

STANDARD II

PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

Program Response:

Pacific Lutheran University has committed resources to the development and growth of the SoN for over six decades. The fiscal resources of the SoN are currently adequate to support the nursing program and its goals and are commensurate with the resources of the parent institution, as well as comparable to other professional programs at PLU. The present university salary structure for faculty does not adequately support the recruitment of new nursing faculty who are doctorally prepared, clinically competent, and who are excellent teachers. The School has been able to increase the beginning salary of the most recently recruited Assistant Professor salaries over that allowed in the current university faculty salary structure. Overall support and organizational climate in the SoN is positive and highly conducive to professional growth, as well as being student-centered. The implementation of a DNP program will necessitate additional resources at the graduate level. There can be no growth of the School of Nursing without additional resources to include administration.

Fiscal Resources and Budgeting Process

Many steps are involved in developing an annual budget for PLU and its School of Nursing. The budget includes university-funded financial aid, faculty, staff and student salaries, services and purchases (including study away expenses), equipment and maintenance (including capital improvements). Each fiscal year the budget calendar is developed and disseminated through [Division of Finance and Operations](http://www.plu.edu/finance-ops/Important-Dates/home.php) and available on-line at <http://www.plu.edu/finance-ops/Important-Dates/home.php>. Also, relevant annual reports and forms are available on-line at <http://www.plu.edu/finance-ops/documents-and-forms/home.php>. The university operates on a fiscal year, which starts June 1st and ends May 31st. 2012-2013 with a current Annual Budget of \$118,871,020.

The Budget Planning Calendar provides a timeline and sets milestones for internal planning. Each May, following the internal planning process, the PLU Board of Regents adopts the university's annual operating budget. Ultimately, the Provost determines the School of Nursing allocations in consultation with the Dean on an annual basis. There are separate budgets for the nursing organization, the Learning Resources Center (LRC), and Continuing Nursing Education (CNE). The present and past two Provosts have been supportive in addressing nursing's budget needs; however, nursing has been and not spent the salary allocation due to the lack of tenure-track faculty appointments and dependency upon a significantly less expensive faculty pool. The allocation for the nursing organization was \$1,844,491 for FYII; \$1,822,910 for FY12; and \$1,932,590 for this FY. The allocation for the Learning Resource Center (LRC) was \$105,184 for FYII; \$105,440 for FY12; and \$105,310 for current fiscal year. The allocation for Continuing Nursing Education (CNE) was \$123,447 for FYII; \$124,130 for FY12; and

\$129,448 for this fiscal year. Three years of adopted budget reports are available in the onsite resource room, Exhibit II-A-1.

The Provost's Office distributes printed Fiscal Year Academic Budget Updates at least monthly at the Academic Deans' Council to make the budget allocations and aggregate expenditures transparent to all. These data come from the Banner system and enables one to make aggregate student wage comparisons, aggregate salary comparisons, aggregate services and purchases comparisons, and grand total comparisons, date to date within the academic division, as well as across academic units. Also, there are monthly program leader meetings whereby the Vice-President of Finance & Operations provides the attendees a current overview of PLU's Budgeted Income & Expendures (Exhibit II-A-2), as well as ample time for questions and answers. The School's Dean and Associate Dean for Graduate Programs attend these meetings regularly.

Building improvement plans are developed each year in advance through the Capital Improvements Committee. Every year by mid-December, budget heads from each department submit a list of improvements for the upcoming year. These may include changes for ADA accessibility, general maintenance requests (such as painting), projects requested by the Fire Marshall to meet the fire code, small and large-scale facility upgrades, replacements or repairs (on such things as carpets, white boards, walls, plumbing, etc.), and furniture requests.

Up to 2012, the University required the individual academic units to audit and submit their technological resources, including computer requests and upgrades for faculty, staff and laboratories. These equipment requests were reviewed by a campus committee. A significant improvement that uses a technological life-cycle model was implemented last year. Since 2012, computers and other technology, other than specific equipment unique to the major or academic unit is being replaced and/or upgraded on a set cycle, unless the unit requests modifications to the schedule.

