

ORVIS SCHOOL OF NURSING FACULTY MANUAL
Approved by the Orvis School of Nursing Faculty on May 5, 2010
Approved by the Vice President for Health Sciences on June 28, 2010

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Division of Health Sciences
University of Nevada, Reno

I INTRODUCTION

The Orvis School of Nursing (OSN) Faculty Manual provides an overview of the organizational structure of the OSN, its programs and its committees and includes the policies, forms and other documents that provide the structure and guide the work and functioning of the Orvis School of Nursing.

The organizational structure of the Orvis School of Nursing may change over time as a result of needs of the OSN, personnel changes and growth of the school. The organizational structure will be assessed by the OSN Director on an ongoing basis, and changes will be made by the OSN Director with input from the faculty, the approval of the Vice President for Health Sciences and in accordance with the Division of Health Sciences and UNR bylaws.

Changes to the OSN Faculty Manual

Any faculty member may propose additions, deletions or revisions to the OSN Faculty Manual. To make changes, the following procedure is required:

- a. Proposed additions, deletions or revisions to the OSN Faculty Manual are submitted in writing to the Director of OSN or the Chair of the appropriate committee for committee information, discussion and action at least 14 days prior to the next committee/faculty meeting.
- b. The Director or respective committee chair brings the proposed additions, deletions or revisions to the next regular faculty meeting for faculty discussion. Faculty will vote on the proposed policy/form change/updates at the next scheduled OSN Faculty Meeting.

A proposed change in the OSN Faculty Manual requires a majority vote of approval of the voting members of Orvis School of Nursing faculty, plus approval of the Director of Orvis School of Nursing.

2. OSN MISSION STATEMENT AND VISION

Orvis School of Nursing Mission

The mission of the Orvis School of Nursing at the University of Nevada, Reno is to prepare individuals for both entry level and advanced nursing roles by providing excellent academic programs integrating recognized educational standards. The curriculum emphasizes nursing care of individuals, families & populations throughout the lifespan; among diverse cultures & beliefs; and across all socioeconomic groups in the context of their environments by providing a strong foundation for evidence-based practice, critical thinking, and leadership. As an essential part of its mission as a land grant institution, Orvis School of Nursing provides service to the state of Nevada and to the professional community at large.

(Approved by OSN faculty 1/14/05)

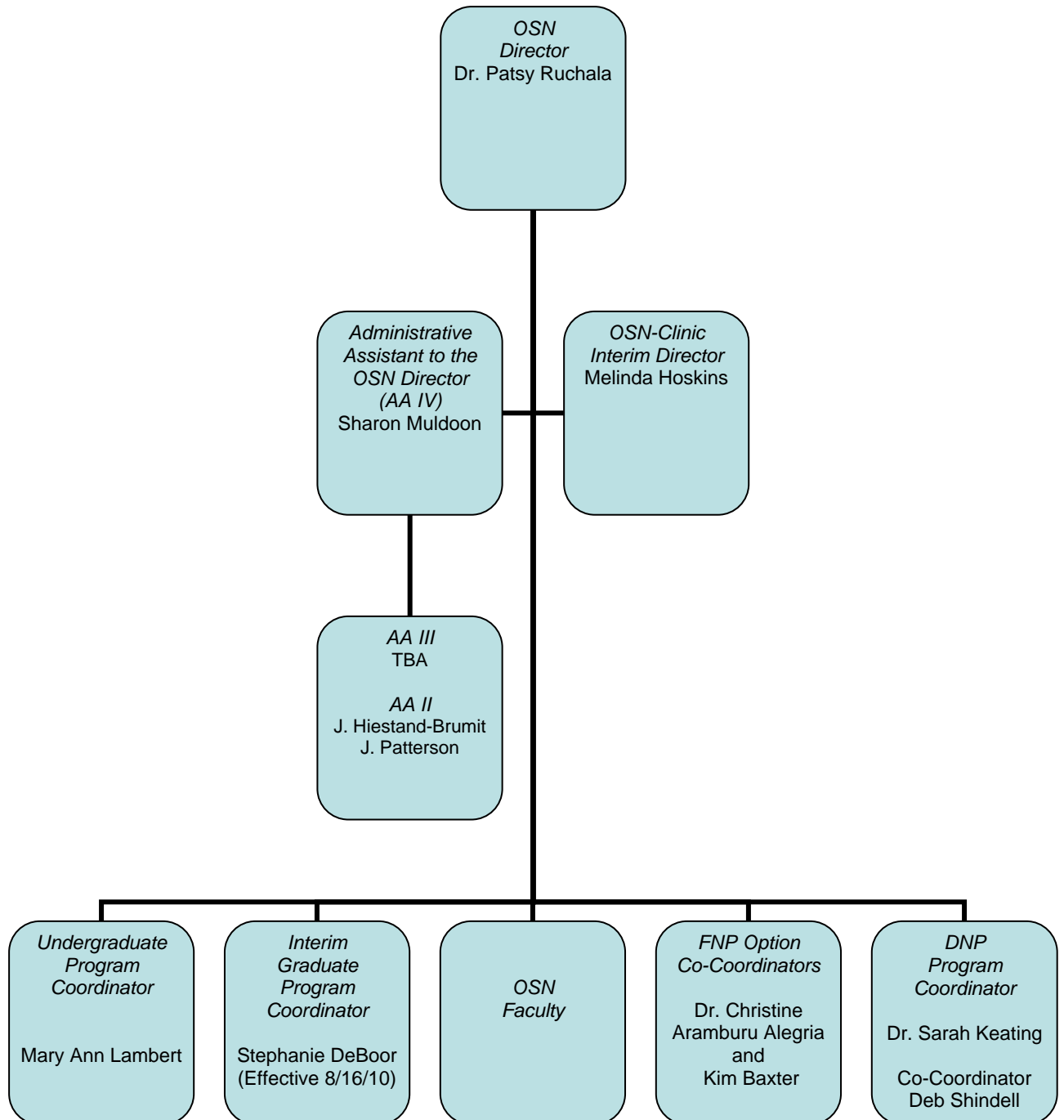
Orvis School of Nursing Vision

The vision of the Orvis School of Nursing at the University of Nevada, Reno is to be a leader in quality nursing education, research and service in partnership with our community of interest, locally, statewide and worldwide.

(Approved by OSN faculty 12/10/07)

3. ORGANIZATION OF THE OSN

3-a. OSN Organizational Chart



3-b. OSN Director

In accordance with the Division of Health Sciences bylaws, the Director of the Orvis School of Nursing (OSN) is the chief academic officer of the school and is also responsible for the efficient and effective administrative functioning of the OSN within the Division. The OSN Director is responsible to the Vice President of Health Sciences for implementing Division policies and procedures and responsible to faculty for advancing the missions of the Orvis School of Nursing. The OSN Director shall serve as an advisor to the Vice President of Health Sciences and as a liaison between the Vice President of Health Sciences and faculty by informing faculty of actions taken by the Vice President of Health Sciences, and by informing the Vice President of Health Sciences of actions taken by the OSN faculty. The OSN Director shall be an ex-officio member of all OSN committees, except those that evaluate the OSN Director in his/her administrative capacity.

The Director chairs the Faculty Committee and serves as an ex-officio member on all OSN committees with the exception of the OSN Faculty Affairs Committee. Specific responsibilities of the OSN Director are listed in the OSN Director position description included in this manual.

3-c. OSN Program Coordinators

The program coordinators are responsible to the Director for the planning, development, organization, and coordination of the various components of the undergraduate and graduate programs. See program coordinator position descriptions for detailed responsibilities of these positions.

3-d. Faculty

Orvis School of Nursing faculty are appointed as either full-time, part-time (Letter of Appointment faculty with or without benefits) or adjunct faculty according to the provisions related to “faculty” in Nevada System of Higher Education Code (NSHE) Code and the University Bylaws. These positions are either administrative or academic faculty. Definitions for all faculty appointment types and for “faculty ranks” can be found in the NSHE Code and University Bylaws.

