

Millikin University
School of Nursing

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Preamble to School of Nursing Unit Plan

The School of Nursing faculty values the synergies created by Performance-Learning at Millikin University. The integration of the novel perspectives of students, academic theory, and practice perspectives across complex health care settings, promotes better understanding of the extent that nursing contributes to improvements in health. Collaboration and opportunities for reflection in actual care settings help students assign meaning to these partnership experiences, which further shape professional practice and capture the true spirit of performance learning. Through intentionally designed curricular progression, students are inspired to achieve the best imagination of health care for the future.

8.3 Nursing Unit Plan

Professional nursing education at Millikin University reflects James Millikin's vision of the University as "an institution where the scientific, the practical, and the industrial shall have a place of equal importance, side by side, with the literary and the classical." Nursing is a profession recognized for its intentional blend of the rigorous application of scientific knowledge with the art of caring. Classroom and clinical experiences, as well as close faculty-student academic advising and mentoring relationships facilitate the development within students of a commitment to professional excellence through performance learning and extensive community-wide collaboration. Students are challenged to blend knowledge, skill, and values in the planning and delivery of health care to diverse, multicultural populations. In all levels of nursing education (BSN, MSN, DNP degree programs), students combine strong interdisciplinary learning with application to diverse clinical settings through the facilitation of faculty. The educational philosophy of nursing at Millikin University fosters a community of life-long learners who are able to envision and shape the future of health care.

Faculty excellence in the School of Nursing emerges from participation and ongoing contributions in three broad areas of responsibility: teaching, scholarship, and service. These areas support the values of a profession committed to both social relevance and the advancement of knowledge. *The items listed after each category are meant to serve as examples and are not intended to be requirements.* As a descriptive tool this document may be used to guide promotion, tenure, and merit reviews in a way that is appropriate to the profession; to expand the scope of recognized scholarly activities in accordance with national professional standards; and to guide individual career planning. The unique culture and context of the nursing unit will determine the relevance and value of the proposed criteria within its own setting.

PEERS

Peers of the School of Nursing faculty may be identified on a continuum as follows:

1. One or more colleagues with expertise in the area being evaluated.
2. Professional peers, who may include advanced practice nurses and clinicians
3. Academic peers at other institutions with equal or higher academic rank
4. Professional peers reviewing material within professional and publication networks.

TEACHING

The Millikin University School of Nursing recognizes the prominence of the role that excellence in teaching and academic advising contributes to the enhancement of student learning.

While this is true of all areas of the University, the uniqueness of teaching nursing involves the cultivation of clinical experiences within the community where the richness of blending theoretical nursing principles with active performance learning comes to life. Taking students into actual practice settings to administer care requires special expertise and professional interactions beyond traditional laboratory experiences.

Extraordinary: performance at this level is consistently strong, contributes substantially to the development and growth of students, and demonstrates exceptional, creative strategies that guide learning.

1. Designs scholarship, service-learning, and/or creative achievement activities that measurably enhance student professional growth.
2. Engages in creative or innovative teaching-related activities.
3. Works collaboratively with clinical agency personnel, physicians, or other health providers in designing mutually beneficial student professional growth opportunities.
4. Intentionally integrates evidence-based teaching methods that validate excellence in student learning.
5. Plays a significant role in the process and methods of inquiry by chairing student honors, SURF, and graduate student committees.
6. Implements innovative strategies for advisee plan of study.
7. Fosters student growth through innovative teaching strategies that can be measured and replicated.
8. Engages students in professional inquiry and performance that extends beyond traditional classroom experiences and expectations. (e.g. internships, study abroad)
9. Receives state or national recognition for expertise in clinical or teaching practice.

Excellent: performance at this level contributes substantially to student learning and departmental goals.

