

Pacific Lutheran University School of Nursing

Faculty Orientation Manual



“Educating Nurses for Lives of Thoughtful Inquiry, Service, Leadership, and Care.”

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Pacific Lutheran University School of Nursing

Welcome to the School of Nursing at PLU

This Faculty Orientation Handbook was developed to help you become accustomed to Pacific Lutheran University School of Nursing and facilitate your transition to an academic role. The handbook includes topics from A to Z. If you don't see it here, just ask! We anticipate you'll have many questions and we're happy to help you find answers.

Introduction

The School of Nursing at PLU is a professional program that views nursing as a caregiving process based in scientific knowledge, humanistic theory and health care technology. The practice of nursing acknowledges and respects the values, needs and lifestyles of patients. PLU's School of Nursing has earned a reputation for excellence in the Pacific Northwest.

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Nursing Care Quality Assurance Commission. The bachelor of science in nursing, master of science in nursing, and doctor of nursing practice programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Care and Outcomes Manager MSN curriculum meets requirements for the Clinical Nurse Leader national certification examination. The Family Nurse Practitioner track meets requirements for ANCC and AANP national certification examinations.

The following statements guide the School of Nursing's mission to educate students to meet the challenge to care for other people, for their communities, and for the earth, in a diverse and complex world.

University Mission

Pacific Lutheran University seeks to educate students for lives of thoughtful inquiry, service, leadership and care - for other people, for their communities, and for the earth.

School of Nursing Vision

Pacific Lutheran University School of Nursing will be a nationally recognized program of preference and distinction, dedicated to improving health and healthcare for all, enacted through transformational nursing education, committed and responsive leadership, and meaningful scholarship.

School of Nursing Mission

Pacific Lutheran University School of Nursing is dedicated to...

Exemplary and responsive undergraduate, graduate, and continuing nursing education;
Engaging clinical and community partners in compassionate care for individuals, families, communities, and the world;
Fostering leadership in nursing through committed service, highest quality education, and meaningful scholarship;
Advancing the vision and mission of the university through collaborative partnerships that foster innovation and change.

School of Nursing Philosophy

Introduction

This philosophy describes the beliefs and perspectives of the faculty of the School of Nursing at Pacific Lutheran University. Student development and learning are our primary focus. The School of Nursing philosophy embraces the vision and mission of Pacific Lutheran University for thoughtful inquiry, service, leadership, and care. We purposefully integrate liberal education with the study of nursing, scholarship, and civic engagement to foster compassion and meaningful service for and with others, their communities, and the world.

Nursing and Health

The School of Nursing believes that nursing is a theory- and science-based discipline that focuses on person-centered care across all settings and states of health and illness. The art and science of nursing is relationship-based and directed by humanitarian values of human dignity, interdependence, and social justice. As a practice discipline, Nursing works to improve the health and well-being of clients and systems through analytical processes that effect change in the conditions and determinants of health. The work and praxis of nursing are manifest through multiple complex and evolving roles. Nursing strives to respond to the contemporary context of health and illness, and advance shared goals of compassionate, safe, and effective care.

Health encompasses the unique and dynamic unfolding of human patterning in multiple domains. Health and illness occur simultaneously and in dynamic interaction with one another. Appreciating the complexity of the health-illness relationship is key to diagnosing and intervening with human experiences of and responses to health, illness, and disease.

Collegiate Nursing Education

The PLU Nursing faculty believes collegiate nursing education contributes to shaping and stewarding the profession and practice of nursing. Service, leadership and scholarship are essential components in the formation of mature and highest quality professional practitioners of nursing. Academic nursing advances the art, theory, and science of nursing by contributing to evidence-based innovations in healthcare, advocating for progressive and responsible social change, and fostering improved health outcomes.

Faculty as Compassionate Leaders and Scholars

Faculty in the School of Nursing are compassionate leaders and scholars who assume responsibility for the education and development of students into exceptional professional nurses, who embrace intellectual curiosity, diversity, and change.

Nursing faculty are dedicated to creating an open, innovative, responsive learning environment while upholding the standards and ethical obligations of the discipline. The faculty model and instill within students the active pursuit of new knowledge and pathways for contributing leadership roles for the profession and for the discipline.

The SoN faculty are integral members of the PLU community, participating in the life of the University and contributing to its vision, mission, and goals. Within the SoN, faculty function through team-based, collaborative approaches incorporating care, compassion, and shared goals and values. Academic rigor, principled and evidence-based inquiry, thoughtful dialogue, and meaningful evaluative review characterize the approaches used to foster highest quality nursing education, practice, service, and scholarship.

Students as the Future Promise of the Discipline

Students in the School of Nursing are active learners who embody the future promise and obligations of the discipline. Students are nurtured in their ability to provide compassionate, socially responsible care and contribute to professional citizenship in complex healthcare environments. Cross-disciplinary student learning is fostered through integrating the nursing curriculum with the liberal arts and sciences to foster the development of reflective practitioners who pursue excellence and seek to participate in the evolution and expansion of professional roles.

Shared Values and Guiding Principles

We accomplish our work in the School of Nursing with attention to the vision, mission, and values of the SoN, University, and the discipline and profession of nursing. We actively pursue our development as a community devoted to learning and scholarship, collaborative engagement, growth, meaningful service, and love and compassion for all humankind.

Developed by the Strategic Planning Work Group, Spring 2015
Approved 5/27/2015, SNO Meeting

School of Nursing Guiding Principles

Pacific Lutheran University School of Nursing embraces core values of:

Benevolence, care, and compassion for all

Nourishing student and faculty success

Celebrating diversity and inclusive excellence

Fostering whole person development

Collaborating intentionally as teachers, leaders, and scholar-practitioners

Partnering with communities for improved population health and well-being

Reaching out globally for engaged service, learning, and scholarship

Contributing to sustainable advancement of the discipline, profession, and practice of nursing

Cultivating a dynamic community of giving and learning

Advancing health equity for all

School of Nursing Mottos

“Developing Nurse Leaders, Transforming Lives and Improving Health for All.”

“Educating Nurses for Lives of Thoughtful Inquiry, Service, Leadership, and Care.”

Developed by the Strategic Planning Work Group, Spring 2015
Approved 4/15/2015, SNO Meeting

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Absences during the Academic Year

Faculty members are expected to meet their applicable academic responsibilities throughout the academic year. However, absences may be necessary and are permissible to the extent that academic responsibilities are met or adequately covered and campus policies and procedures have been observed. Also see [Leave](#).

Academic Calendar

The Academic Calendar for the university can be found at <http://www.plu.edu/registrar/Academic-Calendar/home.php>. The School of Nursing Organization (SNO) calendar contains dates and times of all SNO meetings, seminars and events. The calendar is published and distributed at the beginning of the school year. A draft based on the previous year is developed by the faculty chair who takes it to the SNO Executive Committee (EC). EC checks it for accuracy and then it goes to the first SNO meeting of the year for dissemination and correction. After this meeting, it is finalized and published on SAKAI > NURSORG > Resource.

Academic Program Contracts (APC)

An APC is an agreement between the student and the academic department that outlines the courses and requirements the student must successfully complete to earn the major/minor. The initial APC is prepared by the Advisor, Admissions, & Placement Coordinator and is given to the advisor to check for accuracy (check against the CAPP report), discuss with student, and is signed by the student and advisor.

Acronyms

Common acronyms used by the SoN include:

- AACN – American Association of Colleges of Nursing
- AUC – Anderson University Center
- CCNE – Commission on Collegiate Nursing Education
- CAPP – Curriculum, Advising, and Program Planning
- CIC – Curricula and Instruction Committee
- CNE – Continuing Nursing Education
- EC – Executive Committee
- EFAR - Electronic Faculty Activity Report and Self-Assessment
- EPC – Educational Policy Committee
- FERPA—Family Education Rights and Privacy Act of 1974 (see page 103 of PLU Faculty Handbook)
- HPRB—Human Participants Review Board (other institutions refer to this as IRB-Institutional Review Board-see page 103 of PLU Faculty Handbook)
- NWCCU – Northwest Commission on Colleges and University
- PEC - Program Evaluation Committee
- RAD – Recruitment, Advancement, & Development Committee
- RAP – Recruitment, Admission, & Progression Committee
- SEP - Systematic Evaluation Plan
- SNO - School of Nursing Organization
- SoN – School of Nursing
- STILS - Standardized Testing & Interactive Learning System
- QCCCR - Quality Cycle for Course Curriculum Review

Advising

SoN faculty engage in academic advising for students enrolled in undergraduate and graduate nursing programs. New faculty members are not expected to advise students during their first year at the SoN. At the start of year 2, the Advisor, Admission and Student Support Coordinator will assign advisees in consultation with the Dean and Associate Dean(s). For additional information and advising workshops, go to the Academic Advising website at <https://www.plu.edu/academic-advising/>

Affiliate Faculty

Description

The title of Affiliate Faculty is given to a person who generally holds a primary appointment with an outside agency or non-academic part of the University or is in private practice. Affiliate Faculty make significant contributions to School of Nursing programs in a variety of ways. Most commonly affiliate faculty work with faculty in planning and facilitating the instruction of students in practice settings. Responsibilities are primarily clinical rather than classroom responsibilities. However, the Affiliate Faculty title is appropriate for individuals in other disciplines who participate as guest lecturers or serve as clinical consultants to School of Nursing faculty. This is a non-tenure track position.

Qualifications

Affiliate Faculty typically hold a master's degree or higher and possess expertise needed to enhance nursing programs.

Appointments

Affiliate Faculty must complete an Affiliate Faculty Biosketch form. A letter of reference from a PLU School of Nursing faculty member addressing the person's contributions is required. It is the responsibility of the faculty member nominating the candidate to ensure that all required documents have been received by the School of Nursing. If any part of the documentation is incomplete the application cannot be considered. The Recruitment, Advancement, and Development (RAD) Committee reviews the completed applications annually or periodically as needed and makes recommendations to the Dean. Affiliate faculty status may be conferred for up to three years.

Salary and Fringe Benefits

These positions are non-salaried. Affiliate Faculty may be given library privileges, reduced fees to University activities, and a discount for Continuing Nursing Education courses.

Evaluation Procedures

Renewal of Affiliate Faculty status is based on a third year review under the direction of the RAD Committee. Appropriate faculty will be asked to provide input on the Affiliate Faculty with whom they work. At the end of the designated period, the person must be re-nominated with both a letter and a biosketch for review by the RAD committee and final vote by SNO.

Expectations

Affiliate Faculty status carries expectations of professional behaviors supporting the School of Nursing and congruent with the mission and values of the university. Affiliate Faculty members agree to represent Pacific Lutheran University in a positive and supportive manner at all times and in all places.

Agency Contracts

Students cannot be placed in an agency without a contract. You can find a list of all agency contracts under SAKAI > NURSORG > Resources. If the agency that you want to use as a clinical site is not listed, complete a Clinical Agency and Preceptor Information Sheet with the agency address and contact person (Appendix D) and submit to the CNE Coordinator, Ramstad 306 or email ccnl@plu.edu /phone 253-535-7683. Note: This process can take months with some agencies. Please submit as soon as possible.

Audiovisual Equipment

Most classrooms are equipped with computer projection systems. Refer to Website: <http://www.plu.edu/~media> for any other media needs.