Adjunct faculty consist of those faculty qualified to provide service and advice to Orvis School of Nursing on a volunteer basis. (See the OSN policy for appointment of adjunct faculty).

3-d-i. Faculty Governance

The OSN faculty shall govern itself in accordance with OSN policies, the Division of Health Sciences Bylaws, the University of Nevada, Reno Bylaws, the NSHE code, the laws of the state of Nevada and the United States.

3-d-ii. Faculty Voting Rights

Except as provided in “Limitations on Voting Rights” (below), every full-time member of the faculty shall have the right to vote, so long as the faculty member has her/his major assignment (University Bylaws section 19—“Organization of Faculties”) in the Orvis School of Nursing. Part-time faculty of 0.5 FTE or more shall have full voting rights. A faculty member employed by joint appointment between the Orvis School of Nursing and another school within the Division of Health Sciences shall be eligible to vote in the school in which the largest proportion of her/his FTE is assigned.

Limitations on Voting Rights: As provided in University Bylaws, faculty on letters of appointment shall not have voting rights. The Orvis School of Nursing may limit the right to vote on tenure and promotion decisions to those faculty who have already attained the rank or status at issue. No faculty member may vote on his or her own appointment, tenure, or promotion, or in cases when a similarly clear conflict of interest exists. Postdoctoral fellows are not faculty and consequently shall not have voting rights. As provided in UNR Bylaws, persons holding adjunct or clinical titles shall be non-voting members of the faculty.

4. Position Descriptions

4-a. Position Description-OSN Director

Orvis School of Nursing Director

Administration:

1. Prepares and administers the budget for the School of Nursing.
2. Directs and carries out all duties generally identified by the university as responsibilities of program directors.
3. Is an ex-officio member on all school committees except for the Faculty Affairs Committee.
4. Enlists consultation with the Vice President for Health Sciences as needed and meets with the Vice President on a regular basis.
5. Prepares faculty teaching assignments.
6. Makes recommendations to the Vice President regarding the hiring of faculty and staff.
7. Supervises the work activities of the faculty and support staff.
8. Is responsible for faculty recruitment.

Faculty Development:

1. Guides faculty and staff in a manner that is conducive to efficient and effective functioning of the school.
2. Negotiates responsibilities and tasks with faculty and staff to meet the goals of the school in an equitable manner.
3. Facilitates professional growth of faculty through education, research and/or other creative endeavors, and practice.
4. Makes recommendations to the Vice President pertaining to the selection, retention, promotion, and termination of faculty and staff.
5. Evaluates OSN academic and administrative faculty, including the Director of the Orvis Nursing Clinic
6. Makes recommendations to the Vice President regarding merit increases.
7. Facilitates the orientation of new faculty.

Curriculum:

1. Facilitates careful planning and ongoing evaluation of baccalaureate and master's degree programs by the faculty and program coordinators.
2. Plans new programs in collaboration with the faculty and program coordinators.
3. Is directly responsible for ensuring the quality and full accreditation of the Orvis School of Nursing degree programs.

External Relations:

1. Maintains professional relationships with the university community directly and through the Vice President as well as with the nursing community and the community at-large. Represents OSN in appropriate professional organizations, e.g. AACN, CCNE, and WIN.
2. Notifies the Nevada State Board of Nursing and the Commission on Collegiate Nursing Education of any substantive changes in the programs or administration.
4. Submits periodic written reports as requested by the Nevada State Board of Nursing, AACN and other internal or external bodies.
5. Responsible for accreditation reports.

(Approved by the Dean of the College of Health & Human Sciences and the OSN Director, April 2007; Updated to reflect move to Division of Health Sciences, July 2008; Updated by VP for Health Sciences, June 28, 2010)

4-b. Position Description-Graduate Program Coordinator

Graduate Program Coordinator

The Graduate Program Coordinator is appointed by the Director of Orvis School of Nursing. The Coordinator's position contributes to and fulfills both service and teaching commitments within the Orvis School of Nursing. The time allotted for this position is considered as part of the teaching component for evaluation and does not hold an administrative classification. The Graduate Program Coordinator is directly responsible to the Director and consults with the Director on a regular basis regarding matters concerning the Graduate Program.

The Graduate Program Coordinator carries out functions concerning the Graduate Program delegated by and agreed upon with the Director; refers faculty, student, UNR Graduate School and clinical agency concerns to the Director; prepares and submits an annual report to the Director and faculty; chairs the Orvis School of Nursing Graduate Committee; liaisons with the University of Nevada, Reno's Graduate School and coordinates class schedules.

In addition to these service functions, the teaching responsibilities of the Graduate Program Coordinator are significant and include course and curriculum development, revision, and evaluation. The Graduate Program Coordinator will inform the Director and faculty of current national graduate education and credentialing issues.

The Graduate Program Coordinator also assists the Director with the following activities:

1. Coordination, development, implementation and evaluation of the graduate curriculum

2. Establishment and maintenance of relationships with clinical agencies.
3. Assist faculty with graduate advisement and related concerns.
4. Advise faculty of graduation criteria, such as Graduate School deadlines, examinations and defense matters.
5. Ensures that the academic programs are of high quality.

(Approved by OSN Director, 11/28/04; Updated 10/31/07; Updated 6/28/2010)

4-c. Position Description-DNP Program Coordinator

**Orvis School of Nursing
UNR-University of Nevada Doctor of Nursing Practice (UNDNP)
Program Coordinator**

The UNDNP program is a collaborative educational program with UNLV to educate students for the Doctor of Nursing Practice (DNP) degree. The UNR-UNDNP Coordinator possesses a doctoral degree and a background in classroom and clinical teaching. Experience in curriculum development and evaluation is highly desirable. The UNR-UNDNP Coordinator is licensed as a registered professional nurse in the state of Nevada.

The UNR-UNDNP Coordinator is appointed by the Director of the Orvis School of Nursing and collaborates with the OSN Graduate Program Coordinator for programmatic and curriculum issues related to the DNP Program. In collaboration with faculty, committees and administration, the UNR-UNDNP Coordinator develops long-range plans for the DNP option. The UNR-UNDNP Coordinator consults regularly with the Graduate Program Coordinator of the OSN on matters concerning the DNP program. The time allotted for this position is considered as part of the teaching component for evaluation and does not hold an administrative classification.

The UNR-UNDNP Coordinator collaborates with the faculty and administration of the Orvis School of Nursing to achieve the goals of the Orvis School of Nursing. At the discretion of the Director of the Orvis School of Nursing and in collaboration with the Graduate Program Coordinator, the UNR-UNDNP Coordinator carries out the following functions:

1. Coordinates the Reno campus, UNDNP program in collaboration with the UNLV UNDNP Coordinator.
2. Assumes responsibility for the general administration of the UNDNP option in collaboration with the UNLV UNDNP Coordinator, its students and curriculum.
3. Provides leadership in orientation, advisement and recruitment/retention activities for UNDNP students.
4. Serves as a member of the Orvis School of Nursing, Graduate Program Committee.

5. Assumes leadership for the development, implementation, and evaluation of the UNDNP curriculum in keeping with accepted national guidelines and the UNDNP curriculum design.
6. Reviews and recommends revisions for the UNDNP to the OSN Graduate Program Committee in collaboration with the Coordinator of the UNLV, UNDNP program side.
7. Identifies teaching needs for the UNDNP program in collaboration with the UNLV UNDNP Program Coordinator.
8. Collaborates with healthcare agencies' personnel in the implementation of the UNDNP students' residencies and projects.
9. Collaborates with the UNR Graduate Program Coordinator, and the UNLV, UNDNP Program Coordinator, and the OSN Director to answer faculty, student, and clinical agency concerns.
10. In collaboration with the UNLV UNDNP Coordinator, prepares and submits an annual report to the respective Graduate Program Coordinators on each campus.
11. Carries out activities expected of ranked faculty.
12. Ensures that the academic program is of high quality.