1. Coordinates the student learning environment in a way that enhances student learning and competencies according to the appraisal of individual learning needs.
2. Plans a variety of teaching/learning strategies that build on previous student evaluations, peer feedback, and/or educational research findings.
3. Coordinates special internships or independent studies for students in nursing that advance disciplinary growth and/or engages students in systematic inquiry.
4. Cultivates strong clinical agency ties, including collaborative partnerships with multidisciplinary staff and managers.
5. Plays a significant teaching role in the development of student honors, SURF, and graduate project inquiries.
6. Maintains current knowledge of professional practice guidelines within agencies used for clinical sites and incorporates these into student preparation to enhance performance learning.
7. Prepares clinical assignments and leads pre and post conferences strategically to build individual student's critical thinking skills to facilitate student learning outcomes.

8. Provides students with verbal and written individualized feedback on theoretical and clinical performance and weekly assessments of their growth in building the integration among areas of nursing practice and prior learning.
9. Leads curricular evaluation and accreditation to improve teaching and learning appraisal.
10. Skillfully assists assigned advisees in attaining graduation, connecting to resources, development of career goals, and reassessment of student progress.
11. Uses a variety of student appraisal methods that are tailored to the course objectives, teaching methods of student's own growth needs.
12. Provides meaningful feedback to students for professional growth and encourages honest self-reflection on individual student's strengths and weaknesses.
13. Expertly leads group activities for clinical conferencing including interdisciplinary opportunities for students to shape practice with members of the health care team.
14. Promotes student consultation regarding patient treatment goals with attending nurses, therapists and pharmacists in treatment plan development.

Competent: *performance at this level is considered to make meaningful contributions to student learning.*

1. Creates an environment of instruction that encourages the development of competency in skills, knowledge and values by students in nursing.
2. Shares course objectives and plans learning strategies that ensure that students meet course objectives.
3. Integrates theory with experiential learning in clinical environments associated with the practice of nursing.
4. Develops individual student-advisee relationships to proactively develop goal-directed student plans of study for collegiate progression.
5. Carefully articulates methods of student assessment within the syllabus, classroom and clinical experiences.
6. Integrates teaching and academic advising self-appraisal into growth plan and annual self-evaluation.
7. Establishes working relationships with the clinical community partners used for the course.
8. Ensures consistent out-of-class availability for students requiring assistance.
9. Demonstrates knowledge of student support services across the university.
10. Regularly revises course objectives according to professional goals and standards.
11. Plans assessment measures that effectively evaluate student learning and that reasonably flow from course goals and objectives and implements improvements in areas of weakness.
12. Plans professional development designed to enhance own effectiveness and expertise in teaching and academic advising.
13. Annually evaluates own strengths and weaknesses in teaching using a variety of data sources.
14. Leads groups in clinical preparation, pre-conferences, and post-conferences in clinical agencies.

Marginal: *performance at this level demonstrates a need for substantive improvement.*

1. Consistently receives low scores on student instructional surveys that are unexplained.
2. Fails to integrate currently accepted nursing standards into course materials and/or teaching techniques.
3. Engenders serious complaints from clinical agency personnel regarding safe supervision of students, patient care delivery, or student oversight.
4. Resists self-reflection and planning for growth and improvement.
5. Is inconsistent in maintaining student records or helping support progression.
6. Lacks familiarity with individual advisees.

Unsatisfactory: performance at this level is unacceptable and will result in disciplinary actions.

1. Endangers the student learning environment by personal or professional misconduct.
2. Endangers patient safety by inattention or willful action in clinical agencies.
3. Shows no corrective action when marginal performance indicators are demonstrated.
4. Cannot demonstrate positive student outcomes, clear links of pedagogical methods to student learning, or evidence of corrective actions to prior teaching critiques.
5. Engages in teaching behaviors that threaten professional ethical standards as outlined in the Nurses Code of Ethics.
6. Does not maintain records for advisees.
7. Is inaccessible to advisees, lacks knowledge related to program requirements.

