



SCHOOL OF NURSING

FACULTY HANDBOOK

2013 - 2014

<http://www.Oakland.edu/nursing>

School of Nursing
3008 Human Health Building
Rochester, MI 48309-4401
(248) 364-8787

This Faculty Handbook is prepared to provide faculty members with both general information and specific policies and procedures regarding various aspects of the faculty role.

17th Edition, Revised August 2013

TABLE OF CONTENTS

	Page
1. History & Philosophy _____	1
Preface _____	2
Accreditation & Affiliations _____	3
Introduction to the School of Nursing _____	4
School of Nursing Statement of Philosophy _____	7
2. Organization _____	8
University Organization _____	9
Oakland University Organizational Chart _____	10
School of Nursing Administration Chart _____	11
The Constitution of the Oakland University School of Nursing _____	12
Guidelines for Committee Chairperson _____	18
3. Program Objectives, Standards & Evaluation _____	19
Undergraduate Level Objectives _____	20
Graduate Level Objectives _____	21
Goals of DNP Program _____	21
SON Evaluation Plan _____	22
4. Curriculum Instruction _____	67
Instruction _____	68
Online Learning _____	68
Class Schedules _____	68
Exam Schedule _____	68
Faculty Office Hours _____	68
Faculty of Record Responsibilities _____	69
Clinical Faculty Responsibilities _____	70
Faculty Workload Policy _____	71
Assessment Technology Institute (ATI) Testing _____	75
Faculty Responsibility for Monitoring ATI Tests _____	76
Grade Posting Policy & Procedure _____	77
Non-Numeric Grading or Grade Changes _____	77
Syllabus Preparation _____	77
Medication Examination Procedure _____	79
Syllabi Due Dates _____	80
Academic Conduct Regulations _____	81
SCITS Supply/Equipment Requests _____	83
Safety Guidelines for Clinical Experiences _____	84
Faculty Absence _____	85
Emergency Weather Closing _____	85
Request for Change from Scheduled Class, Clinical or Lab Schedule _____	86

TABLE OF CONTENTS (continued)**Page**

4. Curriculum Instruction (continued)	
Clinical Courses_____	87
Faculty Orientation to Clinical Agency_____	87
Clinical/Health Requirements_____	87
Hours Required_____	87
Clinical Evaluations_____	87
Clinical Assignment of Students Undergraduate Program_____	88
Clinical Assignment of Students Graduate Program_____	88
Grade Conversion Graduate Program_____	88
Grade Conversion Undergraduate Program_____	89
Faculty Advisement Form description_____	90
Sample Form_____	90
Online Student Evaluation of Teaching Effectiveness_____	91
Clinical Agency and Preceptor Evaluations_____	93
Sample Forms_____	94
5. Academic Policies and Procedures_____	100
Oakland University Administrative Policies and Procedures_____	101
Policies of Particular Interest_____	102
Smoking_____	102
Alcohol_____	102
OU Student Handbook/Code of Academic and Student Conduct_____	102
OU Student Handbook/Psychological Emergency Procedures_____	102
School of Nursing Policies and Procedures for	
Progression, Retention and Dismissal (Undergraduate)_____	103
Undergraduate Academic Performance Grievance Procedure_____	104
Undergraduate Non Academic Grievance_____	106
Procedure for the Resolution of a non-academic complaint_____	106
Appeal of Undergraduate Student Dismissal for Academic Performance_____	107
Application for Readmission_____	108
Progression, Retention and Dismissal of Graduate Students_____	109
Graduate Academic Performance Grievance Procedure_____	110
Graduate Student Non-Academic Grievance_____	111
Procedure for Resolution of Non-Academic Complaint_____	112
Handling Student Health Incident Procedures_____	113
Faculty Injury / Exposure Procedures_____	118
Authorization to Seek Medical Treatment Form_____	118
Occupational Accident Report_____	119

TABLE OF CONTENTS (continued)**Page**

6. Resources, SON Resources and University Resources	
School of Nursing Resources _____	120
Office Hours _____	121
Paychecks _____	121
Spirit Cards _____	121
Keys _____	121
Copies _____	121
Laboratory _____	121
Personnel Files _____	121
Website _____	122
School of Nursing Supplement to OU Travel Authorization _____	123
School of Nursing Authorization (no reimbursement) _____	123
University Resources _____	125
7. Bloodborne Pathogens _____	127
School of Nursing Training Requirements _____	128
8. Faculty Employment, Reemployment and Tenure _____	131
School of Nursing Review Statement _____	132
University Standards for Reemployment, Promotion and Tenure _____	133
SON Criteria and Procedures for Reemployment, Tenure, and Promotion _____	136
FRPC General Statement to Candidates and Academic Units _____	156

Section 1:

HISTORY & PHILOSOPHY

HISTORY OF OAKLAND UNIVERSITY

Oakland University is a diverse, state-assisted institution with an enrollment of over 19,000 students. The institution is committed to high quality education for undergraduate, graduate, and continuing education students. Of equal importance are cultural enrichment through the arts, a vigorous program of research, and public service to assist business, industry, schools and other institutions in the university's service area.

The University was founded in 1957 when the late Matilda R. and Alfred G. Wilson donated their Meadow Brook Farms Estate of approximately 1,400 acres and \$2 million to Michigan State University (MSU) to create a new university in Oakland County. Oakland began operation in 1959 and was governed by MSU until 1970 when the university received its independence and appointed its own Board of Trustees. Since 1959 Oakland University has added to the Wilson's original gift and the current campus property totals 1,509 acres. Meadow Brook Hall, the 100-room, Tudor-style mansion that was the Wilson home, has been converted into a conference and cultural center. Thousands have visited the hall for tours, exhibits, or conference programs.

The major academic units of the university are the College of Arts and Sciences, the School of Business Administration, School of Engineering and Computer Science, School of Education and Human Services, School of Health Sciences, School of Nursing, and the Oakland University-William Beaumont School of Medicine. The University offers 134 undergraduate programs and 124 graduate and certificate programs. The University has over 509 tenure track full-time faculty with 94 percent holding doctoral degrees. Faculty members have been chosen as members of advisory committees for units of the National Institutes of Health and are consulted in the dispensing of millions of dollars in grant funds each year. External funding for research and other sponsored programs at Oakland University totals around \$18 million each year.

Enrichment of cultural life has been a goal of Oakland University since its founding. Meadow Brook Theater offers a full season of professional theatrical entertainment, the Meadow Brook Music Festival is the site of popular music concerts throughout the summer, and the Meadow Brook Art Gallery in Wilson Hall offers a full schedule of art exhibits. Student productions are presented in Varner Hall under the auspices of the Center for the Arts and include theater, music and dance productions.

UNIVERSITY ACCREDITATION

Oakland University academic programs are fully accredited and/or approved by the following organizations:

- Accreditation Board for Engineering and Technology
- National Association of Schools of Public Affairs and Administration
- American Assembly of Collegiate Schools of Business
- American Association of State Colleges and Universities
- American Chemical Society
- American Council on Education
- American Physical Therapy Association
- Commission of Peer Review
- Commission on Collegiate Nursing Education
- Computer Science Accreditation Board
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Great Lakes Intercollegiate Athletic Conference
- Michigan State Board of Nursing
- National Collegiate Athletic Association-Division I
- National Council for Accreditation Teacher Education
- North Central Association of Colleges and Schools

SCHOOL OF NURSING AFFILIATIONS

- American Association of Colleges of Nursing
- John A. Hartford Foundation Institute for Geriatric Nursing
- Michigan Association of Colleges of Nursing
- Michigan Board of Nursing
- Michigan League for Nursing
- National Forum on Computers in Health Care/Nursing
- National League for Nursing
- Sigma Theta Tau International, Honor Society of Nursing, Theta Psi Chapter
- National Organization of Nurse Practitioner Faculty
- American Nursing Credentialing Center
- American Academy of Nurse Practitioners
- Council on Accreditation of Nurse Anesthesia Educational Programs
- American Association of Nurse Anesthetists
- National Board of Certification and Recertification for Nurse Anesthetists

Introduction to the School of Nursing

On May 14, 1973, the President of Oakland University (OU) officially informed the Michigan State Board of Nursing of the intent of OU to institute a four-year Bachelor of Science in Nursing (BSN) program. The program was approved by the Faculty Senate on April 17, 1974 and the OU Board of Trustees on May 22, 1974. The School of Nursing (SON) became a bona fide academic unit within the university in the fall of 1974; Dr. Geraldene Felton was appointed its first Dean. In September 1975, the first class of students began their sophomore year of the BSN program and graduated during the 1977-1978 academic year. After the required graduation of two classes, the BSN program applied for and received full approval by the Michigan State Board of Nursing. In December 1980, the SON was granted initial accreditation by the National League for Nursing, and received continuing accreditation in 1987 and 1995. In 2002, the SON received initial accreditation through the Commission on Collegiate Nursing Education (CCNE) and received continuing accreditation in 2012 for ten years..

Currently, the undergraduate program consists of three tracks: Basic-BSN, BSN completion sequence for registered nurses (RN-BSN), and Accelerated Second Degree (ASD). The Basic-BSN track admits approximately 100 students per cohort (two admission cohorts per academic year) after they complete the required pre-requisite courses. The majority of Basic-BSN students matriculate full-time and complete the nursing curriculum in three academic years. Included within the Basic-BSN cohort, the SON has a group of students known as the Crittenton cohort, which is offered in partnership with Crittenton Hospital Medical Center. Students in the Crittenton cohort progress through the nursing curriculum over six consecutive semesters.

The RN-BSN track admits approximately 150 students per academic year, most of who matriculate through the program part-time. RN-BSN students may start taking courses during either the Fall or Winter semester. The RN-BSN track is taught entirely on-line.

The ASD track is designed for students who already possess a minimum of a baccalaureate degree in a non-nursing major. ASD students are admitted to the track after they complete the required pre-requisite courses. The ASD track is based on the Basic-BSN curriculum, but it is taught at an accelerated pace so students finish in three academic semesters versus six. Approximately 65 students begin the ASD track each academic semester (Fall, Winter, and Summer), and they must attend full-time. The ASD track is taught at the Riverview Institute of Oakland University in Detroit, MI.

At the graduate level, the SON offers a Master of Science in Nursing (MSN) degree and a Doctor of Nursing Practice (DNP) degree. The MSN program initially began in September

1984 with a track in nursing administration. The MSN program now is comprised of three tracks –Adult/Gerontological Nurse Practitioner (AGNP), Family Nurse Practitioner (FNP), Nurse Anesthesia (NA). In addition, the SON offers post-masters certificate programs in all three MSN specialty areas. The SON also offers a 38-credit post-Master’s DNP program to prepare nurse leaders. The DNP program is designed for advanced practice nurses who already possess a master’s degree in nursing and who are certified in their advanced practice specialty. The DNP course work can be completed in two years of full-time study.

Evolution of School of Nursing Graduate programs

- 1984 MSN Nursing Administration track began.
- 1986 The first student graduated from the master's program.
- 1987 MSN Adult Health Nursing track began.
- 1988 MSN program received initial accreditation by the National League for Nursing, continuing accreditation received in 1995 and 2002.
- 1991 MSN Nurse Anesthesia track began in collaboration with William Beaumont Hospital, Royal Oak.
- 1992 Nurse Anesthesia track received initial accreditation by the Council in Accreditation of Nurse Anesthesia Educational Programs, continuing accreditation received in 1996 and 2002.
- 1996 Post-master's Family Nurse Practitioner Certificate track began.
- 1997 Family Nurse Practitioner track began.
Nursing Administration and Adult Health tracks phased out.
- 2000 MSN Clinical Nurse Specialist Adult Health track began.
- 2002 MSN program accredited by the CCNE.
- 2003 MSN Adult/Gerontological Nurse Practitioner and Nursing Education tracks began, along with a Graduate Certificate in Nursing Education.
Clinical Nurse Specialist track revised to become Acute Care Clinical Nurse Specialist.
- 2005 RN-MSN track began.
- 2006 Doctor of Nursing Practice program began.
- 2007 First cohort of students graduated from the DNP program.
- 2010 Clinical Nurse Leader track began.
- 2012 Clinical Nurse Leader, Clinical Nurse Specialist, and Nursing Education tracks placed on suspension.
- 2012 All of the Oakland University School of Nursing academic programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) (American Association of Colleges of Nursing, One DuPont Circle, NW Ste. 530, Washington, DC).

Oakland University School of Nursing Philosophy of Nursing Education

The Philosophy of Nursing Education at Oakland University is informed by insights into the empirical, aesthetic, ethical, and personal knowledge that informs nursing as a practice discipline, the position that nursing holds in society, and the relationship that exists between the School of Nursing and Oakland University.

Nursing's disciplinary domain has both a scientific and professional practice component. Nursing science discovers, develops, synthesizes, validates, and brings order to the theoretical and practical knowledge that informs the professional practice of nursing. Professional nursing care of individuals, families, and communities is a social mandate that carries with it the responsibility to educate nurses qualified to fulfill the professional role and uphold standards of the profession.

The faculty of the SON believe that nursing education:

- Requires innovative approaches in order to meet the societal demand, now and in the future, for professional nurses prepared to meet the nursing care requirements of individuals, families, and communities.
- Has a foundation in the arts and sciences of liberal education which is needed to ground nursing in the complexity of the human experience.
- Prepares students to recognize, understand, and work with nursing phenomena and to understand the results of these efforts in relation to human values including life, justice, personal freedom, health, and well-being.
- Prepares students to use empirical knowledge as a guide for judgment and decision-making in professional practice.
- Prepares student nurses to learn, work, and live productively in ever changing national and international societies.

The faculty of the SON also believe that:

- Students learn best when challenged by educational experiences that relate to real-life situations and problems.
- Diversity among faculty, students, and members of national and international societies enriches the educational experience.
- A commitment to life-long learning is essential to the professional development of nurses, the health of national and international societies, and the growth of the discipline.
- Faculty members are responsible for determining what is to be learned and how that learning can be assessed, evaluated, and enhanced.

Section 2:

ORGANIZATION

UNIVERSITY ORGANIZATION

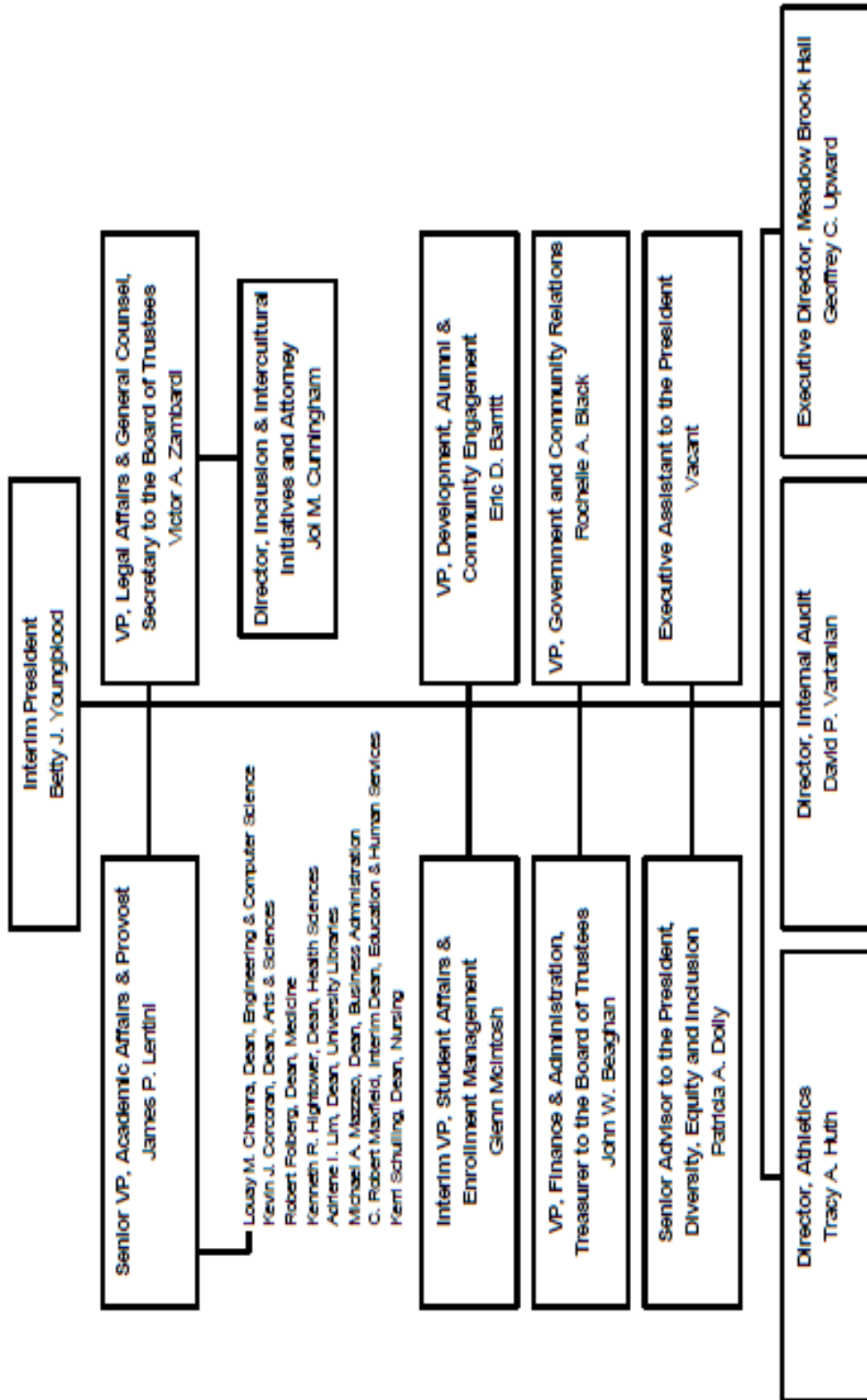
Oakland University is governed by an eight member Board of Trustees appointed by the Governor of Michigan. The Board of Trustees has ultimate responsibility for governance and the fiscal affairs of the university. The President serves at the pleasure of the Board, and is an ex-officio, nonvoting member of the Board of Trustees.

The Vice President for Academic Affairs and Provost is responsible for all academic divisions including the School of Nursing. The Dean of the School of Nursing reports directly to the Vice President for Academic Affairs and is responsible for the administration of the school, fiscal management, and curricular implementation. The Dean is the principal academic and administrative officer of the School of Nursing and is appointed by the Board of Trustees upon recommendation of the President of Oakland University.

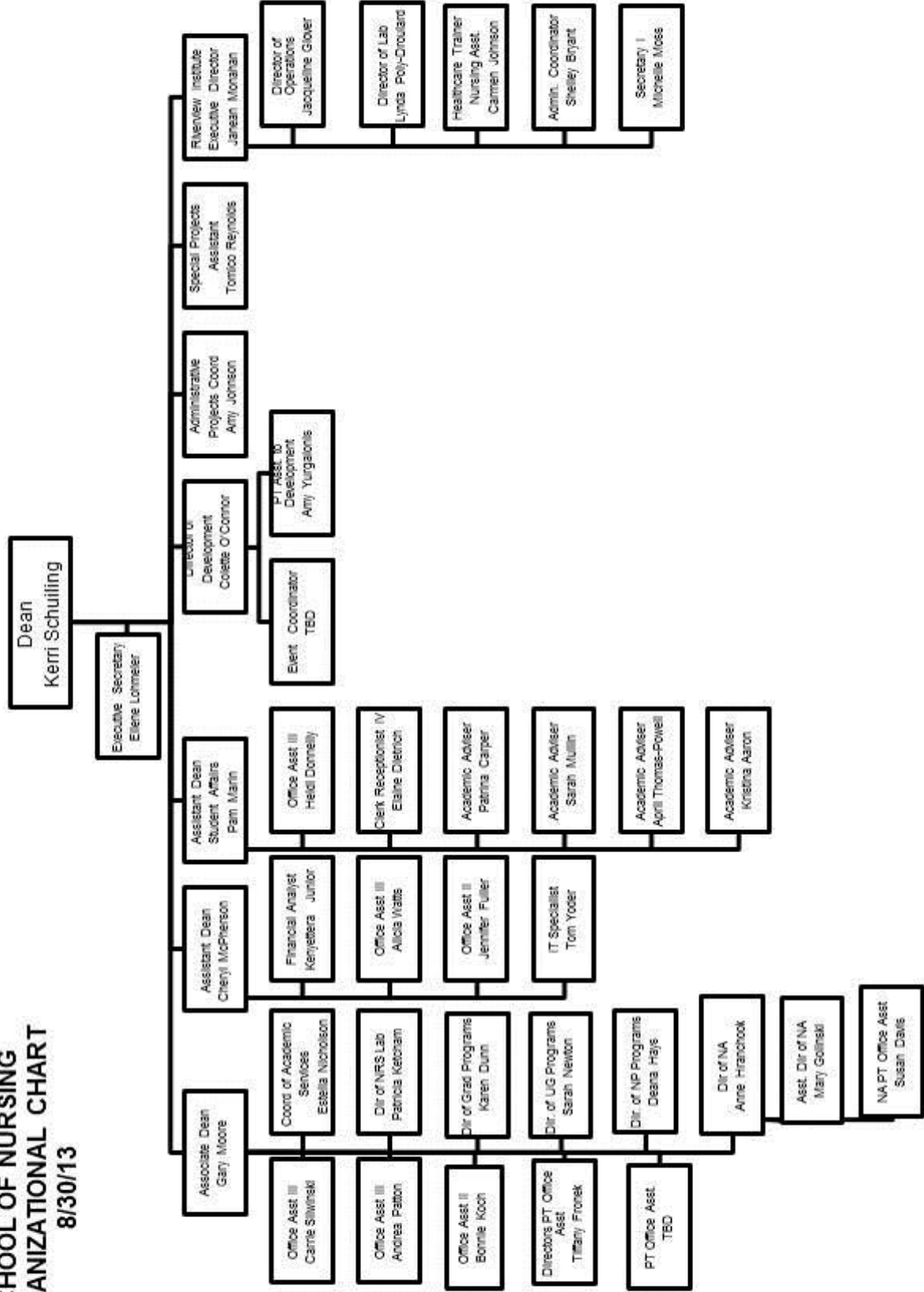
The organizational charts for Oakland University and the School of Nursing are on the next two pages.

The charts look funky – they do not fit on their respective pages!

Oakland University Organizational Chart



**SCHOOL OF NURSING
ORGANIZATIONAL CHART
8/30/13**



THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING

February 4, 2009

HISTORY OF PRIOR ACTION

Ratified by School of Nursing Faculty Assembly

September 6, 1977; April 17, 1986; March 24, 1994; April 25, 2002, October 30, 2008

Approved by the University Senate

*October 20, 1977; November 13, 1986; April 14, 1994; November 21, 2002;
November 13, 2008*

Approved by the Board of Trustees

*November 29, 1977; March 11, 1987; December 1, 1994; February 5, 2003;
February 4, 2009*

THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING

ARTICLE I

- i. The Oakland University School of Nursing shall be organized and shall function as provided herein.

ARTICLE II

Administration

- i. The Dean is the principal academic and administrative officer of the School of Nursing.
 1. The Dean of the School of Nursing shall be a tenured faculty member of the School of Nursing.
 2. The Dean shall be appointed by the Board of Trustees after consideration of the recommendation of the President and Vice President for Academic Affairs and Provost. Before recommending the initial appointment of a Dean, the President, or Vice President for Academic Affairs and Provost if designated, shall consult with the Nursing Committee on Appointment and Promotion (NCAP). At the President's discretion, the Dean's appointment may be reviewed with all members of the School of Nursing faculty at any time, but shall be reviewed at least once every five years.
- ii. With the advice of the Faculty Assembly of the School of Nursing, the Dean shall propose to the Vice President for Academic Affairs and Provost and President any and all administrative or instructional units within the School.

ARTICLE III

The Faculty Assembly: Powers and Responsibilities

The **Faculty Assembly** of the School of Nursing shall exercise all powers assigned to the organized faculty of the School of Nursing by the Constitution of the University Senate. In addition, the Faculty Assembly shall:

- i. advise the Dean in all matters the Dean wishes to bring before it.
- ii. have the right to initiate proposals on all matters relevant to the general welfare of the School of Nursing.
- iii. have the right to be consulted on all matters of academic importance to the School of Nursing.
- iv. take such actions as necessary to exercise responsibilities stated elsewhere in this Constitution.

ARTICLE IV

The Faculty Assembly: Membership and Organization

- i. The Faculty Assembly shall be composed of all members of the School of Nursing faculty holding regular appointments as Professors, Associate Professors, Assistant Professors, Instructors, Special Instructors, Full-Time Adjunct Faculty and Visiting Faculty of any rank.

