty that are organized by similar interests (concept of an academic "home" that is devoted to support and advancement of faculty interests)
- Increase faculty voice and representation by:
    - Adding chairs to the Executive Council to communicate faculty needs.
    - Improving workload negotiation (faculty with department chair) during the annual review process.
    - Creating a workload advocate for faculty in a department chair that more closely understand faculty activities and commitments.
    - Creating units with peers who share similar interests and promotion criteria and guidelines.
- Improve promotion and/or tenure efficiencies with smaller units for peer review and voting by faculty grouped by similar interests and experiences. Promotion will occur within departments.
- Improved communication between faculty and executive administrative leadership by including department chairs in the Executive Leadership Council.
- Foster scholarship collaboration and growth across tracks and ranks.

Basic Guidelines

Option 1

Department Names	Professional Nursing Practice	Advanced Nursing Practice	Nursing Science
Faculty in department	PL BSN MEPN (antic) RN-BSN	MN DNP Grad Cert	PhD
Selection process	Designated based on primary teaching assignment and/or track (TT all to Nursing Science) in collaboration with current supervisors.		
Chair qualifications	Clinical track, rank of associate or higher	DNP or PhD, rank associate or higher	Tenured
Programs represented	PL BSN MEPN RN-BSN	MN DNP	PhD
Campuses	All	All	All

Pros	Cons
• Familiar structure/division • Mirrors other professional colleges at WSU and Health Sciences (Engineering, Education, COPPS, COM) • Incremental approach to change	• Does not fully encourage scholarship growth and collaboration • Too incremental • Unequal workload distribution for chairs

Option 2

Department Names	Foundational Nursing Science	Health Promotion and Symptom Science	Health Equity and Systems Science
Faculty in department	Teaching & Clinical track	Clinical & Tenure track	Clinical and tenure track
Selection process	Assigned based on track	Self-identified based on scholarship interest	Self-identified based on scholarship interest
Chair qualifications	Clinical track, rank of associate or higher	Tenured	Tenured
Programs represented	PL BSN MEN (antic)	DNP -FNP, PMHMP, AGACNP (antic), NNP (antic) PhD – sub TBD)	RN-BSN MN DNP – pop health PhD – sub TBD)
Campuses	Sp, TC, Yak	All	All

Pros	Cons
• Encourages faculty collaboration across ranks/tracks • Encourages faculty scholarship growth	• More difficult to operationalize and align with academic programs and AACN Essentials. • Steeped in nursing science priorities and

• Aligns departments with new AACN Essentials • May permit decrease of programmatic meetings over time. • Facilitates academic program growth and innovation • Functional and more easily operationalized	• May increase siloing of clinical/TT faculty	• Encourages project/center innovation by aligning with NIH priorities. • Aspirational	may require additional explanation to WSU administrative leadership

Process transitions: Leadership Responsibilities and Accountabilities

- Department Chair –
    - Mentorship and faculty development (in collaboration with the Faculty Development Unit)
    - Annual review in collaboration with the program directors
    - Workload planning and negotiation process with faculty during annual review.
    - Promotion and tenure recommendations to dean.
    - Collaborate with program directors for curriculum development
    - Negotiate final determination of workload with academic program leadership and Associate Dean for Academic Affairs.
- Associate Dean for Academic Affairs
    - Oversight of the academic programs, including regulatory and accreditation compliance
    - CQI of academic programs
    - External and internal academic reporting
    - Professional development of the program directors and leads
    - Oversight of experiential education
    - Final approval for faculty workload and negotiation with Business Office and Dean
- Associate Dean for Research
    - Provides supervision for Office of Research and Scholarship staff and activities
    - Develops an annual scholarship faculty development plan with department chairs
    - Provides consultation with faculty based on department chair recommendations
- Associate Dean for Community Engagement
    - Identifies opportunities for community engagement, including faculty practice and grant development
    - Collaborates with department chairs to identify faculty interested in engaging in faculty practice
    - Develops a strategic plan and faculty practice programs
    - Identifies and leads HRSA grant development teams to leverage community engagement and training opportunities.
    - Collaborates with department chairs to identify faculty interested in contributing to grant opportunities.

Process Transitions: Next steps:

- For faculty teaching across programs, decisions about assignment to a unit will be collaborative with current supervisor (Academic Director and/or Associate Dean for Academic Affairs)
- Dependent on the unit structure selected there will be a need to examine governance processes to align with both the WSU Faculty Manual and accreditation processes. That activity will occur over Spring 2023.
- Joan Shaver has been retained to assist with Bylaws and process changes that will be needed.
- Addition of 3 chairs to the Executive Council.

Resources

- https://provost.wsu.edu/procedures/chairs-directors/duties-and-responsibilities/
- https://s3.wp.wsu.edu/uploads/sites/2135/2022/10/Faculty_Manual_2022-2023-All-Tracked-Changes-Accepted.pdf

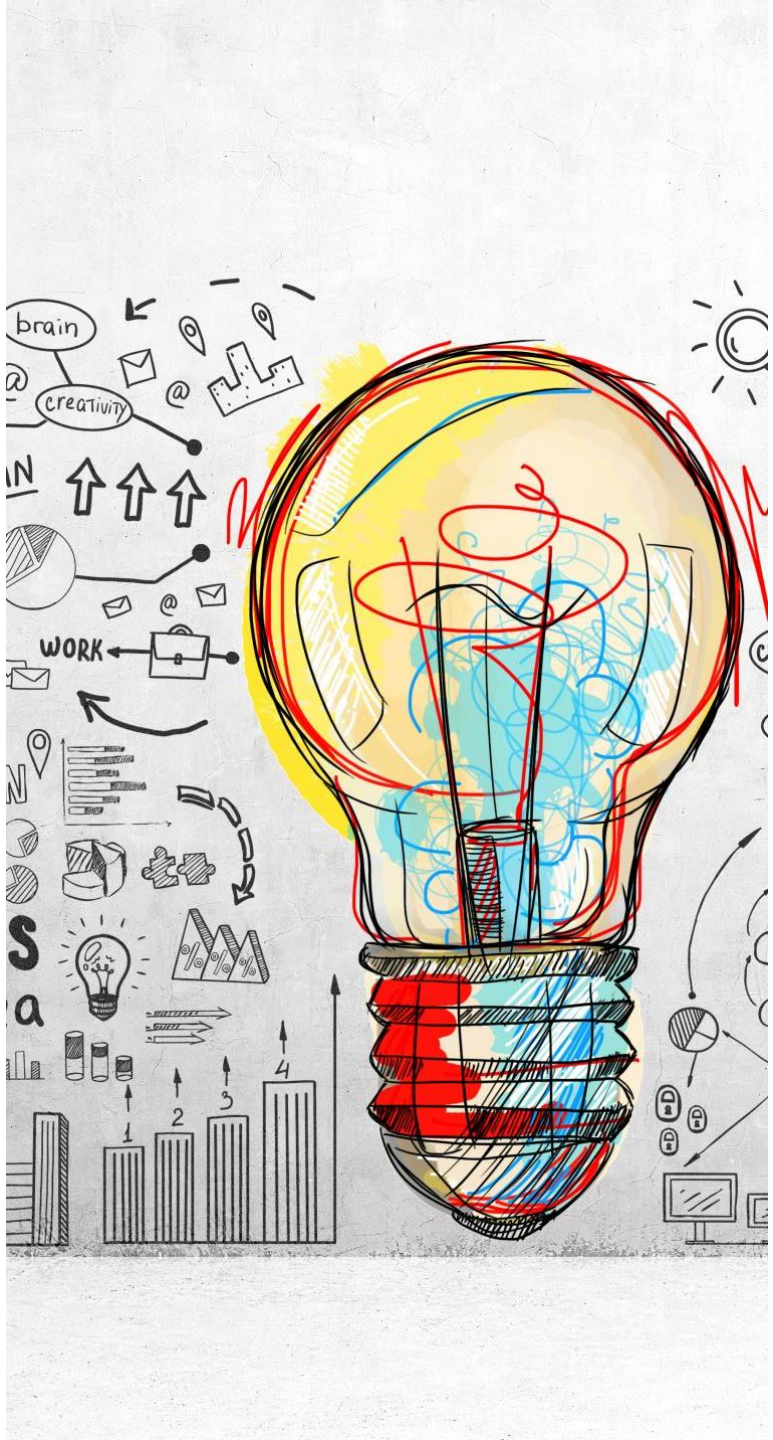
College of Nursing

Re-imagining Organizational Structure: Enhancing the College Culture

Joan Shaver (jshaver@arizona.edu)

Facilitator

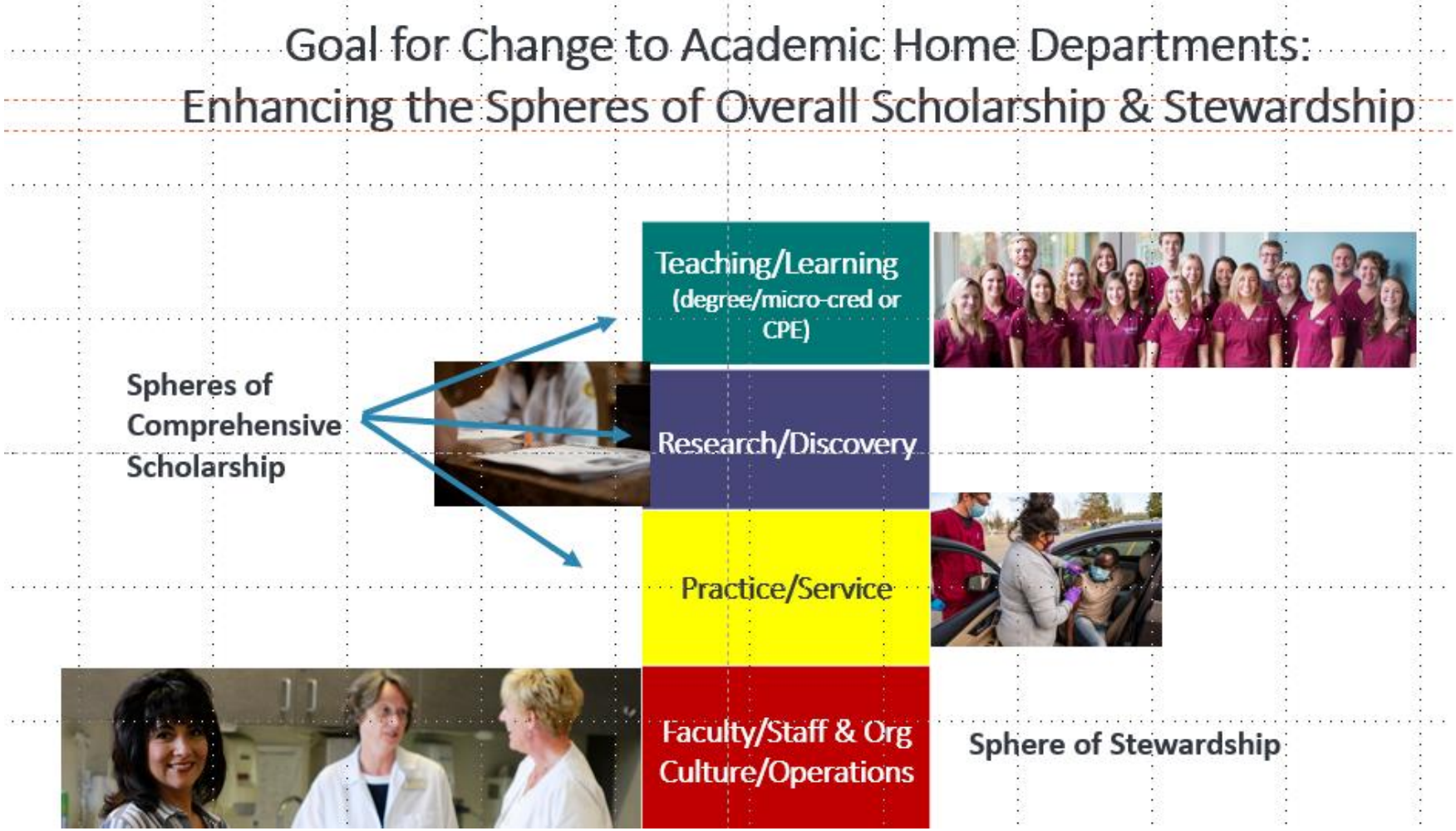
Faculty ‘Academic Home’ Departments



- **Today’s Agenda:**
  - **Report summary of meetings with faculty**
  - **Present two departmental models**
  - **Gather your input**

Six Faculty Discussions (wk of 8/22/22) : College Structure Change

Main goal: to consider 'what if' a change to *faculty home* departments



Faculty Participation:

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8/25	4	2	2			0
8/26	3	3				0
Total	47/105 (~45% of total faculty)	26 (55% of partic)	2	1	11	7

Why Departments?

- **sense of belonging -** smaller groups of faculty - organized by similar interests

- concept of an academic "home" - **support of/advancing faculty scholarship**
  - (teaching/learning, research/discovery, practice/service)

- **faculty voice/representation in governance** & improved **faculty/administrative leader communication** by:
  - Department Chairs sit on Executive Council
  - workload negotiation (faculty/department chair - annual review process)
  - faculty workload advocate (department chair)
  - opportunities for peer interactions - similar interests - new initiatives, meaningful mentoring

- **promotion &/or tenure** - peer review in smaller units, promotions initiated in departments

- **scholarship collaboration/growth** across tracks and ranks

Report: Faculty Discussions (n = 6 wk of 8/22/22) : College Structure Change

Main goal: to consider '*what if*' a change to *faculty home* departments

'What if' - input on:

1. needed for fostering faculty success and needed for promoting College success
   a. Interpersonal & workplace dynamics
   b. Instrumental resources

2. should not change or should change
   a. Interpersonal
   b. Structure & Processes
   c. Personal Life

3. Ideas on basis for configuring academic home departments

Themes	Faculty Success Comments	#	College Success Comments	#
Interpersonal & Workplace Culture Dynamics				
Mentorship		11		-
Time	protected, focused	11		-
Opportunities	professional development x 6, peer collaboration, clinical practice	10		-
Workplace identity	stability of focus, cohesion of vision, sense of belonging/community	10	diversity, transparency, focus or vision, parity between campuses	11
Collaboration	colleague support	6		-
Communication	transparent, clear	4		6

Themes	Faculty Success Comments	#	College Success Comments	#
Instrumental Resources				
Funding, budget		-		16
Resources (specific)	resources (x4), co-faculty, WSU support, students clin sites, adequate salaries,	11	resources	13
Resources (general)	general comments	8	general comments	2
Internal HR	staff	5	staff, inadequate pool, faculty	15
External HR		-	practice domain, legislature, WSU	4
Leadership	guidance, support	5		5

1. Faculty & College Success (summary)

Interpersonal & Workplace Culture Dynamics:

Faculty success:

- mentorship
- protected time
- professional development
- peer collaboration opportunities
- strength and stability of workplace identity
- colleague support
- transparency/clarity of communication

College success:

- clearer focus or vision
- transparent communications
- parity between campuses

Instrumental Resources

Faculty success:

- more resources with special mention of staff
- leadership support.

College success:

- more funding (budget)
- staff
- external support (WSU, legislature, practice domain)

2. Should not or should change:

Three Categories of Comments:

1) Interpersonal

2) Structure and Process

3) Personal life

In general:

<u>what should NOT change</u> - 17 separate comments

except for 1 repetitive item of ‘not changing collaborative partnerships across campuses

<u>what should change</u> - 30 separate comments

2. Change/Not Change - Interpersonal

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Interpersonal	1. team teaching 2. clinical leads 3. access to leaders beyond dept/unit chair 4. working with colleagues 5. collaborative partnerships across campus x 5 6. stability, consistency 7. people I work with 8. my boss 9. connection with campus group x2 10. autonomy in teaching & research 11. chain of command 12. coordinated leadership	1. In person faculty for each campus 2. Restructure in how faculty time is used before and at end of semester. 3. Communication channels 4. Abuse of people 5. affinity groups to include people across campuses/sites 6. explore having depts 7. environment where people want to stay 8. support for remote work 9. More cohesion among groups 10. mentor matching process 11. communication pathways 12. doc storage & management 13. Consistent expectations for within and across all groups/campuses/etc.

