This handbook is designed to answer frequently asked questions by new School of Nursing (SON) faculty members and to serve as a reference for returning faculty.

This manual is available at: \naushares\hpr\nur\shared. After opening this link, click on the folder Faculty Bylaws and Handbooks and you will see a folder for the Faculty Handbook. See instructions on pages 5-7 of this handbook on how to map your computer to the shared drive.

The University Faculty Handbook is available at: https://nau.edu/uploadedFiles/Administrative/Provost/Provost/_Forms/Faculty_Handbook(2).pdf

Other helpful documents are found on the following webpages:

Faculty Senate Faculty Resources: http://nau.edu/faculty-senate/faculty-resources/

Important Dates and Deadlines: https://nau.edu/Registrar/Important-Dates/

E-Learning: https://nau.edu/elearning/

Human Resources: https://nau.edu/human-resources/
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Getting Your NAU Username.

After you sign and submit your contract for employment, you will be placed in the NAU system. Call Information Technology Services (ITS) help desk at 523-1511 to obtain your NAU user ID.

How to set up VPN and Map Drives

To get started, you may want to map your drives so that you can access documents that are referenced in this manual with ease.

**Setting up VPN**

You only need to set up the VPN once - after that it will show up under your network icon. If you are on an NAU PC it should already have the VPN connection set up for you!

To set up a VPN Connection on your home/personal computer:

Go to: [https://nau.edu/its/VPN/](https://nau.edu/its/VPN/)

Click “Cisco AnyConnect VPN support page”

Click on the link for information you need: Windows, Mac OS X, Android, iOS, or Chromebook and follow the step by step instructions. There are video instructions at the bottom of the page.

**Mapping your shared NAU Drives:**

AFTER you make sure that you have an internet connection and you’ve VPN’ed into the system.

Bonsai - NAU Faculty / Staff Shared Drive:

For instructions on how to map to you NAU Faculty/ Staff home drive (Bonsai) please follow the instruction on the ITS web page: [https://nau.edu/its/Network-Drives/Bonsai/](https://nau.edu/its/Network-Drives/Bonsai/)

NAUShared Drive(s)

The School of Nursing has a shared drive that all Nursing departmental documentation are saved in. You will need access and be mapped to the Nursing shared drive. Before you map to the Nursing shared drive please check with the front office to make sure you have access. For directions on how to map to a NAU shared drive please follow the instruction on the NAU ITS web page [https://nau.edu/its/Network-Drives/#mapping](https://nau.edu/its/Network-Drives/#mapping).

Selecting the S: drive to map to the NUR Shared folder. (S for shared!) The nursing folder address is naushares/hpr/nur.
Getting Started

This list of items is a set of logistics to help get you settled into the SON.

*University Orientation*

New faculty should attend the new employee orientation offered at the beginning of each academic year and as described in the faculty member’s letter of hire.

*Completion of New Hire Packet*

Faculty must provide to the Nursing Manager or Administrative Office staff (room 211) copies of the following to be kept in the School's personnel file:

1. TB testing/results: All new faculty members are required to present evidence showing freedom from communicable pulmonary tuberculosis prior to employment. Evidence may consist of either a negative chest x-ray, certified by a licensed physician or public health agency, or a skin test approved by the State School of Health. X-rays or skin tests may be taken at Health Center on campus. Clinical faculty should be retested yearly, or more often, in accordance with the clinical facility and CDC guidelines. An alternative to the tuberculin skin test is the QuantiFERON-TB Gold In-Tube (QFT-G) which is a blood test for use as an aid in diagnosing Mycobacterium tuberculosis. Results need to include the numeric value, not just “negative” or “immune”.
2. TDAP
3. Hepatitis B immunization records and/or immunity testing
4. CPR certificate (American Heart Association Healthcare Provider)
5. Malpractice Insurance
6. Current Arizona RN license in good standing
7. MMR titer or immunization
8. Varicella titer or immunization
9. Additional immunizations may be required for specific clinical agencies or due to changing standards, such as an annual flu shot.

*Parking Permit*

Visit the Parking Services webpage (http://nau.edu/parking-shuttle-services/) to register your vehicle and get a parking permit. You can be issued a one-time new employee temporary parking permit for your first two weeks. If Flagstaff is not your duty station, you may obtain a daily permit for Flagstaff required activities.

*Start of the Semester*

New faculty and faculty returning from summer and winter breaks are expected to return to campus the Monday one week prior to the first day of instruction for that semester.
Faculty Development and Bb Learn Shell

The SON supports faculty development and scholarly activity and has invested in an array of resources to support faculty development to promote teaching and scholarship and to promote innovations in pedagogy. The Faculty Development committee has set up a site for faculty with helpful information and links. To access the shell, click on this link:


You will be prompted to enter your NAU User ID and password. In the menu on the left under Tech Support @STC, you will find a link to the Bb Learn Faculty Video Tutorials. These tutorials were designed specifically for NAU faculty and instructors.

The university also provides programs for Faculty Professional Development. Visit, the Provost’s page at: https://nau.edu/Faculty-Development/Resources/ to learn about programs and events.

Computer workshops are periodically available on campus and as online tutorials for Windows, Word, PowerPoint, and other available software packages. Periodic newsletters are distributed from ITS outlining dates and places. Registration is available on the Web for any of these classes. Visit the IT website at: http://nau.edu/its/learn/msacademy/ to learn more about workshops.

Mandatory Certifications

There are several mandatory trainings that need to be completed within 30 days of your start date. Visit the Human Resources required training page at: http://nau.edu/Human-Resources/Employee-Resources/Training/Required/ to access the training programs.

All faculty members will have access to the Bb Learn system for course management and to LOUIE for student records for advising purposes. Faculty must complete the required FERPA training before access to these functions is permitted.

Faculty teaching online will be required to complete the “Teaching Online @ NAU” course available through Blackboard Learn: http://bit.ly/TeachingOnlineNAU

See Appendix A of this manual on how to access the security access request form to obtain academic advising privileges.

Keys

Each faculty member should have at least the following keys: 1) nursing building entry (EE), 2) office key, 3) common room key (CR), 4) file cabinet key, and 5) appropriate classroom keys. The common room key provides access to the administrative office, the
copy room, the faculty lounge, the computer lab and the conference room. See Administrative Assistant in the Director’s office (Room 211) to obtain keys. All keys must be turned in when you terminate employment with the School of Nursing. Faculty at other campuses should obtain keys from the Program Coordinator or Designated Staff member.

**Phone/Voicemail**

On the Flagstaff campus, you can dial out by directly dialing the phone number. For on campus dialing, only “3” and the last four digits are necessary - for example: “3-2671”. Instructions for the voicemail system can be found at [https://nau.edu/its/phone/voicemail/](https://nau.edu/its/phone/voicemail/). To work with your voicemail in the OWA-2016 e-mail system, visit the following link for instructions: [https://nau.edu/its/email/Exchange/OWA-2016/voicemail/](https://nau.edu/its/email/Exchange/OWA-2016/voicemail/).

Faculty and staff may make long distance calls from their phones for University business. University policy states that faculty and staff should make personal long distance calls only in emergency situations. The School must be reimbursed for any such calls.

All employees who have a telephone line may have a Voice Mailbox. Incoming callers should be encouraged to leave Voice Mail messages rather than going through the School Administrative staff.

A telephone/address list of the faculty and staff of School of Nursing is maintained and distributed each semester to all members of the SON.

**E-Mail**

NAU has several email options. For more information please reference [https://nau.edu/its/services/email/](https://nau.edu/its/services/email/).

To access NAU’s Faculty / Staff email online (IRIS): type iris.nau.edu directly into your web browser menu bar or go to NAU’s home page: [http://nau.edu/](http://nau.edu/)

Across the top Click on the double circle icon (top far Right)
You will need to enter your User name (NAU ID) and password.

Outlook Web will then open up for you.
To access Microsoft Outlook within the NAU environment, visit the ITS web site at: https://nau.edu/its/services/email/ and learn about NAU’s Exchange environment allowing faculty and staff to access e-mail, calendars, and shared accounts from any browser. You will also find instructions on setting up your e-mail on mobile devices.

**Mail/Mailboxes**

Each campus has a designated location for incoming and outgoing mail. Please check with the specific campus administration for the location. If it is School of Nursing business mail, be sure to include Nursing’s account number in your return address. The Administrative Assistant can provide you with that number. If it is personal mail, please provide your own postage. Mail sent in School of Nursing interoffice envelopes needs no postage and should be used for School of Nursing business only. Faculty mailboxes are located in the copy room 205.

**Name Tag and Business Cards**

The Administrative Assistant will send you an e-mail requesting your information for name tags and business cards. Please note that you must first be assigned your NAU phone number before business cards can be ordered.

**Copy Room**

Each campus has designated copy capabilities, mailboxes, shredding and office supplies. The designated campus administration can help locate this area. Please help yourself to any supplies in this room. If you need office supplies that you cannot find, please let Administrative Assistant know and she will order them for you.

**Photocopying**

Each campus has designated copy capabilities. The copier is not for student use. Please ask the local campus administration about using photocopying. In Flagstaff, faculty/staff are assigned a copy code by the Administrative Assistant. To operate the copier, punch in your copy code and hit “log in”. Copy paper is located in the lower left cupboards in the copy room. If you need color copies, please email the document to be printed in color to
Administrative Assistant. Instructions on how to FAX and scan documents is posted on the wall next to the copy machine in Flagstaff.

**Syllabi**

Course syllabi are to be kept on file electronically for accreditation purposes. Students are able to download syllabi and course packets from the School of Nursing homepage, under Student Resources; students will have access to detailed syllabi as soon as the semester starts.

You will also be required to save your syllabus in the NUR naushares folder labeled syllabus. The folders are organized by course number and within course number by semester. See pages 5-7 of this handbook on how to map your computer to the NUR shared drive.

There is a University standard for syllabi. The approved university template can be found at: [https://nau.edu/OCLDAA/_Forms/UCC/syllabus/](https://nau.edu/OCLDAA/_Forms/UCC/syllabus/)

The overall course learning outcomes must be approved by the SON Undergraduate Curriculum Committee or the SON Graduate Program Committee before the process to make changes can be made. Unit learning outcomes and learning strategies can be changed at the discretion of the faculty member. Assignment and course changes should be discussed with your course team to ensure consistency across sections.

**Student Handbooks and Preceptor Manuals**

Policies related to students and course management are contained in the student handbooks and preceptor manuals that can be found at: [http://nau.edu/CHHS/Nursing/Student-Resources/Advising/](http://nau.edu/CHHS/Nursing/Student-Resources/Advising/).

**Getting Access to Your Course Section**

Each Course Lead is responsible for course copying to sections shells for each upcoming semester.

1. The identified Course Lead will be responsible for maintaining the Master Shell and having it ready for course copying at least 2 weeks prior to the semester start date.

2. The course lead will send the Course Copy Request:
   a. To elc-help@nau.edu with subject title: “Master Shell Course Copy Request”
   b. The body of the message you include the Master Shell(s) course number w/title along with the corresponding course sections for it to be copied into.

   **Example:**
   Please copy MASTER-NUR-424-NI-and-HC-Policy into the following Fall 20187
   NUR 424 sections providing their CRN (Class)* numbers: 6258, 6486, 6487, 6256, 6257, 6488, 6254, 6255, 6756, 6253
*How to find the CRN (Class) numbers:
Use the NAU site search feature and input the course number (NUR 424) select the catalog link for it, which will take you to the sections and semesters it is being offered. Select the appropriate semester and this will provide results for it with the CRN (Class) numbers. You need to include in these CRN (Class) numbers in your copy request.

Note: Course copying can also be complete directly from the E-Learning website: https://nau.edu/elearning/ “Request your Bb Learn course copy. You will need the User IDs (ie. jb456) of the faculty teaching the sections to complete the Copy FROM/ Copy TO form.

3. The Course Lead will then email the section faculty to let them know that:
   a. Course copy request has been sent and to check their course sections in the next few days to ensure that it completed.
   b. Advise that if the faculty member does not see their course shell appear in BBLearn, they should contact you as soon as possible.
   c. Remind faculty that they should also be reviewing content and complete their prep prior to start of course.
   d. Inform the section faculty that you are the Course Lead and there for their questions or concerns.

**Desk Copies**
The course lead for your course will order desk copies for all faculty teaching a course. Please send an email to your course lead requesting desk copies for your course.

Course Leads will submit “Desk Copy of Course Text Request” found at: Z:\shared\FRONT DESK SHARED DOCUMENTS\Admin Assistant\Desk Copies and Textbooks to the Administrative Assistant.

**Textbooks**
Each semester you will need to order textbooks for each course you are assigned. Instructions for ordering textbooks are as follows:

1. Booklists will be sent out to the faculty several weeks before the bookstore deadline.
2. Respond to the email either that your text will remain the same or your text is changing
3. If your textbook is changing, please email the Administrative Assistant the following information:
   a. Course Name and Number, estimated enrollment for the current semester, Title of the Text, Author, Publisher and if the text is a required purchase for students.
4. The Associate Director and Administrative Assistant will place the textbook order with the NAU bookstore.

There is also a hard copy course adoption form that is located in NUR shared drive in a folder labeled Textbook Adoption Form.

Once you have ordered your textbooks, you can verify that your textbook information is correct using the following procedure on how to view your textbook ISBN’s online.

1. Go to the NAU Home page: www.nau.edu
2. Roll your cursor over Quick Links and select ‘C’ under the Department Index header
3. Scroll down and click on ‘Class Schedule’
4. (You may want to add page this to your favorites for future use and save yourself some time.)
5. Select your Term, course subject and course number
6. Uncheck the ‘Show Open Classes Only’ box
7. Hit ‘Search’
8. Click on the section/lecture number that you are looking for
9. Click on the blue ‘View Your Textbooks’ link to verify the title(s), edition(s) and ISBN(s) are correct

**Room Scheduling and Classroom Assignments**

Administrative Assistant keeps a calendar for all of the classrooms and labs in the Nursing building, along with room 28 and 29 in the Du Bois building. All classroom/lab space assignments are updated every semester from the schedule of classes. All additional classroom/lab space requests must be emailed to Laura.

**Course Exams and Testing**

Bubble Sheets (Scantrons) for exam and testing can be obtained from Administrative Assistant in the administrative offices Room 211. Please pick up your bubble sheets at least one day before the exam to make sure there is an ample supply.

Following testing, the ITS department will grade your test. SCORER is the bubble-sheet, test-grading system available to the NAU academic community through Information Technology Services. The service grades the given test and writes several statistical reports in PDF format, which can then be viewed on the web and/or printed out.

Faculty who use scorer need to check in their exam bubble sheets with the ITS Operations Team, across from the ITS front desk. The ITS building is # 54 and is located at 1301 S. Knoles Drive.

Runs typically take place within a day or two from when the run is checked in. When a run is completed, SCORER will generate an email to the requesting faculty which includes a URL where they can access their reports. For more information about SCORER, check here.
Clinical Contracts

Clinical contracts with agencies where students are placed during the academic year are required. The School of Nursing clinical contract representative is the Administrative Assistant in the School of Nursing. If a new clinical placement is being considered, the faculty member submits a contract routing form to the School’s administrative assistant (Administrative Assistant). Routing forms can be found at on the hpr naushared public folder. The titles of the folders are Contracts, Contract Template and Routing Form, Routing Forms and the title of the word document is Standard Affiliation Agreement Routing and Approval Form 2017. Follow instructions on pages 5-7 of this handbook to map to hpr shared.

With each new request for a contract, certain vital information is required; 1) the name of the agency, 2) address of the agency, 3) phone number of the agency, 4) contact person at the agency, 5) faculty member who is negotiating the contract, and 6) the nursing course number that will be using the agency. All of this information is to be filed out on the routing slip to be given to the School contract representative.

The procedure for faculty in processing the clinical contract is:
1. Provide the School contract representative with the completed clinical agency routing slip. The School representative will send the information to the CHHS Dean’s Office for processing.
2. The signed contract is returned to the nursing office for further processing.
3. A copy of the contract is sent to the agency, the original is placed in the file, and the information is placed on the data base.
4. An e-mail is sent to faculty letting them know that the clinical contract has been fully executed.

Travel

The Director or Assistant Director of the SON should be notified in advance when attendance at training, conferences, or workshops interferes with class times. Attempts should be made to schedule training at other times or to have a guest lecturer during that time.

Each year you will be asked to complete a travel certification form that can be found at: Annual Travel Certification Form

In addition, you will need to sign the SON Travel Policy acknowledgement form found in Appendix B.

Travel reminders for faculty are as follows:

BEFORE YOU TRAVEL (at least 10 days prior if possible)
• You MUST have prior approval of the travel (e-mail to Director or Associate Director, cc to Administrative Associate)
• Specify in your e-mail what you will need for your trip (ie: hotel, car, air reservations, registration, mileage). Include dates & times for car pick up/return and check in/out dates for hotels.
• It is preferred that all registration fees, hotels, flights, etc., are purchased using the travel specialists PURCHASING CARD (PCard).
• Attach event notice, brochure, e-mails, info. explaining why you are requesting to travel.
• All confirmations the travel specialist receives will be emailed to you. If you receive any other confirmations, please forward to Jamie.Weber@nau.edu.
• NAU vehicles are the preferred travel use if available. Use of a personal vehicle must be explained and pre-approved by Director or Associate Director (ie: faculty not at NAU, traveling with family, etc.).
• Please read the following policies regarding meal reimbursement:

WHEN YOU RETURN (submit travel paperwork within 5 days)
• All original expense receipts and documentation must be submitted to the travel specialist within 5 working days after the return from travel so that the travel claim can be processed within 30 days of the end of the trip. Travel must be processed within 30 days of the end of the trip.
• Submit an Expense J form electronically with all information complete. The Exhibit J form can be found on the NUR shared drive in a folder labeled Travel. Attach to this Expense J form the receipts listed below:
  • Airline receipts (boarding passes), airport/other parking receipts, shuttle/taxi receipts, meal receipts, lodging receipts & for foreign travel, any receipts for money exchange purchases.

NOTES
• Each trip needs to be on a separate exhibit J form. If you have multiple trips in the same month and they are all for the same purpose (sites visits, for example), Jamie will accept 2 weeks at a time on the Exhibit J.
• All food reimbursement requests must include an itemized receipt and a copy of the signature receipt. (This one shows the total paid for the meal plus tip.) Both must
be received to be reimbursed the full amount paid for your meals. If only the itemized receipt is submitted only the total listed will be reimbursed. If only the signature receipt is submitted no reimbursement will be permitted. Cell phone photos of the allowable receipt that are printed or emailed to your travel specialist will suffice.

- There can be no reimbursement for single day travel if it is less than 50 miles from your duty post.
- The NAU mileage rate is .445. Either use actual odometer miles or print and attach a Goggle Map to substantiate mileage.
- Conference Travel Funding - The funding period is by Fiscal Year: July 1 - June 30. Please remember that all travel needs the director’s approval. Travel funds are awarded based on budget allocations or if requested by the director to attend. Priority is given to tenure track and those presenting. If you wish to attend a conference and are not presenting, you are required to write a proposal about the benefits of attending the conference and send to the director for approval; if approved, the expectation is you will present what you have learned at the conference to the faculty. Any faculty attending more than one conference will be expected to pay anything above the designated travel funds available.

- **IF YOU CANCEL YOUR TRIP AND DO NOT REACH THE TRAVEL SPECIALIST, CANCEL ALL CARS AND HOTELS, ETC. ON YOUR OWN SO NAU DOES NOT GET CHARGED FOR NO SHOWS.**
- **DO NOT EXPECT A REIMBURSEMENT IF PAPERWORK IS NOT COMPLETED IN A TIMELY MANNER, FILLED OUT COMPLETELY, IS ILLEGIBLE OR FINAL RECEIPTS ARE MISSING.**

For questions call Jamie at 928-523-8953 or e-mail Jamie.Weber@nau.edu

**Equipment Reservations**

The School of Nursing has a variety of media equipment and laptop computers for faculty use. Laptop computers are available to faculty for off-campus use. Please see Administrative Assistant to reserve/check-out a laptop. The Polycom phone for conference calls can also be reserved/checked-out with Administrative Assistant.

