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Seattle University College of Nursing

Statement of Philosophy

Seattle University College of Nursing is dedicated to education and inspiring leaders to transform healthcare for a just and humane world. As a Jesuit institution, Ignation pedagogy undergirds our curriculum and supports formation of leaders who are reflective learners with a high standard of professional practice and champions for justice and health equity. We challenge students to develop the compassion, competence, and courage necessary to practice solidarity with those who are poor, underserved, and marginalized. Grounded in our values of empowerment, innovation, caring, social justice, and integrity, students are mentored and coached in critical thinking, ethical reasoning, and clinical judgement.

The faculty and staff of the College of Nursing are committed to fostering a dynamic learning environment, promoting justice for health equity, engaging in innovative and integrative scholarship, teaching excellence, and leadership formation of our graduates. Our students demonstrate acquisition of these values through their commitment to lifelong learning, developing and maintaining clinical competence; and engaging in research scholarship, and clinical practice that, through a trauma-informed lens, redress healthcare injustices throughout the world. Graduating from a program of study that is innovative, coherent, and sequenced for progressively more advanced learning, Seattle University College of Nursing graduates are equipped to draw upon a variety of resources in providing care to individuals, families, communities, and populations. Accordingly, our graduates emerge as leaders in their profession, committed to teamwork, providing service to society, and contributing to safe, high quality, and accessible healthcare across the globe.

Furthermore, we embrace and value diversity within our university, faculty, staff, students, and the communities we serve. We endorse and uphold the principle of humility, a lifelong process that requires us to engage in discernment, reflection, critique, and evaluation to examine and rectify longstanding power differentials between communities and members of the healthcare team; and to work in partnership with populations we serve to co-create mutually beneficial relationships. We believe that all humans are spiritual beings with a stance on what it means to be human and humane and a perspective on what ultimately matters or is experienced as sacred. We believe in a progressive, forward thinking, open stance on learning and curriculum that is globally aware. By drawing upon multiple ways of knowing, we provide students tools crucial to effectiveness in a variety of healthcare situations and for lifelong learning. Healthcare and clinical practice must continuously improve through integration of the liberal arts, evidence-based knowledge, and technological innovations, scientific discovery, and critical appraisal of evidence derived from and applied back to practice.
Mission, Vision, Values, Strategic Goals

In a 2017 CON retreat, faculty and staff unanimously endorsed a new CON strategic plan. Our Vision guides us. Our Values frame our Mission. We fulfill our mission and vision through five Strategic Goals stated as “commitments to excellence.”

Mission
We educate and inspire leaders to transform healthcare for a just and humane world

Vision
We are recognized as an engaged, creative dynamic learning organization, committed to social justice, innovation, scholarship, teaching excellence, and formation of professionals ready to meet the evolving healthcare needs of a global community.

Values
Empowerment, Innovation, Caring, Social Justice, Integrity

Strategic Goals
1. Dynamic Learning Organization
2. Social Justice for Health Equity
3. Innovative and Integrative Scholarship
4. Teaching Excellence
5. Leadership Formation

Seattle University’s mission and vision statements are located on the main website at https://seattleu.edu/about/mission/
Organizational Chart

Revised 11-8-2019 Approved 11/21/19
College of Nursing Faculty and Staff Assembly Bylaws

Article I: Name

The name of this organization shall be the Faculty and Staff Assembly of the Seattle University College of Nursing.

Article II: Voting Rights

Section 1

Voting membership of the Faculty and Staff Assembly on all issues pertaining to the curriculum or faculty governance shall include CON faculty appointed to administer or teach 50% of the time or more. The deans are voting members of the faculty.

Section 2

Voting membership of the Faculty and Staff Assembly on all issues other than those pertaining to the curriculum or the faculty governance shall include CON faculty and staff appointed 50% of the time or more in the College of Nursing. Issues pertaining to faculty governance include:

A. All aspects of teaching, pedagogy, and the curriculum for all programs and academic offerings;
B. Faculty-sponsored, faculty directed, and faculty-mentored scholarship and research;
C. Faculty development, training and continuing education;
D. Recommendations for intramural funding allocations intended to enhance faculty-directed teaching, research, scholarship, practice, and service;
E. Recommendations for faculty hiring, rank, tenure, and promotion;
F. Student policies relating to student academic progression and student conduct occurring in faculty-directed teaching, research, clinical, and community settings; and
G. Creation, membership selection, organization, outflows, and actions of faculty committees, taskforces, and curricular units (e.g., departments or program levels).

Section 3

Nothing in this Article shall interfere with the right of any member of the faculty and staff to attend all meetings of this organization and to express opinions on any issue before the organization.

Section 4

The Dean’s designee shall distribute a written roster of the voting membership for the CON at least once a year in early fall quarter, and more often, if necessary.

Section 5
Voting will take place electronically after the meeting where a vote is introduced, seconded, and discussed. A quorum, as defined in Article IV Section 5, must be present for a motion to vote to be introduced.

**Article III: Functions of the Faculty and Staff Assembly**

**Section 1**

Through this organization, its committees, and the education programs of the College of Nursing, the faculty shall perform the following functions:

A. Develop, approve, implement, and evaluate curricula for the educational programs of the college of Nursing;
B. Establish policies, procedures, and practices for the following: faculty and student development, welfare and evaluation; curricula; student progression and student participation in College of Nursing activities; research and scholarship;
C. Establish and define the membership and functions of faculty committees and provide input regarding faculty membership of faculty and staff committee;
D. Receive and, when appropriate, take-action on reports and recommendations from faculty committees, faculty and staff committees, and the Dean;
E. Elect faculty representatives, where specified, to College of Nursing and University committees;
F. Recommend faculty and administrative appointments, tenure, and promotion to the Dean;
G. Provide a forum for faculty to express opinions and hold discussions; and
H. Advise the Dean, E-Team, and/or Shared Leadership Council on important issues for the College.

**Section 2**

Through this organization, its committees, and the educational programs of the College of Nursing, the staff shall perform the following functions:

A. Serve as an advisory body to the Assembly with respect to Section 1 Function A above;
B. Provide input to policies, procedures, and practices for the following: staff and student development, welfare and evaluation; student participation in College of Nursing activities;
C. Establish and define the membership and functions of staff committees and provide input regarding staff membership of faculty and staff committees;
D. Receive and, when appropriate, take-action on reports and recommendations from staff committees, faculty and staff committees, and the Dean;
E. Elect staff representatives, where specified, to College of Nursing and University committees;
F. Provide input to the Dean regarding staff and administrative appointments;
G. Provide a forum for staff to express opinions and hold discussions; and
H. Advise the Dean, E-Team, and/or Shared Leadership Council on important issues for the
College.

**Article IV: Meetings**

**Section 1**

All faculty and staff eligible to vote will meet as the Faculty and Staff Assembly, usually every
month, but at least once per academic quarter. The dates and times of meetings are to be
determined at the beginning of the academic year.

**Section 2**

Faculty and staff may arrange to participate in meetings remotely via technology.

**Section 3**

Meetings of the Faculty and Staff Assembly will be called by the Faculty and Staff Assembly
Chair, who also presides and conducts the meeting.

**Section 4**

The Faculty and Staff Assembly chair will appoint a designee to preside in his or her absence.

**Section 5**

A quorum consists of a simple majority of those eligible to vote. A quorum must be present to
convene, conduct business, make recommendations, submit motions, or take any action on behalf
of the assembly.

A quorum in not necessary to convene. A quorum is required to conduct business, make
recommendations, submit motions, or take any action on behalf of the assembly that requires a
vote.

**Section 6**

Any CON Faculty and Staff Assembly member or a committee may ask the Faculty and Staff
Assembly Chair to place an item on the agenda. Requests must be solicited and submitted at least
seven working days in advance of the meeting. Motions should be put in writing with a brief
background/ rationale to expedite discussion. Motions should be submitted to the Chair to
include with the meeting agenda.

**Section 7**

The agenda shall be distributed five working days in advance of scheduled meetings. Additions
to, or delegations from, the published agenda must be approved by a majority of the voting
members present. Minutes of all meetings shall be distributed to all members and filed according to the Procedure on Minutes contained in the Faculty Handbook.

Section 8

A special meeting may be called by a simple majority of the voting membership. Written requests for such a meeting must be presented to the Faculty and Staff Assembly Chair at least five working days in advance of the proposed meeting date. The Chair then arranges the meeting.

Article V: Committees

Section 1: Standing Committees

Faculty Committees Shall be:
   A. Faculty Development Committee
   B. Faculty Search Committee
   C. Global Nursing Committee
   D. Graduate Curriculum and Evaluation Committee
   E. Progression Committee
   F. Rank and Tenure Committee
   G. Student and Community Affairs Committee
   H. Undergraduate Curriculum and Evaluation Committee

Staff Committees Shall be:
   A. Staff Development Committee

Faculty and Staff Committees shall be:
   A. CPL Advisory Committee
   B. Equity and Justice Committee
   C. Shared Leadership Council

Section 2: Special Committees

The Dean or Faculty and Staff Assembly Chair may establish special committees and task forces as deemed appropriate. Such committees shall have members, duties, and terms of office as determined by the Dean or Faculty and Staff Assembly Chair.

Section 3: Ad Hoc Committees

Ad HOC Committees shall be:
   A. Academic Grievance Committee
   B. DNP Selection Committee
   C. Committee on Infection Control

Section 4: Committee Membership
A. Faculty
1. All faculty members of the College of Nursing Faculty and Staff Assembly are eligible to serve on standing faculty committees and ad hoc committees and task forces as specified in Sections 7 and 8 of this Article.
2. Members of College of Nursing standing faculty committees shall be selected by the CoC with input from the faculty described in Section 7 of this Article. When possible, no faculty member shall serve on more than two College of Nursing standing committees in an academic year. No member shall serve as chair of more than one College of Nursing standing committee at the same time.
3. Ex-officio members function in an advisory and liaison capacity. They do not have voting privileges.

B. Staff
1. All staff members of the College of Nursing Faculty and Staff Assembly working 50% of the time or more in the College of Nursing are eligible to serve on standing staff committees and ad hoc committees and task forces are specified in Section 7 of this Article.
2. Staff members of the College of Nursing standing staff committees shall be appointed by the Committee on Committees, taking into consideration each staff member’s expertise, interest, and time to serve on a specific committee, according to the procedure described in Section 7 of this Article.
3. Staff members may not vote on issues pertaining to faculty governance and curriculum, as outlined in Article II Section 2.

C. Students
1. Student members shall be appointed according to procedures defined in the bylaws of the National Student Nurses Association of Seattle University.
2. Student members of the standing committees may not vote on policy matters.
3. Committees may meet in executive session, for which student members may be requested to leave a committee meeting to maintain confidentiality.

D. Observers
1. The Dean of the College of Nursing or a designee shall be an ex-officio member of all standing committees.
2. Faculty, staff, and students may attend those committee meetings not in executive session and may speak with permission from the chair.

E. Vacancies
1. The Committee on Committees shall appoint staff or students to fill unexpired staff or student terms, respectively, on committees when vacancies occur.
2. The Faculty and Staff Assembly Chair shall appoint faculty to fill unexpired faculty terms on committees when vacancies occur.

Section 5: Meetings of Standing Committees

A. Meetings shall be called by committee chairs during the academic year as appropriate for the conduct of committee business.
B. Committees may meet in executive session.
C. Minutes of all meetings shall be recorded, distributed, and filed according to the Procedure on Minutes, which is found in the College of Nursing Faculty Handbook.

Section 6: Authority and Responsibility

Each committee shall:

A. Investigate, review, and deliberate matters related to its areas of function as specified in the Bylaws and as may be assigned by the Assembly;
B. Report and make recommendations to the Faculty and Staff Assembly;
C. Evaluate programs, services, policies, and procedures approved by the faculty and staff within their areas of function;
D. Operate under rules which shall be consistent with these Bylaws.

Section 7: Members and Chairs of Committees

Committee Members and Chairs

A. Each Spring quarter, the Committee on Committees shall appoint faculty and staff to standing committees following procedures defined by the Committee on Committees.
B. Faculty and staff members are appointed to renewable one-year terms on standing committees. An individual faculty or staff member may serve no more than four consecutive one-year terms.
C. An individual may serve as Chair of a standing committee for three years, with the last year spend training the Chair-elect. This applies to Faculty Development, Staff Development, Progression, SCAC, UCEC, GCEC, and Selection Committees.
D. Chairs of the College of Nursing Standing Committees are elected by the committee members with the exception of those committees whose Chairs are designated by position or as otherwise specified in committee description. Committee Chair elections for the academic year will take place by June 5 of the preceding spring quarter. It is the committee membership who will be serving during the incoming academic year that vote on the incoming Chair.
E. At the end of the committee Chair’s second year, the committee will choose a Chair-elect.
F. Committees may elect an executive structure in which the Chair-elect, Chair, and Past Chair (all elected to their positions by the committee) each serve three-year terms rotating sequentially through all the roles. The Committee Chair assumes duties as described in Section 8 below. The committee Chair delegates functions in Section 8 to the Chair-elect, Chair, and Past Chair with committee approval.

Section 8: Duties of Committee Chairs

Chairs of standing committees shall:
A. Prepare an agenda for all regular meetings;
B. Maintain a file of committee minutes and correspondence and pass the file on to the succeeding Chair;
C. Prepare documents and conduct correspondence related to committee function;
D. Present proposed goals and objectives for the year at the first fall meeting of the Faculty and Staff Assembly;
E. Submit proposals requiring faculty action to the Faculty and Staff Assembly Chair at least seven full working days prior to meeting at which they will be considered. Proposals shall be distributed to the faculty and staff when the meeting agenda is distributed by the Faculty and Staff Assembly Chair;
F. Report committee activities at Faculty and Staff Assembly meetings;
G. Prepare a written annual report of committee activities at the end of the academic year. The annual written report of committee activities shall be stored on the T-drive.
H. For committees with elected chairs, the chairs shall serve for three years, with the last year spent orienting the chair-elect.

Article VI: Rules of Order

Section 1

The rules set forth in the most recent edition of Robert’s Rules of Order shall govern College of Nursing faculty and staff meetings in all cases where they are applicable and are not inconsistent with the Bylaws.

Section 2

Special rules of order determined by a majority of the voting members of the Faculty and Staff Assembly will override Robert’s Rules of Order when necessary under extraordinary circumstances to conduct business.

Article VII: Amendments of the Bylaws

The Bylaws may be amended by a two-thirds vote of the voting membership of the Faculty and Staff Assembly. The amendment must be submitted to voting members in writing at least ten
working days before the meeting when the amendment is to be considered. Approved amendments to the Bylaws will take effect beginning September of the next academic year. 

Last revised and approved by SUCON Faculty and Staff Assembly June 7, 2018.

Reviewed and approved by Faculty Staff Assembly and Faculty Development Committee November 21, 2019.
Committee Descriptions

Clinical Performance Lab Advisory Committee

Purpose

The purpose of the CPL Advisory Committee is to provide vision, direction, and advice for operations, organizational structure, and prioritizing of equipment purchases to ensure quality lab experiences to enhance and support the Undergraduate and Graduate Programs of the College of Nursing.

Functions

1. Provide vision and strategic planning for the CPL.
2. Provide advice on operations and CPL organizational structure to best support all programs in the CON.
3. Recommend potential equipment purchases for CPL, reflective of Undergraduate (UG) and Graduate program outcomes.
4. Suggest recommendations for potential donor opportunities.
5. The overall function of the task force is to provide advice and recommendations to the CPL Director on laboratory processes and policies to support all programs of CON.

Members

CPL Director, Chair; Faculty representing graduate programming, APNI, undergraduate programming, CPL Operations Coordinator, simulation coordinator, a student representing undergraduate, APNI, and graduate studies, dean, ex-officio, associate deans of undergraduate, graduate, and academic affairs, ex-officio. The CPL Director assumes the role of committee chair.

Meetings

1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a quarter, once a month.
2. Agenda items may be submitted by all members.
3. A quorum consists of a simple majority of the committee
4. The CPL Advisory Committee votes are advisory. Voted actions shall be based on a simple majority of the members present.
5. Recorder responsibility: Minutes will be filed and distributed according to the Procedure on Minutes.

Reviewed and approved: 4-9-20
Committee on Committees

Purpose

The Committee on Committees (CoC) is a standing committee of the College of Nursing (CON) and reports to the CON Faculty and Staff Assembly. The CoC charge is to facilitate faculty membership for all standing CON committees, with appropriate consultation with other stakeholders and compliance with committee charters.

Duties

The following are the duties of the CoC:

- To disseminate an annual call to the faculty for committee participation;
- To manage and oversee the process of faculty appointments to CON committees, in consultation with the Executive Team when necessary;
- To encourage wide-scale faculty involvement in the committee structure;
- To ensure that this committee’s governing documents and current roster of CoC membership with dates of terms are published and updated on a CON-accessible website and with the CON Faculty and Staff Assembly;
- To make occasional presentations to the CON Faculty and Staff Assembly on the Committee’s work, recent developments and matters of general interest or concern within its areas of expertise; and
- To submit an annual written report to the CON Faculty and Staff Assembly concerning its activities over the preceding year on or before November 1\textsuperscript{st}.

Selection Process

Preparation

1. Review the Committee Membership Characteristics Table (Appendix A).
   a. If there are any committee structure changes, update the table accordingly.
2. Review the Qualtrics Survey (Appendix B), which generates the Faculty Profile.
   a. Adjust the survey as needed (e.g., update dates, add/remove committees).
3. Publish the Qualtrics Survey and announce to Faculty to complete survey.
4. Gather results from the survey to generate Faculty Profiles.