Phone: 253-535-7509

Email: media@plu.edu

Banner Web

Banner Web (<https://banweb.plu.edu>) provides PLU online access to many facets of the university. For students it gives access to registration, course schedules, financial records, and other personal information. For faculty it gives access to teaching schedules, class rosters, waitlists, and tools to submit final grades. Banner Web is a secure site and requires password access.

Boundaries, Professional

Faculty members are responsible for teaching and/or advising students. Although many of our faculty members are expert clinicians, the faculty role does not include serving as a health care advisor, counselor, or provider to our students. If a student needs counseling, refer to the counseling center. If a student needs health care, refer to the health center or the student's primary care provider. Faculty members may not serve as a provider for students in their faculty role.

Faculty must maintain professional boundaries with students at all times. They are not personal friends. Students should not be placed in the position of meeting a faculty member's personal and social needs, nor should a faculty be meeting a student's personal and social needs. Faculty do not date students. Faculty are expected to interact with students for educational and professional development purposes only. Be careful not to give the impression of favoring one or a group of students over others.

Faculty members often differ about the best way to teach a course or supervise clinical. However, students are not to be brought into this discussion. If students complain about a faculty member, refer the student to that faculty member. Students also have the right to share issues on the course evaluation, which is reviewed by the Dean and the Provost.

Building Services

The Senior Office Assistant in Ramstad 214 is the contact person if there are any facility problems such as non-functional toilets, windows, or other facility problems. For office problems such as need for ergonomic accommodation and any telecommunication problems (voicemail, phone not working, etc.), contact the Assistant to the Dean.

Office Assignment

Office assignments are coordinated by the Assistant to the Dean according to a faculty member's rank, FTE, and space needs. In general, SoN faculty members who are part-time share offices, and those with full-time assignments usually do not share offices.

Business Cards

If business cards are needed for your faculty role, please make a request to the Senior Office Assistant. Please provide your name, credentials, email address, and other contact information you wish to include.

Business Office

PLU Business Office provides accounting and financial services for PLU. Services include: Accounting, Accounts Payable, Student Accounts Receivable, Cashier, Purchasing, Student Loan Collections, and Purchase Cards. Website: <http://www.plu.edu/business-office/>

CAPP Planning Report

The CAPP Report (Curriculum, Advising, and Program Planning) is an online resource available in [Banner Web](#) that allows undergraduate students and their advisors to monitor progress toward degree completion at PLU. For more Information about the CAPP go to <http://www.plu.edu/registrar/CAPP%20Reports/home.php>

Clinical Evaluation

Clinical evaluations are extremely important. These include what the student does well and what they need to work on. If a student is struggling to meet clinical objectives, this is noted on the clinical evaluation form at midterm and a plan for remediation is established. If a student exhibits reckless behavior in clinical they shall be dismissed from the clinical setting immediately. This is rare.

Students unable to meet the clinical objectives within the established time frame of the clinical course do not pass clinical. In the event of student error, the just culture decision-making tool is used to guide the decision process. Please contact your faculty mentor for assistance. See Just Culture.

Clinical Hours Attendance Requirements

Students are expected to be present for all scheduled clinical experiences and track clinical hours to establish an ongoing cumulative total clinical hours for the program. If a student is absent from clinical, adjust the clinical hours to accurately reflect the hours the student was present at clinical.

If a student's clinical hours fall short of the expected program cumulative total, the clinical instructor will issue a Performance/Progress Alert (PPA) to document the shortfall of clinical hours, counsel the student, and notify the student's advisor.

A student who misses clinical time may find it impossible to meet the clinical objectives required to successfully complete the course or to meet the cumulative hours required to successfully complete the program.

Clinical Teaching Expectations

Clinical teaching is critical to nursing education. It is expected that clinical instructors become familiar with their agency and known to nursing staff and management or other applicable personnel at the agency. An active teaching presence is expected. Not only is the clinical instructor a teacher and role model for the students, but an ambassador for PLU. Maintaining a positive relationship with the agency is critical. Clinical instructors are expected to ensure that the students are in compliance with agency on-boarding requirements prior to beginning the clinical practicum.

For each semester credit hour, undergraduate students are required to complete 42 hours of clinical per credit hour. Graduate Students complete 60 clinical hours per credit. Clinical assignments are determined by the Level/Program lead in conjunction with the clinical placement coordinator.

Clinical conference/seminar is an opportunity to debrief and help students to make meaning of their clinical experiences. Conference time can also be used to teach and/or reinforce new concepts, review clinical reasoning and clinical judgment, and/or present specific notable cases. Clinical instructors are expected to foster an environment that supports excellent clinical learning, and help students to meet clinical objectives for the course. Early and proactive intervention is expected with students who are not meeting clinical expectations or who are at risk for unsatisfactory performance.

Coffee and Tea (Refreshments)

Three espresso bars are available within walking distance of Ramstad. One is next door in the Anderson University Center (AUC), the Hauge Administration building and Morken on lower campus.

Computer Access /Assistance

Your PLU ePass account is used to access PLU electronic accounts—gmail, SAKAI, library, etc. Banner Web requires your PLU ID and is typically your birthdate as a PIN which you change on your first entry to the system.

Need help with your computer? You'll need your PLU ePass username and password to log in. If you're having trouble with your ePass, phone 253-535-7525 or email helpdesk@plu.edu from another non-PLU email account. Or drop by the Help Desk on the first floor of the Library

Center for Continued Nursing Learning (CCNL)

The School's Center for Continued Nursing Learning provides opportunities and resources for nurses from different educational and experiential backgrounds to maintain and expand their knowledge, skills, and competencies to meet the needs of their current or future roles in nursing practice, and assists nurses to progress along a professional career development path. Faculty members are often encouraged to participate in the planning and offering of CNE programs. If enrollment and expenses allow, faculty are given up to a 50% discount on CNE offerings. Visit the CNE site for more information: <http://www.plu.edu/ccnl/> or phone 253-535-7683.

Convocation and Commencement

Full time faculty members have a responsibility to attend commencements and convocations unless excused by the Dean. Academic regalia is worn four times a year—Convocation (the opening ceremony for the academic year), December and May Pinning and Recognition Ceremonies, and May Commencement.

Directions on how to rent regalia for convocation and commencements: Rental regalia is available through Royal-T Inc. To place an order, please visit www.royaltpapers.com. You will need the following information when placing your order: Degree Title, Institution (from which degree was awarded), Height and Weight. Please ask where to pick these up. Often the registrar's website will have more specifics.

Course Lead

The Course Lead manages the administrative, teaching, coordination, and evaluative activities of the course.

The Course Lead is responsible to:

- Orient, mentor, and coordinate faculty assigned to the course.
- Lead faculty in course and clinical planning, including syllabus, course and clinical guidelines and assignments, simulation and laboratory skills planning and preparation, selection and ordering of text and library materials, and acquisition of teaching and learning materials.
- Coordinate course implementation activities including determining the instructional strategies. Implement student classroom evaluation, including test plan and exam development, exam preparation, providing for monitoring of the exam environment, reviewing statistical and item analyses and preparing, submitting and posting student grades.
- Facilitate faculty/student problem solving as necessary, using 3-way conferences with faculty and student.
- When evaluation leads to need for significant changes such as course description, objectives, textbooks, or clinical requirements, the lead will submit the proposal to CIE before changes are implemented.

Textbook Orders

Textbooks are ordered through the Lute Locker (<https://lutelocker.com/>) by the School of Nursing administrative staff. Textbooks for J-term and spring are usually ordered by November and for summer and fall by April 1. The Provost's Office will send out an email notifying you of the deadlines. Please notify the SoN office of any changes to your course textbooks prior to the deadline so that they may be submitted to the Lute Locker on time. (Note: any textbook that is new to a course must first be approved for adoption by the Curriculum and Instruction Committee.)

Course Syllabi

Send an email copy of the syllabus to the Senior Office Assistant once you have posted it to the current course SAKAI site. The course objectives on the syllabus cannot be changed without approval of CIC and SNO. The required number of class hours and clinical hours are included on the syllabus. It is important that the syllabus includes an expectation of professional behavior and academic integrity.

Course Documents/Papers

Faculty are responsible to submit clinical schedules, student clinical evaluations, and any changes in scheduled classes or rotation to the Senior Office Assistant.

At the beginning of each semester of undergraduate clinical courses, following the assignment of students to practice sites, clinical faculty coordinators post clinical rotation schedules to the Sakai site for the current course and submit clinical rotation schedules to the Senior Office Assistant.

At the end of each semester of clinical courses, Lead Faculty are required to submit a completed clinical evaluation document for each assigned student to the Senior Office Assistant.

Course Reserves

From the library gateway at <http://library.plu.edu>, navigate to the course reserves section for links to these and many other related resources.

Curriculum Vitae (CV Format)

A template is available in Appendix B of this handbook.

Digital Portfolio

Online student portfolios are used to document achievement of program outcomes in undergraduate and graduate nursing programs. By creating the portfolio, students develop self-assessment skills as they reflect on work they have done and how the work represents what they have learned. The portfolio is a synthesis of knowledge and clinical experience gained throughout the nursing program.

Pre-licensure students begin building their portfolios in NURS 260 Professional Foundations and add to the portfolio throughout the nursing program. Each semester students are expected to meet with their advisors to review and discuss the progress of their portfolios, which are completed during their final semester. For graduate students, post-licensure students begin in NURS 523 (MSN) and NURS 770 (DNP).

After graduation from PLU, the portfolio may be used as a resource when interviewing for a nursing position and for graduate school applications.

Directory

The directory contains frequently requested phone and contact information for School offices and departments, as well as campus-wide resources. It is updated annually at the beginning of the academic year and is located at <https://search.plu.edu/print/files/pludir.pdf>. The directory can be printed as a desk reference.

Email

Email is the school's official route for most communications to faculty, staff and students. Faculty are issued a PLU email address. This email address is the default address in the School's address book for email.

Faculty members are expected to respond to all emails within a reasonable time period, which is generally agreed to be within 2 days unless otherwise specified (with the exception of weekends and holidays). Faculty may, but are not expected to answer emails over weekends or holidays.

PLU Gmail is accessible from any internet connection at (<http://webmail.unc.edu>)

You can reach all students by using the Sakai BSN site or MSN site or both and use the mail tool. Also see: Faculty Student Communications

Electronic Faculty Activity Report and Self-Assessment (EFAR)

Each faculty member is required to submit an electronic faculty activity and self-assessment (EFAR) by the deadline. The Office of the Provost provides an EFAR template and establishes a deadline. Faculty members are evaluated by the dean using the EFAR, as well as other measures, on an annual basis. The EFAR can be accessed through BannerWeb

any time during the Academic Year.

Faculty Appointment and Promotion Guidelines for Rank and Tenure

See Appendix A.

Faculty Assembly Meetings

PLU faculty meetings are scheduled eight times a year on the 2nd Friday during September, October, November, December, February, March, April and May, from 4:00 pm to 5:00 pm or later. The Faculty Chair, elected bi-annually by the faculty for a term of two years, conducts all business at the general faculty meetings and is the chair of the Faculty Executive Committee (FEC). The FEC is responsible for setting the agenda for general faculty meetings. When the agenda is set, faculty will be notified via e-mail, approximately one week prior to the meeting date.