(Approved by the Director of the OSN: April 29, 2010; Updated 6/28/2010)

4-d. Position Description-FNP Option/Track Coordinator

FNP Option Coordinator

The Family Nurse Practitioner (FNP) Option Coordinator possesses a minimum of a Master's Degree in Nursing, recent experience as an Adult or Family Nurse Practitioner, and a background in classroom and clinical teaching. Experience in curriculum development and evaluation is highly desirable. The FNP Option Coordinator is licensed as a registered professional nurse and holds advanced practice status in the State of Nevada as well as holds current certification as a Family Nurse Practitioner or Adult Nurse Practitioner through the American Academy of Nurse Practitioners or ANCC.

The FNP Option Coordinator is appointed by the Director of the Orvis School of Nursing and reports to the OSN Graduate Program Coordinator for programmatic and curriculum issues related to the FNP Option. In collaboration with faculty, committees and administration, the FNP Option Coordinator develops long-range plans for the FNP option. The FNP Option Coordinator consults regularly with the Graduate Program Coordinator of the OSN on matters concerning the FNP option. The time allotted for this position is considered as part of the teaching component for evaluation and does not hold an administrative classification.

The FNP Option Coordinator collaborates with the faculty and administration of the Orvis School of Nursing to achieve the goals of the Orvis School of Nursing. At the

discretion of the Director of the Orvis School of Nursing and in collaboration with the Graduate Program Coordinator, the FNP Option Coordinator carries out the following functions:

1. Assumes responsibility for the general administration of the FNP option, its students and curriculum.
2. Provides leadership in orientation, advisement and recruitment/retention activities for FNP students.
3. Serves as a member of the Graduate Program Committee.
4. Assumes leadership for the development, implementation, and evaluation of the FNP curriculum in keeping with accepted national guidelines and the OSN graduate program curriculum design.
5. Reviews and recommends revisions in the FNP option to the Graduate Program Committee.
6. Identifies teaching needs in the FNP option.
7. Develops clinical sites for students in the FNP option.
8. Enlists the assistance of clinical preceptors for the FNP option.
9. Collaborates with the Graduate Program Coordinator and the OSN Director to answer faculty, student, and clinical agency concerns.
10. Carries out activities expected of ranked faculty.
11. Ensures that the academic program is of high quality.

(Approved by the Director of the OSN: 12/1/2004; Updated 5/12/2010)

4-e. Position Description-Undergraduate Program Coordinator

Undergraduate Coordinator

The Undergraduate Coordinator possesses a minimum of a Master's Degree in Nursing, as well as a background in classroom and clinical teaching as well as curriculum development and evaluation. The Undergraduate Coordinator is licensed as a registered professional nurse in the State of Nevada.

The Undergraduate Coordinator is appointed by and reports directly to the Director of the Orvis School of Nursing. In collaboration with faculty, committees and administration, the Undergraduate Coordinator develops long-range plans for undergraduate endeavors. The Undergraduate Coordinator consults regularly with the Director of the OSN on matters concerning the undergraduate program. The time allotted for this position is considered as part of the teaching component for evaluation and does not hold an administrative classification.

The Undergraduate Coordinator collaborates with the faculty and administration of the Orvis School of Nursing to achieve the goals of the Orvis School of Nursing. At the

discretion of the Director of the Orvis School of Nursing, the Undergraduate Coordinator carries out the following functions:

1. Assumes leadership for program and curriculum development, implementation, evaluation of the undergraduate program.
2. Provides leadership in advisement and recruitment/retention activities.
3. Serves on Curriculum Committee, Admissions, Progression/Student Affairs Committee and other committees/task forces as assigned.
4. Prepares class schedules for undergraduate programs.
5. Identifies teaching needs in the undergraduate programs and collaborates with faculty to assign courses appropriately.
6. Assumes leadership for identification and recruitment of qualified potential faculty, especially for clinical teaching needs.
7. Coordinates assignment of course leadership for consistency of information to groups in clinical courses.
8. Oversees documentation of curricular information and policy changes related to the undergraduate programs.
9. Fosters public relations within university community and through collaborative relationships with nursing community and community-at-large healthcare providers, consumers, and organizations.
10. Collaborates closely with OSN Administrative Assistant and DHS Office of Recruitment and Retention to assure seamless admissions/progressions in nursing major.
11. Takes a leadership role in dealing with undergraduate student issues, requests, concerns, appeals.
12. Coordinates activities of all levels and course coordinators in the nursing major.
13. Provides leadership and collaborates with other OSN program coordinators in planning & implementation of new faculty orientation and ongoing faculty development.
14. Refers faculty, student and clinical agency concerns to the Director.
15. Performs other duties as assigned by the Director of the Orvis School of Nursing.
16. Ensures that the academic program is of high quality.

(Approved by OSN Director: 11/28/2004; Updated: 5/12/2010; Updated: 6/28/2010)

4-f. Position-RN to BSN Program Coordinator

RN to BSN Coordinator

Registered Nurse Bachelors of Science in Nursing Program Coordinator

The RN/BSN Program Coordinator is appointed by the Director of the Orvis School of Nursing. The Coordinator's position contributes to and fulfills both service and teaching commitments within the Orvis School of Nursing. The time allotted for this position is

considered as part of the teaching component for evaluation and does not hold an administrative classification. The RN/BSN program coordinator is directly responsible to the Director and consults with the Director on a regular basis regarding matters concerning the RN/BSN Program.

The RN/BSN Program Coordinator carries out functions concerning the RN/BSN Program delegated by and agreed upon with the Director, refers faculty and student concerns to the Director and submits an annual report to the Director and faculty.

In addition to these functions teaching responsibilities are significant and include course and curriculum development, revision and evaluation.

The RN/BSN Program Coordinator also assists the Director with these activities:

1. Planning and scheduling of RN courses.
2. Maintain records of RN students including informal transcript evaluation.
3. Maintaining cooperative relationships between community colleges, clinical agencies and RN students.
4. Facilitating use of technology in course offerings.
5. Advising prospective and current students.
6. Recruiting students for the program.
7. Marketing the School of Nursing RN/BSN completion program.
8. Represent the RN/BSN program to the faculty-at-large and to appropriate committees.
9. Maintaining professional relationships with the University community, the nursing community and the community-at-large.
10. Ensures that the academic program is of high quality.

(Approved by the Director of the OSN: 8/16/07; Updated 6/28/2010)

4-g. OSN/Renown Health System Research Liaison

Orvis School of Nursing/Renown Health System Research Liaison

The Orvis School of Nursing/ Renown Health System Research Liaison is appointed, with input and support of the Chief Nursing Officer of the Renown Health System, by the Director of the Orvis School of Nursing and holds a faculty rank commensurate with education and experience. The OSN/RHS Research Liaison position is a joint position between the Orvis School of Nursing and the Renown Health System. The OSN/RHS Research Liaison is directly responsible to the Director of the Orvis School of Nursing for activities and functions related to the OSN.

The OSN/RHS Research Liaison carries out the following functions:

1. Communicates with the Director of the OSN and the CNO of the Renown Health System on a regular basis regarding research collaboration and research-related activities.
2. Identifies needs in the OSN for research development and support.
3. Assists OSN administration and faculty in planning activities to support, develop, conduct and disseminate nursing research.
4. Collaborates with OSN administration and faculty for research development and mentorship.
5. Identifies potential collaborative research endeavors between the OSN and RHS.
6. Facilitates research between the OSN and RHS.
7. Serves as a member of the OSN Research Committee.
8. Participates in teaching and student research project/thesis committees as negotiated with the Director of the OSN.