ARTICLE IV, continued

- ii. All members of the Faculty Assembly shall have full voting rights and shall be eligible to serve on committees, except as committee membership may be restricted by stipulation in this Constitution or by any actions of the Faculty Assembly.
- iii. During the fall and winter semesters, the Assembly shall meet at the call of the Executive Committee. Such meetings shall be held at least once during each of the fall and winter semesters. The Executive Committee must call a meeting within thirty days of the receipt of a written request for a meeting signed by twenty percent of the Assembly members.
- iv. Meetings of the Assembly, at all times other than during the fall and winter semesters, shall be called by the Dean. At such meetings the agenda of such meetings shall be limited to the nomination of candidates for degrees and conferring of School honors, unless, by action of the Faculty Assembly during the preceding winter semester, specific additional items are authorized for the agenda.
- v. The presiding officer of the Faculty Assembly shall be the Dean or, in the Dean's absence, the Associate Dean shall preside over the Faculty Assembly. If both the Dean and the Associate Dean are absent, the Faculty Assembly shall elect a chair pro tem to preside over the meeting. The Dean shall appoint a secretary of the Faculty Assembly and a parliamentarian.
- vi. Fifty percent of those members of the Assembly not on leave shall constitute a quorum, except that this quorum rule shall be suspended for those meetings stipulated under Article IV, iv. of this Constitution.
- vii. All substantive motions, together with relevant committee recommendations and reports, shall be circulated to all members of the Assembly before a motion receives its first reading in the Faculty Assembly. Each substantive motion shall receive readings on two separate meeting days of the Assembly. Amendments may be moved during both readings, but final votes may be taken only during the second reading. By a vote of three-fourths of the members present and voting, the Faculty Assembly may proceed directly from the first reading to the second reading and take final action on the motion. At the request of more than one-fourth of the members present and voting, at least one hearing open to faculty, staff and students shall be held before the second reading of any substantive motion.
- viii. Where this constitution is silent, Robert's Rules of Order Newly Revised shall be used as the parliamentary authority.

Committees of the Faculty Assembly

- ix. The Faculty Assembly shall have an **Executive Committee** composed of the Dean of the School of Nursing, or in the Dean's absence, the Associate Dean, who shall serve as chairperson, and four other members elected from the Faculty Assembly who must be from the ranks of tenured, non-tenured tenure-track and special instructor. No one who is a current Oakland University student in the School of Nursing may serve on the Executive Committee. Elections shall be held in the winter semester for service in the subsequent academic year. Members shall be elected to staggered two-year terms.

THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING

ARTICLE IV, continued

- x. The Executive Committee shall:
 - 1.call all meetings of the Assembly in the fall and winter semesters;
 - 2.prepare the agenda for the Assembly, including the call of all matters from committees;
 - 3.present to the Assembly a slate of nominees for membership of all other standing committees;
 - 4.create ad hoc committees as it judges necessary to review matters within the purview of the Executive Committee, designate the membership, and fix the terms of such committees;
 - 5.refer measures to the standing and ad hoc committees;
 - 6.receive reports and recommendations from committees to be placed on the agenda of the Assembly, with authority to request one reconsideration; after reconsideration by the committee, a second recommendation from the committee must be placed on a subsequent Assembly agenda;
 - 7.have authority to originate substantive motions for consideration by the Assembly;
 - 8.appoint replacements for vacated seats on all standing and ad hoc committees of the Assembly; all such replacements shall serve until the next regular election;
 - 9.transmit to the University Senate such matters as concern it; and receive communications from the University Senate;
 - 10. present to and advise the Dean on all matters of academic importance.

- xi. The Faculty Assembly shall have an **Undergraduate Committee on Instruction** (UCOI) composed of the Dean of the School of Nursing and/or the Associate Dean (ex officio, non-voting), five members elected from the Faculty Assembly, at least two of whom must be from the tenure/tenure track ranks, and one student representative selected by the Student Nurses' Association of Oakland University (non-voting). Elections shall be held in winter semester for service in the subsequent academic year. Members shall be elected to staggered two-year terms.

- xii. The **Undergraduate Committee on Instruction** shall:
 - 1. consider and advise the Assembly on all curricular issues affecting undergraduate programs;
 - 2. review policies on admission, progression, retention, dismissal, and graduation;
 - 3. rule on petitions of exception;
 - 4. advise the Dean on any matters of academic concern to the undergraduate programs;
 - 5. in collaboration with the Graduate Committee on Instruction, oversee the development, execution and effectiveness of the evaluation plan for the School of Nursing;
 - 6. create ad hoc committees, as it judges necessary, to review matters within the purview of the UCOI, designate the membership, and fix the terms of such committees.

THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING
ARTICLE IV, continued

- xiii. The Faculty Assembly shall have a **Graduate Committee on Instruction (GCOI)** composed of the Dean of the School of Nursing and/or the Associate Dean (*ex officio*, non-voting), five members elected from the Faculty Assembly, at least three of whom must be from the tenure/tenure-track ranks, and one student representative (non-voting) selected by the graduate/doctoral student body. No one who is a current Oakland University graduate/doctoral student in the School of Nursing may serve on the Graduate Committee on Instruction as an elected faculty member. Elections shall be held in the winter semester for service in the subsequent academic year. Members shall be elected to staggered two-year terms. The Executive Committee shall appoint one (1) non-voting faculty representative from Nurse Anesthesia. In the event that none of the elected members of this committee are Certified Nurse Practitioners, the Executive Committee may appoint one Certified Nurse Practitioner as a non-voting member.
- xiv. The **Graduate Committee on Instruction** shall:
1. consider and advise the Assembly on all curricular issues affecting the graduate/doctoral programs;
 2. review policies on admission, progression, retention, dismissal and graduation;
 3. make recommendations to the Dean of Graduate Study on admissions, petitions of exception, and applications for transfer credit;
 4. advise the Dean on any matters of academic concern to the graduate/doctoral programs;
 5. in collaboration with the Undergraduate Committee on Instruction, oversee the development, execution and effectiveness of the evaluation plan for the School of Nursing;
 6. create ad hoc committees as it judges necessary to review matters within the purview of the Graduate Committee on Instruction, designate the membership, and fix the terms of such committees.
- xv. The Faculty Assembly shall have a Nursing Committee on Appointment and Promotion (NCAP) composed of three tenured and two non-tenured tenure-track members of the School of Nursing faculty and the Dean (*ex-officio* and non-voting). Should a faculty member filling the non-tenured seat receive notification that tenure will be awarded, then the seat shall be declared vacant at the beginning of the fall semester succeeding notification and an election to fill the seat for the remainder of the term shall be held at this time. Since a person granted tenure cannot serve as the non-tenured representative on NCAP, that person shall be eligible to serve as a tenured representative.

Terms of office shall be staggered and continue for three years. Elections shall be held in the winter semester for service in the subsequent academic year. Those faculty members eligible to vote for members of this committee shall hold the ranks of Special Instructor, Instructor, Assistant Professor, Associate Professor and Professor, not including visiting or adjunct ranks. The chairperson of the Nursing Committee on Appointment and Promotion shall be elected by and from the voting members of the committee for a term of one year. The Chairperson position may only be held by a returning tenured NCAP member who is, preferably, in the third year of his/her term on the committee.

THE CONSTITUTION OF THE OAKLAND UNIVERSITY SCHOOL OF NURSING
ARTICLE IV, continued

xvi. The **Nursing Committee on appointment and Promotion** shall:

1. be informed of all appointments to the School of Nursing faculty;
2. advise the Dean on all recommendations for initial appointment with tenure, reappointment, promotion and tenure of full-time faculty in the School of Nursing;
3. advise the Dean on appointment, promotion and tenure procedures within the School of Nursing and recommend to the Faculty Assembly changes in such procedures;
4. advise the Oakland University Faculty Re-employment and Promotion Committee (FRPC) on all appropriate personnel actions;
5. conduct its business in accordance with the OU-AAUP collective bargaining agreement.

xvii Any chairperson of a School of Nursing Committee may submit a request to the Executive Committee to replace any committee member who is absent without being excused from twenty five percent of the meetings held in any academic year.

ARTICLE V

Amendment to the School of Nursing Constitution

- i. Amendments to this constitution shall originate as substantive motions of the Faculty Assembly, except that an affirmative final vote on the second reading must be ratified by a simple majority of the members of the Assembly in a mail referendum and be approved by the University Senate and the Board of Trustees. An amendment shall be effective following approval by the Board of Trustees.

ARTICLE VI

Revision of The School of Nursing Constitution

- i. This Constitution shall remain in effect until superseded by a revised Constitution ratified by the Assembly and approved by the University Senate and the Board of Trustees.
- ii. Within five years of the adoption of this Constitution, a Constitutional Committee shall be convened by the Executive Committee to consider the need for revisions in this Constitution and to present such needed revisions to the Faculty Assembly for consideration and adoption.

GUIDELINES FOR COMMITTEE CHAIRPERSON

1. Conducts all meetings, sets time and date for meetings.
2. Sets agenda for all meetings and disseminates to members by email.
3. Reserves conference room for all meeting dates.
4. Minutes need to follow Robert's Rules (regarding content). Draft of minutes is circulated by email for member review and revisions. Final approval of minutes voted on at next meeting.
5. Each month ensure that approved copy of minutes is placed in committee notebook with committee meeting agenda and attachments.
6. Items generated by committee that require Faculty Assembly (FA) approval must be submitted to Executive Committee (Dean's secretary) for placement on Executive Committee agenda for next meeting (check schedule of Executive Committee so next meeting is not missed).
7. Make arrangements for any necessary attachments/documents to be emailed to Dean's secretary before the next FA. Chair of committee usually makes the motion introducing item, and provides background at FA.
8. Provide annual report of committee activities based on established goals for the academic year at Colloquy. Report is usually due to Dean's secretary by mid-April.
9. Develop agenda for first meeting of next academic year. Call and preside over first meeting to assist with transition.

Section 3:

**PROGRAM OBJECTIVES,
STANDARDS & EVALUATION**

UNDERGRADUATE LEVEL OBJECTIVES

By the end of the undergraduate program, students will:

1. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.
2. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost efficient professional nursing care based on current best practice.
3. Apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.
4. Demonstrate adherence to the essentials of the AACN when delivering nursing care across the lifespan to diverse client populations in a wide variety of settings.
5. Acquire the foundation for continued study at the graduate level.

Approved by School of Nursing Faculty Assembly February 16, 2012

GRADUATE PROGRAM OBJECTIVES

Building on the foundation of the Baccalaureate program, the Master's program will prepare the graduate student for advanced nursing practice. The Master's graduate will:

1. Integrate theories and research findings from nursing and the related sciences to translate evidence into practice.
2. Integrate professional practice standards and guidelines in the provision of nursing practice in the student's specialty area.
3. Demonstrate the foundational competencies necessary for successful completion of the certification examination in the student's specialty area.
4. Demonstrate the foundational competencies necessary for continued study at the doctoral level.

Approved by School of Nursing Faculty Assembly February 16, 2012

DOCTOR OF NURSING PRACTICE PROGRAM OBJECTIVES

Building on the foundation of the master's program, the Doctor of Nursing Practice (DNP) program will prepare the student for the highest level of clinical nursing practice. The DNP graduate will:

1. Integrate the science and theory of nursing practice with scientific and theoretical knowledge from other disciplines to improve nursing practice and patient outcomes.
2. Integrate knowledge of effective communication and leadership skills based on professional standards to work as an effective member of an inter-professional team in the provision of safe, high quality, patient-centered care.
3. Demonstrate the appropriate and ethical use of information technology and research methods to improve practice and the practice environment.

Approved by School of Nursing Faculty Assembly February 16, 2012

Oakland University School of Nursing Evaluation Plan

Approved by School of Nursing Faculty Assembly November 29, 2012

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<p>School of Nursing (SON) mission and program objectives/goals</p> <p>American Association of Colleges of Nursing (AACN) Essentials</p> <p>American Nurses Association (ANA) standards of professional performance</p> <p>Commission on Collegiate Nursing Education (CCNE) accreditation standards</p> <p>National Organization of Nurse Practitioner Faculties (NONPF) standards</p> <p>Council on Accreditation (COA) standards.</p> <p>OU Undergraduate and Graduate Catalogs</p> <p>SON undergraduate, graduate, and DNP student handbooks</p>	<p>Executive committee</p>	<p>Executive Committee compares OU mission, goals, and expected student outcomes to SON mission and Undergraduate, Master's, and DNP program objectives/goals every 5 years. 2014-2015 2019-2020</p> <p>Executive Committee compares SON mission and undergraduate, Master's, and DNP program objectives/goals to professional practice standards for congruency every 5 years: 2014-2015 2019-2020</p>	<p>Expected outcome: The SON mission and program objectives/goals are congruent with the OU mission, goals, and expected student outcomes.</p> <p>The SON mission and program objectives/goals are consistent with professional nursing standards and guidelines.</p>	<p>Executive Committee presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to Faculty Assembly (FA).</p>

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.</p> <p>The SON defines the community of interest as:</p> <p>A) Agencies that hire our graduates</p> <p>B) Public</p> <ul style="list-style-type: none"> • Board of Visitors <p>C) Faculty at OU teaching pre-requisite courses</p> <p>D) Students</p> <p>E) SON alumni</p>	<p>SON mission and program objectives/goals</p> <p>AACN Essentials</p> <p>CCNE accreditation standards</p> <p>NONPF standards</p> <p>COA standards.</p> <p>SON Faculty and student handbooks</p> <p>SON website</p>	<p>Associate Dean</p> <p>Evaluation Committee</p>	<p>Evaluation Committee reviews the SON mission, goals, and program goals/objectives every 2 years: 2013-2014 2015-2016</p> <p>Associate Dean develops survey questions. Method of inquiry will be decided by Evaluation Committee and the following schedule to assess the SON community of interest will be followed:</p> <p>Agencies every 2 years: 2013-2014 2015-2016</p> <p>SON alumni every 3 years: 2014-2015 2017-2018</p>	<p>Expected outcome: The SON mission and program objectives/goals reflect the needs and expectations of the community of interest.</p>	<p>Associate Dean receives focus group data and presents report to the Evaluation Committee who presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

			<p>Board of Visitors every 5 years: 2013-2014 2018-2019</p> <p>OU faculty who teach pre-requisite courses every 5 years: 2013-2014 2018-2019</p>		
--	--	--	--	--	--

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Annual Faculty Report SON Promotion & Tenure document Faculty handbook	Dean or Associate Dean	Dean's office sends e-mail every winter semester reminding faculty to submit Annual Faculty Report (with due date). ANNUALLY	Expected outcome: Faculty outcomes are consistent with SON mission and program objectives/goals.	Dean presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-D. Faculty and students participate in program governance.	Annual Faculty Report UCOI Committee minutes GCOI Committee minutes Commencement and Honors committee minutes	Dean and/or Associate Dean Evaluation Committee	Dean's office sends e-mail every winter reminding faculty to submit Annual Faculty Report (with due date). ANNUALLY Evaluation Committee sends letter to committee chairs by April 1 st to assess student and faculty participation. ANNUALLY	Expected outcome: Faculty and student participation in SON governance is evident.	If participation is not evident, Evaluation Committee notifies Executive committee.

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>I-E. Documents and publications are accurate. References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.</p>	<p>Undergraduate, graduate, and DNP student handbooks</p> <p>OU Undergraduate and Graduate catalogs</p> <p>SON website</p> <p>SON brochures and publications</p>	<p>Undergraduate and Graduate Program Directors</p> <p>Associate Dean</p>	<p>Associate Dean and/or Program Directors review SON documents, brochures, website, and publications, including SON section in the OU undergraduate and graduate catalogs, and SON student handbooks for accuracy. ANNUALLY</p> <p>Undergraduate, Master’s, and DNP student handbooks are updated on the SON website, ANNUALLY.</p>	<p>Expected outcome: SON documents, brochures, website, and publications are accurate.</p>	<p>Associate Dean and/or Program directors revise and update SON documents, brochures, website, and publications (as needed), and bring issues to the respective COI for approval, as needed.</p>

<p>I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.</p>	<p>Undergraduate, graduate, and DNP student handbooks</p> <p>SON website</p> <p>OU undergraduate and Graduate catalogs</p> <p>Faculty handbook</p>	<p>Undergraduate and Graduate Program Directors</p> <p>Associate Dean</p>	<p>Associate Dean and Program Directors review SON website, Undergraduate and graduate student handbooks, and OU undergraduate and graduate catalogs for congruency with OU policies.</p> <p>ANNUALLY</p>	<p>Expected Outcome: SON academic policies are congruent with OU and support achievement of the SON mission and program objectives/goals.</p>	<p>SON Associate Dean and/or Program Directors bring issues to the respective COI (as needed)</p>
---	--	---	---	---	---

Standard 1. Program Quality: Mission and Governance	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
I-G. There are established policies by which the nursing unit defines and reviews formal complaints.	<p>The OU complaint policy in the undergraduate and graduate catalogs.</p> <p>SON grievance procedure in the undergraduate, graduate, and DNP student handbooks.</p> <p>Faculty handbook</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p>	<p>Associate Dean and Program Directors review policies related to formal complaints in Undergraduate, Graduate, DNP, and faculty handbooks every 2 years.</p> <p>2013-2014 2015-2016</p>	<p>Expected outcome: The SON has written policies related to formal complaints.</p>	<p>Associate Dean and/or Program Directors bring issues to the respective COI.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p>	<p>SON budget Survey data from Annual Faculty Reports</p>	<p>Dean Assistant Dean of Finance and Administration Associate Dean</p>	<p>SON budget reviewed and updated by the Dean and Assistant Dean of Finance. ANNUALLY Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p>	<p>Expected outcomes: The SON budget and resources are sufficient for the SON to fulfill its mission and program objectives/goals. Mean scores on relevant Annual Faculty Report questions will be 3.0 or higher on a 5-point likert scale</p>	<p>Dean, Assistant Dean, and/or Associate Dean present findings and recommendations at the Spring Evaluation Colloquy with motions for changes taken to FA.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>	<p>EBI exit surveys Student satisfaction surveys Survey data from Annual Faculty Reports</p>	<p>Associate Dean Undergraduate and Graduate Program Directors Graduate NA and NP track facilitators</p>	<p>Associate Dean collects student satisfaction data from undergraduate, master's and DNP students, every 3 years. 2013-2014 2016-2017 Associate Dean coordinates exit surveys for Undergraduate and DNP students and presents findings to respective Program Director, ANNUALLY. Graduate NA and NP track facilitators collect exit survey data for master's</p>	<p>Expected outcomes: The academic support services are adequate to ensure quality based on current student and faculty needs and projections. Mean scores on relevant Annual Faculty Report questions will be 3.0 or higher on a 5-point likert scale. Student satisfaction and exit survey scores will be 5.0 or higher on a 7-point liker scale.</p>	<p>Associate Dean and/or Program Directors present data regarding academic support services at December retreat and/or Spring Evaluation colloquy with recommendations for change taken to FA.</p>

			<p>program and present findings to Graduate Program Director, ANNUALLY</p> <p>Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY</p>		
--	--	--	---	--	--

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-C. The chief nurse administrator:</p> <ul style="list-style-type: none"> -is a registered nurse (RN); -holds a graduate degree in nursing; -is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; -is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and -provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes. 	<p>SON Constitution</p> <p>Dean CV</p>	<p>Provost/VPAA</p>	<p>Provost conducts Decanal review every five years: 2016-2017 2021-2022</p>	<p>Expected outcome: The SON Dean provides effective leadership and is vested with administrative authority to accomplish SON mission and goals.</p>	<p>Provost provides final report to SON faculty.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-D. Faculty members are: -sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes; -academically prepared for the areas in which they teach; and -experientially prepared for the areas in which they teach.</p>	<p>Faculty CVs and Annual Faculty Reports AAUP-OU faculty contract SON Promotion and Tenure document</p>	<p>Associate Dean Dean Undergraduate and Graduate Program Directors</p>	<p>Associate Dean reviews faculty credentials to ensure goodness of fit with SON teaching needs. ANNUALLY Undergraduate and Graduate Program Directors provide input on adequacy of faculty in their respective programs to support SON and program objectives/goals. ANNUALLY Dean and Associate Dean review SON faculty needs and communicate need to Provost/VPAA. ANNUALLY</p>	<p>Expected outcome: Faculty members are sufficient in number and academically and experientially qualified to accomplish SON mission, program objectives/goals, and faculty outcomes.</p>	<p>Dean and/or Associate Dean present findings at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<p>BSN pre-licensure Clinical Preceptor Verification form</p> <p>BSN pre-licensure Evaluation of Clinical Preceptor form</p> <p>NP Preceptor Survey completed by NP students and faculty.</p> <p>NA Preceptor survey completed by NA students and faculty</p>	<p>Undergraduate and Graduate Program Directors</p> <p>Associate Dean</p> <p>Graduate NA and NP track facilitators</p>	<p>Undergraduate Program Director, in consultation with NRS 473/485 FOR(s), collects data regarding pre-licensure preceptor qualifications and reports findings to Associate Dean, ANNUALLY.</p> <p>Graduate Program Director, in consultation with NA and NP track facilitators, collects data regarding Master's level preceptor qualifications and reports findings to Associate Dean, ANNUALLY.</p>	<p>Expected outcome: 100% of preceptors will be academically and experientially qualified to serve as SON preceptors.</p> <p>Mean scores for all preceptor evaluations will be 3.0 or higher on a 5-point likert scale. A mean score below 3.0 will trigger re-evaluation of preceptor appointment by the Associate Dean and/or graduate track facilitators.</p>	<p>Associate Dean will present preceptor evaluation data at Spring Evaluation colloquy with motions for change taken to FA.</p>

Standard 2. Program Quality: Institutional Commitment and Resources	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p>	<p>Annual Faculty Report AAUP-OU faculty contract SON Constitution SON Promotion & Tenure document</p>	<p>Dean or Associate Dean</p>	<p>Dean's office sends e-mail to SON faculty every winter reminding them to submit Annual Faculty Report (with due date). Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p>	<p>Expected outcome: OU and the SON provide and support an environment that encourages faculty teaching, scholarship, service, and practice. Mean scores on the Faculty Annual Report questions will be 3.0 or higher on a 5-point likert scale.</p>	<p>Associate Dean presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.</p>	<p>Undergraduate, Graduate, and DNP student handbooks</p> <p>Undergraduate and Graduate catalogs</p> <p>SON website</p>	<p>Undergraduate and Graduate Program Directors</p> <p>UCOI</p> <p>GCOI</p>	<p>Undergraduate and Graduate Program Directors, together with UCOI and GCOI, review undergraduate, master's, and DNP curricula, ANNUALLY.</p> <p>UCOI and GCOI review undergraduate, master's, and DNP program objectives/goals ANNUALLY.</p>	<p>Expected outcomes: The undergraduate, Master's, and DNP curricula are revised (as needed) to reflect the respective program's objectives/goals.</p>	<p>Program Directors and/or UCOI/GCOI present findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.</p>	<p>AACN Baccalaureate, Master's, and DNP Essentials</p> <p>Course syllabi</p> <p>Undergraduate ATI comprehensive predictor exam data</p> <p>Undergraduate, Master's, and DNP program objectives/goals</p> <p>Undergraduate, master's, and DNP program cross-walk tables</p> <p>Criteria for Evaluation of Nurse Practitioner Programs</p> <p>Council on Accreditation for Nurse Anesthesia Program standards</p> <p>Employment data post-graduation</p>	<p>UCOI</p> <p>GCOI</p> <p>Undergraduate and Graduate Program Directors</p> <p>Associate Dean</p>	<p>Associate Dean and Undergraduate and Graduate Program Directors review AACN Baccalaureate, Master's, and DNP Essentials, ANNUALLY.</p> <p>UCOI reviews undergraduate course syllabi (course overview, course objectives, and Essential content) on a rotating schedule so that at the end of every 3 year cycle all syllabi have been reviewed for congruency with program objectives/goals</p>	<p>Expected outcomes: 100% of pre-licensure students pass ATI comprehensive predictor exam with score at or above SON benchmark</p> <p>SON NCLEX pass rate will be 88% or higher.</p> <p>Undergraduate curriculum/syllabi are aligned with program objectives/goals and curriculum cross-walk tables are congruent with the AACN Baccalaureate Essentials.</p> <p>Master's and DNP curricula/syllabi are aligned with program objectives/goals and cross-walk</p>	<p>Associate Dean, Program Directors, UCOI, and GCOI present findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

		<p>and that they reflect AACN BSN Essentials. 2012-2013 2015-2016</p> <p>UCOI reviews undergraduate program objectives/goals ANNUALLY.</p> <p>Associate Dean reports NCLEX pass rates to UCOI and FA twice/year.</p> <p>GCOI reviews Master's and DNP course syllabi (course overview, course objectives, and Essential content) on a rotating schedule so that at the end of every 3 year cycle all syllabi have been reviewed for</p>	<p>tables are congruent with the AACN Master's and DNP Essentials, NONPF standards, and COA standards</p> <p>Advanced practice registered nurse certification exam pass rates will be 90% or higher.</p>	
--	--	---	--	--