Faculty Development and 5-Year Plan

All tenure track faculty members attend University Conference in the Fall. The university faculty development program begins with University Conference and continues through the academic year with faculty workshops on teaching and scholarship (<http://www.plu.edu/provost/Faculty-Development-Activities/home.php>).

The university also offers Small Group Instructional Diagnostics (SGID). If you desire to improve your teaching, you may request an SGID at midterm. A faculty consultant will meet with you, determine your needs, meet with your class, gather information, and meet with you again to share recommendations. Contact the Associate Provost, Jan Lewis, if you are interested in scheduling an SGID. Please note that SGID results are confidential.

New tenure track faculty use the Faculty Tenure and Promotion Guidelines to develop a 5-year plan for teaching, scholarship, and service, with guidance from a faculty mentor. The 5-year plan is documented using The Sample Faculty Advancement Plan-Tenure Track Appointments form. See Appendix C. The Faculty Activity Report and Self-Assessment (FARSA) is completed and reviewed annually, with the Dean and faculty mentor. This is an opportunity to re-evaluate your plan, timeline, and progression toward goals.

Faculty Expectations for Appropriate Dress

Faculty members in the School of Nursing are expected to role model professional dress and hygiene. In the clinical setting, pressed scrubs or business casual with a clean, pressed lab coat may be worn. In the academic setting, business attire / business casual is appropriate. Nice jeans, when paired with other business casual attire, are acceptable. Faculty members should not wear casual jeans, scrubs, hoodies, shorts, t-shirts, sweatpants or sweatshirts, windjammers, athletic jerseys or shoes, sneakers, and flip-flops. Please avoid strong perfumes or aftershaves. Many clinical sites and community settings have adopted fragrance-free policies.

Faculty Expectations for Professional Conduct

SoN faculty are expected to demonstrate professional conduct, mutual respect, and courtesy in all interactions. This expectation includes developing and maintaining collegial work relationships with faculty, students, staff, clients, and communities, maintaining high ethical standards, promoting effective teamwork, and encouraging others to achieve. "Professional conduct is demonstrated by collaboration with faculty and students, mentorship without exploitation, and debate without attack." (UNC School of Nursing Handbook, 2012, p.10).

Faculty Governance

Faculty exercise their right to govern themselves in accordance with the American Association of University Professors (AAUP) guidelines. Please download the PLU Faculty Handbook to learn about PLU's faculty governance system.

<https://www.plu.edu/provost/Faculty%20Handbook/protected/faculty-handbook-seventh-ed-as-of-july-20-2012.pdf>

Faculty Guide to Student Conduct System

The PLU Vice President for Student Life and Dean of Students office maintains the Student Conduct website. <http://www.plu.edu/student-handbook/code-of-conduct/home.php>

Faculty Serious Illness, Major Disability and Parental Leave Policy

Questions regarding Faculty Serious Illness, Major Disability and Parental Leave should be directed to

Human Resources. For the most current version of the policy, approved by the Faculty Assembly, go to <http://www.plu.edu/human-resources/widgets/documents-forms/items/leave-of-absence/fmla-forms-1.pdf>

Faculty Student Communication

Faculty and students have a mutual responsibility to negotiate methods and frequency of communication, submission of papers and projects, and timeframes for evaluation feedback within each course. Faculty should make their expectations of students clear in oral and written communication (course syllabi), as well as, their process for timely return of assignments.

Email Communication

Because communication today can be almost instantaneous, responses to e-mail are often expected to be equally rapid. Despite the best intentions of faculty or students, the anticipated promptness in replying to e-mail is not always possible. E-mails should be responded to in a timely fashion by both faculty and students. Common courtesy suggests that e-mail, in general, should be responded to, even if only acknowledging receipt, within 2 working days. When e-mail relates to an urgent or time-sensitive issue, responses should occur as soon as possible. Such e-mails, those that are urgent or require immediate response, should be labeled as such in the subject line. Faculty who will be out of their office for extended periods of time should consider using the automated reply system that will notify students and others of your unavailability.

Text

Faculty are advised not to use text messages with students for formal communications. Facebook friending and other social media links to students are also not advised.

Office Hours

Faculty with ≥ 0.5 FTE appointment are expected to have face-to-face office hours each week. A minimum of 2 hours are required, with an opportunity for other flexible forms of faculty-student interaction made available outside of class. Full-time faculty are expected to maintain a minimum of 3 regularly scheduled hours for face-to-face student meetings. Fixed in person office hours should be posted and arrangements for scheduling appointments should be communicated to students at the start of a term.

Family and Medical Leave Policy

For the most current version of the policy approved by the Faculty Assembly, go to <http://www.plu.edu/human-resources/widgets/documents-forms/items/leave-of-absence/fmla-forms-1.pdf>

Final Examination Policy, Undergraduate Courses

The School subscribes to University guidelines for examinations (See PLU Faculty Handbook). A final examination is required in all undergraduate courses during examination week unless an exception has been granted by the Dean. No individual faculty member can change this policy. Faculty are expected to adhere to the SoN curriculum plan for final examinations.

The final examination schedule draft is prepared and sent out for comment. Once approved, classrooms are scheduled and the schedule is disseminated. This schedule sets the day, time and location for each examination. The final examination may be traditional or nontraditional. A traditional examination is written, administered at a predetermined time, as specified in the final exam schedule; and takes place at a designated location. The Dean must approve the use of nontraditional examinations, such as a portfolio of a semester's work or a take home examination. Non-traditional examinations are due on the final examination day and time assigned to the course.

Grading

Course grades are usually due to the registrar's office within one week of the last class for the semester. The grades are submitted via Banner Web.

The PLU School of Nursing grading scale is:

4.00 94-100 = A 3.00 84-86 = B 2.00 71-75 = C 1.00 62 - 64 = D

3.67 90-93 = A- 2.67 80-83 = B- 1.67 68-70 = C- 0.67 59 - 61 =D-
3.33 87-89 = B+ 2.33 76-79 = C+ 1.33 65-67 =D+ 0.00 58 & below =E

Percentages are computed to one decimal point only for all graded assignments and activities.

Academic freedom includes the faculty member's right to freely evaluate student academic performance in their classes. A faculty member's teaching responsibilities include providing grades in the manner and within the deadlines specified by the Registrar, doing so honestly, fairly, and without bias, using appropriate criteria and following stated procedures.

The grade submitted by a faculty member to the Registrar at the end of the course may be recommended to be changed only as the result of an appeal procedure approved by the faculty governance body responsible for academic policy in the school governed by the policy. Any such appeal procedure should be designed to protect students against evaluation in which the professor uses arbitrary or prejudicial criteria or ignores stated procedures and grading standards. **Please Note:** If you use Sakai for posting grades, you will have to re-calibrate the Sakai grading scale to reflect the SoN grading scale.

Health Requirements and BLS for Healthcare Providers

All nursing faculty must maintain current immunization status and BLS Certification for Healthcare Providers. Faculty members who supervise direct patient care in a clinical agency or agencies must meet the same health requirements as the students they supervise in the agency (See Faculty Clinical Passport). Documentation for immunization status and BLS Certification is submitted to the Assistant to the Dean.

Holidays

The University recognizes eight national holidays. The holiday schedule is available on the Human Resources site. <http://www.plu.edu/personnel-manual/benefits/holidays.php>

Human Participants Review Board

The Human Participants Review Board (HPRB) is responsible for ethical and regulatory oversight of research involving human participants at Pacific Lutheran University, including the School. This is often referred to as an IRB at other institutions. For further information the HPRB website is: <http://www.plu.edu/hprb/>

Inclement Weather

See the University's policy for Inclement Weather.

<http://www.plu.edu/emergency/Emergency-Procedures/Inclement-Weather.php>. The Inclement Weather hotline, 1-877-322-0872, has a recorded message giving the current adverse weather status for the University. As a residential campus, PLU may be open when many other schools are closed. Given that many of our agencies are not near PLU, students may endanger themselves and others trying to get to clinical. Please use best judgment. Students are not necessary for patient care. However, they should understand that once they graduate, they are considered essential personnel and expected make every effort, including public transit, to get to work.

Information and Technology Systems (I&TS)

I&TS is campus-wide technology, library services and resources, and other support services for advancing the university's core teaching-learning mission. For more information, go to the web site. <http://www.plu.edu/its/>

Just Culture

A "Just Culture" within the PLU SoN is one in which nursing students, faculty, and administration understand that there are risks in every environment, look for these risks, report errors and hazards, make the right choices, and work to design safer systems and environments to prevent errors. A just culture does not seek to blame, but it also does not deny personal accountability.

Keys

Lost keys are a security risk to the University. There is a replacement fee for lost or stolen keys. Please check the website for more information. <http://www.plu.edu/access/report-lost-keys/home.php>

Leave (Sick)

Nine-month contract faculty members do not earn sick leave. If you are ill, please notify the Dean ASAP. Substitute faculty are not available. Please develop a contingency plan in case of personal illness or emergency.

Leave (Vacation)

Nine-month contract faculty members do not earn vacation leave. Holidays and Christmas and Spring breaks are used to plan vacations.

Licensure

All faculty members who are nurses must maintain their Washington nursing license. Failure to comply with the requirement for current licensure as an RN or ARNP and appropriate certification (if NP faculty) will result in suspension of responsibilities as a faculty member of the School of Nursing.

Mail, Stamps, Check Cashing, and ATMMail

Incoming Campus Mail and US mail are delivered and outgoing Campus Mail and US mail are picked up at approximately 11 a.m., Monday through Friday in the School of Nursing Administration Office in RAMS 214. Incoming mail will be placed in your faculty mail box in the mail room in Ramstad 214. There is also a place for outgoing mail in the room.

Postage Stamps

There is a post office on Garfield Street within a few blocks of campus.

Personal Check Cashing

Personal checks (between \$5 and \$50) may be cashed at the Cashier's Desk in the Business Office located in the Hauge Administration Building. You must have a valid PLU ID. The Cashier's Desk is open business days from 8:00 am until 4:30 pm.

ATM

PLU's on-campus ATM is located in the upper level of the Anderson University Center.

Minutes

Each official SON committee is expected to maintain minutes. The Dean's office is the official repository for all committee minutes and agenda. Each committee chair is responsible for ensuring that hard copies of the committee's minutes and agenda are placed in the committee binder in the Dean's office. This is done by the committee chair copying the Senior Office Assistant on all minutes and agendas with the reminder that they need to be posted on SAKAI NURSORG and a copy printed and placed in the Committee Binder in the Dean's office. All minutes are available on SAKAI NURSORG under Resources/Committee/folder under the appropriate year.

Office of Admissions

See the Office of Admissions: <http://www.plu.edu/admission/>

Office of Alumni and Constituent Relations

See the departmental page <http://www.plu.edu/alumni/>

Office of Advancement

See the departmental page <http://www.plu.edu/advancement/>

Office of the Provost

Go to: <http://www.plu.edu/provost/>

Athletics

The Athletic Department provides leadership for student-athletes involved in 20 varsity sports (affiliated with the Northwest Conference), intramural activities, and five club sports, including cheerleading.

Campus Ministry

The Campus Ministry Office is dedicated to nurturing and challenging the life of faith and reason. Chapel services are held M-W-F at 10:30 to 11:00 am

Campus Safety

Employees may regulate parking and traffic, assist with crime prevention, provide appropriate public services to the university community, assist law enforcement officers and perform such functions as are needed to protect and assist the university community and its visiting public.