*(Approved by OSN Director and Washoe Medical Center Chief Nursing Officer:
November 2004; Updated: August 2007)*

5. OSN STANDING COMMITTEES

The Orvis School of Nursing determines the need for both standing and ad hoc committees as deemed appropriate. The OSN Director may appoint task forces as needed.

Current OSN Standing Committees include:

- Faculty Committee
- (Undergraduate) Curriculum Committee
- (Undergraduate) Admissions Progressions, and Student Affairs (APSA) Committee
- Graduate Program Committee
- Faculty Affairs Committee

5-a. Faculty Committee

The Faculty Committee is the policy recommending body for the Orvis School of Nursing. It recommends to the Director on matters concerning policies, functions or faculty issues in the Orvis School of Nursing.

The Faculty Committee shall be the recommending body on policy matters which, by University and/or Division of Health Sciences requirements, must be determined above the level of the Orvis School of Nursing.

There shall be at least one Faculty Committee meeting per semester. These meetings will be called by the Director, who chairs the Faculty Committee. If a request is made by a majority of the members of the Faculty Committee, the Director will convene a special meeting of the Faculty Committee within 10 working days of the request.

An agenda shall be prepared by the Director and distributed at least five days prior to the Faculty Committee meeting.

Any member of the Faculty Committee may submit an item to the Director for inclusion on the agenda.

A quorum consists of 50% plus one of the Faculty Committee members.

(Approved by the OSN Faculty and Director, 1999)

5-b. (Undergraduate) Curriculum Committee

The Curriculum Committee consists of:

- five elected faculty members with appointments of 0.5 FTE or above,
- the Undergraduate Coordinator and
- student representatives from Orvis School of Nursing,

The Curriculum Committee has the responsibility for planning, coordinating, evaluating and proposing revisions to the baccalaureate curriculum. Each Level in the curriculum will be represented.

(Approved by the OSN Faculty and Director, 1999)

5-c. (Undergraduate) Admissions Progressions, and Student Affairs (APSA) Committee

This committee (APSA) will have the following voting members:

- Undergraduate Coordinator: ongoing member
- RN to BSN coordinator: ongoing member
- Faculty members: 5 members at large
- Student representatives: one from each level and an RN to BSN student
- Classified staff member: Administrative Assistant III: ongoing member

A quorum will consist of a minimum of five faculty members

These committee members will serve three-year terms and may serve two consecutive terms. This committee will elect a chair who will serve at least one year and may serve up to three years. The business of this committee will include, but will not be limited to, all the following:

- Selection of students for the major from the application which qualify each student to enter;
- Hearing of petitions for substitutions or waiver of acceptable classes for prerequisites;
- The scholarship subcommittee;
- Participation in the Grade appeal and Grievance procedure as outlined;
- Other duties as appropriate

This committee shall have one subcommittee-Scholarship. This committee will consist of three members:

- One member from the graduate faculty
- One member from the APSA Committee

- One member from the faculty at large

Members of this subcommittee will serve for two years, no more than six years. The subcommittee will elect a chair who shall serve for two years. The responsibility of this subcommittee will be to select student recipients of Nursing Scholarships according to set criteria. There will be no student representation on this subcommittee. A report of all awards will go to the APNSA chair.

(Approved by the OSN Faculty and Director, 3/1/2004)

5-d. Graduate Program Committee

Graduate Program Committee is chaired by the Graduate Coordinator and consists of:

- all OSN faculty who have graduate standing and/or who are teaching in the graduate program and
- two graduate student representatives.

Eligible faculty are recommended for graduate standing by the Director to the Graduate School.

The committee:

- examines applications and makes admission recommendations to the Director;
- evaluates the academic needs of admitted students and
- recommends curricular revisions and policies;
- evaluates the graduate program including student evaluations and evaluation of program graduates; and
- examines community needs for current and new programs.

(Approved by the OSN Faculty and Director, 1999)

5-e. Faculty Affairs Committee

The overall evaluation philosophy of the OSN Faculty Affairs Committee (formerly Peer Review Committee) is to assist all faculty in maximizing their professional development (either as tenure track or non-tenure track continuing faculty) so that the faculty, students and programs associated with OSN reflect the philosophy of nursing as the science of human caring. In the context of this philosophy, the Faculty Affairs Committee's task is twofold:

- 1) to evaluate the quality of work in teaching, research/scholarly/creative and service arenas, and
- 2) to provide input into faculty development and to help each faculty enhance their productivity in each of the three evaluative components-teaching, research/scholarly/creativity, and service.

Growing out of this philosophy is a strong emphasis on continuing faculty development and goal statements.

The Faculty Affairs Committee consists of five members including:

- one tenured faculty,
- one tenure-track faculty,
- one-non-tenured continuing faculty, and
- two continuing at large faculty.

Three of the five members will be doctorally prepared. Members are elected by secret ballot before the end of the preceding academic year. Membership is limited to two consecutive terms of two years each. Following a two year term of non-membership on the Faculty Affairs Committee, a faculty member is once again eligible for Faculty Affairs Committee membership. The committee initiates faculty peer review; reviews material and makes recommendations to the Director about annual faculty evaluations; reviews and initiates annual evaluation of the Director.

Additionally, the Faculty Affairs Committee will review and make recommendations to the Director about tenure and promotion. By the end of April of the year proceeding the tenure year, the faculty member will submit a list of 5 to 7 external reviewers, who are not friends of the candidate, to the Director. (The candidate will state his/her relationship to each of the external reviewers listed.) The Director will select 4-5 of the external reviewers to evaluate the candidate's tenure and/or promotion packet.

The Faculty Affairs Committee functions under strict confidentiality. No peer review materials or information regarding evaluations will be discussed outside of the Faculty Affairs committee meetings. The Faculty Affairs Committee does not keep, or hold in its possession, individually or in a group, any of peer review materials. The Faculty Affairs Committee does not make copies of faculty materials. It reviews original packets submitted by faculty and forwards them to the Director with the inclusion of committee recommendations. The faculty member is given a copy of the Committee's recommendation that goes forth to the Director with their packet. The Faculty Affairs Committee will provide feedback on the evaluation packet itself to each individual who submits one.

1. Process to be followed for Peer Review

Forms and documents used for data collection and evaluation are:

- a. One copy of the role statement and annual goals, mutually agreed upon and signed by faculty members and Director for the evaluation period.
- b. The most recent UNR Annual Evaluation/Merit Review Form completed with your self-evaluation.
- c. Student Evaluation of teaching/course (classroom, lab and clinical). Course evaluation materials are not submitted to the Faculty Affairs Committee unless new course development is being documented. All course evaluations should be shared with the Director.

- d. Internal and external Peer evaluation (s) of teaching utilizing the PEER EVALUATION OF TEACHING FORM
- e. Non-tenure track faculty must submit at least one letter of evaluation from the agency(s) in which they have supervised students with their evaluation packets for the first three years. A Faculty Peer Evaluation is also highly recommended.
- f. A copy of your current curriculum vita
- g. Documentation of scholarship and creativity organized in sections following the UNR Annual Evaluation/Merit Review Form.
- h. Documentation of faculty practice and outreach activities if applicable should be included within the appropriate area of either teaching, service or research.