Procure

1. Most up-to-date master Faculty list (0.5 FTE or higher)
2. Faculty committee membership list for the current academic year
3. Gather other supplies: at least three colored Post-it notes (to designate tenured, tenure track, non-tenure track), markers, easel paper large enough to write out various committees or whiteboard.

Selection
1. Assign member roles for the selection meeting. There are four member roles. The enumeration of each member outlines the steps taken for the selection process.
   a. Reader: read out loud each Faculty Profile
   b. Labeler: write out each Faculty’s name on color-coded Post-it note and any leadership positions or special considerations (e.g., track lead, chair)
   c. Placer: compare the Faculty’s preferences and profile against the table of committee requirements, confer with the committee on placement, and place the Post-it note to selected committee(s)
   d. Recorder: write/type out each Faculty member’s name onto a document and the committee(s) selected.

2. Refer to master Faculty list and cross out Faculty that are already selected for committee(s).

3. Select, at random, placement for the remaining Faculty who did not complete a profile.
   a. Perform this with reference to the current academic year’s Faculty committee membership list and by reviewing which committees still have needs or room for more Faculty.

4. Generate new Faculty committee membership list for next academic year.

**Dissemination**

1. Announce that Faculty representative selection for CON committees is complete.
2. Disseminate draft of CON Faculty committee membership list to Faculty and administration for review
   a. Via a *Qualtrics Survey* (Appendix C), Faculty and administration will have two weeks to review and provide comments and additional considerations.
3. Review any comments or considerations from the Qualtrics survey.
4. Finalize the CON Faculty committee membership list.
5. Publish the CON Faculty committee membership list.
   a. Email the list to Faculty members via the listserv.
   b. Request the Marketing and Communications Manager to publish the list on the CON Resource webpage (from the T drive).

**Membership**

*Composition.* The CoC shall comprise a minimum of four (4) and a maximum of six (6) members, three (3) to five (5) voting members and one (1) non-voting ex officio member. The single non-voting *ex officio* member shall be a member of the Executive Team.

*Chair.* The chair of the CoC shall be elected by majority vote of a quorum of CoC members at the first meeting of the academic year and shall serve for a one (1) academic year term.

*Term.* The term of service on the CoC shall be two (2) years. Terms shall be staggered. To create the staggered terms, upon the creation of the CoC, two of the first five AcA members appointed to the CoC shall be appointed for an initial term of one year.
Summer Recess Appointments. During summer months when the university is not in session, the CoC is authorized to make recess appointments (non-elected appointments) if necessary. All such appointments are to be formally ratified by the Faculty and Staff Assembly at its first session in the new academic year.

Meetings

Quorum. Two (2) voting members of the CoC shall constitute a quorum if there are four (4) committee members and three (3) voting members for quorum if there are five (5) or six (6) committee members.

Rules of Order. The Rules contained in the current edition of Robert’s Rules of Order Newly Revised shall govern the CoC in all cases to which they are applicable and in which they are not inconsistent with this Charter and any special rules of order that the CoC may adopt.

Reviewed 2/2020 Approved 3/12/20

Equity and Justice Committee

Purpose

1. To create a more accessible and effective method for students to share concerns and bring awareness to administrators and faculty, and take collaborative action as needed.
2. To liaise with existing committees and other people and structures within the College of Nursing, to initiate or sustain actions to ameliorate systematized disadvantages or marginalization students and faculty encounter.

Functions

1. Find and pursue opportunities to allocate resources based on the need to make them more accessible for low-income students (i.e. second-hand equipment, clothing, books, etc. and financial-aid information).
2. Investigate, compile, and distribute information about resources available to students in a way that is accessible.
3. Generate more opportunities for students of color and faculty of color to connect with their peers. This will create a greater sense of belonging within the program.
4. Work collectively under a just framework to influence the equitable distribution of available resources and opportunities within the CON.
5. Make suggestions for and changes to CON policies and programs that serve the best interests of students of color, low-income students, first-generation college students, and faculty/staff of color.
6. Be more aware of recruitment, climate, and retention concerns pertaining to students of color, low-income students, first-generation college students and faculty from diverse backgrounds; work to address those concerns accordingly.
7. Create access for marginalized students for better and more study materials, thus increasing confidence, academic success, and overall well-being.
8. Use proactive, early interventions to avoid preventable student probations, expulsions, and attrition within programs.

Membership

1. Core and Affiliate membership is available.
2. Core Members are full voting members of the committee who are expected to attend all meetings, as their schedule allows, and contribute actively to the Committee and to at least one sub-committee.
   a. Core Membership spaces are available for two students per undergraduate nursing cohort, four faculty members (including the Committee Chair), and one staff member.
   b. Graduate nursing students are also allotted two spaces and are welcome to select their own representation to the committee.
3. Affiliate Members are those who have interest in, testimony for, and/or resources to share with the Committee to further its mission. They may attend any or all meetings as their schedule allows but do not have voting privileges.
4. The chair of the Equity and Justice Committee is elected by the committee membership to serve a three-year term.

Voting

1. A quorum consists of a simple majority of voting (Core) members present. A quorum must be present to pass a voted action.
2. Decisions with budget, curriculum, or other implications will be presented and/or forwarded to the appropriate deans and/or committees.

Meetings

1. The Committee will meet on a monthly basis, where CORE members are expected to attend and affiliate members attend at their own discretion.
2. Subcommittees will meet at least once in between committee meetings and any additional meetings scheduled are at their own discretion based on the project they are working on.
3. Minutes will be recorded by a rotating member of the committee (when staff support is not available) and approved at the following committee meeting. Minutes will be filed and distributed according to the Procedure on Minutes.
4. Meetings will be on campus.
5. Regular Committee meetings will be open to affiliate members, visitors, and non-members. Sub-committee meetings are open to these groups at the discretion of the sub-committee membership.

Reviewed and approved: 4-9-20

Faculty Development Committee

Purpose

1. To make recommendations to faculty and dean about matters that affect conditions of faculty employment and development.
2. Conduct systematic evaluation of policies and issues related to faculty employment and development.

Functions

1. Review College and University faculty policies annually, and recommend changes, as appropriate, to the Faculty and Staff Assembly. Such policies include, but are not limited to, the following faculty matters:
   a. hiring process for full-time faculty, teaching assistants, and clinical preceptors;
   b. faculty orientation;
   c. faculty workload;
   d. work units allocated to courses;
   e. annual faculty performance evaluation.
2. Serve as a resource to faculty for information related to faculty roles, including orientation and mentorship of new College of Nursing faculty.
3. Serve as a resource to faculty for information related to conditions of employment.
4. Establish guidelines for allocation of Faculty Development Funds. Evaluate faculty requests for funds, and make recommendations to the dean for funding within these guidelines.
5. Evaluate workload distribution among teaching, service, and scholarly activities.

Membership

1. A minimum of three (3) faculty members appointed by Committee on Committees.
2. Chair is elected by committee members.
3. As of 10-2019 Faculty Development Committee has opted for the following structure. Committees may elect an executive structure in which the Chair-elect, Chair, and Past-
Chair (all elected to their positions by the committee) each serve three-year terms rotating sequentially through all roles. The Committee Chair assumes duties as described in Section 8 below. The Committee Chair delegates functions in Section 8 to the Chair-elect, Chair, and Past-Chair with committee approval.

Meetings

1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a month.
2. A quorum consists of a simple majority. A quorum must be present to pass a voted action.
3. Voted actions shall be based on a simple majority of members present.
4. Recorder responsibility: Minutes will be filed and distributed according to the Procedure on Minutes.

Reviewed and approved: 4-9-20

Global Nursing Committee

Purpose

To provide vision, direction, and advice to the College of Nursing community (including relevant curriculum committees, deans, and the Center for Vulnerable Populations) regarding the Committee’s functions (below).

Functions

- Research and report on best practices in nursing study abroad programs;
- Evaluate the effectiveness of current global clinical sites (or potential effectiveness of future global clinical sites), develop related recommendations, and report on these to relevant committees and/or administration;
- Develop a system for evaluation of future global clinical sites in keeping with best practices in nursing education and study abroad standards;
- Based on research and discussion within the CON and University, develop a system for permanently integrating study abroad opportunities into the nursing curriculum, including the development and modification of policies and procedures with the CON that support maintenance of study abroad opportunities and facilitate their growth;
- Develop and implement methods for strategic and systematic integration of faculty and student study abroad proposals and global education relationships;
- Investigate funding opportunities for nursing study abroad opportunities and other related activities;
• Actively maintain and enhance CON relationships with global partners and establish and develop new relationships as relevant and feasible;
• Assure that data on global clinical sites are maintained within the CON’s overall clinical database or other clinical site tracking system;
• Collaborate with other disciplines within and outside the University as appropriate to enhance student opportunities with global learning;
• Raise awareness of the CON community about global nursing concerns and volunteer opportunities;
• Other functions as relevant or assigned.

Membership

1. The Committee on Committees will appoint committee members after soliciting faculty input and reviewing each faculty member’s workload. Members are appointed to renewable one-year terms. An individual faculty member may serve no more than four consecutive one year terms, excluding time as chair.
2. The chair is voted on by the Committee membership in the Spring quarter for the following year. An individual may serve as chair of the committee for three years with the last year spent orienting the chair-elect.
3. A nursing alumna/alumnus with interest or experience in global health is welcome on the GNC for a once renewable one-year term.

Meetings

1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a month.
2. Agenda items may be submitted by all members and should be received by the chair at least one week in advance of the meeting.
3. A quorum consists of a simple majority. A quorum must be present to pass a voted action.
4. Voted actions shall be based on a simple majority of members present.
5. Decisions with budget, curriculum or other implications will be presented and/or forwarded to the appropriate deans and/or committee(s); consultation and collaboration with the Center for Vulnerable Populations will take place as appropriate.
6. Minutes will be recorded by a rotating member of the committee (when staff support is not available) and approved at the following committee meeting. Minutes will be filed and distributed according to the Procedure on Minutes.

Note: For latest versions of proposal materials for faculty and students, please see the Global Nursing Education website.

Reviewed and approved: 4-9-20

Graduate Curriculum and Evaluation Committee
Purposes

The overall purpose of the Graduate Curriculum and Evaluation Committee is to assure a quality graduate program in nursing at Seattle University. Specific purposes are:

1. Develop a future-oriented plan for graduate education at Seattle University College of Nursing that is in keeping with the mission of the University and the College, anticipate changes in nursing and health care, and forecasts the needs of prospective students accurately.
2. Oversee development, implementation, and integrity of the graduate curriculum.
3. Conduct systematic evaluation of the graduate program.
4. Be responsible for academic, admission, and health policies of the graduate program.

Functions

The overall function of the committee is to review and recommend action on graduate academic and curricular matters to the faculty of the College of Nursing. Specific functions are to:

1. Coordinate systematic evaluation of all aspects of the Graduate curriculum in relation to
   a. The mission and goals of the College of Nursing.
   b. Educational, professional, and accreditation standards and criteria.
   c. Local, regional, and national trends in nursing education and health care.
2. Make recommendations to faculty regarding curriculum modification, reorganization, and revision.
3. Monitor adequacy of support for curriculum implementation, e.g., flexibility of schedules, teaching and learning activities, clinical facility affiliations, and learning resource laboratories.
4. Advise faculty on innovations, research and trends in curriculum, teaching and learning, nursing and health care delivery.
5. Review academic policies and procedures.
6. Assist with development and implementation of marketing plans of the graduate program.
7. Establish criteria for graduate diversity scholarships and criteria for selection of scholarship and award recipients

Membership

1. Membership is a combination of standing membership made of graduate program track leads (or designee), DNP coordinator, and the APNI advisor as well as three at-large members of the faculty
2. There shall be four student members representative of the graduate programs. Of the student members, at least one member shall be enrolled in the immersion option. Each DNP cohort will be represented.
3. The chair of the committee is elected by the committee for a three-year term and should be a standing member.
4. The Associate Dean for Graduate Programs, the APNI Advisor, and the Director of the Clinical Performance Lab are ex officio members.
5. Term of office: See bylaws.

Meetings

1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a month.
2. Agenda items must be submitted to the chair at least five (5) working days before the scheduled meeting.
3. A quorum consists of a simple majority of the faculty membership. A quorum must be present to pass a voted action.
4. Voted actions consist of a simple majority of members present. Each faculty member has one vote. Student votes are advisory.
5. Recorder responsibility: Minutes will be filed and distributed according to the Procedure on Minutes.

Reviewed and approved 4-9-20

Progression Committee

Purpose

1. To facilitate undergraduate and graduate students’ successful completion of their academic program.
2. To provide consultation to faculty on issues related to student progression.
3. To implement programs and policies related to student progression.

Functions

1. Reviews At-Risk Forms forwarded by course faculty and/or department chairs to identify patterns of unethical, unprofessional, or unsafe conduct (consistent with the CON policy 75-3 and SU Fair Process Policy) and/or unsatisfactory academic performance that puts student at risk for non-progression.
2. Assists faculty, advisors and students to plan for academic success.
3. Makes recommendations regarding progression, dismissal and readmission of students with academic and/or conduct difficulties to the appropriate associate dean.
4. Makes recommendations to the Faculty Assembly regarding programs and policies that promote students’ academic success and professional behaviors.
5. Develops and implements a systematic process for review of students-at-risk for failure to progress, and periodically evaluates the process for effectiveness and efficiency.
6. Writes committee report at the end of the year.

**Membership**

1. Three faculty members, representing both undergraduate and graduate programs, and ex-officio members including the Associate Deans. All members must have at least two years of full-time teaching experience.
2. Committee members will elect the chair.
3. Faculty and students will be invited to meet with the committee as deemed appropriate. Invited faculty members will be considered non-voting consultants.

**Meetings**

1. Chair calls the meetings.
2. Meetings are held monthly and as needed.
3. Voted action is based on a simple majority of members present (quorum must be present).
4. Minutes will be recorded, distributed and filed according to the procedural guidelines in the CON Faculty Handbook.

Reviewed and approved 4-9-20

**Rank and Tenure Committee**

**Purpose**

1. To assist, support, and guide faculty development within the rank and tenure process.
2. To evaluate candidate files and make recommendations to the Dean regarding candidates’ application for promotion in rank or tenure.

**Preamble**

Annually, the Dean’s Office shall inform the College of Nursing Rank and Tenure Committee (CON R&T Committee) Chair about faculty members who are eligible for review by the committee. The Chair shall inform faculty members about their eligibility.

**Functions**

1. Uses the CON guidelines, congruent with University guidelines, to assist each candidate through the rank and tenure process.
2. Provides an annual information session regarding policy and procedures for rank and tenure promotion.
3. Facilitates external review of scholarship for candidates who seek promotion and/or tenure.
4. Provides formal evaluations of faculty progress towards promotion and tenure.
5. Reviews files of candidates who apply for promotion in rank or tenure, and writes a recommendation letter to the Dean based on the evidence in the candidate’s file.
6. Reviews the promotion and tenure guidelines annually to ensure that they are congruent with the University R&T guidelines.

Membership

1. R&T membership consists of a minimum of five tenured CON Faculty.
2. At least one member should hold the rank of Full Professor in order to chair a subcommittee of faculty eligible to review applications for Full Professor.
3. Members of the CON R&T Committee may not concurrently serve on the Seattle University R&T Committee.
4. Members of the CON R&T Committee may not hold a 50% or more administrative position in the College of Nursing.
5. The term of service on CON R&T shall be four years, subject to reappointment to a second four-year term. Terms shall be staggered, with no more than half of members’ terms to expire in any one year.
6. The Chair of the R&T Committee is elected by R&T Committee Members and may serve a renewable three-year term.
7. A Chair-Elect will be elected by R&T Committee Members as indicated to provide for one-year of mentorship by the Chair.

Review Procedures

1. The Chair appoints a primary and secondary reviewer for each candidate’s file to present a summary to the tenured faculty.
2. Tenured faculty present at the meeting have a file discussion and participate in anonymous vote for promotion to Associate Professor and/or tenure, as appropriate.
3. The committee Chair gathers and counts the vote, and presents the votes to the committee members only.
4. Members of the committee, who have a conflict of interest must excuse themselves from voting on the candidate’s file. Tenured faculty members who have a conflict of interest must excuse themselves from review and comment on the candidate’s file.
5. The R&T committee, under the leadership of committee Chair, composes the recommendation letters for submission to the Dean.
6. Letters are written, approved, and signed by the entire committee and submitted to the Dean.
7. Full Professors in the CON review, vote, and write letters of recommendation to the Dean on files submitted for promotion to full Professor. Tenured faculty at the lesser rank don’t vote on the files submitted for promotion to full Professor.
8. Prior to submission to the University R&T Committee, the Dean will meet with the candidate to discuss the committee’s and their own recommendation.

Special Considerations
1. The annual information session regarding policy and procedures for rank and tenure promotion is mandatory for faculty on tenure track and open to all other faculty.
2. Members of the CON R&T committee are bound to keep all discussions and materials pertaining to their deliberations confidential.
3. The committee has the authority to request, through the Dean’s Office, additional materials from the candidate.
4. All reviews are guided by the Seattle University Faculty Handbook, the Guidelines for File Preparation published by the Provost’s Office, and the CON guidelines for faculty file review.
5. The committee writes letters of recommendation to the Dean, which may include dissenting opinions. Letters are written, approved, and signed by the entire committee.
6. Members must recuse themselves if there is a conflict of interest related to the review of a candidate’s file.

Meetings

1. The committee meets every fall quarter to discuss faculty members eligible for review that year, and to review policies and procedures related to its functions. The committee provides the supporting materials to tenure track faculty to facilitate their understanding of the rank and tenure process and file preparation.
2. Additional meetings are held as needed to review candidates’ files and determine recommendations for promotion and tenure and to review Rank and Tenure policies and procedures in the CON.