			<p>congruency with program objectives/goals and that they reflect AACN MSN and DNP Essentials. 2012-2013 2015-2016</p> <p>Associate Dean collects employment data for graduates of the undergraduate, Master's, and DNP programs, and reports findings to UCOI and GCOI, ANNUALLY.</p>		
--	--	--	--	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.</p> <p>-The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.</p> <p>-Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.</p> <p>-DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.</p>	<p>OU General Education program</p> <p>Undergraduate program pre-requisite courses</p> <p>SON course syllabi</p> <p>Undergraduate, master's, and DNP curricula crosswalk tables</p> <p>Undergraduate, Master's, and DNP objectives/goals</p>	<p>UCOI</p> <p>GCOI</p> <p>Undergraduate and Graduate Program Directors</p>	<p>UCOI, GCOI, and Undergraduate and Graduate Program Directors review undergraduate, Master's, and DNP cross-walk tables for congruency with CCNE standards and evidence of leveling across programs, ANNUALLY.</p>	<p>Expected outcomes: The Undergraduate, Master's, and DNP curricula facilitate student attainment of program objectives/goals and show evidence of leveling across programs.</p>	<p>UCOI/GCOI and/or Program Directors present findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.</p>	<p>Undergraduate ATI exam data</p> <p>EBI exit surveys</p> <p>NCLEX pass rates</p> <p>Advanced practice registered nurse certification exam pass rates</p> <p>Undergraduate, Master's, and DNP program objectives/goals</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p>	<p>Faculty who give undergraduate ATI exams review results and present findings to Undergraduate Program Director every semester.</p> <p>Associate Dean coordinates exit surveys for undergraduate, and DNP programs and presents findings to respective Program Director. ANNUALLY</p> <p>Graduate NA and NP track facilitators collect exit survey data for</p>	<p>Expected outcomes: Pre-licensure student NCLEX pass rate is 88% or higher.</p> <p>Advanced practice registered nurse certification Exam pass rate is 90% or higher.</p> <p>Mean scores on exit surveys will be 5.0 or higher on a 7-point likert scale for graduates of the undergraduate and DNP programs.</p>	<p>Associate Dean and/or Program Directors present findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

			<p>master's program and presents findings to Graduate Program Director, ANNUALLY</p> <p>Associate Dean reports NCLEX pass rates at December Retreat and Spring Evaluation Colloquy.</p> <p>Associate Dean reports advanced practice certification exam pass rates at December Retreat and Spring Evaluation Colloquy.</p>		
--	--	--	---	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>AACN Baccalaureate, Master’s, and DNP Essentials</p> <p>NONPF standards</p> <p>COA standards</p> <p>Undergraduate, Master’s, and DNP student handbooks</p> <p>Undergraduate and Graduate Catalogs</p>	<p>Associate Dean</p> <p>Evaluation Committee</p>	<p>Associate Dean develops survey questions. Method of inquiry will be decided by Evaluation Committee. The following schedule will be used to assess the SON community of interest:</p> <p>Agencies every 2 years: 2013-2014 2015-2016</p> <p>SON alumni every 3 years: 2014-2015 2017-2018</p> <p>Board of Visitors every 5 years: 2013-2014 2018-2019</p>	<p>Expected outcome: The SON academic programs’ curricula and teaching-learning practices consider the needs and expectations of the SON community of interest.</p>	<p>Associate Dean presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

			OU faculty who teach pre- requisite courses every 5 years: 2013-2014 2018-2019		
--	--	--	--	--	--

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>SON course syllabi Undergraduate, Master's, and DNP student handbooks</p>	<p>UCOI GCOI</p>	<p>UCOI and GCOI review SON grading policies every two years. 2013-2014 2015-2016</p>	<p>Expected outcomes: SON grading policies are clearly defined and consistently applied.</p>	<p>UCOI/GCOI present findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 3. Program Quality: Curriculum and Teaching-Learning	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>AACN Baccalaureate, Master's, and DNP Essentials</p> <p>EBI exit surveys</p> <p>Student satisfaction surveys</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p> <p>UCOI</p> <p>GCOI</p>	<p>UCOI and GCOI review undergraduate, Master's, and DNP curricula and perform syllabus review on a 3-year rotating cycle (see III-B).</p> <p>Associate Dean collects student satisfaction data from undergraduate, master's and DNP students every 3 years. 2013-2014 2016-2017</p> <p>Associate Dean coordinates exit surveys for Undergraduate and DNP students, and presents findings to the respective</p>	<p>Expected Outcome: Undergraduate, Master's, and DNP curricula are consistent with AACN Baccalaureate, Master's, and DNP Essentials.</p>	<p>UCOI/GCOI and/or Program Directors present findings and recommendations at the Spring evaluation colloquy with motions for change taken to FA.</p>

			<p>Program Director, ANNUALLY.</p> <p>Graduate NA and NP track facilitators collect exit survey data for master's program and present findings to Graduate Program Director, ANNUALLY</p>		
--	--	--	---	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN[®] pass rates, certification examination pass rates, and employment rates, as appropriate.</p>	<p>EBI exit survey data</p> <p>Alumni satisfaction data</p> <p>Employment data for pre-licensure (Basic-BSN and Accelerated Second Degree) graduates, BSN degree completion graduates, Master's (NA and NP) graduates, and DNP graduates</p> <p>Employer satisfaction data</p> <p>Student satisfaction survey data</p> <p>Graduation Rates for all three academic programs</p> <p>NCLEX-RN pass rates</p> <p>Advanced practice certification exam pass rates</p> <p>NRS 475 capstone papers</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p> <p>Evaluation Committee</p>	<p>Associate Dean coordinates exit surveys for Undergraduate and DNP students, and presents findings to respective Program Director. ANNUALLY</p> <p>Graduate NA and NP track facilitators collect exit survey data for master's program and presents findings to Graduate Program Director, ANNUALLY</p> <p>Associate Dean collects student satisfaction data</p>	<p>Expected outcomes: -All mean scores on EBI exit and alumni surveys will be 5.0 or higher on a 7-point likert scale.</p> <p>Pre-licensure NCLEX pass rate is 88%.</p> <p>Advanced practice certification exam pass rate is 90%.</p> <p>Employment rate is 90% for all three academic programs six (6) months after graduation.</p> <p>Graduation Benchmark is: Basic-BSN 75%; ASD 85%; RN-BSN 70%; Master's 70%, and DNP 70%.</p> <p>NRS 475 capstone</p>	<p>Associate Dean and Evaluation Committee present findings and recommendations at the Evaluation Colloquy with motions for change taken to FA.</p>

			<p>from undergraduate, master's and DNP students, every 3 years. 2013-2014 2016-2017</p> <p>Associate Dean collects SON alumni satisfaction data every 3 years and employer satisfaction every 2 years (see I-B).</p> <p>Associate Dean reports NCLEX pass rates at December Retreat and Spring Evaluation Colloquy.</p> <p>Associate Dean reports advanced practice certification exam pass rates at December</p>	<p>papers achieve established benchmark of 70%.</p> <p>Undergraduate, Master's, and DNP students, alumni, and their employers are satisfied as evidence by mean scores on exit, alumni, and employer satisfaction surveys 5.0 or higher on a 7-point likert scale.</p>	
--	--	--	--	--	--

			<p>Retreat and Spring Evaluation Colloquy.</p> <p>Evaluation Committee tracks graduation and employment rates, ANNUALLY.</p> <p>Evaluation Committee analyzes a representative sample of NRS 475 capstone papers to assess attainment of Undergraduate program objectives/goals every 2 years: 2013-2014 2015-2016.</p>		
--	--	--	---	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.</p>	<p>EBI exit survey data</p> <p>Alumni satisfaction data</p> <p>Employment data for pre-licensure (Basic-BSN and Accelerated Second Degree) graduates, BSN degree completion graduates, Master's (NA and NP) graduates, and DNP graduates</p> <p>Undergraduate, Master's, and DNP student satisfaction survey data</p> <p>Graduation Rates for all three academic programs</p> <p>NCLEX-RN pass rates</p> <p>Advanced practice certification exam pass rates</p> <p>NRS 475 Capstone papers</p> <p>Employer satisfaction data</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p> <p>Evaluation Committee</p>	<p>Associate Dean coordinates exit surveys for Undergraduate and DNP students, and presents findings to respective Program Director. ANNUALLY</p> <p>Graduate NA and NP track facilitators collect exit survey data for master's program and presents findings to Graduate Program Director, ANNUALLY</p> <p>Associate Dean collects student satisfaction data</p>	<p>Expected outcomes are that:</p> <p>Mean scores on exit and alumni surveys, and student satisfaction surveys will be 5.0 or higher on a 7-point likert scale.</p> <p>NCLEX pass rate is 88%.</p> <p>Advanced practice certification exam pass rate is 90%.</p> <p>Employment rates is 90% for all three academic programs six months following graduation.</p> <p>Graduation Benchmark is: Basic-BSN 75%; ASD 85%; RN-BSN 70%; Master's</p>	<p>Associate Dean and Evaluation Committee present findings and recommendations at the Evaluation Colloquy with motions for change taken to FA.</p>

		<p>from undergraduate, master's and DNP students every 3 years. 2013-2014 2016-2017</p> <p>Associate Dean collects SON alumni satisfaction data every 3 years and employer satisfaction every 2 years (see I-B).</p> <p>Associate Dean reports NCLEX pass rates at December Retreat and Spring Evaluation Colloquy.</p> <p>Associate Dean reports advanced practice certification exam pass rates at December</p>	<p>70%, and DNP 70%.</p> <p>The scores on the NRS 475 capstone paper review will be 70% or higher</p>	
--	--	---	---	--

			<p>Retreat and Spring Evaluation Colloquy.</p> <p>Evaluation Committee tracks graduation and employment rates, ANNUALLY.</p> <p>Evaluation Committee analyzes a representative sample of NRS 475 capstone papers to assess attainment of Undergraduate program objectives/goals every 2 years: 2013-2014 2015-2016.</p>		
--	--	--	---	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.</p>	<p>EBI exit surveys</p> <p>Alumni satisfaction data</p> <p>Employment data for pre-licensure (Basic-BSN and Accelerated Second Degree) graduates, BSN degree completion graduates, Master's (NA and NP) graduates, and DNP graduates</p> <p>Undergraduate, Master's, and DNP student satisfaction survey data</p> <p>Graduation Rates for all three academic programs</p> <p>NCLEX-RN pass rates</p> <p>Advanced practice certification exam pass rates</p> <p>NRS 475 Capstone papers</p> <p>Employer satisfaction data</p>	<p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p> <p>Evaluation Committee</p>	<p>Associate Dean coordinates exit surveys for Undergraduate and DNP students, and presents findings to respective Program Director. ANNUALLY</p> <p>Graduate NA and NP track facilitators collect exit survey data for master's program and presents findings to Graduate Program Director, ANNUALLY</p> <p>Associate Dean collects student satisfaction data</p>	<p>Expected outcome: Student outcome data provides evidence of School of Nursing effectiveness.</p>	<p>Associate Dean and Evaluation Committee present findings and recommendations at the Evaluation Colloquy with motions for change taken to FA.</p>

			<p>from undergraduate, master's and DNP students every 3 years. 2013-2014 2016-2017</p> <p>Associate Dean collects SON alumni satisfaction data every 3 years and employer satisfaction every 2 years (see I-B).</p> <p>Associate Dean reports NCLEX pass rates at December Retreat and Spring Evaluation Colloquy.</p> <p>Associate Dean reports advanced practice certification exam pass rates at December</p>		
--	--	--	---	--	--

			<p>Retreat and Spring Evaluation Colloquy.</p> <p>Evaluation Committee tracks graduation and employment rates, ANNUALLY.</p> <p>Evaluation Committee analyzes a representative sample of NRS 475 capstone papers to assess attainment of Undergraduate program objectives/goals every 2 years: 2013-2014 2015-2016.</p>		
--	--	--	---	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.</p>	<p>EBI exit surveys</p> <p>Alumni satisfaction data</p> <p>Employment data for pre-licensure (Basic-BSN and Accelerated Second Degree) and BSN degree completion graduates, Master’s (NA &NP), and DNP graduates</p> <p>Undergraduate, Master’s, and DNP student satisfaction survey data</p> <p>Graduation Rates for all three academic programs</p> <p>NCLEX-RN pass rates</p> <p>Advanced practice certification exam pass rates</p> <p>NRS 475 Capstone papers</p> <p>Employer satisfaction data</p>	<p>Dean</p> <p>Associate Dean</p> <p>Undergraduate and Graduate Program Directors</p> <p>Graduate NA and NP track facilitators</p> <p>SON faculty</p> <p>UCOI</p> <p>GCOI</p> <p>NCAP</p> <p>Executive Committee</p> <p>Evaluation Committee</p>	<p>Every SON faculty member and SON committee is responsible for reviewing and using SON outcome data for on-going quality improvement purposes, and to generate new data to address relevant issues, as they arise.</p>	<p>Expected outcome: Outcome data is used by the School of Nursing to foster on-going program improvement.</p>	<p>Dean, Associate Dean, Program Directors, all SON faculty, and SON committees will bring issues to the appropriate committee, FA, December Retreat, and/or Spring Evaluation Colloquy with motions for change taken to FA.</p>

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
<p>IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.</p>	<p>Annual Faculty Reports</p> <p>SON Promotion & Tenure document</p> <p>AAUP-OU faculty contract</p>	<p>Dean</p> <p>Associate Dean</p> <p>NCAP</p> <p>Faculty Search Committee</p>	<p>Dean's office sends e-mail every winter reminding faculty to submit Annual Faculty Report (with due date), ANNUALLY.</p> <p>Dean (after getting approval from Provost/VPAA) communicates to Faculty Search Committee number of tenured/tenure-track faculty SON may hire, ANNUALLY.</p> <p>Dean (after getting approval from Provost/VPAA) communicates</p>	<p>Expected outcome: SON faculty outcomes are consistent with and contribute to SON mission, program objectives/goals, and expected student outcomes.</p>	<p>Dean communicates to Associate Dean, Faculty Search Committee, and FA number and type of faculty Provost/VPAA has given SON approval to hire.</p> <p>Teaching assignments are communicated to SON faculty by the Associate Dean.</p> <p>NCAP communicates findings of tenure/re-appointment reviews to faculty members and Dean as outlined in SON Promotion and Tenure documents.</p>

			<p>to Associate Dean number of non-tenure track faculty SON may hire, as needed.</p> <p>Associate Dean makes faculty teaching assignments using the SON workload document and faculty classification, every semester.</p> <p>Associate Dean reviews faculty outcomes (teaching and service) for full-time visiting faculty, ANNUALLY.</p> <p>Associate Dean reviews and analyzes survey data from Annual Faculty Reports, ANNUALLY.</p>		
--	--	--	---	--	--

			NCAP reviews faculty outcomes (teaching, scholarship, service, and practice, as appropriate) for tenure track/full time adjunct faculty going through the tenure/re-appointment process, ANNUALLY.		
--	--	--	--	--	--

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	SON grievance procedure in the Undergraduate, Master's, and DNP student handbooks SON faculty handbook OU Undergraduate and Graduate catalogs	Associate Dean	Associate Dean reviews formal complaint data for trends, ANNUALLY.	Expected outcomes: SON has written procedures related to formal complaints and uses data from formal complaints to foster on-going program improvement.	Associate Dean presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.

SON Evaluation Plan	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
Evaluation committee re-evaluates the SON Evaluation Plan for congruence with professional nursing standards and guidelines.	SON Evaluation Plan	Evaluation Committee	Evaluation Committee implements SON Evaluation Plan and evaluates its congruence with CCNE Standards, ANNUALLY.	Expected Outcome: SON Evaluation Plan is implemented and demonstrates consistency with CCNE Standards.	Evaluation Committee presents findings and recommendations to Dean, as necessary, and annually at the Spring Evaluation Colloquy with motions for change taken to FA.

Standard 4. Program Effectiveness: Aggregate Student and Faculty Outcomes	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	SON grievance procedure in the Undergraduate, Master's, and DNP student handbooks SON faculty handbook OU Undergraduate and Graduate catalogs	Associate Dean	Associate Dean reviews formal complaint data for trends, ANNUALLY.	Expected outcomes: SON has written procedures related to formal complaints and uses data from formal complaints to foster on-going program improvement.	Associate Dean presents findings and recommendations at the Spring Evaluation Colloquy with motions for change taken to FA.

SON Evaluation Plan	OU/SON Documents	Responsible Group/Person	Procedure & Timeframe	Expected Outcome or Benchmark	Feedback Loop
Evaluation committee re-evaluates the SON Evaluation Plan for congruence with professional nursing standards and guidelines.	SON Evaluation Plan	Evaluation Committee	Evaluation Committee implements SON Evaluation Plan and evaluates its congruence with CCNE Standards, ANNUALLY.	Expected Outcome: SON Evaluation Plan is implemented and demonstrates consistency with CCNE Standards.	Evaluation Committee presents findings and recommendations to Dean, as necessary, and annually at the Spring Evaluation Colloquy with motions for change taken to FA.

Section 4:

CURRICULUM & INSTRUCTION

INSTRUCTION

Instruction (teaching) includes all activities that contribute directly and indirectly to student learning in any academic setting (e.g. classroom, online, laboratory, or clinical agency). Teaching assignments are made by the Associate Dean of the School of Nursing. Individuals are referred to the Associate Dean for specific information or assistance related to teaching and learning issues. Faculty members are responsible for being familiar with the content of the School of Nursing Undergraduate, Master's, and Doctor of Nursing Practice Student Handbooks, as well as the Faculty Handbook.

ONLINE LEARNING

Information about online course management (e.g. Moodle, Eluminate) can be found on the OU web site under e-Learning & Instructional support.

Information Technology: <http://www.oakland.edu/tech/>
Moodle: <https://moodle.oakland.edu/login/index.php>

CLASS SCHEDULES

Courses are scheduled according to parameters provided by the University's Office of the Registrar. One credit is defined as the equivalent of 50 minutes of classroom instruction per week. Classes are run according to scheduled times. Laboratory experiences are allocated credit on a 1 credit = 2 hours per week ratio; undergraduate clinical is on a 1 credit = 3 hours per week ratio, and most graduate clinical experiences are on a 1 credit = 5 hours per week ratio.

The Academic Calendar highlights important dates during the academic year, e.g. withdrawal dates, holidays, semester breaks, etc. and can be accessed at: <http://www.oakland.edu/registrar/>

FINAL EXAM SCHEDULE

University policy dictates that no tests may be administered during the last week of classes during any semester. Final examinations are to be held during the final examination dates which are distributed to students as soon as they become available. "Take-Home" final exams, when allowed, should not interfere with the 'no-test' rule during the last week of classes.

Most final exam periods are preceded by a study day. No activity with students can be scheduled on study days, including clinical evaluation conferences.

FACULTY OFFICE HOURS

Full-time faculty members are expected to keep regular posted office hours at times beneficial to students. Office hours are to be posted outside faculty offices with a copy to the faculty secretary, (include available hours, scheduled classes, etc.), in order to allow responses to inquiries. The number of hours required for faculty to be available to students per week is specified in the OU-AAUP Faculty Agreement.

FACULTY OF RECORD RESPONSIBILITIES

SON course Faculty of Record (FOR) report to the Director of Undergraduate Programs regarding curricular and course issues. Responsibilities of the FOR include the following:

1. Develop and revise course syllabi by due date established by Faculty secretary.
2. Select and order course textbooks by due date established by Faculty secretary.
3. Orient clinical faculty to course and clinical responsibilities, as appropriate.
 - a. Documentation of student progression (e.g. midterm evaluation, advisements, final evaluation)
 - b. Evaluation of student clinical performance.
4. Serve as resource for other faculty teaching the course and for students related to course content and concerns.
5. Call, conduct, and maintain a record of course meetings, as appropriate.
6. Assume responsibility for administering and grading course examinations, and entering exam grades into the course grade book in Moodle.
7. FORs for clinical courses, at the end of each clinical experience, students' clinical evaluation forms are submitted by the clinical faculty to the FOR who will review them, enter the students' grades in the course grade book, and give the evaluation forms to the faculty secretary for filing. In addition, the FOR is responsible for making periodic visits to clinical sites and serving as a resource for clinical faculty development.
8. Enter students' final course grades into Banner.
9. Provide requested reports/responses about the course at committee or Faculty Assembly meetings.
10. Evaluate, in collaboration with clinical faculty, the clinical placements used during the academic year.
11. Provide input on the performance of part-time clinical faculty to the Director of Undergraduate Programs and/or the Associate Dean at the end of each academic year.

CLINICAL FACULTY RESPONSIBILITIES

Clinical faculty are assigned by the Associate Dean in collaboration with the Director of Undergraduate Programs and the undergraduate clinical coordinator. Responsibilities of clinical faculty include the following:

1. Attend all scheduled course meetings.
2. Instruct and supervise students assigned to you in the clinical and/or simulation laboratory setting.
3. Keep students and FOR advised of student clinical performance (advisements, written mid-term, and final evaluations).
4. Advise students verbally and in writing concerning any critical incidents and/or on-going trends/issues with their clinical performance (in addition to mid-term and final evaluations).
5. Conduct mid-term and final clinical evaluation conferences with all of the clinical students.
6. Submit clinical grades to the course FOR at the end of the clinical experience.
7. Provide feedback to the course FOR regarding the clinical setting.
8. Act as a role model for the practice and profession of nursing through communication, attire, punctuality, support of nursing program's policies and procedures, etc.

SON WORKLOAD POLICY

The Faculty of the School of Nursing (SON) is committed to delivering high quality educational programs to our students and to achieving excellence in teaching, scholarship, and service. Faculty workload at the SON is viewed as encompassing a range of professional duties and responsibilities including: teaching; mentoring/advising students; engaging in research and scholarly activities; participating in school and university service; engaging in professional and community service; and performing administrative duties.

While each faculty member may not be actively involved in all of these areas, the shared participation of the faculty in all areas is essential to effectively meet the goals of Oakland University and the SON. The different requirements for each program in the SON as well as the unique interests, abilities, and qualifications of each faculty member require a workload policy that includes a flexible system for determining faculty assignments. This workload policy encompasses all facets of faculty responsibilities recognizing that teaching is only one aspect of the total expected workload.

The minimum teaching workload for all tenured and tenure-track faculty members in the School of Nursing is 16 - 20 workload credits (WLCs) per academic year (45% - 55% of the total workload). The recommended scholarship workload for all tenured and tenure-track faculty members in the School of Nursing is 13 – 16 WLCs (35 – 45% of the total workload) and the recommended service workload for all tenured and tenure-track faculty members in the School of Nursing is 4 - 8 WLCs (10 – 20% of the total workload). Tenured faculty may elect to redistribute non-teaching hours to accommodate unique scholarship or service commitments.

The minimum teaching workload for full-time visiting and adjunct instructors in the School of Nursing is 25 WLCs per academic year (70% of the total workload). The recommended service workload for full-time visiting and adjunct instructors is 10 WLCs per academic year (30% of the total workload).

By March 15 of each academic year, every full-time faculty member will submit their completed workload table to the Associate Dean which reflects their anticipated teaching, scholarship, and service workload for the following academic year.

In addition, at the end of the winter semester, each faculty member will submit their workload table along with their annual report. The workload table will reflect their actual teaching, scholarship, and service workload covering the same time frame as the annual report.

Required Teaching Workload

Tenured & tenure-track faculty	45 – 55%	16 – 20 WLCs	18 – 22 hrs/wk
FT visiting & adjunct instructors	70%	25 WLCs	28 hrs/wk

Teaching	WLC
Lecture (per credit)	1
Clinical (per credit)	1.5
Precepted clinical (based on number of students)	1 - 5
Adjustment for lecture class size	0.3 – 1.8
First time development of new course (per credit)	1
First time teaching previously developed course (per credit)	0.5
First time developing an online course (per credit)	1.5
Master's project supervision	1
DNP project supervision	2

648 == 4 WLCs

DNP = 4 WLCs

452 = 3 + 1.5

12.5

Recommended Scholarship Workload

Tenured & tenure-track faculty 35 – 45% 13 – 16 WLCs 14 - 18 hrs/wk

Scholarship	WLC
<u>Proposals</u>	
Submission for internal funding	2 – 4
Submission for external funding	4 - 8
Awarded funding	WLC to be determined per grant release time
<u>Publications</u>	
Manuscript	2 – 3
Book	8
Book Chapter	2 – 4
Book editor	2 – 4
Presentations	2 – 3

Two manuscripts first author = 6
 One manuscript lunch & learn = 2
 One manuscript second author = 2
 First CHMC manuscript = 2
 Internal funding submission = 2
 Presentation = 2

Recommended Service Workload

Tenured & tenure-track faculty	10 – 20%	4 – 8 WLCs	4 – 8 hrs/wk
FT visiting & adjunct instructors	30%	10 WLCs	12 hrs/wk

Service	WLC
SON Major Committees (+1 if chair)	2 (+1)
SON Minor Committee (+1 if chair)	1 (+1)
SNAOU Advisor	3
Task Force	0.5
University Major Committees (+1 if chair)	2 (+1)
University Minor Committees (+1 if chair)	1 (+1)
University Marshall	0.5
Professional Practice for Certification	1
Professional Organization (office, chair, board)	1 – 2
Community Service (one event)	0.5
Reviewer (article, book , chapter)	1 – 4
Administrative (Director, Program Facilitator, Clinical FOR, Assessment Coordinator, Program Review or Accreditation)	2

UCOI = 3
 UAC = 3
 ALEC = 2

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING

The SON provides all pre-licensure (Basic-BSN and ASD) students with access to a standardized testing service developed by ATI designed to facilitate student success during their undergraduate curriculums. Specifically, ATI has developed a package of products/resources that when used effectively by pre-licensure nursing students helps them prepare for the NCLEX-RN, and be successful on course examinations/requirements throughout the nursing major.