2. Change/Not Change - Structure/Processes

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Structure & processes	1. sim/skill labs 2. Size of practica groups (7-8) 3. keep a department lead	1. Same resources across campuses 2. Onboarding for new faculty 3. Clarity on FTE required for teaching buyout x2 4. lifting of admin burden – focus on faculty role 5. smaller depts if sufficient, equal resources, representation & considerations 6. current structure – unwieldy – little/no delegation 7. Intentional mix of faculty types – i.e. mix of tenure track, teaching, clinical 8. All labs have similar capabilities across campuses 9. Intentional from the beginning to avoid department silo's and facilitate ongoing communication, collaboration 10. # of clinical hrs to reflect state requirements

2. Change/Not Change - Personal Life

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Personal life	1. telecommuting (n = 7 comments) 2. my current schedule	1. Continuing contracts rather than yearly 2. Could we shift expectations? Year 1 have 0.2 FTE for research. Year 2 have 0.2 FTE for service. Then it may not feel as scattered. 3. Build on strengths and have realistic expectations 4. Pressure for everyone to do everything should change 5. different expectations for different faculty 6. tenure path for faculty with masters degrees 7. 10 mo. contract
Avoid	avoid reactive change avoid exclusion	
Misc	Some campuses have better funding models ie get CME, travel...others do not	

3. Ideas - Basis for Academic Home Departments

Special Area Efforts	Degree programs	Research Efforts	Practice Efforts	Other
1. Areas of specialties 2. focus areas of CON 3. areas of specialties 4. academic home-areas of clinical/scholarly expertise 5. areas of expertise 6. Areas of expertise 7. Specialties 8. area of interest – e.g., population health 9. Faculty Area of interest	1. curriculum interest 2. J1 , J2, S1,S2 3. Degree and teaching expertise 4. Degree then expertise 5. Degrees 6. Graduate vs. undergraduate 7. By semester – teach. J1, J2, S1, S2 8. Program Tracks 9. degree programs 10. by semester/topic they teach 11. degree type 10. by year	1. research interests 2. general research area 3. research orientation 4. by research interests 5. research focus 6. research area	1. Primary care/acute care 2. Areas of interest/practice 3. clinical orientation 4. Nursing specialty 5. practice specialty 6. specialty	• Primary Types of scholarship (Boyer) • self selection with admin oversight • mentoring len • student progression interest • Random assignment that rotates. • Focus area: teaching, clinical, scholarship

Faculty Group Discussions: Interpretations and Conclusions:

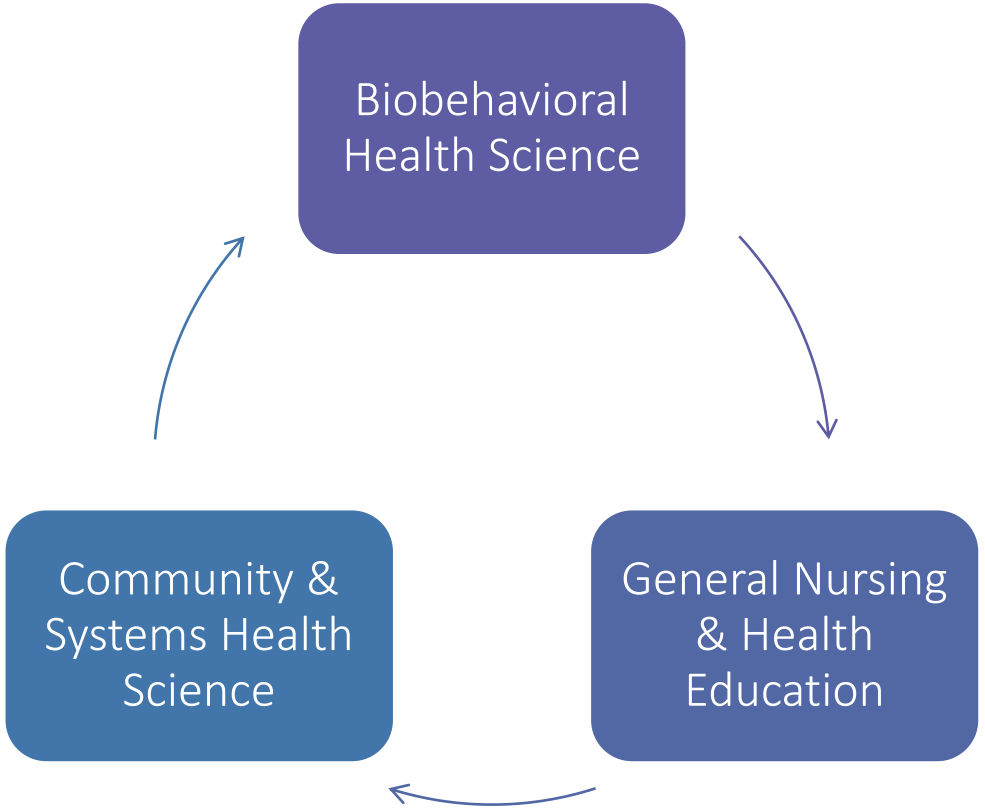
Faculty see high need for:

- strengthening mentorship
- having workloads matched to scholarship expectations (time)
- more ease of collaboration
- aligning with a stronger workplace identity
- better, more transparent communications
- access to more resources

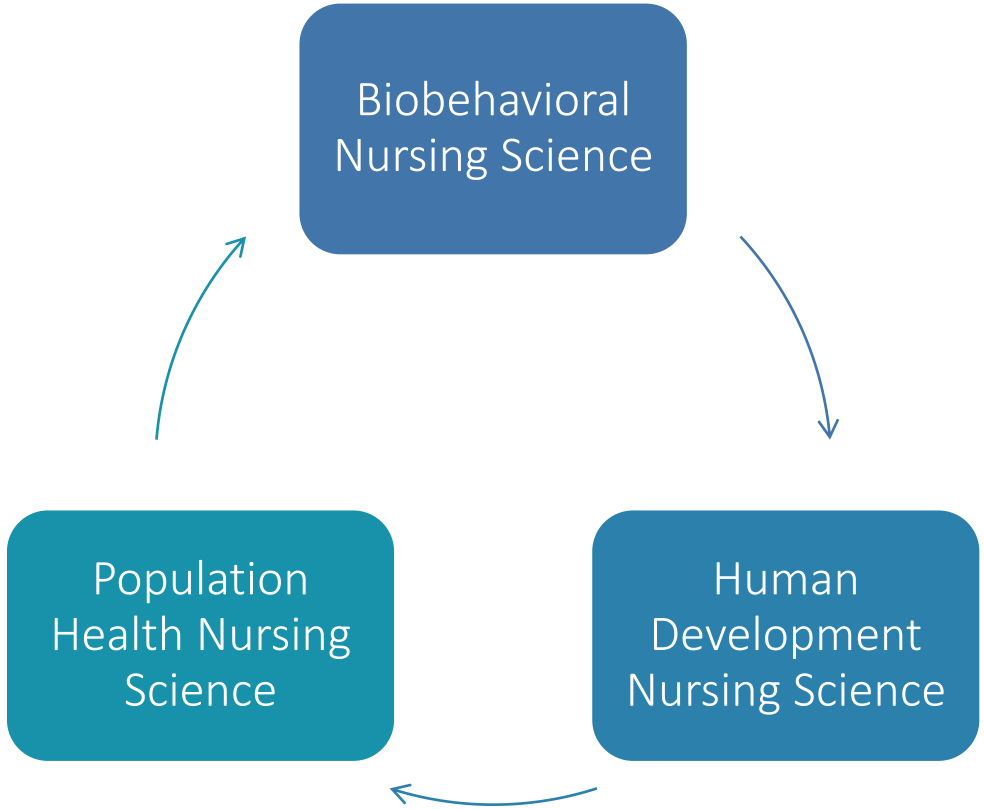
Faculty identified more items needing change than items to preserve, want parity across sites, and could envision ways to break up into units

Reminder: in Shaver Meetings with Faculty - reviewed some examples:

U of Arizona College of Nursing Divisions

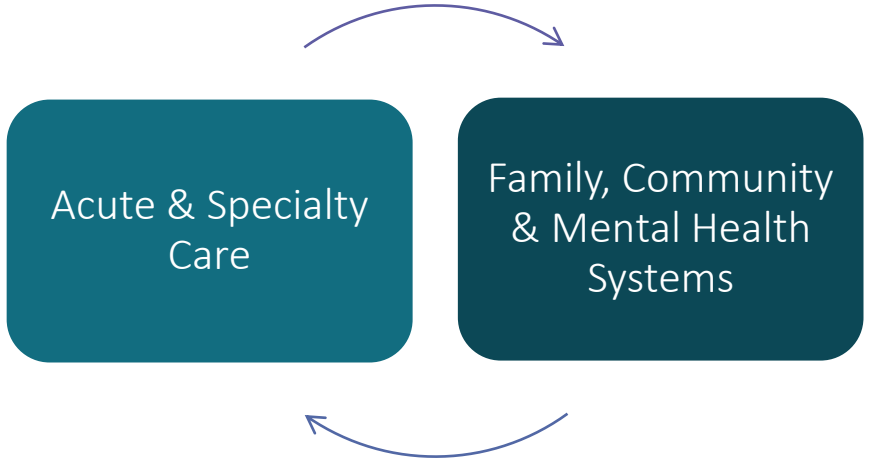


U of Illinois at Chicago College of Nursing Departments

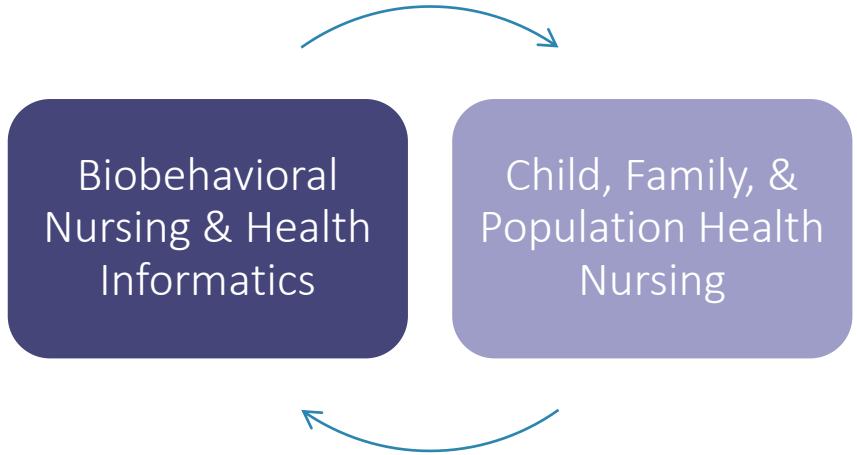


Recall: in Shaver Meetings with Faculty - reviewed some examples:

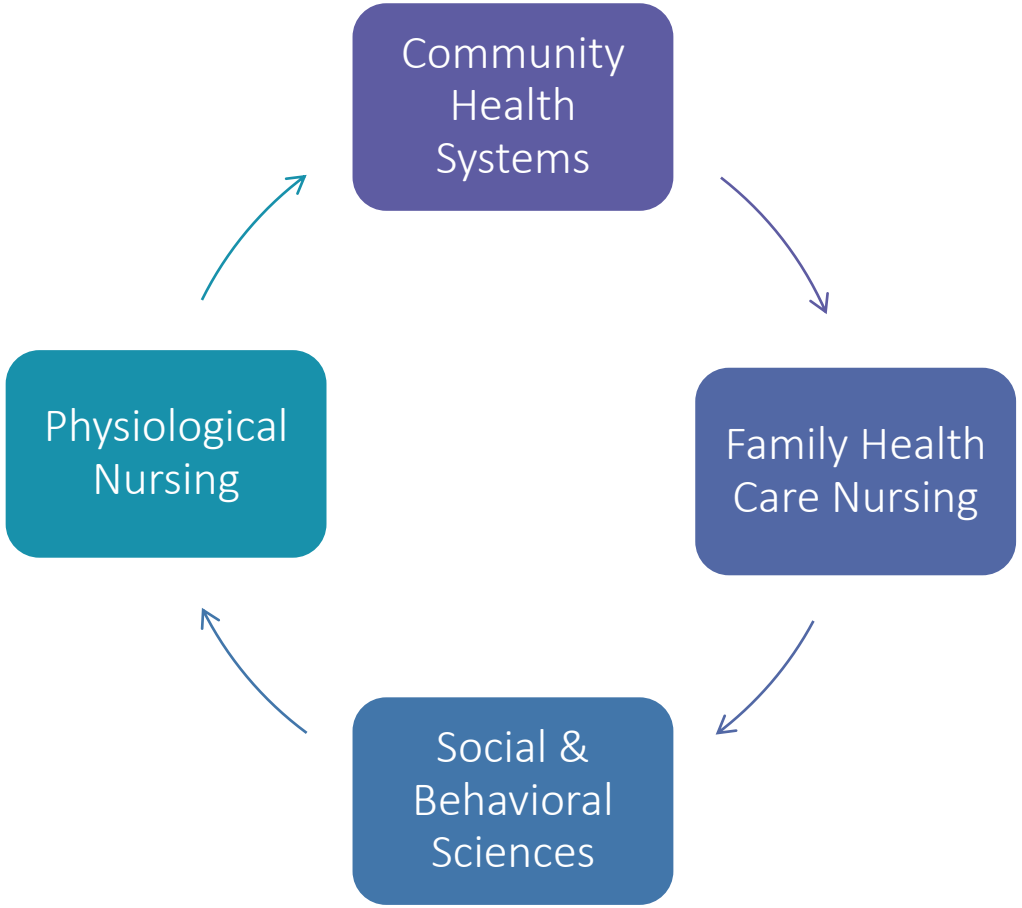
U of Virginia School of Nursing Departments