**Purchase Requests**

Office and departmental supplies are maintained by the SON office staff. If you use the last remaining item, please let the office staff know so that the item may be replaced in a timely manner. The time frame for receiving the materials will vary with the supplier. Please be aware the School’s budget for office supplies is limited, so please use the supplies wisely.

All lab supplies are maintained by the Lab Coordinator. If you use the last remaining item, please let the lab coordinator know so that the item may be replenished. Again, the time frame for receiving the materials will vary with the supplier.

All purchases of materials must be submitted to the Nursing Manager and approved by the School Director. The requesting faculty/staff member will be notified about approval. Faculty and staff should feel free to discuss with the School Director if the request is not
approved. It is possible that it may be approved at a later time. Please be aware that all purchases must also be approved by University budget and purchasing.

Requests for purchasing of materials must be submitted to the Business Manager and approved by the School Director. The School will notify the requesting faculty/staff member about approval. The faculty and staff should feel free to discuss with the School Director if the request is not approved. It is possible that it may be approved at a later time.

**University/School Property**

Equipment is assigned a property control number, which is on a tag on the item. Property Control requires departments to inventory these items once per year, requiring access to all offices and loaned/checked-out equipment to be returned. Equipment should not be removed from the building without special permission.

**Medical Emergency**

In the event of medical emergencies (heart attack, serious injury, etc.), it will be necessary to summon the appropriate emergency services.

1. Notify Campus Police (x33000). Campus Police will notify any other emergency agencies/personnel, if necessary.
2. Administer First Aid; there is an AED in the building.

**General Information**

When you are done in a classroom or lab, please make sure you do the following:

1. Log off of the Computer
2. Retrieve your jump drive if applicable
3. Shut down the projector
4. Clean the white boards
5. Close the windows if on the first floor
6. Shut off lights/fans and close and lock doors

**Learning Labs:**

Notify the Lab Manager if you need lab supplies or need to have sharp containers picked up.

The entrance doors to the building are locked every day at 5:00pm. Please make sure you always have your keys with you.

**Computer Lab**

The computer lab hours are as follows:

8:00am to 5:00pm
**NAU Faculty Checklist**

See Appendix C and Appendix D for the NAU New Faculty Checklists

**Important Dates**

The Important Dates for each semester can be found on the Office of the Registrar’s web pages at: [http://nau.edu/Registrar/Important-Dates/](http://nau.edu/Registrar/Important-Dates/). All deadlines listed below apply to regular 16 week classes. Deadlines are pro-rated for non-16 week classes.

**SafeAssign Undergraduate Policy and Statements**

**Student Handbook Policy and Statement**

Your first nursing course NUR-330 introduced SafeAssign. This is a tool that is used to check for plagiarism. Academic integrity is an essential element to NAU mission along with the profession of nursing. The SON uses SafeAssign across the undergraduate curricula.

**Faculty Handbook Policy and Statements**

Academic dishonesty continues to be a growing concern in higher education with the Internet and the ease of electronic sharing of information. As technology advances so are the tools to assist in detecting academic dishonesty. Thus, faculty need to increase their technology skills and competencies.

Plagiarism will be tackled as a unified approach across all SON courses. NAU has a plagiarism tool available in to faculty in BBLearn which is SafeAssign. All undergraduate SON faculty are expected to utilize SafeAssign with all of their paper and PowerPoint assignments. Assignments will not be graded without a SafeAssign Report (see *Important Note* below).

**How to Use SafeAssign in Assignments**

There is a YouTube clip to orient faculty on how to embed SafeAssign with their course assignments. It also includes how to read and understand the SafeAssign report. The SafeAssign YouTube faculty tutorial is found at:

[https://www.youtube.com/watch?v=Qld2Xza_95k](https://www.youtube.com/watch?v=Qld2Xza_95k)

*Important Note: SafeAssign Licensed Number of Users*

There is a maximum number of licensed users that can be using the feature at one time. Because it is used across NAU as a BBLearn feature there may be times when a student’s attempt through SafeAssign is bumped and submitted with processing (this translates to no Report). This tends to happen when students across the university are all trying to submit at the 11th hour and towards the end of the semester. When this occurs, add another assignment submission attempt in BBLearn to enable a SafeAssign processing and Report.

**Syllabi Statement**

Academic integrity is an essential component to NAU’s mission along with the profession of nursing. SafeAssign is a requirement of paper and PowerPoint assignment submissions. Assignments will not be graded without a SafeAssign Report.
NAU School of Nursing: Online Course Guidelines

The NAU Nursing faculty takes great pride in guiding you through your academic experience and our online course offerings presents an alternative environment to facilitate your learning goals. You will receive a slightly different experience in each of your courses based on our individual teaching styles. Below are some general guidelines and expectations which will provide a foundation for success.

1. First Steps
   a. Read and print or download this document, syllabus, course schedule/calendar, assignment instructions and grading rubrics for quick reference.
   b. Use the “Ask the Instructor” discussion thread (located on the left navigation bar) to ask any general questions related to the course. Private questions or matters should be sent through the course messaging feature.

2. Announcements, Messages, and Email
   Be certain to read announcements, course messages, and your NAU email at least 3 times a week. The student is responsible for any changes or notifications. Use course messaging to communicate with your faculty member and NAU email is also another option. For example BB Learn is unavailable or an emergent issue arises you may use your NAU email account.

3. Format, Schedule, Participation, and Technology
   Course Format: Our courses vary in length. Content for each week is noted in the module folder. You can access the module by clicking on the Course Content link in the left navigation area. **Weeks begin on Monday and end on Sunday at 11:59 pm.** All assignments are due on Sundays at 11:59 pm, unless otherwise noted per faculty, on the specific date seen in the course calendar/schedule. Unless prior arrangements are made with the faculty, submissions after the due date are considered late and a penalty will be incurred (refer to syllabus).

   Schedule: Use the course calendar/schedule to assist in planning and organizing your calendar with discussions and assignments.

   Discussion Postings: Please refer to your course syllabus and schedule. Faculty will participate in the discussion with clarifying information or asking questions, but will not respond to each student. The role of the faculty is that of a facilitator. **Note:** It is highly recommended to format your discussion post in a Microsoft Word document and save it before you copy and paste it into the discussion board.

   Technology: It is the student’s responsibility to have access to functioning technology, such as a computer along with offline backup for all work. So, be sure to also save a copy of your work. For technology support, call (local) 928-523-9294 or (toll free) 888-520-7215 or email ask-stc@nau.edu. There is a Tech Support menu button (on the left course navigation bar). **Rule of thumb:** If you cannot figure something out with the technology after 10 minutes then, contact the Tech Support do not get frustrated. Also keep your faculty in the communication loop with technology issues.
4. **Netiquette**
Our online course will follow the NAU guidelines “Think before you post.” You are responsible for reading and following these guidelines. The guidelines are found at

http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php

5. **Faculty and Student Expectations**
Your faculty member will be checking into the online classroom at least 3 days a week and will respond to questions/concerns in the “Ask the Instructor” discussion within 48 - 72 hours Monday through Friday, excluding holidays.

**Student**
- You should contact your instructor directly with any concerns in a courteous and thoughtful communication. Also see syllabus.
- Academic Integrity: see syllabus
- Keeping track of your own grades: the student is expected to know where you stand in the course and seek guidance at the earliest possible moment.
- Using the syllabus, BB Learn links, text, and course content to search for answers and to seek guidance in writing papers.
- Using the student resources section: this is the “go to” place for APA help, hints and tips, links to outside and NAU resources.
- Completion of assignments on time.

*Office Hours:* By appointment (phone or virtual and in some cases face-to-face) and can be arranged through the in course messaging or email.

6. **Grading**
*Discussions* will be graded within 7-10 days.
*Assignments* will be graded within 14 days. On occasion, an assignments grade may be delayed and your faculty member will communicate this information, if there will be a delay in this process.

7. **Disability Resources**
Learners with an eligible and documented disability, who need accommodations to complete their course work, should contact Disability Services prior to the start of class and no later than the first week. Details for this process are located at www.nau.edu/dr and accessible through the University Policy Statements link in the course syllabus.
Nursing Office Staff Responsibilities

Flagstaff

Nicole Harris, Manager, Room 213
- Process all School of Nursing HR paperwork, this includes but is not limited to: Faculty and staff searches, hiring (ePar’s), new faculty and staff onboarding, payroll approvals and submissions, coordination of summer salaries pay, initiates faculty and staff ePARs and funding changes.
- Act as liaison between Nursing, the dean’s office, the Provost’s office, the budget office, Human Resources and the office of Equity & Access.
- Management and maintenance of all personnel files for faculty/staff, including faculty databases.
- Provides support for the Director in directing and assisting with personnel management, reporting, workforce planning, and other confidential matters.
- Assist Director with Faculty 180 processes: promotion and tenure, sabbaticals, annual reviews. Statement of Expectations
- Budget management for all departmental state, local, foundation and grant accounts. Develops strategic financial planning reports and recommendations, prepares monthly financial reports. Process all departmental purchasing.
- Reviews and plans for capital expenditure supplies and incorporate needs into budget.
- Represent the School of Nursing in the university community on financial and operational matters, is the School liaison for Provost and Budget office.
- Review permanent and temporary faculty and staff staffing plans for future fiscal years for appropriateness and accuracy.
- Oversight of Scholarship fund processing, management, and awards
- Liaison with the office of Student Financial aid for all student financial related issues (scholarships, program fees and departmental tuition awards)
- Responsible for the supervision of departmental professional and support staff and provides guidance to faculty supervisors of staff.
- Responsible for overseeing departmental marketing.
- Works with university development and alumni relation for Nursing related event and fundraising.

Laura Russell, Administrative Assistant, Room 211
- Provides administrative support for the office of the Director, Associate Director and faculty of the School of Nursing.
- Schedules meetings for Director and Associate Director and update their calendars.
- Sets up and maintains School of Nursing room calendars.
- Serves as a liaison to faculty/staff, students, alumni, donors, outside agencies and public.
- Sends communications for the School of Nursing, including thank you letters for School of Nursing donors.
- Coordinate conferences, meetings and special events, including but not limited to faculty meetings, Welcome Back week, Faculty Searches, Anniversary events, Flagstaff student recognition ceremony.
- Maintains SON inventory. This includes, but is not limited to, office supplies, departmental desk copies, faculty and staff name tag and business cards and all equipment in the School of Nursing
- Maintains and orders supplies, not including lab supplies, for multiple (Flagstaff, AIP, North Valley) campuses and track supply inventory. Record expenditures.
- Maintains copy machine
- Maintains poster printer
- Requests/orders cartridges for printers
- Orders desk copies for faculty upon request and keeps a business relationship with various publishing company representatives.
- Provides office, classroom and building keys to faculty and staff.
- Orders name tags, business cards and door plates for faculty and staff.
- Orders and distributes parking permits to guests following university policies and maintains required log.
- Serves as assistant building manager.
- Provides affiliation agreement (clinical agreements) assistance for the School of Nursing.
  - Provides faculty with the address for the routing form.
  - Reviews all Affiliation agreement routing forms, which request the initiation of a contract.
  - Gets appropriate SON signatures prior to sending to CHHS representative for processing.
  - Serves as primary contact for CHHS representative to resolve Help faculty navigate the contract database.
- Makes sure SON listserv is kept up to date so all staff, full and part-time faculty receive appropriate SON and CHHS emails. Is the primary contact for the NAU Directory system and verifies and updated system as needed and requested by ITS.
- Manages Incoming/outgoing mail & FedEx
- Maintains Faculty/staff phone & address lists
- Attends and prepares minutes for faculty meetings, including Welcome Back Meetings
- Maintains/check-outs departmental laptops
- Oversight of web management

**Academic Advising** - located in CHHS room #231
- Transfer credits, graduation requirements, degree progress
- Academic advisement-pre-nursing & pre-admission students
- Current nursing student questions/issues
- Serve as the Open House and Orientation representative for recruitment
- Provide training for faculty and departmental advisors
- Member- Admissions & Standards Committee
- Score matrix for admissions
- Liaison with Gateway Success Center
- New student orientation
- Building tours for potential students/parents (Previews)
- Day-to-day issues related to Student Service Office

**Penny Walior**, Administrative, Program Coordinator for Graduate Admissions, Room 206C
- Provides administrative support for the graduate program
- Advises prospective graduate students through the application process.
- Replies to students, faculty, parents, staff making inquiries, and problem solve- in person, by e-mail, and phone.
- Organizes all incoming applications for Graduate Nursing programs.
- Reviews admission applications, evaluates credentials of prospective students.
- Processes application to the graduate program
- Attend, participate in and take minutes for the Graduate Program Committee
- Maintains student files and answers questions from faculty, students, and colleges/departments.
- Maintains student database and clinical documentation, communicates compliance to clinical facilities and faculty.
- Distribution and collection of exit and alumni surveys, compiles responses for summative reports to the Program Evaluation Committee.
- Maintains preceptor credentials data.
- Serves on the Commencement Program Production Team, ensuring that all NUR graduates are recognized by cohort/degree and that honors are recognized, commencement program edits.

Jamie Weber, Administrative Associate Room 211
- Creates and maintain semester course schedule
- Process class/student/instructor changes (upon approval by Administration)
- Assists director of the RN to BSN and CEP Programs with classroom schedule at community colleges
- Corresponds with faculty regarding the NAU HR and SON hiring processes
- Assists faculty with completion of travel documents including pre-travel arrangements and post travel expense reporting
- Reserve state vehicles
- Processes and submits all SON travel in accordance to NAU and SON travel policies
- Work with current and new faculty so they are aware of the on-line drivers training, driver's license verification process and personal vehicle liability insurance requirements.
- Assists faculty with interpretation of NAU travel policies and travel certification
- Assists faculty with FERPA policy interpretations and certification
- Manages SON P-Card reconciliation
- Ensures that all faculty and student surveys (course and clinical site) links are sent out to appropriate persons at the end of each semester.
- Approve time for hourly employees/student workers
- Advance financial system backup
- Faculty/Staff Reimbursement
- Hires and supervises SON student worker(s).
- Main phone line and front office backup
- Take minutes for Undergraduate Curriculum Committee

Sharon Manuelito, Program Coordinator for Undergraduate BSN Admissions, Room 206C
- Coordinates all departmental admissions. This includes, but is not limited to the collection and processing of all traditional and accelerated School of Nursing (SON) program applications for all 4 sites (Flag, Tucson, Yuma and AIP).
- Creating and maintaining all student application records.
- Creating and maintaining application tracking spreadsheet.
- Answering student inquiries regarding program admissions requirements.
- Receives and responds to requests regarding Kaplan entrance exam.
- Update and maintain program application documents for traditional and accelerated programs.
- Maintains comprehensive records on undergraduate students admitted and enrolled in the traditional and accelerated programs.
- Communicates clinical document requirements to students and faculty.
- Prepares, disburses, monitors and ensures completion of undergraduate Exit surveys in the Fall and spring semesters.
Attend, participate in and take minutes for the Undergraduate Curriculum committee and / or Undergraduate Policy committee.

Tucson
Joanne Cox, Program Coordinator

Office
- Maintain the calendar/sets appointments
- Schedule classrooms & equipment
- Make all purchases for the Tucson program, including lab supplies and equipment
- Reconcile the transactions each month
- Complete all “New Hire” paperwork for Tucson Clinical Faculty
- Order all textbooks, for all classes, each semester
- Write all correspondences
- Compile data and generate reports
- Speak with over 200 potential students each application cycle regarding our program (recruiting)
- Attend meetings with Extended Campuses
- Answer the main phone line
- Answer all e-mails and handle all the mail - In/Out
- Create and maintain all the student files and databases for the Tucson program
- Collect and monitor all required documents. In addition, update the CHHS on-line Document database
- Create all students’ curriculum plans
- Advises all students in the program
- Completes all graduation check sheets
- Register all students for all their classes/Nursing/Liberal studies
- Meet with the current students to answer any questions
- Answer all e-mails for the Tucson Nursing program
- Responsible for maintaining the Tucson student listserv
- Reviewing/articulating transcripts for students interested in applying to the School of Nursing
- Conducting Information sessions on a weekly basis, providing information and answering questions about NAU, NAU Nursing and the application process
- Providing advising appointments to all students applying to the nursing program
- Compiling/tracking all Tucson applications, score applications and enter all information on Matrix
- Initiating contact with potential NAU students. Participating in recruiting expos, when necessary
- Attending meetings and training sessions associated with the nursing application process
- Attending the academic advisor conferences for the community colleges and schools in the Tucson area, giving updates on changes within NAU for transfer students
Yuma
Rosa Corona, Student Academic Specialist

- Provides assistance and information to students, the general public and departments; confers with potential transfer students regarding transferability of credits and admissions information.
- Communicates with students regarding academic and curricular expectations of the Nursing Program and procedural items. This may require any of the following actions: advisement, removal of advisement holds, assistance with enrollment, completion of forms, data research, problem solving, directing to appropriate staff or faculty.
- Interprets and explains college, department and university policies; refers students to academic advisors as necessary.
- Make all purchases for the Yuma program, including lab supplies and equipment
- Maintains up-to-date program documents.
- Create and maintain all student application records.
- Process all departmental admissions correspondence.
- Performs maintenance of student files to include filing, purging and updating and is responsible for providing a secure confidential environment for student records and other confidential information.
- Maintains comprehensive records on undergraduate students admitted and enrolled in the Nursing programs and on applicants or prospective students for programs; consolidates or summarizes undergraduate records. Assists students with completion of forms and documents and informs them of pertinent procedures and requirements. This includes the undergraduate Student database, clinical documentation, and communicates compliance to clinical facilities and faculty.
- Collaborates with advising units regarding problems; consults with faculty and staff for clarification of requirements.
- Provides information and statistical data for various reports as requested.
- Performs a variety of administrative support activities for department such as composing replies to correspondence on own initiative, interpreting and explaining established policy and procedure in response to inquiries from a variety of sources, summarizing reports and information and investigating, evaluating and resolving problems within scope of position.
- Maintains calendar(s) for assigned Academic Advisors, arranging meetings, and appointments; anticipates and prepares background materials needed.
- Plans and prioritizes workload to meet set deadlines.
- Aids in completion of Yuma Clinical Faculty new hire paperwork.
AIP
Ilene Tapaha, Program Coordinator

- Provides assistance and information to students, the general public and departments; confers with potential transfer students regarding transferability of credits and admissions information.
- Make all purchases for the AIP program, including lab supplies and equipment
- Communicates with students regarding academic and curricular expectations of the Nursing Program and procedural items. This may require any of the following actions: advisement, removal of advisement holds, assistance with enrollment, completion of forms, data research, problem solving, directing to appropriate staff or faculty.
- Interprets and explains college, department and university policies; refers students to academic advisors as necessary.
- Maintains up-to-date program documents.
- Create and maintain all student application records.
- Process all departmental admissions correspondence.
- Performs maintenance of student files to include filing, purging and updating and is responsible for providing a secure confidential environment for student records and other confidential information.
- Maintains comprehensive records on undergraduate students admitted and enrolled in the Nursing programs and on applicants or prospective students for programs; consolidates or summarizes undergraduate records. Assists students with completion of forms and documents and informs them of pertinent procedures and requirements. This includes the undergraduate Student database, clinical documentation, and communicates compliance to clinical facilities and faculty.
- Collaborates with advising units regarding problems; consults with faculty and staff for clarification of requirements.
- Provides information and statistical data for various reports as requested.
- Performs a variety of administrative support activities for department such as composing replies to correspondence on own initiative, interpreting and explaining established policy and procedure in response to inquiries from a variety of sources, summarizing reports and information and investigating, evaluating and resolving problems within scope of position.
- Maintains calendar(s) for assigned Academic Advisors, arranging meetings, and appointments; anticipates and prepares background materials needed.
- Plans and prioritizes workload to meet set deadlines.
Course Lead

**Job Summary:**
Serve as a facilitator for a specific course. Roles include being responsible for course materials as well as being a resource to all faculty assigned to the course.

**Key Responsibilities:**
Maintain course master shell in Blackboard (this will be generated by NAU e-learning as a true master shell).
- Master shell should be ready for course copy at least 3 weeks prior to semester start for copying into assigned section offerings.
- Master shell to include: Course syllabus; Outline of course content; Gradebook;
- Other items as deemed necessary by course lead
- Notify course instructors via email when the master shell is ready for course copy.