The chart below outlines the ATI tests that all Basic-BSN and ASD students **are required to take** while a student in the SON. All ATI tests must be completed during the course in which they are assigned. Additional resources are available for students to use through the ATI website, and/or they may be assigned for specific courses.

Students must achieve a score on each ATI test that places them at or above proficiency level 2 the first time they take the exam. If students do not achieve this score, mandatory retesting will be required until a score of 100% is attained.

Product	Basic-BSN Course #	ASD Course #
Critical Thinking - Entrance	NRS 252	NRS 280
Fundamentals of Nursing	NRS 210	NRS 282
Pharmacology	NRS 308	NRS 308
Maternal Newborn	NRS 349	NRS 382
Nursing Care of Children	NRS 339	NRS 384
Nursing Leadership & Management	NRS 354	NRS 484
Community Health	NRS 428	NRS 483
Medical-Surgical Nursing	NRS 470	NRS 480
Mental Health Nursing	NRS 470	NRS 386
Critical Thinking Exit	NRS 472	NRS 486

ATI Comprehensive Predictor Examination Requirement

The ATI Comprehensive Predictor Examination is a requirement for graduation from the School of Nursing. Students will take this examination during the semester in which they are enrolled in NRS 473 (Nursing Synthesis, Basic-BSN Track) or NRS 486 (Nursing Synthesis, ASD track). Students must score 88% on the “predicted probability of success” score on this examination in order to fulfill the graduation requirement. The test will be offered once as a paper and pencil examination and at least one other time during the semester as a proctored online assessment. Students who do not pass this examination on the first attempt will be allowed to re-take the test one additional time at School of Nursing expense. If the student requires more than these two attempts to achieve a score of 88% on the exam, then he/she will be required to pay the examination fee in order to sit for additional re-take opportunities. Students may take this examination as many times as necessary in order to achieve the required benchmark. Once the student successfully completes the examination, they will be eligible for graduation. Students must apply to graduate by the deadline published by the Office of the Registrar.

FACULTY RESPONSIBILITY RELATED TO ATI

Faculty members assigned to courses in which ATI tests are required are responsible for:

1. Assuring all students in the course take the appropriate exam.
2. Obtaining the students' scores on the exam from the ATI website.
3. Assess which students, if any, did not achieve the required benchmark on the exam, provide a form of remediation, and assure that students re-take the appropriate ATI exam.
4. Review exam composite scores to assess whether course/curriculum content may need to be revised.

GRADE POSTING POLICY AND PROCEDURE

Oakland University is subject to the provisions of the Federal Family Educational Rights and Privacy Act of 1974 which makes student records confidential. Accordingly, student grades may not be publicly posted in any form that uses social security numbers or violates the confidentiality of student records. Student grades should be posted in the course grade book, and students have access to their final course grades through SAIL.

The procedures for posting grades in Banner are distributed by the Associate Registrar each semester and include deadlines for submission. Detailed information can be found online at the Registrar's website under faculty resources. <http://www.oakland.edu/registrar/>

NON-NUMERIC GRADING OR GRADE CHANGES

I. **Incomplete: "I" Grade**

The "I" (Incomplete) grade is temporary and may be given only by student request and instructor consent and only after the cut-off date for use of the "W" (withdrawal) grade. It is used in the case of *severe hardship beyond the control of a student that prevents completion of course requirements*. Refer to the OU undergrad and graduate course catalogs for specifics.

II. **"SP" or "NP" Progress Grades for NRS 687 and NRS 899**

In the SON, "SP" (Satisfactory Progress) or "NP" (Unsatisfactory Progress) grades are assigned in NRS 687: Graduate Research Project and NRS 899: Doctoral Research Course when students are unable to complete the course in one semester and must register for additional semesters. The "SP" grade is only given for course work that is satisfactory in every respect. "NP" (Unsatisfactory Progress) grades are given when satisfactory progress is not made.

III. **"S" or "U" final grades** must be assigned in the **last** enrolled semester of **NRS 687 or NRS 899**.

IV. **Grade Change**

On-Line Grade Change Information can be accessed via:

<http://www.oakland.edu/?id=26055&sid=470>

REQUIRED SYLLABUS COMPONENTS - UNDERGRADUATE

A course syllabus is provided for every SON didactic, clinical, and laboratory course each academic semester. Syllabi are prepared by the course FOR and must be available to students on the course Moodle site. Due dates for syllabi are determined by the Associate Dean in collaboration with the faculty secretary and will be communicated via email by the faculty secretary. Course syllabi are divided in to two parts, Part A and Part B. Part A is "write-protected" and may not be altered by faculty. Part A contains the following information:

1. Course Number
2. Credit and Hours Allocation
3. Course Title
4. Class Time and Location

5. Faculty of Record
6. General Education Requirements Table (if appropriate)
7. Course Overview
8. Course Objectives
9. Essential Content
10. Technical Requirements
11. Academic Conduct
12. Americans with Disabilities Act (1990)
13. Student Perception of Classroom/Clinical/Nursing Lab Faculty Effectiveness
14. Grade Conversion Chart
15. Safety Guidelines (if a clinical course)
16. Required ATI Information (*see inserted information under ATI Tests*)

Part B of the syllabus is not 'write protected', and faculty are responsible for its contents. Part B of the syllabus should contain sections on required textbooks, and/or readings, course requirements and evaluation techniques/methods. Aspects of ATI that fall within the faculty domain should also go in Part B (see paragraph below):

ATI language for Part B of Syllabus

To receive a grade for this course, you must complete the following ATI test: **(Insert) Name of Test**, which is estimated to take **(Insert) # minutes**. The test must be completed prior to the 12th week of class. The test may be offered as either paper-and-pencil or web-based. You must achieve a score on the test that places you at or above proficiency level 2 the first time you take the examination. If you do not achieve this score, mandatory remediation is required, and you may not sit for the final exam until you have completed the remediation and re-taken the ATI exam achieving a score of 100% on it.

Required Syllabus Components - Graduate

The required components of Part A of the graduate syllabi are "write protected", and include the following:

1. Cover Page
2. Course Number
3. Credit and Hours Allocation
4. Course Title
5. Class Time and Location
6. Faculty of Record
7. Course Overview
8. Course Objectives
9. Topical Outline
10. Technical Requirements
11. Academic Conduct
12. Americans with Disabilities Act (1990)
13. Student Perception of Classroom/Clinical /Nursing Lab Faculty Effectiveness

Medication Administration Examination Procedure

All students in the SON pre-licensure tracks (Basic-BSN and ASD) must successfully pass a medication administration examination (MAE) with a score of 90% or greater during each level of their respective undergraduate nursing curriculums. Students will be given two opportunities to pass the MAE each time it is administered. The second MAE attempt will be administered prior to OU's specified date for 100% tuition refund.

Basic BSN students will take the MAE **a minimum of three times**, when they are enrolled in NRS 210, NRS 329, and NRS 470.

ASD students will take the MAE **a minimum of three times**, when they are enrolled in NRS 280, NRS 382 and/or NRS 384, and NRS 486.

Basic-BSN and ASD nursing students who are off-track **for any reason** will be required to take the MAE when they are enrolled in any of the above named courses, **any time that they are enrolled in the course**.

Any student who does not successfully pass the MAE on the second attempt, regardless of level in the curriculum, will be required to drop the clinical course scheduled for that specific semester, and corresponding didactic courses, as well.

Students who are not successful on their second MAE attempt, regardless of level in the curriculum, will be placed on academic probation (or potentially dismissed from the SON). Please refer to the Policies and Procedures for Progression, Retention, and Dismissal in the School of Nursing.

Students who do not successfully pass the MAE on the second attempt, and who wish to progress in the nursing curriculum, are required to take and successfully pass the SON medication administration remediation course (MARC). When students successfully pass the MARC, they will be allowed to progress in the nursing curriculum, which will include re-taking the MAE.

Students who failed the MAE and who took the MARC and who:

- 1) did not successfully pass the MARC, OR
 - 2) successfully passed the MARC, but were again unsuccessful on the MAE second attempt
- will be dismissed from the SON (refer to the Policies and Procedures for Progression, Retention, and Dismissal in the School of Nursing).

The MARC will be open to all SON undergraduate students on a space available basis, and any non-nursing OU undergraduate student with faculty permission.

SYLLABI and TEXTBOOK DEADLINE DATES

Materials	Fall Deadline	Winter Deadline	Summer Deadline
The Faculty of Record (FOR) assigned to courses is to submit updated course textbook information request forms to faculty secretary.	Mid June	Mid October	Mid February
FOR submits updated syllabi to faculty secretary for final formatting and to create a PDF file for faculty to upload in Moodle.	1 st week of August	1 st week of December	1 st Week of April

Textbook Requests/OU Bookstore

- FOR are expected to update the OU Bookstore Course Book Information Request form for each course they are assigned to teach by submitting the information to the faculty secretary.
- I-clicker orders must be included with textbook orders.
- Textbook orders are processed by the faculty secretary and a copy is provided to The Office of General Counsel. Faculty may not send in any book orders themselves. All book orders must go through the faculty secretary.
- Book orders need to be placed using the schedule above in order to allow time for books to be available for student purchase prior to the beginning of courses.

DESK COPIES

The School of Nursing allows faculty to request desk copies of required textbooks from publishers. These are free copies of textbooks that are property of the SON. Orders for desk copies must be made through the faculty secretary. All desk copies must be returned to the SON.

Bookstore Purchases

No textbooks or other academic resources can be ordered or charged at the OU Bookstore to the SON without prior approval from the Dean's office and the Assistant Dean of Finance.

Student Perception of Classroom/Clinical/Lab Faculty Effectiveness

Students are provided the opportunity to evaluate all SON courses and faculty effectiveness at the end of each semester. Faculty will receive notice from the Associate Dean with the timeline for posting this information for students. Faculty will also be notified when their respective evaluations may be accessed.

Academic Conduct Regulations

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the **student judicial system**.

Faculty Standards

Faculty members are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
2. To take practical steps to prevent and detect cheating.
3. To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.
4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student Standards

Students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee (either directly or through the Dean of Students Office).

Following are some examples of academic dishonesty:

1. Cheating on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is **plagiarism**.
3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.
5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.
6. Completion of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

Classroom Support and Instructional Technical Services (CSITS)

The University's CSITS coordinates rental of special projection and audio equipment for classroom use.

All General Purpose Classrooms are equipped with a classroom computer, document camera, monitoring speaker, audio switching device, Hitachi StarBoard digital whiteboard display device, an overhead data projector, and combination VHS/DVD player--all connected to an easy-to-operate Extron switching controller. To see exactly how a specific room is configured, you may use the Classroom Resources tool by visiting <http://www2.oakland.edu/csits/classroomresources.cfm>

Synergy is the CSITS equipment database, available to any computer networked to the OUnet. To gain access to Synergy contact the CSITS office at 370-2461, or email csits@oakland.edu for a username and password.

SON Guidelines:

- All orders must be in the CSITS office **before** 1 p.m. the business day before the scheduled use date (e.g., by 1 p.m. Friday for any Monday class). Contrary to popular belief, 24 hours before does not always satisfy this requirement. For example, delivering the equipment request to CSITS at 5 p.m. on Monday is too late for any Tuesday class, including the 6:30 p.m. classes.
- Changes made to a work/equipment request must fall within the lead time (1 p.m. the business day before you need it delivered). The lead time is necessary in order to schedule and secure all delivery resources. Changes (except cancellations) are considered new orders and will be accommodated as available
- E-mail and phone orders are not accepted. CSITS accepts work orders by mail (CSITS, 116 Varner Hall) and, when time is short, by fax (248-370-4203). The following information must be included on **EVERY** work order.

NOTE: Please do not fax in orders and then mail the originals.

- Use Date (use one work order for each class session or program date)
 - Time: Start and End
 - Specify delivery or will-call
 - Building and room to which an item is to be delivered
 - Your name, phone number, fund number and department
 - The course or program name
 - All equipment and media that is needed
 - Add any special instructions
-
- Each classroom requires a separate Equipment Request Form to be completed.
 - State time equipment is needed on request. CSITS will allow adequate setup time.
 - An instructional technology/audio visual (IT/AV) key (Z4) is required to gain access to any general purpose classroom. To obtain a "Z4" key, stop by 116 Varner Hall, between 7:30. a.m. and 4:30.p.m. Monday – Friday completed the necessary paperwork. Faculty must bring their "Faculty ID" with them for identification.
 - Remote controls and accessory items are located in the instructor's desk drawer. For complete information visit: <http://www2.oakland.edu/csits/files/sfh3.pdf>.

CSITS urges all faculty when lecturing in a classroom, if you happen to use the last batteries in the remote or microphone, please call and let them know at (248) 370-2461. This will help assist CSITS in keeping all classrooms stocked with a supply of batteries.

RECOMMENDED SAFETY GUIDELINES FOR CLINICAL EXPERIENCES

These guidelines must be included in all clinical syllabi. They have been developed for the safety of students in clinical experiences and are not intended to be all inclusive:

1. Maintain car in good condition.
2. Carry and learn to use a map and/or street guide, a computer search for directions or a GPS navigation system to obtain directions to clinical locations.
3. Know the location of gas stations within the neighborhood where you are working.
4. It is recommended students have a cell phone available; however, cell phones should be turned off during clinical experiences.
5. When making home visits or visiting alternate agencies, leave schedule and agency information with instructor and notify the instructor of any changes in schedule. Call the instructor if you have any suspicions that community site is unsafe.
6. Carry phone numbers to call the agency and/or faculty member in case of difficulty.
7. Keep car doors locked at all times.
8. All valuables should be left in a safe place or preferably not carried at all during clinical rotations.
9. All field visits or other learning activities are to be scheduled during designated days and hours unless approved by the clinical instructor in advance.
10. A visible and unobstructed Oakland University name badge is to be worn at all times by every student.
11. Any concerns that the student has about safety, security or client assignment should be discussed with the faculty member.
12. At no time shall a student transport clients and/or family members in their personal vehicle.
13. All absences and/or anticipated tardiness are to be reported to the clinical faculty personally in a timely manner.
14. Clothing accessories (e.g., ties), jewelry (earrings) etc. should not be of the type that can be utilized by clients to cause injury to the client or student.
15. When arriving or leaving a clinical site, be alert and aware of your surroundings.
16. Be familiar agency safety policies where you are working.

Approved by School of Nursing Faculty Assembly January 22, 2009

FACULTY ABSENCE

- Faculty are responsible for teaching during all scheduled class, laboratory, simulation, and clinical experiences.
- If faculty will be absent from their teaching responsibilities for any reason, the faculty is responsible for notifying the Director of Undergraduate Programs, course FOR, students, and, if clinical, the clinical agency. For classroom absences, the faculty must also notify the SON to have a notice posted at the classroom and to inform students how scheduled classroom lecture/activities will be made up.
- If a faculty chooses to have a “phone tree” it is the faculty’s responsibility to obtain phone numbers from their students and to initiate the calling system. Clerical support staff will not call students in the event of an unexpected absence.
- In the case of a planned absence from scheduled teaching responsibilities, faculty should arrange for an alternate experience after they receive approval for the absence from the Associate Dean. Please discuss any alternate experiences with the course FOR or Director of Undergraduate Programs.

EMERGENCY WEATHER CLOSING

An emergency closing is an unanticipated official closing of the university. Scheduled classes/clinicals/etc. (regardless of venue, e.g. on campus or off campus) are canceled and all university offices are closed. An emergency closing will generally occur when the university is unable to function because of utility failure, inability to clear campus roadways and/or parking lots because of excessive snowfall, or when a snow emergency has been declared by the State Police.

If there is any doubt about sending students home from a clinical agency, contact the Director of Undergraduate Programs or the Associate Dean. Under no circumstances are faculty members to independently cancel classes/clinical experiences based on weather service projections of potential bad weather. The number to call for official University closing information is (248) 370-2000.

CLINICAL COURSES

Faculty Orientation to Clinical Agency

Clinical faculty are responsible for arranging an orientation to the clinical agency/unit to which they are assigned. The course FOR, Director of Undergraduate Programs, and SON clinical coordinator serve as liaisons to the various agencies and can assist faculty as needed.

Clinical/Health Requirements

Students must meet all clinical/health requirements before attending clinical experiences. Any student who has not met all requirements and has not been cleared through the SON may NOT attend clinical. The FOR and clinical faculty will be notified of any students who are not cleared.

Undergraduate Hours Required in Clinical Courses

Clinical faculty are expected to ensure that students attend clinical for the appropriate number of hours per credit hour.

Three hours of clinical are required per credit (3:1).

1 cr.	=	1 cr. x 3 hrs. x 14 weeks	= 42 hr.	or average of 3 hr./wk.
2 cr.	=	2 cr. x 3 hrs. x 14 weeks	= 84 hr.	or average of 6 hr./wk.
3 cr.	=	3 cr. x 3 hrs. x 14 weeks	= 126 hr.	or average of 9 hr./wk.
4 cr.	=	4 cr. x 3 hrs. x 14 weeks	= 168 hr.	or average of 12 hr./wk.
5 cr.	=	5 cr. x 3 hrs. x 14 weeks	= 210 hr.	or average of 15 hr./wk.

For every four hours of clinical time students are allowed a 15-minute break. Lunch breaks are 30 minutes and are not counted as clinical time (e.g. 12 hour clinical is from 7:00 a.m. until 7:30 p.m., not 7:00 p.m.). Clinical courses end when the number of required hours for each clinical experience has been satisfied. Clinical experiences may not be performed when Oakland University is closed (e.g. breaks, holidays).

Clinical Absence and Tardiness Policy (Undergraduate)

Student clinical absences will be weighted as a percentage of the total hours of the clinical experience. Points will be deducted from the clinical evaluation tool score for each clinical absence. A student missing more than 20% of any clinical experience will fail the clinical, except in the case of extenuating circumstances as determined by the faculty of record for the clinical course and the Director of Undergraduate Programs.

Clinical tardiness is defined as being late at the beginning of a clinical day as defined by the clinical faculty. For each 15 minutes a student is tardy, 1 (one) point will be deducted from the clinical evaluation tool final score.

Graduate Hours Required in Clinical Courses

Most graduate clinical hours are computed on a 1 credit to 5 hour ratio. Thus, for a 3-credit graduate clinical course, 15 hours per week of clinical experiences, or 210 hours per semester are required. (The number of clinical hours for nurse anesthesia students is determined by accreditation requirements. They are not based on a set ratio.)

Clinical Evaluations - Undergraduate

Final clinical evaluation conferences are scheduled as part of every clinical experience, and are to be held with every student. Clinical conferences (mid-term and final) must be conducted on campus at the Human Health Building (or for ASD students, they may be conducted at the Riverview Institute); they may not be conducted during the clinical experience, at the clinical agency, or at any other venue.

CLINICAL ASSIGNMENT OF STUDENTS - UNDERGRADUATE

Nursing students are placed in a variety of settings throughout the undergraduate program. The SON provides students with a range of experiences with diverse populations, organizations, and agencies. Cooperating agencies are located in both urban and suburban settings throughout metropolitan Detroit and southeastern Michigan. The Associate Dean is responsible for securing an appropriate variety of clinical sites and assigning students to clinical agencies.

REQUESTS FOR SENIOR PRECEPTED CLINICAL EXPERIENCES

Senior level nursing students must submit their own requests for NRS 473: Nursing Synthesis Clinical and NRS 485: Nursing Synthesis Clinical which the School of Nursing ACE Coordinator will use as a guide for clinical placement. There is no guarantee that institution or unit-type requested will be where a student is placed. Requests for clinical placements/preceptors cannot be made by employers/health care institutions on behalf of any student (unless previously stipulated by contractual agreement). Students may not to the NRS 473/NRS 485 precepted experience on a unit where they are employed.

CLINICAL ASSIGNMENT OF STUDENTS - GRADUATE

Graduate students, except those in Nurse Anesthesia track, arrange their own clinical placements/educators. Clinical educators serve as resource persons to students and assist them to design and implement advanced practice clinical experiences commensurate with the goals of the SON and its accrediting bodies (e.g. CCNE), as well as the student's personal goals and objectives. SON faculty, not the clinical educators, are responsible for evaluation of student performance and will make several site visits to the students' clinical placements.

GRADE CONVERSION - GRADUATE

The SON has approved 3.0 or 80% as the minimum grade necessary for graduate students to successfully pass a SON graduate-level course.

Individual faculty will determine the grade conversion scale, but the standard of 80% = 3.0 will be maintained in any conversion scale designed. The undergraduate grade conversion scale may be used.

Oakland University School of Nursing

GRADE CONVERSION UNDERGRADUATE

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
<u>100.00</u>	<u>4.0</u>
<u>98.00 – 99.99</u>	<u>3.9</u>
<u>96.00 – 97.99</u>	<u>3.8</u>
<u>94.00 – 95.99</u>	<u>3.7</u>
<u>92.00 – 93.99</u>	<u>3.6</u>
<u>90.00 – 91.99</u>	<u>3.5</u>
<u>88.00 – 89.99</u>	<u>3.4</u>
<u>86.00 – 87.99</u>	<u>3.3</u>
<u>84.00 – 85.99</u>	<u>3.2</u>
<u>82.00 – 83.99</u>	<u>3.1</u>
<u>80.00 – 81.99</u>	<u>3.0</u>
<u>78.00 – 79.99</u>	<u>2.9</u>
<u>76.00 – 77.99</u>	<u>2.8</u>
<u>74.00 – 75.99</u>	<u>2.7</u>
<u>72.00 – 73.99</u>	<u>2.6</u>
<u>70.00 – 71.99</u>	<u>2.5</u>
<u>68.00 – 69.99</u>	<u>2.4</u>
<u>66.00 – 67.99</u>	<u>2.3</u>
<u>64.00 – 65.99</u>	<u>2.2</u>
<u>62.00 – 63.99</u>	<u>2.1</u>
<u>60.00 – 61.99</u>	<u>2.0</u>
<u>58.00 – 59.99</u>	<u>1.9</u>
<u>56.00 – 57.99</u>	<u>1.8</u>
<u>54.00 – 55.99</u>	<u>1.7</u>
<u>52.00 – 53.99</u>	<u>1.6</u>
<u>50.00 – 51.99</u>	<u>1.5</u>
<u>48.00 – 49.99</u>	<u>1.4</u>
<u>46.00 – 47.99</u>	<u>1.3</u>
<u>44.00 – 45.99</u>	<u>1.2</u>
<u>42.00 – 43.99</u>	<u>1.1</u>
<u>40.00 – 41.99</u>	<u>1.0</u>

Approved Faculty Assembly 2/20/03
Updated W05

FACULTY ADVISEMENT FORM

The Faculty Advisement Form (example below) provides documentation of faculty interaction with students for either advisement and/or evaluative purposes and is generally used when a student is at risk for not meeting course objectives. Upon completion of the form, the student is asked to sign the bottom of the form indicating that he/she has had an opportunity to meet with the faculty and is aware of the comments on the form. Faculty Advisement Forms are a mode of documenting due process for students encountering difficulties. Faculty Advisement Forms need to include identification of:

1. the critical incident,
2. needed remediation, and
3. when re-evaluation will occur.

A copy of the Faculty Advisement should be given to the student, faculty involved, course FOR, and Director of Undergraduate Programs within 3 days after it is presented to the student.

FACULTY ADVISEMENT FORM

Student: _____ Course: _____

Faculty: _____ Date: _____

ADVISE _____

Faculty Signature: _____

Student Signature: _____

DISTRIBUTION: Student
 Faculty
 FOR

ONLINE STUDENT EVALUATION OF TEACHING EFFECTIVENESS

Online Student evaluations of teaching effectiveness are generated each semester for every faculty member using the **Nursing Courses Evaluation Manager** program. Course FOR's are notified by the Associate Dean's office when the web site is available for students to provide their evaluation. Students are informed of the dates via MOODLE. The course FOR is responsible for encouraging students to complete the online evaluations. When statistical analysis of the students' evaluations is completed, the Associate Dean receives the data and student comments, as well as a report of the level mean scores. After review by the Associate Dean, faculty are given access to their respective reports. The data are intended for summative evaluation and are also an integral part of the review process for tenure-track faculty. Survey samples include:

- Classroom Faculty Effectiveness
- Clinical Faculty Effectiveness
- Nursing Lab Faculty Effectiveness
- Faculty Effectiveness for the Precepted Clinical

Source Survey Details	
Survey Name:	Classroom
Description:	Classroom Faculty Effectiveness
Number of Questions:	23
Questions:	<ol style="list-style-type: none">1. The course objectives were stated clearly.2. Directions for assignments were understandable.3. Assignments were relevant to course objectives.4. Readings enhanced what was presented in class.5. Textbook(s) made a valuable contribution to the course.6. Examination(s) covered course content.7. The system for grading was specified.8. The instructor facilitated attainment of the course objectives.9. The instructor was available to students during posted office hours and by appointment.10. The instructor was an effective communicator.11. The instructor incorporated prior learning into this course.12. The instructor was enthusiastic about subject matter.13. The instructor demonstrated expertise in the subject matter.14. The instructor treated students with respect.15. The instructor was organized in the classroom and course management.16. Overall the instructor was an effective teacher.17. In this course, I met the objectives.18. In this course, I learned essential concepts and principles.19. In this course, I learned to apply principles to nursing practice.20. In this course, I developed competencies needed by professional nurses.21. In terms of your own learning needs, what did you find most helpful?22. What could have been added to the course to meet your expectations?23. Please feel free to add any other comments which would help to improve this course.