Career Development

Offer PLU students personal assistance with job search techniques, resume writing, mock interviews, and on-line recruiting and employment.

Counseling Center

The Counseling Center provides free and confidential short-term counseling and therapy, medication consultation, and referrals for the PLU community.

Disability Support Services

Staff includes disability specialists who work closely with students to assess their individual needs and link them with the necessary services. Appropriate documentation of a disability is required from a physician or appropriate professional.

Diversity Center

Staffed by student Diversity Advocates, underrepresented student populations are welcomed and supported in this inviting office for all students to visit. Clubs, regularly scheduled programs and events are offered to present education and encouragement for multicultural awareness on campus.

Health Center

The Health Center provides a full range of medical care that is student oriented. It is a confidential clinic offering physical exams (for sports, travel and annual checkups), care for illnesses and injuries, immunizations and medication.

Residential Life

Living on campus is an integral part of a student's educational experience. Residential Life supports and encourages activities which allow students to explore interests, gain an understanding of others, and promotes self-reliance and leadership.

Student Employment

Provide comprehensive resources and counseling for students at every point in their career planning: employment (part-time, full-time, work-study), internships, and career choice.

Student Involvement and Leadership

Academics and student activities go hand in hand at PLU, enhancing student and leadership development is the responsibility of this office.

Outside Employment of Faculty

A faculty member may engage in professional consulting and/or outside employment provided that such activity is consistent with and nor does it interfere with the faculty member's responsibilities and obligations to the university. The teaching schedule will allow for a full time faculty member to have one day unscheduled to pursue practice or other professional activities, realizing that this is a requirement for most specialty certifications and critical to professional development.

Parking

Most nursing faculty park in the University Center Parking Lot across from the Loren J. Anderson University Center. Rules for on-campus parking can be found at <http://www.plu.edu/campus-safety/parking/regulations.php>

Payroll

Faculty members are paid the 30th day of the month. You will receive an email from PLU Payroll (payr@plu.edu). There will be instructions for opening the attached direct deposit receipt that includes your pay information. All direct deposits take at least a month or two to become effective. Any payroll problems should be directed to the Assistant to the Dean, who will direct you to the correct office.

Performance/Progression Alert (PPA)

The Performance /Progression Alert is used to document and notify students of performance and/or progression concerns. Please contact your faculty mentor for assistance.

Phone Calls

You may make phone calls from your office. Dial 9 before you dial off-campus or long-distance numbers. At the end of the month, you may be asked to pay for any non-business related long distance calls. There should be a booklet or handout to help you set up your voice mail in your desk or check with the Assistant to the Dean.

Preceptor Guidance and Evaluation

Preceptors are extensions of faculty members and as such are provided guidance and are evaluated. Each program (BSN, MSN, DNP) prepares specific guidance for the preceptor. The undergraduate/pre-licensure preceptors are selected and assigned by the agency (e.g., unit nurse manager and/or nurse educator using the agency criteria). The FNP & PMHNP preceptors along with DNP project partners are selected by program lead faculty. All program preceptors are given guidelines prepared by each program's faculty members.

All preceptors are evaluated by the student using program specific evaluation tools. The summative student evaluation of the preceptor will be completed by the student at the end of the clinical practicum and submitted to the supervising faculty. The student is required to provide comments if they choose the "disagree" or "strongly disagree" rating on any item. The faculty member will review the evaluation and comment, if necessary, on student's evaluation of preceptor form. If the student rates the preceptor as "disagree" or "strongly disagree" in any of the asterisked critical areas, the evaluation will be "flagged" and will be brought to the attention of the RAD committee by the supervising faculty.

The RAD committee will review all "flagged" evaluations at the second meeting of the academic year. RAD will discuss and take action as needed. Preceptors whose performance is found to be unacceptable will also be flagged in the preceptor database maintained in the Nursing Administration office. Examples of preceptor guidelines and evaluations can be found in the Dean's office.

Program Outcomes

Bachelor of Science in Nursing Program Outcomes

The PLU Bachelor of Science in Nursing curriculum is based on the American Association of Colleges of Nursing [*Essentials of Baccalaureate Education in Nursing \(2008\)*](#). The BSN curriculum builds on the PLU core liberal education in the arts, humanities, and sciences as the cornerstone for the practice of nursing. Achievement of the following program outcomes enables graduates to practice as generalist nurses within complex healthcare systems:

1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations.
2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.
3. Enact the role of service as a professionally educated member of society.
4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.
5. Collaborate in the inter-professional design, management, and coordination of safe, quality care.
6. Pursue practice excellence, lifelong learning, and professional engagement.

7. Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect the improvement of healthcare delivery and/or health outcomes.
8. Demonstrate the use of information systems, patient care technologies, and inter-professional communication strategies in support of safe nursing practice.

Master of Science in Nursing Program Outcomes

The PLU Master of Science in Nursing curriculum is based on the American Association of Colleges of Nursing [*Essentials of Master's Education in Nursing \(2011\)*](#) and equips nurses for roles within a complex health system. Master's education at PLU prepares nurses with the knowledge and skills to lead change, promote health, and elevate care, regardless of the setting.

1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.
2. Integrate knowledge of technology, information systems, policy, organization, and financing into the improvement of health care delivery and health outcomes.
3. Demonstrate a commitment to ethical decision making, social justice, and advocacy for vulnerable and diverse populations.
4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.
5. Advance the profession through collaboration, adherence to nursing standards and values, service, and commitment to lifelong learning.
6. Collaboratively design client-centered strategies for clinical prevention and health promotion.
7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.

Doctor of Nursing Practice Program Outcomes

The PLU Doctor of Nursing Practice (DNP) program is based on the American Association of Colleges of Nursing [*Essentials of Doctoral Education for Advanced Nursing Practice \(2006\)*](#) and prepares registered nurses to become Family Nurse Practitioners or, if an ARNP from another role or population focus, to advance their practice. Successful completion of the BSN or Non-ARNP MSN to DNP FNP program qualifies students to sit for national certifying examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure. All DNP graduates will be prepared to play a key role in providing strong, effective nursing leadership and ensuring the continued quality of patient care and evidence-based outcomes in our nation's health care system.

1. Integrate and actively use science-based theories and concepts in advanced nursing practice.
2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.
3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.
4. Use information systems/technology to support and improve patient care and healthcare systems.
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.
6. Effectively collaborate as a member and/or leader of an inter-professional or a multidisciplinary team to improve health outcomes.
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.

Recognitions

When your article is accepted for publication, your abstract accepted for presentation, your grant funded, or any other honor or recognition such as appointment to regional, state, or national committee, as well as advancement in your

doctoral program and certifications, email documentation to the Dean and copy the Assistant to the Dean to have them placed in your personnel file. If you are aware of student or alumni recognitions to include promotions and positions, please email the Senior Office Assistant with the details and copy the Dean.

Regalia—See Commencement and Convocation.

Room Reservations

Prior to the beginning of each semester, classroom assignments for the upcoming semester are processed by the Registrar with input from the School of Nursing. If you need space for clinical conferences, Sarah Sanders, the scheduling coordinator for the university, may be reached at sandersc@plu.edu in the Registrar's Office. The School of Nursing Computer Lab (Ramstad 319) can be reserved by contacting Continuing Nursing Education Coordinator at (253) 535-7686. Kristi Edrington assists with room scheduling as needed.

To reserve Ramstad 207 for faculty or partnership meetings, contact Kristi Edrington, Senior Office Assistant, at edringkm@plu.edu. The room is usually not available between 12:00 noon and 2:00 pm.

SAKAI

Sakai is the learning/project platform that most School of Nursing classes and committees use. Each course lead may request a SAKAI site to provide information and communicate with students. Clinical course instructors may also request a course site, but they should include all other clinical instructors and the course lead on the clinical site for communication and coordination. The SoN has a SAKAI Project site called the SoN Program Site where resources, committee minutes, etc. are made available. There is also a project site for BSN, MSN, and DNP students.

<https://sakai.plu.edu/portal>

Security/Campus Police

Campus Safety will respond, even if you don't speak.

- In case of an emergency, look for a yellow phone box or the Black poles with a Blue light on top.
- You can also call 7911 from any phone on campus -- but please use a device that is most safe and nearby your location.

SNO Meetings

SNO meetings are scheduled eight times a year on the 3rd Wednesday during September, October, November, December, February, March, April and May from 8:30-10:20 am. It is often followed by a forum on topics of interest until 11:00am. SNO is governed by bylaws. See Appendix G.

SoN Events

Most SoN events are planned by RAP or RAD. RAP plans, in conjunction with the graduating students and with the assistance of the Senior Office Assistant, a senior recognition ceremony each semester. An additional ceremony is planned for graduate students in the spring.

Special Parking Permits

Visitor parking permits for use by Non-University personnel can be requested through the Senior Office Assistant. Please give her advance notice.

Standardized Testing & Interactive Learning System STILS

PLU's School of Nursing accreditation process is supported by the use of external independent measures of student performance. This enables student performance to be compared to that of students at other nursing programs across the country. The testing and remediation package for BSN and Entry-Level students enrolled in the SoN, known as the Standardized Testing & Interactive Learning System (STILS), is a product offered by Kaplan. A Kaplan representative is assigned to the SoN and is available to train and assist faculty with implementation. The STILS product includes multiple resources for students and faculty, including secured tests in major areas of study, online review modules, and un-proctored and proctored tests. The cost of STILS is included in student lab fees. Proctored tests are administered in select nursing courses and a specified percent of the proctored test score is allocated to the course grade. To access the STILS policy go to SoN Program Site > Curriculum > BSN.

Student Incident Report

Students are expected to report all medication errors, near misses, or incidents with client injury or potential for injury, to the supervising clinical faculty. Agency incident report forms should be completed in conjunction with the agency as deemed appropriate by the supervising faculty. In addition, the SoN Incident Report form (on the SoN webpage under documents (<http://www.plu.edu/nursing/widgets/documents-forms/items/incidentreport.pdf>) is to be completed

by the student and submitted to the supervising faculty member. The supervising faculty member reviews the incident report form in conjunction with the student. The supervising faculty ensures that the incident report is submitted to the Dean's office. Incident reports are reviewed and tracked by the RAP committee. See Appendix F.

Student Injury in Clinical or Laboratory

If a student experiences an injury or hazard exposure in the clinical or laboratory setting (e.g., body fluid, needle stick, etc.), the supervising faculty and student follow the procedures of the clinical agency where the injury or exposure occurred for care and follow-up in responding to the situation. Clinical agencies require that students retain health insurance and to be financially responsible for any care that they receive. The faculty and student also submit a SoN Incident Report form (found on the SoN webpage under documents <http://www.plu.edu/nursing/widgets/documents-forms/items/incidentreport.pdf>). A copy of the completed form is submitted to the Dean's office. See Appendix E.

Student Role in Course and Program Evaluation

All persons teaching courses in conjunction with their contractual obligation to the university shall ensure that uniform teaching evaluations are administered to each class in a way set forth by the PLU Faculty Handbook. These are conducted online via Evaluation Kit. Students are involved in program evaluation through an exit interview held by the Dean for graduating seniors. Students are also members of the CIC, RAD, and RAP Committees.