SCHOLARSHIP

Schools of Nursing across the nation are striving to meet the challenges of rapidly changing educational systems and are reconsidering the role of the faculty in an increasingly complex learning environment. An important part of that role is the creation of scholarship relevant to the discipline of the individual faculty member. Scholarship can be applied in the realities and demands of practice and move beyond the traditional and narrow definition of research as the only legitimate avenue to further the knowledge of the discipline. **Scholarship in nursing can be broadly defined as those activities that advance the teaching, research, and practice of nursing through inquiry that is significant to the profession, is creative, can be documented, can be replicated or elaborated, is peer-reviewed, and continues over time.**

Involvement in one or more of the following activities shall be considered as evidence of scholarly activity in the Millikin University School of Nursing. The number and level of rigor of scholarly activities should be consistent with the goals of each faculty member as set forth in their respective growth plans. All activities are intentionally stated in broad, inclusive terms to stimulate faculty exploration and creativity in a wide variety of scholarly endeavors. The following activities are designed to serve as examples of worthwhile scholarly contributions and should not be construed to limit faculty from engaging in other pursuits of scholarship.

Extraordinary: performance at this level is perceived as being consistently strong and contributes to the expansion of nursing knowledge.

1. Authors a book or is a contributing author in a book, or publishes peer-reviewed journal articles with national circulation.
2. Invited to provide significant expert consultation for external audiences.
3. Disseminates summaries or analyses of projects and makes recommendations that shape practice outside of the university.
4. Presents a peer-reviewed paper or poster presentation at a national or international conference.
5. Obtains significant funding from an external granting agency as a principal or co-investigator.
6. Chairs, supervises, and plays a significant role in the development of student honors, SURF, and graduate projects.
7. Serves on the editorial board of a national professional journal.
8. Designs, conducts, and disseminates original research.
9. Maintains sustained depth or breadth of disseminated inquiry over time.
10. Maintains an active clinical practice engaging students in the translational application of research into practice (AACN Essentials of Doctoral Preparation for Advanced Nursing Practice, 2006)
11. Designs, conducts, and disseminates innovative pedagogical research.

12. National or international involvement in on-going activities related to health policy or one's practice area that are disseminated. (AACN Essentials of Doctoral Preparation for Advanced Nursing Practice, 2006)

Excellent: *performance at this level is perceived as making strong contributions in the teaching or practice of nursing and health care.*

1. Takes a leadership role in the development of an educational innovation.
2. Participates in scholarly activities that further the goals of the unit, or health services in an agency.
3. Submits a grant to an external funding agent or substantially contributes in grant writing opportunities locally or regionally that advance the profession or School of Nursing mission.
4. Plays a significant role in the development of student honors, SURF, and graduate projects of inquiry.
5. Completes and maintains national certification in a specialty area of nursing.
6. Researches and/or develops substantive new approaches for clinical or educational practice that results in a product.
7. Participates in the scholarship of pedagogy by design or development of an educational innovation.
8. Is invited to serve as a reviewer of a refereed article or book by a national publisher.
9. Presents a peer-reviewed paper or poster presentation at a regional conference.
10. Actively participates and collaborates in research that results in dissemination.
11. State or regional involvement in on-going activities related to health policy or one's practice area (AACN Essentials of Doctoral Preparation for Advanced Nursing Practice, 2006)
12. Development and dissemination of products to improve practice such as reports, guidelines, protocols, and toolkits (AACN Essentials of Doctoral Preparation for Advanced Nursing Practice, 2006)

Competent: *performance at this level is recognized as making meaningful contributions to the teaching or practice of nursing and health care.*

1. Gathers ideas or data related to disciplinary development or program development, renewal, or outcomes. Disseminates summaries or analyses with colleagues.
2. Participates in grant writing or systematic reviews that further the goals of the unit.
3. Contributes to student honors, SURF, or graduate projects as a consultant or reader.
4. Submits an internal grant application to obtain resources for clinical or pedagogical purposes.
5. Practices in a manner that advances the knowledge of the discipline.
6. Contributes expertise and develops a knowledge base to explore new territory in health care.
7. Serves as a mentor for students in exploring new knowledge or serves as a reviewer for research proposals or projects.
8. Serves as a research consultant.