Reviewed and approved 4-9-20

Faculty Search Committee

Purpose

1. Conduct the search for full-time tenure and non-tenure track faculty in all specialty areas.

Functions

1. Determine all appropriate applications submitted on Seattle University’s HR site.
2. Determine with the Dean which qualified candidates have the potential to fulfill the needs of the college.
3. Contact all qualified candidates and schedule phone interviews.
4. Conduct phone interviews with a minimum of two search committee members using a pre-determined scored template.
5. The committee recommends to the Dean appropriate candidates.
6. Communicate with the Executive Coordinator to the Dean, who we would like to bring in for interviews.
7. One committee-member takes interviewee to lunch with several other pre-determined faculty members.
8. One committee member escorts and introduces interviewee for presentation to the faculty and distributes evaluation forms.
9. One committee member collects evaluation forms and submits them to the Chair of the Search committee.
10. Search Committee Chair aggregates all information from the interviews and faculty evaluations. Chair writes formal letter to the Dean regarding Search Committee’s hiring recommendations.

Membership
1. The membership is comprised of full-time faculty members.
2. The Committee on Committees designates membership.
3. The Chair is determined by the Deans and Exiting Chair.

Meetings
1. The Dean directs the need for the initial meeting of the year.
2. Meetings are conducted after each phone interview and on an as needed basis during the search process.
3. The process continues until it is determined that it is time to pull the faculty position advertisement.

Revised and Approved: 4-9-20

Student and Community Affairs Committee

Purpose
To support nursing student and faculty activities within the College and University and programs which facilitate positive relationships with alumni, affiliate agencies, and the community at large that:
1. Support the growth of students for service, education and scholarship
2. Promote communication within the College and between the College and larger community
3. Advance the visibility and positive image of the College, students, faculty, alumni, and University.

Functions

Target categories are listed for committee activities:

1. Students
   a. Plan and coordinate orientation activities for nursing students.
   b. Review CON and student-related policies, including those related to student admission, progression, performance, and retention.
   c. Initiate and support student and CON activities and organizations (NSNA, class elections, publicity, mentor program, convocation, pinning ceremonies and service, social, and recognition activities).
   d. Notify students of scholarship information and opportunities for education, service, and employment.
   e. Collaborate in planning and implementing student-oriented professional education programs.
   f. Serve as liaison to the nursing honor society (Sigma Theta Tau, Alpha Sigma Chapter).

2. College of Nursing
   a. Facilitate joint activities of the faculty, students, alumni, and community.
   b. Evaluate committee activities for relevance and effectiveness in carrying out the purposes of the committee.
   c. Collaborate with CON faculty to select annual student achievement awards.
   d. Recommend actions based on student, alumni, and employee satisfaction surveys.

3. Alumni
   a. Facilitate CON activities with CON alumni.
   b. Facilitate ongoing communication with nursing alumni.

4. Community
   a. Plan recognition activities for affiliate agencies.
   b. Initiate activities that promote positive relationships between the CON, affiliate agencies, and larger community.

Membership

1. A minimum of four faculty members shall be appointed by the Committee on Committees.
2. The chair is elected by committee members.
3. The president of each undergraduate cohort and elected representatives of the graduate program and SUSNA will be members of the committee.
4. Term of office: two academic years and not to exceed four consecutive years.
5. The CON university advancement officer will be an ex officio member.

Meetings
1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a month.
2. Agenda items may be submitted by students and faculty.
3. A quorum consists of a simple majority of the faculty membership. A quorum must be present to pass a voted action.
4. Voted actions shall be based on a simple majority of members present.
5. Faculty recorder responsibility: Minutes will be filed and distributed according to the Procedure on Minutes.

Revised and approved: 4-9-20

Undergraduate Curriculum and Evaluation Committee

Purpose

The overall purpose of the Undergraduate Curriculum and Evaluation Committee (UCEC) is to assure a quality undergraduate program in nursing at Seattle University. Specific purposes are:

1. Develop a future-oriented plan for undergraduate education at Seattle University College of Nursing that is in keeping with the mission of the University and the College, anticipate changes in nursing and health care, and forecasts the needs of prospective students accurately.
2. Oversee development, implementation, and integrity of the undergraduate curriculum.
3. Conduct systematic evaluation of the undergraduate program.
4. Be responsible for academic, admission, and health policies of the undergraduate program.

Functions

The overall function of the committee is to review and recommend action on undergraduate academic and curricular matters to the faculty of the College of Nursing. Specific Functions are to:

1. Coordinate systematic evaluation of all aspects of the undergraduate curriculum in relation to:
   a. The mission and goals of the College of Nursing.
   b. Educational, professional, and accreditation standards and criteria.
   c. Local, regional and national trends in nursing education and health care.
2. Make recommendations to faculty regarding curriculum modification, reorganization, and revision.
3. Monitor adequacy of support for curriculum implementation, e.g., flexibility of schedules, teaching and learning activities, clinical facility affiliations, and learning resource laboratories.
4. Evaluate proposals for new courses and major changes in courses.
5. Monitor policy and procedures for Independent Study.
6. Approve Core Honors Program of Study for nursing students.
7. Oversee evaluation and selection of textbooks by Course Coordinators.
8. Advise faculty on innovations, research and trends in curriculum, teaching, and learning, nursing and health care delivery.
9. Oversee syllabi development by Course Coordinators.
10. Review academic policies and procedures.

Membership

1. A minimum of six (6) faculty members shall be appointed by the Committee on Committees. Membership will be as diverse as possible in seeking representation from each clinical specialty area.
2. The chair will be elected by the faculty members of the committee.
3. Student members consist of a representative from each nursing cohort.
4. The Associate Dean for Undergraduate Education and the Director of the Clinical Performance Lab are ex officio members.
5. Term of office: See College of Nursing Bylaws.

Meetings

1. Meetings shall be called by the chair during the academic year as appropriate for the conduct of committee business, usually once a month.
2. Agenda items may be submitted by student committee members and any faculty. Agenda items must be submitted to the chair at least five (5) working days in advance of scheduled meetings.
3. A quorum consists of a simple majority of members present.
4. Voted actions shall be based on a simple majority. Each faculty member has one vote; a student member has one advisory vote.
5. Recorder responsibility: Minutes will be filed and distributed according to the Procedure on Minutes.

Revised and approved: 4-9-20

Academic Grievance (AD HOC)

Purpose

The purpose of the Academic Grievance Committee is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance. The full policy and procedure are delineated at the Seattle University Academic Grievances website.

Functions
1. Accept and review petitions for review of academic issues.
2. Recommend action to the associate dean of the implicated program of the College of Nursing.
3. Ensure compliance with University policy.

Membership

1. At least three (3) full-time faculty members teaching in the program in which the grievance has been filed.
2. Chair is appointed by the Committee on Committees in conjunction with the dean.
3. Members are appointed by the dean as needed.

Meetings

Meetings are called by the chair when action is needed. Voted action is based on a simple majority of the committee membership.
Recording and maintenance of records in accordance with university policy.
Reviewed and approved: 4-9-20
Seattle University College of Nursing Position Descriptions

Associate Dean for Academic Affairs

Position Overview

The Seattle University College of Nursing (CON) Associate Dean for Academic Affairs serves on the CON Executive Team and works closely with the Dean to facilitate the faculty and staff in advancement of the strategic plan of the CON. On matters of curriculum, the Associate Deans for Graduate and Undergraduate Programs and the Director of the Diagnostic Ultrasound Program report directly to the Associate Dean for Academic Affairs.

Major Responsibilities

- Provides leadership for strategic, innovative, and academic programs.
- Provides leadership for seeking external funding in support of graduate and undergraduate programs and curriculum enhancement.
- Supports Associates Deans for Undergraduate and Graduate Programs in assuming and carrying out their role responsibilities.
- Supports Director of the Diagnostic Ultrasound Program in assuming and carrying out her/his role responsibilities.
- Oversees adherence to University policy and procedures regarding all matters of curriculum, student progression, grade grievances, and student conduct.
- Provides support for faculty development and progression in rank.
- Leads efforts to assure accreditation of academic programs and plays a major role in writing self-study reports.
- Communicates in a collegial, receptive, responsive, and professional manner.
- Facilitates inclusive academic excellence.
- Engages in college, university, and external relationships that support the CON strategic plan.
- Supervision of support staff as assigned.
- Works with Associate Deans of Undergraduate and Graduate Programs and Director of the Diagnostic Ultrasound Program to assure consistency and fairness in making in faculty assignments.

Scholarly Productivity

- Promotes a culture of academic excellence, scholarship, and service in the CON.
- Mentors and counsels faculty in the development and enhancement of teaching skills.
- Assures quality of instruction and development of faculty as educators.

Minimum Requirements
Registered Nurse with doctoral degree in nursing or a related discipline and has an academic record that meets the requirements for tenure and the rank of full professor (preferably) or associate professor at SU. Demonstrated teaching excellence. Leadership experience in a university. Understanding of the context and operations of higher education from both an intellectual and leadership perspective. Superior communication, interpersonal, problem-solving, and administrative skills. Strong interpersonal skills and a commitment to Jesuit ethos and the College’s mission. Ability to develop and sustain effective relationships with college administration, faculty, and staff. Adherence to professional confidentiality. Ability to demonstrate initiative, applicable risk-taking, providing, and responding to constructive feedback, and follow-through. Ability to collect, analyze, report, and use data, and information in decision-making. Demonstrated success with curriculum oversight, development, evaluation, and use of data to think strategically about organizational programing and operations. Exhibits an entrepreneurial, collaborative, and participatory leadership style that fosters respect and collegiality. Provides evidence of commitment to and experience with innovation including entrepreneurial and technological initiatives.
Reviewed & approved 4-9-20
Associate Dean for Undergraduate Programs

Position Overview

The Associate Dean for Undergraduate Programs is administratively responsible for the undergraduate nursing programs and as a member of the CON Executive Team, reports directly to the Dean of Nursing on all matters other than curriculum. He/she reports directly to the Associate Dean for Academic Affairs on all matters pertaining to curriculum. The Associate Dean for Undergraduate Programs is expected to work effectively and collaboratively with faculty and staff in the CON and SU community as well as clinical entities and systems in the external environment. S/he will collaborate with the CON administrative team, faculty, staff, and student bodies to advocate for and seek resources within and outside the CON that advance strategic directions and achieve outstanding undergraduate program outcomes.

As a contributing leader of the dean's executive team, the Associate Dean for Undergraduate Programs provides vision and strategic oversight in the following key areas:

Essential Functions

Mission of the University

- Collaborates with the Dean and Associate Dean for Academic Affairs to fulfill the mission of the CON.
- Represents the values of Jesuit higher education.

Administrative Leadership and Oversight

- Participates in development and execution of the CON Strategic Plan related to policy, resource needs, and allocations as it effects Undergraduate curricular development
- Supervises the academic support staff (program coordinators, program assistants and student workers) in collaboration with the Associate Dean for Academic Affairs
- Collaborates with administrators, faculty, and staff in daily oversight of the undergraduate programs with regards to curriculum planning, integration and evaluation
- Provides oversight of undergraduate programs academic scheduling
- Provides oversight of undergraduate student recruitment, admissions, academic performance, disciplinary issues, and initiates corrective action
- Works collaboratively with the Associate Dean for Graduate Programs and the Associate Dean for Academic Affairs with regards to negotiating clinical and course assignments and scheduling.
- Oversees clinical agency undergraduate assignments and compliance with agency contracts
- Monitors and evaluates community agencies for student learning opportunities
• Assures compliance with external regulatory bodies, policies, and laws as requested by the Dean and the Associate Dean for Academic Affairs as it relates to the Undergraduate programs
• Assures compliance with external regulatory bodies, policies, and laws, specifically the Washington Department of Health and the Nursing Commission
• Initiates the generation of data for inferential decision-making
• Provides information (student data, program outcomes, etc.) for decision making
• Collects, monitors, and apprises the Dean and the Associate Dean for Academic Affairs on a quarterly basis regarding adherence to high quality student outcomes
• Assures and evaluates CON participation in the Core Curriculum and Core Honors programs
• Monitors individual and group outcomes on NCLEX predictor exams; enacts remediation plans for at risk students
• Provides oversight for the maintenance of infrastructure necessary to meet the CON’s Undergraduate curricular needs
• Communicates with Undergraduate students about academic issues and program plans
• Seeks funding sources for Undergraduate programs in collaboration with the Dean and the Associate Dean for Academic Affairs and the administrative team
• Directs maintenance and updates of databases and the CON website related to programmatic affairs
• Oversees the development and revision of CON Faculty Handbook, Undergraduate Student, Handbook, university catalog, and all academic documents related to the academic programs.
• Completes other assignments at the request of the Dean
• In collaboration with the Dean and Associate Dean for Academic Affairs and the Manager of Budget and Operations stewards financial resources related to undergraduate program delivery
• In collaboration with the Dean, Associate Dean for Undergraduate Programs and the Associate Dean for Academic Affairs is responsible for preparing reports as needed for external bodies: eg, CCNE, Nursing Commission, University, etc.

**Scholarly Productivity**

• Promotes a culture of academic excellence, scholarship, and service in the CON.
• Mentors and counsels faculty in the development and enhancement of teaching skills.
• Assures quality of instruction and development of faculty as educators in conjunction with the Associate Dean for Academic Affairs and the Associate Dean for Undergraduate Programs.

**Liaison**
• Represents the university at regional, national, and global levels.
• Leads assessment and the development of external (regional, national, and global) opportunities for faculty and student growth and enhancement of learning.
• Interfaces with the university services that provide and support for program delivery.
• Serves as liaison, internally and externally, to promote and increase the visibility of the College’s academic and clinical efforts.

Other Responsibilities

• Collaborates with the CON executive team in the College budgetary planning and implementation.
• Collaborates with Associate Dean for Undergraduate Programs and the Associate Dean for Academic Affairs in curriculum planning, integration, and evaluation.
• Collaborates with the CON executive team in decision making for faculty committee assignments.
• Shares responsibility for faculty performance review, this includes conducting annual reviews and making recommendations for merit consideration.
• Participates in hiring, interviewing and selecting prospective faculty in conjunction with the search committee.
• Shares responsibility for faculty development and recommending faculty for progression in rank and tenure.
• Collaborates with Associate Dean for Academic Affairs and the Associate Dean for Undergraduate Programs to facilitate the overall CON accreditation processes and reporting requirements.
• Teaches at least one course per academic year; if this is not possible, negotiates an alternative assignment with the Dean.
• Includes own research and scholarship work as a part of her/his faculty development.

Qualifications, Appointment, and Review

• Minimum Qualification: Doctorate in Nursing or Masters in Nursing and Doctorate in related field
• Meets criteria for senior rank appointment
• Demonstrates understanding of the Jesuit, Seattle University, and CON mission
• Eligible for and maintains licensure as a Registered Nurse in the State of Washington
• Demonstrates strong leadership abilities in working with a diverse population of faculty, staff, administrators, and students
• Demonstrates excellent communication (oral and written), interpersonal, and organizational skills
• Demonstrates a strong sense of initiative, with ability to function successfully in an environment that promotes teamwork and collaboration
• Skill in research with evidence of a trajectory of successful external funding
• Familiarity with budgetary and compliance issues
• Experience in curricular development and evaluation
• Significant Undergraduate-level university teaching experience, including mentoring of Undergraduate students
• Directly responsible to the Dean and may assume responsibility for administration of the CON during the absence of the Dean
• Appointment consistent with the recruitment and employment policies of the University
• Submit an Annual Performance report to the Dean and receive an annual evaluation from the Dean with feedback from the Associate Dean for Academic Affairs
• Initiate a faculty review of her/his performance every 24 months
• Position may be terminated with a 30-day written notice by either the Dean or Associate Dean for Undergraduate Programs.

Reviewed & Approved 4-9-20
Associate Dean for Graduate Programs

Position Overview

The Associate Dean for Graduate Programs is administratively responsible for the graduate nursing programs and as a member of the CON Executive Team, reports directly to the Dean of Nursing on all matters other than curriculum. He/she reports directly to the Associate Dean for Academic Affairs on all matters pertaining to curriculum. The Associate Dean for Graduate Programs is expected to work effectively and collaboratively with faculty and staff in the CON and SU community as well as clinical entities and systems in the external environment. S/he will collaborate with the CON administrative team, faculty, staff, and student bodies to advocate for and seek resources within and outside the CON that advance strategic directions and achieve outstanding graduate program outcomes.

As a contributing leader of the dean's executive team, the Associate Dean for Graduate Programs provides vision and strategic oversight in the following key areas:

Essential Functions

Mission of the University

- Collaborates with the Dean and Associate Dean for Academic Affairs to fulfill the mission of the CON.
- Represents the values of Jesuit higher education.