Source Survey Details

Survey Name: Clinical

Description: **Clinical Faculty Effectiveness**

Number of Questions: 15

Questions:

1. This faculty member facilitated my ability to think critically.
2. This faculty member facilitated conference discussions.
3. This faculty member facilitated the development of needed skills and competencies.
4. This faculty member facilitated my professional development.
5. This faculty member provided clear expectations of clinical performance.
6. This faculty member demonstrated thorough knowledge of the subject.
7. This faculty member was accessible to confer with students.
8. This faculty member was timely in keeping student informed of progress toward achievement of clinical objectives.
9. This faculty member facilitated my ability to analyze and evaluate clinical practice.
10. This faculty member was a professional role model.
11. This faculty member facilitated my integration of theoretical content into practice.
12. This faculty member overall was an effective clinical faculty.
13. In terms of your own learning needs, what did you find most helpful?
14. What could have been added to the course to meet your expectations?
15. Please feel free to add any other comments which would help to improve the course.

Source Survey Details

Survey Name: labfaculty

Description: **Nursing Lab Faculty Effectiveness**

Number of Questions: 15

Questions:

1. This faculty member facilitated my ability to think critically.
2. This faculty member facilitated student adaptation to the laboratory setting.
3. This faculty member facilitated the development of needed skills and competencies.
4. This faculty member used audio-visual materials effectively.
5. This faculty member provided clear expectations of lab performance.
6. This faculty member demonstrated thorough knowledge of the subject.
7. This faculty member was accessible to confer with students.
8. This faculty member was timely in keeping student informed of progress toward achievement of lab objectives.
9. This faculty member stimulated interest in providing quality nursing care.
10. This faculty member was a professional role model.
11. This faculty member facilitated my integration of theoretical content into practice.
12. This faculty member overall was an effective lab faculty.
13. In terms of your own learning needs, what did you find most helpful?
14. What could have been added to the course to meet your expectations?
15. Please feel free to add any other comments which would help to improve this course.

Source Survey Details

Survey Name: preceptor

Description: **Faculty Effectiveness for the Precepted Clinical**

Number of Questions: 12

Questions:

1. This faculty member was accessible to confer with me in a timely fashion (i.e., telephone, page, e-mail, appointments).
2. This faculty member held conferences with me and my preceptor as defined in the course syllabus.
3. This faculty member facilitated my achievement of course objectives.
4. This faculty member facilitated my professional development.
5. This faculty member was timely in keeping student informed of progress toward achievement of clinical objectives.
6. This faculty member facilitated my ability to think critically.
7. This faculty member facilitated my ability to analyze and evaluate clinical practice.
8. This faculty member provided clear expectations of clinical performance.
9. Overall, this faculty member was effective in facilitating this clinical experience.
10. In terms of your own learning needs, what did you find most helpful?
11. What could have been added to the course to meet your expectations?
12. Please feel free to add any other comments which would help to improve this course.

CLINICAL AGENCY AND PRECEPTOR EVALUATIONS

Faculty and students evaluate assigned clinical agencies and preceptors/clinical educators each semester. The evaluation forms (see following pages) provide information specific to clinical instruction. These evaluations are used to determine future student placements. Each clinical faculty will receive a packet of evaluation forms from the Associate Dean's office near the end of each clinical rotation. All students and faculty are requested to complete the appropriate evaluations. Samples include:

- Clinical Agency Evaluation BSN Program To be completed by Faculty
- Clinical Agency Evaluation BSN Program To be completed by Student
- Clinical Agency Evaluation MSN Program To be completed by Faculty
- Clinical Agency Evaluation MSN Program To be completed by Student
- Evaluation of the Clinical Preceptor - To be completed by Faculty
- Evaluation of the Clinical Preceptor - To be completed by Student

**CLINICAL AGENCY EVALUATION
BSN PROGRAMS**

Course # _____ Agency _____
Semester _____ City _____
Unit _____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate your CLINICAL AGENCY:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
---------------------------	------------------	---------------------	------------------------------	---------------------------

THIS CLINICAL AGENCY PROVIDED:

1.	___	Experiences to manage patients with diverse health care needs
2.	___	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	___	Opportunities to develop my cultural competencies
4.	___	Opportunities to exercise critical thinking and clinical judgment
5.	___	A collegial atmosphere
6.	___	Adequate client availability
7.	___	Nurses who are professional role models
8.	___	Opportunities for experiences consistent with quality nursing care and based on sound scientific principles
9.	___	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____

**CLINICAL AGENCY EVALUATION
BSN PROGRAMS**

Course # _____ Agency _____
Semester _____ City _____
Unit _____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate your **CLINICAL AGENCY**:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
---------------------------	------------------	---------------------	------------------------------	---------------------------

THIS CLINICAL AGENCY PROVIDED:

1.	___	Experiences to manage patients with diverse health care needs
2.	___	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	___	Opportunities to develop my cultural competencies
4.	___	Opportunities to exercise critical thinking and clinical judgment
5.	___	A collegial atmosphere
6.	___	Adequate client availability
7.	___	Nurses who are professional role models
8.	___	Opportunities for experiences consistent with quality nursing care and based on sound scientific principles
9.	___	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____

**CLINICAL AGENCY EVALUATION
MSN PROGRAMS**

Course # _____ Agency _____
Semester _____ City _____
Unit _____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate the CLINICAL AGENCY:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
---------------------------	------------------	---------------------	------------------------------	---------------------------

THIS CLINICAL AGENCY PROVIDED:

1.	___	Experiences to manage patients with diverse health care needs
2.	___	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	___	Opportunities for application of evidence based practice
4.	___	Opportunities to develop cultural competencies
5.	___	Opportunities to develop in role as Advanced Practice Nurse
6.	___	Opportunities to exercise critical thinking and clinical judgment
7.	___	A collegial atmosphere
8.	___	Adequate client availability
9.	___	Opportunities to observe professional role models
10.	___	Opportunities for experiences consistent with quality health care and based on sound scientific principles
11.	___	Support in the development of autonomy
12.	___	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____

**CLINICAL AGENCY EVALUATION
MSN PROGRAMS**

Course # _____ Agency _____
Semester _____ City _____
Unit _____

Clinical agencies being used by OU SON students are evaluated each semester. The faculty and administration of the School of Nursing appreciate your completing this evaluation form to the fullest extent possible. Thank you!

Use the rating scale below to evaluate your CLINICAL AGENCY:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
---------------------------	------------------	---------------------	------------------------------	---------------------------

THIS CLINICAL AGENCY PROVIDED:

1.	___	Experiences to manage patients with diverse health care needs
2.	___	Access to vulnerable populations (e.g., children, elders, homeless, poor)
3.	___	Opportunities for application of evidence based practice
4.	___	Opportunities to develop my cultural competencies
5.	___	Opportunities to develop in my role as Advanced Practice Nurse
6.	___	Opportunities to exercise critical thinking and clinical judgment
7.	___	A collegial atmosphere
8.	___	Adequate client availability
9.	___	Opportunities to observe professional role models
10.	___	Opportunities for experiences consistent with quality health care and based on sound scientific principles
11.	___	Support in the development of my autonomy
12.	___	I was satisfied with this clinical site

Briefly explain your reasons if a score was 3 or less:

Comments/Suggestions: _____

EVALUATION OF CLINICAL PRECEPTOR

Please complete the following information that will be used by the School of Nursing faculty and administrators to plan/recommend clinical preceptors for future students. This information will be kept confidential and no one other than SON faculty and administrators will see it.

Course # _____ Semester _____

Preceptor's Name _____

Agency/Unit _____

City _____

Use the rating scale below to evaluate your PRECEPTOR:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
---------------------------	------------------	---------------------	------------------------------	---------------------------

THIS PRECEPTOR:

- ____ 1. Was available to the student to schedule required clinical hours
- ____ 2. Demonstrated commitment to planned clinical hours
- ____ 3. Was a professional role model
- ____ 4. Communicated effectively with the student
- ____ 5. Collaborated effectively with supervising faculty
- ____ 6. Promoted development of the student's knowledge and strengths
- ____ 7. Encouraged the student to assume increasing responsibility
- ____ 8. Assisted the student to meet clinical objectives
- ____ 9. Provided constructive feedback to the student on performance
- ____ 10. Overall, was an effective preceptor

Comments: _____

Suggestions: _____

EVALUATION OF CLINICAL PRECEPTOR

Please complete the following information that will be used by the School of Nursing faculty and administrators to plan/recommend clinical preceptors for future students. This information will be kept confidential and no one other than SON faculty and administrators will see it.

Course # _____ Semester _____

Preceptor's Name _____

Agency/Unit _____

City _____

Use the rating scale below to evaluate your PRECEPTOR:

5 = strongly agree	4 = agree	3 = disagree	2 = strongly disagree	1 = not applicable
--------------------	-----------	--------------	-----------------------	--------------------

THIS PRECEPTOR:

- _____ 1. Was available to me to schedule required clinical hours
- _____ 2. Demonstrated commitment to planned clinical hours
- _____ 3. Provided sufficient time to facilitate my learning
- _____ 4. Enhanced my ability to think critically
- _____ 5. Facilitated the development of needed skills and competencies
- _____ 6. Facilitated my professional development
- _____ 7. Assisted me to meet course objectives
- _____ 8. Demonstrated expertise in caring for a specific patient population
- _____ 9. Oriented me to the clinical site
- _____ 10. Provided timely feedback regarding my clinical performance
- _____ 11. Was a professional role model
- _____ 12. Facilitated my integration of theoretical content into clinical practice
- _____ 13. Stimulated interest in providing quality care
- _____ 14. Overall, this preceptor was effective

Comments: _____

Suggestions: _____

Section 5:

**ACADEMIC POLICIES &
PROCEDURES**

OAKLAND UNIVERSITY ADMINISTRATIVE POLICIES AND PROCEDURES

Faculty are responsible to be familiar with all policies and procedures outlined by Oakland University. They are available on the OU web site: <http://www2.oakland.edu/audit/>

Please be especially aware of the policies and procedures on the following:

	Policy #	Name
<u>ACADEMICS</u>	185	Supplementary Classroom Materials
<u>FACILITIES AND PROPERTY</u>	310	Building Alterations, Renovations and/or Modifications
	350	Key Control Policy
<u>GENERAL / GOVERNANCE</u>	400	Alcoholic Beverages
	406	Conflict of Interest Policy
	415	Distribution and Solicitation on Campus
	420	Employee Broadcast E-Mail Procedure
	430	Freedom of Information Act
	475	Non-Smoking Policy
	482	University Closing
<u>GIFTS AND GRANTS</u>	530	Research Grants and Fellowships
	550	Payments Under Student Research Grants
<u>HEALTH AND SAFETY</u>	620	Environmental Health and Fire Safety
	640	Oakland University Ordinances
<u>HUMAN RESOURCES</u>	711	Discrimination Complaint Procedure
<u>INFORMATION TECHNOLOGY</u>	830	Information Technology (IT)
	870	Software Regulations
<u>STUDENTS</u>	1130	Family Educational Rights and Privacy Act (FERPA)
<u>TRAVEL</u>	1200	Travel Advance
	1210	Travel Expense Reimbursement
	1211	Travel Expense Summary
	1220	Travel: Foreign Study or Academically Related Travel
<u>UNIVERSITY SERVICES</u>	1340	Mail Service
	1350	Oakland Center
	1360	Printing and Reprographic Services

*ADDITIONAL TRAVEL POLICY INFORMATION:

Refer to the 2009-2012 American Association of University Professors (AAUP) Agreement; Article XIX, Faculty Travel [<http://www.oakland.edu/?id=5567&sid=173>]

Oakland University

POLICIES OF PARTICULAR INTEREST –

Smoking is prohibited in all University owned or operated Buildings and within 50 feet of all University owned Buildings. Smoking is also prohibited in all University owned vehicles.

Alcohol use is strictly prohibited on the Oakland University campus. Clinical sites and off site classrooms are an extension of the university and therefore also covered under this policy.

To safeguard against incidents that could affect students or clients, please closely review Oakland University Administrative Policies and Procedures, **Policy # 400** as indicated on previous page, with special attention to VIII, (4) which states:

It shall be a misdemeanor for a person to be intoxicated on the campus and acting in a manner that endangers directly the health or safety of another person or property or causes a disturbance which interferes with the normal uninterrupted use of the campus.

All faculty should also be familiar with the following procedures and policies available at the Oakland University web site as indicated below:

Americans with Disabilities Act (1990)

Students with special needs are urged to identify themselves to the faculty and discuss their concerns. If you have a disability and wish to discuss accommodations, please contact the Office of Disability Support Service, 121 North Foundation Hall, as soon as possible.

Disability Support Services

<http://www.oakland.edu/dss/>

Code of Academic and Student Conduct and Psychological Emergency Procedures

<http://www4.oakland.edu/?id=1610&sid=75>

Emergency Preparedness

<http://www4.oakland.edu/?id=5410&sid=188>

Desktop Emergency Guide

<http://www.police.oakland.edu/guide>

Undergraduate Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing

Approved by the School of Nursing Faculty Assembly October 28, 2010

Minimum Requirements for Continuing in the Undergraduate Programs of the School of Nursing

Once admitted to the School of Nursing (SON), students are required to earn a minimum grade of 2.5 or higher in each nursing course and a grade of 2.5 or higher in PSY 225: Introduction to Life-Span Developmental Psychology and BIO 307: Introduction to Human Microbiology. In courses graded satisfactory/unsatisfactory (S/U), students are required to earn a course grade of satisfactory to progress. SON courses may be repeated only one time.

SON students who do not meet these standards will be placed on **probation** with conditions imposed for retention in the program or they may be **dismissed** from the program.

Probation: An OU SON student will be placed on probation if the student receives one (1) nursing course grade below 2.5 or a grade of Unsatisfactory, or a grade below 2.5 in PSY 225 or BIO 307 or fails to fulfill the medication administration exam requirement. Upon written receipt of notification of placement on probation, the student will also be notified of the conditions necessary for him/her to continue in the nursing program with a copy of the notice placed in the student's file.

Conditions of probation that apply to all SON students are: the student must repeat the course in which a grade less than 2.5 or Unsatisfactory was received, and he/she must retake the same course. An independent study course or a competency exam cannot be used as a substitute for a failed course.

The student must also develop a written plan for success in meeting the conditions of probation and a copy will be placed in the student's file.

Dismissal: A student will be dismissed from the SON if he/she:

1. receives two nursing course grades below 2.5 or Unsatisfactory in one semester/ term, or
2. receives a second grade below 2.5 or Unsatisfactory for a nursing course, or
3. receives grades below 2.5 in both PSY 225 and BIO 307, or
4. receives one nursing course grade below 2.5 or Unsatisfactory and receives one grade below 2.5 in either PSY 225 or BIO 307, or
5. fails to fulfill the medication administration exam requirement, or
6. fails to fulfill the conditions of probation, or
7. exhibits unsafe, unethical or unprofessional behavior in any academic setting.

A student who meets dismissal criteria cannot continue in nursing courses.

Resolution of an Issue with the Evaluation/Grading Process

Faculty are expected to evaluate student work according to academic standards. It is faculty prerogative to assign student grades utilizing his/her academic/professional judgment. The only person who can change a grade is the faculty member who initially assigns the grade. Grades cannot be grieved, only the process by which they were assigned.

If an OU SON student believes he/she has been graded in an arbitrary or capricious manner, or not afforded due process, he/she may discuss the issue with the faculty who assigned the grade. Capricious grading is defined as the following:

1. the assignment of a grade to a particular student on the basis of something other than performance in the course.
2. the assignment of a grade based on a substantial departure from the instructor's stated criteria as described in the course syllabus.

In order to attempt a resolution of the grading issue, the student must first meet in person on campus with the faculty who assigned the grade. If the issue remains unresolved after meeting with the faculty who assigned the grade, the student may choose to meet with the Faculty of Record (FOR) for the course. If the student chooses not to meet with the course FOR, the grading issue is considered resolved and no further action is taken. If the student meets with the course FOR, and the issue is unresolved the student may request a Grievance Hearing.

Grievance Procedure

Grievance Process Step 1: Initial Notification of Intent to File a Grievance

The Grievance procedure is to be initiated by the student within 2 business days of receipt of grade. Receipt of grade is defined as when grades are available for student viewing on the Oakland University SAIL system. It is the student's responsibility to check her/his grades. In the case of 1/2 semester courses, receipt of grade is defined as when the grade is reported to the student by the faculty member. A formal statement detailing the cause for the grievance must be submitted in writing by the student (within 2 business days of receipt of the grade) to the faculty who assigned the grade with a copy also sent to the course Faculty of Record, and the Associate Dean.

Grievant's Statement

The *Grievant's Statement* must include the course name and number, the student, and faculty member(s) involved, and a summary stating the specific policies, procedures, or due process violated. Further, the statement must include the specific actions upon which the violations are based and what actions were taken to resolve them. The *Grievant's Statement* must be kept to one typewritten page. Additional supplementary materials relevant to the complaint may be attached to support the grievance.

The student assumes the burden of proof in the grievance procedure.

A student who initiates the grievance process may continue with his/her *Plan of Study* assuming all pre-requisites have been met until the process is resolved.

Any additional information over and above the initial formal statement submitted by the Grievant must be submitted to the Associate Dean's office by the end of the third business day after receipt of the grade.

Faculty Advocate

The student may request a School of Nursing faculty member to act as an advocate to assist with understanding the grievance process and procedure. At the student's request the School of Nursing faculty member, acting as the advocate, may attend the Grievance Hearing meeting. The faculty advocate may make a statement on behalf of the student before the panel makes its final decision.

Grievance Process Step 2: Preparation for Grievance Hearing

The Associate Dean will inform the faculty of concern and Faculty of Record about a student's request for a grievance hearing and request submission of any supporting documentation for the case. The student's file with all materials associated with the grievance will be held in the Associate Dean's office for review by members of the *Grievance Panel*.

Grievance Process Step 3: Grievance Hearing

The *Grievance Panel* will convene on the assigned grievance day. The *Grievance Panel* will review all materials submitted by the grievant and faculty. The Panel will meet separately with the grievant and the faculty involved with the grievance.

Grievance Panel Statement

The *Grievance Panel* will submit a written one page recommendation regarding the student's grievance to the Dean within two business days after completion of the hearings. The written recommendation will include the course name and number, the student and faculty member(s) involved, and a summary of the evidence and the policies and procedures upon which the Panel based its recommendation. Supplementary materials relevant to the recommendation may be attached.

Final Grievance Recommendation

The Dean shall act upon the *Grievance Panel's* recommendation of the within 24 clock hours of receipt of the materials. The decision of the Dean is final. The student will be notified of the Dean's decision in writing via the student's OU email and by Certified Mail.

Faculty involved in the grievance will be notified of the Dean's decision by OU email.

If the grievance results in the dismissal of a student the student must withdraw from all nursing courses and cannot register for any nursing classes after the semester in which he/she was dismissed.

Withdrawal of Grievance

A student initiating the grievance procedure may withdraw the grievance at any time by writing the Associate Dean via OU email.

Procedures to Support Student Grievance Process

Creation of Grievance Panel

At the beginning of each academic year, the Associate Dean will appoint three faculty members and one student representative from each undergraduate program (Basic, Second Degree and RN/BSN), as well as three faculty alternates and a student alternate from each program who will serve as the *Grievance Panel* for the period of one academic year. Each *Grievance Panel* will consist of four voting members, three faculty and one student. The student member must be from the same program as the grievant. At no time will a faculty member or student serve on a *Grievance Panel* if they are the faculty of concern, the course Faculty of Record or in any way connected with the issue of concern or think it is inappropriate for them to serve on the panel.

Non-Academic Grievance

The JUDICIAL HANDBOOK represents the essence of the judicial system at Oakland University. If you find yourself involved in an incident of a disciplinary nature, those defined as a non-academic violation of Oakland regulations and/or local, state, or federal laws, you will find this handbook useful in describing the judiciary process. Any questions may be directed to the Office of the Dean for Student Life. [144 Oakland Center, (248) 370-3352]

Procedures for the Resolution of a Non-Academic Complaint

Initiation of the Complaint Procedure:

1. Complaint procedure is to be initiated within five (5) working days of the situation of concern.
2. Cause for the complaint must be submitted in writing by the student to the employee of concern (administrator, faculty, or staff) with a copy to the Associate Dean and Dean.
3. The student must meet on campus with the employee involved and attempt a resolution.
4. If the complaint cannot be resolved, the student may, within five (5) working days of the meeting with the involved employee, meet with the employee's supervisor.
5. If the complaint still cannot be resolved, the student may, within two (2) working days of the meeting with the employee's supervisor, meet with the Dean or the Dean's designee.
6. The Dean will make the final decision for all SON employees and will notify the student by certified mail with copies to the employee, the employee's supervisor, and the Associate Dean.

Documentation of complaint

Documentation of all meetings between the student and persons involved with the complaint will be placed in the student's file.

Withdrawal of Complaint

At any point the student initiating the complaint may make his/her request in writing to the Associate Dean to discontinue the process.

Process to Appeal a Dismissal

An appeal of a dismissal from the School of Nursing will be considered on a case-by-case basis. Application for reinstatement after being dismissed must be made within 12 months of the date of dismissal and at least six (6) weeks prior to the start of the semester in which the student wishes to return. A student may not appeal a second dismissal.

Process to Support Appeal of Dismissal

Each semester the Associate Dean will appoint a *Dismissal Appeal Panel (DAP)*, designate a chairperson, and inform the appropriate COI Chair. The DAP will be composed of three faculty members not directly involved in the dismissal and two non-voting representatives, one each from Administration and Advising.

To appeal a dismissal:

1. The student must complete the *Academic Performance Dismissal Appeal (APDA)* form (available on the nursing website in *Important Forms*). The APDA must be submitted to the Associate Dean within 12 months of the date of the dismissal and no later than six weeks prior to the start of the semester in which the student wishes to return. In addition, the former student must submit a formal letter stating the reasons why they are asking to be reinstated after being dismissed, the reason for the original dismissal, and documentation of steps taken by the applicant to support future success in the program.
2. Within five (5) working days of receipt of an appeal of dismissal the student's file with all materials associated with the appeal will be held in the Associate Dean's office for review by the DAP members.
3. Within ten (10) working days of receipt of the student's materials the DAP will meet.
4. Within three (3) working days of the meeting, the DAP will submit to the Dean of the School of Nursing a recommendation to either reinstate the student or to uphold the original dismissal.
5. The Dean may accept or reject the panel's recommendation and a letter notifying the student of the Dean's decision will be forwarded to the student via Certified Mail within five (5) working days of receipt of the panel's recommendation. The decision of the Dean will be final.
6. If the appeal is approved, the student is reinstated and the dismissal is deferred. If reinstated the student will remain on probation and repeat all courses (or equivalent OU-SON courses) for which a failing grade was received and meet with an advisor to develop a new Plan of Study. No student can progress in the program until he/she has passed all courses (or equivalent OU-SON courses) in which a failing grade was received, and passed all necessary pre-requisite courses. All SON progression policies will apply.

Application for Readmission

Applications for readmission to a School of Nursing program will be considered on a case by case basis. Applications will be reviewed by the School of Nursing Admissions Committee with a recommendation to the Dean. The Dean's decision is final.

Application for readmission after being dismissed from the School of Nursing must be made within 12 months of the date of dismissal and at least six (6) weeks prior to the start of the semester in which the student wishes to return.

Graduate Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing

(Approved by the School of Nursing Faculty Assembly, April 30, 2009)

Minimum Requirements for Continuing in the Graduate Programs of the School of Nursing

Once admitted to the School of Nursing (SON), graduate nursing students are required to earn a minimum grade of 3.0 or higher in each course. In courses graded satisfactory/unsatisfactory progress, students are required to earn a course grade of “satisfactory progress” (SP) to progress in program. SON courses may be repeated only one time.

SON graduate students who do not meet these standards will be placed on **probation** with conditions imposed for retention in the program or they may be **dismissed** from the program.

Probation: An OU SON graduate student will be placed on probation if the student receives one (1) nursing course grade below 3.0 or a grade of Unsatisfactory progress (NP). Upon written receipt of notification of placement on probation, the student will also be notified of the conditions necessary for him/her to continue in the graduate nursing program by the Associate Dean with a copy of the notice placed in the student’s file.

At a minimum the conditions of probation will include: the student must repeat the same OU SON course in which a grade less than 3.0 or Unsatisfactory progress was received. An independent study course or a competency exam cannot be used as a substitute for a failed course.