The University has a [Campus Master Plan](#) that was developed in 2011 after a three-year needs analysis and assessment of the university facilities as they relate to the *PLU 2020* goals. A Steering Committee in coordination with Mithun, a design and planning firm developed the Campus Master Plan. The [Capital Improvements Committee](#) annually reviews building improvement projects, sets priorities, and makes recommendations to the President's Council, who approves them. Budget heads are then notified of all positive decisions. Most projects are completed in the summer and during university closures of the following fiscal year by [Facilities Management](#). Smaller projects are handled through the online work order service request system.

An [Independent Auditors' Report](#) that includes the University's Statements of Financial Position, Statements of Activities, Statements of Cash Flows, and Notes to Financial Statements is available in the onsite resource room (Exhibit II-A-3).

Whereas the university is heavily dependent upon tuition, building an endowment has been crucial for assuring program quality and surviving, if not prospering, through enrollment fluctuations. PLU has completed three major development campaigns since 1995, resulting in the Value of Endowment as of December 31, 2011 of \$71,755,890 (Investment Consultant: Slocum & Associates, Inc.). The School of Nursing is very proud of Karen Hille Phillips (BSN '55) being the university's largest benefactor in its 103 year history. Deans are now working

more closely with Development and participated in two workshops, led by this past year with James M. Langley, President of Langley Innovations (<http://langleyinnovations.com>).

Physical resources

Physical resources that support the mission and goals of the SoN include the Mortvedt Library, Ramstad Hall classrooms, learning laboratories and the Sakai learning management platform.

The [Robert A.L. Mortvedt Library](#) serves as the primary physical and electronic library for the PLU community. The library has 260,000 volumes of books, 14,000+ e-books and access to 105 electronic databases, with 23,000 full-text journals. The Mortvedt Library provides library research workshops for students, and librarians are available for online chat assistance 24/7. All students and faculty have access to PLU library services, including the ILLiad interlibrary loan program to obtain materials not in the library.

The School of Nursing is housed in Ramstad Hall with faculty offices, SoN administration and learning spaces all located on the second and third floor. Faculty are allotted office space based on rank and full-time or part-time status, with full-time and tenure track faculty given a full office to themselves and part-time faculty sharing office space. There is adequate office space for faculty, administration and staff.

SoN courses are taught primarily in Ramstad Hall in the second floor classrooms, although larger classes may be taught elsewhere on campus to accommodate class size. The classrooms are "smart" classrooms, fully wired for internet and DVD, with white boards for faculty and students to use for instruction. Only one classroom in Ramstad has had a full IT upgrade to include "smart podiums" where all classroom technology is integrated in one podium. There is a computer lab with four computers available for student use on the third floor of Ramstad Hall. The third floor also has a computer classroom with 15 computers faculty can use for learning activities; these computers were updated in the 2011/2012 academic year. Wi-Fi strength is a problem in Ramstad classrooms. Wi-Fi is not strong enough for all users in the classroom.

Student surveys regarding the physical classroom space indicate the classrooms are small, cramped and do not meet the needs of modern students. Specifically the students indicate the desk/chair combinations are uncomfortable and the size does not accommodate a laptop. Students also note that there are not enough electrical outlets in the Ramstad classrooms to accommodate the number of students who would like to use laptops during class. Creative individuals have brought their own power strips to class to be able to share the outlets. A faculty survey of learning spaces on campus was conducted May 2011 by the University Instructional Resources Committee (IRC) to assess the physical and technological condition of the learning spaces on campus (Exhibit II-A-4). The survey indicated that Hauge Hall has more votes for furniture replacement and remodeling than Ramstad. The IRC recommended, based on the faculty survey and the number of students on campus who have classes in Hauge, to prioritize Capital Improvements to Hauge for the 2012/2013 budget year. (Exhibit II-A-5) The School of Nursing budget for 2013/2014 includes requests for window replacement, carpeting and paint in the Ramstad classrooms.

There are three designated laboratory spaces in Ramstad Hall located on the third floor, including a learning lab, health assessment lab and simulation lab. The learning lab has 10 hospital beds with simulated O2/suction set up, 7 low fidelity and 3 medium fidelity manikins. There is a Pyxis machine and a medication room students use to gather supplies for clinical labs. The health assessment lab has ten assessment tables and 12

oto/ophthalmoscopes. The simulation lab was remodeled in 2007. There is one high fidelity Sim man, one Noelle high fidelity birthing manikin and 1 high fidelity infant manikin. The simulation lab has a Pyxis machine, 5 cameras, two hardwired microphones and a control room. The SON budget request for 2013/14 includes a request for two METIman high fidelity simulation models.