Sunshine Fund

All full time faculty and staff are asked to donate \$20.00, which is used for celebratory events (e.g., and events of concern (illness) or sadness (death of an immediate family member). These funds also support recognition of faculty and staff. Donations are solicited in the fall for each year. Faculty that are not full time are asked to contribute in accordance with their position. Someone with a 0.5 FTE would be asked to contribute \$10.00. The sunshine fund accounting documents are managed by the RAD committee and posted on Google Drive.

Supplies

Paper, pencils, pens, paper clips, and other office supplies may be requested through the Senior Office Assistant.

Syllabus Format

SoN syllabi follow an approved syllabus template. Please do not alter formatting without discussing this with your faculty mentor. The Senior Office Assistant has examples of syllabi format.

Travel Policy

Funds for faculty travel are prioritized on the basis of SoN needs for participation in essential national and state nursing education and professional activities. Regional and clinical travel, travel for practice, and individual participation in professional service and continuing education are generally considered to be the individual faculty/staff member's responsibility. Reimbursement for faculty development activities and individual conference travel may be requested but is not guaranteed. Reimbursement decisions are made at the close of the fiscal year.

Unpaid Professional Activities

The university encourages faculty participation in other unpaid professional activities which add to the faculty member's knowledge, qualifications, and reputation, and to the reputation of the School of Nursing and the university, so long as these activities do not interfere with his/her primary responsibility to the university. The faculty member shall cooperate with the School of Nursing and the university in striving to inform both the university community and the outside community of such achievements.

Workers' Compensation Coverage

Please report any on-the-job injury to Human Resources. Each employee is insured through the State Industrial Insurance program that is paid for by the university with a partial contribution made by each employee through payroll deduction. This insurance covers work-related injuries, deaths, and occupational illnesses. It does not cover employees while away from work or while driving to or from work.

<http://www.plu.edu/personnel-manual/benefits/workers-compensation.php>

Workload

Full-time (1.00 FTE) are expected to teach 12 course credits per semester or 24 credits per year. Tenure track faculty members are required to engage in scholarship, lead School of Nursing Committees, and serve on University Committees. Contingent faculty with ≥ 0.5 FTE appointment are expected to serve on a SoN faculty committee. Faculty required to maintain national certification for their teaching responsibilities receive 3 cr teaching release per AY to facilitate meeting their practice obligations.

Workplace Violence Position Statement

Providing a Safe and Secure Campus: Preventing Workplace & Campus Violence statement is located here:

<http://www.plu.edu/personnel-manual/safety-emergencies/workplace-violence.php>

Reviewed: 8.10.17

Appendix A

Tenure Track Promotion Guidelines

TT	Assistant Professor	Associate Professor	Professor
	Holds an earned doctorate from an accredited institution of higher education. Holds an advanced degree in the major teaching area.	Meets the requirements for Assistant Professor and has demonstrated continued growth as a teacher, scholar, and in the area of professional service.	Meets the requirements for Associate Professor and has achieved a record and reputation as an excellent teacher and scholar, and have contributed to distinct leadership and influence within the university and profession.
* The above credentials and experience is required except for exceptional circumstances.			
Criterion 1 Teaching	Competency as a teacher	Competency and continued growth as a teacher	Record and reputation as an excellent teacher
Faculty shall provide evidence of excellent teaching and a concern for improving the quality of their teaching.			
<i>Excellent teachers challenge learners intellectually, communicate effectively, show commitment to learning, remain current in discipline, demonstrate personal and professional integrity</i>			
Elements (faculty member need not demonstrate all elements but a majority of elements)	<ol style="list-style-type: none"> 1. Theory <ul style="list-style-type: none"> • demonstrates knowledge of course design and curriculum development • presents course material systematically with enthusiasm for the subject • demonstrates comprehensive, current, knowledge in area of specialty • demonstrates a basic understanding of educational principles • contributes to course/curriculum development, implementation, & evaluation 2. Clinical <ul style="list-style-type: none"> • maintains clinical competency. • develops clinical sites to maximize student learning. • plans and implements student clinical experiences based on course objectives and teaching-learning principles 3. Student support <ul style="list-style-type: none"> • provides effective academic and project/career. advisement • appropriately provide student recommendations & participate in student 	<ol style="list-style-type: none"> 1. Theory <ul style="list-style-type: none"> • demonstrates advanced levels of critical thinking and knowledge in the development of courses and instructional materials • provides leadership in development of courses and curriculum at all levels of professional education • develops, implements, and evaluates innovative techniques in classroom instruction. 2. Clinical <ul style="list-style-type: none"> • provides leadership in the development and management of clinical courses 3. Student support <ul style="list-style-type: none"> • provides advisement to students at all levels of professional education • demonstrates skill as a mentor for students through project advisement and other professional activities. 4. Self assessment <ul style="list-style-type: none"> • continually improve teaching by gaining ideas from journals, attending offerings, etc. and based on student and peer evaluation 	<ol style="list-style-type: none"> 1. Theory <ul style="list-style-type: none"> • demonstrates a sustained pattern of excellent teaching • demonstrates skill as a faculty mentor to junior faculty • demonstrates leadership in academic courses and curriculum review, modification, and implementation of innovative teaching techniques in the classroom 2. Clinical <ul style="list-style-type: none"> • demonstrates leadership in clinical course development and modification as well as implementation of innovative teaching strategies in the clinical setting as appropriate. 3. Student support <ul style="list-style-type: none"> • continues to provide advisement at all levels of professional education • demonstrates mentoring skills to students in academic, scholarship, and professional activities. 4. Self assessment <ul style="list-style-type: none"> • history of continually improved teaching using student, peer, and self-evaluation

	organizations		
TT	Assistant Professor	Associate Professor	Professor
	4. Self assessment <ul style="list-style-type: none"> develop a teaching improvement plan using data from student &/or peer evaluations 		
Evidence (These are guidelines as to possible evidence. A faculty member not need demonstrate evidence for all above elements. They also may demonstrate the elements with evidence that has not been described in this document)	1. Theory <ul style="list-style-type: none"> positive peer evaluations of : course syllabi, study materials, lectures, teaching style, AV materials positive student evaluation of: course, lectures, study materials, AV materials, and teaching style contributions to course and curriculum developments as evidenced by minutes of task force and year meetings and copies of instructional reviews--textbooks and software. 2. Clinical <ul style="list-style-type: none"> positive student evaluation of clinical experience and clinical instruction positive evaluations by agency representatives 3. Student support <ul style="list-style-type: none"> well chosen student thank yous and letters of appreciation for support positive student evaluations of advisement 4. Self-assessment <ul style="list-style-type: none"> documented self-assessment with designated areas for teaching improvement 	1. Theory <ul style="list-style-type: none"> positive peer evaluations that demonstrate growth as a teacher positive student evaluations that demonstrate growth as a teacher contributions as a leader to course and curriculum development as evidenced by minutes of task force and year meetings 2. Clinical <ul style="list-style-type: none"> positive student evaluations of clinical experience and clinical instruction. The evaluations should demonstrate growth as a clinical instructor letters or reports from clinical agency that the faculty member supports the agency . 3. Student support <ul style="list-style-type: none"> well chosen student thank yous and letters of appreciation for support positive student evaluations of advisement at all levels to include thesis advisement and professional development 4. Self-assessment <ul style="list-style-type: none"> documented improvement as a teacher based on self-assessment 	1. Theory <ul style="list-style-type: none"> excellent ranking of teaching by peers and students at both graduate and undergraduate level serves as a consultant on curriculum to other programs requested for teaching services as a visiting professor or national presenter selected as a site visitor to evaluate other programs letters of appreciation from other faculty for mentorship appointment as a leader for curriculum task groups and as the year coordinator as evidenced in the minutes instruction-related scholarship materials such as chapters, texts, CAI, and funded instructional projects. 2. Clinical <ul style="list-style-type: none"> excellent rating for clinical instruction letters from agencies documenting excellent faculty relationship with the agency. 3. Student support <ul style="list-style-type: none"> well chosen student thank yous and letters of appreciation documenting excellent support superior achievement of students advised for thesis 4. Self-assessment

			result of constant self-assessment and improvement
TT	Assistant Professor	Associate Professor	Professor
Criterion 2 Scholarship	Shall have evidenced ability to do scholarship	Shall have evidenced a continued development in scholarship	Shall have evidenced a record of continual growth in scholarship
<i>Faculty shall provide evidence of competence and continued growth in professional activity.</i>			
	<ul style="list-style-type: none"> • Demonstrates evidence of beginning scholarly activity as defined by Boyer (with a defined line of inquiry that will complement the curriculum and projects of the School of Nursing). • Scholarship is the demonstration of knowledge through discovery, integration, application and teaching. Scholarship results in a product that is shared with and reviewed by audiences within the wider academic, professional, and societal communities. • Scholarship of discovery creates new knowledge through investigation of the unknown. • Scholarship of integration brings new insights within a discipline by interpreting and drawing together facts, concepts, or knowledge in a new way. • Scholarship of application uses the knowledge of the discipline to investigate clinical issues in order to enhance health care outcomes.*Check end of document for more clarification. • Scholarship of teaching involves critical inquiry and exploration of teaching/learning processes resulting in development of effective instructional approaches and methodologies. 	<p>Demonstrates evidence of scholarly activities by:</p> <ul style="list-style-type: none"> (a) refereed and/or invited presentations at regional or national professional meetings, (b) publication in recognized journals (including refereed), textbooks, or instructional media, and/or (c) a progressive sustained record of funded projects conducted either independently or as a collaborative investigator. 	<ul style="list-style-type: none"> • Sustained progressive activity toward quality scholarly work is recognized by and presented to the professional community. Contributes to the field of nursing regionally and nationally by influencing policy, theory and/or practice. • Publications in refereed journals or textbooks and/or recognition of development of innovative projects to present at conferences. • Provides consultation tor colleague’s research proposals/manuscripts. • Contributes to the improvement of health care or education community through applications of research findings and/or clinical innovations. • Presents papers at national/international conferences (invited/refereed). • Recognized at the national/international level for significant contributions in a practice ea.

TT	Assistant Professor	Associate Professor	Professor
Criterion 3 Service	Shall have demonstrated or shown promise of responsible service to the university.	Shall have evidenced influence and leadership in the academic development of the university.	Shall have contributed distinct academic influence and leadership
<i>Faculty shall provide evidence of service to the university, the profession, and the community.</i>			
	<ul style="list-style-type: none"> Serves as a leader of School of Nursing Committees. Serves on university committees. A member of appropriate professional organizations. 	<ul style="list-style-type: none"> Strong contribution to the operation and governance of the School of Nursing and to the nursing profession through leadership on committees, task forces, consultation services and other leadership activities. Service to the University is demonstrated through special projects and committee work. 	<ul style="list-style-type: none"> Serves on boards of organizations and agencies and serves on national review panels. Presents a consistent record of leadership within the School and University and provides regional and/or national leadership in the profession. Provides consultation to individuals, agencies and/or institutions in area of expertise.