2. Faculty responsibilities are:

- a. Meet with the Director late in the Fall semester to set professional annual goals for the following evaluation period (Jan. to Dec.). Goals are based on the role statements. Percentage of effort should be indicated for each of the three areas of evaluation.
- b. Schedule with Director's secretary for preparation of students' evaluation forms of faculty/course at least 10 days prior to the scheduled evaluation date. All teaching activities of more than 6 hours are to be evaluated. A designated proctor may supervise the evaluation process in the classroom, but the faculty member must leave the classroom after the student evaluation forms and instruction sheet are distributed to the students. A designated student, or proctor, will collect the completed evaluation forms and turn them in to the Director's secretary immediately in a sealed envelope. Submit computer printouts summary and qualitative comments in the documentation section of the evaluation packet. Your comments regarding the summary and qualitative comments should be included in your self-evaluation in the area of teaching on the UNR Annual Evaluation/Merit Review form.
- c. Complete necessary forms (UNR Annual Evaluation/Merit Review Form), collect supporting documentation and submit all required material and evaluation packet to the Faculty Affairs Committee in a ringed binder, with section dividers, by the announced due date. The Faculty Affairs Committee is obliged to adhere to specific University, College, and School of Nursing guidelines. Therefore, no faculty review materials will be accepted by the Faculty Affairs Committee after the announced dates and times. Faculty are advised to adhere to these dates and times.
- d. Review packet organization should be:
 - i. Ringed binder with dividers
 - ii. Role Statement and Annual Goals for the evaluation period
 - iii. Latest Curriculum Vita
 - iv. Completed Annual Evaluation/Merit Review Form which includes a self-evaluation of roles and goals for the evaluation period. Address each goal specifically, citing whether it has been met,

partially met, or not met. Provide rationale. Include faculty practice and outreach if that is part of the Role statement.

- v. Documentation organized according to teaching, scholarly activity and service. Documentation supports self-evaluation and goals.

3. PROCEDURE FOR FACULTY AFFAIRS COMMITTEE'S REVIEW OF FACULTY'S ANNUAL EVALUATION

- a. In the Fall Semester, the Faculty Affairs Committee will notify each faculty member of the due date for submitting the completed Annual Evaluation/Merit Review Form and supporting documentation after receiving directions from the Director in accordance with the administration calendar. The due date for submission for annual review materials is 8:00 am on the Monday that faculty return from fall semester break.
- b. After required evaluation materials are submitted, the Faculty Affairs Committee will meet the Monday and Tuesday that faculty return from fall semester break to review the data following the approved guidelines and faculty's goals and make recommendations regarding level of performance in the three areas to the Director by the due date established by the Director.
- c. The Faculty Affairs Committee will rate faculty performance in teaching, scholarship, and service and overall as "excellent, low excellent, high commendable, commendable, low commendable, high satisfactory, satisfactory, low satisfactory or unsatisfactory.
- d. The Faculty Affairs Committee recognizes the efforts put forth by the faculty members to submit comprehensive materials. In keeping with those efforts the Faculty Affairs Committee spends a great deal of time in their reviewing of the packets and writing the recommendations.

The Faculty Affairs Committee necessarily requires several full days to complete their evaluation duties at the beginning of the Spring Semester (January) and Fall Semester (September/October). It is expected that during these intense evaluation times that the Faculty Affairs Committee members' advisees and other student and course related issues/duties will be covered by faculty members who are not currently on the Faculty Affairs Committee.

4. Procedure for tenure track second-year faculty appointees:

The process and procedures are the same as those for the annual evaluation, with the exception of

- a. Data should be inclusive of the spring semester performance
- b. Any available fall semester data may be included in the evaluation packet
- c. Evaluation is due to the Faculty Affairs Committee by early in the Fall Semester of the second year - the date, time and specifics will be communicated to you by the Faculty Affairs Committee.
- d. Following the Faculty Affairs Committee evaluation, a copy is given the faculty member and the complete Peer Packet, including the Faculty Affairs Committee recommendation, is forwarded to the Director. The

Director reviews the materials and Faculty Affairs Committee recommendation and makes a recommendation to the Dean. The Director meets with each faculty member regarding the recommendation sent forth to the Dean. The dean then writes a final evaluation based on the Director's recommendations, forwards the packet to the college and university peer review committees, if appropriate, or forwards it directly to the faculty member via the Director.

5. **Third year review; promotion and/or tenure review**

At the 3rd year review, and at promotion and/or tenure, the person being reviewed may have another faculty present the reviewed person's file to the Faculty Affairs Committee. The presenter will answer question about the file. The person being reviewed will select a presenter.

6. **Process and procedures for temporary faculty** Annual evaluation for temporary faculty is optional. The process and procedure is the same as outlined for the annual faculty evaluation. The committee will review the data and make recommendations to the Director. A copy of the recommendations will be given to the faculty member and the Director for completion of the formal; evaluation.

The material will be organized in the manner presented in the previous section, "Faculty Evaluation Process" according to the areas of evaluation-research, teaching, service. (Be sure to include faculty practice and outreach, if appropriate.)

Review of the Director

The OSN Director is review by faculty every three (3) years. Faculty Affairs Committee Chair initiates the Faculty Review of the OSN Director. Evaluation forms are placed in the boxes of permanent faculty. A due date will be specified with the review form, and instructions as to whom the evaluation is to be returned. Given the small number of faculty members, it is statistically and professionally important that all faculty members participate in this evaluation.

The Faculty Affairs Committee uses information collected from the faculty regarding the administrative performance of the Director. The packet and documentation prepared by the Director, along with the data collected from the faculty is used by the Faculty Affairs Committee to write a recommendation that is submitted to the Dean of the College. This recommendation is utilized by the Dean of the College in evaluating the performance of the Director.

(Approved by the OSN Faculty and Director, December 4, 2000; Committee name change approved by OSN Faculty and Director in 2008. Committee name change only reflected in this document.)

6. BSN PROGRAM

6-a. Organizing Framework-BSN Curriculum

The organizing framework for the Orvis School of Nursing BSN curriculum is the American Association of Colleges of Nursing (1998) *Essentials of Baccalaureate Education for Professional Nursing Practice*. The components included in the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* document serves as a guide for preparing professional registered nurses to have the essential knowledge, values and behaviors expected of the baccalaureate nursing graduate. According to the *Essentials of Baccalaureate Education for Professional Nursing Practice* document, caring is a concept central to the practice of professional nursing, and it is defined and applied in a variety of ways. The values and behaviors of a baccalaureate-prepared nurse should epitomize the caring, professional nurse.

Professional Values	Core Competencies	Core Knowledge	Role Development
altruism autonomy human dignity integrity social justice	critical thinking communication assessment technical skills	health promotion, disease prevention, risk reduction illness & disease management ethics information and health care technologies human diversity global health care health care systems & policy	provider of care designer/manager/coordinator of care member of profession

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998)

(Approved by OSN Faculty and Director, January 2005)

6-b. BSN Terminal Program Objectives & Level Objectives

<u>Objective One</u>	<u>Level IV – Terminal</u> Synthesize knowledge of liberal arts, sciences and nursing as a foundation for nursing practice in the care of individuals, families and populations	<u>Level III</u> Expand care provider role utilizing knowledge of liberal arts, sciences, and nursing as a foundation for nursing practice in the care of individuals, families and populations in the context of their environments	<u>Level II</u> Adapt care provider role utilizing knowledge of liberal arts, sciences, and nursing as a foundation for nursing practice in the care of individuals and families in diverse settings	<u>Level I</u> Develop care provider role utilizing knowledge of liberal arts, sciences and nursing fundamentals as a foundation for nursing assessment, technologies and practice in providing care for individuals
Objective Two	Demonstrate competencies of assessment, critical thinking, technical skills and communication for designing, coordinating and managing nursing care for individuals, families and populations	Analyze competences of assessment, critical thinking, techniques/technologies and communication for designing, coordinating, and managing safe care for populations	Use competencies of assessment, critical thinking, technical skills and communication to provide quality care for families	Develop competencies of assessment, critical thinking, technical skills and communication to provide safe care for individuals, and adults in hospital settings
Objective Three	Use knowledge about global health care, health care delivery systems, and human diversity in delivery of nursing care	Display knowledge of human diversity and values of dignity and respect in delivery of care to populations	Incorporate knowledge of human diversity and values of dignity and respect in delivery of care to families	Demonstrate knowledge of human diversity and values of dignity and respect in delivery of care to individuals
Objective Four	Integrate knowledge of health promotion, risk reduction, and disease prevention in advocating for nursing care of individuals, families, and populations	Apply concepts of health promotion, risk reduction and disease prevention in providing and designing care for populations	Incorporate concepts of health promotion, risk reduction and disease prevention in providing and designing care of families	Use concepts of health promotion, risk reduction and disease prevention in introductory nursing setting and in the care of individuals