Student learning is supported by the Sakai learning management platform. All students have access to Sakai and each course has a unique site within the Sakai platform. Additionally there is a "BSN students" and "MSN students" site for sharing of announcements and resources across all the students in that level of the program. There are [Sakai workshops](#) and support available via the Sakai support team (linked from the Sakai site) to assist students.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Program Response:

Pacific Lutheran University has extensive services available to students housed under the Division of Student Life lead by Vice President and Dean of Students, Dr. Laura Majovski. Departments within Student Life include: Athletics, the Student Services Center, the Student Health Center, Counseling Center, Campus Ministry, Campus Safety, Career Connections, Ramstad Commons, Disability Support Services, The Diversity Center, and the Women's Center.

[The Student Services Center](#) is a "one stop shopping" center for registration, financial aid and to get transcripts. Students are assigned a Student Services Center Counselor to assist them with financial information from the time they are admitted until they graduate.

The [Health Center](#) offers primary healthcare services to all PLU students. The confidential services include care for acute illnesses and injuries, and evaluation and management of chronic illnesses. The Health Center also offers immunizations, men's and women's healthcare services, physical examinations, sexual health services, and care for emotional and mental health.

The [PLU Counseling Center](#) is staffed by a team of team of licensed psychologists and mental health counselors to assist students. Students are evaluated and the psychologist or counselor will make recommendations for on- and off-campus resources.

[Campus Ministry](#) provides opportunities and a safe place for the PLU community to explore issues of faith and spirituality.

The [Campus Safety](#) department is privately run by the University, utilizing professional staff as well as 60-70 student employees. The purpose of the Campus Safety office is to provide an effective operating force of trained personnel to protect the university and its community from fire, theft, intrusion and other unlawful acts that disturb the peace or which place life and property in jeopardy. The Director of Campus Safety Greg Premo is also a Sargent in the Pierce County Sheriff's Department.

[Career Connections](#) is a career development resource for students. The staff can assist with resume writing, interview preparation and assistance in job hunting.

[Ramstad Commons](#) houses multiple programs associated with student academic success including Academic Advising, Academic Assistance, Disability Support Services and Academic Internships. Pre-nursing

students work with the advising staff in Ramstad Commons and are transferred to a School of Nursing advisor once they are matriculated into the nursing program.

[Disability Support Services](#) provides reasonable accommodations to students who have documentation of a disability from a professional assessor. Students who have documentation of a learning, physical, or psychological disability from a professional assessor (physician, psychologist, physical therapist, audiologist, learning specialist) can receive accommodations as recommended by the assessor and as determined by the DSS director.

The goal of the [PLU Diversity Center](#) is to be an inclusive and inviting space for students to congregate and enjoy community. The Diversity Center has weekly and monthly activities that provide unique opportunities to learn about and socialize with other cultures. Likewise, the [Women's Center](#) promotes gender equity by providing resources and programs that empower women and men to work for justice and social change.

II-C. The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.

Program Response:

Terry W. Miller, PhD, RN, assumed the deanship at PLU's SoN on August 1, 1998. Prior to this position, Dr. Miller served as the Associate Dean for the College of Applied Sciences & Arts, and Director for Health Professions at San Jose State University (SJSU), one of the largest campuses in the California State University System. He was tenured and promoted to Associate Professor at SJSU in 1991; underwent early review and was awarded the rank of Professor in 1994. He was awarded Professor Emeritus status by the President Robert L. Caret in spring 1999, only one year after coming to PLU as a tenured Professor and Dean for the PLU SoN. Dr. Miller also served as a member of the founding faculty of the BSN program at East Central University in Ada, Oklahoma. His clinical experience spans twenty years and culminated at Stanford University Medical as a Clinical Nursing Supervisor for the entire 662 licensed bed facility and its clinics.

Dr. Miller has earned two undergraduate degrees and two graduate degrees. His BS in Zoology and Chemistry and BSN are from the University of Oklahoma. He received his MSN in Adult Health and PhD in Nursing-Higher Education Administration from the University of Texas at Austin. His professional mentors have been Dr. Fay Bower and Dr. Michael Ego.