Notes on Scholarship of **application**

Glassick (1999), expanding on Boyer's original work, offers measures of how any form of scholarship might be evaluated. Faculty practice, which aspires to be scholarly, should reflect these standards:

- Clear goals. The practitioner will state the overall goal of improving the health status of an individual/community, and then add additional goal as needed for the appropriate practice setting.
- Adequate preparation. The individual practitioner will demonstrate that s/he has attained the necessary education and experience to provide expert care in the practice setting. Clinical excellence requires both maintaining national certification and continuing growth and experience through practice and continuing education.
- Appropriate methods. The practitioner will incorporate evidence-based methods and innovative delivery system components into practice as evidenced by current standards, protocols and research.
- Significant results. The practitioner will monitor the effectiveness of one's advanced practice nursing interventions through a variety of quantitative and qualitative methods.
- Effective communication. The practitioner will share methods of care delivery, interventions, and unique experiences **through broad methods of dissemination including presentations, publications in professional and consumer literature, and enhanced teaching.**
- Reflective critique. The practitioner will continuously attempt to improve practice expertise by ongoing self and peer evaluation, and by identifying areas for further research

The challenge and opportunity now is to define what is scholarly and acknowledge faculty practice as a scholarly activity. AACN (1999) has provided excellent examples of the definition of the scholarship of practice. They include:

- Peer reviewed publications of research, case studies, outcome/evaluation projects
- Funded research (level of funding would be determined by the research level of the institution)
- Presentations/posters based on research and/or practice at national and international meetings
- Presentations/posters informing policy from practice and research
- Requests for consultation

- Peer review of practice consistent with evidence based guidelines
- Develops and informs standards of practice based on research
- State, regional, national, international recognition as master practitioner
- Non research grant awards in support of practice

AACN (1999) Position Statement Defining Scholarship retrieved at <http://www.aacn.nche.edu/publications/position/defining-scholarship>

**Appendix B
CURRICULUM VITA**

(FULL NAME)

ACADEMIC AND PROFESSIONAL EDUCATION

Year	Degree	Concentration and University, city, state

CREDENTIALS

Year-Present	Registered Nurse with License Number
Year-Present	Certification # - Last certification expires?

PROFESSIONAL EXPERIENCES

Teaching Experience:

Dates	Courses Taught for the dates on the left

Clinical Practice:

Dates	<u>Position, location, description of responsibilities</u>

UNIVERSITY SERVICE

University-wide:

Date	Committee, Task force, etc.
2011	Interviewer for Health Center Director

School of Nursing

Date(s)	Committee, task force, etc.

PROFESSIONAL PRESENTATIONS

National: (Refereed)

Date	Presentation, Location

National: (Invited)

Date	Presentation, Location

Regional: (Invited)

Date	Presentation, Location

Local Presentations:

Date	Presentation

PROFESSIONAL AND COMMUNITY SERVICE

Professional Service:

RESEARCH/SCHOLARLY ACTIVITIES/PUBLICATIONS/REVIEWS

Research:

Date	Project

Publications:

Date	Authors (year) Article or Book Chapter

Reviews:

Date	What reviewed

Thesis Advisement:

Role (Chair or Member)	Student and Name of Thesis

State:

National:

GRANTS/HONORS/AWARDS/SPECIAL RECOGNITIONS:

Grants:

Date	Amount and Name of Grant

Honors/Awards/Special Recognition:

Continuing Nursing Education

2012-2013	List CNE
2011-2012	
2010-2011	
2009-2010	

Appendix C
Sample Faculty Advancement Plan – Tenure Track Appointments

Year	Typical Progressions	Sample Plan
	Tenure Track appointment	1 Focus on teaching Present and publish dissertation results Establish clinical practice and/or HC organization relationships Plan subsequent research/scholarship Serve on a SoN committee Attend PLU Faculty Assembly
		2 Focus on strengthening & improving teaching Participate in SoN curriculum and evaluation work Provide SoN student advising Conduct next phase research/scholarship Present and publish at national meetings Serve on SoN committee Attend PLU Faculty Assembly Expand to state and/or national service
	3 rd year review—due to Dean Jan 15	3 Demonstrate mastery and expansion of teaching Provide SoN leadership as a committee chair Provide leadership for SoN curriculum and evaluation work in your areas of expertise Actively mentor students and faculty colleagues Seek national level engagement in professional organizations Continue scholarship presentations and publications
		4 Maintain teaching excellence Pursue university committee membership Continue scholarship presentations and publications Further advance and seek funding for your area of scholarship Demonstrate recognition as a regional expert in your areas of specialization Introduce innovations and lead change in the SoN, with community partners, or in the University
	April notified of tenure review, provide referees by May 30 & write self-study over summer. If promotion to Associate Professor desired, must be nominated in April.	5 Recommendations for tenure and associate professor can be reviewed simultaneously; Faculty candidate needs to be nominated. Dean’s recommendation and support is most important. Maintain teaching excellence Pursue university committee membership Continue scholarship presentations and publications Further advance and seek funding for your area of scholarship Demonstrate recognition as a regional expert in your areas of specialization Introduce innovations and lead change in the SoN, with community partners, or in the University

	Recommendations & self-study are due Sept 20. Tenure/ Promotion decisions are released in December.	6
	First tenured year/sabbatical	7
		8
		9
		10
		11
	Think about promotion to Professor—talk to Dean	12
	Earliest opportunity for professor. Nominated fall-self-study due Feb	13
	Professor??/ Sabbatical??	14

Appendix D
School of Nursing Organization (SNO)
By-Laws

- I. **Name:** The organization will be known as the School of Nursing Organization (SNO) of Pacific Lutheran University.

- II. **Purpose:** Within the framework and philosophy of Pacific Lutheran University and the School of Nursing, the purposes of this organization will be to:
 - A. Participate in the process of strategic planning for the School of Nursing (SoN).
 - B. Develop, implement, and evaluate the curricula for the SoN.
 - C. Develop and recommend SoN student and faculty policies.
 - D. Promote professional growth and development of students and faculty.
 - E. Foster program evaluation and continuous quality improvement for the School of Nursing.

- III. **Membership:** Membership includes the SoN Dean, Associate Dean(s) / Program Coordinator(s), faculty, Student Placement Coordinator(s), and the Advising, Admissions, and Student Support Coordinator. Faculty holding a 0.5 FTE or greater appointment in the School of Nursing are eligible to vote, must serve on SNO committees, and eligible to hold office in the School of Nursing Organization. Faculty holding less than a 0.5 FTE appointment have voice privilege and may vote when present but are not required for quorum, and may volunteer to serve on committees. Electronic voting is permitted when needed at the discretion of the SNO chair.

- IV. **Officers:** Officers shall consist of Chair and Chair-Elect of the SNO; Chair and Chair-Elect of the standing committees: Recruitment, Admissions, and Progressions Committee (RAP); Curricula and Instruction Committee (CIC); the Faculty Recruitment, Achievement, and Development Committee (RAD); and the Program Evaluation Committee (PEC). SNO officers will be elected annually at the May SNO meeting. Faculty serving in administrative leadership roles are not eligible to serve as officers.

Roles and Responsibilities of the SNO Officers:

A. The SNO Chair:

- 1. Represents and provides leadership for the SNO membership.
- 2. Presides at the SNO and Executive Council (EC) meetings.
- 3. Prepares the SNO Agenda with input from EC.
- 4. Coordinates faculty forums with the EC and RAD Committee Chair.
- 5. Ensures that proper records of SNO meetings are maintained, with SoN administrative staff support.
- 6. Serves a term of one year.

B. The SNO Chair-Elect:

- 1. Assumes the duties of the SNO Chair in her/his absence.
- 2. Ensures that proper records of EC meetings are maintained.
- 3. Guides parliamentary procedures at SNO and EC meetings and serve as a procedural consultant to SNO committees.
- 4. Serves a term of one year, and proceeds to Chair of SNO.

C. Committee Chairs:

1. Preside at committee meetings.
2. Prepare the agenda for the committee.
3. Submit goals for the academic year to EC for review and coordination prior to presentation to the faculty at the October SNO meeting.
4. Submit an annual report by May 30th, or final committee meeting of the academic year, in the committee folder of the SAKAI SoN Program site that reflects:
 - a. Annual goals.
 - b. The achievement and evaluation of those goals.
 - c. The contributions of individual members in the achievement of those goals.
5. Serve a term of one year as committee chair.
6. Collaborate with other committees as needed.
7. With committee recommendation, organize and ascertain student members as required.

D. Committee Chair-Elect

1. Assist the Chair in the performance of her/his responsibilities.
2. Serve as recorder if staff support not available and ensure that proper records of committee meetings are maintained and posted.
3. Assume the duties of the Chair in her/his absence.

V. Election Procedures: Elections will be conducted as follows:

1. An announcement of the available positions for each committee as well as the SNO Chair-Elect position will be provided to the faculty from the EC before the SNO meeting in April each academic year.
2. Faculty will be invited to self-nominate for any available position if eligible. If serving on a committee or in a leadership position faculty must complete their obligated term in that position before beginning to serve in another. Nominations will be accepted if received on or before the SNO meeting in April. The names of those who are willing to serve will be presented at the April SNO meeting.
3. Nominations will also be accepted from the floor at this meeting with the permission of the nominee. All eligible nominees for each position will be placed on the ballot. At least one name must be on the ballot for each position. If this is not accomplished the EC will be responsible for selecting an eligible candidate for the position. Faculty recommendations will be considered.
4. Elections will take place at the May SNO meeting.
5. Confirmation of the final SNO committee slate will occur at the first SNO meeting of the academic year during University Conference.

VI. SNO Meetings:

- A. SNO meetings will be held at least once a month during the academic year and as needed.
- B. Special meetings may be called by the Chair upon the request of any member.
- C. SNO minutes will be recorded by SoN administrative support staff. Minutes will be posted electronically and maintained in hard copy.
- D. Quorum is defined as a majority of all the members described in section III, above, representing faculty with 0.5 FTE appointment or above and in attendance at that meeting. A sign-in sheet will identify members with employment status of 0.5 FTE or greater in order to determine whether a quorum is present for voting.

VII. Committees: The standing committee(s)/council(s) will be: The Executive Council (EC); Student Recruitment, Admissions, and Progressions (RAP) Committee; Curricula and Instruction Committee (CIC); Faculty Recruitment, Advancement, and Development (RAD) Committee; and the Program Evaluation Committee (PEC).

A. Committee Membership:

1. Committee officers and members will be elected by the SNO membership at the May SNO meeting and a final slate confirmation at the first SNO meeting of the academic year during University Conference.
2. Each will have a Chair, Chair-Elect, and other members as needed. Each year the SNO will elect a Chair-Elect, and other members as needed. Additional appointments may be made from within the committee as needed.
3. Those elected to the committee as Chair-Elect will serve in this position for one year and will then become the committee Chair.
4. All committee terms will be for a minimum of 3 years.

B. Executive Council (EC)

The purpose of the Executive Council (EC) is to: Coordinate the governance of the School of Nursing Organization, to facilitate the achievement of the SoN mission, goals, and program outcomes as set forth by the faculty.

Membership will consist of:

1. SNO Chair, who will serve as Chair of EC.
2. SNO Chair-Elect
3. Chairs of standing committees.
4. Associate Dean(s) / Program Coordinator(s).
5. Dean.