U of Washington School of Nursing Departments

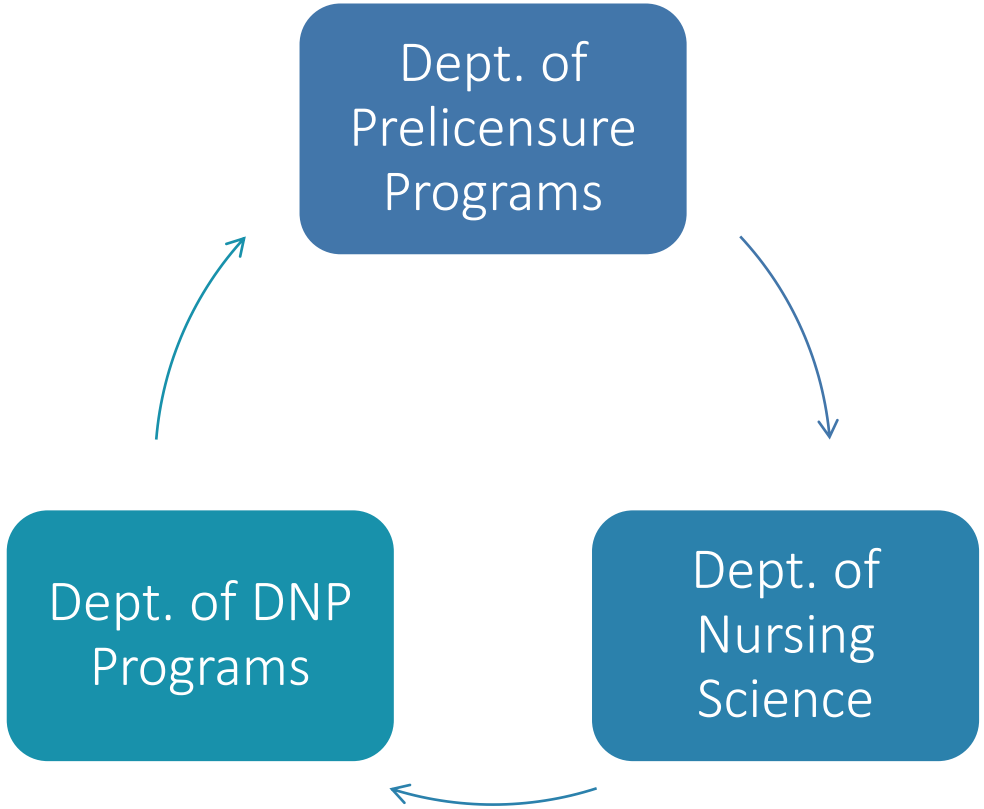


UCSF School of Nursing Departments

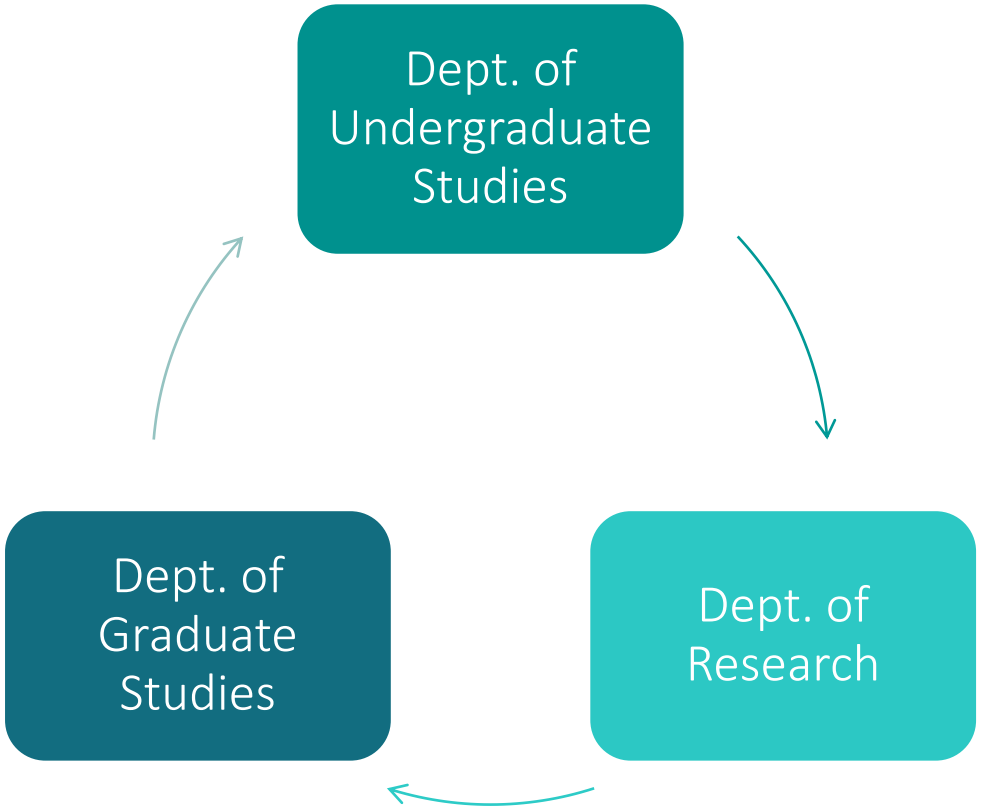


Recall: in Shaver Meetings with Faculty - reviewed some examples:

Augusta U. College of Nursing Depts.



U of Texas Health (Houston) College of Nursing Depts.



WSU College of Nursing Two Options:

3 departments

deemed closest fit with WSU nursing culture

✋ **Cautions: difficult to create:**

1. comprehensive labels -convey predominance only
2. mutually exclusive categories - overlap

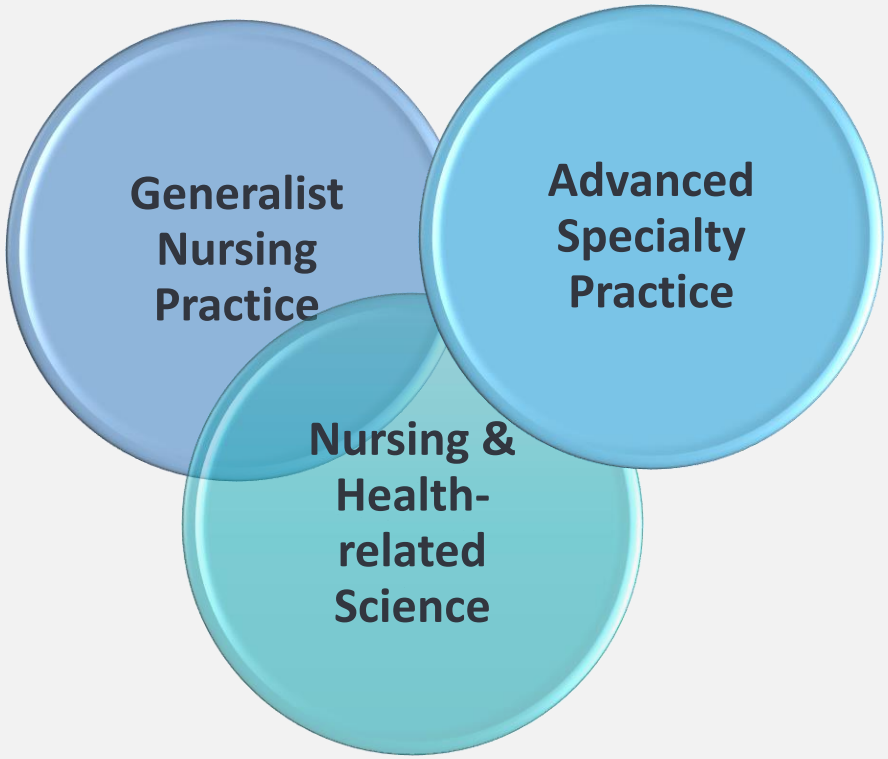
Potential 3-department Option 1

Department Names	Scholarship Foci
Generalist Professional (Nursing) Practice	Focus: entry to nursing, scholarship re generalist nursing competencies (basic/enhanced)
Advanced Specialty (Nursing) Practice	Focus: advancing in nursing, scholarship re advanced specialty competencies
Nursing & Healthcare Science	Focus: generating knowledge for nursing & healthcare scholarship re knowledge generation competencies

Potential 3-department Option 2

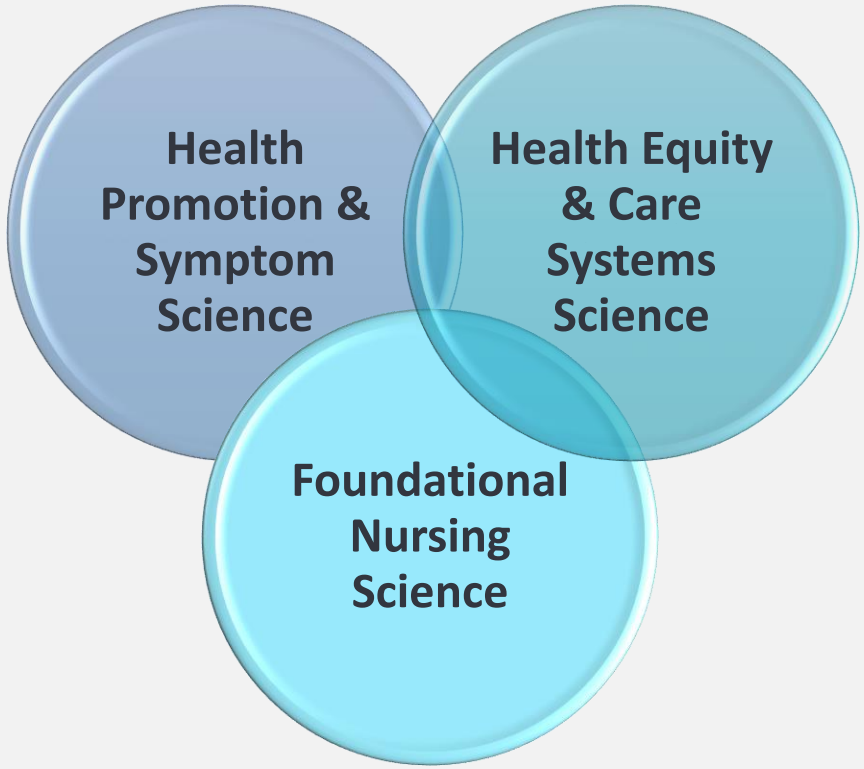
Department Names	Scholarship Foci (relative emphasis)
Health Promotion & Symptom Science	Focus: comprehensive scholarship in HP & SS
Health Equity & (Care) Systems Science	Focus: comprehensive scholarship in HE & care systems
Foundational (Generalist) Nursing Science	Focus: Teaching/Learning Scholarship for entry level nursing

Option 1 (Practice & Science)



- aligned with core (current operations) realities
- conveys a focus on nursing practice & nursing & health-related science
- transparent alignment with degree programs

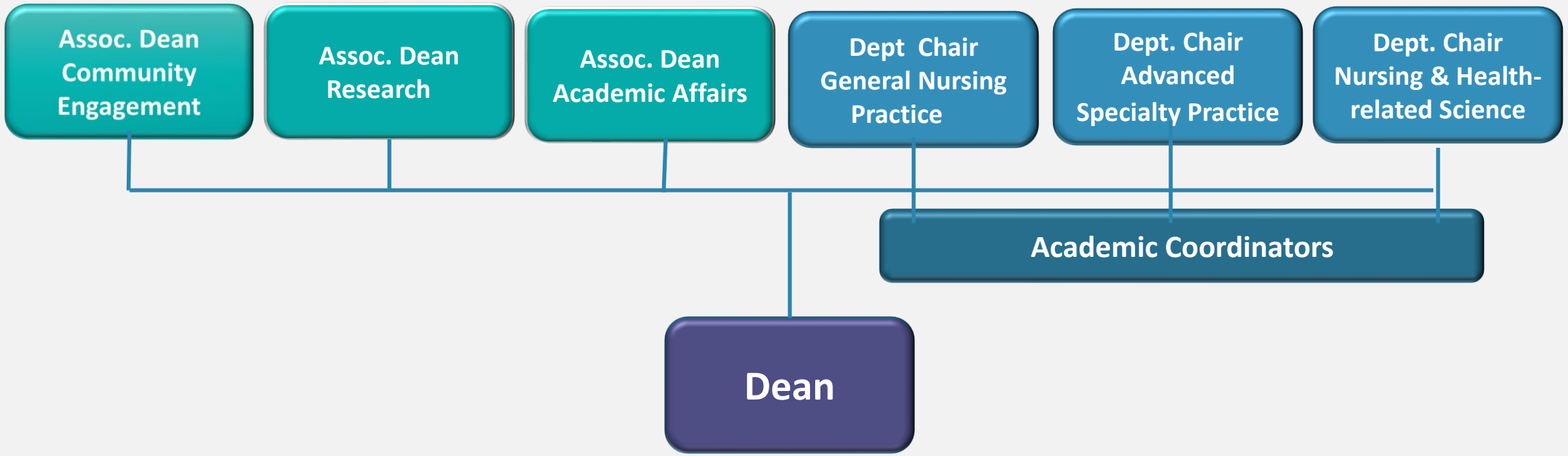
Option 2 (Science)



- aligned with comprehensive scholarship expansion
- conveys a focus on nursing & health-related science
- translucent alignment with degree programs

Example of how the beginnings of an organizational chart might emerge

Organizational Chart of Administrative Faculty Facilitators



Join by Web

1. Go to **PollEv.com**
2. Enter **JSHAVER**
3. Respond to activity

Join by Text

1. Text **JSHAVER** to **22333**
2. Text in your message

All answers are anonymous as to author – cannot link any comments to individual participants - JLS

Please indicate the site with which you mainly identify

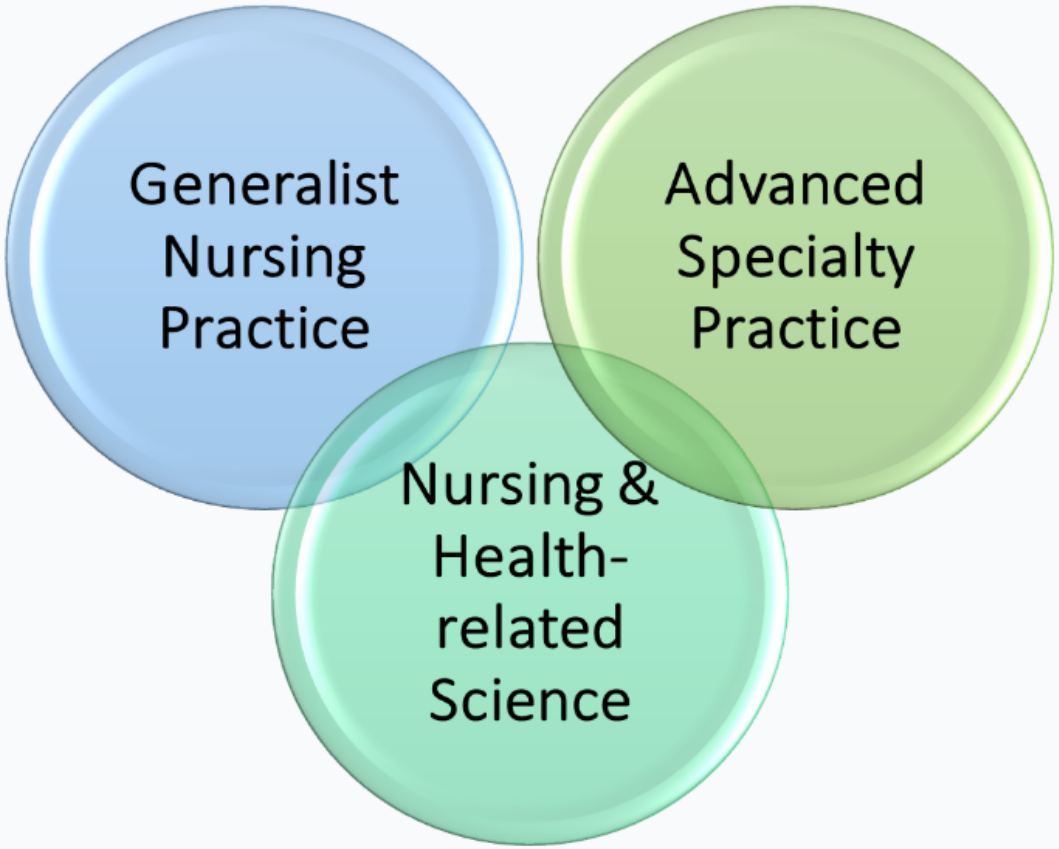
Spokane

Tri-Cities

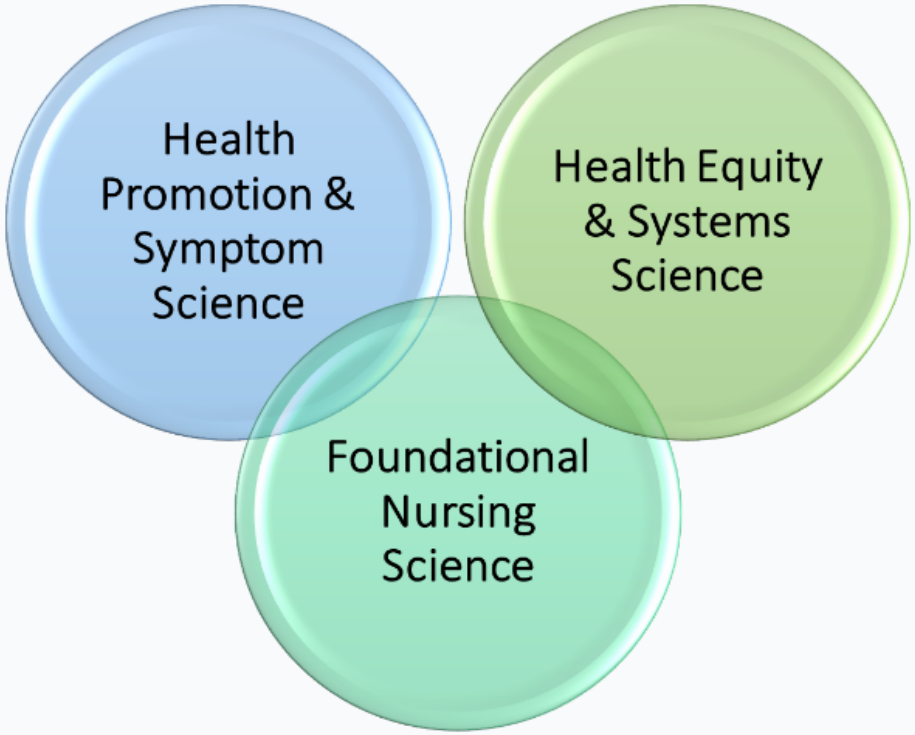
Vancouver

Yakima

Option 1: Comment on any upsides or downsides



Option 2: Comment on any upsides or downsides



Comments?
Questions?