Dr. Miller serves as chief academic and administrative officer of the SoN and reports directly to the Provost and is a member of the Academic Deans Council and the Graduate Council. He is responsible for setting academic and administrative policies as well as directing operations and programs. In consultation with the faculty, largely through the School of Nursing Organization (SNO) and the Executive Council (EC), the Dean is responsible for:

- Developing a vision of the SoN and providing leadership in moving the School toward that vision.
- Providing academic and administrative direction that fosters excellence in teaching, research, and service to key stakeholders within and outside the university.

- Maintaining accreditation of the School and its programs, and assuring compliance with the Washington Quality Assurance Commission Nurse Practice Act.
- Providing leadership and direction with respect to generating, implementing, and evaluating the Strategic Plan.
- Engaging in university development activities as one key aspect of fund-raising for the SoN and the university.
- Developing interdisciplinary academic programs within the university.
- Representing the SoN within the university and to the broader community.
- Encouraging faculty participation in professional and community services, health service agencies, voluntary health organizations, and others directed toward improvement of nursing practice and care.
- Working proactively and collaboratively with faculty to expand the research base that supports the scholarly mission of teaching.
- Developing and maintaining partnerships within the community with health care providers including hospitals, home health providers, and other agencies.
- Fostering a collegial environment that exemplifies the SoN mission, vision, and values.
- Fostering a commitment to diversity in thought, ideas, and persons.
- Managing the resources of the School in an efficient and effective manner to support the strategic plan, its priorities, goals, and objectives.
- Participating actively in appropriate teaching, research, service, and other scholarly activities.
- Demonstrating commitment to leadership in the nursing profession.

Due to time constraints and the commitment to secure a stronger funding base the Dean has focused his efforts to be more regional and less national since 2008. Subsequently, the Dean has been successful working with University Development to raise over \$2 million in external grants and funding, as well as support nursing faculty in their doctoral studies from application to hopefully, eventual completion. He is pleased with the University's efforts to become more strategic and has submitted a new academic vision with strategic initiatives through 2030 using the PLU 2020 as the framework, that has been well received by the university's long-range planning committee, as well as the Provost (Appendix I). He is most pleased with the developing leadership in the School that will be able to take us to the next level, and the change in the School's culture to be more collaborative, as well as scholarly. The reactivation and publication of the *Continuum*, starting in fall 2012 and publication of the *Pacific Lutheran University School of Nursing: Celebrating Sixty Years* anniversary book in fall 2011 have been 'icing on the cake'. He is excited about an upcoming trip to Namibia to explore possibilities for placing nursing students and faculty in Africa on a rotational basis.

II-D. Faculty members are:

- sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Program Response:

Faculty Description

PLU SoN faculty members hold, as a minimum, a master's degree and experience in a specialty area as required by the Washington State Nursing Care Quality Assurance Commission (NCQAC) with one exception. One of our faculty members is in a BSN to PhD program and has completed the equivalent of a Master of Science in Nursing degree at Rush University before moving into the more advanced curriculum. Faculty members' academic, experiential qualifications and diversity of backgrounds are appropriate to their roles. Preparation for faculty is referenced in Appendix J, titled Faculty Profile. All clinical specialties are taught by faculty with experience in that specialty with 14 of the faculty certified in their specialty area and some certified in more than one area. In academic year 2012-2013, PLU-SoN has eleven full-time faculty including the Dean and Associate Dean, and twenty part-time faculty members. Five full-time faculty and six part-time faculty members have doctoral degrees (35%). Two full-time faculty members are currently enrolled in doctoral studies and six part time faculty members are enrolled (26%). One faculty member has been accepted into two doctoral programs. Work load calculations include time (8 hours/week) for professional development or practice as is relevant for the individual faculty. PLU policies only allow doctorally prepared faculty to be tenured or on the tenure track, therefore all the master prepared faculty are on annual contracts with the exception of one faculty member with a Master of Science in Nursing degree who has grandfathered status. A 1:10 ratio is maintained for direct supervision on the clinical unit.