Functions and responsibilities of the EC include but are not limited to:

1. Facilitate strategic planning and identification of annual priorities for the SNO.
2. Coordinate and evaluate the work of the standing committees.
3. Communicate with the faculty the activities of the Executive Council.
4. Identify and recommend additional resources required to accomplish the work of the standing committees.
5. Ensure the business of SNO is completed and recorded, including SNO minutes, committee/council minutes, goal statements, annual reports, and any related attachments.
6. Annually review SoN strategic initiatives and indicators, and present to faculty for appropriate action.
7. Review the SNO by-laws annually and make recommendations for revision at the May SNO meeting.
8. Annually present the slate for SNO committee officers.
9. Proposed committee membership will be presented to SNO at the April SNO meeting. The slate will include the faculty representative to the PLU Nursing Alumni Board, Library Liaison, and Delta Iota Chi Faculty Advisor.

C. Student Recruitment, Admissions, and Progressions Committee (RAP)

The purpose of the Student Recruitment, Admissions, and Progressions Committee (RAP) committee is to:

Facilitate the development, maintenance, and implementation of School of Nursing (SoN) recruitment, admissions, and progressions policies and procedures; foster student development; and coordinate development of School of Nursing policy relating to students.

Membership will consist of:

1. A minimum of four faculty members, at least one of whom will be tenured/tenure track and faculty representation from both undergraduate and graduate programs.
2. Advising, Admissions, and Student Support Coordinator.
3. Associate Dean(s) / Program Coordinator(s).
4. Four students: One undergraduate, one Entry Level Masters, one post-licensure Masters, and one doctoral representative will be selected by the RAP committee.
5. Student Placement Coordinator(s) serves in an advisory capacity.

Functions and responsibilities of the RAP committee include but are not limited to:

1. Develop, update, and implement policies and procedures for recruitment, admissions, and program progressions. These may include: retention, probation, disciplinary actions, progression, graduation, recognitions, and the awarding of scholarships.
2. Develop and update documents and forms used in recruitment, admissions, and progressions.
3. Facilitate the student recruitment process.
4. Review and recommend to the Dean applicants for admission to the undergraduate and graduate programs.
5. Implement policies and procedure(s) regarding health requirements, contractual obligations of students, and other issues that affect the academic progress of students.
6. Facilitate due process for academic progressions.
7. Maintain School of Nursing student handbooks and communicate approved policies and procedure(s) to persons responsible for appropriate school and university publications.
8. Communicate updates and revisions of student policies to the students.
9. Coordinate student recognition programs.
10. Assure appointment of a Faculty Advisor to Delta Iota Chi

A quorum for RAP is defined as:

1. Four or more RAP members in attendance.
2. Of the four members, three must be faculty.
3. Representation of the relevant academic program must be present for student hearings.

RAP Application and Scholarship Review Sub-committee:

The purpose of the RAP Application and Scholarship Review sub-committee is to: Assist in the application and scholarship review process.

Membership will consist of:

1. A minimum of three faculty.
2. A maximum of two students.
3. Advising, Admissions, and Student Support Coordinator serves as facilitator of RAP Application and Scholarship Review sub-committee.
4. Approval of RAP sub-committee membership will rest with RAP.
5. Any School of Nursing faculty, at any appointment level, may be a member. A three year commitment is not required.

Functions and responsibilities of the RAP Application and Scholarship Review sub-committee include but are not limited to:

1. Review and recommend to the Dean applicants for admission to the undergraduate and graduate nursing programs.
2. Review and recommend to the Dean recipients for scholarships or awards.
3. Applications to advanced clinical practice programs must be reviewed by advanced clinical practice faculty members.

D. Curricula and Instruction Committee (CIC)

The purpose of the Curricula and Instruction Committee (CIC) is to: Develop, monitor, update, and evaluate the SON curriculum and teaching/ learning methods. The CIC is responsible for policies related to curriculum and teaching/learning, including but not limited to: testing, grading, textbook policies, simulation, computer assisted learning, and curriculum evaluation and revision.

Membership will consist of:

1. A minimum of four faculty members, at least one of whom will be tenured/tenure track.
2. Faculty representation from the BSN, MSN, and DNP programs will be attempted.
3. Representation of the practice areas will be attempted, but may be provided by invitation as needed.
4. Dean and/or Associate Dean(s) / Program Coordinator(s)
5. Four students: two undergraduate, one masters, and one doctoral representatives will be selected by the committee, based on faculty recommendation.

Functions and responsibilities of the CIC committee include but are not limited to:

1. Provide leadership in establishing the end-of-program outcomes for the SoN academic programs.
2. Develop and evaluate curricula in accordance with the established undergraduate/ graduate program outcomes and professional standards and guidelines.
3. Provide leadership for the development, maintenance, updating, and revision of documents on curricular threads and content mapping.
4. Direct and conduct the Quality Cycle for Course and Curriculum Review, as outlined in the School of Nursing Systematic Evaluation Plan.
5. Conduct formal reviews of courses and of the curriculum, and inform faculty of findings annually and/or as indicated.
6. Monitor textbooks and teaching/learning resources.
7. Assure appointment of a Library Liaison.
8. Develop SON academic policy related to: testing, grading, textbook policy, simulation, computer assisted learning, and curriculum evaluation and revision.

E. Faculty Recruitment, Advancement, and Development (RAD) Committee

The purpose of the Faculty Recruitment, Advancement, and Development (RAD) Committee is to: Collaborate in the recruitment of tenure track faculty; support the advancement and development of all faculty; facilitate team-building within the School of Nursing; and foster collaborative alumni relations.

Membership will consist of:

1. A minimum of three faculty members, at least one of whom will be tenured/tenure track.

2. Recommend a minimum of three (3) tenure track faculty
3. Dean or his/her designee.
4. One post-licensure graduate student.

Functions and responsibilities of the RAD committee include but are not limited to:

1. Coordinate recruitment of tenure-track nursing faculty, including collaboration on position descriptions and outreach, facilitating candidate screening and interviews, facilitating stakeholder involvement, and aggregating input for making recommendations to the Dean regarding hire.
2. Provide input on the recruitment and screening of benefitted contingent faculty as needed.
3. Provide an orientation program and ongoing mentoring process for new faculty members.
4. Facilitate faculty development.
5. Coordinate J-term faculty retreats and issues forums.
6. Facilitate the tenure and promotion process for the SoN faculty, articulating expectations for:
 - a. Teaching excellence
 - b. Scholarly activities
 - c. Service
 - d. Practice
7. Coordinate the development, revision, and maintenance of a School of Nursing faculty handbook.
8. Facilitate the process of selection of affiliate faculty for recommendation to the Dean.
9. Coordinate and administer recognition of special occasions, awards, and recognitions for faculty and staff.
10. Coordinate faculty-related components of program evaluation.
11. Collaborate with CIC and relevant faculty in the development of preceptor policies and handbooks.
12. Assure a faculty Alumni Representative
13. Collaborate with the faculty alumni representative to advance alumni relations.
14. Assure PLU Sigma Theta Tau International Counselors have been selected.

F. Program Evaluation (PEC) Committee

The purpose of the Program Evaluation (PEC) Committee is to: Facilitate the development, maintenance, and implementation of School of Nursing (SoN) evaluation/assessment and improvement activities and processes.

Membership will consist of:

1. A minimum of three faculty members, at least one of whom will be tenured/ tenure track.
2. Dean or his/her designee.
3. One post-licensure graduate student

Functions and responsibilities of the PEC committee include but are not limited to:

1. Develop, review, and monitor SoN program evaluation, assessment of student learning, and quality improvement processes and activities.
2. Coordinate nursing program assessment and evaluation activities, as described in the SoN Systematic Evaluation Plan.
3. Review the effectiveness of plans and practices for program evaluation and assessment of student learning.

4. Collaborate with SoN administration, committees, and support staff in regard to preparing, distributing, recording, collating, and maintaining assessment/evaluation data and materials.
5. Receive and review processed evaluation data, identifying trends and patterns.
6. Collaborate with appropriate SoN committees for the review and analysis of evaluation reports, and with the SoN for discussion, analysis, and quality improvement decision making.
7. Recommend SoN improvement initiatives based on the analysis of assessment/evaluation data.
8. Collaborate with SoN administration and committee chairs for the planning and implementation of an annual SoN Evaluation Day.
9. Facilitate articulation of SoN assessment/evaluation initiatives with those of the University.
10. Follow-up regarding effectiveness of quality improvement initiatives.
11. Monitor and propose revisions to the SoN Systematic Evaluation Plan.

G. Committee meetings/records

1. The minutes of SNO and standing committee meetings will be available to all SNO members. Original/corrected copies are kept on file in the SoN file.
2. Dates and agenda of committee meetings will be communicated appropriately so the other SNO faculty members may attend or provide input.
3. Committee minutes will include: topics, decisions made, and actions. Accountable persons will be identified. Attachments and/or documents will be included.
4. Recommendations for SNO consideration will be distributed to SNO members at least five (5) days in advance of the SNO meeting.

VIII. Parliamentary Procedure

Robert’s Rules of Order (Revised) will be the guide for the conduct of all meetings and the authority for matters not covered here-in.

IX. Amendment of Bylaws

Rules and regulations may be amended at any SNO meeting by a two-thirds majority vote providing:

1. The proposed change(s) have been presented to the members in writing at least two (2) weeks prior to the time of the meeting, and
2. The proposed change is congruent with University policy.

Revision/Approval History:

- 5/27/2015 SNO
- 9/1/2016 SNO
- 5/17/2017 SNO
- 5/16/2018 SNO
- 5/15/2018 SNO
- 9/3/2019 SNO

Appendix E
School of Nursing Faculty Expectations

Each of the following numbered items is an expectation of SoN faculty. The items below the numbered items are examples of how the requirements will be met, although other items may be added, where appropriate, for individuals. These criteria form the basis for the faculty evaluation. In addition, special emphasis during the evaluation process is placed on improving faculty performance through professional development activities.

1. ***Provide evidence of excellent teaching and a concern for improving the quality of teaching.***

For non-tenure track faculty—"effective and appropriate" may replace "excellent."

	Provide each student with a course syllabus, schedule, and/or clinical guidelines by the first day of the semester (electronic copies of these to the Senior Office Assistant) that includes course objectives, method of evaluation, and policies to include attendance policy and university disability policy.
	Demonstrate command of the course content, incorporating updates annually
	Provide well-organized and well-developed course materials
	Meet scheduled classes and/ or clinicals or provide appropriate alternative activities that meet course requirements and student learning needs
	Clearly and effectively communicate expectations and requirements
	Explain concepts clearly
	Demonstrate concern for students' progress
	Treat students with respect
	Stimulate interest in the subject
	Abide by all SoN and clinical agency policies, including those listed in Faculty and Student Handbooks
	Maintain Nursing professional standards and guidelines in all classroom and clinical teaching
	Evaluate students' work fairly and according to standards
	Provide early notification and effective intervention for students who are not meeting standards or who are at risk for unsatisfactory performance
	Provide opportunities for substantial learning
	Design thoughtful activities and assignments
	*Challenge students to learn by asking questions, confronting limits, recognizing complexities, discriminating values, pursuing alternatives, seeking new possibilities, and seeking connections.
	Provide support to students struggling with the challenge. Advise them when necessary to use resources such as the audio taping, writing center, peer tutoring, and academic advising.
	Teaching encourages students toward analysis and synthesis as appropriate.
	Create an interactive, cooperative, mutually respectful environment and provide learning activities that stimulate student involvement, encourage reflection and critical thinking, and take into consideration different learning styles
	Effectively handles challenges to teaching
	Effectively and pro-actively plan and organize course details and delivery
	Remain current in discipline as reflected in the design, review, and revision of course materials and as reflected in the ability to serve as a role model
	Demonstrate personal and professional integrity as reflected in truthful and ethical course content, interactions with students and colleagues, and in self-assessment
	Coordinate lab/clinical activities, assignments, exams in advance to allow maximum student participation
	Proactively and collaboratively plan for course improvements, following required SoN procedures for addressing substantive course change

2. **Provide evidence of competence and continued growth in professional activity.**

The university uses the Boyer model of scholarship and faculty members should demonstrate accomplishment in at least one of the following areas: discovery, integration, application and/or teaching.