Revise and update course materials as needed, based on student and faculty input

Support other assigned faculty teaching course by being a resource relating to:
- Problem solving student and class/clinical issues
- Skills associated with the teaching role
- Classroom, instructor and student evaluations

Schedule/Initiate and lead any meetings with assigned faculty to discuss as needed:
- The master syllabus - at beginning of semester and as needed
- Grades including setting up the gradebook - at beginning of semester and posting final grades
- Student and Faculty Expectations - at beginning of semester
- Suggestions and input for revising and updating future classes - at the end of the semester.
- Remind faculty to complete end of semester course evaluation.
- Initiate a wrap-up conference call with section faculty to determine updates/changes to master shell for next semester offering - at end of semester

**Additional Notes:** This role does not allow for release time, but is counted toward your annual evaluation. Please use this role in framing your annual evaluation for Teaching/Student -Related Responsibilities and perhaps Service depending on your activities for additional examples for merit.
School of Nursing Philosophies

Philosophy about Students

The Student Is...

...The most important person on the campus. Without students there would be no need for the institution.

...Not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.

...Not someone to be tolerated so that we can do our thing. They are our thing.

...Not dependent on us. Rather, we are dependent on them.

...Not an interruption of our work, but the purpose of it. We are not doing them a favor by seeing them. They are doing us a favor by giving us the opportunity to do so.
The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, and the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing’s unique body of knowledge and is practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of health care. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application.

The faculty has developed a philosophy that values diverse persons, environment, health, and nursing, and their inter-relatedness. The following meta-paradigm concepts guide the implementation of the organizing framework for the curriculum.

PERSON

The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience. People come from diverse backgrounds which influence the ways in which each person perceives reality, sets personal goals and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.
ENVIRONMENT

Environment is more than the physical surroundings; it is an open, pan-dimensional system in which we strive for health and well-being. The environment is all that exists. It is the totality of forces, both internal and external, which influence the person. To achieve this, environmental sustainability from the individual and local to global scale is essential.

HEALTH

Health is a dynamic process that is defined by individuals, families, groups and communities; it is influenced by personal, family, cultural and societal norms. Health is not merely the absence of disease, but a process that involves constant dynamic adjustments, adaptations, and transitions in response to environmental influences.

NURSING

Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person.

Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.

ORGANIZING FRAMEWORK

The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The aim of this framework is to prepare nursing professionals for effective professional and civic engagement. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

CURRICULAR MODEL

Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences, the structure of the nursing curriculum moves the learner along the continuum from novice to more expert levels of nursing practice. Embracing the essential need for lifelong learning in the discipline, the faculty develops curriculum to provide educational advancement from the baccalaureate through graduate levels of nursing practice.
CURRICULUM CONCEPT DEFINITIONS

Clinical Practice and Prevention

The professional nurse is prepared for clinical practice with patients across the lifespan and across the continuum of healthcare environments. Clinical professional practice is rooted in both theoretical and research-based frameworks. Professional clinical practice includes the knowledge, skills and attitudes to plan for, provide, supervise and evaluate care outcomes in changing practice environments. Health promotion and disease prevention at the individual, community, and population levels are necessary components of professional nursing practice.

Communication

The professional nurse demonstrates competencies and confidence in using therapeutic communication that will enable safe and effective patient-centered care. An essential component is the recognition of the unique discipline-specific contributions among health care professionals that are critical to delivering high quality and safe patient care. Fundamental to effective inter-professional and intra-professional collaboration is a definition of shared goals, clear role expectations of members, flexible decision making processes, effective use of information technologies, and the establishment of open communication patterns and leadership.

Critical Reasoning

Professional nursing practice is grounded in the translation of current evidence to inform practice and make clinical judgments. Knowledge and skills in nursing, information management and patient care technology are critical in preparing professional nurses to deliver quality patient care in a variety of healthcare settings. Critical thinking underlies effective clinical reasoning and judgment. In addition, the practice of critical reasoning depends on an attitude of inquiry, and openness to innovation and continued learning.

Leadership

Developing knowledge and skills in leadership is essential to provide high quality care. Leadership skills include the ability to use information and technology to communicate, manage knowledge, mitigate error and support decision-making. Leadership skills are needed that emphasize ethical and critical decision-making, initiate and support collaboration, promote respectful communication, and develop conflict resolution strategies. Healthcare policy and ethics shape the nature, quality, and safety of professional nursing practice and the practice environment. All professional nurses have the responsibility to participate in the political process and to advocate for patients, families, communities, the nursing profession, and healthcare system.
Professionalism and Professional Values

Professionalism is the demonstration of professional values applied to practice. Professionalism involves accountability for one’s self and one’s nursing practice, including adherence to legal, ethical, and professional standards, ongoing professional engagement, and lifelong learning. Professionalism flows from an understanding of the historical and contemporary contexts of practice.

Professionalism is based on an inherent valuing of advocacy, altruism, autonomy, caring, human dignity, integrity, safety and social justice that are fundamental to the discipline of nursing. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Professional nursing requires a balance between research-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for research-based knowledge and responsiveness to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality.

Global Health

The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintain local and global sustainable environments.
Supplemental definitions/glossary:

1. **Altruism:** the concern for the welfare and well-being of others. In nursing, altruism is reflected by the concern and advocacy for the welfare of patients, other nurses, and health providers. (AACN, 2008).
2. **Autonomy:** the right to self-determination (AACN, 2008).
3. **Caring:** the conscious and intentional discipline that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. (Watson, 2012).
4. **Clinical judgment:** the outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved.
5. **Clinical reasoning:** the process used to assimilate information, analyze data, and make decisions regarding patient care.
6. **Compassion:** a sensitivity to the pain and suffering of another that engenders a response of participation, amelioration, and/or interconnectedness
7. **Comportment:** caring as reflected in bearing, demeanor, dress and language
8. **Critical thinking:** all or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity. Critical thinking underlies independent and interdependent decision-making, critical reasoning, clinical reasoning and clinical judgment (AACN, 2008).
9. **Cultural reinforcement:** the development of a congruent set of behaviors, attitudes and policies that strengthen and support the patient’s health beliefs and practices.
10. **Disease prevention:** activities that have as their goal the protection of people from becoming ill because of actual or potential health threats. (Stanhope & Lancaster, 2016).
11. **Diversity:** the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background (AACN, 2008).
12. **Environmental sustainability:** the ethical and responsible use of natural resources on order to maintain a sustainable environment (NAU Global Learning Initiative, 2018).
13. **Evidence-based practice:** the integration of the best research evidence, clinical expertise and patient values into the planning and delivery of patient-centered care.
14. **Global engagement:** valuing the interconnectedness and interdependence of the human experience on a global scale (NAU Global Learning Initiative, 2018).
15. **Health disparity:** differences in health status amount distinct segments of the population including differences that occur by gender, race or ethnicity, education or income, disability, or living in various geographic localities.
16. **Health equity:** attainment of the highest level of health for all people. Health equity entails focused societal efforts to address avoidable inequalities by equalizing the conditions for health of all groups, especially those who have experienced socioeconomic disadvantage or historical injustices.
17. **Health promotion**: activities that have as their goal the development of human attitudes and behaviors that maintain or enhance well-being (Stanhope & Lancaster, 2016).

18. **Informatics**: use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2018a; 2018b).

19. **Inter-disciplinary collaboration**: effective teamwork with health-care team members across disciplines with the goal of quality patient-centered care (QSEN, 2018a; 2018b).

20. **Intra-professional collaboration**: effective teamwork with nursing colleagues to achieve continuity of effective patient care or other professional goals (AACN, 2008).

21. **Patient**: the recipient of nursing care or services. Patients may be individuals, families, groups, communities, or populations. Patients may function in independent, interdependent, or dependent roles. They may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2008).

22. **Patient-centered care**: includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles.

23. **Quality improvement (QI)**: use data to monitor the outcomes of care processes and use improvement methods to design, implement and evaluate changes to continuously improve the quality and safety of health care systems (QSEN, 2018a; 2018b).

24. **Quality (of care)**: a measure of health services that increase the likelihood of desired health outcomes and are consistent with current professional knowledge (Robert Wood Johnson Foundation, 2009).

25. **Rural**: communities with less than 20,000 residents or fewer than 99 persons per square mile; as related to health care that it takes 30 minutes or longer to arrive at a health service center. (Stanhope & Lancaster, 2016).

26. **Safety**: minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2018a; 2018b).

27. **Social justice**: The equitable distribution of social, economic and political resources, opportunities and responsibilities.

28. **Spiritual care**: interventions that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health and sense of connection to self, others, and a higher power (American Nurses Association and Health Ministries Association, 2017).
References Utilized:


<table>
<thead>
<tr>
<th>LEVEL ONE OUTCOMES</th>
<th>LEVEL TWO OUTCOMES</th>
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<tbody>
<tr>
<td>Demonstrates competency in providing safe, effective patient-centered care that is</td>
<td>Applies sound clinical judgment based in theory and evidence to promote and protect</td>
<td>Integrates theory, evidence, professional perspectives, and patient preferences into</td>
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<tr>
<td>holistic and based in evidence to protect and promote the health of individuals.</td>
<td>health in patients across the lifespan and healthcare continuum.</td>
<td>clinical judgment to provide holistic patient-centered care across the lifespan and</td>
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<td>healthcare continuum, and in healthcare environments.</td>
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**Clinical Practice and Prevention**

**Communication**

Demonstrates beginning professional communication skills in clinical and learning situations.

Applies professional and therapeutic communication in clinical and learning situations.

Incorporates effective communication into professional nursing practice.

**Critical Reasoning**

Displays a commitment to the use of theory and research evidence to provide safe, effective, patient-centered nursing care.

Utilizes nursing knowledge, information technologies and research evidence to construct and implement safe, effective, patient-centered nursing care.

Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.

Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.

**Leadership**

Organizes self to provide safe nursing care to individuals. Demonstrates knowledge and skills of leadership to provide safe and appropriate patient-centered nursing care.

Applies principles of collaboration, delegation and advocacy to manage safe patient care.

Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.
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<th>LEVEL ONE OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Professionalism and Professional Values</strong></td>
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<tr>
<td>Demonstrates professional values and their associated behaviors in the practice of nursing.</td>
<td>Applies professional values and their associated behaviors to the practice of nursing.</td>
<td>Integrates professional values and their associated behaviors into the practice of nursing.</td>
</tr>
<tr>
<td>Demonstrates ethical and legal principles and professional standards in nursing practice.</td>
<td>Applies ethical and legal principles and professional standards to nursing practice.</td>
<td>Incorporates ethical and legal principles and professional standards into nursing practice.</td>
</tr>
<tr>
<td>Demonstrates the ability to translate caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Applies caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
<td>Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
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<tr>
<td><strong>Global Health</strong></td>
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<td><strong>Global Engagement</strong></td>
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<tr>
<td>Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.</td>
<td>Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.</td>
<td>Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</td>
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<tr>
<td><strong>Diversity Education</strong></td>
<td><strong>Diversity Education</strong></td>
<td><strong>Diversity Education</strong></td>
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<tr>
<td>Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.</td>
<td>Examines the impact of health equity and social justice on nursing and health care in a variety of settings.</td>
<td>Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</td>
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<tr>
<td><strong>Environmental Sustainability</strong></td>
<td><strong>Environmental Sustainability</strong></td>
<td><strong>Environmental Sustainability</strong></td>
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<tr>
<td>Recognizes how responsible health care waste disposal reduces environmental hazards.</td>
<td>Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings.</td>
<td>Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</td>
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<td>BSN PROGRAM OUTCOMES</td>
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</table>
| **Clinical Practice and Prevention**  
Integrates theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments. | **Clinical Practice and Prevention**  
Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations. | **Clinical Practice and Prevention**  
Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. |
| **Communication**  
Incorporates effective communication into professional nursing practice. | **Communication**  
Develop and collaborate within interprofessional teams and partnerships by using effective communication strategies.  
Advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care and nurse sensitive outcomes by using information and communication technologies. | **Communication**  
Develop and implement practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products using effective communication and collaborative skills.  
Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. |
| **Critical reasoning**  
Synthesizes evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.  
Integrates reliable evidence from multiple ways of knowing to inform practice and make clinical | **Critical reasoning**  
Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates. | **Critical Reasoning**  
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.  
Use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care |
<table>
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<tr>
<th>BSN PROGRAM OUTCOMES</th>
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<tr>
<td>judgments.</td>
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<td>delivery phenomena as appropriate and evaluate outcomes.</td>
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<td>Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national and/or international benchmarks to determine variances in practice outcomes and population trends.</td>
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<tr>
<td><strong>Leadership</strong></td>
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<tr>
<td>Integrates knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</td>
<td>Analyze how policies influence the structure and financing of health care, practice, and health outcomes. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.</td>
<td>Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on belief systems and scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
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<td>Demonstrate leadership ability in the development and implementation of institutional, local, state, federal, and/or international health policy.</td>
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<tr>
<td><strong>Professionalism and Professional Values</strong></td>
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</tr>
<tr>
<td>Integrates professional values and their associated behaviors into the practice of nursing.</td>
<td>Advocate for patients, families, caregivers, communities and members of the healthcare team.</td>
<td>Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</td>
</tr>
<tr>
<td>Incorporates ethical and legal principles and professional standards into nursing practice.</td>
<td>Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, and assisting patients and other healthcare providers to address such issues.</td>
<td>Ensure accountability for quality of health care and patient safety for populations with whom they work.</td>
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<tr>
<td>Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals.</td>
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<td>Guide, mentor, and support other nurses to achieve excellence in nursing practice.</td>
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<tr>
<td>Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</td>
<td>Transforms health care systems to address health equity and social justice thus reducing health disparities in vulnerable populations.</td>
<td>Develop creative solutions for health care systems to address health equity and social justice thus reducing health disparities in rural and/or disadvantaged populations.</td>
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<tr>
<td><strong>Diversity Education</strong></td>
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<tr>
<td>Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.</td>
<td>Assumes leadership and/or research roles in developing, implementing, and evaluating culturally reinforcing nursing and other health care services from local to global perspectives. Prioritizes the social and cultural factors that affect health in designed and delivering care across multiple contexts.</td>
<td>Analyzes social and cultural components of health and wellness to create solutions that are culturally and socially relevant and acceptable.</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
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<tr>
<td>Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</td>
<td>Creates partnerships that promote sustainable environmental health policies and conditions. Analyzes and promote social, political, and economic policies that influence sustainable environments and reduce human health exposures in a global society.</td>
<td>Synthesize inter-professional and interdisciplinary knowledge and approaches that promote sustainable environmental health policies and conditions as well as reduce human health exposures.</td>
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SCHOOL OF NURSING
Strategic Plan 2013-2018
Under Revision 2018

SETTING

The School of Nursing at Northern Arizona University is one of three State Universities and two private universities in Arizona that offer undergraduate and graduate programs in nursing. Nursing education is currently undergoing significant changes, especially in light of the economic downturn and the Affordable Care Act (ACA). The Affordable Care Act will provide access to health care for about 32 million more individuals. This will exacerbate the shortage of healthcare workers. This shortage affects nurses in practice settings and in education. As nurses age, it is becoming increasingly difficult to hire and retain qualified teachers of nursing to prepare nurses for practice. The Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* (IOM 2011) makes a case for a reform in health professions education (p. 164-213). As health care and its delivery change, so too must the preparation of future nurses. Therefore, the School of Nursing must also change how it educates nurses for today and the future.

According to the IOM (2011), the US health care system is fragmented and this creates “barriers to providing accessible, quality care at an affordable price” (pg. 21). The purpose of the IOM (2011) study was to examine how nursing could be transformed in an effort to meet the increased needs of health care resulting from the ACA. Specifically, several sections of the ACA (5501-5509) call for strengthening the provision of primary care while section 2717 calls for quality care assurances. The report makes it clear that system wide changes must be made to “capture the full economic value of nurses and the growing body of evidence that links nursing practice to improvements in the safety and quality of care (p. 22).” The report goes on to call on advanced practice registered nurses (APRN) to fill the gaps in primary care and that APRN programs should be “scaled up to help bridge the gap between insurance coverage and access to care” (IOM, 2011, p. 23).

The IOM (2003) in *The Future of Nursing: Leading Change, Advancing Health*, recommended that “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics” (p. 3). Health professionals are asked to work in interdisciplinary teams, yet they are not educated together and have little education in team-based skills. To address this gap, the American Association of Colleges of Nursing (AACN) developed Interprofessional Core Competencies (2011).
The changes in the health care system require nurses to master greater complexity, to be familiar with and utilize technology to solve problems, communicate and evaluate outcomes, to coordinate services among all health care professionals and the community, to assist clients in managing their health within the complex health care delivery system and to keep pace with constant change.

In order to meet the needs of a changing healthcare environment, the School of Nursing at Northern Arizona University offers both undergraduate and graduate education for nurses in an interdisciplinary, and learning centered environment. Undergraduate programs within the School of Nursing include a traditional BSN, an accelerated second degree BSN for students who have earned a Bachelor's degree in another field, a BSN completion program for registered nurses already in practice, and a concurrent enrollment program in partnership with Community Colleges in Arizona for students who are enrolled in an associate degree nursing program. Unique to the School of Nursing at NAU is a traditional BSN program offered on the Navajo Nation at our satellite facility at St. Michaels, Arizona. Graduate programs currently offered are an MS in either a family nurse practitioner track or an MS generalist track. The School of Nursing also offers a post master’s certificate program as a family nurse practitioner. Beginning in August 2012, the School of Nursing enrolled the first class in the Doctor of Nursing Practice program.

All programs use technology as an adjunct to classroom teaching and some courses are offered completely in an online format. Each program also uses simulation laboratories and/or clinical sites in hospitals, home care agencies, hospices, long term care, schools and other affiliated health care organizations.

The School of Nursing is the only school of its kind in Northern Arizona. The School of Nursing continues to build upon its reputation by developing innovative, future-oriented curricula that prepare graduates for the emerging needs in healthcare.

The School of Nursing at Northern Arizona University is a key provider of baccalaureate, masters and doctorally (DNP) prepared nursing professionals for the state and the region. The School of Nursing is a leader in providing innovative articulation online programs for the upward mobility of associate degree prepared nurses and those nurses currently enrolled in associate degree nursing programs and has served as a resource to its communities of interest. Its programs, research, and services have become recognized for their contributions, and many of these initiatives have brought regional and national attention to NAU and Arizona.
The University

The School of Nursing (SON) is a free-standing unit within the College of Health and Human Services (CHHS). The CHHS is one of seven college-level units within the University. Although a separate school, the School of Nursing works closely with other departments in CHHS as well as other colleges and schools on campus to achieve interdisciplinary collaboration and to enhance an integrated approach to health education.

History of the School of Nursing

The nursing program was established in 1962 as an organized unit of faculty of the Arizona State College (named in 1945) granting the associate degree in nursing. The associate degree nursing program, under the direction of Ms. Frances Hegglund, received its first full accreditation from Arizona State Board of Nursing in 1963. The Department of Nursing at that time was part of the College of Arts and Science. Ms. Bea Evans continued as the department chair through academic year 1970-1971.

In 1966, the Arizona Board of Regents approved the changing of Arizona State College to university status. The name was changed to Northern Arizona University. In 1972, a new center was opened on south campus. A new college, first named the College of Integrated Studies was approved to provide liberal arts programs for the south center. This College was later named the College of Public and Environmental Services. The Department of Nursing was housed in these Colleges under the direction of Dr. Phyllis Adkinson and Dr. Roberta Clegg.

In 1973, the baccalaureate faculty of the Department of Nursing came together for the first time and the baccalaureate program was developed. This program was designed as a career ladder program and today is known as the RN to BSN completion program.

Under the direction of Dr. Roberta Clegg, a grant was submitted for the construction of a building for nursing education. In 1974, the President of Northern Arizona University received notice that the Federal Government had approved the grant in the amount of $969,332.00 for the construction of a building for nursing education. With matching state funds the total amount available for construction and other costs was $1,356,500.00.

In 1974, under the direction of Dr. Roberta Clegg, the Associate Degree in Nursing Program received full accreditation form the National League for Nursing (NLN). At that same time, the baccalaureate program was established and received provisional accreditation from the NLN. In 1975, the baccalaureate program received full accreditation.
In 1981, under the direction of Ms. Mary Walsh, the nursing faculty made a unanimous decision to begin immediately to phase out the Associate Degree in Nursing Program. The last class graduated in the Spring of 1983.