You have been most generous in sharing your thoughts. If you have other comments – please send to jshaver@arizona.edu

FGO COMMITTEE MEETING MINUTES

11.18.2022

2 to 3:30 pm

The Washington State University, Spokane campus is located on the homeland of the Spokane Nation who have stewarded this land for generations. Aligning with the university's core value of a diverse and inclusive community, it is my responsibility to recognize and acknowledge the people, culture and history that comprise the Cougar community in Spokane today and where I reside. I thank the Spokane people for protecting this land and commit to living in accordance with their example.

Members Present: Theresa Barenz, Sarah Griffith, Sue McFadden, Kay Olson, Sue Perkins, Cory Risse, Denise Smart, Tiffany Valentine, Theresa Bowden, Karen Anders, Celestina Barbosa-Leiker, Bevan Briggs, Cindy Brigham-Althoff, Angela Brittain, Olivia Brooks, Fionnuala Brown, Eka Burduli, Dr. Christina Chacon, Sharna Clark, Vicki Denson, Dawn DePriest, Linda Eddy, Sheila Edwards, Deborah Eti, , Sarah Fincham, Roschelle Fritz, Janessa Graves, Jennifer Hanlon Wilde, Anne Hedger, Renee Hoeksel, Sheila Hurst, Annette Jenkins, Tracy Klein, Mary Koithan, Anne Mason, Kimberly Mitchell, Connie Nguyen-Truong, Shelley Northern, Gail Oneal, Jose Pares-Avila, Kelsey Pascoe, Elizabeth Phenneger, Julie Postma, Claire Richards, Bonnie Sarkinen, Victoria Sattler, Pam Stover, Diana Swayze, Kim Trower, Tiffany Valentine, Catherine Van Son, Aly Willard, Marian Wilson, Natsuko Wood. NOTE: List incomplete and needs to be updated from the Zoom recording.

Guest: Jason Meade, Joan Shaver, Angela Fraasch, Mary Gonzalez, Alicia Preston (Recorder), Danielle Desormier, Sarah Wilson, Jeffrey Thysell, Cherith Faith

AGENDA	DISCUSSION	OUTCOMES
2:00 pm, called to order and land acknowledgment		Completed by Karen Anders
Dept Structure Proposal w/ Joan Shaver & Dean Koithan	This change aims to increase the sense of community, ease communication, create academic homes, facilitate collaborative efforts, and increase the faculty's voice. Also helps with academic programs and tenure and promotion review as well as workload negotiation.	Mary will look into getting this report posted, possibly to the intranet. Joan to gather all comments (from today's poll during the

	Joan recapped her meetings with faculty (45% of faculty participated in those meetings), and then gave an overview of the 2 options for departmental structure. Faculty participated in some polls to collect comments and see where their preferences lie. Adopting departments and creating department chairs would change the constitution of some committees and would require a change to bylaws but would not affect the Faculty Governance Organization as a whole.	meeting and from the shared google doc) and put them into one document for review.
Consent Agenda items • Approve Sept Minutes • FGO Committees • UAP Year End Report and GPA change • FAC research track faculty guidelines & External reviewer best practices	Motion to accept – Tracy Klein Second – Julie Postma	Quorum confirmed Vote - Approved
Iwate University Visit -V. Sattler	5 nursing Students and 2 faculty will be here on 3/24/2023 and leaving on 4/6/2023. They are giving two presentations re: Health Care in Japan, Disaster Nursing in Japan and are doing observation-only clinical placements. Looking for people who are willing to do a one-night homestay on 4/4/23.	Email Vicki with any questions or if you'd like to host.
DEI Council Update – M. Wilson	DEI Focus: Survey, education, and environment. DEI Advocate Recognition Program to recognize those who are well versed in DEI and have done the extra education. Those who complete the education will receive a certificate and a signature stamp that can be included on their Outlook signature that links to the DEI webpage.	Encourage students to take the climate (LAMP) survey announced by Janessa Graves, email from Chris Sogge – they must use the link provided in the email to ensure the input is recorded accurately. Presentation materials from today will distributed to faculty.
UCC, Social Work Degree in Tri-Cities – L. Punch/J. Meade	Proposing the start of a new Bachelor of Social Work degree to be offered in Tri-cities (TC). The first two years of the degree would be taken through Pullman/Global campus, and the last two years will be on TC campus. The program will exist as part of CON but no money will be coming from CON. Social Work will be a department within nursing, which makes FGO the approving body before it goes before the faculty senate for approval.	Vote – Approved, with 1 abstaining

	UCC and FGO need to approve the curriculum outline. UCC has reviewed/approved and suggested that the curriculum be approved by FGO. If we do the MSW program, the BSW could be a feeder program for it, so it is beneficial to nursing. TC would have BSW, and Spokane would have the MSW (possibly Vancouver too).	
	Meeting adjourned at 3:32 pm	

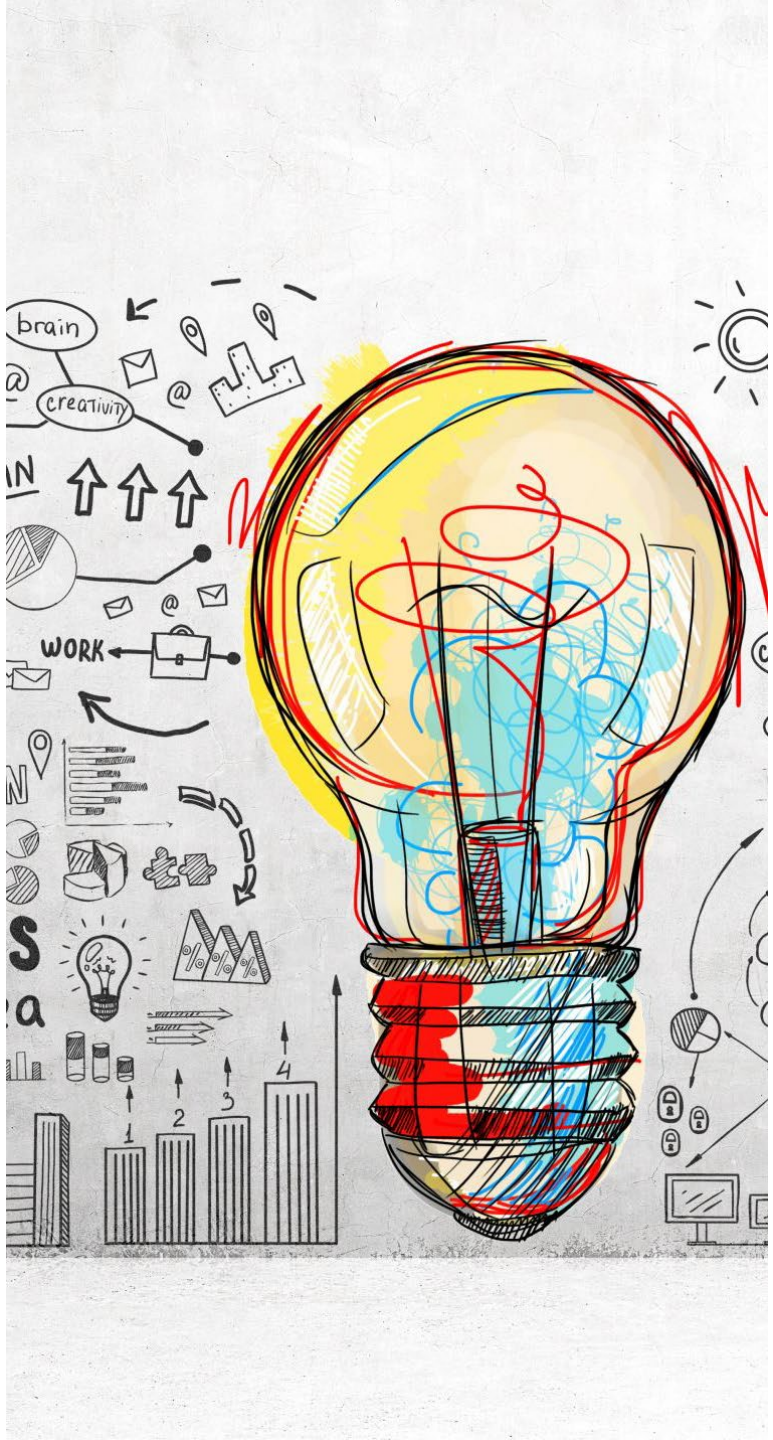
College of Nursing

Re-imagining Organizational Structure: Enhancing the College Culture

Joan Shaver (jshaver@arizona.edu)

Facilitator

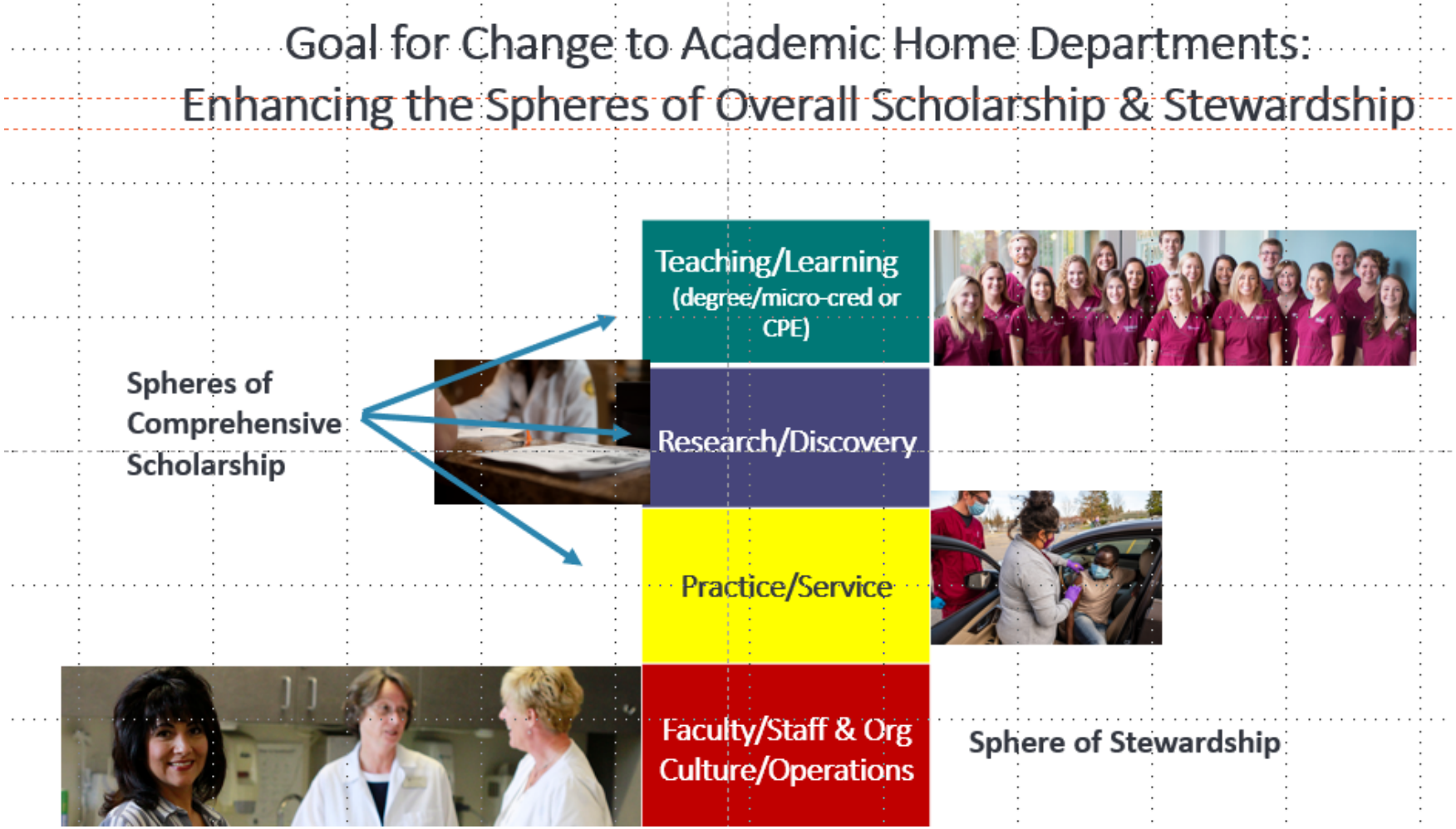
Faculty ‘Academic Home’ Departments



- **Today’s Agenda:**
  - **Report summary of meetings with faculty**
  - **Present two departmental models**
  - **Gather your input**

Six Faculty Discussions (wk of 8/22/22) : College Structure Change

Main goal: to consider 'what if' a change to *faculty home* departments



Faculty Participation:

Date	Total Participants	Spokane	Tri-Cities	Yakima	Van	Missed Logging
8/22	10	8		1		1
8/23	7	2			1	4
8/24 (a.m.)	15	8			5	2
8/24 (p.m.)	8	3			5	0
8/25	4	2	2			0
8/26	3	3				0
Total	47/105 (~45% of total faculty)	26 (55% of partic)	2	1	11	7

Why Departments?

- **sense of belonging -** smaller groups of faculty - organized by similar interests

- concept of an academic "home" - **support of/advancing faculty scholarship**
  - (teaching/learning, research/discovery, practice/service)

- **faculty voice/representation in governance** & improved **faculty/administrative leader communication** by:
  - Department Chairs sit on Executive Council
  - workload negotiation (faculty/department chair - annual review process)
  - faculty workload advocate (department chair)
  - opportunities for peer interactions - similar interests - new initiatives, meaningful mentoring

- **promotion &/or tenure** - peer review in smaller units, promotions initiated in departments

- **scholarship collaboration/growth** across tracks and ranks

Report: Faculty Discussions (n = 6 wk of 8/22/22) : College Structure Change

Main goal: to consider '*what if*' a change to *faculty home* departments

'What if' - input on:

1. needed for fostering faculty success and needed for promoting College success
   a. Interpersonal & workplace dynamics
   b. Instrumental resources

2. should not change or should change
   a. Interpersonal
   b. Structure & Processes
   c. Personal Life

3. Ideas on basis for configuring academic home departments

Themes	Faculty Success Comments	#	College Success Comments	#
Interpersonal & Workplace Culture Dynamics				
Mentorship		11		-
Time	protected, focused	11		-
Opportunities	professional development x 6, peer collaboration, clinical practice	10		-
Workplace identity	stability of focus, cohesion of vision, sense of belonging/community	10	diversity, transparency, focus or vision, parity between campuses	11
Collaboration	colleague support	6		-
Communication	transparent, clear	4		6

Themes	Faculty Success Comments	#	College Success Comments	#
Instrumental Resources				
Funding, budget		-		16
Resources (specific)	resources (x4), co-faculty, WSU support, students clin sites, adequate salaries,	11	resources	13
Resources (general)	general comments	8	general comments	2
Internal HR	staff	5	staff, inadequate pool, faculty	15
External HR		-	practice domain, legislature, WSU	4
Leadership	guidance, support	5		5

1. Faculty & College Success (summary)

Interpersonal & Workplace Culture Dynamics:

Faculty success:

- mentorship
- protected time
- professional development
- peer collaboration opportunities
- strength and stability of workplace identity
- colleague support
- transparency/clarity of communication

College success:

- clearer focus or vision
- transparent communications
- parity between campuses

Instrumental Resources

Faculty success:

- more resources with special mention of staff
- leadership support.

