

PLU School of Nursing
Recruitment-Advancement-Development Committee
Aggregate Faculty Outcomes – Revised February 2016
Approved by SNO 2/17/2016
Projected Attainment for 2015-2016 dlz

Dimension: Teaching

1. 75% of all student evaluations of teaching demonstrate agree/strongly agree on overall teaching effectiveness.
 - a. Overall teaching effectiveness is defined as student responses to item #8 on the PLU Uniform Teaching Evaluation form: “Overall, instructor was very effective.”
 - b. Measurement/Data source: Provost’s Office, Uniform Teaching Evaluation raw data for individual faculty as provided to the School of Nursing Dean’s office.

Projection 2015-16: This AFO was not changed. Achievement in 2014-15 was 84% and anticipate that this may continue. However, there was a remarkable number of new faculty who started in Sept 2015 as well as several in new roles, so it is possible that the achievement level may decline somewhat based on the learning curves for these new roles.

2. 90% of continuing faculty with ≥ 0.5 FTE appointment in the School of Nursing complete and submit an annual teaching self-assessment with identification of areas for development or and/or improvement.
 - a. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection 2015-16: This AFO was not changed. With less faculty turnover anticipated in May 2016 compared to 2015, the denominator of faculty meeting the reporting requirement should increase and lessen the impact of any non-reports. Also, with transition to the eFAR, there will be more conversation and awareness about reporting, which should favorably impact response.

Dimension: Scholarship

1. 90% of continuing Registered Nurse faculty with ≥ 0.5 FTE appointment in the School of Nursing demonstrate annual nursing professional development that is relevant to their faculty role and consistent with the Washington State NCQAC definition for continuing competency.
 - a. Nursing professional development is defined as an activity that contributes toward fulfilling continuing nursing education of 45 hours over 3 years as specified in WAC 246-840-202 and WA DOH Publication 669-332 (April 2014), available at: <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/ContinuingCompetency>
 - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection 2015-16: Revision of this AFO to specify continuing faculty meeting the FTE threshold should eliminate or reduce the need to add an adjustment for non-reports as was done for the 2014-15 report. Also, with less projected turnover of faculty, the denominator of the calculation should increase, lessening impact of any non-reports. This AFO should be met in the 90-100% range.

2. 80% of continuing faculty holding rank of assistant professor, associate professor, or professor will demonstrate a product of scholarship annually.
 - a. Scholarship is defined in the PLU Faculty Handbook, Eighth Edition (v11/23/15), p25, and the School of Nursing Faculty Handbook (2016), Appendix C. These may include products reflecting the scholarship of discovery, integration, application and/or teaching.
 - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection for 2015-16: Making the language more inclusive of SoN faculty holding university-level rank will allow the addition of the Associate Dean for Graduate Programs to the denominator and numerator and allow the appropriate recognition of her scholarship in AFO reporting. At least one faculty member who did not report scholarship in 2014-15, has scholarship for 2015-16. The small “n” in this group exaggerates percentage variation, but the 80% threshold was considered a relevant minimal expectation and should be achieved in 2015-16 (assume 7 of 8 for 87.5%).

Dimension: Service

1. 90% of faculty with ≥ 0.5 FTE appointment in the School of Nursing participate in at least one School of Nursing committee or approved special project.
 - a. Measurement: Committee rosters and Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection for 2015-16: This AFO was unchanged and was previously met at 90% when non-reports were excluded. Expansion of the service criteria to include “approved special projects” as well as the expanded SoN committee structure should enhance opportunity. 90% reflects a reasonable and attainable expectation for participation in SoN governance, while allowing for some exceptional circumstances. Projected decrease in turnover should enhance FARSA reporting.

2. 90% of all continuing faculty with ≥ 0.5 FTE appointment in the School of Nursing demonstrate at least one professional service commitment annually.
 - a. A professional service commitment is defined as activities emanating from professional preparation and expertise that contribute to meeting the needs of the university, profession, or community. Examples include:
 - i. University – committee work, projects, special appointments, volunteer activities supporting university mission and/or operations
 - ii. Profession – specific to discipline or specialty, committee work, leadership, presentations, educational offerings, advocacy

- iii. Community – volunteer, donate time, pro-bono work, presentations, educational offerings, advocacy
- b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection for 2015-16: Not met in 2014-15 at 71% after adjustment for non-reports. The 90% threshold was deemed a meaningful expectation given the breadth of opportunities to meet a professional service commitment. Modifying the inclusion criteria to continuing faculty and the FTE threshold should reduce the unfavorable distortion from non-reports. Given the number of new faculty in 2015-16, it is difficult to estimate the actual level of attainment for this year. Ongoing discussion of AFOs and eFAR reporting transition should enhance capture of service that may have been previously unreported.

Dimension: Practice

1. 75% of all continuing faculty with ≥ 0.5 FTE appointment in the School of Nursing demonstrate engagement in practice that is relevant to their faculty role.
 - a. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection for 2015-16: This AFO was previously met at 100% but its meaningfulness deemed limited due to being met with employment as faculty. This was substantively changed for 2015-16 to focus on engagement in practice relevant to the faculty role. Eligibility also expanded to include all faculty (including non RN faculty) meeting the continuing and FTE thresholds. An estimate from 2014-15 data and excluding non-continued faculty projects attainment at 22 of 25 for 88%.

2. 70% of all continuing Registered Nurse faculty hold national specialty certification.
 - a. Defined as attaining and/or maintaining any national nursing specialty certification during the assessment period.
 - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA), CV records, and/or a proxy tool.

Projection for 2015-16: Measurement in 2014-15 was 48% and may only increase slightly for 2015-16. Addition of “continuing” to the AFO statement should reduce error related to data collection. In discussion, faculty felt that this was an important threshold to aspire to, but may require 1-2 additional years to achieve. Data for faculty new to PLU in 2015-16 has not yet been collected. A faculty development initiative focused around CNE competencies may support progress toward certification.

3. 100% of faculty required to maintain national certification for their teaching demonstrate participation in clinical practice consistent with certification requirements.
 - a. Defined as attaining and/or contributing to the practice requirements needed to maintain national certification during the assessment period.

- b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Projection for 2015-16: This threshold was met at 100% in 2014-15 and remains unchanged for 2015-16. This reflects a key requirement for faculty teaching in advanced clinical practice roles. SoN Administration is committed to including release time in contracts for faculty in advanced clinical practice roles.