The School of Health Professions was established on July 1, 1982 under the direction of Dean, Richard Borden by uniting several existing health professional programs. Nursing, located in a College of Public and Environmental Service, was split off from that College. The result was a new academic unit - the School of Health Professions, which consisted of the Departments of Physical Therapy, Dental Hygiene, and Nursing.

In 1983, under the direction of Dr. Sally Ruybal, the phase out of the associate degree was completed and the baccalaureate program was expanded to include a pre-licensure baccalaureate program. The baccalaureate program received continuation of full accreditation status.

The School of Health Professions was renamed the College of Health Professions (CHP) in 1991 and housed the Departments of Dental Hygiene, Health Education, Physical Education and Recreation, Nursing, Physical Therapy, and Speech, Pathology and Audiology.

In 1995, the Department of Nursing received approval for implementation of the Master in Science program in nursing with a Rural Health Specialist track and a Family Nurse Practitioner track.

In 1997, The Department of Nursing did not seek re-accreditation with NLN, but applied for re-accreditation through the Commission on Collegiate Nursing Education (CCNE). Both the baccalaureate and masters programs received full accreditation.

The College of Health Professions was reorganized into a School of Health Professions (SHP) and a School of Nursing in 2005 and housed in the Consortium of Professional Schools. The School of Nursing and the School of Health Professions were re-united into a College of Health and Human Services in 2007.
SCHOOL VISION AND MISSION
The vision and mission of Northern Arizona University’s School of Nursing is to provide outstanding education to students at the undergraduate, master’s and doctoral level who can provide high quality health care services to individuals and diverse communities in an environment of constant change and emerging health care trends. To achieve our mission, faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-order thinkers and graduates prepared for leadership in real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application. Our service mission is to encourage faculty and students to participate in consultative and professional health related services ranging from local to global settings.

Values
The values upon which the vision and mission are founded are:
1. We value the intellectual life shaped by excellence in knowledge, learning, creativity, intellectual curiosity and scholarship;
2. We value diversity within community with respect for the uniqueness of each person, compassion for each person and accountability to one another; and
3. We value growth and service to others informed by mutual empowerment and risk taking.

Curricular Concepts
The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus research, scholarship, clinical practice and community service. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.
- Professionalism and Professional values
- Clinical practice and prevention
- Critical reasoning
- Communication
- Global health
- Leadership
All students are evaluated using these concepts throughout the curriculum.
School Goals

The goals of the School of Nursing reflect those of the University.

Goal 1: Increase retention of students, faculty and staff. (NAU Goal 1)

Create and sustain an environment of recruitment and retention for students, faculty and staff recognizing and building upon the strengths of a diverse work-force.

- Facilitate mentoring of at risk students by enhancing existing resources.
- Identify faculty and staff opportunities to meet personal and professional goals.
- Foster an environment of academic progression and continuing competencies while encouraging life-long learning.

Goal 2: Provide excellence in nursing education at the bachelor, master and doctoral levels. (NAU Goal 2)

To foster a student-centered learning environment that includes creativity, collaboration, and clinical decision making and reasoning.

- Develop curricula that are student-centered, culturally appropriate, and introduce interprofessional practice which are grounded in research in an effort to achieve program outcomes and competencies.
- Develop educational opportunities that provide students with state of the art simulation experiences and quality didactic and clinical experiences in multiple learning environments.

Goal 3: Strengthen the research activities for the School of Nursing. (NAU Goal 3)

To nurture a climate of inquiry and research that addresses health disparities and needs of diverse individuals, communities and populations.

- Develop a research program for the School of Nursing.
- Identify and remove barriers for student and faculty inquiry.
- Increase extramural funding for research.
Goal 4: Foster a culture of diversity, community and global citizenship within the School of Nursing. (NAU Goal 4 & 5)

Create an environment in which the strengths of diverse students, faculty and staff are acknowledged and rewarded, and in which, students, faculty and staff work collaboratively to achieve success for the School, the University, the Flagstaff community, Arizona and the profession.

- Recruit and retain students, faculty and staff of diverse backgrounds.
- Develop educational opportunities that provide students with the experience of working with clients from diverse backgrounds.
- Articulate the role of faculty, students and staff in citizenry for the School, the University, the Flagstaff community, Arizona and the profession.

Goal 5: Become the nation’s leading School of Nursing serving American Indians. (NAU Goal 6)

To be recognized nationally for the provision of educational opportunities for American Indians, that incorporate strategies to meet the unique needs and learning styles of American Indian students and that are designed to meet the health care needs of the American Indian population served by these graduates.

- Identify and remove barriers to admission and retention within the resources of the School and the University.
- Increase American Indian admissions and graduations in the undergraduate and graduate programs.
- Participate in the Pathways into Health Initiative and bridge programs for recruiting American Indian students.
Goal 6: Provide leadership within the University and the state in the development, use and assessment of innovative teaching technologies and program delivery. (NAU Goal 7)

To be recognized as a leader in innovative program delivery models and the use of distance learning technologies, and to provide state of the art educational experiences for students in multiple learning environments.

- Facilitate the application of computer and multi-media technology in instructional design and delivery to provide learning centered distance education.
- Develop an infrastructure that is data driven, based on evidence and one in which strategic decisions are determined by research and data.
- Develop partnerships with community colleges across the state of Arizona to provide innovative, effective and affordable options for students to advance their education.

Goal 7: Ensure financial stability and growth. (NAU Goal 7)

To be recognized within the University community as fiscally responsible through such practices that recruit and retain faculty, students and staff, by growing the programs within the School of Nursing that meet the needs of the community, state and profession, and to engage in the acquisition of grants or other funding to underwrite School activities.

- Develop a strategy for ensuring adequate number and mix of faculty.
- Develop an active alumni association.
- Develop a strategy of fund-raising.
## Mapping of SON Initiatives to NAU Goals

<table>
<thead>
<tr>
<th>NAU</th>
<th>College of Health and Human Services</th>
<th>SON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning-centered University</strong></td>
<td>Be a learning centered university that promotes high levels of student success, engagement, and achievement</td>
<td><strong>Goal 1</strong></td>
</tr>
<tr>
<td><strong>Student Access, Progress, and Affordability</strong></td>
<td>Provide excellence in all educational programs through use of learner centered strategies that promote student learning and success.</td>
<td><strong>Goal 2</strong></td>
</tr>
<tr>
<td><strong>Vibrant Sustainable Community</strong></td>
<td>Be a learning centered university that promotes high levels of student success, engagement, and achievement</td>
<td><strong>Goal 3</strong></td>
</tr>
<tr>
<td><strong>Global Engagement</strong></td>
<td>Provide responsive educational programs to Arizona citizens wherever they live and work</td>
<td><strong>Goal 4</strong></td>
</tr>
<tr>
<td><strong>Inclusion, Civility, and Respect</strong></td>
<td>Develop programs to foster enrollment of students from rural and underserved populations and provide support for retention. Advance knowledge and practice in the healthcare professions.</td>
<td><strong>Goal 4</strong></td>
</tr>
<tr>
<td><strong>Commitment to Native Americans</strong></td>
<td>Be a regional leader in providing undergraduate and graduate educational opportunities to students traditionally under-represented in the healthcare professions. Increase the diversity of CHHS faculty, staff, and administrators. Promote learning about respect for cultural differences in CHHS curricula.</td>
<td><strong>Goal 5</strong></td>
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<td><strong>Innovative, Effective, and Accountable Practices</strong></td>
<td>Exemplify an innovative, effective, and accountable learning community</td>
<td><strong>Goal 6, 7</strong></td>
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</tbody>
</table>
SCHOOL STRENGTHS

Students are attracted to the School of Nursing because of the unique, innovative and flexible degree program offerings that focus on rural health. The School of Nursing provides quality instruction and state of the art clinical experiences in a variety of settings. Clinical placement agencies include Northern Arizona Healthcare, Scottsdale HealthCare System, Indian Health Service, Yuma Regional Medical Center, Kingman Regional Medical Center, Tucson Medical Center, Tuba City Regional Medical Center, Fort Defiance Indian Hospital, St. Michael’s Association for Special Education in Window Rock and multiple other placements around Arizona.

The School of Nursing has pre-licensure programs in Tucson, Yuma, St. Michaels, as well as in Flagstaff. The SON more recently embarked on several new learning initiatives and degree programs to meet the needs of prospective students. These programs include the Maricopa/NAU Concurrent Enrollment Program and the Pima/NAU Concurrent Enrollment Program. The concurrent enrollment program allows students in the community college nursing programs to enroll in NAU RN-BSN courses concurrently. They are also designed to meet the Institute of Medicine’s (2011) recommendation of increasing the number of BSN nurses to 80% of the RN workforce by 2020. In addition, the SON is part of a demonstration project funded through the Center for Medicare Services to increase the number of primary care providers in rural areas. This grant will triple the enrollment of family nurse practitioner students in four years. Such programs use innovative and flexible delivery methods, such as online formats, patient care simulation and varying course length to bring our programs to students across the state of Arizona.

The School of Nursing at Northern Arizona University currently has the only pre-licensure baccalaureate nursing program offered on American Indian Homelands and reservations in the United States. This program allows our American Indian students the opportunity to remain at home while engaging in full instruction at NAU. Courses are offered on-line and face to face by School of Nursing faculty and students have the option of experiencing their clinical rotations on the reservation at local IHS sites or at any of our other affiliated agencies state-wide. Our goal is that the students who live on the reservation will complete their studies and remain on the reservation to serve the American Indian population.

The College of Health and Human Services (CHHS) launched a project in academic year 2009-2010, Native journey to Academic Success (NJAcS). The NJAcS project goals are to: 1) Attract American Indian (AI) students to CHHS health professions programs; and 2) Retain AI students enrolled in CHHS programs by creating an environment that supports the cultural, social and academic needs of AI students. The project is funded by the Hon and Sophie Ottens Foundation. The various resources and support range from academic, cultural, and a variety of need-based vouchers for gas, food, health care and childcare.

The School of Nursing at Northern Arizona University provides another unique aspect and that is the focus on rural health. Being situated in Northern Arizona, the School of Nursing serves the rural communities of the northern part of the state, including the Navajo Nation and Hopi reservation in the north, the Apache reservation in the east, the Supai and Havasupai reservations in the west and the Yavapai reservation to our south. Many of the clinical sites available to our students may include clinical sites in
urban areas such as Phoenix, Tucson, and Yuma but the emphasis of care is on the transition back to a rural community and rural living. In some of the rural communities the School of Nursing serves, clients have little access to electricity, running water or transportation, challenging the best of our students to manage care. Rural Arizona also consists of several diverse ethnic communities with diverse needs and issues.

The School of Nursing faculty members represent a vast array of nursing expertise in both teaching and clinical practice and are recognized for their scholarly contributions to the profession and activity in community efforts. Many are involved internationally, nationally and state wide in professional organizations and in community and state organizations that influence health care delivery. The School of Nursing is also very proud to have faculty members who are dedicated to improving the health and well-being of our global citizens. These faculty members also provide unique experiences for undergraduate and graduate students in global health. Their work in global health experiences for nursing students and their efforts to transform the health conditions for citizens across the globe are notable.

Faculty members are dedicated to the success of each student by being responsive to the changing teaching-learning environment. They use innovative, interactive, multi-technological teaching-learning practices and advisement that engages students who have diverse learning styles and diverse global perspectives. Faculty members facilitate students’ transformations in nursing practice by engaging them in a learner-centered environment. These environments include learning communities and service learning experiences in which faculty members use innovative clinical activities and teaching strategies such as concept mapping, reflective journaling in and on nursing practice, community-based projects, discovery and dissemination of evidence-based practice, and clinical simulation to actively involve students in their own learning. These activities allow students to transform classroom and simulated learning environments to real world practice ranging from unit specific to global settings. Faculty members also encourage participation in the Student Nurses Association and volunteer efforts to promote further engagement in learning communities and service learning.

**Current Status of the School of Nursing**

**Program Options.**

**Bachelor of Science in Nursing (Traditional Track):** The BSN-pre-licensure program is a 5 semester program. Currently we accept 60 students in the Flagstaff cohort, 40 students in the Tucson cohort, 20 students in the Yuma cohort and 10 students in the AIP (American Indian Program) each year or a total of 130 students. Currently, there are 340 students in this program.
This program uses face to face classes, web enhanced classes and online classes. All students are required to complete the clinical components of each course using our affiliated agencies and our patient care simulation learning laboratories.

**Bachelor of Science in Nursing (Accelerated Track):** The School of Nursing offers this program to students who have completed all pre-requisites and have earned a baccalaureate degree in another field. This program is a 12-month program and we accept 30 students per year. Currently there are 30 students enrolled in this year-round program. This program uses face to face classes, web enhanced classes and online classes. All students are required to complete the clinical components of each course using our affiliated agencies and our patient care simulation learning laboratories.

**Bachelor of Science in Nursing (RN-BSN completion program):** The RN-BSN completion program is offered to registered nurses to practice nursing anywhere in the United States. The program is totally on-line with clinical experience at the site of the nurse’s employment. There are 309 RNs currently enrolled in this program.

**Bachelor of Science in Nursing (Concurrent Enrollment RN-BSN program):** The Concurrent Enrollment Program is offered in partnership with Maricopa Community College Nursing programs and Pima Community College nursing program. This is a year-round program. This program uses face to face classes, web enhanced classes and online classes. The clinical experience is in the laboratory setting, community and hospitals. There are 581 students enrolled in this program.

**Master of Science in Nursing (Family Nurse Practitioner Track):** This graduate program with a focus on rural health, offers on-line classes for registered nurses who wish to practice at an advanced level. All students are required to complete the clinical components of each course using our affiliated agencies and our patient care simulation learning laboratories. There are 121 students currently enrolled.

**Master of Science in Nursing (Nurse Generalist Track):** This program was developed for nurses in practice who did not want to become a nurse practitioner. The focus is on advanced nursing knowledge in the student’s area of practice as well as rural health. The program is offered on-line to accommodate working nurses. Currently there are 55 students enrolled.

**Post Master’s certificate as a Family Nurse Practitioner:** This graduate program with a focus on rural health, offers on-line classes for master’s prepared registered nurses who wish to practice as family nurse practitioners in primary
care. All students are required to complete the clinical components of each course using our affiliated agencies and our patient care simulation learning laboratories. There are 10 students currently enrolled.

**Post Master’s Doctor of Nursing Practice:** The Doctor of Nursing Practice (DNP) is designed for nurses holding a master’s degree (MS) and a national certification in an APRN specialty to obtain a terminal degree in nursing. The DNP builds on master’s education to provide expanded unique knowledge and expertise. These graduates will have a broader capability to provide high quality health care in a complex health care system with decreasing resources. The DNP is a clinical doctorate with emphasis on expert clinical practice. There are 12 students currently enrolled.

**Accreditation.** The School of Nursing’s baccalaureate, Master’s and Doctor of Nursing Practice programs are fully accredited by the Commission on Collegiate Nursing Education and fully approved by the Arizona State Board of Nursing.

**Connections**

The School of Nursing has over 100 connections in the State of Arizona. Some include the health care agencies previously mentioned. Another connection is the Ottens Foundation, which provides funds to American Indian students and to the reservation based program. Additionally, there are over 26 scholarship funds available specifically to students in the School of Nursing. In 2012 100 students received these funds. In addition, the SON is the recipient of numerous grants that provide students with funding. There were 137 students who received these funds. The School enjoys connections with the ROTCs on campus, the National and Arizona State Students Nurses Association, Sigma Theta Tau International Nursing Honor Society, the National Organization of Nurse Practitioner Faculties, the Western Institute of Nursing, and the American Association of Nurse Practitioners.

Connections on campus include interdisciplinary collaboration with Athletic Training, Physician’s Assistant program, Communication Sciences and Disorders, Physical Therapy, Dental Hygiene, Health Sciences, the Institute for Human Development, Faculty Development, the College of Social and Behavioral Sciences’ Compassion project, and E-Learning.

**The Future**

The future of the School of Nursing lies in offering nursing programs that are responsive to the health needs of the communities of Northern Arizona, and to health care agencies that employ our graduates. Concurrent Enrollment programs are being explored with the other Associate degree nursing programs around the state of Arizona. Along with
additional programs, pedagogy is in constant review to meet the needs of the student's changing demographics. As clinical sites become more difficult to find, alternative methods of teaching clinical practice such as practice based education, patient care simulation laboratories, and virtual world simulation will be evaluated. To maintain the quality of education, and to teach in a learning-centered environment, faculty development will be a priority. With limited resources and new pressures to achieve pre-determined outcomes, the School of Nursing will focus on data and evidence for decision making. All of this must be done in an environment that is conducive to recruiting and retaining the best students and the best faculty and staff.

SCHOLARSHIP-SCHOOL OF NURSING

The faculty members at the School of Nursing contribute widely to the scholarship of nursing through publications, continuing education and certification. Many faculty members have received national certification in their specialty. Others have published in peer reviewed journals. Many have presented at national and international workshops and conferences. Faculty members have developed specific expertise in the following areas:

- Evidence-based practice
- Research
- Learning-centered education
- Clinical reasoning
- Practice based education
- Patient care simulation
- Distance education
- Palliative care
- Health and fitness
- Bullying and horizontal violence
- Caregiver research
- Social networks and diabetes care
- Gerontology
- Rural health
- Adult and pediatric health
- Women’s health
- Global Health
SERVICE - SCHOOL OF NURSING

The School of Nursing provides service in several general areas. Several of our faculty members provide direct faculty practice to the Flagstaff Shelter Services for the homeless, the Poore Medical Clinic, and other primary care organizations around the state. Other faculty members are involved at the local, regional, national and international level. Faculty members have provided volunteer services to the Red Cross, to health care centers in Madagascar, Tanzania, India and Guatemala, to Coconino Health Department for disaster preparedness, to local ambulance squads and to the military as reservists. Faculty members are also involved in professional societies and state or national legislative efforts as they relate to the provision of health care. Secondly, faculty serve Northern Arizona University through committees and activities at the, school, consortium, and university level.

ADVICEMENT - SCHOOL OF NURSING

Recognizing that teaching and recruiting and retaining students is a priority at Northern Arizona University, faculty in the School of Nursing work closely with students assigned to them as advisees to facilitate their transition through the various nursing programs and to help them succeed to graduation. Many stay in touch with their advisees after graduation, laying the foundation for an active alumni association.

STAFFING NEEDS

Faculty/Teaching/Professional Support Staff

During academic year 2012-2013 the School had capacity for 160 pre-licensure students. These spaces were allocated among the undergraduate programs as follows:

- 60 in the traditional Flagstaff Mountain Campus Program
- 30 in the Flagstaff Mountain Campus Accelerated Program for 2nd degree students
- 10 in the American Indian Program located in St. Michaels, Arizona
- 40 in the Tucson Program
- 20 in the Yuma program

In 2010 plans began on a Concurrent Enrollment curriculum with nursing at Glendale Community College, part of the Maricopa Community College system. After a year of planning, the first cohort of 38 was admitted to begin in summer 2011. Since that time, the partnership has expanded to include Mesa Community College, Scottsdale Community College, Gateway Community College, Paradise Valley Community College, Estrella Mountain Community College, Chandler/Gilbert
Community College and Phoenix College. Twenty of the first cohort will graduate in May 2013 with both the AAS and BSN degrees. By August 2013, the program will have 581 students enrolled in the Maricopa partnership. Beginning August 2013 we will enroll the first cohort of 30 students in the Pima/NAU Concurrent Enrollment program.

NAU has allocated additional institutional funds to assist us in our growing enrollments in these additional programs. The SON is building private partnerships to provide clinical faculty assistance (Flagstaff Medical Center, Verde Valley Medical Center, and Yuma Regional Medical Center) as well as private fundraising for our Nursing Programs and for scholarships for our Nursing students.

All clinical groups in the pre-licensure program require a 10:1 student to faculty ratio according to the Arizona State Board of Nursing and many of our clinical affiliations cannot accommodate 10 students.