College success:

- more funding (budget)
- staff
- external support (WSU, legislature, practice domain)

2. Should not or should change:

Three Categories of Comments:

1) Interpersonal

2) Structure and Process

3) Personal life

In general:

<u>what should NOT change</u> - 17 separate comments

except for 1 repetitive item of ‘not changing collaborative partnerships across campuses

<u>what should change</u> - 30 separate comments

2. Change/Not Change - Interpersonal

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Interpersonal	1. team teaching 2. clinical leads 3. access to leaders beyond dept/unit chair 4. working with colleagues 5. collaborative partnerships across campus x 5 6. stability, consistency 7. people I work with 8. my boss 9. connection with campus group x2 10. autonomy in teaching & research 11. chain of command 12. coordinated leadership	1. In person faculty for each campus 2. Restructure in how faculty time is used before and at end of semester. 3. Communication channels 4. Abuse of people 5. affinity groups to include people across campuses/sites 6. explore having depts 7. environment where people want to stay 8. support for remote work 9. More cohesion among groups 10. mentor matching process 11. communication pathways 12. doc storage & management 13. Consistent expectations for within and across all groups/campuses/etc.

2. Change/Not Change - Structure/Processes

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Structure & processes	1. sim/skill labs 2. Size of practica groups (7-8) 3. keep a department lead	1. Same resources across campuses 2. Onboarding for new faculty 3. Clarity on FTE required for teaching buyout x2 4. lifting of admin burden – focus on faculty role 5. smaller depts if sufficient, equal resources, representation & considerations 6. current structure – unwieldy – little/no delegation 7. Intentional mix of faculty types – i.e. mix of tenure track, teaching, clinical 8. All labs have similar capabilities across campuses 9. Intentional from the beginning to avoid department silo's and facilitate ongoing communication, collaboration 10. # of clinical hrs to reflect state requirements

2. Change/Not Change - Personal Life

	Not change (# = 17 comments)	Should Change (# = 30 comments)
Personal life	1. telecommuting (n = 7 comments) 2. my current schedule	1. Continuing contracts rather than yearly 2. Could we shift expectations? Year 1 have 0.2 FTE for research. Year 2 have 0.2 FTE for service. Then it may not feel as scattered. 3. Build on strengths and have realistic expectations 4. Pressure for everyone to do everything should change 5. different expectations for different faculty 6. tenure path for faculty with masters degrees 7. 10 mo. contract
Avoid	avoid reactive change avoid exclusion	
Misc	Some campuses have better funding models ie get CME, travel...others do not	

3. Ideas - Basis for Academic Home Departments

Special Area Efforts	Degree programs	Research Efforts	Practice Efforts	Other
1. Areas of specialties 2. focus areas of CON 3. areas of specialties 4. academic home-areas of clinical/scholarly expertise 5. areas of expertise 6. Areas of expertise 7. Specialties 8. area of interest – e.g., population health 9. Faculty Area of interest	1. curriculum interest 2. J1 , J2, S1,S2 3. Degree and teaching expertise 4. Degree then expertise 5. Degrees 6. Graduate vs. undergraduate 7. By semester – teach. J1, J2, S1, S2 8. Program Tracks 9. degree programs 10. by semester/topic they teach 11. degree type 10. by year	1. research interests 2. general research area 3. research orientation 4. by research interests 5. research focus 6. research area	1. Primary care/acute care 2. Areas of interest/practice 3. clinical orientation 4. Nursing specialty 5. practice specialty 6. specialty	• Primary Types of scholarship (Boyer) • self selection with admin oversight • mentoring len • student progression interest • Random assignment that rotates. • Focus area: teaching, clinical, scholarship

Faculty Group Discussions: Interpretations and Conclusions:

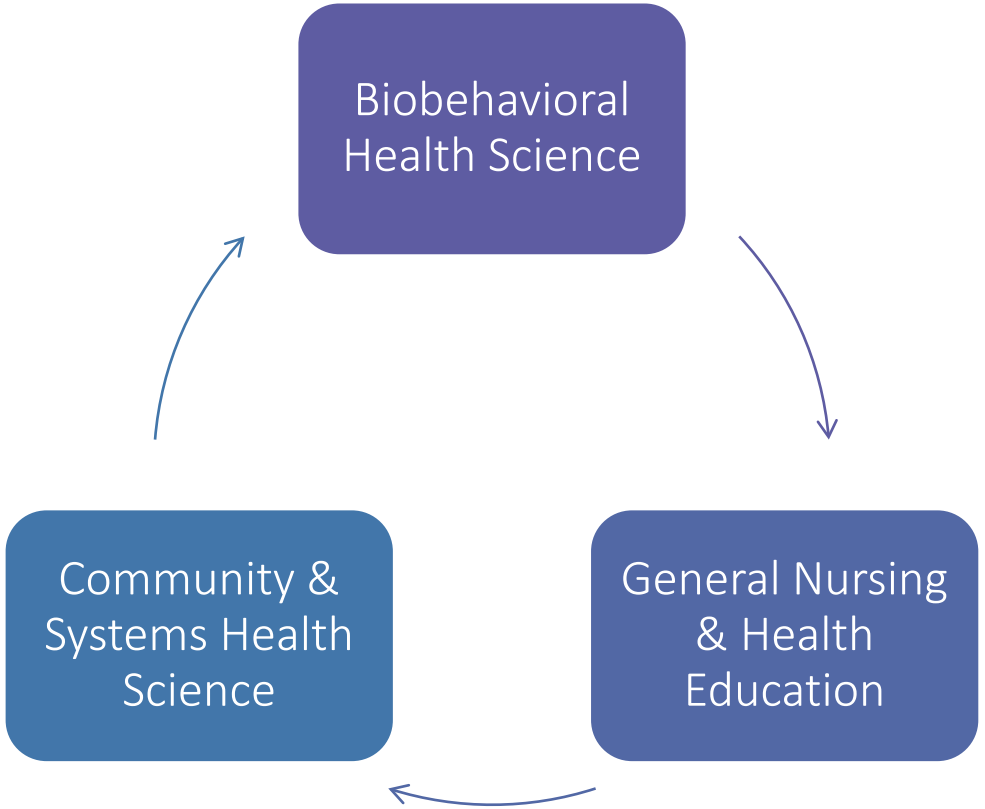
Faculty see high need for:

- strengthening mentorship
- having workloads matched to scholarship expectations (time)
- more ease of collaboration
- aligning with a stronger workplace identity
- better, more transparent communications
- access to more resources

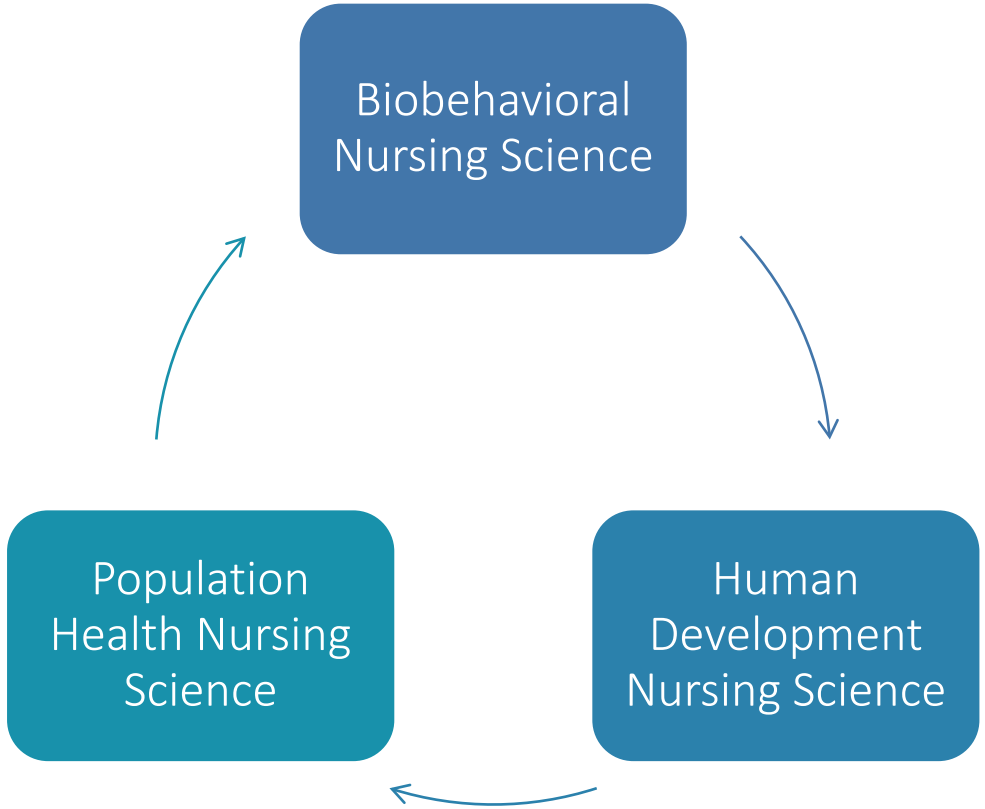
Faculty identified more items needing change than items to preserve, want parity across sites, and could envision ways to break up into units

Reminder: in Shaver Meetings with Faculty - reviewed some examples:

U of Arizona College of Nursing Divisions

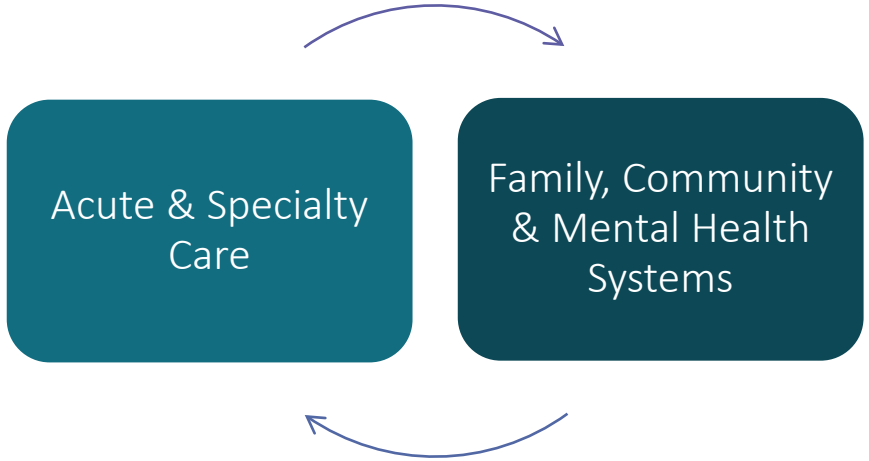


U of Illinois at Chicago College of Nursing Departments

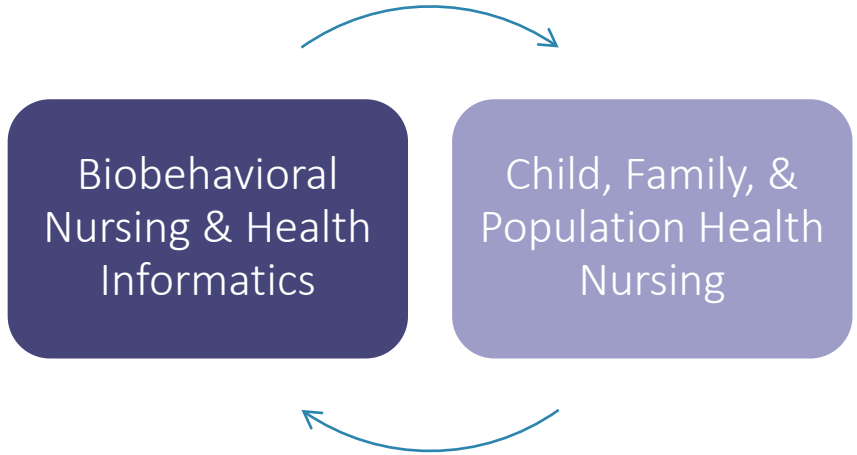


Recall: in Shaver Meetings with Faculty - reviewed some examples:

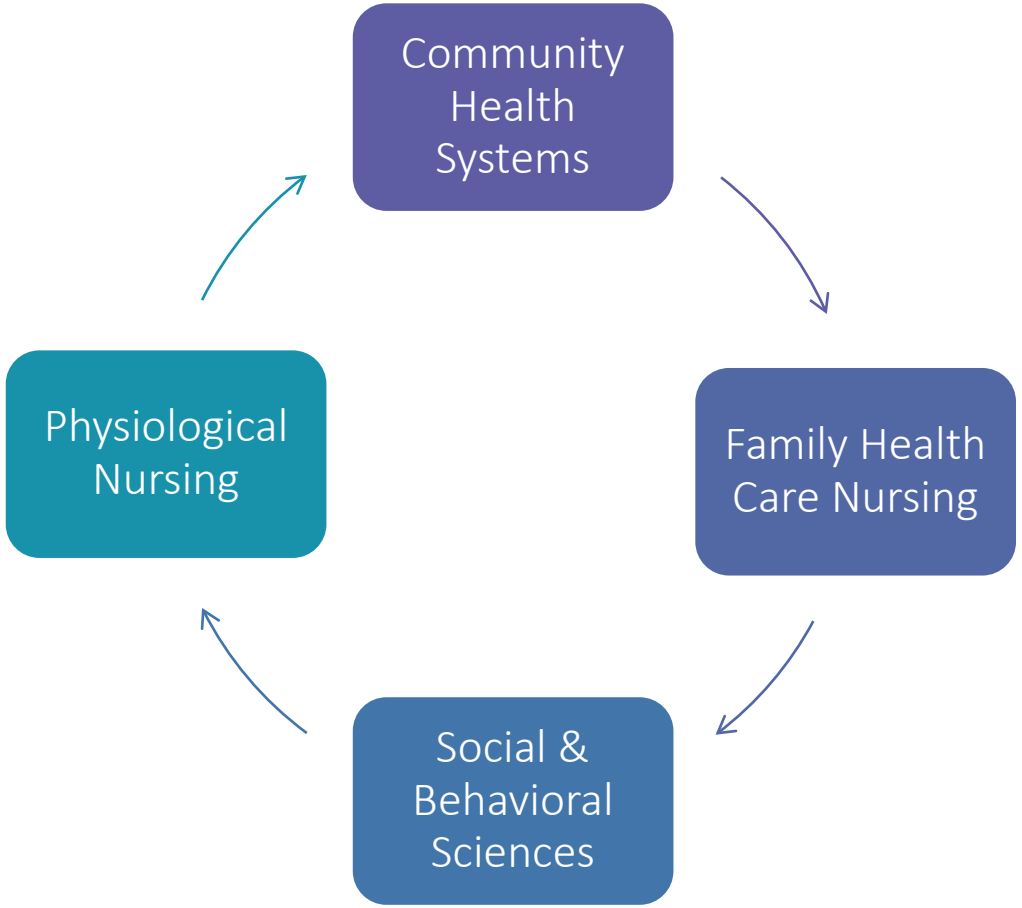
U of Virginia School of Nursing Departments