Objective Five	Integrate research findings, legal and ethical guidelines, and evidence based practice in providing nursing care to individuals, families and populations	Analyze and implement research findings, legal and ethical guidelines, and evidence based practice in providing nursing care to populations.	Use research findings and legal and ethical guidelines in providing care to individuals and families	Identify relevant research findings and legal and ethical guidelines in providing care to individuals in introductory nursing settings
Objective Six	Collaborate with the health care team in using health care information and technologies in the delivery of health care	Collaborate with health care system partners to provide and design health care for individuals, families and populations using health care information and technologies	Apply knowledge of nursing process, health care technologies, and informatics to design and provide nursing care to individuals and families	Employ the nursing process and health care technologies in providing nursing care to individuals in introductory nursing settings
Objective Seven	Advocates as a member of a profession for health care policy and global health care that promotes the health of individuals, families and populations.	Analyzes the impact of health care policy and global health care problems on health care promotion and risk reduction of populations	Demonstrate knowledge of the impact of health care policy on the care of individuals and families	Identify the impact of health care policy on nursing care of individuals in introductory nursing settings

(Approved by OSN Faculty and Director, 2/27/06)

6-c. Required Courses in the BSN Nursing Major

**Orvis School of Nursing
BSN Program Curriculum**

<i>Upper Division Nursing Major Requirements</i>		
Course Number	Course Title	Credit Hours
<i>Level I</i>		
NURS 301R	Health Assessment of the Individual: Theory	3
NURS 301LR	Health Assessment of the Individual: Lab	1
NURS 317R	Nursing Care of the Individual I: Theory	3
NURS 318	Nursing Care of the Individual I: Practice	5
NURS 331	Pathophysiology/Pharmacology I	3
<i>Level II</i>		
NURS 332	Pathophysiology/Pharmacology II	3
NURS 343R	Nursing Care of the Individual II: Theory	2
NURS 346	Nursing Care of Individuals & Families: Practice	5
NURS 353	Nursing Care of Families: Theory	4
NURS 418R	Nursing Research Methods	3
<i>Level III</i>		
NURS 433	Care of Community and Mental Health Populations: Theory	4
NURS 434	Care of Community and Mental Health Populations: Practice	5
NURS 439	Care of the Chronically Ill: Theory	2
NURS 441R	Nursing Management and Leadership	2
<i>Level IV</i>		
NURS 453	Care of Clients with Complex Health Alterations: Theory	4
NURS 454	Care of Clients with Complex Health Alterations: Practice	5
NURS 485	Trends and Issues in Nursing	3
		57
Total Upper Division Nursing Credits		57
Other Upper Division Credits (Capstone, electives)		7
Total Lower Division Credits		64
Total Credits for the Degree		128

(Approved by: OSN Faculty 05/05;
UNR Courses and Curriculum Committee 6/6/05;
Nevada State Board of Nursing 9/14/05)

7. MSN PROGRAM

7-a. MSN Program Objectives

MSN Program Objectives

1. Provide advanced nursing services for multi-cultural and ethnic individuals, families and populations.
2. Demonstrate ethical professional behaviors.
3. Collaborate with other professionals and members of the community to provide optimal health care to individuals, families, special populations, and communities with an emphasis on health promotion and disease prevention.
4. Respect diversity and address complex health care needs of persons, including the un-served and under-served, populations and communities, in the role of nurse leader, educator, and/or advanced practice nurse.
5. Participate in the organization, management, and policy negotiations of health care delivery systems.
6. Participate in monitoring and encouraging quality health care practices.
7. Participate in the development of nursing as a science, through the use of theory, research, and scientific processes.
8. Acquire a foundation for doctoral study.

(Approved by OSN Graduate Program Committee, May 2005)

7-b. MSN Course Offerings

- I. Clinical Nurse Leader – Full-time and Part-time plans of study, as well as post-master’s certificate option available
- II. Family Nurse Practitioner – Full-time and Part-time plans of study, as well as post-master’s certificate option available
- III. Nurse Educator – Full-time and Part-time plans of study, as well as post-master’s certificate option available

8. DNP (“UNDNP”) PROGRAM

The Doctor of Nursing Practice (DNP) is a terminal professional practice degree. The University of Nevada (UNDNP) program is a collaborative educational program with the University of Las Vegas (UNLV) School of Nursing to educate students for the Doctor of Nursing Practice (DNP) degree. The goal of the collaborative UNDNP program is to prepare nurses at the highest level of clinical practice knowledge to assume leadership roles in clinical practice, administration, clinical teaching, and clinical research.

8-a. UNDNP Program Objectives

UNDNP Program Objectives

At the conclusion of the University of Nevada DNP program, graduates will:

1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.
2. Take leadership roles in the analysis, delivery and management of nursing care and health care systems.
3. Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.
4. Collaborate with interprofessional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.
5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession

8-b. DNP Course Offerings

- I. Advanced Practice
- II. Nurse Executive

9. OSN FACULTY POLICIES

9-a. Adjunct Faculty Policy

ADJUNCT FACULTY POLICY

Adjunct faculty are those persons qualified to provide services for the Orvis School of Nursing, but who receive no direct compensation. Adjunct faculty are either recommended by an Orvis faculty member or are self-referred, and are then appointed to the position by the OSN Director. Reappointment occurs each year during the month of April or May. Adjunct faculty are non-voting members of the faculty.

Adjunct faculty are reviewed for reappointment annually based on participation during the previous year. Renewal of appointment requires evidence of interaction with undergraduate and/or graduate students from the Orvis School of Nursing. This evidence is to be provided by the adjunct faculty him/herself (using the form provided) to the Director's office by April 1st of each year.

Benefits for adjunct faculty include:

- 1) Grant in aid for themselves for up to six (6) credits/semester
- 2) The ability to purchase a faculty parking permit
- 3) Library privileges
- 4) Access to Lombardi Recreation Center

PROCEDURE FOR ADJUNCT FACULTY APPOINTMENTS

- 1) Recommendations (invitation to submit) for this position shall be made by an OSN faculty member or the potential candidate him/herself to the Director of the School of Nursing. All potential candidates must meet the requirements of Adjunct Faculty. Letters of application from potential candidates should outline their potential contributions to the School of Nursing. If the candidate has been nominated by an OSN faculty member, that faculty member should write a letter of recommendation to the Director. If the candidate is self nominated, they will need to submit three letters of recommendation along with their own letter to the Director.
- 2) The Director's Administrative Assistant will send a letter to the candidate requesting curriculum vitae, unofficial transcripts of graduate academic work (copies accepted), copy of professional license, and, if applicable, copies of applicable certification.
- 3) If approved, the Director will issue a Terms of Employment for Adjunct Clinical Faculty form to be signed by the appointee and returned to the OSN Director's

administrative assistant. An Adjunct Faculty Contribution form (to be returned the following April), a Personal Data form and the Adjunct Faculty Policy will be sent with the Terms of Employment”.