Faculty Needs. With all regular faculty fully loaded (12 workload credits), the School of Nursing needs additional faculty to complete staffing of its required curricular offerings and administrative support needs. Specific needs are as follows:

- **Flagstaff programs**
  - Traditional pre-licensure: Each semester there are a minimum of 148 workload credits to be covered
  - 12 faculty needed to cover this
  - Accelerated program: Each semester there are a minimum of 41 workload credits to be covered.
  - 3.4 faculty needed

- **Tucson program**
  - Each semester there are a minimum of 105 workload credits to be covered.
  - 9 faculty needed

- **Yuma program**
  - Each semester there are a minimum of 57 workload credits to be covered
  - 4.75 faculty needed to cover

- **AIP program**
  - Each semester there are a minimum of 20.5 workload credits to be covered
  - 1.7 faculty needed to cover

- **Concurrent enrollment program**
  - Each semester there are a minimum of 63.5 workload credits to be covered
  - 5.29 faculty needed to cover

- **RN to BSN program**
Each semester there are a minimum of 32.5 workload credits to be covered
- 2.7 faculty needed to cover

- Master’s programs:
  - Each semester there are a minimum of 59 workload credits to be covered
  - 5 faculty needed to cover

- DNP program
  - Each semester there are a minimum of 6 workload credits to be covered
  - 1 faculty needed to cover

The total number of faculty required to cover all of the required sections that must be offered in the School of Nursing is 44.84. However, this is calculated on 12 workload credits for each faculty. Tenured and tenure track faculty teach only 6-9 credits. We currently have a total of 38 faculty lines and this includes 6 tenure track faculty and 3 tenured faculty.

Included in the tenured faculty are the director and the associate director who generally do not teach. In order to cover the sections required, the SON needs an additional 9 faculty members at a minimum.

Professional Support Staff Needs

The School of Nursing has tripled enrollment figures in the last 5 years. Our staff support has stayed static. Additional staff support in the form of an Administrative Assistant is needed to manage the growing enrollments in our graduate programs and the grant management.

IMPLEMENTING, MONITORING, AND UPDATING THE PLAN

Implementation

The responsibility for implementing this plan lies with the Director of the School of Nursing in conjunction with the Executive Dean of the College of Health and Human Services. This responsibility will include overseeing implementation of each goal and reporting to the faculty at large. As this plan is a living document subject to change at any point, including change for reasons related to available resources, implementation will be affected by plan revisions. As described in later sections, the plan will be reviewed and modified according to faculty consensus. The Director of the School will routinely consult with the Executive Dean regarding implementation issues and challenges.
Monitoring

The School of Nursing's strategic plan calls for ongoing monitoring to ensure that the plan is adequate, goals and related initiatives are being accomplished and activities are conducted as planned.

Plan Revision

Each fall, at the School of Nursing faculty retreat, the plan will be reviewed. Available evaluation results will be reviewed. The extent to which School goals during the previous year were accomplished will be reviewed. When not accomplished, reasons why will be discussed. Changes in strategies and/or changes in goals will be discussed, and consensus will be reached for changes in goals. Throughout the year, at any time, a faculty member may recognize a new opportunity and bring it to the Director or the Director might recognize a new opportunity and bring it to the faculty to discuss. These new opportunities may result in revision of the strategic plan. The faculty as a whole will be involved in approving any changes to the strategic plan, and faculty consensus will be required for approval of plan revisions.
Northern Arizona University School of Nursing Faculty By-laws
Revised and Approved 2018

These by-laws are designed to provide the basic organization by which the faculty of the School of Nursing (SON) may function, within the scope of its authority and responsibility, under state law and the regulations of the Arizona Board of Regents (ABOR) and Northern Arizona University (NAU). These by-laws are governed by the Conditions of Faculty Service (CoFS) prepared by the ABOR and NAU for all academic units. It is the intent of these by-laws to assure close and harmonious working relationships among the faculty, student body, and the administration of the SON toward the accomplishment of common goals.

Objectives Faculty By-laws
Article I: Membership
Article II: Responsibilities
Article III: Governance
Article IV: Committees
Article V: Meetings

Enabling Act
Amendments
Objectives

I. To provide forums in which matters of concern to the faculty may be discussed, where participative decision-making can take place, and where opinions or positions can be formulated which represent a consensus of the faculty.

II. To provide and maintain communication channels for students with the SON in consideration of the formulation of policies or procedures which affect them.

III. To provide mechanisms by which the faculty may function to fulfill their responsibilities to the SON in matters such as:
   A. Determination of the overall mission of the SON
   B. The creation, evaluation, and adaptation of curricular offerings that respond to the needs of society and the profession
   C. The development and monitoring of student admission, retention, progression, and completion policies
   D. Formulation and implementation of the general policies and procedures of the SON.

IV. To provide mechanisms by which the faculty may function in an advisory role to the administration of the SON in matters of mutual concern or interest, including such areas as:
   A. Determination of resources and needs of the SON
   B. Advisement regarding faculty appointments, retention, progression, promotions, and tenure
   C. Creation of new programs and services, including allocation of resources
   D. Formulation and implementation of the general policies and procedures of the SON.

Faculty By-laws

Article I: Membership

The faculty of the SON shall consist of those who meet the requirements described in the Northern Arizona University Constitution of the Faculty (2013).

Article II: Faculty Responsibilities

The faculty of the SON shall:
   A. Be responsible for the development and ongoing implementation of the SON strategic plan reflecting the Mission and Goals of the University
   B. Define criteria for academic rank, and formulate procedures for progression, review, probation, promotion, and tenure within ABOR guidelines and NAU Conditions of Faculty Status.
   C. Be responsible for the formulation of curricula and degrees, subject to the approval of the University Provost, the University President, and the Board of
Regents.  
D. Formulate regulations concerning admissions, academic and non-academic conduct of students, including criteria for progression and probation, procedures for grading, procedures regarding student honors and scholarships, and means for handling infractions.  
E. Suggest resource needs regarding faculty appointments, faculty positions, program development/expansion, services and support for students and faculty.  
F. Formulate policies and procedures for the functioning of the SON that address internal needs, University frameworks, and external requirements.  

Article III: Governance Structure  
A. The Director of the SON acts as Chairperson of the General Faculty and is an ex-officio member on all standing SON committees with no voting rights.  
B. The Assistant Directors of the SON act in the absence of the Director.  
C. Additional positions shall be created by the Director based on the current needs of SON programs.  

Article IV: Committees  
A. Permanent Committees for the SON are:  
   1. Faculty Status Committee (FSC): The role of the FSC is to address issues related to appointment, evaluation, retention, promotion, tenure rank, dismissal, and other concerns of the faculty of the SON.  
      a. The Annual Review Committee: a subcommittee of the FSC that is responsible for annual evaluation of clinical track faculty.  
   2. Undergraduate Curriculum Committee (UCC): The role is to address issues related to the planning, development, implementation, and revision of undergraduate curricula in order to achieve program outcomes.  
   3. Undergraduate Policy Committee (UPC): The role is to address policies related to recruitment, admission, progression, retention, academic and professional standards for students, and issues.  
   4. Graduate Program Committee (GPC): The role is to plan, develop, implement and revise graduate programs in order to achieve program outcomes. This committee is also responsible for policies related to recruitment, admission, progression, academic and professional standards, alumni, and other concerns of students in the graduate program.  
   5. Program Evaluation Committee (PEC): The role is to review and evaluate academic programs and their progress to achieve specified outcomes across programs and to make recommendations for program improvement and issues related to alumni in undergraduate programs.  
   6. Student Awards and Recognition Committee (SARC): The role is to determine and distribute student awards and overall student recognition.  
   7. Faculty Development Committee (FDC): The role is faculty retention and ongoing advancement in three areas: professional development, the scholarship of teaching, and fostering an atmosphere of intellectual curiosity.
8. **Quality Improvement Committee (QI):** The role is to identify and prioritize quality improvement initiatives for the School of Nursing (faculty and students).

9. **Clinical Simulation Committee (CSC):** The role is to plan, develop, implement, evaluate, and revise the clinical simulation curriculum in the SON, to ensure the SON’s simulation activities meet the standards of best practice for simulation as determined by the relevant regulatory and authoritative bodies, and to explore innovative uses for clinical simulation in the SON and CHHS.

10. **Executive Committee (EC):** The role is advisory to the director of the SON. This committee is comprised of the chair(s) of the SON permanent committees, Assistant Directors, and coordinators. Meets monthly and/or as needed.

B. **Membership of SON Permanent Committees:** clinical faculty membership on a minimum of one permanent committee shall begin in the fall semester of each academic year unless extenuating circumstances exist. Tenured/tenure-earning faculty may have responsibilities to more than one committee in an academic year.

   1. Terms of service on committees shall generally extend over two academic years when possible.
   2. Faculty may express interest for specified committees during the final general faculty meeting of each academic year or in their meeting to determine annual Statement of Expectations (SOE).
   3. Faculty shall stagger service among permanent committees.

C. **Responsibilities, leadership and membership of permanent committees:**

   1. All committees will submit an annual report to the Director.
   2. All committees meet on a schedule that supports the completion of assigned work.
   3. All committees will collaborate as needed.

4. **Faculty Status Committee:**

   a. This committee is responsible for making recommendations concerning renewal, appointments, promotion, tenure, sabbatical leave, Regents’ awards, rank requirements, and any other status change matters to be determined appropriate by the SON.

      i. Membership is composed of at least three tenured faculty members, two of which must be from the SON.

      ii. Membership is elected by voting members of the faculty; this committee chairperson shall be selected from within the committee.

   a. **Annual review sub-committee:** this sub-committee is responsible for the completion of annual reviews of all returning clinical faculty, and the first-semester reviews of newly-hired clinical faculty members.

      i. Membership is comprised of 1 elected tenured/tenure-earning faculty member, and at least 3 clinical faculty members
ii. This sub-committee is chaired by a member of the FSC.

5. Undergraduate Curriculum Committee:
   a. This committee is responsible for oversight and revision of undergraduate curriculum in order to achieve the undergraduate outcomes.
   b. Membership is composed of up to seven SON faculty members, with representation of teaching responsibility across undergraduate programs and locations. A student representative is recommended.
   c. The chair may be nominated by the Director, but will be approved by the committee.

6. Undergraduate Policy Committee:
   a. This committee is responsible for setting policies for recruitment, admission, progression and retention of undergraduate students across programs.
   b. Membership is composed of at least 5up to seven SON faculty members, with representation of teaching responsibility across undergraduate programs and locations. A student representative is recommended.
   c. The chair may be nominated by the Director, but will be approved by the committee.

7. Graduate Program Committee:
   1. This committee is responsible for planning, developing, implementing, and revising the graduate program in order to achieve program outcomes. The committee also conducts student affairs related activities related to recruitment, admission, progression, academic and professional standards, recognition, scholarships, alumni, and other concerns of the students in the graduate program.
   2. Membership of the committee shall consist of at least four faculty members consisting of graduate track coordinators, and other faculty with teaching responsibilities in the graduate program. A student representative is recommended.
   3. One chair and one vice chair is recommended to (one tenured/tenure track, one clinical, preferred) lead this committee.
   4. The chair(s) may be nominated by the Director, but will be approved by the committee.

8. Program Evaluation Committee:
   a. This committee is responsible for the evaluation of undergraduate and graduate academic programs in order to provide recommendations to the Undergraduate Curriculum, Undergraduate Policy, and Graduate Program Committees for curricular improvement.
   b. Membership of the committee shall consist of a minimum of eight faculty members with representation of teaching responsibility across programs and locations. Student representatives from both undergraduate and graduate programs are recommended.
   c. One chair and one vice chair is recommended to lead this committee.
   d. The chair(s) may be nominated by the Director, but will be approved by the committee.
9. Student Awards and Recognition Committee:
   a. This committee is responsible for policies and procedures for the
disbursement of scholarship funds, systematic distribution of
scholarships, nominations, selection of student awards, and set up
of recognition ceremonies.
   b. Membership of the committee shall consist of up to five faculty
members, with teaching responsibility across programs and locations.
   c. The chair may be nominated by the Director, but will be approved by
the committee.

10. Faculty Development Committee:
   a. The role is to promote faculty retention and ongoing
advancement in three areas: professional development, the scholarship
of teaching, and fostering an atmosphere of intellectual curiosity.
   b. This committee will be responsible for orientation of new faculty in
the SON, ongoing mentorship of faculty members, and promoting the
scholarship of teaching through best practices. The committee
supplements the NAU Faculty Development Committee and its
mission, goals and activities.
   c. Membership of the committee shall consist of a minimum of five up to
seven faculty members that include at least one tenure
track/tenured faculty across programs and locations.
   d. One chair and one vice chair is recommended to lead this
committee.
   e. The chair may be nominated by the Director, but will be approved
by the committee.

11. Quality Improvement Committee
   a. This committee is responsible for identifying and managing quality
improvement initiatives, gathering data to utilize for monitoring
and demonstrating outcomes.
   b. Membership of this committee shall consist of up to five faculty
across programs and locations and one undergraduate and one
graduate student representative.
   c. The chair may be nominated by the Director, but will be approved
by the committee.

12. Clinical Simulation Committee
   a. This committee oversees and guides the clinical simulation activities
in the SON, maintains best practices in simulation, and explores
innovative uses of clinical simulation in the SON and CHHS.
   b. Membership composed of at least five (5) faculty members, with
representatives from our Flagstaff, Tucson, Yuma, and Fort Defiance
campuses. One student representative per semester, to rotate from
each campus, is recommended.
   c. The chair may be nominated by the Director, but will be approved by
the committee members.

13. Executive Committee:
   a. This committee is advisory to the Director.
   b. Membership is composed of all chairs of the SON permanent
committees, Assistant Directors, and coordinators.
c. The chair is the Director of the School of Nursing, but will be approved by the committee. The vice chair(s) will be the Assistant Director(s).

14. **Ad Hoc Committees**: are developed for specific purposes and disbanded upon completion of work.

**Article V: Meetings**

A. **Regular Faculty meetings**
   1. The regular meeting for the faculty is held no less than twice during each semester of the regular academic year, and/or as needed. All faculty of the SON with at least a 50% benefitted designation have the right and responsibility to full participation and voting in regular and special meetings.
   2. Policy and procedural changes in the following areas will be established in regular faculty meetings, such as:
      a. By-laws
      b. Promotion and tenure criteria; annual review criteria
      c. Curriculum
      d. Peer evaluation criteria and processes
      e. Development and maintenance of strategic plan, philosophy, mission, vision, and goals
      f. Admission, retention, and dismissal criteria
      g. Program policies
   3. The agenda will be developed by the Director and Assistant Director(s) with input from the faculty.
      a. Documents regarding issues to be decided as action items at regular faculty meetings will be provided with agenda.
      b. Agenda and supporting materials will be distributed to faculty at least 5 business days prior to scheduled meetings, unless an emergency issue must be considered.
      c. Electronic votes will be accepted from faculty unable to attend the scheduled meeting. Votes must be received prior to the beginning of the meeting. If there is a change in the document being voted on, those who voted electronically will have a chance to view the change and vote again.
   4. *Roberts' Rules of Order* shall be used to determine protocols within general faculty meetings.

B. **Special Meetings**
   1. Special meetings of the faculty may be called by the Director or Assistant Director(s) of the SON or by request of the majority of faculty.
   2. Purpose and topic of the Special Meeting shall be specified when the meeting is called.
   3. Notice of special meetings, their purpose, and any supporting information shall be distributed at least one week in advance of the meeting, unless an emergency issue must be considered.
C. Focused Forum
1. A Focused Forum is called with the purpose of examining a topic or issue of interest.
2. A Focused Forum may be called by SON administration or faculty member(s).
3. Faculty attendance is not required.
4. Recommendations may be sent forward to the faculty, but voting on policy or procedural issues may not be held in a Focused Forum.

D. Quorum: A quorum for any meeting of the faculty is a simple majority of voting faculty (50% + 1).

E. Faculty responsibilities for meetings
1. Attendance is expected of all voting faculty at regular faculty meetings (in person, by phone/electronic conference).
   a. Excuses for absence should be provided in advance of scheduled meeting to Director or Assistant Director(s).
   b. Excused absences and absences will be noted in meeting minutes.
   c. Proxy: When absence from regular faculty meeting is anticipated, it is the faculty member’s responsibility to provide written proxy for a colleague to vote on issues addressed in the meeting OR provide a written vote to Director or Assistant Director(s).
   d. Consideration of meeting attendance may be addressed in annual performance review.
2. It is each faculty member’s responsibility to be prepared for discussion of agenda action items and bring supporting documents to the meeting.
3. Faculty who are unable to attend are expected to review the minutes and obtain any information missed at the meeting.
4. Electronic votes will be accepted from faculty unable to attend the scheduled meeting. Votes must be received prior to the beginning of the meeting. If there is a change in the document being voted on, those who voted electronically will have a chance to view the change and vote again.

Enabling Act
These bylaws shall become effective when approved by a 2/3 majority of the voting faculty, as defined herein.

Amendments

Proposed amendments to the bylaws shall be circulated to voting members of the faculty at least two weeks prior to any meeting at which they will be considered. Amendments must be approved by a 2/3 majority vote at a General or Special Faculty Meeting. Faculty members who are unable to attend the faculty meeting where voting will occur are encouraged to submit an electronic vote. Votes must be received before the scheduled time of the faculty meeting.
INTRODUCTION:

The School of Nursing (SON) is a unit within the College of Health and Human Services (CHHS), formed in 2007. Although a separate school, the School of Nursing works closely with the departments within the CHHS to achieve interdisciplinary collaboration and to enhance an integrated approach to health education.

The School of Nursing offers undergraduate and graduate programs which advance and create new knowledge as well as promote an understanding of the physiological, psychosocial, cultural, environmental, and economic factors influencing the health status of citizens of Arizona and the American Southwest. These programs prepare students to assume and continue professional and leadership roles as health and human services providers and scientists.

Central to our mission is to provide the highest quality teaching, clinical education, and research, encouraging both students and faculty to explore and develop solutions for the various issues associated with providing quality health care and human services.

Our service mission is to encourage faculty and students to provide consultative and professional health related services at local, statewide, national and international levels. Working collaboratively with policy makers, managers, and health care providers locally, statewide, and nationally, to address critical challenges facing the current health care delivery system within Arizona and the American Southwest, is primary to our service mission.

Therefore, our Mission is to provide an outstanding undergraduate residential nursing education strengthened by research, graduate and professional programs and a responsible distance learning network delivering programs throughout Arizona.

PURPOSE OF THIS DOCUMENT

Professional rank and its standards are determined by each academic unit in accordance with the conditions set forth in the Conditions of Faculty Service at Northern Arizona University. This document outlines the processes and criteria for annual review and promotion and tenure. The Nursing School has developed the following guidelines to address the expectations for the faculty member with respect to the criteria for student-related responsibilities, scholarship, and service as set forth by the Arizona Board of Regents. This document also describes the expectations that are indicative of the School of Nursing and reflective of a professional practice domain.

OVERVIEW OF PROMOTION AND TENURE PROCESS AND CRITERIA

In accordance with the policies and procedures of Northern Arizona University and the Arizona Board of Regents (ABOR), faculty members in the School of Nursing have established processes for review and evaluation of their work. This document outlines the review processes and
review criteria of the school. All processes and criteria outlined here are aligned with university requirements, which take precedence over the School’s processes and criteria.

The Arizona Board of Regents (4/28/06) provides the following definition: “Faculty member means an employee of the Board whose Notice of Appointment is as instructor, lecturer, senior lecturer, principal lecturer, assistant professor, associate professor, professor, professor of practice, research professor, clinical professor or Regents’ professor or whose Notice of Appointment otherwise expressly designates a faculty position.” Faculty membership in the School is established in conformity to the Conditions of Faculty Service as approved by the NAU Faculty Senate (2007). According to this document, faculty members are divided into two categories: tenured/tenure-track faculty (assistant professor, associate professor, and professor; referred to hereafter as “tenure-track” or “tenured” faculty) and non-tenure-eligible faculty (assistant clinical professor, associate clinical professor, and clinical professor; referred to hereafter as “clinical faculty”).

All benefit-eligible faculty members, regardless of rank, are subject to the annual review process, as required by ABOR. In addition, faculty members are subject to the promotion and/or tenure criteria established for their particular rank.

All benefit-eligible faculty members in the School of Nursing are granted voting rights as part of the faculty of a whole. However, consistent with ABOR requirements, only tenured faculty may vote on matters pertaining to promotion and tenure.