U of Washington School of Nursing Departments

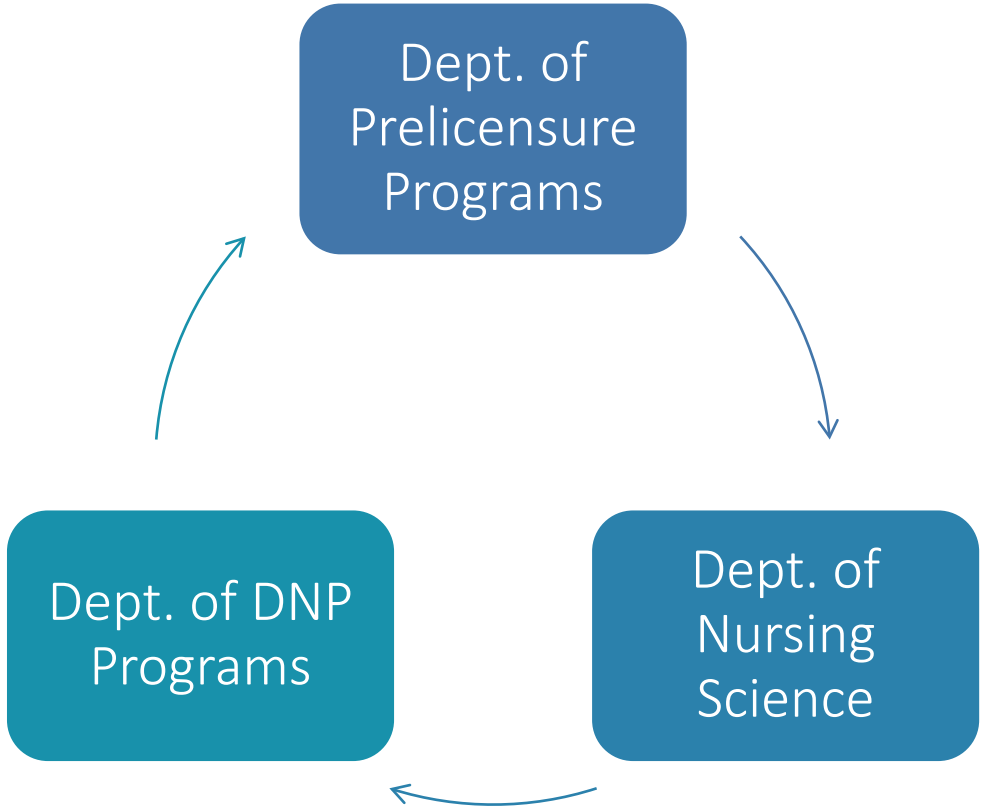


UCSF School of Nursing Departments

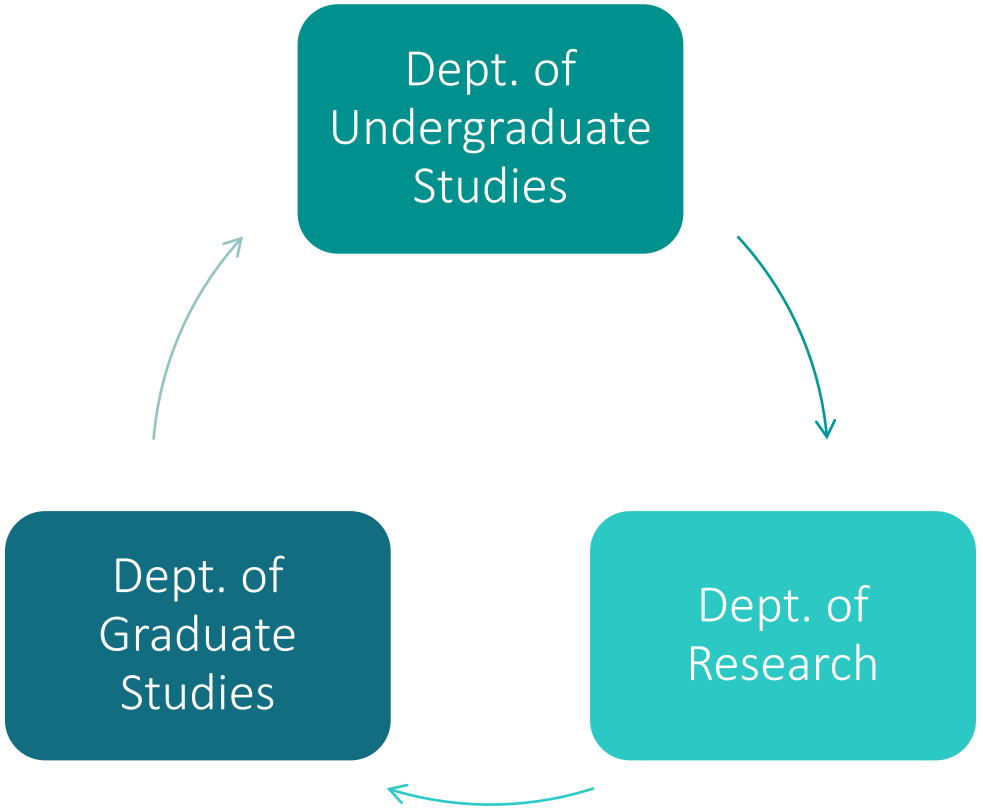


Recall: in Shaver Meetings with Faculty - reviewed some examples:

Augusta U. College of Nursing Depts.



U of Texas Health (Houston) College of Nursing Depts.



WSU College of Nursing Two Options:

3 departments

deemed closest fit with WSU nursing culture

✋ **Cautions: difficult to create:**

1. comprehensive labels -convey predominance only
2. mutually exclusive categories - overlap

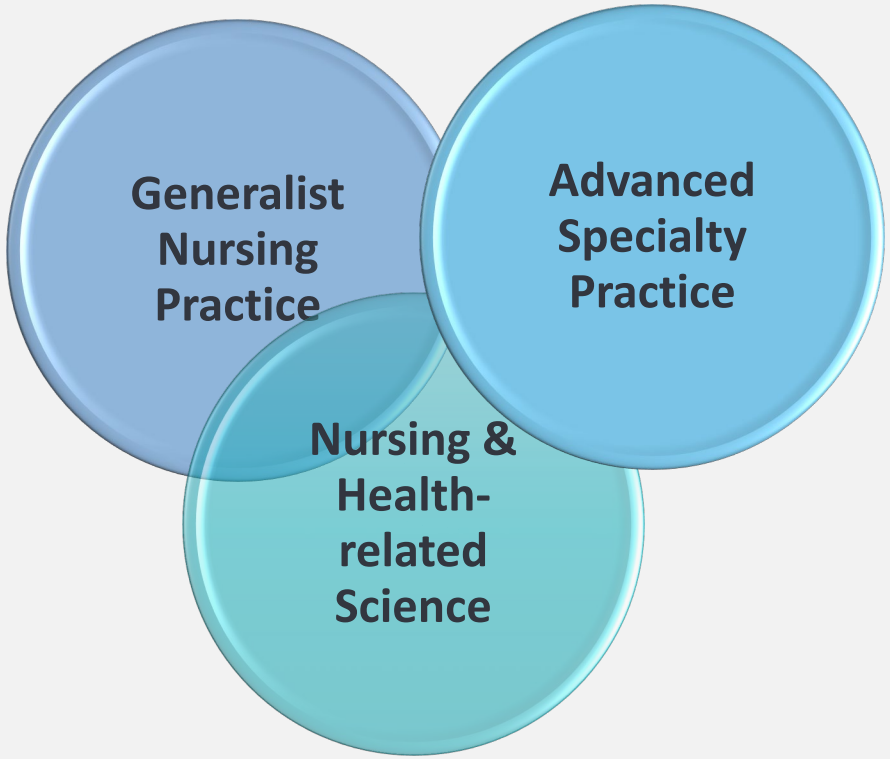
Potential 3-department Option 1

Department Names	Scholarship Foci
Generalist Professional (Nursing) Practice	Focus: entry to nursing, scholarship re generalist nursing competencies (basic/enhanced)
Advanced Specialty (Nursing) Practice	Focus: advancing in nursing, scholarship re advanced specialty competencies
Nursing & Healthcare Science	Focus: generating knowledge for nursing & healthcare scholarship re knowledge generation competencies

Potential 3-department Option 2

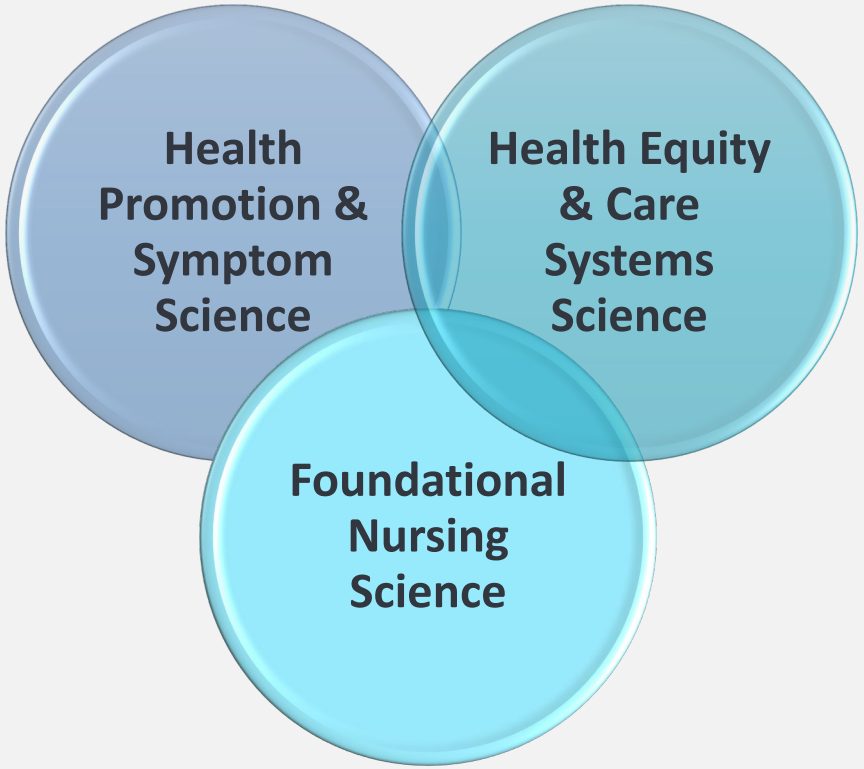
Department Names	Scholarship Foci (relative emphasis)
Health Promotion & Symptom Science	Focus: comprehensive scholarship in HP & SS
Health Equity & (Care) Systems Science	Focus: comprehensive scholarship in HE & care systems
Foundational (Generalist) Nursing Science	Focus: Teaching/Learning Scholarship for entry level nursing

Option 1 (Practice & Science)



- aligned with core (current operations) realities
- conveys a focus on nursing practice & nursing & health-related science
- transparent alignment with degree programs

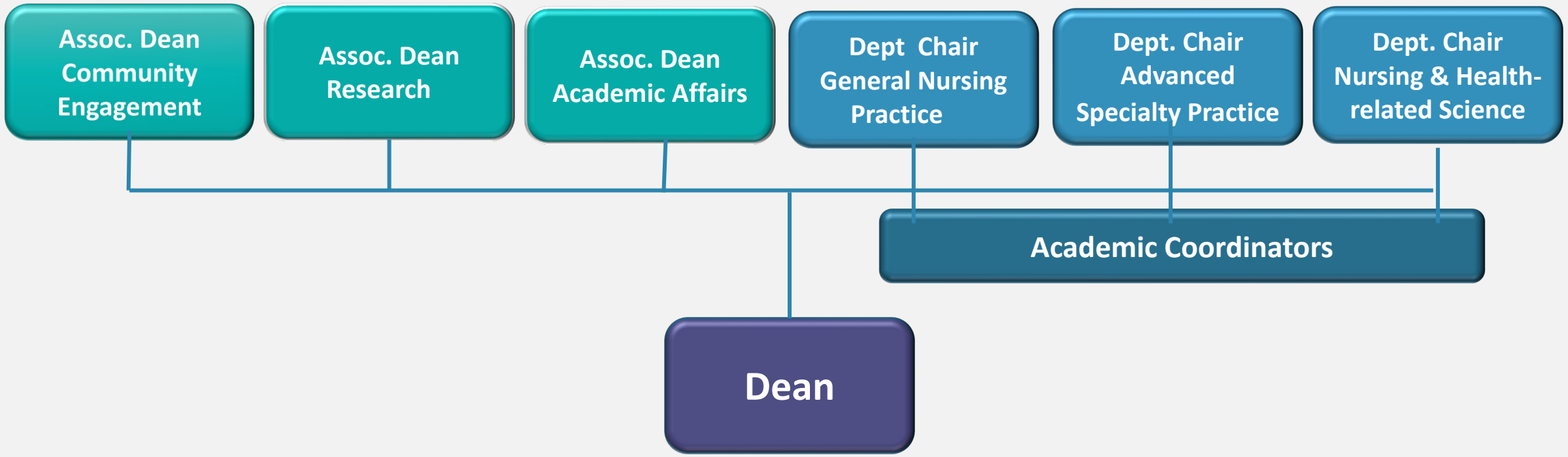
Option 2 (Science)



- aligned with comprehensive scholarship expansion
- conveys a focus on nursing & health-related science
- translucent alignment with degree programs

Example of how the beginnings of an organizational chart might emerge

Organizational Chart of Administrative Faculty Facilitators



Join by Web

1. Go to **PollEv.com**
2. Enter **JSHAVER**
3. Respond to activity

Join by Text

1. Text **JSHAVER** to **22333**
2. Text in your message

All answers are anonymous as to author – cannot link any comments to individual participants - JLS

Please indicate the site with which you mainly identify

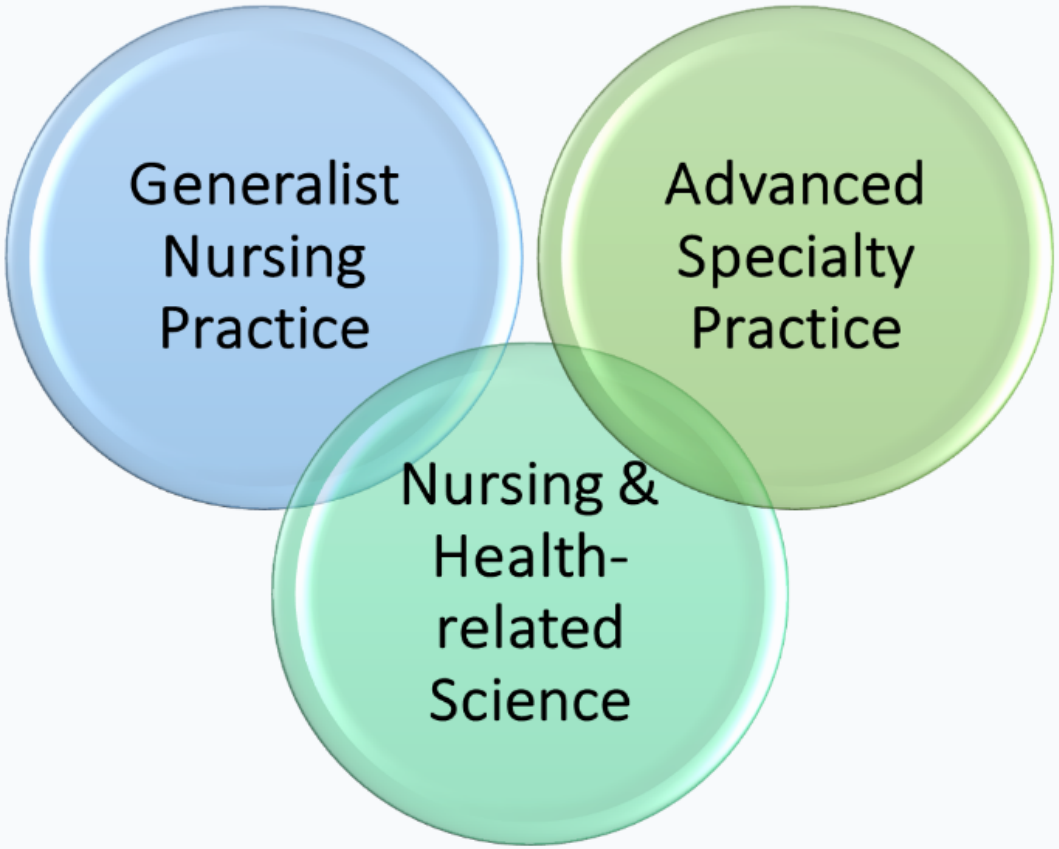
Spokane

Tri-Cities

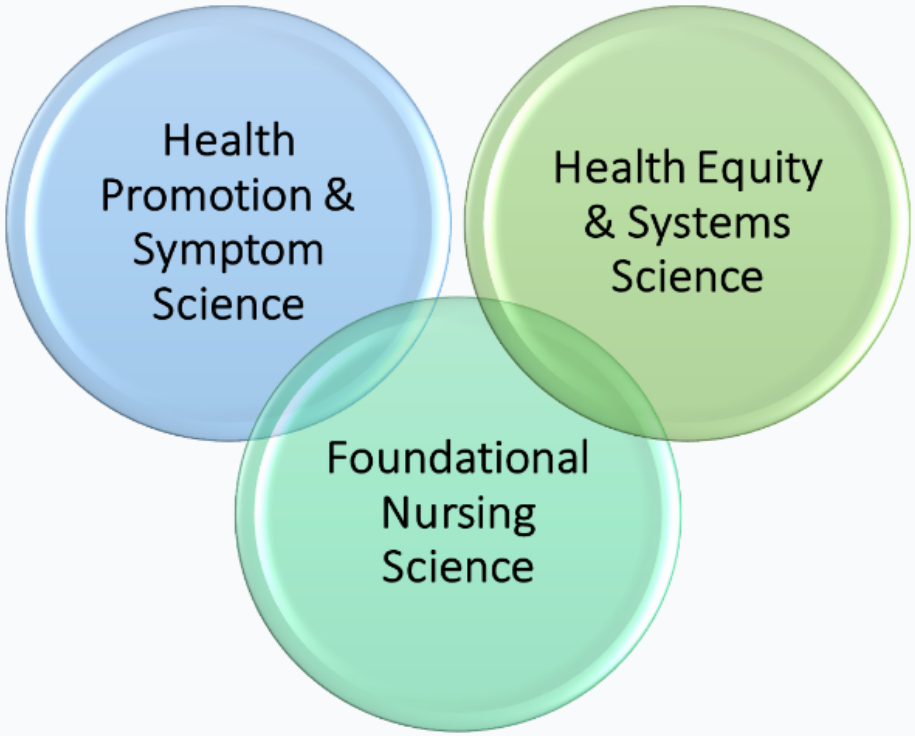
Vancouver

Yakima

Option 1: Comment on any upsides or downsides



Option 2: Comment on any upsides or downsides



Comments?
Questions?