*Demonstrate a commitment to making particular and unique contributions to knowledge within the discipline. Or, demonstrates a commitment to interpreting knowledge, making connections across disciplines, and placing knowledge in perspective. Or demonstrates a commitment to using knowledge responsibly to solve problems of consequence to human welfare. Or demonstrates a commitment to understanding and improving the process of teaching and learning. Scholarly endeavors should be focused and peer reviewed. (Please see the AACN Definition of Scholarship for clarification)
Maintain currency for your contracted faculty role.
Maintain active membership in at least one professional organization in your discipline or otherwise read and study journals in your field.
Attend a conference or workshop that supports SON/university mission and/or goals when appropriate and funds permit.
Maintain a record of continuing education and submit annually with current CV and Faculty Activity Report
Attend workshops, conferences, or meetings related to your field or to learning in general.

*Item is essential for tenure/tenure track faculty and is desirable, but not essential for others.

3. **Provide evidence of sustained and substantial service.**

For non-tenure/tenure track—"substantial" may be deleted.

Foster and actively participate in collegiality among SoN and PLU faculty, staff, and administration
Participate in school of nursing and *university committees, as well as developing curriculum and participating in other administrative tasks such as accreditation.
Participate in SoN curriculum development and evaluation
Participate in SoN program evaluation and accreditation activities
Participate and provide leadership in professional organizations, serving on regional, state, national, and international boards and committees.

*Tenured/tenure track only.

4. **Be an effective and helpful advisor.**

Assist advisees during course planning and orientation periods; Make arrangements for another faculty member to substitute for you when other activities interfere.
Advise students about the degree requirements and transfer requirements (Go over CAPP report with them.)
Actively advise students on developing and maintaining their SoN Portfolio
Advise students on ATI results and encourage them to make full use of on line resources, practice questions, and remediation.
Pro-actively counsel students regarding professional behaviors, expectations, relationships, communications, and personal life decision making
Explain to students how to make contact with university resources such as academic assistance, financial aid, and counseling.
Encourage active engagement in student forums, committee membership, course and curriculum evaluation processes, Delta Iota Chi, STTI, Phi Beta Kappa, and other professional role development activities
Engage advisees in discussion of their professional career, including professional presentation, career goals, specialty practice and education needs, graduate education, and work-life balance
Provide accurate advising records concerning each advisee's progress toward meeting his or her educational goal.
Assist advisees as their advocate in appeals activities as needed

5. **Support student learning outside of class.**

Post and maintain office hours.
Encourage students to use office hours for support.

	Provide information on university activities, minors and certificates, study abroad, and extracurricular activities. Speak to and advise student groups, recruit and recommend students.
	Provide information about resources available outside of class: Library, interlibrary loan, or others.
6.	<i>Maintain professional accountability to self, colleagues, the SON, the university, and the profession.</i>
	Accept personal responsibility for growth as a faculty member by seeking input and accepting challenges and critical review.
	Take the initiative to prepare for all roles—teaching, scholarship, service, practice, and leadership in the discipline
	Go beyond the identification of problems to the development and presentation of solutions
	Respect others' roles & responsibilities, including the roles & responsibilities of those in leadership positions
	*Participate in university faculty meetings, coming prepared and well-informed.
	Actively participate in SON meetings, coming prepared and well-informed.

	Demonstrate respect for others' time and for governance processes by staying on topic in meetings, not dominating discussions, respecting others' ideas and perspectives, following established decision making processes, and abiding by Robert's Rules
	Submit all health requirements in a timely fashion.
	Submit printing, examination, room requests, travel requests, meeting schedules and other requests requiring the participation and assistance of others in a timely manner.
	Be a steward of SoN and university resources to including but not limited to copying, printing, toner use, long distance calls, and requests for others' time.
	Submit requests for professional conference expenses in a timely manner.
	Participate in fall faculty conference, convocation, commencement, and graduate and senior recognitions.
	Respect the work of staff members of the School of Nursing and the university who provide support through administration, clerical, maintenance, library, audiovisual, food service, and other services, especially in planning requests for services or in responding in a timely manner for requests for information or services from you.
	Maintain a respectful, supportive, collaborative, and encouraging attitude toward other members of the SoN and colleagues in other departments and in clinical agencies.

*Full time faculty.

7. Demonstrate knowledge of academic computer operations.

	Competency using a browser that is compatible with Sakai
	Effectively use email to correspond with students, and faculty, and staff. Maintain a record of any critical correspondence.
	Locate, use, and refer students to online support and resources provided in your course.
	Demonstrate effective use of the Sakai on-line learning platform for course support and resources
	Access SNO and SoN postings on Sakai, including announcements, meeting agendas, minutes, and formal documents
	Effectively use electronic search engines for academic literature reviews and to locate appropriate evidence-based resources
	Demonstrate proficiency with APA format, high quality writing skills, development of tables, minute taking, report writing, documentation of student concerns, and exam development
	Competency using Microsoft Word, PowerPoint, Sakai, and Banner. Use of additional programs for course content delivery and broader faculty role requirements is strongly encouraged

Appendix F
Pacific Lutheran University School of Nursing
New Faculty Checklist

Getting started at PLU

- ___ Human Resources Paperwork
- ___ PLU ePass for email and Sakai sign on (epass.plu.edu)
- ___ PLU ID Card – Concierge Desk at Anderson University Center
- ___ PLU Faculty Handbook (www.plu.edu/provost/faculty-handbook/)
- ___ PLU School of Nursing [Orientation Manual] [Handbook] (Sakai site)
- ___ Parking Pass – Campus Safety (www.plu.edu/campus-safety/parking/)
- ___ Campus map (www.plu.edu/map/)
- ___ PLU Academic Calendar is located at the Registrar’s website (<http://www.plu.edu/registrar>)
- ___ Office assignment and Keys: Contact the Assistant to the Dean, Sunya Grantham
- ___ Your assigned faculty mentor is _____

Before the Semester Starts

___ **Textbooks**

Textbook orders are due months before classes start and are vetted through the SON CIC. If you wish to change the textbook for your class, contact the Chair of CIC for the procedure. Students order textbooks through the Garfield Book Company.

___ **Syllabus**

Faculty are required to use the SON approved course description and objectives for their assigned course (Sakai, NURSORG site). The class syllabus is required to contain the approved course description, objectives, grading criteria, required materials/textbooks, PLU disability statement and a content outline. If you are making a major or substantive revision to the syllabus please discuss the revisions with your faculty mentor or the Chair of CIC before implementing changes or distributing to students.

___ **Sakai Learning Platform**

PLU utilizes the Sakai learning platform for teaching and course archives. The PLU Information & Technology Services has a wealth of information, including classes and 1:1 assistance to get you started using Sakai. **Faculty who lead a course(s) are required to meet with the IT staff to become oriented to Sakai.** (www.plu.edu/helpdesk)

___ **Clinical Placement Orientation**

PLU SON is a member of Clinical Placements Northwest (CPNW) and collaborates with other nursing schools and health care facilities in the region regarding clinical placement of pre-licensure students. Every student placement needs to be reviewed with the Level and Course Leads. If you are teaching a clinical course at any level (BSN, MSN, DNP) meet with the program lead to be oriented to the clinical placement process and the consortium website.

___ **Library**

The Mortvedt Library is available to augment required texts in your course. You can reserve resources for your course, link electronic resources from your Sakai site or conduct searches in the electronic databases. Librarians are available as a resource to students and faculty face-to-face or via chat. There is a link to Services for Faculty on the library home page (www.plu.edu/library).

___ **Banner Orientation**

Banner is PLU’s electronic data management system to access student and course scheduling information, and post grades.

___ **Class Lists**

Class lists are found in Banner Self-Serve and populate into your Sakai site automatically. The Registrar sends a reminder to verify your Banner class list by the 10th day of the semester.

___ **Office Hours**

Faculty working ≥ 0.5 FTE set office hours each week. A minimum of 2 regularly scheduled hours are expected, with full-time faculty expected to post 3 hours each week.

___ **STILS**

PLU SON utilizes a Standardized Testing & Interactive Learning System to evaluate student knowledge in nursing content in a NCLEX format. **Kristi Edrington can assist you with gaining STILS login access.**

Orientation to SON Committees and Governance

___ School of Nursing Organization (SNO)

___ Curricula and Instruction Committee (CIC).

___ Student Recruitment, Admission and Progression (RAP)

___ Faculty Recruitment, Advancement, and Development (RAD).

___ Program Evaluation Committee (PEC) Chair: Mary Moller

During the Semester

Exam Policy

Refer to the PLU Faculty Handbook for the exam policy.

Copy Center Requests

Exams can be printed at the Copy Center. Please send your exam to the Copy Center at least two working days ahead of the scheduled exam date. (www.plu.edu/marcom/copy-center-request/)

Clinical Policies

Performance/Progression Alert (PPA)

A PPA is filled out for students who are not meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. See faculty mentor or Chair of RAP for assistance (Sakai > NURSORG > Resources > Forms).

Student Support Services

- Disability Support Services (www.plu.edu/dss)
- Counseling Center (www.plu.edu/counseling)
- Health Center (www.plu.edu/health-center)

Note: Student Support Services are in the process of a reorganization to better serve students and faculty.

At the End of the Semester

Course Evaluation

The Office of the Provost uses EvaluationKIT to conduct electronic course evaluation at midterm and at the conclusion of courses, with a standard set of evaluative questions.

To access EvaluationKIT course evaluation results or to learn how to individualize questions to a specific course, go to <https://www.plu.edu/provost/courseevaluations/faculty/>

Grades

Course grades are submitted via Banner by the date set on the Academic Calendar. SON faculty follow the SON Grading Scale for assigning grades. The date grades are to be posted by is published in the PLU Academic Calendar.

Incomplete Grades

Faculty are discouraged from issuing an Incomplete in a nursing course due to the cohort model and need for placing students in clinical sites. In the event a student needs an incomplete, please contact the Dean or Associate Dean for Graduate Nursing to discuss the situation before issuing an Incomplete. Refer to the PLU Catalog > Academic Policies & Procedures section.

Clinical Evaluations

Faculty teaching a clinical course are required to conduct a midterm and final evaluations using the approved SoN clinical evaluation form. Submit completed clinical evaluations, signed by faculty and student, to the SoN office, to be placed in student files. Ideally this will be done as soon as the forms are completed and before the beginning of the next semester.

Helpful Numbers

School of Nursing
Main number: 253-535-7672
Campus Safety: 253-535-7441

Mentee Signature

Date

Mentor Signature

Date

Dean Signature

Date