The purpose of the performance review is two-fold. The first aspect of this review is the evaluation of performance specifically relative to retention, tenure, and promotion. Tenure and promotion reviews incorporate an evaluation of the quality of contributions of the faculty member to date and promise of continued excellence. The second aspect of this review, which is separate from the first, is the annual performance evaluation for the previous academic year. Annual performance evaluations are retrospective of a single year, and summative in nature. Although these reviews may occur simultaneously and be based on overlapping materials, the two performance reviews are separate. Annual reviews do not culminate in promotion and tenure.

Requirements for Promotion and Tenure

In making promotion and tenure decisions, the entire record of the faculty member including performance at other institutions and other professional activities shall be considered. Any exception to the criteria listed below must be recommended by the faculty, appropriate administrator of the academic unit, and approved by the Provost.

As required by ABOR and Northern Arizona University, the process of faculty review involves defined stages. Each faculty member seeking promotion and/or tenure will provide review materials to be examined by the following entities (and in the following order): a faculty status committee (made up of tenured school members), the Director of the School of Nursing, the College of Health and Human Services Promotion and Tenure Review Committee, the college dean, the provost, and the president. Each level of review seeks to ensure that each candidate meets acceptable standards for the University (see ABOR Policy 6-201-H: 4 and the NAU “Conditions of Faculty Service,” Sections 7.5 and B.2.1) and the School of
Nursing (as outlined below). Each faculty member shall provide a narrative overview of his or her work indicating the focus, impact and relevance of the work to the life of a scholar (guided by expectations for student-related responsibilities, service and research) and the mission of the school.

The School of Nursing expects all applicants for retention, promotion, and tenure to:

1. Demonstrate excellence in teaching
2. Be engaged in scholarly activities that develop and expand the knowledge base of nursing as a discipline and profession
3. Provide service to the nursing profession, the community, and the University

In keeping with the mission and scope statement of Northern Arizona University, and the College of Health and Human Services, there is a priority weighing towards excellence in teaching and academic advisement. Scholarly activity and service to the profession, community and University are also considered important.

Participation in these three areas is expected and supported. Criteria for meeting these expectations may be weighed according to the professional talents and/or expertise of each individual faculty member. However, it is expected that each faculty member will demonstrate an active pattern of development in all three areas over the course of employment with the university.

In addition to the areas listed above, all Nursing faculty members are expected to maintain the highest academic and professional integrity. Also, it is expected that each individual will demonstrate behaviors that reflect and are consistent with those of professional nursing. Faculty members are to serve as exemplary role models to students in all aspects of their professional services.

The Nursing School defines the areas of student-related responsibilities, scholarly activity and service to include the following criteria:

**Student-Related Responsibilities**

Student-related responsibilities include at least teaching, advising, mentoring, and student supervision.

Teaching is the process of facilitating learning. Learning is a process which results in an individual’s capability for critical reflection and a new mode of interpreting reality through a heightened awareness of the relevance of context (Mezirow, 1994). Reflection occurs within the context of problem solving: reflection on the content, the process and the premise of the problem (Mezirow, 1994). The learning process involves non-sequential stages or typologies of learning (Bevis & Watson, 1989): item learning, in which pieces of information are learned to assist in performing tasks or procedures such as found in a fundamentals of nursing course; directive learning in which rules, expectations and the exceptions to the rules are utilized; rational learning in which the reasons for what is done are learned; contextual learning in which the cultural framework for nursing is learned including mores, rituals and accepted ways of nursing practice; syntactical learning in which data are arranged into meaningful wholes, the ability to depart from the rules or ordinary expectations and to provide nursing
care based on the unique qualities of the situation; and inquiry learning in which the art and science of investigation and theory generation are learned.

Teaching includes creative activities which facilitate student learning and which are sensitive to diverse student populations. We recognize that students enter the academic arena at different levels of experience and academic development. Teaching incorporates strategies in which the teacher recognizes and adapts to these individual differences to facilitate learning.

Teaching strategies encompass three broad areas: the ability to create an environment in which students are motivated; use of effective interpersonal skills; and knowledge of subject matter with the ability to make relationships between concepts clear (Centra, 1993).

Advising

Academic advising is an active process involving the student, adviser, and institution to assist the student in the development and accomplishment of meaningful educational plans to further their goals in the nursing profession.

To be relevant, academic advising must incorporate the following types of advising:

- Developmental advising allows the student to derive the greatest possible benefit from his or her university experience. Developmental advising helps empower the student to solve whatever problems stand between the student and their academic success.
- Career advising provides information and advice about career options and opportunities. This enables the student to select both career and life goals that will enrich their life experience.
- Curricular, technical and programmatic advising to assist the student in selecting courses, planning programs of study, completing degree requirements and selecting career or graduate study paths.

Scholarship

The School of Nursing at Northern Arizona University believes that scholarship is broadly defined to include discovery, integration, application and teaching all of which has been peer-reviewed and broadly disseminated (Boyer, 1990). The scholarship of discovery is exemplified by research investigations and generates new knowledge for teaching, application and integration. We recognize that practice is the raison d’ être of nursing and therefore value research which enhances nursing practice in health promotion and restoration, illness prevention, and rehabilitation.

The scholarship of integration encompasses research which has been peer-reviewed and broadly disseminated and its application across disciplines results in integrated knowledge. (Boyer, 1990). Nursing scholarship synthesizes knowledge from the basic sciences, social and behavioral sciences and the humanities to promote and restore health, to prevent illness, and to facilitate the rehabilitation of individuals, families, groups and communities. The scholarship of integration includes health policy, the organization and delivery of health services, clinical applications and multidisciplinary endeavors of teaching, service and research.
The scholarship of application involves mastery of a specific body of knowledge which has been peer-reviewed and broadly disseminated and utilization of that knowledge to promote and restore health, prevent illness and promote rehabilitation. Application of scholarship includes administration of nursing care, nursing education, faculty practice and consultation in these three areas.

The scholarship of teaching involves transmitting knowledge, transforming the learner and extending his or her knowledge (Boyer, 1990). Teaching scholarship transcends the knowledge gap between teacher and student. The scholarship of teaching includes investigative and creative activities which are peer-reviewed and broadly disseminated and facilitate student learning and which are sensitive to diverse student populations. The scholarship of teaching also includes curricular development which has been peer-reviewed and broadly disseminated and reflects the changing health needs of society, changes in knowledge and technology, and the evolving role of nursing in meeting society’s health care needs.

Service

Service is accomplished by active participation in the activities of the profession of nursing, the university, and the wider community. Professional nursing is committed to improving, promoting and maintaining health of all individuals. The School of Nursing therefore recognizes faculty members community service efforts towards such ends at the local, state, regional, national and international levels.

Faculty Practice

Faculty practice at NAU is a formal entity and component of faculty expectation in teaching, service, and/or scholarship. Faculty practice fulfills aspects of teaching, scholarship (see previous criteria for scholarship), and service and can individually be applied to specific categories of faculty expectations based on the emphasis of individually negotiated practice arrangements. The merit and application of a given faculty member’s practice arrangement is applied based on the nature of the practice within the scope and definition to support the mission of the University as determined by the faculty member and the department chair. All arrangements should be carefully entered into with the overall fit of the practice within the School of Nursing’s mission. Examples of faculty practice include the following:

Student-related responsibilities

1. Providing unique practice experiences for students, faculty, and other health care professionals. For example, providing enhancement of the educational opportunities for graduate students in rural areas.

2. Providing practice environments where nursing faculty have the opportunity to serve independently as role models, mentors, and preceptors for nursing students.

Scholarship

1. Developing an environment within the faculty practice arrangement that is congruent with conducting nursing research, health-related research, and/or developing and informing standards of practice based on research. Faculty practice encompasses activities beyond the traditional research-driven standard, but may fall within the realm of scholarship if specific components are included. The National Organization of
Nurse Practitioner Faculties state that in order for practice to be considered scholarly it must include a project with defined goals, specific methods, and measurable outcomes (Marion, 1997).

2. Maintaining and expanding area of faculty expertise such as research, consultation, and advanced practice skill.

Service
Providing clinical and other health care services to the NAU community and other populations, especially rural populations, in need of health care.

Professional Ranks

The School of Nursing has two basic faculty categories: Tenure Track and Clinical Track. Given the Conditions of Faculty Service and the above definitions of student-related responsibilities, scholarship and service, the School of Nursing maintains that the following are minimal and baseline criteria for academic rank.

PROFESSIONAL RANKS

ASSISTANT PROFESSOR:
To be eligible for the rank of Assistant Professor of Nursing, a faculty member must meet the following criteria:

A. Academic Preparation
   1. Must possess a graduate degree in nursing
   2. A doctoral degree in nursing or related area is required
   3. Arizona State professional nursing license is required

B. Professional Experience
   1. Evidence of competency in area of teaching assignment
   2. Three years of clinical practice

C. Student-related responsibilities
   1. Prior teaching at the baccalaureate level, preferred
   2. Demonstrate effectiveness in teaching, advisement, and other student-related responsibilities, or, in the case of a new appointment, show promise of effectiveness.
   3. Show promise for teaching theory and clinical courses in their specialty area for the undergraduate and/or graduate program using traditional and distance technology:

D. Scholarship
   1. Show promise of scholarly activity or other creative endeavors related to the nursing discipline.

E. Service
   1. Show promise of service to the profession and the university community.
ASSOCIATE PROFESSOR:
Promotion to Associate Professor is dependent upon a record that shows substantial evidence of effectiveness while at the rank of Assistant Professor. To be eligible for the rank of Associate Professor of Nursing the faculty member must meet the criteria listed for Assistant Professor and the criteria listed for Associate Professor as follows:

A. Academic Preparation
   Same as for Assistant Professor

B. Professional Experience
   1. Completed minimum of five years of university level teaching
   2. Demonstrate professional knowledge and experiences that are indicative of the most current trends in nursing science and practice

C. Student-related responsibilities

The following definitions, from Arreola (2002), are provided to focus the evaluation of teaching:

- Instructional delivery: “human interactive skills and characteristics which 1) make for clear communication of information, concepts, and attitudes, and 2) promote or facilitate learning by creating appropriate affective learning environments” (pp.12-13).
- Instructional design: “technical skills in 1) designing, sequencing, and presenting experiences which induce student learning, and 2) designing, developing, and implementing tools and procedures for assessing student learning outcomes” (p. 14).
- Content expertise: “that body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advance education, training, and/or experience” (p. 11).
- Course management: “skills in operating and managing a course including, but not limited to, timely grading of examinations, timely completion of drop/add and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest lecturers, and generally making arrangements for facilities and resources required in the teaching of a course” (p. 14). In addition, course management includes timely provision of scores for signature artifacts and documents associated with assessment of student learning for program review or accreditation purposes.

To achieve the rank of Associate Professor, a candidate must have a record of that shows substantial evidence of effectiveness in the area of teaching and show potential for continued effectiveness in teaching. Criteria for evaluating teaching productivity focus on the products of teaching, with attention to the quality of these products:

Instructional Delivery and Course Management- Level One
Instructional Design-Level Two
Content Expertise/Currency-Level Three

At a minimum, in order to be considered for the rank of Associate Professor, a candidate's record of teaching should provide evidence of the following achievements:
Twelve products, of which
  o Five products are from Level One
  o Three products are from Level Two
  o Three products are from Level Three

Level One

1. Being recognized by students and peers for excellence in teaching as evidenced by course evaluations, peer evaluations, letters of recognition, and/or awards
2. Integrating the curricular organizing framework into course designs and syllabi
3. Establishing a learning environment that promotes the aims and behaviors of professional nursing
4. Performing peer-teaching evaluations according to School policies and is responsive to feedback from peers
5. Participating actively in student advisement activities

Level Two

1. Taking a leadership role in curriculum development and modification
2. Developing and implementing innovative evaluation methods for classroom and/or clinical teaching
3. Participating actively and leading the development of criteria and/or new ideas for the selection, retention, and advisement of students
4. Developing innovative teaching methods
5. Collaborating with nursing, college and university faculty to develop and implement courses, curricula, and/or assessment of student learning.

Level Three

1. Serving as a teaching mentor to other faculty members
2. Assisting with the curriculum design of the School by providing input, new knowledge and/or information to make improvements, and additions
3. Expanding and refining evaluation tools for classroom and clinical instruction
4. Achieving a high level of clinical competency that has been recognized by peers as evidenced by peer evaluations, letters of recognition, and/or awards
5. Seeking out and/or collaborating with other nursing programs, college university faculty, or agencies to develop and implement courses, curricula, and/or assessment of student learning.

D. Scholarship

At this rank, the Faculty Status Committee and the Director of the School will evaluate not only the quantitative aspects of the individual's scholarly productivity but the qualitative aspects of the work as well. Professionals from nursing as well as other disciplines will be consulted to assist in the evaluation process.

The candidate provides a list of the names and addresses of 3 to 6 external peers to serve as references for the candidate. A concise, one paragraph biography of each external reviewer should accompany the list, and should include the address, phone number, fax number, and
e-mail address. A second list of 3-6 additional external reviewers will be compiled by the unit administrator in consultation with the chair of the Faculty Status Committee. Information regarding the candidate will be requested from all the external reviewers to provide at least 3 outside references.

A standardized letter (see attached) will be sent to each source who will be asked to provide a frank and critical assessment of the candidate based on both personal knowledge and on the information contained in the faculty record which accompanies the request. External review letters should give detailed assessments of the candidate's research, scholarship and professional contributions. In general, the reviewer is asked to comment on (1) the quality of the scholarly activity, and 2) the significance of the work and its impact on the field. Reviewers will be specifically instructed not to remark on the promotability or tenurability of candidates.

The letters from external reviewers will be confidential. Faculty members will sign a waiver of access to external review letters. This waiver will be included in the request to external reviewers. External reviewers will be identified only to members of the Faculty Status Committee, the College Promotion and Tenure Committee, the Director, and Campus Administration. The confidential records remain confidential and are kept in a confidential file following the President’s action.

To achieve the rank of associate professor, a candidate must have a record that shows a sustained pattern in the area of scholarship and show potential for continued scholarly contributions. Criteria for evaluating scholarly productivity focus on the products of scholarship, with attention to the quality of these products:

Level One (minimal or no external review)
Level Two (externally validated scholarly products)
Level Three (substantial external validation of scholarly products)

At a minimum, in order to be considered for the rank of associate professor, a candidate's record of scholarship should provide evidence of the following achievements:

- Ten products, of which
  - Seven products are from Level One and/or Level Two
  - Three products are from Level Three

Level One
1. Providing invited lectures within the University
2. Providing professional services which contribute to education, research, or program development within the university or wider community
3. Serving as a consultant within the University setting
4. Serving as a scholarly mentor to other faculty members

Level Two
1. Conducting and/or publishing book reviews
2. Writing, submitting an approved and/or funded intramural grant
3. Submitting original paper to refereed journal
4. Presenting a paper or poster at professional meeting, local or state
5. Writing technical reports
6. Receiving professional recognition of contribution by recognition letter, citation, or award
7. Serving as a member of editorial or review boards of professional journals or publications
8. Serving as a manuscript reviewer or abstractor for professional journals
9. Being asked as an invited lecturer to other universities
10. Providing consultative services on a consistent basis that are related to a demonstrated and recognized area of expertise

Level Three
1. Developing original curriculum products (e.g., CD ROM's, videos, tests, clinical instruction documents; ancillary materials for textbooks) with wide dissemination
2. Publishing monographs or books
3. Publishing a professional or philosophical paper in a refereed journal
4. Publishing an original paper in a refereed journal (author or co-author)
5. Publishing chapters in books
6. Writing and receiving funding for an extramural grant
7. Receiving peer awards for scholarly activity
8. Giving refereed papers and presentations given at the national level
9. Receiving recognition by peers at a state, national level for advancement of the profession either by theoretical or clinical contribution as evidenced by a recognition letter and/or award
10. Serving as an editor or contributor to proceedings

Recognizing that some scholarly activities are more time intensive than others (i.e. often publications from an awarded research grant may take longer to develop as an outcome of the time involved in data collection, analysis, etc.) the Committee on Faculty Status and the School Director will evaluate both quantitative and qualitative aspects of the scholarly activity.

E. Service: Professional and Community Service

Service activities to (1) the profession, (2) the local, state, national, and international communities, and (3) the University, the College, and the School are also important and central to all recommendations for promotion and tenure. Faculty members are expected to participate actively in service activities. To assess performance in this area, faculty must document and provide evidence of their service activities, their level of involvement in those activities, and important accomplishments related to those activities.

Level One - Service to the School
Level Two - Service to the College or University
Level Three - Service to the community

An individual must demonstrate an ongoing and sustained pattern of involvement and active participation in each of the following levels.

Level One

1. Serving on school and college committees
2. Participating in the recruitment efforts of the College and School
3. Assuming an active role in the development of School policies for the selection of students
4. Marketing the Program or the profession of nursing
5. Assuming leadership roles in School committees

Level Two

1. Serving on university committees
2. Serving as an advisor to a student organization
3. Participating in the recruitment efforts of the University
4. Marketing the College or University
5. Assuming leadership roles in college or University committees
6. Assuming leadership roles in faculty organizations

Level Three

1. Providing service to state professional organizations
2. Attending and participating at state or local professional meetings
3. Serving on professional committees at the local or state level
4. Serving on local Boards of Directors in areas complementary to professional expertise
5. Volunteering professional services
6. Receiving professional recognition of service by letters of recognition, citations, awards
7. Serving in a leadership role in community service organizations which influence the health care of individuals within the state or local community
8. Assuming a leadership role in a professional organization

PROFESSOR
To be eligible for the rank of Professor of Nursing, the faculty member must comply with the criteria listed for Associate Professor as well as the following:

A. In addition to all the minimum requirements listed below, the faculty member must demonstrate outstanding accomplishments in either student related responsibilities or scholarship.

B. Academic Preparation
   See criteria for Assistant and Associate Professor

C. Professional Experience
   1. The individual should have at least twelve years of successful college or university teaching
   2. The faculty member should demonstrate professional expertise and contribute to the profession at national and international levels

D. Student-related responsibilities
   A sustained pattern of high-quality teaching, advisement, and other student-related responsibilities since achieving the rank of Associate Professor. Achievements must include 4 out of 6 of the following:
1. Receiving recognition by professional peers on a national level, and reflected in letters of recognition of exemplary teaching
2. Organizing and participating (teaching) in continuing education workshops outside of the School and University
3. Receiving a nomination for and/or a teaching award(s) at the University, State, or National level
4. Designing and implementing curriculum innovations that have been integrated into nursing programs outside of the School and University
5. Participating in professional nursing accreditation reviews outside of the School
6. Developing an ongoing pattern of teaching-mentor activities with junior level faculty
7. Outstanding is defined as achieving all six categories in Student-Related Responsibilities

D. Scholarship

The individual must show a sustained pattern of high-quality scholarly or other creative endeavors related to the discipline of nursing since attaining the rank of Associate Professor. The individual must demonstrate intellectual and academic maturity that is reflected in a sustained pattern of creative scholarly activity. As with the Associate rank, the Committee on Faculty Status and the School Director will evaluate the individual’s scholarly productivity in terms of both quantitative and qualitative criteria.

At this rank, the Faculty Status Committee and the Director of the School will evaluate not only the quantitative aspects of the individual’s scholarly productivity but the qualitative aspects of the work as well. Professionals from nursing as well as other disciplines will be consulted to assist in the evaluation process.

The candidate provides a list of the names and addresses of 3 to 6 external peers to serve as references for the candidate. A concise, one paragraph biography of each external reviewer should accompany the list, and should include the address, phone number, fax number, and e-mail address. A second list of 3-6 additional external reviewers will be compiled by the unit administrator in consultation with the chair of the Faculty Status Committee. Information regarding the candidate will be requested from all the external reviewers to provide at least 3 outside references.

A standardized letter (see attached) will be sent to each source who will be asked to provide a frank and critical assessment of the candidate based on both personal knowledge and on the information contained in the faculty record which accompanies the request. External review letters should give detailed assessments of the candidate’s research, scholarship and professional contributions. In general, the reviewer is asked to comment on (1) the quality of the scholarly activity, and 2) the significance of the work and its impact on the field. Reviewers will be specifically instructed not to remark on the promotability or tenurability of candidates.