Academic Preparation and Expertise Expectations

The 31 members of the faculty represent a wide range of specialty nursing areas from over 30 academic institutions. Examples of nursing specialties include: nurse midwifery, gerontological nursing, maternal-child nursing, pediatric nursing, emergency nursing, community health nursing, administration and leadership, medical-surgical nursing, psychiatric-mental health nursing, and cardiovascular nursing. Thirteen members (42%) of the nursing faculty have been prepared as advanced practice nurses. Four faculty members are certified as nurse practitioners (13%); eight faculty members have been educated as Clinical Nurse Specialists with four being certified; one is a Certified Nurse Midwife (CNM); one is a Clinical Nurse Leader (CNL) and one is a Nurse Executive, Advanced (NEA-BC). Seven members of the nursing faculty hold certifications in specialties at the basic level, as well as one in critical care nursing, two in pediatric nursing, two in emergency nursing, one as a diabetic educator and one in nursing professional development.

At the graduate level, of the five faculty members who routinely teach core courses (theory, roles, leadership, research, and scholarly inquiry/thesis) all have earned doctorates. Faculty members who guest lecture in the graduate program, who do not have doctoral degrees, are master's prepared advanced registered nurse practitioners (ARNPs). These ARNPs have considerable clinical experience, and are in active practice or are experts who have relevant, current experience with course content. Doctoral preparation of faculty is diverse, and includes preparation in nursing, education, pharmacy, health care informatics and pathophysiology. Our faculty includes one Latina woman, one African American woman, one Chinese American woman, and four men, with the remainder being Caucasian women. The median age of faculty is 50+ years, which is consistent with the national norm. The nursing faculty is diverse in terms of geographic origin, educational preparation, and professional experience. Undergraduate and graduate preparation of nursing faculty represents many excellent institutions from across the

country. The nursing faculty members are alums of 31 different universities from every region in the United States. In addition to their BSN or MSN/MN, eight faculty members have a bachelor or master degree in fields other than nursing. The seven doctorally prepared faculty hold degrees from different institutions (The Catholic University of America, Butler University, Kent State University, University of Arizona, University of San Diego, Seattle University, University of Colorado Denver, University of Michigan, University of Southern California, University of Texas at Austin, University of Texas at San Antonio, and University of Washington at Seattle). Nursing faculty members are currently enrolled in doctoral programs at Oregon Health Sciences Center, University of Hawaii, Rush University, Hampton University, and Washington State University. One faculty member has recently been accepted to doctoral programs at University of Nevada Las Vegas and University of Northern Colorado. The curriculum vita for the faculty can be found in the onsite resource room, Exhibit II-D-1.

Maintenance of Expertise

Faculty members maintain a high level of clinical competence and represent over 800 years of professional nursing experience. As previously listed, a significant number of faculty members are certified by national certifying bodies in their areas of expertise. In order to maintain certification, faculty members are required to practice a specific number of hours per year and obtain continuing education hours related to their specialty certification. The need to re-certify and the personal motivation to remain current in their specialty areas, contributes to a competent and well-informed nursing faculty. Teaching and advising schedules are developed to ensure faculty have one day a week for practice or scholarship. The Faculty Practice and Consultation Table can be found in Exhibit II-D-2. The number of full-time and part-time faculty in the SoN is sufficient to provide for instructional and curricular continuity, but will need to increase as enrollments grow and the Doctorate of Nursing Practice (DNP) program is implemented. The full-time faculty workload for a tenure-tenure track faculty member is 24 Teaching Load Credits (TLCs), with university service and scholarship expectations over the academic year. For full-time, non-tenure track faculty, the workload is 27 Teaching Load Credits (TLCs).

II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Program Response:

Preceptors are experienced nurses approved and trained by their agencies to mentor and guide nursing students, new nurse residents, and nurses who are changing their specialty areas. Their training includes at a minimum adult learning principles, learning styles, coaching, providing feedback, and Benner's Theory *Novice to Expert*. The PLU nursing program uses preceptors in the undergraduate program's clinical portion of NURS 499 Nursing Synthesis, and in the Care and Outcomes Manager (COM) and Family Nurse Practitioner (FNP) graduate programs. COM courses that use preceptors are NURS 540 Illness and Disease Management, NURS 531 Care and Outcomes Manager Practicum I and N532 Care and Outcomes Manager Practicum II. Preceptors are provided with guidelines that define the preceptor, student and faculty roles, the course objectives, and the clinical evaluation tool. Faculty contact information is also provided. There are different preceptor guidelines for each undergraduate and graduate program. These guidelines and other documents regarding preceptors are in a binder titled *PLU SoN Preceptor Guidelines*, located in the Resource Room.