Administrative Leadership and Oversight

- Participates in development and execution of the CON Strategic Plan related to policy, resource needs, and allocations as it effects graduate curricular development.
- Supervises the academic support staff (program coordinators, program assistants and student workers) in collaboration with the Associate Dean for Academic Affairs.
- Collaborates with administrators, faculty, and staff in daily oversight of the graduate programs with regards to curriculum planning, integration and evaluation.
- Provides oversight of graduate programs academic scheduling.
- Provides oversight of graduate student recruitment, admissions, academic performance, disciplinary issues, and initiates corrective action.
- Works collaboratively with the Associate Dean for Undergraduate Programs and the Associate Dean for Academic Affairs with regards to negotiating clinical and course assignments and scheduling.
- Oversees clinical agency graduate assignments and compliance with agency contracts
- Monitors and evaluates community agencies for student learning opportunities.
• Assures compliance with external regulatory bodies, policies, and laws as requested by the Dean and the Associate Dean for Academic Affairs as it relates to the graduate programs.
• Assures compliance with external regulatory bodies, policies, and laws, specifically the Washington Department of Health and the Nursing Commission.
• Initiates the generation of data for inferential decision-making.
• Provides information (student data, program outcomes, etc.) for decision making.
• Collects, monitors, and apprises the Dean and the Associate Dean for Academic Affairs on a quarterly basis regarding adherence to high quality student outcomes.
• Monitors individual and group outcomes on NCLEX predictor exams; enacts remediation plans for at risk students.
• Provides oversight for the maintenance of infrastructure necessary to meet the CON graduate curricular needs.
• Communicates with graduate students about academic issues and program plans.
• Seeks funding sources for graduate programs in collaboration with the Dean and the Associate Dean for Academic Affairs and the administrative team.
• Directs maintenance and updates of databases and the CON website related to programmatic affairs.
• Oversees the development and revision of CON Faculty Handbook, Graduate Student Handbook, university catalog, and all academic documents related to the academic programs.
• Completes other assignments at the request of the Dean.
• In collaboration with the Dean and Associate Dean for Academic Affairs and the Manager of Budget and Operations stewards financial resources related to graduate program delivery.
• In collaboration with the Dean, Associate Dean for Undergraduate Programs and the Associate Dean for Academic Affairs is responsible for preparing reports as needed for external bodies: eg, CCNE, Nursing Commission, University, etc.

Scholarly Productivity

• Promotes a culture of academic excellence, scholarship, and service in the CON.
• Mentors and counsels faculty in the development and enhancement of teaching skills.
• Assures quality of instruction and development of faculty as educators in conjunction with the Associate Dean for Academic Affairs and the Associate Dean for Undergraduate Programs.

Liaison

• Represents the university at regional, national, and global levels.
• Leads assessment and the development of external (regional, national, and global) opportunities for faculty and student growth and enhancement of learning.
• Interfaces with the university services that provide and support for program delivery.
• Serves as liaison, internally and externally, to promote and increase the visibility of the College’s academic and clinical efforts.

Other Responsibilities

• Collaborates with the CON executive team in the College budgetary planning and implementation.
• Collaborates with Associate Dean for Undergraduate Programs and the Associate Dean for Academic Affairs in curriculum planning, integration, and evaluation.
• Collaborates with the CON executive team in decision making for faculty committee assignments.
• Shares responsibility for faculty performance review, this includes conducting annual reviews and making recommendations for merit consideration.
• Participates in hiring, interviewing and selecting prospective faculty in conjunction with the search committee.
• Shares responsibility for faculty development and recommending faculty for progression in rank and tenure.
• Collaborates with Associate Dean for Academic Affairs and the Associate Dean for Undergraduate Programs to facilitate the overall CON accreditation processes and reporting requirements.
• Teaches at least one course per academic year; if this is not possible, negotiates an alternative assignment with the Dean.
• Includes own research and scholarship work as a part of her/his faculty development.

Qualifications, Appointment, and Review

• Minimum Qualification: Doctorate in Nursing or Masters in Nursing and Doctorate in related field.
• Meets criteria for senior rank appointment.
• Demonstrates understanding of the Jesuit, Seattle University, and CON mission.
• Eligible for and maintains licensure as a Registered Nurse in the State of Washington.
• Demonstrates strong leadership abilities in working with a diverse population of faculty, staff, administrators, and students.
• Demonstrates excellent communication (oral and written), interpersonal, and organizational skills.
• Demonstrates a strong sense of initiative, with ability to function successfully in an environment that promotes teamwork and collaboration.
• Skill in research with evidence of a trajectory of successful external funding.
• Familiarity with budgetary and compliance issues.
• Experience in curricular development and evaluation.
• Significant graduate-level university teaching experience, including mentoring of graduate students.
• Directly responsible to the Dean and may assume responsibility for administration of the CON during the absence of the Dean.
• Appointment consistent with the recruitment and employment policies of the University.
• Submit an Annual Performance report to the Dean and receive an annual evaluation from the Dean with feedback from the Associate Dean for Academic Affairs.
• Initiate a faculty review of her/his performance every 24 months.
• Position may be terminated with a 30-day written notice by either the Dean or Associate Dean for Graduate Programs.

Reviewed & Approved 4-9-20
Director of the Clinical Performance Laboratory (CPL) Technology & Learning Systems

Position Overview

Reporting to the DEAN of the CON, the Director of the Clinical Performance Lab (CPL) is responsible for creating and maintaining a state-of-the-art simulation, learning and teaching environment that supports the mission and vision of the Seattle University College of Nursing and serves undergraduate and graduate students and programs.

Essential Functions

- Develop, implement and evaluate short and long term plans for the Clinical Performance Lab consistent with the philosophy and the strategic plan of the College of Nursing.
- Develop policies and procedures to ensure the functioning of the CPL in such a manner to support the mission, vision and curriculum of the College of Nursing (CON).
- Supervise the lab operations manager and simulation coordinator to assure smooth daily operations and an environment that supports faculty teaching and fosters student learning.
- Develop and maintain the CPL operating and capital budgets in cooperation with the Clinical Performance Lab Operations Coordinator.
- Develop plans for generating revenue or securing funds to purchase CPL supplies, equipment, educational materials, and furnishings. Initiate and collaborate in the development and evaluation of educational and health care products in use at the CPL (e.g. simulators, software, media materials).
- Consult with faculty in the development and evaluation of educational technologies and the integration of simulation in use at the CPL into the undergraduate and graduate nursing curricula.
- Participate in research activities related to educational technologies and simulation. Create strategic partnerships with community agencies, local healthcare organizations, and professional associations to support the mission and vision of the CON and promote the CPL. Chair the Clinical Performance Lab Advisory Committee.
- Represent the CPL on appropriate College of Nursing committees.
- Participate in professional organizations and initiatives which support and advance learning technologies in nursing education.

Qualifications

- A master's degree in nursing, or bachelor's in nursing with a master's degree in business administration, educational technology, or other related field.
- Current licensure to practice as a registered nurse in the state of Washington. Leadership experience within health care setting and/or learning environments preferred.
- Ability to communicate effectively with a broad range of individuals and groups.
• Expertise in the use of computers and computer software. Knowledge of nursing theory and practice.
• Knowledge of current and emerging trends in technologies and clinical practice.
• Skill in organizing resources and establishing priorities.
• Demonstrates a commitment to diversity and the university's mission, vision, and values.

Reviewed and approved 4-9-20
**Graduate Track Lead Job Description**

**Position Overview**

Each graduate population-focused specialty track within the Doctor of Nursing Practice (DNP) program shall have a faculty member designated as the Population-Focus-Track Lead. This individual serves in a leadership role - designing, implementing, and evaluating the curriculum of the population-focused specialty track and works in close collaboration with faculty teaching population focused courses and with the Associate Dean of Graduate Education and core DNP track lead. The Population Focused Track Lead is responsible for oversight of the courses, instruction, educational resources, students, preceptors, and clinical agencies within the context of the specialty. The Population-Focused Track Lead works within the context of Seattle University’s academic policies and requirements, the College of Nursing (CON) policies and procedures, state regulatory and licensure requirements, and national accreditation standards. The Track Lead is responsible for annual monitoring reports and external accreditation requirements, as needed for their specialty area.

**Qualifications**

**Qualifications for a Population-Focused Track Lead include:**

- An earned doctorate degree in Nursing or Masters in Nursing with a comparable earned doctoral degree.
- Maintenance of licensure and national certification in the designated specialty (as applicable).
- Ongoing clinical practice in one’s specialty area as required by the CoN, and for WA State BoN licensure.
- Demonstrated excellence in teaching, service, and scholarship.
- Demonstrated clinical excellence as a role model for the specialty.
- Appointment by the Dean of the College of Nursing.

**Responsibilities Include**

**Program Quality Outcomes and Improvement**

- Evaluates graduate outcomes (Board passage and Employment).
- The Track Lead is responsible for Annual Monitoring Reports (AMRs) and external accreditation requirements, as needed for their specialty area.
- Evaluates program alignment with community agency needs.
- Ensures compliance with state and national regulations and requirements.
- Collaborates with faculty in other relevant specialty areas on related courses, practicum sites/preceptors, simulation, and laboratory experiences to assure coordination, efficiency, and elimination of duplication.
• Oversees quality of preceptors, clinical site visits, and clinical practicum locations.
• Coordinates population focused course teaching assignments with the Associate Dean.

Curriculum and Accreditation

• Prepares for national accreditation specific to each population focus;
  o Contributes information about the population focus specific to the self-study report.
  o Maps DNP essentials and NONPF competencies to specific population-based courses.
• Participates fully as a member of the CON Graduate Curriculum Education Committee. (GCEC.) These meetings must be scheduled at a time when Track Leads can attend.
• Assures compliance with the Washington State Nursing Commission, CCNE, and NONPF regarding population focused requirements.
• Assures adherence to other External Accreditation requirements as needed for specialty focus area.

Program Resource Allocation

• Advocates to CON for resources and needs of the population focus.
• Collaborates with the Associate Dean of Graduate Education and College of Nursing room scheduler regarding classroom and resource needs.
• Collaborates with the Clinical Placement Coordinator regarding student clinical placements and preceptors.
• Maintains records and submits requests regarding guest speakers and external resource needs for the academic year.

Practicum Site Development and Preceptors

• Interfaces with clinical agencies to assess student and graduate integration into clinical practice.
• Collaborates with the Clinical Placement Coordinator to recruit, develop, evaluate, and retain high quality clinical preceptors.
• Develops and updates resources and orientation materials for Clinical Preceptors.
• Supports clinical preceptors and students in developing learning plans, supplemental experiences, evaluation for students with learning challenges.
• Initiates, investigates and reports on any incidents occurring in the clinical setting involving students.

Faculty Recruitment and Retention

• Recruits high quality population focus faculty as needed, within the context of University Search and hiring policies.
• Provides track and program specific orientation to new faculty.
• Serves as a mentor for new faculty.
• Provides periodic evaluation of part time/adjunct faculty who teach within the population focus as requested by the Assistant Dean (or similar role).
• Conducts and maintains records of track specific faculty meetings on a periodic basis.

Student Recruitment and Admission

• Takes a leadership role for the Population Focus in graduate student admission cycles.
• Collaborates with the Graduate Program Coordinator and Associate Dean for Graduate Education in conducting applicant file reviews and interviews.
• Oversees the final selection of admission candidates and makes admissions recommendations to the Associate Dean of Graduate Education.
• Provides information to prospective students regarding the program.
• Serves as academic advisor for students while in their population-focused courses and as needed after.

Student Advising, Progression, and Career Support

• Serves as lead advisor for all students in the population focused program track.
• Advises students regarding programs of study that meet requirements of the population focused curriculum.
• Advocates for student DNP committee formation as needed.
• Validates university graduation requirements.
• Validates national/international requirements for certification and licensure requirements.
• Collaborates with other university departments regarding individual programs of study as needed.
• Provides letters of reference and validation for student scholarship applications and graduate employment, hospital privileges, or awards, as requested.
• Performs program evaluation and conducts gap analyses of transfer students.
• Completes ANCC, AMCB, AACN (or other) exam verification or attestation of safety and documentation for students upon completion of their academic program.
• Participates in Seattle University and CON graduation activities including Scholarship Day, White Coating, Blessing of Hands, Hooding Ceremony, and Commencement.

Community and Alumni Engagement

• Provides a visible presence representing Seattle University at local, regional, and national meetings/conferences.
• Enhances the reputation of Seattle University College of Nursing by attending and participating in local, regional, and national conferences.
• Maintains records regarding track specific graduation rates, board passage rates, and employment.
• Develops and maintains relationships with community agencies to assess community needs for preparation and assess the reputation of SU graduates in the community.

Reviewed and Approved 4/9/20
Course Coordinator

Position Overview

The Course Coordinator is responsible for the coordination of academic-related activities for each team-taught clinical course and courses with multiple lab sections in the undergraduate curriculum.

Essential Functions

- Responsible for or delegate to appropriate faculty the development of course syllabus; submit to staff for archiving or placing on Canvas as appropriate.
- Coordinate the selection, evaluation and ordering of course textbooks for students and faculty. Collaborates with other course faculty before submitting text orders. Notify UCEC or GCEC chair of any request for changes in textbooks.
- Coordinate course scheduling and rotation pattern with appropriate department chair and associate dean.
- Identify, evaluate and make recommendation for clinical facilities to clinical placement coordinator and/or associate dean.
- Mentor new faculty teaching sections of a course or co-teaching a course.
- Call meetings of clinical or lab appropriate faculty to discuss course specific issues at least 3 times during quarter.
- Evaluate course content and teaching-learning strategies annually for currency, relevance, and consistency with the total curricular plan and submit recommendations to Associate Dean for Undergraduate Program for review by UCEC.
- Recommend revisions in course content and assignments included in student portfolios to Associate Dean for Undergraduate Program.
- Submit course evaluation form for each quarter the course is taught.
- Submit coordinator review form to all coordinated faculty for each quarter the course is taught.

Qualifications

- Master’s degree in Nursing.
- Experience in teaching.
- Ability to work with groups of faculty.
- Understanding of Seattle University Undergraduate Nursing Program.
- Teaching in course during time appointed to be coordinator.

Appointment and Review Process

- Appointed by the Associate Dean for Undergraduate Programs.
- Duration: course specific.
Reviewed and approved 4-9-20
Library Liaison

Purpose

- To oversee library support of the College of Nursing undergraduate and graduate curricula.
- To represent faculty and student concerns in the process of making library acquisitions.

Functions

- Collaborate with the university librarian designee in the purchase of books, journals, and other media for College of Nursing programs to be added to the Lemieux Library collection.
- Monitor the expenditure of the College of Nursing's annual allocation of library funds.
- Ascertain faculty requests for books and media, and process and forward these requests to the Liaison Librarian.
- Coordinate the book review process for purchases.
- In collaboration with faculty, students, and library staff, evaluate the breadth and appropriateness of the periodicals collection and data bases to support College of Nursing programs.
- Make recommendations to the university librarian designee on policy matters of concern to College of Nursing faculty and students.

Appointment

- Appointed by Committee on Committees.

Reviewed and approved 4-9-20
Expectations of College of Nursing Faculty Advisor

- Advisors are expected to be knowledgeable of the program for which they are advising, including degree requirements (including Core requirements in the undergraduate program), academic policies of the University, requirements and deadlines for graduation, and requirements for participation in clinical experiences.
- Advisors are expected to advise assigned advisees regarding progression through the academic program. Advisees will be assigned by the associate dean for the appropriate program of the College of Nursing.
- Advisors assess advisees' academic strengths and areas of weakness and assist advisees in planning their course of study, especially in response to advisee receipt of student at-risk (forms). Advisors will review student’s efforts in preparing for NCLEX.
- To sign all forms requiring an advisor's signature and to send a copy of those forms to the office of the Associate Dean for Undergraduate or Graduate Programs, as appropriate.
- Advisors will communicate with the Registrar's Office as needed regarding the acceptance status of transfer credits.
- Advisors will summarize advising conferences, as necessary.
- Advisors will direct advisees to appropriate resources across the University.

Reviewed and approved 4-9-20
Clinical Remediation and Clinical Makeup Process

Remediation Categories

A. Skills Remediation  
B. Requested by Course Instructor for student success  
C. Additional assistance/ practice requested by Student  
D. Make-up and special assistance for Excused Absences (Illness, Emergencies, Student Athletes)  
E. Promotion of student success  
   1. Requested by course instructor/ course coordinator  
   2. Complete student at Risk form with referral for remediation  
   3. Student Remediation Contract may be completed  
F. Student Failure  
   1. Recommendation by CON Progression Committee  
   2. Remediation Contract individualized and identified by  
   3. Student’s advisor and appropriate program administrator  
   4. Contract for remediation placed in Student Record  
   5. Evaluation of remediation process to be completed

Key Components

(This is a non-exclusive menu or items to individualize from)

A. Skill Review/ Validation  
   1. Course specific skill modules and assignments  
   2. Practice lab  
B. Standardized Exam Online Programming  
   1. Practice Assessments and Tests  
      a. Assessment Series  
      b. Skill development and online DVDs  
C. Clinical Decision Making and Practice  
   1. Low and high-fidelity simulation  
   2. Course specific scenarios

Procedure:

A. Faculty Initiating Contract  
   1. Identify remediation components to the completes and timeline for completion  
   2. Attach a copy of Student Success form or Course Evaluation (if applicable)
B. Skill remediation and simulation to be scheduled in communication with CPL Lab Director and/or Simulation Coordinator
   1. Skill remediation and simulation may be scheduled with the CPL teaching assistant
   2. Skill validation may be scheduled with TA or course faculty
C. Evaluation of student performance in each identified remediation area to be completed by faculty or teaching assistant assigned to oversee student and attached to this contract. The evaluation should describe student performance in relation to relevant course objectives, as identified on the Student Success form.
D. Evaluation summary to be forwarded to course faculty, associate dean for program, as identified in the contract and to the Chair of Progression Committee.

Revised 1/22/2020
Seattle University College of Nursing

Student Plan for Success

Student: _______________________       Quarter: __________________________

Faculty: _______________________        Date: ___________________________

Course Number and Title: _____________________________________________

Student Advisor: ____________________________________________________

Student Success forms are completed by College of Nursing faculty when a nursing student’s course-related academic performance or unethical, unprofessional, or unsafe conduct puts the student at risk of course failure.

☐ Check if a Student Remediation Contract is required. Attach contract when available.

1. Student meets with faculty to discuss behavior requiring improvement and changes to meet course objectives. Student completes form and signs.