The student must also develop a written plan for success in meeting the conditions of probation and a copy will be placed in the student’s file.

Dismissal: A graduate student will be dismissed from the SON if he/she:

1. receives two graduate nursing course grades below 3.0 or Unsatisfactory progress (NP)
2. fails to fulfill the conditions of probation, or
3. exhibits unsafe, unethical or unprofessional behavior in any academic or clinical setting.

Resolution of an Issue with the Evaluation/Grading Process

Faculty are expected to evaluate student work according to academic standards. It is faculty prerogative to assign student grades utilizing his/her academic/professional judgment. The only person who can change a grade is the faculty member who initially assigns the grade. Grades cannot be grieved, only the process by which they were assigned.

If an OU SON student believes he/she has been graded in an arbitrary or capricious manner, or not afforded due process, he/she may discuss the issue with the faculty who assigned the grade. Capricious grading is defined as the following:

1. the assignment of a grade to a particular student on the basis of something other than performance in the course.

2. the assignment of a grade based on a substantial departure from the instructor's stated criteria as described in the course syllabus.

In order to attempt a resolution of the grading issue, the student must first meet in person with the faculty who assigned the grade. If the issue remains unresolved after meeting with the faculty who assigned the grade, the student may choose to meet with the Faculty of Record (FOR) for the course. If the student chooses not to meet with the course FOR, the grading issue is considered resolved and no further action is taken. If the student meets with the course FOR, and the issue is unresolved the student may request a Grievance Hearing.

Grievance Procedure

Grievance Process Step 1: Initial Notification of Intent to File a Grievance

The Grievance procedure is to be initiated by the student within 2 business days of receipt of grade. Receipt of grade is defined as when grades are available for student viewing on the Oakland University SAIL system. It is the student's responsibility to check her/his grades. In the case of partial semester courses, receipt of grade is defined as when the grade is reported to the student by the faculty member. A grievant's statement must be submitted in writing by the student through OU email to all of the following simultaneously; the faculty who assigned the grade, the course Faculty of Record, and the Associate Dean.

Grievant's Statement

The *Grievant's Statement* must include the course name and number, the student's name, and faculty member(s) involved, and a summary stating the specific policies, procedures, or due process violated. Further, the statement must include the specific actions upon which the violations are based and what actions were taken to resolve them. The *Grievant's Statement* must be kept to one typewritten page. Supplementary materials relevant to the complaint may be attached to support the grievance.

The student assumes the burden of proof in the grievance procedure.

A student who initiates the grievance process may continue with his/her *Plan of Study* assuming all pre-requisites have been met until the process is resolved.

Faculty Advocate

The student may request a School of Nursing faculty member act as an advocate to assist with understanding the grievance process and procedure. At the student's request the School of Nursing faculty member, acting as an advocate, may attend the Grievance Hearing meeting. The faculty advocate may make a statement on behalf of the student before the panel makes its final decision.

Grievance Process Step 2: Preparation for Grievance Hearing

Submission of any supporting documentation for the grievance must be submitted to the Associate Dean's office within two business days. The student's file with all materials associated with the grievance will be held in the Associate Dean's office for review by members of the *Grievance Panel*.

Grievance Process Step 3: Grievance Hearing

The *Grievance Panel* will convene on the third assigned grievance day. The *Grievance Panel* will review all materials submitted by the grievant and faculty. The Panel will meet separately with the grievant and the faculty involved with the grievance.

Grievance Panel Statement

The *Grievance Panel* will submit a written one page recommendation regarding the student's grievance to the Dean within two business days after completion of the hearings. The written recommendation will include the course name and number, the student and faculty member(s) involved, and a summary of the evidence and the policies and procedures upon which the Panel based its recommendation. Supplementary materials relevant to the recommendation may be attached.

Final Grievance Recommendation

The Dean shall act upon the *Grievance Panel's* recommendation within 24 clock hours of receipt of the materials. The decision of the Dean is final. The student will be notified of the Dean's decision in writing via the student's OU email and by Certified Mail.

Faculty involved in the grievance will be notified of the Dean's decision by OU email.

Withdrawal of Grievance

A student initiating the grievance procedure may withdraw the grievance at any time by writing the Associate Dean via OU email.

Procedures to Support Student Grievance Process

Creation of Grievance Panel

At the beginning of each academic year, the Associate Dean will appoint three faculty members who are currently teaching courses in the graduate programs (Nursing Ed, FNP, A/GNP, CRNA, DNP), who will serve as the *Grievance Panel* for the period of one academic year. The Associate Dean will appoint one graduate student representative from each program who will serve as the *Grievance Panel* for the period of one academic year. Each *Grievance Panel* will consist of four voting members, three faculty and one student. For an individual grievance, a student representative from the same program as the grievant can serve as representative if possible. At no time will a faculty member or student serve on a *Grievance Panel* if they are the faculty of concern, the course Faculty of Record or in any way connected with the issue of concern or think it is inappropriate for them to serve on the panel.

Non-Academic Grievance

The JUDICIAL HANDBOOK represents the essence of the judicial system at Oakland University. If you find yourself involved in an incident of a disciplinary nature, those defined as a non-academic violation of Oakland regulations and/or local, state, or federal laws, you will find this handbook useful in describing the judiciary process. Any questions may be directed to the Office of the Dean for Student Life. [144 Oakland Center, (248) 370-3352]

Procedures for the Resolution of a Non-Academic Complaint

Initiation of the Complaint Procedure:

7. Complaint procedure is to be initiated within five (5) working days of the situation of concern.
8. Cause for the complaint must be submitted in writing by the student to the employee of concern (administrator, faculty, or staff) with a copy to the Associate Dean and Dean.
9. The student must meet with the employee involved and attempt a resolution.
10. If the complaint cannot be resolved, the student may, within five (5) working days of the meeting with the involved employee, meet with the employee's supervisor.
11. If the complaint still cannot be resolved, the student may, within two (2) working days of the meeting with the employee's supervisor, meet with the Dean or the Dean's designee.
12. The Dean will make the final decision for all SON employees and will notify the student by certified mail with copies to the employee, the employee's supervisor, and the Associate Dean.

Documentation of Complaint

Documentation of all meetings between the student and persons involved with the complaint will be placed in the student's file.

Withdrawal of Complaint

At any point the student initiating the complaint may make his/her request in writing to the Associate Dean to discontinue the process.

Oakland University School of Nursing

Procedure for Handling Health Emergency

When an OU School of Nursing student (undergraduate, graduate, or DNP), faculty member, or staff experiences a health emergency, the procedure to follow is:

- 1) If the incident occurs on the OU main campus, call the OU Police 911 (from a campus phone) or (248) 370-3333 (from a cell phone) and give the dispatcher the exact location and nature of the health emergency. **OU employees/School of Nursing faculty, and students are not allowed to apply first aid (unless they work for the Graham Health Center) or transport the ill/injured person.**
- 2) If the incident occurs at an off-campus venue (e.g. the Riverview Institute, Anton Frankel Center), call 911 affiliated with the local jurisdiction.
- 3) If the incident occurs at a clinical agency, follow the emergency procedure directed by the agency.
- 4) If a **student is seriously injured or ill**, immediately contact the School of Nursing Dean who will contact Academic Affairs and the Provost.
- 5) If an **OU employee/faculty member is seriously injured or ill**, the employee's supervisor should be contacted immediately who will report the incident to the vice president of the division in which the employee works.



EXPOSURE INCIDENT REPORT FORM

Date of Incident _____

Time of Incident _____

Job site/location: _____

Name of Employee _____

Job Description (Description of General Duties): _____

Potentially Infectious Material Involved (e.g. blood etc.) _____

Source of Potentially Infectious Material (e.g. needle-stick, cut, bite etc.) _____

Circumstances Surrounding Exposure Incident (e.g. work being performed etc.) _____

Route of Exposure (e.g. under-the-skin, unprotected skin, eyes, nose, mouth)

How Exposure Occurred (e.g. equipment malfunction, human error, etc.) _____

Personal Protection Equipment Worn at Time of Incident _____

Actions Taken at Time of Incident (e.g. soap/water clean-up, reporting to supervisor etc.)

Recommendations for Avoiding Repetition: _____



SHARPS INJURY LOG

Please complete a log for each exposure incident involving a sharp.

Name: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Classification (circle one): Faculty Post Doc Grad Student Undergrad Student Other: _____

Department: _____ Laboratory supervisor: _____

Date filled out: _____ Date of injury: _____ Time of injury: _____ a.m. p.m.

Where injury took place: Building: _____ Room #: _____

Description of the exposure incident:

Procedure:
____ Draw venous blood ____ Not applicable
____ Draw arterial blood ____ Unknown
____ Injection
____ Other _____

Did the exposure occur: (check all that apply)
During use of sharp _____ Disassembling _____
Between steps of a multistep procedure _____
After use and before disposal of sharp _____
While putting sharp into disposal container _____
Sharp left in an inappropriate place _____
Other _____

Body part:
(check all that apply)
____ Finger ____ Face/head
____ Hand ____ Torso
____ Arm ____ Leg
____ Other _____

Identify sharp involved: (if known)
Type: _____
Brand: _____
Model: _____
e.g., 18g needle/ABC Medical/
"no stick" syringe

Did the device being used have engineered sharps injury protection?
yes ____ no ____ don't know ____
Was the protective mechanism activated?
yes-fully ____ yes-partially ____ no ____
Did the exposure incident occur:
before ____ during ____ after ____ activation

Exposed person: If sharp had no engineered sharps injury, do you have an opinion that such a mechanism could have prevented the injury? Yes ____ No ____
Explain: _____

Exposed person: Do you have an opinion that any other engineering, administrative, or work practice control could have prevented the injury? Yes ____ No ____
Explain: _____



POST-EXPOSURE INCIDENT CHECKLIST

The following steps must be taken, and information provided, in the event of an employee's exposure to blood or other potentially infectious material.

Date of Exposure Incident _____

ACTIVITY	COMPLETION DATE
• Contaminated area was washed with soap and water (or eyewash if the eye) for at least 15 minutes	_____
• Employee transported to emergency room w/i 2 hours of incident for anti-viral drugs (following washing/flushing described above)	_____
• Employee Furnished with Documentation Regarding Exposure Incident	_____
• Following Documentation Forwarded to Health-care Professional Who is Evaluating Employee Bloodborne Pathogens Standard Exposure Incident Report Employee's medical records	_____
• Source Individual:	
• Identified OR it was Determined that ID was not Feasible (circle one)	_____
• Authorization to Collect Blood Requested	_____
• Blood Tested OR Authorization Refused (circle one)	_____
• Source Individual's Blood Results Given to Exposed Employee	_____
• Employee informed that any/all follow up care shall be at no cost to him/her	_____



Authorization to Have Blood Drawn and Analyzed for Presence of Viral Infection

Source Individual Consent Form

1. Individual's Name _____

Social Security Number _____

Date of Birth _____

2. I authorize _____ (Name of Health Care Facility) to draw and analyze my blood for the presence of viral (i.e., HBV or HIV) infection.

3. I understand that the results of this analysis shall be made available to the individual who has been exposed to my blood (in addition to his/her health care provider), and maintained in that individual's CONFIDENTIAL medical records on file at OU.

4. I agree that a photocopy or facsimile of this authorization shall be as valid as the original.

Signed (source individual) Date _____

Parent or guardian (if individual is under 18 years of age) Date _____

**FACULTY INJURY, ILLNESS or EXPOSURE TO BBP (Blood-Borne Pathogens)
OAKLAND UNIVERSITY**

Reporting Occupational Injuries and Illnesses

Work-related accidents and injuries must be reported to a department supervisor **immediately**. Supervisors must report the injury in accordance with **University Policy #715 Employee Injuries and Compensation Claims**.

These injuries must be reported in a timely fashion to ensure that unsafe situations or conditions are addressed immediately and that employees receive the appropriate care and treatment without any delay. In addition, timely reporting of injuries and illnesses ensures compliance with **OSHA 29 CFR Part 1904 Recording and Reporting Occupational Injuries and Illnesses**.

Work-related injuries and/or illnesses are caused by an event or exposure in the work environment that either causes or contributes to the resulting condition or significantly aggravates a pre-existing injury or illness.

FORMS	
Injury	Exposure to a bloodborne pathogen:
1) Authorization for Employee to Seek Medical Treatment 2) Occupational Accident Report	1) Authorization for Employee to Seek Medical Treatment 2) Occupational Accident Report 3) Exposure incident Report Form 4) Sharps Injury Log – if incident involves a sharp 5) Post-Exposure Incident Checklist 6) Authorization to Have Blood Drawn and Analyzed for Presence of Viral Infection (if needed)

1. Ensure that the employee receives appropriate and prompt medical care and treatment.
 - o If an employee is seriously injured, contact the Oakland University Police Department at ext. 3331 or 248-370-3331.

Take with you:

2. Supervisor OR Head Nurse should complete and sign an **Authorization to Seek Medical Treatment Form** and send it with the employee seeking medical treatment.

***On Campus:**

- o Employees can be seen at Graham Health Center M-F from 8 a.m. to 5 p.m., contact **Graham Health Center** at ext. 2341 or 248-370-2341.
- o Outside of normal business hours, employees can be seen at **Crittenton Hospital's Occupational Medicine Department**, contact Crittenton Occupational Medicine at 248-652-5000.
- o After hours services for Occupational Medicine are available through the Crittenton Hospital Emergency Room.

***OFF Campus (Clinical site)**

If you seek emergency care elsewhere, billing is to be sent to:

Oakland University Benefits office
 401 Wilson Hall
 Rochester, MI 48309
 Phone: (248) 370-4207
 Fax: (248) 370-4212

FACULTY INJURY, ILLNESS or EXPOSURE TO BBP
OAKLAND UNIVERSITY (continued)

3. Immediately report unsafe situations or conditions to Environmental Health and Safety at ext. 4196 or 248-370-4196 or Work Control Center at ext. 2381 or 248-370-2381.
4. **Occupational Accident Report** must be completed **within 24 hours** of the reported injury by the Head Nurse (Associate Dean of the School of Nursing can complete the form if no supervisor is available).
5. Fax all forms and other medical documents to the Associate Dean (248) 370-4279. Provide originals as soon as possible.
 - a. Associate Dean's secretary makes 2 copies: a) Assoc. Dean b) Faculty file.
 - b. The Associate Dean secretary will immediately call Staff Benefits: Corey Brittingham @ Ext 3484 to alert him that an incident report is being faxed to ext. 4212. Mail interdepartmental mail or hand delivered to UHR c/o Benefits and Compensation Services, 401 Wilson Hall and forms and documentation of the incident.

*Staff Benefits will generate a Workers' Compensation Claim Number.

Faculty will be provided a complete packet of all required forms to be kept with your clinical materials in case of an event . Bloodborne pathogen exposure forms can be found in Section 7.

Authorization to seek medical treatment form can be found at
http://www.oakland.edu/upload/docs/EHS/Authorization_Medical%20Treatment.pdf

Occupational Injury form can be found at
http://www.oakland.edu/upload/docs/EHS/Occupational_Accident_Form.pdf

Section 6:

**SCHOOL OF NURSING
AND UNIVERSITY
RESOURCES**

SCHOOL OF NURSING RESOURCES

SCHOOL OF NURSING OFFICE HOURS

The administrative and academic offices are open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Exceptions will be posted. The School of Nursing fax machine (= the OLD fax number) is on 24 hours a day, 7 days a week. In the summer, the office may have employee flex time. Check before you come to campus.

PAYCHECKS

Paychecks are received on the last working day of each month.

SPIRIT CARDS

A university multipurpose photo identification card, the "Spirit Card", is available for all SON faculty. For specific information and to obtain this card you must go to the ID Card Office, 112 Oakland Center after receiving your first paycheck. Part-time employees who need access to the library may be eligible for this card. See the dean's secretary for a letter indicating your need and take it to the ID Card Office.

KEYS

Full-time faculty members are issued keys to the Human Health Building, their offices, and the copy center. Part-time faculty receive keys to their respective offices. **Faculty are expected to return their keys at the end of the contract period or when they resign.** There is a \$5.00 charge to replace any lost key in addition to any cost incurred in changing lock cores if deemed necessary.

COPIES

As a general rule, faculty who need 100 or more copies of a document, then they need to use the OU print shop. Check with the faculty secretary for the most economical method for timely and quality reproduction.

PERSONNEL FILES

A personnel file is maintained for each SON faculty member. This file contains copies of all personnel forms, supporting materials and copies of such other documents related primarily to the individual. If any of these documents fall into any of the following categories, a second file folder marked "confidential" shall be created and such documents shall be maintained in that folder. This file contains:

1. Any letters of recommendation received as part of the initial employment process, and student evaluation materials.
2. Confidential materials placed in the personnel files prior to August 15, 1979.
3. All materials generated as part of the tenure-review process subject to confidentiality under the current Faculty Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors.

Access to Files

Oakland's obligation is to provide an individual with access to their personnel file as defined by the current Faculty Agreement and by the Michigan Freedom of Information Act. The following procedures will govern the School of Nursing:

On giving reasonable written notice, an individual shall have access to their non-confidential personnel file during normal business hours. Copies of materials in that file may be provided to the individual (a charge for the cost of reproduction may be made in the case of large numbers of copies). In permitting review of the file by the individual, a member of the dean's office staff will be in attendance to insure that materials are not altered or removed from the file. If an individual wishes access to materials in the confidential file, the matter shall be referred to the dean. In this case, the confidential file should be reviewed page by page and the following rules shall govern:

1. Any personal recommendations or evaluations that predate August 15, 1979, shall not be revealed to the individual.
2. Materials created subsequent to August 15, 1979, which are covered by a valid waiver executed by the individual shall not be revealed to the individual. Materials on which a waiver has not been executed may be shown to the individual.
3. Occasionally, materials which 1) involve more than the individual, 2) are of a general policy nature, or 3) reflect emotional release on the part of staff may have been filed in the individual's personnel file. If so, these materials should be removed with the understanding that they will be filed in a subject file or destroyed, and they should not be shown to the individual.

Elimination of Files

Files will be maintained in the School of Nursing for 7 years and indefinitely in Academic Affairs. However, in the case of former faculty, review materials except for formal notice of review result, will be discarded after seven years.

SCHOOL OF NURSING WEBSITE

Many additional resources can be found on the School of Nursing website <http://www.Oakland.edu/nursing>

FACULTY TRAVEL AND REIMBURSEMENT

SON has three (3) different travel forms faculty may be required to complete. These forms are located on the shared drive titled “nursedocs”.

1. **Travel Authorization Form (no reimbursement)** This form must be completed prior to any travel when paid for by an outside source (e.g. grants, organizations other than Oakland University). A copy of the grant letter, a copy of the completed registration form, and a copy of the brochure or flyer must be submitted at the time form is submitted for Assistant Dean and Dean’s signatures.
2. **Supplement to Oakland University Travel Authorization-Reimbursement Form**
This form must be completed **prior** to all faculty travel that Oakland University/SON will pay for expenses. A copy of the completed registration form and a copy of the brochure/flyer must be attached to form at the time form is submitted for Assistant Dean and Dean’s signatures.

Please note the forms listed above require the signature of Associate Dean, Gary Moore and is submitted to Jennifer Fuller. Jennifer will obtain the Assistant Dean, Cheryl McPherson and Dean, Kerri Schuiling’s approval and signatures.

3. **Travel Expense Summary Form**

This form is to be completed by faculty after traveling to receive reimbursement and email to Bonnie Koch for processing. All **original receipts** must accompany this form. After emailing the completed form to Bonnie, place all original receipts/documents in an envelope or folder with your name on it and submit to Bonnie. Bonnie will verify all expenses, have faculty sign form, and make one copy of all documents for faculty. She will submit to Jennifer Fuller for processing. Jennifer Fuller will obtain approval from the Assistant Dean, Cheryl McPherson and the Dean, Kerri Schuiling. Jennifer will submit to Accounts Payable once approved. **All expenses must be submitted within thirty (30) days of traveling.**

The following fields on the Travel Expense Summary Form are required to be completed by faculty.

- a. Payee
- b. Pay to Address (OU room # O’Dowd Hall, Oakland University)
- c. Vendor Number (Grizzly I.D. #)
- d. Date(s) of Travel
- e. Purpose of Travel (Event, Dates, Location)
- f. Transportation (From-To/From-To)
- g. Parking, tolls, etc.
- h. Airfare
- i. Shuttle service, taxi cab
- j. Conference Registration
- k. Lodging
- l. Meals

Registration Process for Conferences:

Conference

All faculty are required to complete the Travel Authorization Form or the Supplemental Travel Authorization form.

- a. Jennifer Fuller will register faculty who present her with a signed copy of the Travel Authorization form/Supplemental Travel Authorization form, a completed registration form, and copy of the brochure/flyer. Once Jennifer has registered faculty, she will provide one complete set of copies to Bonnie Koch.

- b. Faculty may register themselves online for conference; pay with personal credit card or check the box “*pay by check*”. Print one copy of the confirmation/registration and attach to the travel form along with copy of brochure/flyer. Submit all documents to Jennifer Fuller for processing. Jennifer will provide Bonnie Koch with a complete set of copies.

Airfare

Faculty is responsible for arranging and booking all of their own travel. SON offers faculty two (2) options.

- a. Suburban Travel (OU preferred vendor). Call (248) 651-8878; Suburban Travel will invoice SON.
- b. Airlines Company (directly) or Online. Faculty will need to pay with personal credit card and submit receipt upon completing the Travel Expense Summary form. If travel arrangements are made thirty days or more prior to travel, submit original receipt to Bonnie with title of event for reimbursement. Bonnie will complete a Direct Payment Voucher and submit to Jennifer Fuller for processing.

Hotel Accommodations

Faculty is responsible for booking hotel accommodations.

- a. Faculty will pay for hotel accommodations and submit original receipt for reimbursement after travel. Enter all travel expenses on the Travel Expense Summary form and email form to Bonnie Koch. Once she has received all original receipts to verify expenses, Bonnie will process and obtain faculty signature and make one copy for faculty. She will submit to Jennifer Fuller for signatures and forwarding to Accounts Payable.

Reimbursement Payment to Employee

- a. Direct Deposit – Everyone is encouraged to complete a “*Direct Deposit Reimbursement*” form available on the “nursedocs” shared drive under Forms Folder.
- b. OU Check – Mailed to SON and placed in your mailbox.

UNIVERSITY RESOURCES

ACADEMIC SKILLS CENTER is located in Room 103 N. Foundation Hall and provides students with free peer tutoring in writing, mathematics, and other study skills. [PHONE: 248-370-4215]

CAREER SERVICES AND PLACEMENT provides individual career counseling to students and alumni, sponsors an annual job fair, and hosts employers who interview and recruit seniors on campus. Special seminars are conducted by staff members to assist students in developing job search skills (resume writing, interviewing, etc.). [PHONE: 248-370-3250]

COUNSELING CENTER (GRAHAM HEALTH CENTER) staff are available to assist with personal counseling, crisis counseling, on-going therapy, and career counseling. [PHONE: 248-370-3465]
<http://www.oakland.edu/ghc/>

GRADUATE OFFICE is responsible for the admission of all graduate students. In addition, this office makes the final format check of all dissertation and theses and is responsible for setting the guidelines for typing and submission of theses. [PHONE: 248-370-3167]

HEALTH SERVICES (GRAHAM HEALTH CENTER) Comprehensive health center equipped to handle minor trauma and give initial treatment of more serious emergencies and psychological counseling. A minimal fee will be charged for currently enrolled students. Most insurance companies can be billed for eligible services. [PHONE: 248-370-2341] <http://www.oakland.edu/ghc/>

INSTRUCTIONAL TECHNOLOGY CENTER (ITC) coordinates rental of Audio-visual equipment; request forms are available on-line. One week prior notice is required.