A contract is executed between the PLU SoN and the agency providing preceptor support or clinical experiences to PLU nursing students. The Preceptor Agreement Letter, an additional agreement executed between the course instructor, student, and preceptor, is required and defines the number of clinical hours, dates of the experience, and contact information for the instructor. The preceptor provides the course instructor/faculty member with a Biosketch or CV which is kept in the SoN, and data from it is entered into a preceptor data base.

The course instructor/faculty member meets weekly with students at the beginning of the course and touches base with the preceptor at mid-term and again at the end of the course. Faculty will also make additional clinical visits at the request of the preceptor and/or student. In the FNP program all students receive an onsite visit by faculty at least once per semester and more than one visit if indicated by either preceptor or faculty concerns. At the end of the course semester, the student will provide a completed clinical self-evaluation to the preceptor. The preceptor will complete an evaluation with the student, who will then submit it to the course faculty. The course instructor/faculty member completes the final clinical evaluation using data provided by the student, the preceptor, and faculty's own observations from clinical discussion, journals, and visits. Copies of the clinical evaluation forms are located in the onsite resource room, Exhibit II-E-1

Using a preceptor evaluation form, the student also completes an evaluation of his or her preceptor. There are 3 separate forms—one for undergraduate preceptors in N499, one for MSN-COM preceptors, and one for the MSN-FNP (Exhibit II-E-2). If the preceptor receives a negative evaluation from a student, the evaluation form goes forward to the Recruitment, Advancement, and Development Committee (RAD) by the second meeting of the academic year. If the course instructor/faculty member and the RAD committee determine the preceptor is in fact inadequate, this will be noted in the preceptor database and the preceptor will not be used again.

II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Program Response:

The faculty, as a resource to the nursing program, enables the achievement of the mission, philosophy, goals/objectives, and designated program outcomes. The SoN has adopted the university's Criteria for Tenure and Promotion, which include: Teaching, Scholarship, and Service. These criteria were developed and approved December 1993. Under the category of Scholarship, there are sub-headings for scholarship of discovery, integration, application, and teaching, based on the Boyer model. [Criteria for Tenure and Promotion](#) at PLU are identified in the *PLU Faculty Handbook*. The SoN has adopted its own Guidelines for Rank and Tenure, which was revised in 2013 (Exhibit II-F-1).

Teaching

Consistent with the PLU mission statement, the university is primarily a teaching institution for higher education that recognizes the importance of scholarship and service as essential to achieving the mission and individual program goals. Faculty roles and responsibilities are addressed in new faculty position announcements and interviews, new faculty orientation, and during rank and tenure workshops each academic year. The SoN's Faculty Recruitment, Achievement and Development (RAD) committee is responsible for orienting new nursing faculty to ensure they have clear understanding of faculty role expectations, and are informed of the available resources for professional development. (*Faculty Orientation Manual* in Exhibit I-E-5).

PLU's Associate Provost for Curriculum, Dr. Jan Lewis is responsible for University faculty development and assists faculty with improving their teaching through programs such as the [Small Group Instructional Diagnostics](#) (SGID) program. Any faculty member wishing to improve his or her teaching in a given course is advised to schedule an SGID at midterm. A faculty member who has been trained as an SGID consultant will meet with the faculty member, review course materials, meet with the class, draft an instructional diagnostics report, and have a final meeting with faculty member to share observations and recommendations. The goals of SGID are to further student learning; to assure anonymous, confidential, timely exchange between teachers and students on their mutual perceptions of course-in-progress; and to support teaching as a communicative art. PLU has an extensive university orientation for all new faculty, and offers an ongoing faculty development series including technology workshops, available to all faculty (<http://www.plu.edu/provost/Faculty-Development-Activities/home.php>).

The Dean periodically meets with faculty to address issues, concerns and provide assistance as appropriate and necessary. The format for annual faculty reviews and tenure/ promotion reviews cover teaching, scholarship, and service. Overall, the greater PLU community and the SoN are committed to recruit the best faculty for the achievement of program outcomes and to support current faculty in a way that encourages faculty and student success.