2. A copy of the completed and signed Student Success form is submitted to the designated CON staff for copying and distribution to (insert names where required)
   a. Faculty who originated the form: Name: ______________________________
   b. Course Coordinator, as appropriate: Name: ____________________________
   c. Student Advisor: Name: ___________________________________________
   d. Associate Dean for Undergraduate or Graduate Education as appropriate
   e. Student File (original form)
   f. Student (faculty member gives student copy during meeting)
   g. ROTC (circle if appropriate): Name: _________________________________
   h. Chair Progression Committee: Name: ________________________________

Faculty completes points 1 and 2 below.

1. Describe performance requiring improvement related to course objectives, requirements in syllabus, or expectations of professional conduct according to the Student Handbook.
2. Outline changes the student has made and changes needed to meet the course objectives, syllabus requirements, and/or expectations for professional conduct with a time line.
   Attach a contract for satisfactory performance, if indicated.

Student completes points 3 and 4 below.

3. Please check all the items below that are contributing to your academic performance.
   ☐ Time Management
   ☐ Too Many Absences
☐ Roommate Difficulties
☐ Juggling Work & School
☐ Health Problems
☐ Not Enough Communication with my Instructor
☐ Poor Study Habits
☐ Homesickness
☐ Courses are Difficult
☐ Poor Test Taker
☐ Family and/or Relationship Difficulties
☐ Other: Please Describe

4. Student Comments:

Signatures:

Faculty: ______________________________ Date: ______________________
I have read the form above. Student: ___________________ Date _____________

Advisor communicates/meets with the advisee and adds on original form in student’s academic file.

5. Advisor Comments

Advisor: ______________________________ Date: ______________________

Last updated: 1/22/20
Professional Licensure, Health, and Safety Records

Purpose:

The purposes of this policy are to (1) ensure that all College of Nursing faculty maintain current professional licensure and meet all standards of professional health and safety according to national and state standards; (2) meet clinical agency requirements for clinical practice supervision; (3) meet the Washington State Nursing Care Quality Assurance Commission requirements for faculty; and (4) facilitate College of Nursing requirements to maintain current records of faculty licensure, health, and safety.

Procedure:

1. Upon hire, full time faculty and part time clinical faculty must provide documentation for all health and safety requirements for the College or Nursing Clinical Passport. Faculty are required to maintain possession of their original records. The College of Nursing will not act as a source for health records. All requirements must be met prior to participation in patient care/clinical experience and may include, but are not limited to, the list below.
   - Washington State RN license
   - Washington State ARNP license (if indicated)
   - Current CPR certification in the American Heath Association: BLS Provider Course. Other CPR courses not accepted. Available at [www.chealthcare.com](http://www.chealthcare.com)
   - TB Screen (2 step TST 1-3 weeks apart or QuantiFRERON TB Gold Test within 12 months)
     - If TB positive the following additional records are required:
       - PPD Positive Date w/Induration
       - BCG documentation if applicable
       - Chest Radiograph Date with results
       - Clinical Exam Date
       - Prevention Rx if applicable
       - Completion of Annual Symptom Check Form
   - Hepatitis B Vaccination dates 1, 2, and 3 and positive titer date
   - TDAP (Tetanus, Diphtheria and Pertussis) Vaccination date within the past 10 years (Td not accepted)
   - MMR (Measles/ Mumps/ Rubella) Vaccination dates 1 & 2 or positive titer dates for all three components
   - Varicella Vaccination dates 1 & 2 or positive titer date (History of disease is not accepted)
   - Influenza Vaccination during the current flu season
   - National Background Report through CertifiedBackground.com (this is separate from SU employment report)
   - State Background Report through Washington State Patrol WATCH
2. Faculty are responsible for submitting all documentation by the clinical agency deadlines specified prior to any expiration dates. Faculty non-compliance will be reported to the Dean.

3. Fees related to the requirements specified in this policy with the exception of the CertifiedBackgrounds.com National Background report are the sole responsibility of the faculty and will not be reimbursed by the College of Nursing.

Reviewed and Revised 7/25/19 and Reviewed 1/22/20

Professional Liability Insurance

The University carries liability for the protection of the institution and faculty. This coverage holds for nursing care activities directly connected with clinical course requirements while supervising Seattle University nursing students in the clinical setting. However, it is strongly recommended that faculty purchase and maintain their own liability insurance at their own expense. Liability insurance carried by the University on behalf of faculty does not cover nursing practice activities. For example, care provided during an emergency to a patient not being cared for by a student is not covered under this policy. In addition, the University insurance policy does not cover nursing faculty while employed as a direct care provider. Therefore, faculty who seek concurrent or summer employment in nursing should obtain coverage through the hiring agency or personal insurance policies.
Reviewed 7/25/19

Occupational Exposure to Blood Borne Pathogens

Recommendations for prevention and for post-exposure management of occupationally acquired blood borne pathogens change rapidly. Faculty are referred to the pertinent links to the Center for Disease Control and Prevention Website.

Post-exposure Summary of Actions:

Occupational exposure may be an urgent medical condition and should be dealt with immediately after each occurrence. For some types of prophylaxis, treatment must begin within four (4) hours of the exposure. As a part of faculty/ course orientation, faculty members must talk with students about the need to report blood borne pathogen exposures (and other incidents) immediately when they happen. The same urgency applies for faculty (and staff) exposures- ALL exposures should be dealt with immediately.
For all exposures, the exposed person should immediately remove soiled clothing and wash the affected area with soap and water.

When made aware of an exposure incident, the faculty member should immediately initiate the procedures outlined below and complete the attached form, whether for a student or their own exposure incident.

A. Complete attached form entitled Report Form for Occupational Exposure to Blood Borne Pathogens

B. Link to institution/agency system for immediate management or exposure by one of the following agency designates: unit manager, infection control under coordinator, or other designated manager of OSHA standards compliance. The procedures and regulations of the hospital, clinic, or health care agency will prevail. Every question is important as the answers will help determine the best course of post-exposure follow-up for the exposed individual. Please make every effort to be thorough.

C. Immediately provide copies of report form to the exposed person, the facility contact, (as above), and the SUCON associate dean for the relevant program level (undergraduate or graduate)

D. Give informed consent to have your own blood drawn as soon as possible after the exposure for baseline information. (Note- you may postpone consent to HIV serologic testing, but it is vitally important that you consent to the immediate blood draw so that the option for later serologic testing is preserved.)

E. Link to your primary health care provider as soon as possible. IF you do not have immediate access to your private health care provider, you may identify yourself as SUCON faculty/student with a possible HIV/HBV exposure and access

   1. The emergency services at the site of the incident
   2. SU Student Health Center (SHC). Notification of the exposure needs to be as soon as possible if the student has SU health insurance or if it is decided to seek care at the SHC. If the SHC is not the primary care provider, there will be an out-of-pocket expense.

Resources:

A. Seattle/ King County Public Health HIV/ AIDS Control Program- Post-exposure Prophylaxis

   1. Primary contact during business hours: (206)263-2000 Press 5 for substantial exposure.

Seattle University College of Nursing

**Student/ Faculty Incident Report Form**

(If bloodborne pathogens exposure has occurred, refer to and follow King County Public Health Guidelines at kingcounty.gov/depts/health/communicable-diseases/hiv-std.aspx)
A student/faculty incident report is completed when any unusual event (such as falls, being struck by a patient, medication error) occurs which may cause harm to a student, faculty member, or client in the clinical setting or during any other course-related activity. The form should be completed as soon as the faculty member has knowledge of the event. The form is then signed by the required parties and immediately sent to the associate dean of the related program for processing.

Name of the Student/Faculty: _____________________________________________________

Date of Incident: ____________________________ Time of Incident: ____________________

Name of the Agency: _________________________ Agency Phone #: ____________________

Name of Agency Contact: ________________________________________________________

Exact Location of Incident: _______________________________________________________

Description of incident by faculty/student (who, what, where, when, and how). Do not include any patient identifiers.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Names and titles for all individuals involved in incident (i.e. Nurse Manager, physician). Do not include any patient identifiers.

______________________________________________________________________________

______________________________________________________________________________

Describe the treatment received:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Date of Treatment: ________________________ Treated at: ______________________________

By whom: _____________________________________________________________________

If not Treated, why not? __________________________________________________________

Signature of Student Completing Form: _______________________________ Date:_________

Signature of Faculty Completing Form: _______________________________ Date: _________

Signature of Agency Representative: _________________________________ Date: _________

(Individual to whom incident was reported)
Follow-Up Action Required:
(This section is to be completed by the appropriate program associate dean or designee) Student Interviewed

☐ Faculty Interviewed
☐ Education/Training Provided
☐ Reported to Agency’s Risk Management
☐ Reported to the Vice President/University Council (SU)
☐ Reported to Dean, College of Nursing
☐ Other

(Do not include any patient identifiers.)
______________________________________________________________________________
______________________________________________________________________________

Follow-Up Investigation and Suggestions for Improvement:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Additional Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature of Associate Dean: ________________________________ Date: ____________

Revised 1/22/20
College of Nursing Position on Abortion

Because Seattle University is a Catholic university, faculty and students do not participate in abortion procedures. Caring for a patient before or after an abortion is not prohibited. Reviewed 1/22/20

Guest Lecturers

The use of guest lecturers is at the discretion of the faculty. The use of a guest lecturer where a fee or honorarium is indicated requires pre-planning and consultation with the associate dean for the related program. Requests for honoraria should be made during the quarter prior to the scheduled guest lecture. For Fall quarter, requests may be made during the summer. Reviewed 1/22/20

Procedure on Minutes

Minutes of College of Nursing committees and task forces will be recorded, distributed, and filed according to the following guidelines:

Recording:

A recorder will be appointed for all meeting of the Faculty and Staff Assembly, College of Nursing standing committees, and special committees and task forces. Minutes are recorded on the standard “Minutes Form” available on the shared computer drive, or in hardcopy from administrative staff.

Distribution:

Minutes shall be distributed electronically to all members no later than one week prior to the next meeting for review and correction.

Filing:

After approval of minutes, the chair, or designee will post corrected minutes with agenda and attachments to the electronic folder on the T/drive. These documents will be posted as PDFs.

Confidentially:

Confidentiality will be maintained at all times in minutes related to sensitive issues concerning faculty and students. For information regarding the filing of confidential minutes, contact the chair of the specific committee. Reviewed: 01/22/2020
Guidelines for Office Hours

See Seattle University faculty responsibilities concerning office hours in Section III.E. Faculty Availability to Students and Colleagues in the Seattle University Faculty Handbook.
Reviewed 1/22/2020

Snow Closure Procedure

Seattle University Inclement Weather Policy and Procedure can be found on the Seattle University Public Safety website.
Reviewed: 01/2020

Faculty Travel to Clinical Agency

Faculty travel to clinical agency will be reimbursed between the university and clinical sites at a rate consistent with IRS regulations. Parking will be reimbursed only for activities related to clinical teaching and official College of Nursing business. Mileage forms must be completed and submitted to the dean’s office no later than one week after the official end of the quarter.
Reviewed 01/2020

Faculty Recruitment and Hiring

Hiring procedures for tenure track faculty in the College of Nursing will conform to those outlined in the Seattle University Faculty Recruitment and Hiring Policies and Procedures. After this please see Faculty Search Committee in this document.

Faculty Scholarship Opportunities

Seattle University and the College of Nursing promote faculty scholarship through awards, workload credits, and other support as available. For information on Faculty Fellowships refer to the Academic Affairs Funding Opportunities Website and the Office of Research Services and Sponsored Projects. For information on sabbaticals, please see the Academic affairs Policies and Procedures Website.
Updated 2/4/20

Faculty Development Funds
Purpose:

The purpose of the faculty development program in the College of Nursing is to provide support for professional growth consistent with the College of Nursing’s goals for teaching, service, scholarship, and clinical practice.

Types of Activities:

The program supports activities that advance faculty role development, including the following:

- Contributions to professional program sessions
- Attendance at professional workshops, conferences, and seminars;
- Enrollment in post-graduate courses that contribute to the school’s teaching missions;
- Participation in scholarly endeavors such as data entry or secretarial assistance, statistical consultation, and other consultations.

Types of Support:

Specific program support may include:

- Appropriation of funds or faculty release time;
- Procurement of material supplies such as software programs, supplies, and small equipment;
- Procurement of personnel services such as data entry or secretarial assistance, statistical consultation, and other consultation

Funding Opportunities:

The specific focus of faculty development activities will be determined by the Faculty Development Committee at the beginning of each academic year. Priorities for support are presentation of scholarship, curriculum development, professional area of faculty expertise, and lastly attendance at professional meetings.

Eligibility:

All full-time faculties may make requests for support. Adjunct faculty are not eligible for support. Faculty who hold full time appointments at Seattle University, of which at least 50% are in the College of Nursing, are also eligible. Faculty on sabbatical are eligible, but those on leave of absence are not eligible for support.

Allocation and Application Process:

Faculty Development Committee issues a call for Applications for funds six times per year. Twice in fall, twice in winter, and twice in spring. At the end of each quarter and after receipt of applications the committee reviews applications and makes recommendations to the Dean. The Dean determines the money allocated and notifies the executive assistant. The executive prepares a letter for the Dean’s signature advising all applicants of their award or the reasons for being declined. If approved the applicant must compete appropriate reimbursements forms found on
the CON “T” drive. These forms with original receipts, must be submitted to the Manager of Budget for reimbursement.

**Time Line:**

College of Nursing Professional Development funds must be spent by June 30th of the academic year in which they were awarded. All receipts and forms must be submitted to the Manager of Budget and Operations by June 15th of the academic year or within two weeks of the expense, whichever is later.

Reviewed 1/22/2020
Faculty Evaluation Policy and Procedures

Note: Refer to Seattle University Rank and Tenure Guidelines

Guidelines for Evaluation of Teaching

According to the Seattle University Faculty Handbook, “the primary role of each Seattle University faculty member is to educate students through excellence in teaching” (Section III. A). The Handbook further describes that a necessary condition of tenure at Seattle University is the individual’s demonstrated excellence in teaching (Section IV. A). This document sets forth guidelines for evaluation of teaching in the College of Nursing that provide clear direction in assembling evidence to document teaching excellence.

Criteria:

In keeping with the Seattle University Faculty Handbook (Section III. A.) and criteria for teaching excellence in the College of Nursing six criteria for excellence in teaching are recognized:

1. The excellent teacher is current in nursing theory and practice knowledge.
2. The excellent teacher facilitates and guides students in learning the methods of thinking, questioning, investigation, and reflection. Faculty engages students actively in learning, promoting an attitude of inquiry, and is open to multiple viewpoints. The excellent teacher uses a variety of assignments that enable students to practice and develop the thinking, writing, and practice skills of discipline.
3. The excellent teacher constructs an organized approach to student learning and presents the course plan and requirements in a syllabus. Through the syllabus, the teacher states clear expectations for students, sequences learning activities and assignments effectively, and uses appropriate and varied evaluation techniques. Faculty provides students useful, frequent, and timely feedback about their learning.
4. The excellent teacher is able to convey essential disciplinary knowledge to students using a variety of teaching approaches that address diverse learning needs and styles.
5. The excellent teacher is a role model for intellectual and scholarly activity in nursing through engagement in an active, scholarly life. Faculty models lifelong learning through raising questions and posing arguments critical to the discipline.
6. The excellent teacher treats all students with respect and creates an environment for students’ personal and professional growth. Faculty interact with students in a caring and inclusive manner and through concern for questions of values, justice, and faith, helps sustain the Jesuit ethos upon which the University is founded.

Based on the criteria above, the College of Nursing recognizes six elements important in the evaluation of teaching excellence:

1. Knowledge and skills in a specific area.
2. Demonstration of ability to design, sequence, and present effective teaching and learning experiences and strategies and use of valid and varied evaluation methods.
3. Ability to communicate clearly with learners, and facilitate learning by creating a safe, inclusive, and effective learning environment. This includes a demonstration of an attitude of inquiry and uses a scientific approach to problem solving in teaching-learning encounters in the classroom, laboratory, and clinical setting.

4. Preparation of course materials and syllabi that are consistent with program requirements; timeliness of feedback, effective use of class time; and responsiveness to student questions.

5. Evaluation of student work is provided in a thorough and timely manner.

6. Course coordination or demonstration of leadership to ensure that elements 2-4 (above) are met and participates in orientating and mentoring course faculty. As a team member, demonstrates collaboration, collegiality, cooperation, active participation in problem-solving and decision-making about course and student issues.

Evidence of Teaching Excellence:

The evaluation of teaching excellence is based on data from 1) self-analysis and reflection, 2) peers, 3) administrative reviews (i.e., annual performance appraisals and third year reviews), and 4) students’ quantitative and qualitative evaluations.

1. Self-analysis and Reflection. In all reviews pertaining to progress on the tenure track or towards promotion, faculty is expected to explicate a teaching philosophy and describe how their teaching contributes to fulfillment of the educational mission of the University. In all reviews, faculty must respond explicitly to patterns in any data source(s) that suggest areas for improvement and describe how these have or are being addressed. The latter requires response to previous administrative reviews suggesting areas for improvement.

2. Peer evaluation. Peer evaluations of probationary faculty are formative in nature. Therefore, faculty should respond to feedback in these evaluations in subsequent analyses of teaching. Peer evaluations for tenure track and tenured faculty seeking promotion will conform to the criteria set forth in the current version of the Seattle University Rank and Tenure Committee Guidelines for File Preparation and Presentation. Procedures for reviews in the College of Nursing are in place to address the unique characteristics of College faculty.

   o Annual peer evaluations are encouraged, and faculty must have three peer reviews of teaching in the two years prior to application for tenure or promotion. Faculty are encouraged to obtain reviews well in advance of their application for tenure or promotion, so the feedback can be used to improve teaching.

   o Peer reviews are conducted by tenured faculty holding rank at or above the level to which the faculty member aspires.

   o Seattle University Guidelines note peer reviews include classroom or clinical visitation, review of course materials, and grading patterns. A narrative report of the review must describe the review process, the reviewer’s observations, and recommendations for improving teaching quality.
Peer-reviews conducted in any other format or by ineligible reviewers are not accepted as adequate for the review of teaching for promotion and tenure purposes, with one exception. Peer reviews from non-nursing Seattle University faculty, or otherwise ineligible faculty who are known for expertise in particular areas of teaching may provide a peer review about that area. These reviews are considered supplemental to the required reviews and are encouraged to promote growth in teaching ability.