KRESGE LIBRARY Major services provided by the Kresge Library staff include reference services, computerized database search services, library instruction programs and an interlibrary loan service that obtains materials from other libraries. Special facilities in the library include the documents unit, which contains federal and Michigan government publications, a university archives/rare book and special collections room, a microform reading room and photocopying machines. Special holdings in Kresge include the Matilda R. Wilson Collection of reference works, one of the largest collections in the Midwest of underground newspapers and the Hicks Collection of books by and about women. [PHONE: 248-370-2471]

E-LEARNING AND INSTRUCTIONAL SUPPORT (e-LIS) is located in Room 430 Kresge Library and offers support to faculty, staff, and students in teaching and learning online and the development of custom web solutions for academic needs. [PHONE: 248-370-4566] <http://www2.oakland.edu/elis/>

OFFICE OF DISABILITY SUPPORT SERVICES is located in Room 106 N. Foundation Hall and provides advocacy and support services. Services include, but are not limited to, priority registration, special testing arrangements, assistive technology, referrals to outside service agencies, assistance in identifying volunteer note takers and volunteer readers, assistance with sign language interpreter services and with any general needs or concerns. [PHONE: 248-370-3266 (voice) or 248-370-3268 (TDD)] <http://www.oakland.edu/dss/>

OFFICE OF FINANCIAL AID is located in Room 120 N. Foundation hall and provides information on financial assistance available to students including loans, scholarships, grants, and on-campus student employment. The School of Nursing Advising Office supplies information on stipends and scholarships available specifically for nursing students. [PHONE: 248-370-2550]

OFFICE OF GRANTS, CONTRACTS AND SPONSORED RESEARCH supports research on campus. OU faculty can obtain funding through competition for grants, fellowships, and conference awards. Undergraduate and graduate research grant awards are made possible from the OU Alumni Association fund through the University Research Committee. [PHONE: 248-370-3223] <http://www.oakland.edu/research/>

OAKLAND UNIVERSITY WEBSITE Many additional resources can be found on the Oakland University website at <http://www.oakland.edu>

O'RENA is a 250,000 square foot facility featuring a 3,000 seat arena for basketball, volleyball and special events. Other recreational features include a 50-meter pool, whirlpool, 3-court recreation gym, four-lane running/walking track, three racquetball/walleyball courts, squash court, exercise equipment, aerobics, locker rooms, a classroom, vending machines, large screen TV area and snack bar. Contact the recreation department for membership and use information. [PHONE: 248-370-3190]

THE WRITING CENTER

The Oakland University Writing Center's highly trained peer and faculty consultants offer free support in all stages of the writing process for undergraduate and graduate students, faculty, and staff. While walk-ins are welcome, appointments are encouraged and can be made via the online scheduler at <http://www2.oakland.edu/writingcenter/services.cfm> or by calling (248) 370-3120.

Section 7:

**BLOODBORNE PATHOGENS
TRAINING REQUIREMENTS**

SCHOOL OF NURSING BLOODBORNE PATHOGENS TRAINING REQUIREMENTS

In adherence to the Oakland University policy on Bloodborne Pathogens (BBPs) training, all newly hired and returning faculty who have the “potential to be clinical or lab faculty” and may risk exposure to BBPs are required to review the OU BBPs Exposure Control Plan available online at: <http://www4.oakland.edu/upload/docs/ehs/ecp.pdf> and take a written BBPs test.

This BBPs training will be accomplished by:

- 1) All newly hired faculty will:
 - a) be given the BBPs test with additional pre-employment forms, and the tests must be completed and returned to the Associate Dean’s office by the designated due date,
 - b) complete a “Declaration” and “Declination” form at time of contract, and
 - c) Both the BBPs test and the Declaration/Declination forms will be forwarded to the office of Environmental Health and Safety (EHS).
- 2) For annual retesting of returning faculty, tests will be emailed to faculty by EHS by August 15
- 3) Correction of the BBPs tests and records related to BBPs will be kept confidential and maintained by the Associate Dean’s Office.

Additional EHS forms

The following BBP related forms are distributed to faculty with additional emergency preparedness materials, and are included in clinical instructor packets. They can also be found at:

<http://www4.oakland.edu/upload/docs/ehs/ecp.pdf>

- Hepatitis B Declaration Form
- Hepatitis B Declination Form
- Exposure Incident Report Form
- Post-Exposure Checklist
- Sharps Injury Log
- Source Individual Consent Form

HEPATITIS

What is Hepatitis?

- Swelling and tenderness of the liver

What causes Hepatitis?

- Alcohol, drugs, chemicals, liver diseases *and* BBPs such as the Hepatitis B (HBV) and Hepatitis C virus (HCV)

How can HBV and HCV be passed?

- Through breaks in the skin
- Through Mucous membranes
- Unprotected sexual contact (oral, anal or vaginal)
- Contaminated needles (accidental sticks or sharing)

When can HBV and HCV be passed?

- Both viruses can be transmitted to exposed individuals (approx 6 weeks after infection) long before any symptoms appear

HEPATITIS B (HBV)

Symptoms:

- Jaundice
- Fatigue
- Abdominal Pain
- Loss of Appetite
- Intermittent nausea
- Vomiting

After exposure, it can take from 6 weeks to 6 months for Hepatitis B to develop.

9 of 10 will recover without treatment within few months

6-10% will have chronic HBV for life

1% will die from chronic liver disease, including liver cancer.

HEPATITIS C (HCV)

Symptoms:

- Jaundice
- Fatigue
- Abdominal Pain
- Loss of Appetite
- Intermittent nausea
- Vomiting

Only 25% of those infected have ANY symptoms

> 85% of infected will have chronic HCV (with and without symptoms), and remain infectious, for life

> 70% of infected will suffer chronic liver disease

Approximately 27% of infected will die from chronic liver disease

HUMAN IMMUNODEFICIENCY VIRUS (HIV)

Human Immunodeficiency Virus (HIV) - Attacks cells of body's immune system; destroys body's ability to fight off infections

Initial Symptoms of HIV:

- ◆ fever, headache, tiredness, enlarged lymph nodes
- ◆ Symptoms either never appear or disappear w/i wks to month

Symptoms that appear months/years after HIV infection:

- ◆ Fatigue, weight loss, frequent fevers and sweats, persistent/frequent yeast infections, persistent skin rashes or flaky skin, PID (in women) that does not respond to treatment, short-term memory loss

Symptoms of AIDS (HIV persons with <200 T cells)

- ◆ Coughing, shortness of breath, seizures, lack of coordination, difficult/painful swallowing, confusion, forgetfulness, severe/persistent diarrhea, fever, vision loss, nausea, abdominal cramps, vomiting, weight loss, weakness, severe headaches, coma, cancer, death

OTHER BBP DISEASES

syphilis
malaria
babesiosis
brucellosis
leptospirosis
arboviral infections
relapsing fever
Creutzfeldt-Jakob disease
viral hemorrhagic fever

“ENVIRONMENTAL” TRANSMISSION

Transmission of BBPs occurs when infected blood from a source individual comes into contact with the exposed individual's blood or mucous membranes (i.e., eyes, nose, mouth, genitals).

HIV has been found to live only milliseconds outside the body. HBV, however, has been shown to survive for at LEAST a week in dried blood on environmental surfaces or contaminated needles and instruments.

OVERVIEW OF OU BBP EXPOSURE CONTROL PLAN

Purpose:

- Satisfy OSHA Requirements.
- Assist supervisors interpret the regulations, and establish guidelines and procedures for their employees, to reduce risk associated with exposure to blood or other body fluids.
- Serve as training mechanism and future reference guide.
- Provide record-keeping forms

Section 8:

**School of Nursing Criteria and
Procedures for
Re-employment, Tenure and Promotion**

**Review Statement
School of Nursing
Oakland University**

**Consisting of the
University Standards for Re-employment, Promotion and Tenure
And
School of Nursing Criteria and Procedures for
Re-employment, Tenure and Promotion**

Approved by the School of Nursing CAP	10/14/04
Approved by the School of Nursing Faculty Assembly	08/18/05
Approved by FRPC	03/01/05
Approved by Oakland University	08/19/05

Effective August 15, 2005

University Standards for Re-employment, Promotion and Tenure

In all reviews for tenure and promotion Oakland will consider the candidate's entire record, emphasizing efforts and accomplishments since attainment of current rank. The candidate's record at Oakland University generally will be of particular importance. Oakland's evaluation of the candidate will consider:

- the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities;
- the quality of the candidate's accomplishments;
- the relation of all these factors to the objectives of the area or department, the goals of the college or school or institute, and the mission and long range vision of the university.

Oakland's evaluation focuses on the candidate's efforts and accomplishments in three areas:

- teaching or performance as a university librarian, as appropriate to the appointment;
- intellectual contributions such as scholarship, research, and creative activities;
- service.

Teaching and University Librarianship

The term "teaching" refers to all instruction and advising activities that affect or support the academic progress of students. These activities include classroom, laboratory, studio, field, and clinical teaching and evaluation; the supervision of research, writing, independent study, practica, and performance; individual and group advising and mentoring; preparation of courses; development of curricular and instructional materials; instructional innovations; and application of new educational technologies.

The phrase "performance as a university librarian" refers to initiating, planning, organizing, and implementing library programs, including application of technology and effective communication with and service to library users.

A candidate for tenure must show substantial evidence of achievement in teaching and/or performance as a university librarian. Such evidence must be obtained through use of systematic procedures for student and peer review. Evidence may include, but is not limited to, assessments of the instructor's preparation through peer review of syllabi, reading lists, class and library handouts, tests, examinations, and other course and library materials in all formats; student appraisals such as course evaluations and solicited and unsolicited letters; evidence of student achievement; and success in sharing teaching philosophies and methodologies and in obtaining grant support relating to teaching and/or university librarianship.

Intellectual Contributions – Scholarship, Research and Creative Endeavors

Because of the comprehensive and diverse nature of Oakland University's mission, Oakland recognizes in its reviews a broad range of intellectual contributions. Such contributions improve theory and practice and support the present and future quality of instruction at Oakland University.

Scholarship and research include:

- basic, theoretical or applied research;
- scholarship that applies the research to the betterment of society, institutions, groups, and individuals;
- peer recognition of the above as reflected in publications in refereed journals, other peer-reviewed publications, and critical reviews as appropriate to the discipline;
- successful efforts in securing competitive or professionally significant external funding in disciplines where research is traditionally supported by grants;
- scholarship that interprets, draws together, and brings new insights to bear on original research, gives meaning to isolated facts and puts them in perspective, or creates connections across disciplinary lines;
- scholarship that involves not only transmitting knowledge but transforming and extending it as well through carefully planned and continuously examined pedagogical procedures that stimulate active learning and encourage students to be critical and creative thinkers with the capacity to go on learning after their college days are over.

“Creative activities” refers to works of artistic expression, production, or performance, and includes such activities as composing, writing, directing, performing, and conducting.

The most important evidence of scholarship, research, and creative activities is that authorities in the discipline(s) or field(s), including authorities outside the institution, have critically evaluated the work as meeting high standards (e.g., publications in refereed journals, grants and other funded research proposals). A candidate for tenure is expected to have made substantial progress toward maturity as a scholar or creative artist and to have established the presumption of continued growth in these areas.

Service

The term “service” refers to the following activities:

- public, institutional, and professional service through work that grows out of the university’s programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate’s professional competence. Such service includes not only contributions to the organizational work of academic professional associations and societies at all levels but also activities that extend Oakland’s scholarly and instructional capabilities into various external agencies and communities.
- university service through committee work or governance activities in the area, department, school, institute, college, or the university; for faculty, university service includes service as a role model and mentor for colleagues and students.

Documentation of the candidate’s service should recognize these distinctions and, particularly in the case of public, institutional, and professional service, should indicate the relationship of the candidate’s service activities to the programs and mission of the university and to the candidate’s instruction, intellectual contributions, and professional responsibilities. A candidate’s involvement in university service should reflect an appropriate sharing of general faculty obligations in university governance.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others involved in service work; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service.

Oakland regards teaching or performance as a university librarian and intellectual contributions as the most crucial areas of development for candidates for non-tenured reemployment or for tenure. Oakland normally will expect the record of candidates for tenure to show some accomplishments in service.

Beyond their achievements at the time of tenure all candidates for professor are expected to have continued their development in teaching or performance as a university librarian and in intellectual contributions and service. In addition, candidates for professor are expected to have demonstrated excellence and creativity in teaching or performance as a university librarian including application of technology, or to have achieved wide recognition beyond the institution as authorities or leaders in intellectual contributions or wide recognition in public, institutional, and professional service. In disciplines where research is traditionally supported by grant support, external funding is desirable for consideration of promotion to professor. In addition, candidates for professor must demonstrate potential for sustained involvement in teaching, research, and service.

School of Nursing Criteria and Procedures for Reemployment, Tenure, and Promotion

Approved by the School of Nursing CAP	10/14/04
Approved by the School of Nursing Faculty Assembly	01/27/05
Approved by FRPC	03/01/05
Approved by Oakland University	08/19/05

Effective August 15, 2005

Constitutional Foundation for Nursing Committee on Appointment and Promotion (NCAP)

Article IV, of the SON Constitution states that (Approved by SON FA April 25, 2002, University Senate November 21, 2002):

- xv. The Faculty Assembly shall have a NCAP composed of three tenured and two non-tenured tenure-track members of the School of Nursing faculty and the Dean (ex-officio and non-voting). Should a faculty member filling the non-tenured seat receive notification that tenure will be awarded, then the seat shall be declared vacant at the beginning of the fall semester succeeding notification and an election to fill the seat for the remainder of the term shall be held at this time. Since a person granted tenure cannot serve as the non-tenured representative on NCAP, that person shall be eligible to serve as a tenured representative.

Terms of office shall be staggered and continue for three years. Elections shall be held in the winter semester for service in the subsequent academic year. Those faculty members eligible to vote for members of this committee shall hold the ranks of Special Instructor, Instructor, Assistant Professor, Associate Professor and Professor, not including visiting or adjunct ranks. The chairperson and secretary shall be elected by and from the voting members of the NCAP for a term of one year.

- xvi. The **NCAP** shall:

1. be informed of all appointments to the School of Nursing faculty;
2. advise the Dean on all recommendations for initial appointment with tenure, reappointment, promotion and tenure of full-time faculty in the School of Nursing;
3. advise the Dean on appointment, promotion and tenure procedures within the School of Nursing and recommend to the Faculty Assembly changes in such procedures;
6. advise Faculty Re-employment and Promotion Committee (FRPC) on all appropriate personnel actions.
5. conduct business in accordance with the OU-AAUP collective bargaining agreement.

AAUP Agreement

The following sections of the AAUP agreement apply to the tenure and promotion process.

Article VII: Faculty Employment, Reemployment, and Tenure

Section: 41 Re-employment, Promotion, and the Tenure Review Process

Sub-Sections: 41 a. (1) to (8) General Provisions

Sub-sections: 41 b. to e., and h., and i, and Section 42 (specific rank provisions)

Sub-Section: 41 f. FRPC provisions

Sub-Sections: 41 g. & j. Arbitration of Tenure Decision
and Internal Review Commission provisions

Appendix A: Research and Full Time Adjunct Faculty

Criteria

Introduction

- A. The purpose of this document is to outline the criteria for faculty reemployment, tenure and promotion in the School of Nursing (SON). Personnel decisions are not considered competitive and are determined on the basis of the criteria established by the School. Scholarship is the primary consideration for tenure. Scholarship is further defined in the Introduction B.1 of this document. It is each candidate's responsibility to explain how his or her work constitutes scholarship, teaching or service.

Within the School of Nursing, diversity of faculty roles is reflected in initial appointments and assignments, and is again reflected in reappointment, tenure, and promotion decisions. Provision for this diversity is made within the School's criteria for review.

- B. Candidates for reemployment, tenure and promotion, or for promotion to Full Professor are reviewed in the traditional three component areas: teaching, scholarship and service. Candidates for tenure should show progress toward maturity as a scholar, substantial achievement in teaching, and a record of commitment to service consistent with their specific assignments and responsibilities. Candidates for Full Professor should show maturity as a scholar, substantial achievement in teaching, and a leadership role in providing service to the School and University. (Candidates for non-tenure track positions are reviewed on the basis of their teaching, clinical practice, and service, and scholarship when appropriate for the employment rank).
1. In the School of Nursing it is recognized that the approach to scholarly activities is diverse. A wide range of activities including both funded and unfunded research that contributes to the scholarly growth of the individual and to the nursing discipline will be recognized for evaluation. The School of Nursing endorses the description of scholarship in the *University Standards for Re-employment, Promotion and Tenure* document in the section on Intellectual Contributions. A candidate for tenure is expected to present a record of scholarship that indicates substantial progress toward maturity as a scholar and potential for continued growth. Candidates for promotion to Full Professor must show continued maturity as a scholar with a record of peer reviewed publications since obtaining tenure and promotion to Associate Professor. The following may constitute grounds for a negative recommendation by the committee regarding scholarship: failure to publish in scholarly journal(s) or comparable publication(s), or failure to meet other criteria required by their rank.
 2. Demonstration of substantial achievement in teaching is a requisite for favorable reemployment, tenure, and promotion. Internal and/or external peer and student evaluations should show a positive record in all teaching activities routinely performed. Consistent deficiencies or no effort to remedy deficiencies in teaching may constitute grounds for a negative recommendation by the committee.

3. In the School of Nursing a candidate for reappointment and promotion is expected to participate in school and university service activities. At all levels of review, the candidate is expected to show continuing evidence of service within the school and the university. Service to professional associations will also be taken into account for reappointment, tenure, and promotion. Unwillingness to serve or a record of poor participation in school or university service activities may constitute grounds for a negative recommendation by the committee.
- C. Full-Time Adjunct Faculty candidates for contract renewal are reviewed in three component areas: teaching, service, and clinical practice. Full-Time Adjunct candidates should demonstrate skill and expertise in teaching, a record of service contributions to the University and the School of Nursing consistent with their specific assignments and responsibilities, and documentation of ongoing certification in a clinical specialty.
 - D. The criteria applied in the review process take into account the level of the review and reflect established expectations for each level. The Nursing Committee on Appointment and Promotion (NCAP) will consider the following: the individual's goals; the methods utilized to pursue these goals; the appropriateness of the individual's goals given the level of the review; the effectiveness of the individual in moving toward the stated goals; the effectiveness of the individual's interactions with colleagues, students, and others in the university and elsewhere; and consistency of the individual's goals with those of the School of Nursing.
 - E. A candidate for early promotion to Associate Professor must provide evidence that they exceed the criteria for a 41 c. 4 review in the areas of teaching and scholarship, and meet the criteria in the area of service.

General Statements about Scholarship, Teaching, and Service

Scholarship

Scholarship refers to intellectual contributions to the discipline of nursing and includes research, writing, and various other activities in academic, clinical, or other professional endeavors. While it is recognized that a wide range of endeavors contribute to the scholarly growth of individuals and the nursing profession, the SON considers the most important evidence of scholarship to be publications that have been critically evaluated. Successful critical evaluation requires that scholarly activities be recognized by authorities in the discipline, including those external to this institution, as meeting high standards of competence. A candidate for tenure is expected to have made substantial progress toward maturity as a scholar and to have established the presumption of continued growth in this area. A candidate for tenure must have, at a minimum, a record of publications showing that the candidate has contributed to the creation of new knowledge or the expansion of an established scholarly area beyond completion of the dissertation. Collaborative scholarly activities are recognized as scholarship as long as there is documentation that the candidate made substantial contributions to the work that is produced. Candidates must also document evidence of having sought external funding. For promotion to Full Professor, the amount of external funding that comes to OU will be a consideration.

1. School of Nursing faculty may perform valuable services to decision makers in private and various government sectors. Such services constitute scholarly activity when the faculty applies the tools of analysis to a specific issue, the outcome of which produces publications that contribute to, or expand, the body of knowledge. When these publications have been critically evaluated (peer reviewed), such output is properly viewed as scholarship.
 2. Evaluation of scholarship is based on a record of publications, critically evaluated in the public domain. In addition, the following* may also be considered evidence of scholarship:
 - a. Presentations or posters (refereed).
 - b. Presentations or posters (invited).
 - c. Books that have been critically evaluated.
 - d. Successfully securing grant funding to support scholarly activities. (Reviewers' comments and the priority score should be included with grant materials, when available.)
 - e. Manuscripts submitted to refereed journals.
- * This list is not all-inclusive or intended to indicate a priority order.
3. When the direction of student projects results in a publication, it will count as scholarship. However, this type of publication, alone, is insufficient for meeting promotion and tenure criteria.

Table 1 summarizes criteria for regular full-time faculty scholarship.

Teaching

Teaching (didactic, clinical and online) comprises the majority of the School of Nursing faculty role. Each type of teaching requires qualitatively different knowledge and skills. All faculty seeking reappointment, tenure, and promotion are expected to demonstrate substantial achievement in teaching, and potential for continued growth as a teacher.

By the first review, faculty members should be able to demonstrate competence as a beginning level teacher, including a firm command of the subject matter they have been assigned to teach, as well as positive interpersonal interactions with students and colleagues. Faculty members should also demonstrate a willingness to take corrective steps regarding deficiencies in their teaching performance, and demonstrate professional responsibility toward the teaching role.

As a faculty member moves toward the second review, he/she needs to show evidence of achievement in teaching, including taking the initiative to develop new course materials, modes of teaching, as well as acknowledge and respond to feedback from students and colleagues.

At the time of review for promotion to Associate Professor with tenure, the faculty member must show evidence of substantial achievement in teaching, including, for example, participating in the process of curriculum development and evaluation, developing course materials independently, and guiding student projects.

Evaluation of faculty teaching should draw upon a variety of measures that reflect different instructional components. However, student evaluations of teaching effectiveness and peer review of course and curricular materials are mandatory. Other examples might include:

1. Alumni evaluations.
2. Grant proposals for educational development (e.g., teaching-learning grants).
3. Textbooks, films and other multimedia created for teaching.
4. Faculty or graduate student mentoring.
5. Guest presentations (e.g., guest lectures, panel discussions, continuing education offerings, etc.).
6. Innovative teaching strategies (team, integrative, or other).

Table 2 summarizes criteria for regular full-time faculty teaching.

Service

1. Traditionally, nursing is a service-oriented profession. Service to the University, the School and the profession is encouraged, recognized and rewarded. As it would be impossible for any academic unit to function effectively without the active participation of its faculty in both School and University service, the service responsibility should be shared by all faculty.
2. Evaluation of service may be based on some or all of the following evidence (See Table on Service):
 - a. A list of committees served on at Oakland University, with the name of the chairperson; dates of service; office held, if any; whether membership was appointed or elected; and documentation of any outstanding contribution. For an ad hoc committee, the charge to the committee is to be included.
 - b. A list of the School of Nursing committees served on with the name of the chairperson; dates of service; office held, if any; whether membership was appointed or elected; and contribution. For an ad hoc committee, the charge to the committee is to be included.
3. A record of contributions to professional organizations including: the name of the chair or president of the organization, dates of service, offices held, length of term, awards or honors received, and documentation of any outstanding contributions.

Table 3 summarizes criteria for regular full-time faculty service.

Clinical Practice

Full Time Adjunct faculty in the School of Nursing are faculty members hired for their specific clinical practice skills.

Evidence of clinical practice skills are based on the following: ongoing certification in the clinical area according to the guidelines identified by the candidate's credentialing agency, and evaluation of clinical practice outcomes.

Dossier Preparation and Format

Candidate Responsibilities

Faculty members are advised to maintain ongoing files, which will document their scholarship, teaching, and service.

A candidate will indicate his/her activities, classify items as teaching, scholarship or service, and briefly describe each activity as indicated by the SON criteria. Candidates should also follow guidelines set forth by the FRPC. A candidate should seek assistance from faculty mentors for dossier preparation.

The candidate's dossier will have two major components: (1) the dossier itself, and (2) supporting materials. A Table of Contents should be used to organize the dossier. Page numbers will be added by the Dean's office. (Note: a number of the items listed in the table of contents will be supplied at a later time by either the NCAP, or the Dean's office.)

1. Dossier

A Table of Contents should be used to organize the dossier. The minimum contents of the dossier are:

- a. Letter from the Dean initiating the review. This should be included in the dossier so that the NCAP and the FRPC can see that the candidate was properly informed of the impending review and the deadlines that had to be met.
- b. The NCAP letter of recommendation.
- c. A copy of the candidate's curriculum vitae. The format to be used for the curriculum vitae is available from the Dean's office.
- d. The self-statement (résumé) consists of three main sections: teaching philosophy, discussion of scholarship activities, and school and university service. In the teaching philosophy section a candidate should provide an analysis and discussion of his/her student evaluations, course syllabi, exams and future teaching plans. In the scholarship section a candidate should discuss his/her scholarly interests, accomplishments and future plans. In the service section a candidate should discuss his/her major service activities and contributions to the School of Nursing and University.

In each section any additional information that the candidate feels would be helpful in the review process may be added. **Length of self-statements should be limited**

to 4 pages for a 41 c. (1) review, 6 pages for a 41 c. (2) review and the length determined by FRPC for a 41 c. (4) review.

- e. Teaching evaluation procedures employed, including data on student evaluations, including a table of numerical scores and data on faculty colleague evaluations.
- f. Scholarly evaluation procedures employed, and their results. Sample letter soliciting outside evaluations of scholarship. Actual outside evaluations of scholarship (if appropriate).
- g. Service evaluation procedures employed, including letters of evaluation or recommendations from committee chairs or other members of the committees.
- h. Previous NCAP and FRPC recommendations and or memoranda, if applicable.
- i. Letter of initial appointment and reappointment. Letters of reappointment are most important for 41 c. (2), and 41 c. (4) reviews since they allow the NCAP and possibly the FRPC to see the conditions and expectations that were placed on the candidate at the time of his/her initial appointment or reappointment.
- j. *School of Nursing Review Statement.*

Note: Other relevant material that both the candidate and the NCAP feel is appropriate for inclusion in the dossier should be individually listed. Since the entire dossier is given to members of the NCAP and, if applicable, to the FRPC, mere letters of appreciation or requests for reprints are not appropriate for inclusion in the dossier but should be included in supporting materials. Examples of materials that the candidate and the NCAP may feel appropriate to include in the dossier are unsolicited letters from others that discuss the impact the candidate has had on the profession, community, or University.

