

**NORTH DAKOTA STATE UNIVERSITY
COLLEGE OF HEALTH AND HUMAN
SCIENCES**

SCHOOL OF NURSING

FACULTY HANDBOOK

2025-2026

The School of Nursing Faculty Handbook is a supplement to:

1. The North Dakota State University Policy Manual available at <http://www.ndsu.edu/policy/>
2. The College of Health and Human Sciences Policy Manual available at https://workspaces.ndsu.edu/fileadmin/hhs/policy/NDSU_CHHS_Policies

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SCHOOL OF NURSING DIRECTIONAL STATEMENTS

Policy 1.43 MISSION, VISION, CORE VALUES, AND DEFINITIONS

NDSU SON Mission Statement: The School of Nursing provides transformational education to advance nursing knowledge and develop innovative leaders who improve the health of all people, including underserved, rural, diverse and global populations.

NDSU SON Vision Statement: To be a dynamic leader, positively impacting the health of society through excellence and innovation in nursing education, research, practice, and service.

Through commitment to the following **Core Values**, we promote excellence in nursing education, research, practice, and service:

Professionalism – Cultivate professionalism in nursing practice by emphasizing accountability, collegiality, collaboration, ethical behavior, integrity, respect, and resilience.

Person-Centered Care – Committed to caring for all people in a holistic, compassionate, and sensitive manner.

Commitment to Community – Provide nursing expertise and service that extends across the University, state, national, and global populations to promote health and well-being.

Scholarship – Discover and disseminate new knowledge using evidence-based practice to guide nursing care, recognizing that nursing, as both a practice profession and an academic discipline, embodies both art and science.

Quality and Safety – Improve healthcare through excellence in education, research, and practice.

Advocacy and Equity – Promote equity and inclusivity, advance health policy, and honor the dignity and diversity of all people.

Transformative Learning – Facilitate an environment of continuous growth and exploration by encouraging critical thinking, creativity, and the pursuit of knowledge.

Resilience – Embrace challenges as opportunities for growth and adapt to change with a positive mindset, learning, evolving, and emerging stronger.

BACCALAUREATE PROGRAM OUTCOMES

The curriculum of the North Dakota State University baccalaureate nursing program prepares graduates to demonstrate:

1. Synthesize and apply theoretical and empirical knowledge from the nursing, behavioral, social and natural sciences, and the arts and humanities to inform clinical judgment.
2. Provide person-centered care to individuals, families, and communities in all stages of life.
3. Collaborate with others within health systems and the community to advocate for accessible, equitable population health outcomes through the incorporation of legal and ethical principles.
4. Evaluate and utilize research findings and clinical practice guidelines in the delivery of evidence-based nursing practice.
5. Engage in the quality improvement of care to enhance safe, quality healthcare on an individual and system level.
6. Demonstrate effective communication and collaboration with patients, families, and interprofessional team members to optimize health outcomes.
7. Demonstrate systems thinking for coordination of resources, decision-making, and cost-effective care within complex health systems.
8. Use information and healthcare technologies to manage and deliver safe, quality, and efficient healthcare.
9. Cultivate professionalism in the delivery of comprehensive, evidence-based care that embraces the diversity and uniqueness of others.
10. Demonstrate leadership, innovation, and accountability to practice self-care and to foster lifelong professional development.

DOCTOR OF NURSING PRACTICE PROGRAM OUTCOMES

The curriculum and program outcomes of the North Dakota State University Doctor of Nursing Practice program align with the Essentials for Doctoral Education in Advanced Practice (AACN, 2006) in nursing and prepares graduates to:

1. Translate knowledge and ways of knowing from nursing science, ethics, social, biological, and other sciences to benefit practice effectiveness and the health of individuals, families, communities, organizations, and populations. (Domain 1: Knowledge for Nursing Practice)
2. Demonstrate clinically expert, evidence-based practice that focuses on person-centered, holistic, and individualized care to improve the health of individuals, families, communities, and populations. (Domain 2: Person-Centered Care)
3. Collaborate with stakeholders to influence population health through prevention, health promotion, and disease management. (Domain 3: Population Health)
4. Understand, apply, and evaluate scholarship and evidence-based best practices and methodologies. (Domain 4: Scholarship for Nursing Discipline)
5. Design, manage, and evaluate systems for quality and safety to improve delivery of healthcare. (Domain 5: Quality and Safety)
6. Collaborate with other health disciplines and stakeholders to increase accessibility to healthcare, work toward the elimination of health disparities, and optimize health outcomes. (Domain 6: Interprofessional Partnerships)
7. Appraise complex systems and healthcare resources to influence innovation, equity, and effectiveness. (Domain 7: Systems-Based Practice)
8. Use technology and informatics (information and patient care) to enhance nursing practice for improvement of quality and efficiency of care. (Domain 8: Informatics and Healthcare Technologies)
9. Cultivate students' professional and ethical identity that accounts for diversity, equity, and inclusion that supports and reflects nursing's characteristics and values. (Domain 9: Professionalism)
10. Integrate strategies to foster personal and professional resilience, capacity for leadership, and lifelong learning. (Domain 10: Personal, Professional, and Leadership Development)

PROFESSIONAL GUIDELINES FOR NDSU BACCALAUREATE EDUCATION IN NURSING

The baccalaureate nursing program is developed, revised, and implemented in accordance with the particular values of the nursing faculty, the characteristics of North Dakota University's land grant traditions, the regulations of the North Dakota Board of Nursing, standards for professional nursing practice, and essentials of education for professional practice outlined by CCNE.

The outcomes of the baccalaureate program in nursing were derived from the mission, vision, and core values of the SON. Professional nursing standards and guidelines used in development of the curriculum and in formulation of school policies were *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) (<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and the National Academy of Medicine's *The Future of Nursing 2020-2030* report. The curriculum follows state requirements of the North Dakota Board of Nursing. The curriculum is continuously reviewed to align with changes in nursing practice, as well as revisions made to professional nursing standards and guidelines.

PROFESSIONAL GUIDELINES FOR NDSU DOCTOR OF NURSING PRACTICE EDUCATION IN NURSING

The outcomes of the doctor of nursing practice program in nursing are derived from the mission, vision and core values of the School of Nursing and the following professional guidelines:

1. The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)
2. Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2022)
3. The Code of Ethics with Interpretive Statements (American Nurses Association, 2025)
4. Scope and Standards of Advanced Practice Registered Nursing (2015).
5. The North Dakota Board of Nursing Rules and Regulations.
6. Nurse Practitioner Core Competencies (NONPF, 2022)

NDSU SCHOOL OF NURSING PROGRAM ASSESSMENT AND EVALUATION PLAN

The assessment and evaluation plan for the SON is comprehensive, ongoing, and systematic. The assessment and evaluation plan focuses on two areas: (1) student outcome assessment and enhancement, and (2) program evaluation including governance, curriculum, student services, faculty, and resources. Assessment data measures the educational impact of the SON curriculum on student outcome achievement. The assessment and evaluation plan provides information used for program and curricular improvement, for decisions regarding the allocation of financial resources, and for demonstration of accomplishment of the SON's mission for professional accreditation.

The assessment and evaluation plan is designed using the CCNE Standards for Accreditation. The plan comprehensively and systematically, over a five-year period, provides for periodic review of the SON mission and outcomes, evaluation of SON governance and resources, curricular evaluation, and student outcome assessment.

Each key element of the plan is assigned to a committee or administrator relative to their area of expertise and responsibility. In the fall of each academic year, key elements to be evaluated that year are distributed to the appropriate committees/individuals. The assigned committee or individual is responsible to collect and analyze data, propose recommended changes based on findings, present data and recommendations to faculty at SON meetings, and, follow-up on recommended changes.

BYLAWS OF SCHOOL OF NURSING

Article I. Name and Purpose

Section 1. **Name**. The name of the group is the Faculty of the School of Nursing (SON), College of Health and Human Sciences, North Dakota State University (hereinafter “School of Nursing”).

Section 2. **Purpose**. The purpose of the School is:

Section 2.1. To further the mission of the College of Health and Human Sciences (hereinafter “College”) and of North Dakota State University (hereinafter “NDSU” or “University”);

Section 2.2. To actualize nursing education at the University;

Section 2.3. To implement the belief and directional statements of the School;

Section 2.4. To plan, execute, and evaluate programs of study offered by the School.

Section 2.5. To formulate and carry out policies to facilitate the planning, implementing, and evaluating of the educational programs of the School; and

Section 2.6. To evaluate the effectiveness of the programs, policies, and procedures of the School.