3. Administrative Reviews: Faculty seeking tenure and promotion are entitled to clear, accurate feedback about their teaching in relation to the expectations for teaching excellence at Seattle University and the College of Nursing. To this end, the College Rank and Tenure Committee provides written assessments of teaching based on files submitted for review at three and six years on the tenure track, and for promotion. The dean or dean’s designee writes assessments of faculty performance during the annual performance appraisal process each year. The three and six-year reviews and reviews for promotion are prepared by the Dean. Faculty seeking tenure or promotion are expected to respond to recommendations made in administrative reviews in their next annual review.

4. Student Evaluations: The file should include quantitative and qualitative data, along with an analysis of the trends, self-reflection, and plan for addressing areas needing improvement. The current course evaluation system in the CON gathers student evaluations for all courses in the college. Analysis of students’ evaluations in the file is as follows:
   - Probationary (tenure-track) faculty should provide data and analysis that addresses every course, every quarter during their time on tenure track.
   - Tenured faculty with a minimum of five years of successful teaching should provide data and analysis that addresses one course per quarter. For the tenured faculty seeking promotion, analysis should address every course, every quarter for the two years prior to application for promotion.
   - All faculty teaching should address student course rating for their courses.

Analysis

A thoughtful, thorough, yet succinct analysis of student quantitative and qualitative evaluations is expected. The quantitative analysis should emphasize the items that most address the course as a whole, including teaching effectiveness, and contribution of the faculty to the course. For the remainder of the items, the two items with the highest and the two items with the lowest rating should be addressed. The qualitative analysis of student comments should emphasize patterns in the data, and patterns suggesting both strengths and areas for improvement should be noted. A specific plan for addressing needed improvements should be described.

Additional Analysis and Teaching Evidence in File

Grading Patterns:
To facilitate CON Rank and Tenure Committee reviews of teaching, candidates should present a record of courses taught during each probationary year and should clearly present grades given by them in each course. Analysis and reflection on the grades are required (please see the CON Supplemental Guidelines for File Preparation in this handbook).

**Supplement Teaching Evidence:**

When preparing a file for review by the CON Rank and Tenure Committee, if necessary, teaching materials can be submitted in electronic format. It should include: Sample syllabus developed by the candidate; exams, student work highlighting faculty feedback; other teaching materials developed by the candidate.

Reviewed: 01/22/2020

**Presentation of Courses Taught - Example**

**Teaching**

List all courses taught by quarter during the past year (a major revision includes restructuring the course, not just rewriting or updating lectures).

<table>
<thead>
<tr>
<th>Quarter (F, W, Sp, Su)</th>
<th>Course Number # of Sections Taught # of students</th>
<th>Course Name</th>
<th>Team Taught (T) Individual Teaching (I) Course Coordinator (C)</th>
<th>Developed (D) Taught for 1st Time (T) Major Revision (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W ’10</td>
<td>NXXXXX 2 Sections 16 Students</td>
<td>APNI Med/Surg Clinical</td>
<td>I</td>
<td>T</td>
</tr>
<tr>
<td>W ’10</td>
<td>NXXXXX Lab 32 Students</td>
<td>APNI Med/Surg Lab</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>S ’10</td>
<td>NXXXXX Theory 79 Students</td>
<td>Pathophysiology</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>F ’10</td>
<td>NXXXXX 2 Sections 79 Students</td>
<td>Health Assessment and Intervention II</td>
<td>T</td>
<td>T, R</td>
</tr>
<tr>
<td>F ’10</td>
<td>NXXXXX 2 Sections 19 Students</td>
<td>Foundations of Professional Nursing</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>F ’10</td>
<td>NXXXXX 2 Sections 18 Students</td>
<td>Med/Surg I clinical</td>
<td>I</td>
<td>T</td>
</tr>
</tbody>
</table>
Undergraduate Course – Examples

NXXX Foundations of Professional Nursing: First quarter sophomore lecture/lab nursing course. Introducing students to nursing history, nursing theory, and professional practice using systems theory as a framework. Includes introduction to concepts of health, health promotion and protection. Development of critical thinking, cultural competence, communication, collaboration, and group process skills for professional relationships. Theory/lab course for 81 students. Multiple choice quizzes and final exam.

NXXXXX Promoting Wellness in Families: First clinical course in a new curriculum. Course number changed after the first year, and long-term care clinical I taught was increased from three to four weeks in length. Two consecutive groups of eight to ten students in a long-term care (nursing home) setting. Evaluation based performance and paperwork demonstrating supporting theory knowledge.

NXXXXX Health Assessment and Intervention II: Lab section of ten students teaching basic nursing skills. Evaluations based on performance is pass/fail.

Graduate Course - Examples

NXXXXX Concepts and Theories for Nursing: Graduate nursing core course analyzing nursing and other theories. Seminar discussion format with six students. Evaluation methods included short writing assignments, a group presentation, and a poster presentation.

NXXXXX Foundational Concepts and Skills for Nursing: First course in Advanced Practice Nursing Immersion, the new entry-level master’s program in nursing. Section of 10 students in their clinical practice experience in a long-term care setting. Evaluation based on performance and paper work indicating supporting knowledge for performance.

NXXXXX Health Outcomes, Wellness and Health Promotion Across the Life Span: I designed this course and wrote the syllabus teaching assignment was changed at the beginning of the quarter due to the illness of another faculty member. I will be teaching this graduate theory course examining outcomes of health care from a population perspective. There is also an epidemiology component in the course. There will be 19 graduate students in the course in Fall quarter. Evaluation is by short weekly or bi-weekly homework assignments and a final paper based on synthesis of earlier assignments.

Grade Distribution - Example

<table>
<thead>
<tr>
<th>[Year]</th>
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<tbody>
<tr>
<td></td>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>NXXXXX (T) N=168</th>
<th>NXXXXX (T) N=146</th>
<th>NXXXXX (T) N=158</th>
<th>NXXXXX (T) N=75</th>
<th>NXXXXX (C)** N=36</th>
<th>NXXXXX (T) N=6</th>
<th>NXXXXX (T) N=22</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19</td>
<td>4</td>
<td>45</td>
<td>11</td>
<td>8</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>A-</td>
<td>31</td>
<td>17</td>
<td>43</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>B+</td>
<td>30</td>
<td>36</td>
<td>36</td>
<td>20</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
**Grade given by me alone in long term rotation, since student total curse grades are combined with those of other instructors**

### Statement on Scholarship

#### Preamble

The following statement reflects the philosophical position of the Seattle University College of Nursing faculty about the meaning of scholarship in a teaching institution. How scholarship is operationalized and evaluated in the College of Nursing is described in other documents, including the Faculty Handbooks of the University and the College of Nursing. Readers are referred to University and College policies for Tenure and Promotion, and other statements on scholarship, the Guidelines for Scholarship in the College of Nursing Faculty Handbook.

#### The Meaning of Scholarship in a Teaching Institution

Nursing faculty members at Seattle University are expected to pursue activities in the areas of teaching, scholarship, and service. Each of these activities is valued as an important means of realizing the University’s mission of teaching and learning, education for values, preparation for service, and growth of persons. Although the relationships between expert teaching and professional nurses seem clear, the role and definition of scholarship at a teaching institution requires clarification.

Scholarly activity is one way in which nursing faculty members maintain expertise in their specialty field, sustain professional growth, and manifest their commitment to advancing nursing as an academic discipline. Scholarliness requires

1. Remaining current with the literature in the individual’s area of interest
2. Application and integration of research and theory in practice, education, and administration
3. Theory development and synthesis of knowledge to generate new ways of understanding client problems, the process of nursing education, and issues related to health care delivery. Contribution to nursing knowledge generate new avenues of inquiry and expand nursing’s theoretical and scientific base.
Scholarship is therefore seen as an important part of the nursing faculty role in achieving the Seattle University mission as well as a vital means of contributing to the profession. Scholarly work cannot be defined exclusively by listing acceptable products or outcomes, although a tangible product should result from scholarly activity. Activities that constitute scholarly work are characterized by certain qualities held to be of value in nursing and other academic disciplines. Scholarly work is creative in that it requires development of new perspectives and approaches to nursing problems. It is characterized by a process of systemic and sustained inquiry, using both traditional and innovative approaches. Scholarly work is public, because it is reviewed by experts in the field and results in an intellectual dialogue within the discipline. Finally, the outcome of scholarly work adds to the body of knowledge for incorporation into nursing theory and application to practice.

The Seattle University nursing faculty is a heterogeneous group with respect to educational preparation, type of appointment, and location on a career trajectory.Faculty members have widely divergent interests in relation to clinical specialties and practice areas. While faculty heterogeneity requires that expectations for scholarly work be individualized with regard to quantity and type, all full-time faculty members are expected to pursue scholarly activities. Finally, the outcome of scholarly work adds to the body of knowledge for incorporation into nursing theory and application to practice.

Reviewed 1/22/2020

Guidelines for Evaluation of Scholarship

High quality faculty scholarship provides essential support for the teaching mission of Seattle University Mission Statement. In keeping with the Mission, the University expects its faculty to give evidence of continuing scholarship and professional development. This section describes guidelines for presentation of active scholarship for candidates seeking promotion and tenure in the College of Nursing.

Evidence

Works considered evidence of a productive scholarly life include the following written or oral presentations in peer-reviewed venues. Other works may be considered, but if not listed here, a description of the nature of the scholarship is required. Faculty are encouraged to participate in other scholarly endeavors not on this list that contribute to knowledge dissemination (e.g., book chapters, clinical papers in non-refereed journals, educational materials or presentations), or represent service to the discipline (e.g. book reviews).

1. Article or chapter in peer-reviewed publication (either print or online). Such papers include (but are not limited to):
   - Data based research
   - Clinical practice (such as an evidence-based practice guideline or protocol)
   - Systematic review of the literature (see Institute of Medicine guidelines)
   - Health Policy
   - Theoretical or conceptual papers
o Pedagogical works

2. Presentations at major professional meetings. Papers and posters must be peer reviewed, or the presentation must be invited for a major symposium or similar session. The scholarly nature of the latter must be explained clearly. The presentation of scholarly work in annual/performance appraisals follows the format set forth in the CON Faculty Handbook.

3. Grant applications are one aspect of recognized scholarly work but must not stand alone as scholarly work. The grant must include supported works or published outcomes related to the grant. Faculty should include a first page summary of the grant application as evidence of grants submitted. The CV should reflect the grant title, PI, amount requested, funding agency, and if successfully funded, amount awarded.

**Evaluation of Scholarship**

**Timeline**

Faculty on the tenure track, anticipating application for advancement in rank are advised to develop a written plan for scholarly work including a timeline for dissemination. This timeline should be developed within the first year of hire, with the assistance and feedback of the faculty mentor and/or associate dean. The ongoing tenure file should contain a future timeline for sustained scholarly work. Members of the Rank and Tenure Committee can assist candidates in developing realistic plans.

**Quality**

The evaluation of the quality of published works is determined by the peer review processes of scholarly publications and meetings to which they are submitted. For publications and presentations of a highly specialized (e.g., content outside of most faculty members’ knowledge or expertise) or unusual or innovative nature, candidates are encouraged to describe the review process and intended audience to increase readers’ understanding of the significance of these works. Scholarship, consistent with the CON Statement of Scholarship that precedes this section, should be creative, ongoing/sustained throughout the tenure-track timeline, public, and add to the body of nursing knowledge or a faculty’s primary knowledge domain. Faculty should identify the quality and impact factor of the journal in their file.

**Quantity**

As described above, evaluation of the quantity of products is based in part on the candidate’s adherence to a written plan. Products may take a variety of forms. However, any combination of products must include at least one published article every two years while on tenure track. For faculty who have an accelerated tenure track timeline, there should be two published articles within the time frame on tenure track at SU. These published articles should be in refereed journals. The faculty should be first author on at least one published peer-reviewed article prior to application for tenure.
Presentation of evidence for scholarship in applications for promotion and tenure should follow the guidelines described here:

1. Plan for scholarly activity and productivity
2. Summary and reflection on achievement in relation to the plan
3. Third and sixth year candidate files should include copies of the publications. The six year review file and files for promotions to full professor should include copies of the two or three most important works published during the period being reviewed
4. Third or sixth year files, or files for promotion to full professor, should include a discussion of the quality of the journal ranking or impact factors.
5. The third and sixth year file should include data on number of times their work have been cited to support the criterion of building the body of knowledge.
6. The Rank and Tenure Committee acknowledges the very long lag times until publication in top nursing journals (10-14 mo.), and thus requires evidence of submission and acceptance of works for file reviews. In the absence of published papers in journals with lag time between acceptance and publication, letters of acceptance are required.

Reviewed 01/22/20

Guidelines for Evaluation of Service

Faculty at Seattle University are committed to excellence in teaching and advising, to scholarly activity, and service. Full time faculty are expected to participate in University governance through faculty and committee activities and some part-time faculty may also participate in such activities when specified in an individual Letter of Agreement. Participation in faculty meetings within the College is required, and full-time faculty also serve on University committees, participate in academic planning, and assist in the governance of the University. In addition, faculty are encouraged to participate in civic and community service emblematic of the University’s mission, or that enhance the prestige of the University.

Introduction

In accordance with the University standards, the College of Nursing mission, and the real work demands in a small college with a complex educational mission, nursing faculty are expected to participate in a variety of service activities. The goals for service by individual faculty include:

1. The delivery of the College’s educational mission through committees supporting that mission,
2. Sharing nursing’s unique perspective in University governance and University life
3. The profession by active participation in professional organizations
4. The health of the community through active participation in civic and community organizations
5. Participation in service activities also role modeling professional behavior for students.

Evaluation of Service
Based on University guidelines for service and College of Nursing needs and values, and consistent with the goals stated above, faculty members participate over time in service at the College, University, professional, and community levels. The quality of participation, evidenced by substantive, documented accomplishments, is more important than the number of commitments. Emphasis is also placed on collegiality and on balance in service over the period of review (six year for most probationary faculty, other formal reviews or annual performance appraisal for others). Collegiality in this context means that everyone contributes their “fair share” of service in support of the College and University missions, and that participation is characterized by a spirit of cooperation and collaboration.

Service activities should reflect a progressive increase in responsibility and leadership over time. A typical pattern for probationary faculty is member of a College standing committee in the first two years, chair of a small ad hoc committee or task force beginning in years two-four and chair of a standing committee beginning in years three-six. A similar pattern of service to the University is a member of a committee with a lighter work load in years one-three, and chair of such a committee, or member of a major University committee or one with a heavy workload (e.g., Academic Assembly, Sullivan Scholarship Committee) beginning in years three-six. These are examples and do not represent absolute requirements. Long term, non-tenure track faculty are expected to participate in College and University service following approximately the same pattern, though the timeline may differ because of the year-to-year nature of their appointments. Tenured faculties maintain active participation in service activities, though these may change in nature or amount due to accumulated experience and expertise assumed to have been gained throughout a career. All faculties are strongly encouraged to contribute meaningful service to the nursing profession and community to meet the goals stated above.

Evidence

The presentation of service activities in annual performance appraisals follows the format set forth in the CON Faculty Handbook. Presentation of evidence for service in applications for promotion and tenure should follow the guidelines described here:

1. Summary statement and reflection on accomplishments of service activities in the context of the University and College missions.
2. Clearly identify activities normally considered service for which work units, release time, or salary are awarded. Assignment of work units or release time does not necessarily negate the value of the activity as service. However, assigned committee membership and other work that is part of an administrative position or other formal arrangement may not be considered service.
3. Letters of support or testimonial are not included unless requested by the CON Rank and Tenure Committee.

Reviewed 1/2020
Third Year Review for Promotion and Tenure

Purpose

A formal process to evaluate progress toward tenure and promotion. Candidates on the tenure track will be assisted in setting goals to achieve a positive outcome in their application for tenure and promotion. The third-year review is seen as providing formative assessment. It is designed to provide feedback to faculty members as they move toward the summative evaluation required for tenure and promotion. It is expected that annual evaluations and the third-year review will reflect incremental progress toward meeting the criteria for tenure and/or promotion.

Eligibility

Faculty in the third year of advancement toward tenure and promotion.

Procedure and Timeline

The third-year review takes place in Fall after six quarters of teaching.

October 1: This is the deadline for faculty members in the third probationary year to initiate a review by submitting a letter of intent to the Chair of the College of Nursing Rank and Tenure Committee.

October 15: Faculty candidates submit file to Chair of College of Nursing Rank and Tenure Committee or chair’s designee. In preparing and presenting a personnel file for formal review, faculty members should follow, as closely as possible, the most current Guidelines for File Preparation and Presentation published by the Provost and guidelines of the CON Rank and Tenure Committee found in the SU college of Nursing Faculty Handbook

January 1: The committee will give the dean a written review of the faculty who submitted files for third year reviews. It is the responsibility of the faculty who are reviewed to contact the dean to receive and discuss their third-year committee review, consistent with University policy. The committee recommends that faculty contact the dean as soon as possible after January 1 to receive and discuss the committee’s review.

Review Structure

The College of Nursing Rank and Tenure Committee will serve as the initial reviewer for faculty seeking tenure and promotion. The goals of the review are to: (1) provide constructive feedback to strengthen file preparation; (2) state clearly whether a candidate’s file is ready to move forward in application for tenure and/or promotion. In concluding these reviews, the Rank and Tenure Committee will follow procedures set forth in the current Seattle University Faculty Handbook.