The letters from external reviewers will be confidential. Faculty members will sign a waiver of access to external review letters. This waiver will be included in the request to external reviewers. External reviewers will be identified only to members of the Faculty Status Committee, the College Promotion and Tenure Committee, the Director, and
Campus Administration. The confidential records remain confidential and are kept in a confidential file following the President’s action.

For the rank of Professor, the individual will demonstrate the accomplishment of the following:

1. A minimum of three publications in a professional publication with a national and/or international audience. These publications must be accepted in the time frame since the appointment to Associate Professor. These publications may include:
   a. Basic scientific or clinical research finding
   b. Refereed journal articles
   c. Monographs
   d. Books (single author, co-author, editor, chapter author)
   e. Editor or contributor to proceedings

2. A minimum of three professional presentations reaching a national or international audience since the appointment to Associate Professor. These may include:
   a. Poster presentations
   b. Podium presentations
   c. Development of films, computer software, videotapes, or other media published for universal distribution
   d. Papers read at scientific or professional meetings on a national or international level

3. At least three of the following
   a. Receiving funding for a grant
   b. Providing continuing education to peers at a national level involving transmitting knowledge, transforming the learner and extending his or her knowledge (Boyer, 1990).
   c. Serving as a manuscript reviewer for professional nursing journals (or related academic discipline)
   d. Sustaining scholarly activity in the provision of professional services which contribute to education, research or program development within the university or wider community
   e. Receiving recognition by peers for significant clinical expertise in patient care, policy issues, or administrative domains by letters of recognition, citations, awards
   f. Serving as a consultant in professional nursing or health related issues

Outstanding is defined as more than three in each of the categories 1-3 in Scholarship.

F. Service
The individual must show a mix of sustained service to the profession and the University community and evidence of leadership within the School of Nursing since achieving the rank of Associate Professor, and be recognized as an intellectual and academic leader within Professional Nursing. Professional and University service must include the criteria listed for Associate Professor and at least one of the following:

1. Being elected or appointed to a regional or national office representing an association of peers
2. Participating in public relations endeavors for advancement of the nursing professions
3. Serving as chair of a University-wide committee or special task forces
4. Representing the university on governmental or health care agencies

REFERENCES
Arizona Board of Regent's Conditions of Faculty Service


Approved at SON Faculty Meeting September 8, 2008
Final Revision approved February 1, 2009
Reviewed Fall, 2013
Northern Arizona University  
School of Nursing  
Standards for Clinical Rank and Promotion

The non-tenure eligible positions include Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor. In making hiring or promotion decisions, the entire record of the faculty member including performance at other institutions and other professional activities may be considered. Any exception to the criteria listed below must be recommended by the faculty, appropriate administrator of the academic unit, and approved by the Provost.

Rank is dependent on meeting certain criteria. This document delineates the requirements for initial appointment and for promotion.

Assistant Clinical Professor

A. Academic preparation (Assistant Clinical Professor):
   1. Master’s degree in nursing. A master’s degree in a related discipline may be considered along with a BSN.
   2. Arizona State Registered Nurse license current and in good standing.

B. Professional experience:
   1. Minimum of three years clinical nursing practice.
   2. Teaching experience is preferred but not required for initial appointment.

Associate Clinical Professor

To hold the rank of Associate Clinical Professor is dependent upon meeting the stated rank requirements. Promotion to Associate Clinical Professor is dependent upon a demonstrated record of sustained excellence at the rank of Assistant Clinical Professor and demonstrated movement toward rank requirements of an Associate Clinical Professor, while an Assistant Clinical Professor.

A. Academic preparation (Associate Clinical Professor):
   1. An earned doctorate in nursing or related field OR national certification in clinical area or nursing education.
   2. The equivalent of six years of baccalaureate or higher level teaching at the rank of Assistant Clinical Professor or other relevant experience. (The six year requirement includes the promotion year).

B. Professional Experience (Associate Clinical Professor):
   1. A minimum of five years clinical nursing practice. Current faculty practice will be considered related to teaching, scholarship, and/or service.
2. Significant scholarly or creative work and/or professional achievements in area of specialization as evidenced by accomplishments listed under scholarship/professional development.

C. Student-related responsibilities (Associate Clinical Professor):

A record of effectiveness in student-related responsibilities is evidenced by sustained rankings at meritorious or highly meritorious level in peer and/or student evaluations. Effectiveness in student-related activities is further demonstrated by a sustained pattern of leaderships through accomplishments in six of the following areas:

1. Integrate modifications and/or innovations into assigned courses.
2. Demonstrate a leadership role with curriculum issues and develop an action plan for course revisions based on evaluation outcomes.
3. Develop and implement innovative evaluation methods for the classroom and/or clinical courses.
4. Serve as a teaching mentor to other faculty members within the School of Nursing.
5. Receive honors, awards, or other recognition for effective teaching.
6. Participate in developing grants and/or clinical/teaching projects that support innovative learning.
7. Develop/negotiate for new clinical sites.
8. Develop and utilize new clinical simulations to foster clinical judgment and critical reasoning.
9. Assume active role in advisement of students (assigned advisees in a program).
10. Initiate innovative strategies to promote student progress/success.
11. Work collaboratively with faculty, staff, and other professionals to promote student success.
12. Coordinate global learning experience and/or lead student group.

D. Scholarship/Professional Development (Associate Clinical Professor):

An Associate Clinical Professor is expected to demonstrate a pattern of sustained involvement in scholarly/professional development activities during the time as an Assistant Clinical Professor. This activity must be documented by products from at least five of the following areas while serving as Assistant Clinical Professor:

1. Participate in continuing education related to the mission of the School of Nursing (such as professional development conference, courses or practice activities to expand clinical competence).
2. Presents faculty development workshop.
3. Collaborate in a clinical investigation or pilot study.
4. Professional article published or accepted for publication.
5. Chapter in a professional book published or accepted for publication.
6. Professional development or instructional grant submitted.
7. Research grant submitted.
8. Clinical fellowship completed.
9. Guides graduate student inquiry and application of evidence-based practice into relevant clinical setting (ie, Chair of DNP student project committee).
11. Poster presented at local/regional/national meeting addressing clinical practice or teaching effectiveness.
12. Evidence of recognition by peers at local, state, national, international level for advancement of the profession.
13. Serves as a clinical/teaching consultant for practice.
14. Serves as manuscript reviewer for a journal/book.
15. Maintains/attains national certification in an area of nursing specialty or nursing education.
16. Serves as an item writer/reviewer for national certification exams.

E. Service (Associate Clinical Professor):

Demonstrate increasing and sustained leadership in activities that benefit the School, College, University, Profession and/or Community.

1. School University Service (Associate Clinical Professor) -- Serve on at least one school committee each year (required) and at least one of the following each year:
   a. Serve on a college or university committee.
   b. Serve as an advisor to a student organization.
   c. Serve as designated course leader for an undergraduate or graduate nursing course.
   d. Participate in the recruitment efforts of the university or school.
   e. Chair a School task force or committee.
   f. Assist with planning and implementing annual School activities.
   g. Serve in a designated administrative role in SON (for example, site or program coordination, GLI coordination).
   h. Mentor faculty in non-teaching roles.

2. Professional/Community Service (Associate Clinical Professor) must include at least one of the following each year:
   a. Serve in a leadership role on a committee in local or state professional organization.
   b. Active participation (leadership, committee work, other contributions) in a national or international organization.
   c. Demonstrate leadership by participation in planning or implementing a professional meeting.
   d. Demonstrate leadership in a community service organization.

Clinical Professor

Promotion to Clinical Professor is dependent upon a demonstrated record of sustained excellence at the rank of Associate Clinical Professor and demonstrated movement toward rank requirements of a Clinical Professor while at the rank of Associate Clinical Professor.

A. Academic preparation (Clinical Professor):
1. An earned doctorate in nursing or related field.
2. The equivalent of six years of college level teaching, baccalaureate and/or graduate, at the rank of Associate Clinical professor or other relevant experience. (The six year requirement includes the promotion year).

B. Professional Experience (Clinical Professor):

1. A minimum of five years clinical nursing practice. Current faculty practice will be considered related to teaching, scholarship, and/or service.
2. Significant scholarly or creative work and/or professional achievements in area of specialization as evidenced by required accomplishments listed under student-related responsibilities and scholarship/professional development.

C. Student-related Responsibilities (Clinical Professor):

A record of effectiveness in teaching and student-related responsibilities is evidenced by a sustained pattern of rankings at meritorious or highly meritorious level. Effectiveness in student-related responsibilities is determined by demonstrating accomplishments in at least six of the following areas:

1. Recognized nationally or internationally for teaching innovations or methods, education program or findings from education research.
2. Demonstrate a leadership role with curriculum issues and develop an action plan for course revisions based on evaluation outcomes.
3. Develops and implement innovative evaluation methods for classroom and/or clinical teaching.
4. Guide graduate student inquiry and application of evidence-based practice into relevant clinical setting (ie, Chair of DNP student project committee).
5. Receive honors, awards, or other recognition for effective teaching.
6. Effectively develop and utilize clinical simulations or other learning approaches that employ advanced technologies.
7. Serve as a teaching mentor to other faculty members within the School of Nursing or beyond.
8. Lead faculty collaborations to promote student learning.
9. Develop instructional materials adopted by peer faculty and/or other institutions.
10. Develop programs to assist faculty in professional development.
11. Sought regionally, nationally or internationally within and across disciplines for teaching expertise.
12. Assume an active role in the advisement of students (assigned advisees in a program).

D. Scholarship/Professional Development (Clinical Professor):

A Clinical Professor is expected to demonstrate a pattern of sustained involvement in scholarly/professional development activities during the time as an Associate Clinical Professor. This activity must be documented by products in at least five of the following areas:
1. Professional article published or accepted for publication.
2. Chapter in a professional book published or accepted for publication.
3. Professional development or instructional grant submitted and funded.
4. Research grant submitted and funded (research in progress or completed).
5. Clinical fellowship completed.
6. Peer reviewed clinical/scholarly paper presented at local/regional/national meeting.
7. Peer-reviewed poster presented at local/regional/national meeting addressing clinical practice or teaching effectiveness.
8. Evidence of recognition by peers at state, national, international level for advancement of the profession (for example, invited presentation, keynote, award, etc).
10. Serve as manuscript reviewer for a journal/book.
11. Maintain/attain national certification in an area of nursing specialty or nursing education.
12. Recognized as an expert clinician by peers and colleagues in specialty area at the national and international level.
13. Serve as an item writer/reviewer for national certification exams.
14. Collaborate with colleagues from nursing and/or other disciplines to initiate intra- or inter-disciplinary programs that support teaching or research.

E. Service (Clinical Professor):

A Clinical Professor is expected to demonstrate a pattern of leadership in service to Northern Arizona University and the School of Nursing, the Profession of Nursing, and the community:

1. School/University Service -- Serve on at least one school committee each year (required) and at least one of the following annually:

   a. Serve as an advisor to a student organization.
   b. Serve as designated course leader for an undergraduate or graduate nursing course.
   c. Participate in the recruitment efforts of the university or school.
   d. Chair a College or School task force or committee.
   e. Serve on a college or university committee.
   f. Serve in a designated administrative role in SON (for example, site or program coordination, GLI coordination).
   g. Mentor faculty in non-teaching roles.

2. Professional/Community Service (Clinical Professor) shall include at least one of the following each year:

   a. Serve in a leadership role on a committee in local, state, national or international professional organization (i.e. leadership role on a committee or task force of a state, regional, national, or international clinical or
health-related agency; serve on advisory board of a health-related agency
or organization).
b. Demonstrate leadership by participation in planning or implementing a
regional/national professional meeting.
c. Serve as a member of a professional accrediting team.
d. Demonstrate leadership in a community service organization.

The Northern Arizona University Conditions of Faculty Service from which the Standards for
Professional Rank and the Standards for Clinical Rank and Promotion were derived can be
found at: https://nau.edu/university-policy-library/academic-faculty-affairs/conditions-of-
faculty-service/

Expectations of a Faculty Member

The three essential roles of a university professor are teaching, service, and scholarly
activity. Refer to the Standards of Rank (preceding document) for expectations related to
teaching, service, and scholarship for clinical and tenure ranks.

In addition, faculty must maintain professional standards for practice, safety, and ethical
behavior required of the registered nurse.

Statement of Expectations

1. The School of Nursing follows the University guidelines for determining the faculty
workload which consists of teaching, scholarship, and service (see NAU Faculty Handbook
Section 4). The School Director examines the teaching needs of the School, the expertise
of faculty, and the resources of the School. The School Director meets with each faculty
member and discusses the expectations for the coming academic year.

2. A Statement of Expectations is negotiated annually, taking into account not only the
teaching assignment but also clinical travel time and the service and scholarship
commitment of the faculty. The faculty assigns the percentage score to each of the three
roles. The Statement of Expectations is then used as a framework for evaluation. Faculty
enter the Statement of Expectations and specific goals into the Faculty Activity and
Achievement Reporting (FAAR) system.

3. The School of Nursing has developed an agreement with the University to modify the
standard calculation of workload such that the faculty workload calculations in the SON
are based on a formula and takes into account clinical clock hours rather than simply the
number of student credit hours assigned to the clinical experience. In general, four
student clinical credit hours are assigned to the clinical portion of a course representing
twelve contact hours. Rather than assigning a workload based on four credits, we
developed a workload formula that calculates contact hours based on .50 credits for each
contact hour. Thus, faculty members who teach a four credit hour clinical course are
given credit for six hours of workload. Faculty who teach both theory and clinical receive
four credits of workload for theory (1:1) and six credits of workload for the clinical portion for a total of 10 credits of workload.

The Statements of Expectations is governed by the **NAU Conditions of Faculty Service** (COFS) and can be found in section 1.4.5.1. The SOE is due April 1, each year and is completed in the FAAR system. **Beginning in January of each year, call Administrative Assistant to set up an appointment with the Assistant Director for review of your statement of expectations.**

**Evaluation, Annual Review, Retention, Promotion and Tenure**

Faculty members are reviewed annually. The review includes peer review, self-evaluation, review by the School of Nursing Faculty Status Committee/Annual Review Committee. Using the **Faculty Activity and Achievement Reporting** (FAAR) system, faculty members record workload, service, scholarship, and professional development accomplishments. In addition, this system facilitates the review process, communication of evaluations, and permits a faculty response to any step of the evaluation process.

The FAAR System website contains instruction guides on how to use the FAAR system and a list of frequently asked questions.

Applications for promotion, tenure, and sabbatical are handled in the FAAR system as well. NAU policies for review and promotion, calendars, forms and other guidelines are available on the Provost’s webpage: [http://nau.edu/Provost/Reviews-Tenure/](http://nau.edu/Provost/Reviews-Tenure/)

**Guidelines: Annual Self - Evaluation Review**

The purpose of the Annual Self-Evaluation Review is threefold. First it is to help you recognize the contributions you make to the School of Nursing through a self-evaluation in the areas of student related activities (teaching and advisement), scholarship, and service. Second, your self-evaluation will assist the Annual Review Committee, Faculty Status Committee and the Director of the School in providing you with an evaluation based on objective materials. Third, this process will assist you and the Annual Review Committee in identifying areas for development as a faculty member in the School of Nursing.

An integral part of the evaluation process is your Statement of Expectation (SOE). You will use your SOE guidelines, the School of Nursing criteria for rank, and the School of Nursing requirements for Student Related Activities (teaching and advisement), Service and Scholarship found in the School handbook. These guidelines will provide you with information related to the following areas that are included in your statement of expectation:

- Student related responsibilities (teaching, advising, mentoring and supervision)
- Scholarship (which includes scholarship, creative activity and/or professional development)
- Service to the profession, university (college/school/department/area) as it relates to the mission and guidelines of the university and profession.
You may also wish to review guidelines related to general expectations for your academic rank and the annual review process (in Section 1.2 Faculty Classification in the NAU Conditions of Faculty Service).

You will be rating yourself in each area as Highly Meritorious, Meritorious, Satisfactory, or Needing Improvement. You must be able to provide rationale for your self-rating using specific examples and accomplishments. In all the self-evaluations we are looking for what you accomplished, how well you met goals/expectations related to your SOE, future goals/directions for course and professional development and how you contributed to mission or goal accomplishment of the School, College, or University.

Guideline for completing your self-evaluation can be found at: [http://nau.edu/Provost/FAAR-System/](http://nau.edu/Provost/FAAR-System/). You access your SoE by logging into the FAAR system (you will be asked to enter your NAU Id and password): [http://www.data180.com/faculty180/nau](http://www.data180.com/faculty180/nau)

Once in the system, you will see a notification on your DASHBOARD under Action Item “Statement of Expectations Fall 20XX-Spring 20XX”. You will complete a SoE for the academic year listing both fall and spring semester.

Additional instruction guides may be found on this website: [https://nau.edu/provost/faar-system/](https://nau.edu/provost/faar-system/)

**Duties of a Faculty Member**

Duties of a faculty member shall consist of those responsibilities assigned by the president of the University or an appropriate administrator, such as a vice president, dean, director or School head. Teaching assignments, schedules and other instructional responsibilities shall be carried out under the directions of the President. Duties and responsibilities shall be related to the expertise and competence of the faculty members and may include sponsored or unsponsored research projects, public service activities, or administrative function. Within the parameters of a faculty member's assigned responsibilities he or she shall have the privileges and responsibilities expressed in the Board approved statement contained in the notice of appointment. Teaching, research, and service performance shall be subject to evaluations by the president and performance shall be considered in decisions relating to compensation, retention, promotion, termination or a decision not to rehire.

A breach of this policy by a faculty member may be considered in any decision relating to that person's promotion, retention, termination or salary. The NAU Conditions of Faculty Service are detailed in the NAU Faculty Handbook.

**Professional Practice Requirements**

School of Nursing faculty members shall also abide by regulations specified by the Arizona State Board of Nursing related to practice, ethics, and professional behavior. A current Arizona RN and/or AP license in good standing is required of all faculty members for the duration of their employment in the SON. Review of faculty for adherence to practice and professional standards shall be accomplished through various measures:
- All newly hired faculty members will complete a background check as part of the routine hiring process of NAU.
- Review of current license status of all faculty members is conducted annually through the Director’s office.
- Faculty will maintain the same health and safety standards (immunizations and immunity titers, TB testing, CPR, drug screening, etc.) required of students for clinical practice. The exception for these health and safety requirements is for those part-time faculty members who teach only online for the SON and have no clinical responsibilities.
- Annual review of full-time faculty shall include consideration of their continuing professional development, and peer review of teaching/clinical currency. Student feedback on evaluations will also be considered. If a pattern of poor teaching and/or peer evaluations, or student complaints is evident, referral of that faculty member to the Director of the School will be made for further evaluation and an improvement plan, as appropriate.
- Faculty holding advanced practice certification or national certification in a nursing specialty may negotiate for faculty practice consideration on their annual Statement of Expectations (see Policy on Faculty Practice) in order to maintain clinical practice hour requirements and clinical currency.
- Any reports of patterns of behavior that suggest the need for “for cause” evaluation for impairment of any kind, will follow the specified procedure for the drug screening of students suspected of impairment.

**Outside Employment Guidelines and Faculty Practice Plan**
Revised May 2018

**Outside Employment**
Outside employment is governed by ABOR Policy 6-705 and COFS 1.74. An employee may obtain outside employment or render professional services provided:
- It does not in any way interfere with the university duties of the employee;
- and
- Outside employment is fully consistent with all rules promulgated by the university and the Board of Regents.

All NAU employees must complete the course on Conduct, Ethics, Reporting and Transparency (CERT) that is available online (see “ECERT Program Instructions” at [http://nau.edu/comptroller/conflict-of-interest/](http://nau.edu/comptroller/conflict-of-interest/)).

**Faculty Practice Plan**
Faculty Practice has been defined as a formal process whereby faculty enter contractual agreements to provide services on behalf of clients as part of his/her faculty role (Broussard, et al., 1966; Marion, 1997). Faculty Practice is governed by the School of Nursing policy and was approved on May 5, 2017.

The Faculty Practice Plan fully describes and defines faculty practice (compensated and uncompensated) in the School of Nursing related to teaching, scholarship and service. All faculty members engaged in faculty practice (uncompensated and compensated), will abide
by the laws, rules and guidelines established by the Arizona Board of Regents (ABOR 6-705) & (Article B. 6-201), the Northern Arizona University Office of the Provost (COFS 1.74), the College of Health and Human Services, and the School of Nursing. Specifically, the Standards for Clinical Rank and Promotion and Standards for Professional Rank will be the guiding factors for the faculty practice decisions.