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EXECUTIVE LEADERSHIP COMMITTEE MEETING MINUTES

12.2.22

The Washington State University, Spokane campus is located on the homeland of the Spokane Nation who have stewarded this land for generations. Aligning with the university's core value of a diverse and inclusive community, it is my responsibility to recognize and acknowledge the people, culture and history that comprise the Cougar community in Spokane today and where I reside. I thank the Spokane people for protecting this land and commit to living in accordance with their example.

Members:

☒ Bevan Briggs	☒ Danielle Desormier	☒ Linda Eddy	☒ Mary Koithan
☒Anne Mason	☒ Jose Pares-Avila	☒ Julie Postma	☒ Alicia Preston
☒ Denise Smart	☒ Chris Sogge	☒ Carolyn Wika	☒Sarah Kohler

Guest: Joan Shaver, Brad Schwartz

AGENDA	DISCUSSION	OUTCOMES
Report from 11.18.22 FGO Meeting (Joan Shaver)	Joan presented comments and poll results from the FGO meeting noting that the biggest question from faculty about the restructure is "where will I fit". She recommended that the executive leadership choose one of the options so that the college could more quickly begin the operational planning. The other option would be to put the two options out for a vote from the faculty. Discussion about department names: Nursing tends to be more holistic, which can make naming the departments more difficult, but the department names won't make a huge difference as to how things work and can be changed. Because of this, Joan recommended that we not belabor this too much.	• See attached report from Joan Shaver.

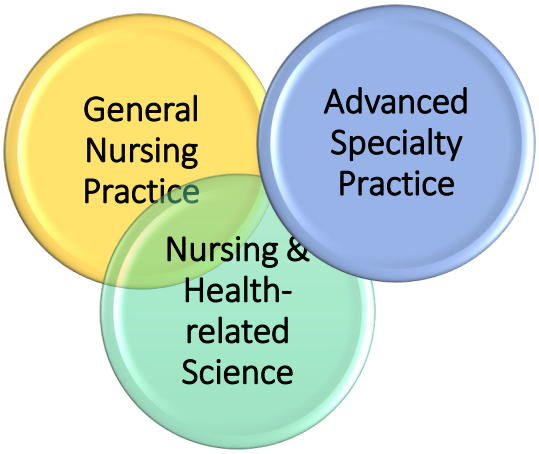
	For website purposes, if the department names are going to show up there then it would be beneficial to have "nursing" included in each department's name to ensure they come up in google searches, but this only matters if the names will be represented on the website. Also, in looking at the medical school, their department names aren't consistent, so it doesn't have to be all or nothing. Discussion about department makeup: All faculty would belong to only one department, recognizing that many faculty work/collaborate across departments. Departments are meant to be the place where the faculty's work are supported, not a way to silo them. Faculty would be able to subscribe to the communication of other departments, regardless of their home department, and could be co-appointed to another department to facilitate communications. Our internal processes can be what we want them to be. Discussion about chair qualifications: Joan recommends that the qualifications of the chair should be left out of this discussion and decided later.	• The department names will be for internal use only and won't be on the website.
Department Options Discussion (Mary Koithan)	Discussion about how to proceed: For the sake of time and to create clarity, the executive committee decided that we should move forward with option 1. There has been a lot of conversation about this, and faculty have been very participatory, so it makes sense to just move forward. Also, this doesn't have to be a one-and-done, we can make changes if it doesn't work. Discussion about FGO: FGO by-laws cannot prevent this from happening. This is an administrative decision that doesn't change FGO. Discussion about how Social Work (SW) fits in: SW is too new (there are only 2 clinical track faculty) to have its own department and should be included with another department until is it more established. Department names should be inclusive of SW.	• Alicia to create a Qualtrics survey with the departments laid out for faculty (including the table) next week.

	Discussion about department names: These should communicate who we are and what we do as faculty. 1. Nursing and Systems Science 2. Advanced Practice and Community-Based Care 3. Foundational Practice and Community-Based Care These department names will be presented to the faculty next week for endorsement or an alternative name suggestion through a Qualtrics survey. Discussion about program directors & department chairs: Program directors will be under a particular department chair. The chair will take over the annual reviews and the supervision of the faculty in their department. Department chair workloads will not be equal and will need to be compensated (release time) accordingly.	
Defining areas of authority for program directors (Linda Eddy)	The lines of authority are unclear, and people want to know what the process for change is, what can we do, and who needs to be in on that process. It all starts with Anne, but Bevan and Linda need to be involved because they have separate budgets. Some of the confusion comes from DNP transitioning from an era with a large fee account and this fund is not being continued. Bevan was at an FNP meeting and they seem to think that there is a huge pot of money from the DNP fund. FNP faculty need this explained to them (what it is and is not). Anne is beginning the fee review process and is building out the fee proposal that is due in January. Course fees are attached to courses and the University committee approves those fees. All course fees are administered through the CoN.	

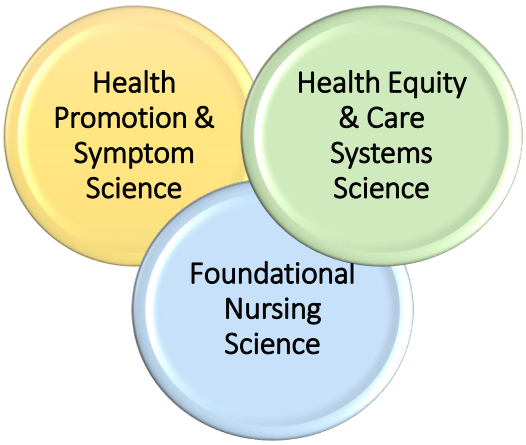
New Business Development office report (Carolyn Wika)	We received a $50,000 endowed scholarship from Amerigroup that will produce $2000/year once it starts dispersing. Mail solicitation for the student success fund has been successful. One gifter is interested in establishing a scholarship. Planning another solicitation in Feb – DNP focus	
Legislative hearing (Mary Koithan)	Went well – they didn't have any questions. EWU testified before us and will be admitting beginning fall 2023, 40 students per semester with 4 faculty, 2 of whom are from WSU. EWU said they aren't having any trouble hiring faculty and are offering $30k more a year than we are. They commented that it was easier to start a new program than try and make changes in an established program that doesn't want to change. They are threading psych-mental health across the curriculum and introducing it first. Chris and Mary are working on an MOU with Whitworth including the accelerated pathway program.	
Denise Smart	Martin Hall Detention Center – just hired an NP who was a WSU 2001 graduate.	

Faculty Meeting – 11/18/22 Summary of Poll Responses – J. Shaver

Option 1 (Practice & Science)



Option 2: (Science)



Option 1 Negative (n = 11)	Option 2 Negatives (N = 15)
1. Generalist/advanced sounds hierarchical	1. give unfair advantage or focus (in terms of opportunities) to tenured/tenure-track faculty…likely minority of faculty in CON - ⅔ of the departments focused on original research & TT faculty
2. One group will be so large, maybe unwieldy	2. Doesn't seem clear to how groups are defined
3. Feels limiting compared to option 2	3. Seems too focused on tenured faculty as "leaders", loses clinical scholarship.
4. Silo	4. Topics seem smooshed together
5. Tenure track faculty could end up being supervised by non tenure track faculty	5. Unclear
6. This seems specific to degrees or degrees held. Collaborations across nursing specialties can be limited.	6. Very confusing and not intuitive.
7. groups in numbers would be rather lop-sided. We have more generalist faculty than the other two. The two have fewer faculty.	7. Also seems very research focused and may feel exclusionary to non tenure track faculty
8. Difficult to choose one as they overlap	8. Have more trouble figuring out where I fit in on this one.
9. Generalist is a huge group Seems like they won't be very balanced?	9. Not clearly understandable
10. It's not inclusive across all faculty.	10. Unclear
11. I do not appreciate the term Generalist as being a Generalist nurse is actually a specialty,	11. Research focused yet our researchers don't fit in these
12. generalist group would be too big compared to others	12. These categories seem very nebulous and would require clarification to the lay public.
	13. Seem vague and not entirely accurate for us a faculty as well as for the public
	14. Too nebulous. Would need a clear definition attached to each category.
	15. not clear where one belongs
	16. The verbiage is confusing.

Option 1 Positives
1. Easy to grasp
2. This is the simplest, most congruent with how our college operates
3. Familiar
4. Seems possible to split is into groups based on these
5. Easy to conceptualize what it means
6. Familiar and easy, maybe more opportunity for non tenure track
7. Easiest to understand
8. Up-clear definition
9. Clearer concept & understanding
10. Seems like a logical & natural breakdown of how faculty within the CON focus their time/effort & expertise within the field of nursing or healthcare
11. Departments are across campuses; seems to align well with our campus structure

Option 2 Positives
1. very research focused, which may (possibly?) increase research productivity
2. "Health Promotion and Symptom Science" chair is designated as tenure track faculty above. APN faculty could also be a good fit - experts in health promotion & disease prevention
3. Can increase cross-collaborations in teaching & research & scholarship
4. Fosters collaboration across tracks
5. Seems more progressive & visionary
6. Better
7. Yes! More progressive
8. Potential to center and enhance collaborations; can uplift the areas strong in
9. Very nursing appropriate.
10. This is more like it because we can all relate to either one of them.
11. I like that this seems more progressive/aspirational but worry that finding the right place might be more difficult

Option 1 General Comments
1. Only 1 dept chair needs to be tenured.
2. Would like pros and cons of each
3. Separates graduate and undergraduate
4. More like what we are doing now.
5. Primary care is not a "specialty" practice. Advanced Practice Nursing, APRN, ARNP are all standard definitions
6. BASIC
7. Gut responses here as no real time to think
8. aligns somewhat with what we have now

Option 2 General Comments
1. Research productivity very important to U, seems misaligned to have ⅔ of the departments be research-focused when so much of the CON's student body is in a clinical-focused program
2. I am unclear what "symptom science" refers to exactly, so am unable to comment
3. Vancouver faculty don't get to be members of the "Foundational Nursing Science" department - what if this is department they fit best into?
4. Needs additional clarification
5. Health equity may become too siloed...it should be found throughout the program
6. Social work could go in health equity
7. Equity should be a part of all
8. Might take some stretching for people to understand where they fit
9. Still unclear regarding where health policy would fall. Its not all focused on symptoms, equity, or systems
10. Seems like we would all fit into each of these categories so does it really change anything?

	11. Foundational Science is clear, but no idea what the other 2 categories are
	12. Health Equity should be more of a Core value across the board and not a silo

Option 1 Questions	Option 2 Questions
1. Difference between generalist & nursing health-related?	1. How would groups be determined? ll faculty have some health equity focus shouldn't they?
2. how masters level AP people - able to teach DNP?	2. What is foundational nursing science?
3. Where does RN-BSN faculty fit in?	3. I wonder where environmental and planetary health fits
4. Where does simulation figure in?	4. Where does practice expertise fit?
5. Does the term "Nursing Science" create an inclusive category for our non-nursing PhD-prepared faculty?	5. Wouldn't DNP cover 2 categories
6. How will faculty who qualify for more than one department determine which one to be in?	6. Where will new programs like the social work program fit?
7. Is there any crossover or potential for being a member of more than one department? seems like there will be a number of "crossover faculty"	7. Will this replace FGO?
8. How to make sure that a faculty in "Nursing Science who teach in APRN courses have teaching needs met (i.e., will the department chairs collaborate & work together in order to advocate for these crossover faculty?	
9. Which department would a non-ARNP DNP-prepared faculty fit into?	

Straw Vote:

Favor	No.
Model 1	22
Model 2	11
either	3

Some comments were made re terms – no suggestions for alternative terms

Two Decision Points:

1. Which of the two options to pursue
    a. Put two options out to faculty vote

    OR

    b. EC Selects Option 1 (1 science, 2 practice) to begin operational planning – ratified by the faculty straw vote

2. If b, EC
    a. Finalize two versions of dept. names and put out to vote

    OR

    b. EC selects final version with names

Issues with finalizing dept. names:

1. ? have nursing in dept name – if in the College name
2. ? have an emphasis beyond nursing or not

Suggested Department Names – 1 Science – 2 practice			
Convey inclusion of those beyond nursing as focus? Leave nursing out of dept name since in College name E.g.,			
College of Nursing	Health-related Science	Health-related Advanced Practice	Health-related Foundational Practice
Convey inclusion of those beyond nursing as focus? Keep nursing in dept name			
College of Nursing	Nursing & Health-related Science	Nursing & Health-related Advanced Practice	Nursing & Health-related Foundational Practice
Convey Nursing Alone as Focus? E.g.,			
College of Nursing	Inclusive Nursing Science	Advanced Nursing Practice	Foundational Nursing Practice
Mix & match E.g.			
College of Nursing	Nursing & Health-related Science	Health-related Advanced Practice	Health-related Foundational Practice

To clarify some questions and logistics:

Potential Department Foci			
College of Nursing	**Nursing & Health-related Science**	**Nursing & Health-related Advanced Practice**	**Nursing & Health-related Foundational Practice**
Current Degree Edn. Programs	Coordinate PhD curriculum (visiting scholars) – any research-centric master's	Coordinate DNP curriculum (all specialties) – any practice-centric master's	Coordinate 'entry to the profession' curricula (BSN) (includes RN-BSN)
Growth & Future Edn Degree/Cert. Programs	Designs/coordinates: • F31, F32,T32 (individual or institutional pre-post doc training) • Any research-centric masters degrees (e.g., clinical trial management)	Designs/coordinates: • new DNP specialties • new practice-centric, post licensure degrees (e.g., RN-MSN) • Social work advanced practice or other aligned disciplines	Designs/coordinates: • Bachelor degree in social work • Any health-related bachelor degrees in nursing, aligned disciplines or emerging areas (e.g., health literacy/equity)
Domains	Nursing, Social Work, HS interdisciplinary	Nursing, Social Work, HS interdisciplinary	Nursing, Social Work, HS interdisciplinary
Formal Teaching Contributions (Course assignment)	Faculty for advanced science & practice courses	Faculty for advanced practice & science, &/or entry	Faculty for foundational practice &/or some advanced practice courses (if qualified)
Campuses	All	All	All
Faculty Appointment Constituencies	Faculty with science or practice doctorates – predominantly teaching in doctoral programs & with investigator-initiated research program	Faculty APRNs (NPs, CRNAs, CNM, CNS (including Pop H) with doctorates (science or practice) & with practice scholarship - practice/care or educational	Master's minimum (shifting to practice-doctorate requirements) or doctorates (science or practice) with practice scholarship - practice/care or educational

Selected option choice – effect on some faculty questions:

Option 1 Questions	Answers
1. Difference between generalist & nursing health-related?	Not relevant anymore with selected option
2. how masters level AP people - able to teach DNP?	Dept. chairs collaborate to contribute faculty to cover formal teaching needs
3. Where does RN-BSN faculty fit in?	Nursing & Health-related Foundational Practice
4. Where does simulation figure in?	In either advanced or foundational health-related practice
5. Does the term "Nursing Science" create an inclusive category for our non-nursing PhD-prepared faculty?	Yes, Nursing and Health-related Science
6. How will faculty who qualify for more than one department determine which one to be in?	Not as likely with selected option. T/TE faculty will have no choice unless give up research goals. May choose dept. coordinating the program in which most formal teaching is done
7. Is there any crossover or potential for being a member of more than one department? seems like there will be a number of "crossover faculty"	Not as likely in this model
8. How to make sure that a faculty in "Nursing Science who teach in APRN courses have teaching needs met (i.e., will the department chairs collaborate & work together in order to advocate for these crossover faculty?	Crossover not as likely but yes dept. chairs must collaborate to cover all formal teaching needs and faculty matching.
9. Which department would a non-ARNP DNP-prepared faculty fit into?	Depends on program of scholarship & programs in which formal teaching is assigned

Summary of Next Steps to Establishing of Depts.