Scholarship

Faculty utilization in the SoN is a direct reflection of the PLU mission and program needs. All faculty members, including the Dean and Associate Dean, teach. Nursing faculty spend most of their time in the role of teacher and advisor, followed by committee work, and maintaining clinical competence. Faculty members also fulfill the mission of scholarly work by conducting project development, advisory and publication boards, writing, and research. Nursing faculty members are committed to the dissemination of new knowledge on clinical, educational, and theoretical topics. Faculty practice supports the educational mission of the SoN. These activities are detailed in faculty vitae (Exhibit II-F-2).

In addition to their teaching and service, tenured and tenure-track faculty pursue scholarly endeavors, and often include practice as part of their workload assignments. The amount of time released for scholarship varies according to current funding for research and past record of scholarly production. Faculty members are recognized for engaging in active scholarship through conduct of research and writing for publication on clinical, educational, and theoretical topics. Presently, five nursing faculty serve on professional editorial and/or advisory boards. The scholarship of the tenure-track and tenured faculty has been adequate but is projected to improve once eight SoN faculty members complete their doctoral studies.

Many of the nursing faculty members have made poster and/or podium presentations at professional conferences and two faculty members have given keynote addresses for their professional organizations or in a meeting that addresses health care issues in the past five years.

Faculty scholarship is exemplary for such a small group at a teaching institution. The number of publications, presentations, and funded grants are significant for a full-time faculty group of eleven including both the Dean and Associate Dean for Graduate Nursing. These scholarly products are directly related to the faculty's

areas of expertise, and therefore, congruent with university expectations, to enhance the quality of faculty competence and bring state-of-the-art knowledge to SoN students.

Service

Service is also a key component of the nursing undergraduate and graduate programs. Nursing faculty participate in professional nursing organizations (e.g., Sigma Theta Tau International Honor Society in Nursing, Washington State Nurses' Association, Washington League for Nursing, and professional specialty organizations such as Association of Nursing Professional Development (ANPD), Academy of Medical-Surgical Nursing (AMSN), Emergency Nurses Association (ENA), National Association of Pediatric Nurse Practitioners (NAPNAP), Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) (see Exhibit II-F-3), through activities that role model professional values and by providing nursing services to others.

Service is an area of faculty productivity, but it presents a limitation. Congruent with the university mission, goals, and philosophy, faculty provide service within the SoN, to the university itself, to the nursing profession, and to the community. The SoN is well represented at all levels of university service, but remains challenged by its limited number of tenured or tenure-track nursing faculty relative to the number of nursing majors being served in proportion to the number of other university majors being served by other academic units, thus the SoN is under-represented on campus-wide University Committees. Faculty members identify service as being essential, highly rewarding, and often labor-intensive. Indeed, service aspects of the nursing faculty role have been scrutinized in terms of faculty workload. Currently, faculty members serve on the university's Safety Committee, Benefits Committee, Human Participants Review Board (HPRB), Global Education, and the Educational Policy Committee (EPC). Our faculty have extended service into the surrounding community as leaders in "Together We Care" that encompasses several community outreach programs and the Puget Sound Asthma Coalition, to name a few. Examples of professional service are articulated in the SoN Rank and Promotion Guidelines Exhibit II F-1.

Practice

The development of a SoN faculty practice plan might better support the legitimate role of on-going clinical practice for faculty especially as we move forward with the DNP. Most of the nursing faculty members engage in regular practice. Non-practitioner faculty members are encouraged by the plan to maintain clinical competence through practice and certification. Seventy-four percent of the faculty are involved in practice that enhances their faculty role. The nursing faculty who are certified in advanced practice must document a significant number of hours in advanced practice roles each year. The need to address expectations of nursing faculty in terms of teaching, scholarship, service, and practice is evident and being addressed.

Strengths of Program Relative to Standard II

1. The Pacific Lutheran University environment is student centered and supportive with respect to faculty's teaching and pedagogy.
2. A majority (74%) of the nursing faculty is active in practice and/or certified in specialties.
3. The Dean is well qualified, holds a nursing doctorate with emphasis in higher educational administration, and is experienced to lead the nursing program.
4. Faculty development is recognized as essential to program success and supported at both university and SoN levels.
5. The overall cultural expectation is that the SoN faculty, staff, and administration provide excellent undergraduate and graduate programs, having strong clinical emphases.