Reviewed: 01/2020
Sixth Year Evaluation for Promotion and Tenure

Purpose

A formal process to evaluate faculty candidates for tenure and promotion. The review results in a confidential recommendation to the Dean of the College of Nursing regarding tenure and promotion.

Eligibility

Faculty in the sixth year of advancement toward tenure and promotion.

Procedure and Timeline

May 1. By May 1st of the academic year prior to the tenure decision, the candidate will initiate a review by submitting a letter of intent to the chair of the College of Nursing Rank and Tenure Committee. In addition, the candidate will provide the Rank and Tenure Committee with a list of at least five to ten potential evaluators. The list should include the name, association and contact information of each prospective evaluator. A description of the expertise, rationale and/or relationship that warranted that person’s nomination as a reviewer should also be included. After receiving the list of potential evaluators, the Rank and Tenure Committee will choose the evaluators who may come from the list of potential evaluators supplied by the candidate. The intent of the external evaluations is to provide additional information to be considered regarding the quality of the scholarship as a portion of the overall file. Evaluators will be instructed to review scholarship in light of the Seattle University and College of Nursing Guidelines for tenure and promotion.

Qualifications of External Evaluators

Evaluators must have established scholarly credentials within the pertinent field. Evaluators will ordinarily be faculty members at an accredited school of nursing, although in some cases may include colleagues from other institutions/organizations as the most appropriate evaluators for certain areas of scholarship. Candidates should keep in mind the advice from the University Rank and Tenure Committee that “the credibility of the external evaluation is directly linked to the independence of the evaluator.” That candidate may not include their doctoral dissertation, postdoctoral advisors, co-authors or co-principle investigators as potential reviewers. External evaluations of scholarship will not be anonymous and candidates may read their external reviews with identifiers removed.

June 1. The Candidate is responsible for assembling the appropriate materials to be sent to the reviewers for evaluation. The deadline for assembling these materials in June 1st. These materials include:

- The candidate’s curriculum vitae.
- Examples of the candidate’s scholarly work. Various kinds of materials can be provided as examples of the candidate’s scholarly work including, but no limited to, published
journal articles, conference proceedings and abstracts, published books or book chapters, manuscripts under review or in preparation, grant proposals, and patent applications. The examples of scholarship should be clearly identified as published, accepted, or in process.

- The candidate’s Statement of Scholarship. Candidates should also address the quality of the journals in the statement of scholarship, provide context for the candidate’s scholarly achievements, as well as outline a path towards continued scholarship at Seattle University.
- Materials should be submitted electronically to the chair, scanned in as pdf files. The Seattle University College of Nursing guidelines on scholarly expectations for promotion and tenure will be included in the materials sent to external evaluators.

**October 15.** Faculty candidates submit their file to the Chair of the College of Nursing Rank and Tenure Committee. [Note: In preparing and presenting a personnel file for formal review, faculty members should follow as closely as possible Rank and Tenure File Preparation Guidelines.]

**Review Structure**

The College of Nursing Rank and Tenure Committee will serve as the initial reviewer for faculty seeking promotion. In conducting the review, the Rank and Tenure Committee will follow the procedures set forth in the current Seattle University Handbook.

Reviewed: 01/2020

**Evaluation for Promotion of Tenured Associate Professor to Full Time Professor**

**Purpose**

A formal process to evaluate tenured associate professors for promotion to full professor. The review of faculty results in a confidential recommendation regarding tenure and promotion to the Dean of the College of Nursing.

**Eligibility**

Faculty with an earned doctorate. Minimum of four years, normally at Seattle University, of successful teaching experience as an associate professor prior to the time for promotion. Evidence of sustained excellence in teaching and a sustained record of significant scholarly and professional activity. Evidence of sustained service and leadership at the College and university levels.

**Procedure and Timeline**

See the same timeline and procedure described for associate professor. The file should contain at least three peer evaluations or teaching from the past two years. Peer evaluators should normally be tenured faculty members, with rank equal or higher to the candidate.
The file should contain at least three evaluations of scholarship from peers outside the university who can speak to the quality and significance of the candidate’s scholarly work. The Rank and Tenure Committee will choose the evaluators who may come from a list of potential information to be considered regarding the quality of the scholarship as a portion of the overall file. Evaluators will be instructed to review scholarship in light of the Seattle University College of Nursing guidelines for tenure/promotion.

**Qualifications of External Evaluators**

Evaluators must have established scholarly credentials within the pertinent field. Evaluators will ordinarily be faculty members at an accredited school of nursing, although in some cases may include colleagues from other institutions/organizations as the most appropriate evaluators for certain areas of scholarship. External evaluations of scholarship will be anonymous and candidates may read their external reviews, with identifiers removed.

**Review Structure**

The College of Nursing Rank and Tenure Committee will serve as the initial reviewer for faculty seeking promotion. In conducting the review, the Rank and Tenure Committee will follow the procedures set forth in the current Seattle University Handbook.

**Supplemental Guidelines for Review, Promotion, and Tenure**

**Purpose**

To provide specific supplemental guidance to assist faculty in preparing materials for reviews in the promotion and tenure process.

**General Information**

1. Candidates should consult the current versions of the following documents as they prepare their files for review
   - College of Nursing Faculty Handbook
   - Seattle University Faculty Handbook
   - Seattle University Rank and Tenure Committee Guidelines for File Preparation and Presentation
2. Candidates should consult their mentors for assistance as they proceed through the tenure process.
3. Plastic folders should not be used for individual pages or to hold reprints or other multi-page documents
4. Candidates should type their review material in 12 point font.
5. Few original materials are required. It is best for candidates to keep original documents and to include photocopies of documents in the file for review. Do not include copies of licenses.
6. Candidates should be familiar with review deadlines. The College of Nursing Rank and Tenure Committee has the right to refuse to read applications that come in after the deadline.

7. When identifying a license or certificate, provide all data inclusive of expiration date, except do not state license number.

Sections of the File

The file presented for review to the College of Nursing Rank and Tenure Committee should consist of the following sections:

I. CURRICULM VITAE AND STATEMENT OF QUALIFICATIONS
   a. One current, comprehensive CV must be included with the file. It should be organized according to the CON CV format and congruent with other file material. Complete data must be provided for scholarly activities (e.g., date and locations of conferences, volume and pages of articles in APA format)
   b. Statement of qualification should be between 3-5 pages in length and congruent with the expectations outlined in the most current SU Guidelines for File Preparation

II. Supervisory Acts
   a. This section has two parts, as described in the SU Guidelines for File Preparation
      i. College Rank and Tenure Committee Actions and Recommendations (referred to in the SU documents as “School Personnel Actions and Recommendation”). This part includes the major evaluations (third and sixth year).
      ii. Dean’s recommendations, which includes major reviews by the dean and all annual reviews. The faculty’s annual self-evaluation is not included

III. Prior Reviews

IV. Supporting Documents
   a. Teaching
      i. The statement on teaching should be approximately 2-3 pages in length
      ii. This section should include an analysis of courses, showing course trends over the period under review by the committee.
      iii. Candidates need to provide an analysis of their grading patterns for their courses and from the dean’s administrative assistant. An analysis of the grading patterns needs to be presented in the file. Faculty are encouraged to retain all their own grades and to present an analysis of their grading patterns. Contact your faculty mentor for support in this.
      iv. Faculty applying for tenure and promotion to Associate Professor should submit a complete set of student course evaluations (quantitative and qualitative) for each course and each quarter taught. These should be organized chronologically by course. Faculty should include analysis and discuss the evidence in the file that they have responded to student
evaluations. Faculty applying for promotion to full professor should submit student evaluations for each course each quarter for the previous four academic years, as specified in the SU Faculty Handbook.

- Additional Teaching Materials: Include in the file a maximum of two examples of student work that includes your feedback to the student. Student names should be redacted. The feedback should be representative of your communication and guidance to student. The candidate should include a sample syllabus that they have developed. If they syllabus is a revised one, clearly indicate the areas of significant revision.
- Teaching includes advising and course coordination, and should be addressed in this section of the file.

b. Scholarship

- Statement on scholarship should be approximately 2-3 pages in length. For those applying for tenure and promotion to Associate Professor, the primary focus should be work that has been done during the tenure timeframe and future goals.
- Scholarly activities in the narrative must match the activities on the CV.
- For grants, send only a copy of the face sheet and Executive summary, not the full grant unless specifically requested to do so.
- Candidates should pay particular attention to classifying items correctly (e.g., book reviews are not peer-reviewed publications and should not be categorized as such).

c. Service

- Statement on service should be approximately 1-2 pages in length.
- When including a service activity in the file, include the specific contribution made in the activity.

d. Practice

- If the faculty has received work units for practice, a statement and evaluation of practice is required.

e. Other

- If a candidate has been granted years towards tenure from another University, the College of Nursing Rank and Tenure Committee will review materials from the other University that cover those specific years for which the faculty is given credit. These years will be consecutive and immediately prior to hire at Seattle University.

Promotion of Instructors to the Rank of Senior Instructor

The purpose of these guidelines is to establish a policy and procedure for evaluation and promoting full-time, non-tenure-track instructors in the CON. These colleagues are subordinate
to University policies, and are subject to the approval of the CON Rank and Tenure Committee, the CON Dean, and the Provost.

**Eligibility to Apply for Promotion**

1. Instructors are eligible to apply for promotion to Senior Instructor in their fifth year of service at rank with promotion taking effect the following year. Denial of promotion does not necessarily constitute termination. Individuals can reapply for promotion three years after the denial.
2. In order to be considered for promotion, an instructor must have participated in at least four annual performance reviews and submitted their annual review materials consistent with CON policies and guidelines.
3. Within the two years prior to review for promotion, an instructor must have at least two peer reviews of teaching effectiveness, conducted by CON faculty members who are tenured (at the associate or professor levels) or hold the rank of senior instructor.

**Criteria for Promotion to Senior Instructor**

Criteria for promotion to the rank of senior instructor are delineated in three areas:

1. Criteria for evaluation of teaching excellence
2. Criteria for evaluation of contributions to service
3. Criteria for associated with maintaining professional qualifications and continuing professional development.

**Process for Promotion to Senior Instructor**

In order to be considered for promotion, the candidate should prepare a dossier that provides evidence of meeting criteria in the three areas of teaching, service, and professional qualifications.

The dossier includes:

1. An up-to-date Curriculum Vitae (CV) in College of Nursing format
2. Written statements associated with criteria for teaching and service, including:
   a. Annual performance reviews from the most recent four years
   b. At least two peer reviews, as described under criteria for teaching
   c. Analysis of student course evaluations, as described under criteria for teaching
   d. Supplemental teaching evidence, as described under criteria for teaching.

**Process Timeline**

**October 1:** An instructor who wishes to be a candidate for promotion to senior instructor must communicate their intent in writing to the Dean and the Chair of the Rank and Tenure by October 1. The Chair of Rank and Tenure will reply with written confirmation of receipt of the instructor’s communication of intent to be reviewed (cc: Dean and Provost’s Office).

**November 1.** The instructor submits the dossier to the chair of R&T.
**February 1:** The Rank and Tenure Committee completes its review. The Chair of the Rank and Tenure writes a letter to the Dean that includes a summary of the committee’s evaluation and a recommendation regarding promotion.

**February 20:** The Dean completes his or her letter of recommendation to the Provost.

**March 20:** The Provost makes the final decision regarding promotion.

Reviewed: 01/2020

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**Criteria for Promotion to Senior Instructor**

**Criteria for Evaluation of Teaching Excellence**

The College of Nursing recognizes the following criteria for excellence in teaching. The excellent teacher:

1. Maintains current knowledge and skills in areas relevant to teaching and clinical supervision.
2. Conveys essential disciplinary knowledge to students using a variety of teaching approaches that address diverse learning needs and styles.
3. Facilitates and guides students in learning the methods of critical inquiry, questioning, investigation, reflection, clinical practice, discernment, and argument in nursing. Engages students actively in learning, promotes an attitude of inquiry, and is open to multiple viewpoints. Uses a variety of assignments that enable students to practice and develop the thinking, writing, and practice skills of the discipline.
4. Prepares course materials and syllabi consistent with CON requirements. Course syllabi demonstrate the teacher’s ability to communicate clear expectations, sequence learning activities and assignments effectively, and use appropriate and varied evaluation techniques.
5. Provides useful, frequent, and timely feedback to students.
6. Models lifelong learning and is a role model for intellectual activity and contributions to the profession of nursing.
7. Treats all students with respect and creates a safe and effective environment for students’ personal and professional growth. Interacts with students in a caring way, and through concern for questions of values, justice, and faith helps sustain the Jesuit ethos upon which the University is founded.
8. Is an effective team member; demonstrates collaboration, collegiality, cooperation, active participation, and problem solving related to course and student issues.
9. Demonstrates leadership in ensuring course and program quality and orienting/mentoring course faculty (if serving as Course Coordinator).

**Materials to Submit, as Evidence of Teaching Excellence**

A written self-analysis and reflection on teaching excellence (limit to five pages, double spaced). Candidates for promotion to senior instructor should explain their teaching philosophy and
describe how their teaching contributes to fulfillment of the educational mission of the University. Data on teaching effectiveness, areas of strength, and areas for improvement should be summarized from various sources (e.g. peer reviews, student evaluations, and administrative annual appraisals). The self-reflection should include plans for continuing development of excellence in teaching.

1. Peer reviews of teaching effectiveness are conducted within two years of application for promotion by CON faculty members who are tenured (at the associate or professor levels) or who hold the rank of senior instructor. Peer reviews should be acquired from at least two different faculty members. Peer reviews include classroom and/or clinical visitation by the reviewer as well as an evaluation of course materials and grading patterns. A narrative report is prepared by the peer reviewer and should include
   a. Description of the review process and teaching methods used;
   b. Reviewer’s observation of instructor’s teaching effectiveness
   c. Reviewer’s recommendations for improving teaching quality

   • The applicant for promotion should respond to peer reviewer feedback and describe plans for improvement consistent with reviewer recommendations.

2. Supplemental peer reviewers may be included but are not counted toward the two required reviews:
   a. Peer reviews conducted in any other format
   b. Peer reviews from non-nursing Seattle University faculty, or otherwise ineligible faculty who are known for expertise in particular areas of teaching.

3. **Annual performance appraisals from the most recent four years.** Faculty seeking promotion are entitled to clear, accurate feedback regarding their teaching in relation to the expectations for teaching excellence at Seattle University and the CON. Faculty are expected to submit annual review materials consistent with CON policies and guidelines. The Dean, or designee, provides written assessments of faculty performance during the annual appraisal process. Faculty are expected to respond to recommendations made in these administrative reviews through developmental plans incorporated in their annual review. Instructors seeking promotion submit at least the most recent four annual appraisals and developmental plans as part of their dossier

4. **Students’ quantitative and qualitative evaluations of courses taught.** The dossier should include quantitative and qualitative data, along with a narrative analysis of trends, self-reflections, and plans for addressing areas needing improvement. The current course evaluation system in the CON gathers student evaluations for all courses in the college. Candidates for promotion to senior instructor should provide student evaluation data and their analysis of this data from each course taught over a period of at least four years. A thoughtful, thorough, yet succinct analysis of student quantitative and qualitative evaluations is expected.

   • Analysis of student evaluations should address student rating on **at least the following items:**
a. Overall course
b. Instructor’s contribution to the course
c. Overall instructor effectiveness
d. Two highest rated items per course
e. Two lowest rated items per course.

A graph that displays trends in student ratings for items a, b, and c (above) is recommended. A narrative analysis should accompany the graph. In addition to describing trends displayed in the graph of items a, b, and c, the narrative should include discussion of trends observed in high and low rated items across courses taught over at least the most recent four-year period. A qualitative analysis of student comments is also expected and should emphasize patterns of responses that suggest both strengths and areas for improvement. A specific plan, that describes consultations sought to improve teaching effectiveness, and activities completed in response to this consultation should be discussed.

5. **Course grading patterns.** To facilitate review of teaching, the candidate for promotions to senior instructor should present a record of courses taught during at least the most recent four-year period and grades given in each course. Analysis and reflection on the grading patterns is required. Grades should not be connected to any student names or identifiers.

6. **Supplemental teaching evidence.** Submission of the following supplemental teaching materials is encouraged.
   a. Sample course syllabi developed by the candidate;
   b. Course exams;
   c. Student (names removed) work highlighting faculty feedback; and
   d. Other teaching materials developed by the candidate.

**Criteria for Evaluation of Contributions to Service**

The College of Nursing recognizes the following criteria for contributions to service. Service to the College, the University, the Profession of Nursing, and the Community includes participation in:

1. The delivery of the educational mission through service on CON committees;
2. Academic planning and evaluation as a member of a course and program team;
3. CON departmental and faculty assembly meetings;
4. Fostering a climate of collegiality, collaboration, and cooperation within the CON;
5. Student advising as assigned;
6. Service on college and university level committees;
7. University activities, sharing the nursing perspective and representing the CON at major university events such as SU convocation and commencement;
8. Service to the profession. (An extensive list of professional memberships is not necessary, but participation in activities that advance the profession of nursing is expected.); and
9. Service to the community through civic and community organizations or activities.

**Materials to Submit, as Evidence of Service**

Faculty service activities are included in materials provided for the annual performance appraisal process (see guidelines set forth in the CON Faculty Handbook). Presentation of evidence for service in application for promotion should include:

- A written summary and reflection on contributions to service in the areas delineated (limit to 5 pages, double spaced).
- Contributions to service involve more than membership. Instructors should identify specific contributions made to the work of CON and University committees, course teams, departments and programs; professional organizations; student activities; student activities; and civic or community events and activities. Letters of support or testimonials are not necessary unless requested the R&T.
- Updated CV.
- Highlighted Service components in development plants from Annual Performance Appraisals.