The objectives of faculty practice are to:

1. Facilitate a clinical education environment where nursing faculty have the opportunity to serve independently as role models, mentors and preceptors for nursing students.
2. Facilitate a clinical research environment that is congruent with conducting nursing research and health related research.
3. Support nursing faculty opportunities to maintain and expand their areas of expertise such as research, consultation, national nursing certifications, and advanced practice requirements.
4. Support opportunities for clinical services to the NAU community and other populations, especially rural populations, in need of health care.
5. Facilitate faculty practice guidelines through current record maintenance of employment, services, or consulting (Outside Employment).

Faculty practice at NAU is a formal entity and component of faculty expectation in teaching, service, and/or scholarship. Faculty practice fulfills aspects of teaching, scholarship, and service and can individually be applied to specific categories of faculty expectations based on the emphasis of individually negotiated practice arrangements. The merit and application of a given faculty member’s practice arrangement is applied based on the nature of the practice within the scope and definition to support the mission of the University as determined by the faculty member and the director. All arrangements should be carefully entered into with the overall fit of the practice within the School of Nursing’s mission.

Teaching
1. Providing unique practice experiences for students, faculty, and other health care professionals. For example, providing enhancement of the educational opportunities for graduate students in rural areas.
2. Providing practice environments where nursing faculty have the opportunity to serve independently as role models, mentors, and preceptors for nursing students.

Scholarship
1. Developing an environment within the faculty practice arrangement that is congruent with conducting nursing research, health-related research, and/or developing and informing standards of practice based on research. Faculty practice encompasses activities beyond the traditional research-driven standard, but may fall within the realm of scholarship if specific components are included. The National Organization of Nurse Practitioner Faculties state that in order for practice to be considered scholarly it must include a project with defined goals, specific methods, and measurable outcomes (Marion, 1997).
2. Maintaining and expanding area of faculty expertise such as research, consultation, and advanced practice skill.

Service
Providing clinical and other health care services to the NAU community and other populations, especially rural populations, in need of health care.

It is imperative that outside employment, services, or consulting has no conflict of interest, or incompatibility with faculty duties in the University, CHHS, or SON.

The following steps will be fulfilled to participate in faculty practice employment, services, or consulting (Outside Employment) activities:

1. Annually, the faculty member will meet with the SON Director to discuss their Statement of Expectation, Teaching, Service, Scholarship/Professional Development parameters.
2. An annual report of employment, services, or consulting (Outside Employment) activities will be submitted online through ECERT.
3. It is the responsibility of the faculty member to abide by the Arizona State Revised Statutes (Title 41, Chapter 3.1) Risk Management parameters, regarding malpractice and liability, risk management coverage, limitations, and exclusions.
Appendix A

To request Louie Security Access: [https://nau.edu/ITS/Learn/ePASS/](https://nau.edu/ITS/Learn/ePASS/). In Louie select the Self Service tab:

<table>
<thead>
<tr>
<th>Administrative User</th>
<th>Advisor</th>
<th>Self Service</th>
<th>Former Student</th>
</tr>
</thead>
</table>

Find ePass Home Page:

Select Initiate a Security Request Form:

Enter the “Business Need”. Why as a faculty member you need access to the role being requested:

Enter reason for role requested: "Faculty needs access to view student records and advise"

You may then look up or enter the security role desired (listed below):

Enter security roll needed: [NAU_SR Academic Advisor](https://nau.edu/ITS/Learn/ePASS/)
Appendix B
School of Nursing (SON)
“Exception to NAU standard Travel Policy”

To: All SON Faculty and Staff

As of 7-6-2017, the School of Nursing (SON) travel policy & procedures will be as listed below. These are based on NAU’s travel policy but have been revised to accommodate Nursing’s increasing travel costs and decreasing budgets. NAU travel policy 515-05 states “the most beneficial, cost effective and practical mode of travel will be used”.

Along with NAU standard travel policies, the School of Nursing also requires the following:

**Lodging**
Nursing policy will place 2 people per room when available. If a traveler prefers to room alone, they will be responsible for ½ the cost of room and tax.

**M&IE**
All food reimbursement requests must include an itemized receipt and a copy of the signature receipt. (This one shows the total paid for the meal plus tip.) Both must be received to be reimbursed the full amount paid for your meals. If only the itemized receipt is submitted, only the total listed will be reimbursed. If only the signature receipt is submitted, no reimbursement will be permitted. Cell phone photos of the allowable receipt that are printed or emailed to your travel specialist will suffice. NAU policy states that there will be no reimbursement for alcoholic beverages or the taxes or tips related to the purchase of alcoholic beverages. Therefore, the School of Nursing will not reimburse for taxes and tips if alcohol was purchased in the same transaction.

**Transportation using State Cars:**
If a state car is available, employees will use the NAU cars. An NAU vehicle is available to all employees, not just Flagstaff and Phoenix employees. NAU can supply a vehicle for anyone, at the closest Enterprise Rental Car facility to that employee. At this time, this will remain an option for those distance employees that would prefer to take a state car rather than their own personal vehicle. However, in the future, this may become mandatory for all distance employees within 25 miles of an Enterprise Rental Car facility.

Carpooling is also required if more than one person is traveling from the same general location.

I have read and understand the School of Nursing new “exception to NAU’s standard travel policy and procedures”.

_______________________________________                     ______________________________
Signature / Name                                                                           Date
Appendix C

New Faculty Checklist from Human Resources

This checklist is intended to help make your arrival at Northern Arizona University as smooth as possible. It provides important items which you will need to complete in order to ensure you receive pay and benefits in a timely manner. For additional Human Resources information, please visit our HR home page at http://www.hr.nau.edu/.

General information:

- The university’s administrative and personnel database system is called LOUIE. Faculty members use LOUIE for instruction-related tasks, and it is the system in which you make your benefits elections, update your personal information, set up direct deposit (for payroll, other financial transactions), and view your pay statements. To gain access to LOUIE, your signed contract must have been returned to the Budget office. To obtain your user ID for LOUIE, request your employee ID from your department, then call the ITS Solution Center at 523-1511. To access LOUIE, log in to http://www4.nau.edu/louie/ using your user id and password.

- The Human Resources Department (HR) is located at the north end of campus, in the Centennial Building (#91). We are here to help you – if you need assistance, please contact us at HR.Contact@nau.edu, or call 523-2223.

Payroll Checklist:

New Hire Packet

_____ If you have not worked for NAU in the past 6 months, you will need to complete your New Employee Hiring Packet in order to enroll in benefits and be paid. You will have received an email welcoming you to NAU that will include information about accessing the online hiring packet. (If you did not receive this email, please contact your department or Human Resources.)

_____ When you arrive on campus, you will need to present to your department or to HR the documentation of your eligibility to work in the USA. You may satisfy the federal Form I-9 using identification from the list on p. 9 of the Department of Homeland Security’s Lists of Acceptable Documents (http://www.uscis.gov/files/form/i-9.pdf), using one item from List A or any combination of items from List B and List C. You must complete this task as soon as you arrive on campus in order to be paid and receive benefits on time. If you are a non-resident alien please check in with the HR office upon your arrival to determine any additional forms needed for eligibility to work in the USA and you may be eligible for the benefits of a tax treaty.

_____ Direct Deposit

You may sign up for direct deposit while completing your Hiring Packet. Signing up for direct deposit will help ensure timely pay on September 4, 2015. If you choose not to
enroll in direct deposit or to enroll at a later date, you will be paid on a pay card issued through Bank of America. This pay card will be mailed to the home address you provided to us. However, depending on the timing of your hire, your first pay may be paid by check, which will be mailed to your home address and subsequent pay will be deposited to your pay card.

Benefits Checklist:

_____ Benefits Packet
A complete Benefits Packet will be e-mailed to your campus e-mail upon your start date.

The packet will provide benefits and retirement information. It will also include steps for insurance and retirement online enrollment.

_____ Benefits Enrollment
You will enroll in benefits through LOUIE Self-Service (so you must first have your LOUIE ID and password set up as discussed above). In order to have access to your benefits enrollment in LOUIE, your new hire packet must first be completed. For assistance in enrolling online, your benefits packet contains step by step instructions on how to complete your online enrollment.

However, if you need additional guidance, you may contact a member of the benefits team by calling 523-2223.

_____ Mandatory Retirement Enrollment
You will elect your retirement company through a separate enrollment process outside of LOUIE and through the Human Resources web site. Go to https://nau.edu/Human-Resources/Benefits/Retirement/Primary-Plans/ for detailed information about your retirement plan options and an enrollment link.

Mandatory Training:

_____ New Employee Orientation All new benefit-eligible employees are required to complete this within 30 days of their start date. This is a separate and different orientation than New Faculty Orientation and covers compliance, policy, safety, and other rights, responsibilities and resources employees need to be aware of as they start their employment relationship with NAU. Information on registering for these sessions is available at the Orientations for New Employees web page: http://hr.nau.edu/orientations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Things to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/15</td>
<td>Hire/Start date “on contract”</td>
<td>Contact ITS for your LOUIE user ID.</td>
</tr>
<tr>
<td>8/25/15</td>
<td>New Faculty Orientation (NFO) Productive Beginnings Benefits Orientation- room 249 Cline Library</td>
<td>Attend Productive Beginnings&lt;br&gt;Receive benefits packet and visit with HR staff.&lt;br&gt;Complete your online Hiring Packet by bringing your identification to satisfy your Form I-9. (the I-9 deadline is 72 hours from your start date)&lt;br&gt;Enroll in benefits and retirement (allow 1-2 business days for processing of completed Hiring Packet before attempting to enroll in benefits).</td>
</tr>
<tr>
<td>8/26/15</td>
<td>Deadline by 4:30 pm to complete hiring packet in order to receive your first paycheck on 9/5/14.</td>
<td>Complete online Hiring Packet and bring identification to your department or HR to satisfy your Form I-9.</td>
</tr>
<tr>
<td>9/4/15</td>
<td>1st paycheck of the academic year</td>
<td>Review your paycheck in LOUIE: Self-service - Payroll and Compensation - View Paycheck</td>
</tr>
<tr>
<td>9/24/15</td>
<td>Deadline to complete required trainings</td>
<td>Contact Human Resources if you are having any issues with completing these.</td>
</tr>
<tr>
<td>9/18/15</td>
<td>2nd paycheck of academic year</td>
<td>Review your paycheck in LOUIE. Alert HR of any unusual entries.</td>
</tr>
<tr>
<td></td>
<td>ALL Benefits Enrollment is time sensitive!</td>
<td>Please pay close attention to your benefits deadlines. Failure to elect benefits by your deadline can lead to no insurance coverage. Failure to elect retirement results in automatic enrollment in the ASRS state pension program.</td>
</tr>
</tbody>
</table>
Appendix D

New FT/PT SON Faculty Orientation Checklist: Online/Clinical

Name of new faculty member: ________________________________________

First day of employment: ________________________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date Introduced</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office location, keys, copies, email (accessing from home)</td>
<td></td>
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<tr>
<td>Computer training: PC/Laptop, ITS, ELS resources</td>
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<tr>
<td>Tour of nursing school building, explanations of access, supplies, and security</td>
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<tr>
<td>Name tags, ID card, parking and parking permit</td>
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<tr>
<td>Requirements: NAU required trainings, SON clinical documents (CPR, immunizations), etc.</td>
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<tr>
<td>Travel: License &amp; Insurance, vehicle, planning, reimbursement, etc.</td>
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<tr>
<td>Faculty Development BbLearn Shell</td>
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<tr>
<td>Attend SON Mentoring Program</td>
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<tr>
<td>Attend NAU new employee orientation</td>
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<tr>
<td>Attend SON new employee orientation</td>
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<tr>
<td>Attend Simulation/Lab/Clinical orientation</td>
<td></td>
<td></td>
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<tr>
<td>Introduction to NAU FAAR System</td>
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<td></td>
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<tr>
<td><strong>Faculty Handbook</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy, Mission, Vision: NAU, College, SON</td>
<td></td>
<td></td>
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<tr>
<td>Duties and responsibilities. *Note Part Time Faculty section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative structure/ Chain of command</td>
<td></td>
<td></td>
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<tr>
<td><strong>Student Handbook</strong></td>
<td></td>
<td></td>
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<tr>
<td>Policies: Academic/Classroom/ Clinical</td>
<td></td>
<td></td>
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<tr>
<td>Alcohol and Drug Policies: Impaired Student</td>
<td></td>
<td></td>
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<tr>
<td>Student Exposure to Blood/Body Fluids</td>
<td></td>
<td></td>
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<tr>
<td>Unusual Occurrence: Student Injury</td>
<td></td>
<td></td>
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<tr>
<td>Injections/Invasive Procedures</td>
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<td></td>
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<tr>
<td>Uniform Policy: Student and Faculty</td>
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<tr>
<td>Communication flow chart</td>
<td></td>
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<tr>
<td>Course and clinical failure: Re-Enrollment</td>
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<td></td>
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<tr>
<td>Student Health/Clinical Requirements &amp; Records: Maintain Portfolio</td>
<td></td>
<td></td>
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<tr>
<td><strong>Student Interactions</strong></td>
<td></td>
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<tr>
<td>Setting boundaries (including social media)</td>
<td></td>
<td></td>
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<tr>
<td>Handling student requests: extensions, absences</td>
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<td></td>
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<tr>
<td>What to do when a student’s parents or spouse calls</td>
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<tr>
<td>Overall provision of feedback: documenting feedback, providing timely feedback (Forms)</td>
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<tr>
<td>BbLearn: SafeAssign - Plagiarism</td>
<td></td>
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<tr>
<td>Student Progress Resources: GPS/Salesforce</td>
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<tr>
<td>Arranging preceptorships: MOUs, contracts, interactions with clinical agencies</td>
<td></td>
<td></td>
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<tr>
<td><strong>General Course Management</strong></td>
<td></td>
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</tbody>
</table>

98
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date Introduced Initial/or “N/A”*</th>
<th>Date Completed Initial/or “N/A”*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabi: Updating, formatting, Nursing website posting</td>
<td></td>
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<tr>
<td>Texts: desk copies/ ordering for the course</td>
<td></td>
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<tr>
<td>Specific clinical teaching and evaluation assignments and dates</td>
<td></td>
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<tr>
<td>Role of Course Lead - meet/orient with Course Lead</td>
<td></td>
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<tr>
<td>Role of Online/ Clinical faculty - responsibilities, guidelines</td>
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<tr>
<td>BbLearn: Assignment features - rubrics, adding attempts</td>
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<tr>
<td>BbLearn: Discussion Board - management - grading</td>
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<tr>
<td>BbLearn: Learning Management course shell (rolling and using)</td>
<td></td>
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<tr>
<td>BbLearn: NAU Louie: Posting grades: Louie midterm, final, &amp; SON</td>
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<tr>
<td>Evaluations: Course, student, peer</td>
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<tr>
<td><strong>Teaching Effectiveness</strong></td>
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<tr>
<td>Preparedness for clinical/ class, starting on time, and meeting for the full class or clinical period</td>
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<tr>
<td>Proactive involved instruction and monitoring of clinical practicum experiences</td>
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<tr>
<td>Relationships with clinical staff, communication, availability</td>
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<tr>
<td>Office hours/ availability</td>
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<tr>
<td><strong>Course Specific Management (Clinical)</strong></td>
<td></td>
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<tr>
<td>BON Advisory Opinion Faculty Supervision of Nursing Students in a Clinical Setting</td>
<td></td>
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<tr>
<td>Preceptor Handbook: Final Semester - preceptored clinical experience</td>
<td></td>
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<tr>
<td>Type of rotation: when in lab and when in hospital</td>
<td></td>
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<tr>
<td>Number of students in clinical group (no more than 10 in facility)</td>
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<tr>
<td>Sample of student packet</td>
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<tr>
<td>Scheduling and setting up rooms for pre or post conference</td>
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<tr>
<td>Hospital orientation/ computer training</td>
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<tr>
<td>Making patient assignments</td>
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<tr>
<td>Student look up: identify what they should focus on for the patient look ups.</td>
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<tr>
<td>Care plans: due dates, grading, informing students of expectations</td>
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<tr>
<td>Report: receiving and giving</td>
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<tr>
<td>Patient care: supervising and managing students (assessments, medication administration, procedures), documentation- at NAH must sign that checked documentation; medications are given under your name with way to document given by student.</td>
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<tr>
<td>Post conference: topics</td>
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<tr>
<td>When to send a student home/ documenting student issues</td>
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<tr>
<td>Students method of contacting you at facility</td>
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<tr>
<td>Mid-term and final clinical evaluations</td>
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*N/A may be appropriate for FT/PT Faculty - online vs. clinical vs. face-to-face, etc.
**Scan and upload the FT/PT Faculty Orientation Checklist into NAU FAAR System Activities - Professional Development link, or PT SON personnel file, at the end of your first semester, and at the end of your first year.**

<table>
<thead>
<tr>
<th>Signature of New Faculty Member</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Signature of Course Lead</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of Faculty Mentor</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of Assistant Director</td>
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<td>Date</td>
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</tbody>
</table>
### Continuing Faculty Checklist

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes, No, N/A</th>
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</thead>
<tbody>
<tr>
<td><strong>Both Semesters</strong></td>
<td></td>
</tr>
<tr>
<td>Is my SOE for confirmed? (Due before classes start)</td>
<td></td>
</tr>
<tr>
<td>Do I have keys for classrooms and building? (Due before classes start)</td>
<td></td>
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<tr>
<td>Do I have a name tag and/or ID card? (Due before classes start)</td>
<td></td>
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<tr>
<td>Do I have any clinical paperwork completed? (Due before classes start)</td>
<td></td>
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<tr>
<td>Do I have a parking permit? (Due before classes start)</td>
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<tr>
<td>Have I made travel request for clinical? (Due before classes start)</td>
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<tr>
<td>Did I meet with the course lead/course team regarding updates and changes? (Due before classes start)</td>
<td></td>
</tr>
<tr>
<td>Is my BBLearn Shell rolled correctly and updated? (Due before classes start)</td>
<td></td>
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<tr>
<td>Is my syllabus updated? (Due before classes start)</td>
<td></td>
</tr>
<tr>
<td>Did I upload the syllabus to the shared drive or send to Administrative Assistant to upload? (Due before classes start)</td>
<td></td>
</tr>
<tr>
<td>Are the books correct for my course and have I requested desk copies? (Due before classes start)</td>
<td></td>
</tr>
<tr>
<td>Did I provide updated clinical documents and license to the Manager? (due before classes start and ongoing)</td>
<td></td>
</tr>
<tr>
<td>Is my Outlook Calendar up to date? (Ongoing)</td>
<td></td>
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<tr>
<td>Have I ordered texts? (usually due around 10/15 for Spring, 3/15 for Summer, and 4/15 for Fall)</td>
<td></td>
</tr>
<tr>
<td>Are student and preceptor documents and information in Typhon (Ongoing)?</td>
<td></td>
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<tr>
<td>Did I submit student documents to be filed (i.e., clinical evaluations)?</td>
<td></td>
</tr>
<tr>
<td>Are grades posted on both BBLearn and LOUIE? (End of semester)?</td>
<td></td>
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<tr>
<td><strong>Specific for Fall</strong></td>
<td></td>
</tr>
<tr>
<td>Is my travel certification complete for SON and NAU? (due before classes start)</td>
<td></td>
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<tr>
<td>Ongoing faculty and January hires:</td>
<td></td>
</tr>
<tr>
<td>Did I complete self evaluation and update FAAR (due Friday after Labor Day)?</td>
<td></td>
</tr>
<tr>
<td>Is my SOE for Spring confirmed? (due approximately mid term of Fall semester)</td>
<td></td>
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<tr>
<td><strong>Specific for Spring</strong></td>
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<tr>
<td>Topic</td>
<td>Yes, No, N/A</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>August hires:</td>
<td></td>
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<tr>
<td>Did I complete self evaluation and update FAAR? (due mid January)</td>
<td></td>
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<tr>
<td>Did I schedule and SOE meeting with the Director? (due mid March)</td>
<td></td>
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</tbody>
</table>