1. Choose option (1 science, 2 practice or 3 science).

2. Choose the name for depts.

3. Decide how people are assigned to depts. – how much choice versus designated?

4. Clarification of faculty/administrative/shared governance domains
    a. by-laws or operational guidelines or both?

5. Clarification of Department Function
    a. Process for selecting department heads (chairs)EC
    b. Major domains of departmental function
    c. Job description for dept. heads – length of terms

FGO STEERING COMMITTEE MEETING MINUTES

12/2/2022

The Washington State University, Spokane campus is located on the homeland of the Spokane Nation who have stewarded this land for generations. Aligning with the university's core value of a diverse and inclusive community, it is my responsibility to recognize and acknowledge the people, culture and history that comprise the Cougar community in Spokane today and where I reside. I thank the Spokane people for protecting this land and commit to living in accordance with their example.

Members:

☒ Karen Anders	☒ Sue McFadden	☒ Connie Nguyen-Truong	☒ Theresa Bowden
☒ Kay Olson	☒ Sheila Hurst	☒ Christina Chacon	☒ Janessa Graves
☒ Bevan Briggs	☒ Mary Koithan	☒ Anne Mason	☒ Lee Punch

Guest: Alicia Preston (recorder)

AGENDA	DISCUSSION	OUTCOMES
Approve Nov Minutes	Motion to approve – Sue McFadden 2nd – Kay Olson	Approved
Update on HPA committee vacancy	It was previously suggested that Dr. Pares-Avila serve on the HPA Committee - Bevan contacted him, but since he is a dean, he can only be ex-officio, so this still leaves a vacancy on the HPA committee. Sheila suggested Beverly Mayfield Discussion about proposing a change in the FGO by-laws to state that it is preferred (not required) that each campus be represented. For HPA it is more important that people are there to engage than for them to fill a specific role.	Karen will reach out to Beverly Mayfield about serving on the HPA Committee Hold any by-laws changes until the end of the year (March or April meeting).

	HPA committee should have someone from the Executive Leadership Committee on it and it is acceptable to have more than one ex-officio member.	
Debrief from Nov FGO Meeting/Update on Restructuring	Meeting comments – efficient meeting that went well. No feedback on the consent agenda. Joan presented a summary of the November FGO meeting and comments to the Exec Council today. The Exec Council discussed options and naming for departments - Option 1 was favored (2 practice and 1 science dept). The department names that were suggested are: Nursing and Systems Science Advanced Practice and Community-Based Care Foundational Practice and Community-Based Care Membership in these departments will be based on preparation and scholarship. Departments will be unequally sized, but they align with our degree programs. Social Work will be incorporated within these departments. Social Work only has 2 faculty (clinical track), so they can't be their own department right now. Alicia will be sending out a Qualtrics survey next week asking faculty to endorse the names or make suggestions about alternative names. The main questions regarding the various options are "does the option represent who we are? does it represent what we do?" The creation of departments will reduce Denise and Anne's workload and place supervision and evaluation of faculty on the department chairs. Program leads would report to dept chairs for workload and Anne would focus on quality improvement and curriculum evaluation, accreditation, and regulation. Promotion and tenure will also go to the chairs. Not sure how Denise's role will look, but chairs will not report to Denise, they will report to the Dean. No possibility of co-chairs but they can have an assistant chair.	Alicia and Dean Koithan to work on Qualtrics survey for faculty re: department names

	The group agrees that the terminology represents who we are and what we do with the following comments: "I like the aspirational element." "This is similar to how we are already divided and not a huge risk. It's better than maintaining the status quo!" "I like the names; I think they are clear and actually encompass more depth by not being overly specific. There's some room for crossover." "I appreciate the incremental steps - sounds feasible and manageable"	
Progress on document archiving processes for committees	Alicia is working on organizing the committee SharePoint site. Permission to edit will only be given to the admin support person for each committee, anyone else will have view-only access. Committee admin support will be responsible for uploading documents (minutes, agendas, supporting documents) into correct folders and maintaining naming conventions. Alicia will monitor this to ensure consistency. SLO changes need to go to UCC and then FGO.	Alicia to provide updates as progress is made.
Request for agenda items for next FGO meeting (February 10)	<u>Academic Affairs:</u> 20 mins on agenda. outside and professional services documentation and procedures for college and university. We are out of compliance with employment rules for the state and this will impact contracts for next year. Open positions for 2023/2024 (Anne Mason) Question raised re: how do adjuncts and lecturers transition to full-time? We have 17 active colleagues at lecturer or adjunct status that are not part of FGO and therefore cannot vote. This makes up about 22% of the group which impacts the faculty voice. It is important to be able to transition our faculty to full-time, but some don't want to work more, and our pay isn't competitive, so this makes it difficult. Also, job openings are hard to find on HRS website. <u>Faculty Affairs committee: 10 minutes on agenda</u>	Anne will send materials to Karen.

	Mentoring Program (Kay Olson) - Include lecturers in our mentoring program and encourage them to go more FT and promote from within. Met with Gabe to get updates to the list of faculty. 10 mins. Maybe something from UCC? – Maybe something from GCC too re: PhD curriculum update?	 Lee will let Karen know next week. Christina to update
	January 6 10:30-11:45	

EXECUTIVE LEADERSHIP COMMITTEE MEETING MINUTES

12-16-2022

The Washington State University, Spokane campus is located on the homeland of the Spokane Nation who have stewarded this land for generations. Aligning with the university's core value of a diverse and inclusive community, it is my responsibility to recognize and acknowledge the people, culture and history that comprise the Cougar community in Spokane today and where I reside. I thank the Spokane people for protecting this land and commit to living in accordance with their example.

Members:

☒ Bevan Briggs	☒ Danielle Desormier	☒ Linda Eddy	☒ Mary Koithan
☒Anne Mason	☒ Jose Pares-Avila	☒ Julie Postma	☒ Alicia Preston
☒ Denise Smart	☒ Chris Sogge	☒ Carolyn Wika	☒Sarah Kohler

Guest:

AGENDA	DISCUSSION	OUTCOMES
Review Qualtrics Survey (Koithan)	Everyone viewed the results (43 respondents) and felt that there was a good endorsement of the proposed names. Discussion about changing the proposed department names: Committee agrees to move forward with the proposed names knowing that the names can always be changed later. Discussion about chair eligibility: Denise mentioned that the new version of the WSU faculty manual (from 2021) has changed regarding eligibility for chair positions. The concern is that master's prepared faculty would be supervising doctorly prepared faculty. Our structure mostly addresses this issue, but there could be an instance where it would be an issue.	Mary will put together a description for Craig Parks and include the Qualtrics. She will also alert Laura Griner-Hill. Mary's goal is to get the departments finalized by May. FGO has been notified that some by-law changes will have to happen.

Communication Expectations (Mason)	This policy was drafted to address issues that need more guidance. Summer pulled together resources to address communication expectations, especially regarding mobile devices. This mostly stems from student complaints about emailing faculty and getting no response, and faculty using personal email accounts to communicate with students. The wording about forwarding is unclear. Discussion on the use of personal phones & email to communicate with students: Jose suggested the use of Teams phone numbers for communicating. Class assignments should all go through Canvas and not be submitted through email. This opens us up to viruses and prevents us from preserving assignments.	 Anne will get clarification and revise. Anne will add a line in the policy stating that the use of Canvas is required.
ATI Conference (Mason)	Skipped this item – Anne will address this off-line	
Instructional Buyout & Release Policy (Mason)	The draft policy has been reviewed by tenured faculty and the faculty affairs committee (FAC). When revisions are complete, the policy will go back to FAC and then to FGO as an informational item. Anne gave an overview of the policy. Discussion about scholarship and buyout time: Sarah clarified that 15 credits is FT (by semester) but allows for some discretion between colleges. (3 credits = 20% FTE). Anne mentioned that Tim told her that 3 credits = 25% FTE. Is there no expectation, for those who are doing scholarships, that they fund themselves? Julie has added elements to the Notice of Intent form regarding expected FTE (paid and non-paid). There are situations where a grant disallows payment, and this would require a conversation with the faculty. There must be an expectation about the appropriate amount of funding for those who work on grants (with exceptions).	Anne to make revisions based on the discussion. Linda will find out if this is correct.

	Discussion about release time: Release time for department chairs: this could cause issues for TC, Yakima, and Vancouver if one of their faculty wanted to be chair – they'd have trouble filling the hole that release time would create. What happens if a clinical track faculty don't produce, do you continue to give them the 10% release time, where is the accountability? May require revising the benchmarks if the faculty prefers to not do scholarship, and this may help us recruit if there was no expectation of clinical scholarship. There is a lack of understanding among faculty about what scholarship is and how to follow through - Some are already doing this but aren't putting it out there or disseminating their information. DNP projects are meant to be disseminated and we need to do a better job of that. Anne is adding a grievance process. There is a university-wide release policy (1 day a week). Outside professional services rule allows up to 8 hours a week. We are currently not in compliance with this, and faculty are not reporting or are working too much. This is on the next FGO Committee Agenda. The faculty should be filling out the form at the beginning of the semester, revisit it during the semester, and then sign off at the end. This ensures their projections are accurate and that we are remaining in compliance. NP faculty do not necessarily have to maintain a clinical practice for accreditation. They can maintain their skills through professional development. Department and committee meetings should be scheduled consistently (same day/time each week/month) so that faculty can work around them and participate.	Anne will add a bullet that describes the outcome if they don't meet any scholarship plan.

Career Connect WA (Briggs)	Grant opportunity – state funding to create apprenticeships provides $8k/ student FTE and money for supplies and equipment. Provides paid internships and could fund summer courses. Could also be used for a pre-nursing program in Pullman - CNA, MA. The grant application is due at the end of March	Bevan will investigate it more thoroughly. Bevan, Chris & Denise to work on this together.
Upstream Event	Butterfield & Jonas Scholar – Pat would prefer that these events were kept separate but could happen on the same day. It was suggested that the lecture series be renamed because it is hard to market as-is. The GUA for the Butterfield event is not housed in nursing, it is under the chancellor's office, but it makes sense for nursing to promote it.	Carolyn to talk with Julie and Pat

WASHINGTON STATE UNIVERSITY
COLLEGE OF NURSING

Executive Leadership Meeting
AGENDA
12/16/2022, 8:30 am

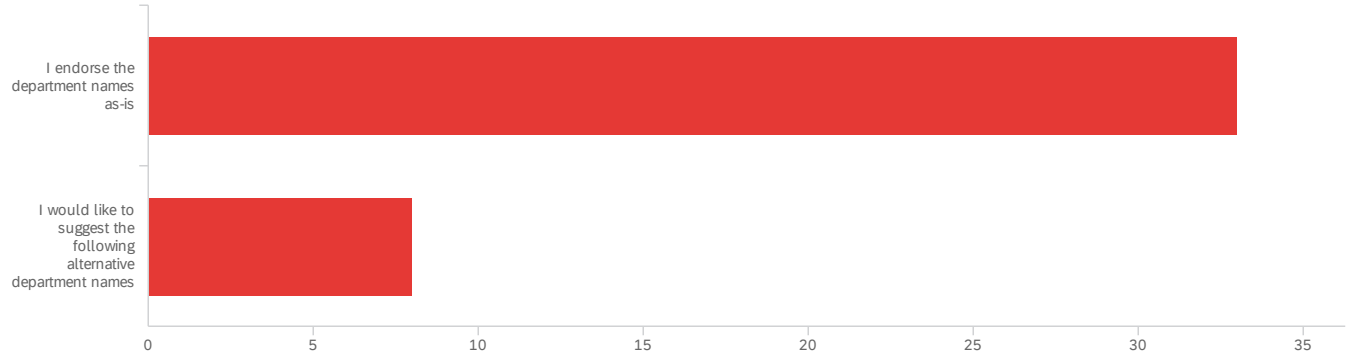
Item (Person responsible)	Time Allocated
1. Review Qualtrics Results – attachment (M. Koithan)	20 mins
2. Communication Expectations - attachment (A. Mason)	20 mins
3. ATI Conference in April – choose 2 attendees (A. Mason)	20 mins
4. Instructional Buyout & Release Policy - attachment (A. Mason)	20 mins
5. Career Connect Washington – attachment (B. Briggs)	20 mins
6. New/old business	20 mins
• Upstream event	

Default Report

Department Structure Feedback

December 15, 2022 2:31 PM MST

Q4 - Please indicate whether you endorse the proposed department names as-is, or would like to suggest alternatives.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please indicate whether you endorse the proposed department names as-is, or would like to suggest alternatives. - Selected Choice	1.00	4.00	1.59	1.19	1.41	41

#	Field		Choice Count
1	I endorse the department names as-is	80.49%	33
4	I would like to suggest the following alternative department names	19.51%	8
			41

Showing rows 1 - 3 of 3

Q4_4_TEXT - I would like to suggest the following alternative department names

I would like to suggest the following alternative department names
Break down the silos at the 4 campus sites!
There are many APRNs with Masters level education. This bracket seems to leave them out with Foundational Practice and Community Based Care as the only option for Masters prepared faculty, which I believe is the majority of the BSN faculty currently.

I would like to suggest the following alternative department names

I'm confused by the term "science doctorate" - do you mean research doctorate, or philosophical doctorate or non-practice doctorate? It seems like there's a more clear term we could use. I also think the names & descriptions above seem somewhat unclear in terms of which faculty would fit within those categories. I suggest the following Department Names, from left to right: -Nursing & Healthcare Science, description: faculty who engage in scholarship of discovery to advance healthcare knowledge. -Advanced Nursing Practice & Healthcare Practice Improvement, description: faculty who are teaching and practicing in advanced practice nursing (NP, CNM, CRNA, CNS) or faculty with master's or doctoral degrees who engage in scholarship of application to improve health care delivery or the health of populations. -Foundational nursing practice & community-based health: faculty with master's or doctoral degrees who engage in scholarship of education and use foundational nursing principles to sustain and improve the health of patients and communities

What happened to the Option 1 names "General Nursing Practice; Nursing & Health-Related Science; Advanced Specialty Practice". Maybe we could have Foundational Nursing Practice Nursing & Systems Science Advanced Specialty Practice

It seems that repeating "community-based care" in two of the departments is redundant and unnecessary.

Nursing Science or Nursing and Health Science [I don't understand what systems represents standing alone and do not think others will either - systems of what?]

Nursing & Health-related Science the other two department names are great i think!

I don't know understand why two names have community based care and the other one does not. I don't understand why we would separate masters from doctorates. It feels like it creates hierarchies.

End of Report