- 4) The Director then routes the recommendation and Terms of Employment to the Vice President of the Division of Health Sciences for approval.
- 5) The adjunct faculty member’s file will be retained with other personnel files in the OSN Director’s Office.
- 6) The OSN Director will submit an approved list of adjunct appointments to the Personnel office each quarter, as required by the University.
- 7) Reappointment letters, along with new Terms of Employment for Adjunct Faculty, are sent from the Director’s Office as recommended by the faculty in May. Renewal of appointments require evidence of participation supporting the OSN and are effective July 1 of that year.
- 8) The following criteria are used in appointing adjunct faculty:
 - a) Masters or higher preparation in health related field;
 - b) Evidence of sustained professional development as clinician, educator and/or researcher;
 - c) Ability to participate effectively in support of the mission of the University of Nevada, Reno and the Orvis School of Nursing;
 - d) Proof of Nevada licensure and/or certification specific to area of specialty.

(Approved by OSN Faculty and OSN Director: 12/9/2009)

9-b. Faculty Practice Policy

OSN Faculty Practice

It has been determined by the UNR Department of Human Resources that OSN faculty should follow the UNR Administrative Manual, Section 2690 for any faculty practice during the normal business work week. Following are is the section labeled **Academic Faculty** in Section 2690 of the UNR Administrative Manual which should be followed:

UNR Administrative Manual, Section 2,690

1. Outside professional or scholarly service by faculty members within their subject matter field and for compensation is recognized as a legitimate activity unless specifically prohibited by the employee's contract with the institution.
2. Outside professional or scholarly service as contemplated by this section shall not interfere with the performance of the duties of any faculty member. Such service shall occupy no more than one day's equivalent time per work week (20%). Faculty members on 12-month contracts must take annual leave if providing outside professional or scholarly service during the standard work week.
3. No faculty member may undertake outside professional or scholarly service that would result in a conflict of interest with his or her assigned duties. Conflict of interest means any outside activity or interest that may adversely affect, compromise, or be incompatible with the obligations of an employee to the institution.
4. Faculty members performing compensated outside professional or scholarly service are subject to the code of ethical standards of the State of Nevada (NRS 281.481-281.581), which governs the conduct of public officers and employees.
5. A faculty member may not perform an official act on behalf of the institution that directly benefits a business or other undertaking in which he or she either has a substantial financial interest or is engaged as counsel, consultant, representative, agent, director, or officer. This prohibition is not intended to limit a faculty member's ability to enter into a contract between a governmental entity, the institution, and a private entity to the extent authorized by and in conformity with NRS 396.255, NRS 281.221(3), NRS 281.230(3), NRS 281.505(3), the Board of Regents Intellectual Property Policy (Title 4, Chapter 12, Sections 1-8), and the Board of Regents Conflict of Interest Policy (Title 4, Chapter 10, Section 1.7).
6. Faculty members engaged in providing compensated outside professional or scholarly service shall provide advance notification in writing to their immediate supervisor about the nature of the work to be performed, the company/organization for which the work will be performed, and the estimated time involved. The request must be approved in

advance by the supervisor within 10 working days.

7. When a supervisor believes that a conflict exists with obligations currently incurred or assumed by the institution regarding a faculty member's consulting activities, the supervisor shall inform the faculty member of these concerns and negotiate a mutually acceptable course of action. If a mutually acceptable course of action cannot be negotiated, the appropriate vice president or vice chancellor, as the case may be, will hear and evaluate the evidence and render a decision, or appoint a review committee if necessary. The vice president or vice chancellor may require the faculty member to cease performance of existing obligations while the faculty member remains a NSHE employee.
8. Faculty members performing compensated outside professional or scholarly service shall inform those who engage them that they are not acting in the name of the institution and that the institution is not a party to the contract nor liable for any actions of such faculty member.
9. In negotiating for a contract for outside compensated professional or scholarly services, faculty members shall not use institutional stationery or forms in any manner.
10. Faculty members may make a general announcement of their availability as consultants but may not solicit consulting assignments.
11. Faculty members working independently on their own time may obtain patents or copyrights on the results of their work.
12. Faculty members performing compensated outside professional or scholarly service are subject to the Board policy on personal use of System property or resources (Title 4, Chapter 1, Section 25). A faculty member working independently on an outside-compensated contract shall not use NSHE facilities, equipment or personnel unless such use is authorized in advance by the supervisor. Reimbursement of any costs to the institution shall be in accordance with Title 4, Chapter 1, Section 25.
13. Records are to be kept annually by the dean or appropriate vice president, or vice chancellor as the case may be, of all approved consulting activities in each department or division.

(Determination made by UNR Department of Human Resources, August 2007)

9-c. Faculty Development Position Statement

Orvis School of Nursing
Faculty Development for the Teaching Role
Position Statement
January 2005

The faculty role in nursing at the University of Nevada Reno is a complex activity that integrates the art and science of nursing. Consistent with the Mission Statement of the Orvis School of Nursing, teaching will require an understanding of curriculum which emphasizes nursing care of individuals, families and populations throughout the lifespan, among diverse cultures and beliefs and across all socioeconomic groups in the context of their environments by providing a strong foundation for evidence-based practice, critical thinking and leadership. Teaching at the University of Nevada Reno also requires recognition of the mission of the University as a land grant institution and as such, faculty provide service to the state of Nevada and to the professional community at large. Finally, the mission of the Orvis School of Nursing also prepares individuals for both entry level and advanced practice nursing by providing excellent academic programs based upon recognized educational standards.

According to Billings and Halstead (2005, p. 13), “.....teaching involves a set of skills or competencies that are essential to facilitating student learning outcomes. These competencies can be developed through educational preparation, faculty orientation programs and faculty development opportunities.” It is this last component, faculty development opportunities, that the task force on faculty development can extend its work in the current environment of OSN and UNR. The following faculty development model is based on two assumptions: 1) all faculty will meet the minimum educational requirements for teaching as prescribed by the Nevada State Board of Nursing and 2) each faculty member will identify a clinical area of expertise that is congruent with the teaching needs of the Orvis School of Nursing. Competence as an educator is twofold: competence as a clinician in a given area of specialization and competence in teaching. For the purpose of this document, teaching competencies are the “knowledge, skills and values that are critical to the fulfillment of the teaching component of the faculty role (Billings and Halstead, 2005, p. 13).

It is recommended that the Orvis School of Nursing adopt the competencies for nurse educators (NLN, 2004) to use as its model for faculty development. Specifically, the competencies are attached, but can also be accessed at <http://www.nln.org>

Faculty development is not just the responsibility of the individual and the faculty development task force, but also the faculty search committee, the peer review committee, and the director of the Orvis School of Nursing. Specifically, developing and retaining competent faculty requires investment from the individual faculty member and the school of nursing. The screening and recommendation of faculty applicants for teaching positions is the responsibility of the faculty search committee who will determine competence of the faculty and recommend further faculty development

activities for initial success of the applicant. For faculty applicants that are outstanding clinicians with no formal preparation in pedagogy or scholarship, it is incumbent on the faculty search committee to recommend additional investments on the part of the individual seeking employment and the Orvis School of Nursing. Participating in a specific mentoring program with an experienced and effective faculty member will be required of all faculty new to the role or for (continuing) faculty whose effectiveness may be of concern to the individual, the peer review committee, or the director of the Orvis School of Nursing. In this current era of a severe nursing faculty shortage, it is critical to have in place a faculty development program that will not only be attractive to new educators, but to faculty remaining in the educational environment.

There are a variety of experiences that faculty can participate in for their own development. For example, within the University of Nevada there is the Excellence in Teaching Program, which many of the current faculty have completed. It is recommended that for those faculty who have completed the Excellence in Teaching Program or who are recognized as a “Master” teacher or are otherwise effective teachers, that the Director delegate mentoring activities to that cohort. Faculty development can also occur through institutes, continuing education programs and in specific courses in the University and the Orvis School of Nursing related to teaching, scholarship and service. Initially, orientation to the faculty role at the University will be in the form of University orientation activities, College of HCS activities and OSN activities. Early assignment to an effective mentor will be at the discretion of the Director of the OSN. The role of the mentor, ideally a senior effective faculty member, will be to guide the new faculty member in the role acquisition of teaching in the University.

