

**PLU School of Nursing
Recruitment-Advancement-Development Committee
Aggregate Faculty Outcomes – Revised February 2016
Approved by SNO 2/17/2016**

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.
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.

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.
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.

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.
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.

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.
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.
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.