2. **Supporting Materials**

The second part of a candidate's dossier consists of supporting materials. These materials should be organized in a way that will allow the NCAP or the FRPC to examine them with relative ease. They should **not** consist of a box of manila envelopes with material placed inside.

- a. **Teaching Materials** The following list of materials shall be included in support of teaching (most recent activities first).
 - 1) List of courses taught at Oakland, and class enrollments.
 - 2) At least three years of statistical summaries of student teaching effectiveness (if available).
 - 3) Representative course syllabi, handouts and examinations.
 - 4) Documentation of new courses developed and how the courses have impacted the program.
 - 5) Documentation of supervision of student research since last review.
 - 6) Peer evaluations of teaching effectiveness (if available).
 - 7) Other documentation as appropriate.

- b. Scholarship Materials (most recent first). The following list is not all-inclusive or intended to indicate a priority order.
- 1) Originals or copies of refereed or invited publications.
 - 2) Documentation of refereed or invited presentations, for example, abstracts, proceedings, evaluations, brochures, handouts, copies of slides.
 - 3) Books or book chapters and available evaluations as appropriate.
 - 4) Submitted manuscripts with documentation of review status.
 - 5) Copies of grant proposals with documentation of review status.
 - 6) Documentation of contribution as co-investigator or co-author.
 - 7) Additional evidence reflective of scholarly work.
- c. Service Materials (most recent first).
- 1) List of committees and dates of service.
 - 2) Letters from chair or other members specifying candidate's contribution,
 - 3) Committee reports to administration, University Senate or other official bodies,
 - 4) Other documentation as appropriate to validate candidate's contribution.

Table 1. Summary of scholarship criteria for regular full-time faculty.

41c.(1)	41 c. (2)	41 c. (4) (Assoc with T.)	41 i. (Full)
<p>The candidate will demonstrate that the process of <u>development as a scholar has begun</u> by:</p> <ul style="list-style-type: none"> a. Developing a research plan or focus, identifying necessary resources and a source(s) of data. b. Striving to submit a manuscript for peer reviewed publication, conference presentation/s, and/or application for internal/external funding. 	<p>The candidate will show <u>progression</u> in her/his scholarship by:</p> <ul style="list-style-type: none"> a. Publishing work in peer reviewed journals or books. b. Applying for internal/external funding for scholarly activities. c. Poster or paper presentation(s) at conferences. 	<p>The candidate demonstrates <u>substantial progress toward maturity as a scholar</u> by:</p> <ul style="list-style-type: none"> Having a record of peer reviewed publications. Continuing efforts in securing internal/external funding for scholarly activities. Having a record of poster or paper presentations at conferences. 	<p>The candidate <u>demonstrates maturity as a scholar</u> through substantial achievements including:</p> <ul style="list-style-type: none"> a. Having a sustained record of peer reviewed publications. b. Having a sustained record of posters or oral presentations at conferences. c. Having a record of successful external funding for scholarly activities and/or educational programs in the SON. †
<p>Additional activities that may be used as evidence of scholarship: Other - Candidate must provide clarification of how other potential activities meet the scholarship criteria.</p>			

† For promotion to Full Professor, the amount of external funding that comes to OU will be a consideration.

Table 2. Summary of teaching criteria for regular full-time faculty.

41c.(1)	41 c. (2)	41 c. (4) (Assoc with T.)	41 i. (Full)
<p>Candidate demonstrates <u>competence</u> as a beginning level teacher by:</p> <ul style="list-style-type: none"> a. Demonstrating command of the subject matter taught. b. Organizing course content and/or student clinical experiences effectively. c. Expressing thoughts clearly and articulately in course materials and course presentations. d. Acknowledging and responding to student and colleague feedback. e. Applying technology to enhance the educational experience. 	<p>Candidate shows <u>evidence of achievement</u> in teaching by: *</p> <ul style="list-style-type: none"> a. Continuing to display competencies listed under C.1 review. b. Revising course materials or initiating new materials and or teaching modes to meet student-learning needs. c. Fulfilling duties as Faculty of Record (FOR). 	<p>Candidate must show <u>evidence of substantial achievement</u> in teaching by: *</p> <ul style="list-style-type: none"> a. Continuing to display competencies listed under C.1 and C.2 reviews. b. Participating in or leading curriculum development and evaluation. c. Initiating new courses and/or major revisions of existing courses. 	<p>Candidate <u>demonstrates sustained substantial achievement</u> in teaching by: *</p> <ul style="list-style-type: none"> a. Continuing to display competencies listed under 41 c. (1) through 41 c. (4) reviews.
<p>*Additional activities that <i>may</i> be used as evidence of teaching:</p> <ul style="list-style-type: none"> a. Textbooks, films and other multimedia created for teaching. b. Guest lectures for colleagues. c. Grants for educational development (e.g. teaching-learning grants). d. Directs student projects. e. Serves as a mentor for junior faculty. f. Peer evaluation of teaching effectiveness. 			

Table 3. Summary of service criteria for regular full-time faculty.

41c. (1)	41 c. (2)	41 c. (4) (Assoc with T.)	41 i. (Full)
<p>The candidate's role is one of <u>participation and beginning involvement</u> in the School of Nursing. Service to the University and nursing profession may also be at a beginning stage. This may include:</p> <p>a. Documentation of contributions to School of Nursing standing or <u>ad hoc</u> committees.</p>	<p>The candidate's role is one of <u>active involvement and early leadership</u> in the School of Nursing and/or University. Service may include:</p> <p>a. Documentation of contributions and beginning leadership in School of Nursing standing and/or <u>ad hoc</u> committees.</p> <p>b. Documentation of contributions to University committees and/or <u>ad hoc</u> task forces.</p>	<p>The candidate's role is one of <u>commitment to service</u> and should be evident by:</p> <p>a. A record of contributions to and chairing School of Nursing standing or <u>ad hoc</u> committees.</p> <p>b. Documentation of contributions and beginning leadership on University committees and/or <u>ad hoc</u> task forces.</p>	<p>The candidate's role in service is one of <u>sustained active involvement and leadership</u></p> <p>a. Documentation of leadership on SON standing and <u>ad hoc</u> committees.</p> <p>b. Documentation of leadership on University committees and/or <u>ad hoc</u> task forces.</p> <p>c. A record of accomplishment in professional/community service.</p>
<p>Additional activities that may be used as evidence of service:</p> <p>a. Holds office in professional organization at local, state or national level.</p> <p>b. Participates in committees at the local, state or national level.</p> <p>c. Consultant to professional groups.</p> <p>d. Organizer of a seminar, workshop, or program.</p> <p>e. Provides service or leadership to community health endeavors (i.e. health fairs, volunteer services in healthcare facilities, parish nursing).</p> <p>f. Serves as a mentor for junior faculty.</p>			

Table 4. Summary of criteria for Full-time Adjunct Faculty.

Teaching	Clinical Practice	Service
<p>The candidate demonstrates teaching skills and expertise by:</p> <ul style="list-style-type: none"> a. Communicating content in area of clinical expertise using a variety of creative instructional methodologies b. Creating and/or revising syllabi, course materials and assignments as necessary c. Evidence of activities as Faculty of Record where appropriate d. Responding to colleague and student feedback e. Identifying appropriate clinical agencies and clinical educators for School of Nursing program(s) f. Coordinating clinical activities g. Supervising students in appropriate clinical settings h. Serving as a resource to faculty and clinical educators 	<p>The candidate provides evidence of:</p> <ul style="list-style-type: none"> a. Ongoing certification in clinical area b. Evaluation of clinical practice outcomes 	<p>The candidate demonstrates service to the University and School of Nursing by providing evidence of:</p> <ul style="list-style-type: none"> a. Contributions to University and School of Nursing committees b. Membership and/or activities in professional organizations outside the University

Table 5. Summary of criteria for Visiting Faculty.

Teaching	Service
<p>The candidate demonstrates teaching skills and expertise by:</p> <ul style="list-style-type: none"> a. Communicating content in area of clinical expertise using a variety of creative instructional methodologies b. Creating and/or revising syllabi, course materials and assignments as necessary c. Evidence of activities as Faculty of Record, where appropriate d. Responding to colleague and student feedback e. Identifying appropriate clinical agencies and clinical educators for School of Nursing program(s) f. Coordinating clinical activities g. Supervising students in appropriate clinical settings h. Serving as a resource to faculty and clinical educators 	<p>The candidate demonstrates service to the School of Nursing by providing evidence of:</p> <ul style="list-style-type: none"> a. Contributions to School of Nursing committees and may include University committees, as appropriate. b. Membership and/or activities in professional organizations outside the University

Table 6. Summary of criteria for Special Instructors.

Teaching	Service
<p>The candidate demonstrates teaching skills and expertise by:</p> <ul style="list-style-type: none"> a. Communicating content in area of clinical expertise using a variety of creative instructional methodologies b. Creating and/or revising syllabi, course materials and assignments as necessary c. Evidence of activities as Faculty of Record, where appropriate d. Responding to colleague and student feedback e. Identifying appropriate clinical agencies and clinical educators for School of Nursing program(s) f. Coordinating clinical activities g. Supervising students in appropriate clinical settings h. Serving as a resource to faculty and clinical educators 	<p>The candidate demonstrates service to the University and School of Nursing by providing evidence of:</p> <ul style="list-style-type: none"> a. Contributions to the University and School of Nursing committees b. Membership and/or activities in professional organizations outside the University

Table 7. Summary of teaching criteria for Part Time Special Lecturer, Part Time Lecturer

<p>The candidate demonstrates teaching skills and expertise by:</p> <ol style="list-style-type: none">a. Communicating content in area of clinical expertise using a variety of creative instructional methodologies.b. Creating and/or revising syllabi, course materials and assignments as necessary.c. Responding to colleague and student feedback.d. Identifying appropriate clinical agencies and clinical educators for School of Nursing program(s).e. Coordinating clinical activities.f. Supervising students in appropriate clinical settings.g. Serving as a resource to faculty and clinical educators.

NCAP PROCEDURES

This section of the Review Statement is subject to review by Oakland on a yearly basis. If such review results in modification, the revised document takes precedence.

Review Committee and Voting

1. Article IV of the SON Constitution delineates the composition and length of term for NCAP membership.
2. The NCAP will be the committee to review the candidate's dossier.
3. The NCAP is composed of three (3) tenured and two (2) non-tenured tenure-track members of the School of Nursing faculty and the dean (ex-officio and non-voting).
4. The quorum requirement for the NCAP shall be four of five members. One of the four members of the quorum may be excused, but must submit a signed ballot in writing prior to a vote. Votes on reappointment, promotion and/or tenure will be cast by secret ballot. Reappointment, tenure, and promotion decisions must have the support of a simple majority of the members of the NCAP making up the quorum. The recommendation forwarded to the Dean will reflect the majority vote.
5. In the event that a member of the NCAP is under review, that member will be replaced for the review semester with an appropriate tenured or non-tenured faculty. The replacement will be the faculty member who received the next highest number of votes cast on the most recent NCAP election ballot. Should the NCAP Chair be the candidate for review or promotion, a new chair will be elected from the tenured faculty serving in their second or third year on the committee and serving during the review semester.
6. The Chair of the NCAP will be elected from the tenured faculty serving in their second or third year of a three-year term.
7. The NCAP communicates its recommendation simultaneously to the Dean and the candidate.

Notification of Review Process

1. The Dean will notify faculty members who are eligible for reappointment, promotion and/or tenure of the upcoming review and when the dossier should be submitted to the NCAP. Candidates for promotion for early promotion and/or promotion to Professor will notify the Dean of their intent to submit materials for review prior to September 1 of the review year.
2. Deadlines for completion of each step of the review process will be set by the NCAP so that internal review can be completed within the time specified by the FRPC. These deadlines will be communicated to the candidate.
3. The NCAP will assist the candidate in identifying a mentor by providing a list of faculty available to serve as mentors in the preparation of the dossier.

Procedures for Review of Tenure-track Faculty 41 c. (1), 41 c. (2), 41 c. (4), 41d., and 41 i.

Committee Responsibilities:

1. All business of the NCAP regarding personnel actions shall be confidential.
2. The criteria will be those specified in the *School of Nursing Review Statement*, as approved by the FRPC and Oakland.
3. All of the FRPC communications regarding dossier preparation and procedures will be distributed to all faculty.

4. The candidate submits a list of names of School of Nursing faculty and university colleagues who are able to speak to the candidate's accomplishments in scholarship, teaching, and service to the Chair of the NCAP.
5. The Chair of the NCAP sends a letter to each of the faculty designated by the candidate that includes information about the nature of the review and the specific area to be addressed in their replies.
6. The candidate will provide a list for the NCAP of all persons or membership groups outside the SON or Oakland from whom supporting evidence of work performance may be solicited.
7. The candidate must explain every piece of information in the dossier and how it was solicited.
8. The NCAP may gather additional information to assist in its deliberations. Such action will be taken with the full knowledge of the candidate.
9. All dossiers and recommendations that involve tenure and/or promotion decisions are forwarded to the FRPC.

The NCAP reviews the dossier. After deliberation and consideration of all materials, the NCAP will vote by secret ballot to determine whether the candidate has met or not met the criteria. The chair of the NCAP will summarize the committee's evaluation of each candidate in specific terms and make a recommendation. All members of the NCAP should review the final letter. The NCAP members will then indicate whether the letter reflects the intent of the members who voted. The chair of the NCAP will forward the letter and vote distribution to the Dean and the candidate simultaneously. In the case of a negative recommendation, a copy of this letter will also be sent to the Executive Director of the AAUP. The candidate's rights are delineated in the Faculty Agreement.

Procedures for Review of of Visiting Faculty, (paragraph 37).

In the event that the department can reemploy a visiting faculty member for an additional term, criteria and procedures will be followed to evaluate the candidate prior to making the employment recommendation. This process, by necessity, will not involve a dossier or formal committee recommendation, and will be done in the final months(s) of the candidate's contract. The chairperson will conduct this evaluation. The candidate must achieve a satisfactory rating in teaching as described in paragraph above, depending on the visitor's rank and years of experience. In addition, and scholarly and/or service expectations assigned to the candidate at the time of hire should also be evaluated and satisfactory ratings achieved, again using the criteria associated with the candidate's rank and experience. If a decision is made to not reemploy a visitor on the basis of performance the inured faculty of the department may be consulted.

Procedures for Review of Part-Time Faculty (paragraph 37)

Part-time faculty (lecturers and special lectures) are hired on a semester by semester or year by year basis. For continuation as a part-time faculty, the candidate must, as determined by the Dean, achieve a satisfactory rating in teaching and additionally have demonstrated high professional standards, reliability, conscientiousness and availability to students. For first reemployment, the teaching criteria in of this document should be applied. If a decision is made to not reemploy a part-time faculty member on the basis of performance, the tenured faculty of the department may be consulted.

Appeal Process

In the case of a negative recommendation the candidate may, within one week of notification, request in writing a personal appearance before the NCAP and state the reason(s) for which reconsideration of the decision is being requested. Reconsideration of a negative decision will be based on a reassessment of materials or evidence of procedural violations. Within two weeks after receipt of the request for reconsideration, the NCAP will set a date for its reconsideration and will set a date for a hearing. At the hearing the candidate may be accompanied by one faculty colleague or advocate from any part of the University. The chair of the NCAP will communicate in writing the results of the hearing to the candidate and the Dean within one week after the hearing.

Procedures for Eliciting Outside Evaluations of Scholarship

Reviews at the 41 c. (4), 41 d., and 41 i. levels require at least three outside written evaluations of the candidate's scholarship.

1. Evaluations are required from at least three outside experts in the candidate's field of scholarship who are not Oakland or former colleagues, research collaborators, mentors, friends, former dissertation committee members, etc. If there is any question as to whether a reviewer falls into one of these excluded classes, the reviewer should not be used to meet this requirement for impartial external reviewers. An evaluation from a person in these excluded classes may be included as additional data.
2. The candidate and the NCAP each develop a list of two outside scholars capable of judging the candidate's scholarly work, thus creating a list of four names. The NCAP will select three of the named individuals who will be asked by NCAP to review the candidate's scholarly work. In the event of the same person being suggested as an outside reviewer by the candidate and the NCAP, the NCAP will forward additional names as necessary.
3. The Chair of the NCAP sends a letter outlining the nature of the review process and requests the external reviewer provide the necessary evaluation of the candidate's scholarly efforts. This letter will indicate that the Oakland University Faculty Agreement prohibits the solicitation of a waiver of access to materials and excludes from the review process any letters submitted under a condition of confidentiality. The candidate's curriculum vitae, copies of all scholarly works selected by the candidate and a copy of the School of Nursing criteria will accompany this letter.
4. The NCAP Chair will request from each outside reviewer a curriculum vitae and description of any affiliations with the candidate. Letters of evaluation should be solicited in a formal, documented manner.
5. A sample letter of solicitation will be provided to the candidate and included in the dossier.
6. The candidate's dossier should describe the procedures used to obtain outside evaluations, including statements of any affiliation between the candidate and the evaluators, and a short biographical statement about each reviewer. The curriculum vitae of each reviewer must be included in either the dossier or the support file.

Procedures for Eliciting Teaching Evaluations

The procedures for eliciting teaching evaluations are as follows and are under the purview of the office of the Associate Dean. At the close of the evaluation process, all faculty members each receive an individualized report containing the following information:

1. A numerical analysis of student responses, based on a Likert type scale producing a mean value for each of the statements and an overall mean for all statements.
2. A mean calculated for all individual faculty members who have participated in the evaluation process and a mean calculated for each combination of level (undergraduate or graduate) and category (clinical, didactic or lab) of courses.
3. Copies of student comments as written.

Procedures for Eliciting School of Nursing Colleague Evaluations

The NCAP will notify all SON faculty indicating that the candidate is being reviewed and solicit any additional letters addressing the candidate's performance.

FRPC
GENERAL STATEMENT TO CANDIDATES AND ACADEMIC UNITS
September 2010

Introduction

The FRPC evaluates evidence of the candidate's performance on the basis of criteria that units, departments, and schools have developed and FRPC has approved prior to the candidate's review. The General Statement summarizes aspects of the review process that, for the sake of equity and quality of documentation, should be common to all unit criteria. Unit criteria and procedures need not be limited, however, to the materials discussed here. At the same time, all candidates will be evaluated according to unit review criteria **and** the FRPC General Statement. It is not adequate for the candidate to depend on one or the other as a complete set of instructions.

Procedures

The FRPC regards procedures as important to:
ensure due process to the candidate,
ensure the integrity of the data, and
achieve a reasonable level of procedural uniformity within a diverse university.

Areas of special concern are procedures pertaining to the evaluation of teaching, scholarship, and service, and procedures used to communicate changes made to a candidate's dossier after it has been submitted to the FRPC. In all cases, the candidate must have the opportunity to rebut any material added to the dossier. All materials to be considered must be identified as or part of the candidate's dossier.

All deliberations of the FRPC will be made in accordance with the relevant department's criteria and information submitted in the candidate's dossier and material in the back up files.

A. Evaluation of Teaching

1. The FRPC recognizes that good teaching is comprised of many dimensions; it looks for a variety of measures that reflect these different instructional components and is concerned about a tendency to overemphasize student evaluations. Many units recognize this same point in their own criteria statements but fail to provide documentation of other indicators of teaching effectiveness. The FRPC strongly urges units to give serious thought to developing a variety of indicators of effectiveness; such measures should reflect performance over the entire period under review rather than merely the most recent semester of teaching activity. Some possibilities might include:

Analysis of course syllabi and examinations;
Description and analysis of new courses developed;
Description of the range/diversity of courses offered;
Description of directed studies, theses, and/or special projects;
Description of participation in teaching related seminars, workshops, grants, conferences, etc;
Peer evaluation of the candidate's teaching.

It is essential that colleagues conduct the evaluations and analyses suggested above and not the candidate. The FRPC encourages units to include in their procedures a specified process for evaluation of teaching by colleagues.

2. The FRPC recommends that the following procedures be part of the process for presenting documentation of student evaluations:

Procedures for soliciting student evaluations should be clearly described in the dossier.

Distribution and collection of evaluation forms must not be done by the candidate.

Where feasible, data for a period of at least three years should be presented.

Results should be evaluated by someone other than the candidate.

A perspective derived from comparison with other colleagues' student evaluation data should be presented. The data for comparisons should be from the teaching of classes as similar in size and level as possible.

The procedures should be applied uniformly to all reviews.

B. Evaluation of Scholarship

1. The FRPC requires outside written evaluations of candidates' scholarship for tenure reviews and reviews for promotion to the rank of Professor. Units should inform outside reviewers in the letter of solicitation that they are being asked to evaluate the candidate's scholarship and not to provide an overall recommendation concerning the candidates' promotion and/or tenure. Enough information should be provided to the reviewer to judge the quality of the candidate's work.

Procedures for scholarly evaluation must include:

Evaluations from at least three outside experts in the candidate's field of scholarship with whom the candidate did or does not have a direct working or personal relationship, i.e., **who are not Oakland or former colleagues, research collaborators, co-authors, mentors, etc. If there is any question as to whether a reviewer falls into one of these excluded classes, the reviewer may not be used to meet this requirement for impartial external reviewers.**

The procedure for selection of all outside reviewers should be fully described. All persons solicited as reviewers should be identified and all responses should be included in the dossier.

Letters of evaluation should be solicited in a formal, documented manner. One sample letter of solicitation should be included in the dossier.

Solicitation letters should request a Vita or biographical sketch of the reviewers.

A statement of any affiliations of the reviewers with the candidate should be included in the dossier. All other procedures employed in scholarly evaluation should be fully described in the dossier.

2. In cases of joint authorship of scholarly work, the candidate's contribution must be made clear and documented.

3. Candidates should recognize that members of the FRPC might not be highly knowledgeable about a given candidate's discipline. Therefore, general summary descriptions or annotated bibliographies by the candidate of his/her work would be very helpful.

C. Evaluation of Service

The candidate's contributions to departmental, school or university committees as well as other forms of service should be evaluated. The means used to evaluate the quality of this service should be fully described in the dossier.

D. Communication of changes to the dossier

When changes or additions are made to a dossier after it has been submitted to the FRPC, the candidate's unit is responsible for communicating those changes to the Provost's office, and ensuring that the copy in the Provost's office reflects the latest additions or changes.

E. Priorities and Criteria

A statement of academic unit priorities among the three areas of teaching, scholarship and service is necessary to dispel ambiguities. No statement of criteria is complete without a careful description of the different levels of expectation for the successive pre-tenure reviews and promotion to the rank of Professor. This description is necessary for each of the three areas of evaluation. The FRPC cautions that terms such as "competent," "mature," "outstanding," "excellent," "superb," etc., are inherently vague unless they are indexed by specific or meaningful categories of evidence. Academic units should make clear in their criteria what accomplishments, if missing from the candidate's record, might constitute grounds for a negative recommendation.

F. Format and Contents of Dossier

To make the review process more efficient, the FRPC strongly encourages academic units to organize dossiers and back-up files carefully. The following organization and suggestions for dossier content would be most helpful:

- The CAP letter of recommendation should be the first item in the dossier.
- Table of Contents
- Candidate's Vita. **The Vita should be one document and not fragmented throughout the candidate's personal statement.** The Vita should follow the format of the academic unit.
- Candidate's Personal Statement. The Personal Statement should **explain the candidate's motivation for and approach to** scholarship, teaching, and service, the significance of the candidate's work and its contribution to the field. The **maximum** length of a personal statement is 15 pages, using 12-point type, double-spaced with one-inch margins. The FRPC strongly encourages candidates to submit concise personal statements and not feel compelled to use the maximum number of pages allowed. **The Candidate's vita and Personal Statement are two separate documents.**
- Copy of the unit criteria and procedures.
- Department's recommendation, committee reports, letter of dissent from the chair (if necessary), 41.c(2) letter for 41.c(4) cases. These recommendations and reports should be thorough yet concise.
- A copy of the C.V. submitted at the time of employment at OU in the case of 41.c(4) or the C.V. submitted at the time of employment for 41.d review must be included in the dossier.
- Unit's evaluation of candidate's teaching, scholarship, and service. Letters evaluating scholarship by the required three impartial external reviewers should be included at the front of the total set of letters evaluating scholarship. A one-page biographical sketch of each reviewer is adequate. **Full Vita of reviewers must be included in the back-up file and not in the core dossier.**
- A reference system, from the candidate's "core material" to the supporting evidence in the backup files, and vice versa is helpful. For example, the teaching record section of the core material cites "X," which contains syllabi, student evaluations, etc.; and the label of Appendix "X" cites the teaching record page of the core material. Some system of coherent pagination must be used throughout the core dossier. Because late arriving documents may sometimes create considerable havoc with attempts at simple, continuous pagination, units might wish to employ a more flexible system, such as letter sections with internal

continuous pagination or decimal numbering, which permits last minute additions or deletions. Tab dividers should be used to separate major sections of dossiers.

- The back-up file must contain documentation of any scholarly work listed in the candidate's Vita (e.g., articles, proceedings, grant applications, papers under review, works in progress, musical compositions, programs from performances, announcements or oral presentations). Publications noted in the candidate's Vita must contain the exact same title as those included in the back-up file.