In summary, faculty development begins with the selection and appointment of faculty based on legal, clinical and pedagogical competence. Faculty development is a shared responsibility of the individual and the institution so that the mission of the school of nursing is achieved.

References

Billings, D.M. and Halstead, J.A. (2005). *Teaching in nursing: A guide for faculty* (2nd ed.). St. Louis, MO: Elsevier Saunders.

National League for Nursing Task Group on Nurse Educator Competencies (2004). *Competencies for nurse educators*. New York: Author

10. FORMS

10-a. Faculty Request for Approval of Planned Absence

FACULTY REQUEST FOR APPROVAL FOR PLANNED ABSENCE

Any planned absence taken during a regularly scheduled University business day needs to have approval from the Director of the Orvis School of Nursing prior to the planned absence taking place. For planned absences on a scheduled clinical day, faculty must make arrangements for student clinical supervision by other OSN faculty, qualified preceptors or adjunct faculty. For planned absences from a regularly scheduled theory or lab course, faculty must make arrangements for course coverage by another OSN faculty member or, if applicable, an alternative learning experience.

*PLEASE NOTE THAT IF YOU PLAN ON USING THE OSN CREDIT CARD FOR CONFERENCE REGISTRATION OR AIRFARE, **YOUR REQUEST MUST BE APPROVED PRIOR TO USE OF THE CREDIT CARD.**

Faculty Name: _____

Date/s of Planned Absence: _____

Reason for Absence/Destination: _____

Will your absence involve the need for course coverage by other faculty: _____ Yes _____ No
(If "yes," please complete the following):

Course Number, Title and Section: _____

Day, Time, and Location of Course/Clinical: _____

If this is a multi-section course for which there is a course coordinator (other than yourself), have you discussed this absence and alternative learning experience (if applicable) with your course coordinator? Yes No N/A

Substitute OSN Faculty Member or Preceptor: _____

Substitute's Contact Information:

Home: _____

Beeper: _____

Office: _____

Cell: _____

Other: _____

Alternative Learning Experience, if applicable:

Requesting Faculty Signature

_____ Approved

_____ Not Approved

_____ Date

Director's Signature

10-b. Faculty Request for Approval of Outside Activities for Compensation

FACULTY REQUEST FOR APPROVAL FOR OUTSIDE ACTIVITIES FOR COMPENSATION

In accordance with the UNR Administrative Manual, Section 2,690, faculty engaged in outside activities for compensation, “shall provide advance notification in writing to their immediate supervisor about the nature of the work to be performed, the company/organization for which the work will be performed and the estimated time involved. The request must be approved in advance by the supervisor.” “Such service shall occupy no more than one day’s equivalent time per work week.” This includes clinical practice done by OSN faculty during the normal “work week.” This policy does not apply to clinical practice on weekends or during University holidays/breaks. Please note that outside activity for compensation cannot interfere with the expectations of your faculty position, including attendance at OSN meetings.

Faculty Name:

Nature/type of planned outside activity:

Times, Days and Dates of planned outside activity:

Organization/Company:

Requesting Faculty Signature

Date

.....
.....

_____ Approved

_____ Not Approved

Comments

Director’s Signature

Date

10-c. Faculty Research Progress

FACULTY RESEARCH/SCHOLARSHIP PROGRESS

(FACULTY NAME)

Published/In Press	In Review	Manuscript in Preparation
Data Collection	Initial Stages	Future Projects

(FACULTY NAME)
FALL, 20?? AGENDA

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
PROJECT TITLE	TASKS	TASKS	TASKS	TASKS

Description of Research Agenda:

10-d. Faculty Teaching Preferences

[Semester/Year] Teaching Preferences

Please complete the following information for your top 3 teaching preferences for [Semester/Year] and **return your completed form to Dr. Ruchala no later than 5 pm on [Month/Day/Year]**
Faculty name:

First choice:

Course Number/Name:

Brief description of experience/expertise related to course content:

Second choice:

Course Number/Name:

Brief description of experience/expertise related to course content:

Third choice:

Course Number/Name:

Brief description of experience/expertise related to course content:

10-e. Faculty Evaluation Form-Online Courses

Faculty Evaluation for Online Course

Response set:

- Mark "a" if you Strongly agree
- Mark "b" if you Agree
- Mark "c" if you Disagree
- Mark "d" if you Strongly disagree
- Mark "e" if you are Uncertain

1. The instructor was knowledgeable in the content areas.
2. The instructor helped me develop my critical thinking and decision-making skills.
3. The instructor stimulated my intellectual curiosity.
4. The instructor utilized a variety of activities in order to enhance learning (e.g. case studies, lecture material, individual activities, group activities, etc.).
5. The instructor used explanations that are clear and understandable.
6. The instructor built on the knowledge and skills that I brought to the learning situation.
7. The instructor respected students with differing points of view.
8. The instructor was receptive to student feedback about the course during the term.
9. The instructor responded to student's question/comments in a reasonable period of time.
10. The instructor evaluated tests and assignment grades/evaluations in a reasonable length of time.
11. The communication components of the course (chat, discussion board, email, announcements, etc.) added to the interaction between students and instructor.
12. The instructor was honest and direct in communicating with me.
13. The instructor used her/his professional experience to illustrate ideas.
14. The instructor clearly described the criteria for evaluation of student's learning.
15. Faculty presence in course was apparent.
16. Course layout/design facilitated course navigation.

(Approved by OSN Faculty and Director: 1/25/2010)

10-f. Evaluation of Faculty Teaching

EVALUATION OF FACULTY TEACHING

Your key is as follows:

- Mark “**a**” if you **strongly agree**
- Mark “**b**” if you **agree**
- Mark “**c**” if you **disagree**
- Mark “**d**” if you **strongly disagree**
- Mark “**e**” if you are **uncertain**

Faculty Evaluation

- 1) Was knowledgeable in the content areas
- 2) Helped me develop my critical thinking and decision-making skills
- 3) Stimulated my intellectual curiosity
- 4) Asked thought-provoking questions
- 5) Built on the knowledge and skills that I brought to the learning situation
- 6) Explained ideas clearly
- 7) Respected students with differing points of view
- 8) Was receptive to student feedback about the course during the term
- 9) Was honest and direct in communicating with me
- 10) Used her/his professional experience to illustrate ideas
- 11) Clearly described the criteria for evaluation of student’s learning
- 12) Gave feedback in a timely manner
- 13) Provided feedback in a constructive way
- 14) Was available during designated office hours

Comments:

(Approved by OSN Faculty and Director: 9/28/2005)

10-g. Course Evaluation (by student)

COURSE EVALUATION

Your key is as follows:

Mark “a” if you **strongly agree**

Mark “b” if you **agree**

Mark “c” if you **disagree**

Mark “d” if you **strongly disagree**

Mark “e” if you are **uncertain**

Course Evaluation

- 1) The objectives of the course were clearly stated
- 2) The course was logically organized and structured
- 3) The learning experiences (lectures, discussions (in the classroom and online), labs, self-study, patient assignments, chat sessions) related directly to the course objectives
- 4) Requirements for assignments were clearly identified
- 5) Criteria for grading were clearly identified

Student Evaluation:

- 6) I attended class at least
 - a. 90% of the time (or participated in at least 90% of the learning activities for online courses)
 - b. 80% of the time
 - c. 70% of the time
 - d. 60% of the time
 - e. 50% of the time
- 7) Each week, I spent 3 hours outside of the class room preparing for each 1 hour of lecture (for a 3 credit course, I spent 9 hours each week preparing for the course)

For the final question, please choose the option that best represents the grade you believe you earned for this course.

Student Grade:

- 8) I believe I earned the following grade:
a. A b. B c. C d. D e. F

COMMENTS