Areas for Improvement Relative to Standard II

1. The current administration, faculty and support staffing model will not sustain program excellence at its current level nor allow for growth.
2. Faculty salaries for PLU are less competitive than comparable institutions across the country and the SoN faculty salaries are below the AACN means for Professors, Associate Professors, and Assistant Professors.
3. The classroom space in Ramstad needs renovation and new desks. There is no lobby for the gathering of students between classes, so it becomes very difficult to pass and may constitute a fire hazard as students block the hallway.
4. The intensity of the teaching mission, coupled with the demands of current practice, often leaves little real time for scholarship and scholarly productivity during the academic year.
5. Clinical placement has become a complex issue with faculty competing for limited slots and once we have placement, the paper work is an incredible barrier.

Premise

To be realistic, the plan must address faculty, administration, and support staffing, as well as project budget and enrollment needs on a long-term basis.

GOAL: An annual budget increase (including CNE and LRC) of \$350,000 to be achieved by 2016, to provide the financial resources to move nursing at PLU ahead as an excellent School and member of the pan-university community. Most of the increase needs to be in salaries and benefits with an increase in present FTE from 21.0 to 24.0 and an additional full-time clinical coordinator, pending implementation of a DNP.

Action Plan Relative to Standard II

1. Continue to make the strongest case possible with data that demonstrate the fiscal value to the greater university versus the costs of not taking action.
2. Continue to seize revenue generating opportunities that benefit both the School and the University, e.g., grants, donations, and consultation.

GOAL: Redefine faculty composition to improve cost to benefit ratio, provide better curricular coverage, support more scholarship, and stabilize teaching loads:

Action Plan Relative to Standard II

1. Even distribution throughout required specialty areas to assure a more balanced, competitive program and to meet accreditation standards.
2. Tenured faculty in each specialty to assure better participation and contribution to the pan-university.

Faculty Base for Required Specialty Areas

	Acute, Adult Health	Chronic Adult Health	Community Health	Pediatric/ Care of Children	Maternal -Infant	Psychiatric/ Mental Health	Informatics /Data Mgmt	Family Nurse Practice
Tenured	1	1	1	1	1	1		
Tenure track	1	1	1	1	1	1	1	1
Clinical Assistant	1	1	1	1	1	1		
Subtotals	3	3	3	3	3	3	1	1
Total*	20 plus 1 dean and 1 associate dean							

3. Reduction of part-time and temporary faculty in critical roles
4. Less dependency on part-time and temporary faculty for program viability.
5. Adequate administration and staff to allow faculty to focus on expert teaching and university service.
6. The addition of a full-time clinical coordinator for clinical placements, contracts, and agency evaluation.
7. Re-assess joint appointments with clinical agencies (currently have a joint pediatric appointment with MultiCare).
8. Currently administration team is involved in teaching as well as administration and would retain that feature to increase flexibility.

GOAL: Increase SoN faculty and staff salaries:

1. The nursing shortage is a fact and the carry-over into a nursing faculty shortage is a serious problem.
2. Current salaries are not competitive with market.
3. Success is dependent upon having excellent, well-paid staff.
4. Present salary structures limits ability to hire and retain the best people in today's market.

Strategies:

Continue to seek equity in relation to on campus salaries as well as market.

Target SoN Salaries

Clinical	\$55,000
Assistant	\$80,000
Associate	\$85,000
Full	\$90,000
Staff/Professional	\$40,000

GOAL: Improve the learning spaces for nursing students

Work with Development, Provost and Facilities Management to improve classrooms in Ramstad. By priority:

1. Improve and increased electrical service to the building to be able to air condition Ramstad 202, 203, 204, 205, 206, and 207.
2. Design and develop HVAC system to make the classrooms comfortable throughout the year, starting with AC for Ramstad 204, 202 and 206, but make sure that the HVAC/AC is compatible and serviceable with the following reconfigurations, and later expansion to other rooms.
3. Convert Ramstad 205 and Ramstad 207 into a single classroom in order to have a new capacity of 40, using desks and adult sized seats for learning, as well as making it a Smart classroom.
4. Replace the furniture in all of the classrooms. Present furniture is not adult sized and is at least 30 years old.
5. Replace the windows in all of the classrooms to make them energy efficient and reduce the noise contamination, as well as mold growing between the double panes (all have broken seals).
6. Add more electrical outlets and strengthen the Wi-Fi reception.
7. Install new carpet and padding throughout Ramstad second floor classroom spaces to reduce noise and improve appearance.