**Criteria for Commitment to Maintaining Professional Qualifications and Continuing Professional Development**

The College of Nursing recognizes the following criteria for maintenance of professional qualifications and continued professional development:

- Maintains current licensure and certification appropriate to areas of teaching and clinical supervision;
- Submits an updated CV with each annual performance review; and
- Participates in continuing professional development activities to assure current knowledge and skills in areas of teaching and clinical supervision.

**Materials to Submit, as Evidence of Professional Qualifications and Development**

Updated CV in CON format.

Reviewed 1/22/2020

**Annual Faculty Performance Evaluation**

The College of Nursing is committed to excellence among its faculty. As a way to assess faculty strengths and areas for growth, and for personnel decisions, an annual performance evaluation is conducted with all faculties. Each faculty member is an integral part of the evaluation process,
preparing his/her own file for review and receiving feedback on the outcome of the evaluation. The categories evaluated are:

- Teaching; Academic Competence; Advising. All faculty are expected to be competent regardless of rank; any differentiation by rank is not necessary.
- Service- Faculty competence is evaluated by rank.
- Scholarship- Faculty competence is evaluated by rank.
- Practice- Faculty competence is evaluated for faculty who are required to engage in clinical practice, or who negotiate with the dean to have practice included in their performance appraisal.
- Personal professional goals- Goals are written annually for the upcoming year and the previous year's goals are evaluated annually.

**Annual Faculty Performance Evaluation Procedure**

Content of the review:

- Self-evaluation (summary and rating) of performance by faculty member in each role category: teaching, scholarship, service, clinical practice (when indicated)
- Supporting materials for teaching role: peer review of teaching; student ratings
- Other supporting materials; e.g., publications, assessment of clinical practice
- Updated curriculum vitae in the Seattle University College of Nursing format
- Optional: Peer evaluation of performance by one faculty colleague in each role category
- Dean’s or designee’s evaluation (summary and rating) of performance

Procedure for performance review:

- Each faculty member completes the Annual Faculty Appraisal and Development
- By the deadline (which is specified annually by the Dean – typically in late January / early February).
- At the start of Winter Quarter, Faculty Development will send a call for submission of performance appraisals to all faculty.

Procedure for peer reviewers:

- Peer reviews of annual performance are requested by individual faculty from among their faculty peers.
- In the case of tenured faculty requesting a review, peer reviewers should be colleagues holding equal or higher rank than the tenured faculty reviewed. Peer reviewers for tenure track faculty should be tenured faculty.
- Peer Reviews are documented using the College of Nursing from located in the Forms file located on the College of Nursing shared drive.
Procedure for resolving issues that may arise in review of full-time faculty on annual contracts.

- Disagreements between the faculty member and dean regarding the Annual Performance Appraisal may be appealed according to the Faculty Grievance Procedure described in the Seattle University Faculty Handbook.

Annual Faculty Self-Appraisal and Development Plan - Tenured and Tenured Track

Purpose

This annual evaluation and development plan has four purposes:

- To assess teaching performance during the most recent calendar year;
- To provide ongoing documentation necessary for three-year tenure reviews of rank and tenure files; and post tenure review.
- To provide a guide for self-development plans and activities.
- To provide data for the College of Nursing Evaluation Plan for continuing re-accreditation.

Instructions

- Curriculum Vitae: Attach an updated curriculum vitae to this evaluation using the CON CV format. Highlight activities from current year (see specifics below).
- Teaching: List all courses taught by quarter during the past year. A “major revision” means restructuring the course, not just rewriting or updating lectures or syllabus.

<table>
<thead>
<tr>
<th>Course #</th>
<th># of Sections taught</th>
<th>Course Name</th>
<th>Team (T)</th>
<th>Individual (I)</th>
<th>Course Coordinator (C)</th>
<th>Developed (D)</th>
<th>Taught for 1st Time (T)</th>
<th>Major Revision (R)</th>
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- Student Supervision: List number of advisees (identify graduate/undergraduate) Scholarly projects: (identify your role- chair or reader) List student name and title of project.
• Report of Teaching Quality:
  • Discuss any contributions or changes you made to course design and quality: i.e. a major change to course syllabi, organization, Canvas site, assignments, or exams.
  • Attach student course ratings and comments with a brief (one page) analysis of these. Include: class size, student response rate, range of rating and address the high and low ratings. To assist with preparation of tenure file, tenure track faculty should report grade distribution for the courses taught annually and discuss rationale for distribution variance.
  • Peer evaluations: Attach a peer review of teaching performance in the first year of teaching, and then every two years. Tenure track faculty should follow CON faculty handbook guide-lines for peer evaluation. Annual peer reviews for tenure track faculty are strongly recommended.
  • Team teaching or graduate faculty: If you are teaching in a team or in ARNP track, include evaluations by course coordinators, course teaching team members, or track lead, as appropriate.

Scholarship

• CV lists publications, research activities, and presentations. Highlight activities from current year.
• Evidence of progress on works in process may be requested by the dean. Optional: Attach an example of scholarly work.

Service

• CV lists and describes service activities and engagement within the CON, university, profession and community. Do NOT include meetings such as Faculty Staff Assembly, graduation, convocation(s) etc.
• Highlight these activities from current year on the CV.

Practice

• CV lists and describes clinical practice activities. Highlight activities from current year.
• Attach assessment of your practice (self - or external assessment). Document FTEs spent in clinical practice.

Faculty Development

• CV lists activities undertaken to build/maintain expertise in your faculty roles during the past year.
• Highlight activities for current year.

Awards and Honors

• CV lists and describes awards and honors, highlight the awards for the current year.

Development Plan
Reflective summary and evaluation of progress you made toward goals for teaching (and advising), scholarship, service, and clinical practice identified in last year’s development plan. Be concise.
Identify one specific outcome (measurable, time-delineated) and an action plan improvement in each category.

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<thead>
<tr>
<th>Area</th>
<th>Outcome</th>
<th>Action Plan</th>
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<td>Practice (if indicated)</td>
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Faculty Name:

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<th>Area</th>
<th>Faculty Self-Rating- Circle one rating for each category</th>
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<tr>
<td>Teaching</td>
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<tr>
<td>Practice (if indicated)</td>
<td>Exceeds expectations&lt;br&gt;Meets expectations&lt;br&gt;Below expectations</td>
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Faculty Signature

Dean (or designee) Signature

Date

Reviewed 1/22/20

Date
Annual Performance Evaluation Policy - Non-Tenure Track Faculty (Full time)

The College of Nursing is committed to excellence among its faculty. As a way to assess faculty strengths and areas for growth, and for personnel decisions, an annual performance evaluation is conducted with all faculties. Each faculty member is an integral part of the evaluation process, preparing his/her own file for review and receiving feedback on the outcome of the evaluation. The categories evaluated are:

- Teaching; Academic Competence; Advising. All faculty are evaluated for competence annually regardless of rank;
- Service- Faculty in non-tenure track full-time positions will be evaluated annually on service contributions to the CON.
- Scholarship- Non-tenure track faculty are encouraged but not required to participate in scholarly activities.
- Personal professional goals- Goals are written annually for the upcoming year and the previous year’s goals are evaluated annually.

Content of the Review
- Updated CV
- Self-evaluation (summary and rating) of performance by faculty member in each role category: teaching, scholarship, service, clinical practice (when indicated)
- Supporting materials for teaching role: peer review of teaching; student ratings
- Optional supporting materials: e.g., publications, self-assessment of clinical practice
- Associate dean or designee’s evaluation (summary and rating) of performance

Procedure for Performance Review
- Each faculty member completes the Annual Faculty Self-Appraisal and Development form, adds supporting materials and submits this packet to the associate dean as designated by the dean.
- The associate dean reviews all materials, and gives a written summary and rating to the member prior to contract signing deadline.
- At least one formal review of teaching is recommended annually.
- Guidelines for frequency of student course evaluation are for every course, every quarter.
- Procedure for resolving issues that may arise in review of full-time faculty on who are on annual contracts.
- Disagreements between the faculty member and associate dean regarding Annual Performance Appraisal may be appealed to the dean according to the Grievance Procedure described in the Seattle University Faculty Handbook.

Reviewed 1-22-2020
Annual Faculty Self-Appraisal and Development Plan - Non-Tenure Track Faculty

Purpose

This annual evaluation and development plan has three purposes:
- To assess teaching performance during the most recent calendar year;
- To provide a guide for self-development plans and activities;
- To provide data for the College of Nursing Evaluation Plan for continuing re-accreditation.

Procedure

- Curriculum Vitae: Attach an updated curriculum vitae to this evaluation using the CON CV format. Highlight activities from current year.
- Teaching: List all courses taught by quarter during the past year. A “major revision” means restructuring the course, not just rewriting or updating lectures or syllabus.

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<tr>
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<th>Course # # of Sections taught # of students</th>
<th>Course Name</th>
<th>Team (T) Individual (1) Course Coordinator (C)</th>
<th>Developed (D) Taught for 1st Time (T) Major Revision (R)</th>
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- Student Supervision: List number of advisees (identify graduate/undergraduate) Scholarly projects: (identify your role- chair or reader) List student name and title of project.
- Report of Teaching Quality:
- Discuss any contributions or changes you made to course design and quality: i.e. a major change to course syllabi, organization, Canvas site, assignments, or exams.
• Attach student course ratings and comments with a brief (one page) analysis of these. Include: class size, student response rate, range of rating and address the high and low ratings. Faculty should report grade distribution for the courses taught annually and discuss rationale for distribution variance.
• Peer evaluations: Attach a peer review of teaching performance annually.
• Team teaching: If you are teaching in a team include evaluations by coordinators, or team members.
• Service:
  • CV lists and describes service activities and engagement within the CON, university, profession and community. Do NOT include meetings such as Faculty Staff Assembly, graduation, convocation(s) etc.
  • Highlight these activities from current year on the CV.
• Faculty Development:
  • CV lists activities undertaken to build/maintain expertise in your faculty roles during past year. Highlight activities for current year.
• Awards and Honors
  • CV lists and describes awards and honors, highlight the awards for the current year.
• Scholarship (recommended, not required)
  • CV lists publications, research activities, and presentations. Highlight activities from current year.
• Evidence of progress on works in process may be requested by the dean. Optional: Attach an example of scholarly work.
• Development Plan
  • Reflective summary and evaluation of progress you made toward goals for teaching (and advising), scholarship, service, and clinical practice identified in last year’s development plan. Be concise.
  • Identify one specific outcome (measurable, time-delineated) and an action plan improvement in each category.

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<td>Practice (if indicated)</td>
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Faculty Name:

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<th>Area</th>
<th>Faculty Self-Rating- Circle one rating for each category</th>
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<td>Meets expectations</td>
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<td>Practice (if indicated)</td>
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Faculty Signature

Dean (or designee) Signature

Date __________________________

Reviewed 1/22/20

**Annual Performance Evaluation Policy - Part-time and Adjunct Faculty**

The College of Nursing is committed to excellence among its faculty. As a way to assess faculty strengths and areas for growth, and for personnel decisions, an annual performance evaluation is conducted with all faculties. Each faculty member is an integral part of the evaluation process, preparing his/her own file for review and receiving feedback on the outcome of the evaluation. The categories evaluated are:

- Teaching and Academic Competence: All faculty are expected to competent regardless of rank.
- Personal professional goals: Goals are written annually for the upcoming year and achievement of the previous year’s goals are evaluated annually.

- Reviewed 1/22/20

**Annual Performance Evaluation Procedure - Part-time and Adjunct Faculty**

- Content of the Review
- Update curriculum vitae
- Self-appraisal (summary and rating) of teaching performance by faculty member
• Student evaluations
• Procedure for performance review
• Every adjunct faculty member who works two or more quarters per year completes the Annual Faculty Self-Appraisal and Development Plan form, adds supporting materials and submits this packet to the Associate Dean by the deadline.
• The Associate Dean reviews all materials and gives a written summary and rating to the faculty member prior to contract renewal for subsequent years.
• Guidelines for frequency of student course evaluation for adjunct faculty are every course, every quarter.
• Procedure for resolving issues that may arise in review of faculty on annual contracts.
• Disagreements between the faculty member and associate dean regarding the Annual Performance Appraisal may be appealed to the dean according to the Faculty Grievance Procedure described in the Seattle University Faculty Handbook.

Reviewed 1/22/20

Annual Adjunct Faculty Self-Appraisal and Development Plan

Purpose

This annual evaluation and development plan has two purposes:
• To assess teaching performance during the most recent calendar year;
• To provide data for the College of Nursing Evaluation Plan for continuing re-accreditation.

Procedures

• Content of the Review
• Curriculum Vitae: Please submit an updated CV. Highlight activities from the past calendar year.
• Teaching: List all courses taught by quarter during the past calendar year.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Team (T)</th>
<th>Developed (D)</th>
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<tbody>
<tr>
<td># of Sections taught</td>
<td>Individual (I)</td>
<td>Course Coordinator (C)</td>
<td>Taught for 1st Time (T)</td>
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<td># of students</td>
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Winter

Spring
• Report of Teaching Quality
• Discuss any contributions and or innovations you made to the course.
• Attach a brief reflective summary and evaluation of your teaching. Be concise.
• Please include any additional materials which highlight your scholarship or service accomplishments
• (OPTIONAL). Development Plan
• One paragraph reflective summary and evaluation of your teaching. Be concise.

Faculty Name:

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<thead>
<tr>
<th>Teaching</th>
<th>Faculty Self-Rating- Circle one rating for each category</th>
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<td>Exceeds expectations</td>
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Reflective Summary

Faculty Signature    Dean (or designee) Signature

Date    Date

Administrative Comments: ____________________________________________________.

Faculty Name:

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<th>Teaching</th>
<th>Faculty Self-Rating- Circle one rating for each category</th>
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Comments
Faculty Signature

Date ________________
Reviewed 1/22/20

Dean (or designee) Signature

Date ____________________
Theory Course Peer Evaluation Form (For Non-Tenure Track and Adjunct Faculty)

Faculty Member (identify if coordinator or team member): ________________________________
Date of Evaluation: ____________________ Evaluator Name: ________________________________
Course Number and Title: ________________________________

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<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
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<tr>
<td>Demonstrates sincere concern for student’s learning needs.</td>
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<tr>
<td>Provides learning activities and course content to help students meet course objectives.</td>
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<td>Teaching methods selected are appropriate for achieving objectives (i.e., there is a consistent link between methods, handouts, assignments, and evaluation to achieve objectives)</td>
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<td>Establishes clear expectations of students’ behavior and performance for the course.</td>
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<td>Presents material in an organized manner (syllabus, teaching and handouts are organized and clearly reflect objectives)</td>
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<td>Presents material on the level of the learner.</td>
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<td>Stress important material.</td>
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<td>Uses learning time efficiently.</td>
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<td>Builds on prior learning with increasing depth and breadth.</td>
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<td>Demonstrates flexibility in learning situations.</td>
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<td>Maintains an atmosphere conducive to learning.</td>
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<td>Demonstrates enthusiasm about the subject matter.</td>
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<td>Speaks in clear, audible and well-modulated voice in language that is understood by students.</td>
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<tr>
<td>Demonstrates understanding of and makes discriminating use of teaching learning principles.</td>
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<td>Exhibits a scholarly grasp of the area of teaching responsibility.</td>
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<td>Presents and interprets appropriate theories related to course content.</td>
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<td>Makes good use of examples and illustrations.</td>
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<td>Draws on areas of expertise to provide enrichment in teaching.</td>
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<td></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Needs Improvement</td>
<td>Not Applicable</td>
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<td>Conveys a clear understanding of how course fits into overall educational program and progression of knowledge.</td>
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<tr>
<td>Assists students to integrate course material and content into the context of the broader mission of SU</td>
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<td>Challenges student’s curiosity and fosters a spirit of inquiry.</td>
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<td>Appears sensitive to students’ cultural context, feelings or concerns.</td>
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<td>Is aware when students are having difficulty in understanding the topic.</td>
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<td>Demonstrates an openness to other points of view.</td>
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<td>Encourages student’s critical thinking process.</td>
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<td>Please rate this faculty member’s overall teaching ability</td>
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<td>Comments re teaching approaches:</td>
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<td>Comments regarding course structure; i.e., syllabus, organization, assignments, evaluation methods:</td>
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<td>Other comments:</td>
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Reviewed 1/22/20
Course Coordinator/Team Member Evaluation Form

Faculty Member (identify if coordinator or team member): ____________________________
Date of Evaluation: ___________________ Evaluator Name: ____________________________
Course Number and Title: __________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
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</table>
| **Coordinator**: Orients team members to course as a whole (objectives, assignments, goals, evaluations)  
**Team Member**: Participates in orientation meeting |                      |                   |                   |                |
| **Coordinator**: Provides guidance on teaching approaches and student clinical/lab evaluations.  
**Team Member**: Seeks guidance and keeps coordinator informed. |                      |                   |                   |                |
| **Coordinator**: Assists with student issues.  
**Team Member**: Apprises coordinator of student issues. |                      |                   |                   |                |
| **Coordinator**: Schedules at least two team meetings per quarter, or provides alternate communication to discuss concerns.  
**Team Member**: Attends meetings and communicates with team & coordinator. |                      |                   |                   |                |
| **Coordinator**: Promotes collegial team and student communication.  
**Team Member**: Demonstrates collegial team and student communication. |                      |                   |                   |                |

Comments:__________________________________________________________________________

Team Member Signature                     Course Coordinator Signature

Date ___________________                     Date ___________________

Reviewed 1/22/20