Marginal: *performance at this level demonstrates a need for substantive improvement.*

1. Does not develop scholarship goals that advance the mission of Millikin University School of Nursing.
2. Rarely engages in integrative reviews or scholarly activities identified in the "competent" category above.

Unsatisfactory: *performance at this level is unacceptable and will result in disciplinary action.*

1. Does not participate in scholarships with colleagues or students.
2. Fails to remain current in own field of nursing expertise.

SERVICE

University service is a clearly outlined expectation in Policies and Procedures: Faculty. Two additional service categories are optional in faculty growth plans and evaluation. These are a) service to the profession and b) professional service to the community. In the School of Nursing, these two categories are often blurred because service to the profession within nursing generally has a direct benefit to the community. For faculty in the School of Nursing, sample classifications of these optional categories will be included within the broad category of service. Unless otherwise noted, examples represented fit into service to the university. Those that fit best into the optional categories will be depicted as a) STP (Service to the Profession) or b) PSC (Professional Service to the Community).

The operation of the School of Nursing is dependent on the creation and maintenance of valued community partnerships which often grow and change annually. Involvement with these partnerships is critical to the University's mission to develop an engaged campus community and become leaders in performance learning. The faculty in the School of Nursing is frequently asked to share expertise and provide guidance in practice arenas in a variety of health and community organizations. This service to the wider community is highly valued for its intrinsic contribution to the quality of learning opportunities for students. The following activities are designed to serve as examples of worthwhile service contributions and should not be construed to limit faculty from engaging in other pursuits of service.

Extraordinary: *performance at this level exceeds expectations and clearly advances institutional and School of Nursing mission and goals and/or promotes strong ties to the external constituents of the university.*

1. Assumes a leadership position on university councils or committees.
2. Assumes a leadership role on a health care-related community board or professional organization. (STP, PSC)
3. Establishes a community-based program or health care initiative. (PSC)
4. Serves as a consultant to community organizations for nursing or health care projects or grants. (STP)
5. Receives awards or recognition for service to the university, profession, or community. (all categories)

Excellent: *performance at this level demonstrates clear professional leadership and commitment to the school and campus*

1. Assumes a leadership position on School of Nursing committees.
2. Participates as a member on university committees, councils, or university task forces or search committees.
3. Advises student groups.
4. Provides service to the community by active participation on agency boards or committees. (STP or PSC)
5. Presents to community groups on nursing and health-related issues. (STP)
6. Takes an active role in professional organizations.
7. Actively participates in the department's self-study and assessment activities.
8. Significantly influences curriculum development through special project work or quality improvement analysis.

9. Is active in school and university recruitment and retention initiatives.
10. Develops meaningful service learning and educational opportunities for students.
11. Participates in a community-based health care program. (STP, PSC)
12. Mentors new faculty or adjunct faculty.

Competent: *performance at this level demonstrates commitment to the School of Nursing.*

1. Participates in School of Nursing standing or ad hoc committees.
2. Participates in planning, organizing, and conducting recruitment activities of students.
3. Maintains membership in professional organizations. (STP)
4. Participates in school recruitment activities, such as honors or Long-Vanderburg interviews.
5. Attends university faculty meetings, convocations and forums.

Marginal: *performance at this level requires planned attention and growth.*

1. Is routinely unavailable or otherwise does not fulfill committee responsibilities.
2. Resists leadership in service endeavors within and outside of the university.
3. Rarely participates in professional organizations.
4. Initiates community involvement of students and then fails to follow through.

Unsatisfactory: *performance at this level is unacceptable and will result in disciplinary action.*

1. Does not fulfill university service obligations.
2. Does not support the advancement of School of Nursing goals.
3. Involvement of activities that are counter to the NS Code of Ethics.

School of Nursing Unit Plan References

AACN (2006). *Essentials of Doctoral Education for Advanced Nursing Practice*

AACN (2006) *Position Statement on Nursing Research.*

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