Article II. Organization and Administration

Section 1. **Organization**. These Bylaws shall govern the functioning of the SON and are used in conjunction with the Bylaws of the College of Health and Human Sciences, NDSU, and the NDUS System.

Section 2. **Authority**. The Faculty has the power to organize itself and to make all Bylaws and regulations necessary for its own proceedings. This includes, but is not restricted to, the power to elect officers, establish and organize Faculty committees, and to establish meeting times.

Section 3. **Responsibilities and Function**. The responsibilities and functions of the SON are:

Section 3.1. To establish, evaluate, and revise educational policy, curriculum, and procedures for the SON;

Section 3.2. To establish, implement, review, and revise the belief and directional statements of the School.

Section 3.3. To recommend policies affecting the organization of the SON and of the College;

Section 3.4. To conduct the affairs of the School in such a way as to support the goals of the School, the College, and the University;

Section 3.5. To foster development of Faculty as individuals as well as a group;

Section 3.6. To participate in the recruitment, selection, retention, and promotion of Faculty;

Section 3.7. To participate in research, grants, and other scholarly activities;

Section 3.8. To participate in the recruitment, selection, and advising of nursing students.

Section 4. **SON Bylaws**. If any Nursing Bylaw, policy, or procedure is in conflict with the College's Bylaws, policies, or procedures or the NDSU Faculty Handbook, the higher level shall prevail.

Article III. Membership and Voting

Section 1. Membership.

Section 1.1. The Faculty consists of the Associate Dean, Program Directors, full-time, and part-time (0.5 FTE or greater) teaching and research Faculty.

Section 1.2. Other academic or outside appointees will be associate members. They are entitled to attend the meetings of the Faculty and to have speaking privileges, but are not voting members. This includes staff, clinical faculty, graduate teaching assistants, graduate research assistants, and graduate service assistants.

Section 1.3. Nursing students have representation on committees. The students are representatives without voting privileges.

Section 2. Voting. Voting privileges are granted to all full-time and part-time (0.5 FTE or greater) Faculty.

Article IV. Meetings and Parliamentary Procedure

Section 1. Meetings.

Section 1.1. Attendance at all SON Faculty meetings is expected of all Faculty designated in Article III, Section 1.1.

Section 1.2. Regular meetings shall be held monthly during the academic year.

Section 1.3. Special meetings may be called by the Associate Dean, Program Directors, or by three members of the Faculty, at least one of whom is full-time.

Section 1.4. A simple majority of the full-time membership shall constitute a quorum, one of whom shall be the Associate Dean or a Program Director or the Associate Dean or a Program Director's designee. Faculty on developmental leave shall not be counted related to quorum but shall retain attendance and voting rights during the leave.

Section 1.5. Meetings may be canceled or rescheduled at the discretion of the Associate Dean or a Program Director.

Section 2. Parliamentary Procedure.

Section 2.1. Decisions shall be made by a simple majority vote.

Section 2.2. *Robert's Rules of Order* shall govern the proceedings of the meeting in instances where necessary for orderly function.

Article V. Committees

Section 1. Membership.

Section 1.1. Organizational work of the SON is done by Committees.

Section 1.2. All members of the Faculty (full-time and part-time (0.5 FTE or greater)) are eligible for committee membership.

Section 1.3. Faculty shall serve on a minimum of one SON committee.

Section 1.4. Committees may include members from outside the School of Nursing.

Section 1.5. Student representation shall be appointed by the specific committee.

Section 1.6. Committee vacancies will be filled as they occur.

Section 1.7. Faculty volunteer for committee membership in the spring of each year. If needed, the Associate Dean or a Program Director may request a Faculty member to join a committee if specialized expertise is needed.

Section 1.8. New committee members shall begin service at the beginning of the academic year. Committee members filling vacancies shall begin serving immediately.

Section 1.9. A quorum for conducting committee business shall consist of a majority of the Faculty committee members.

Section 1.10. The Associate Dean and the Bismarck site Program Director are ex-officio members of all committees.

Section 1.11. Committees may make recommendations to the Faculty body.

Section 2. Chair(s). Each committee shall have a chairperson or co-chairpersons.

Section 2.1. A committee chairperson is appointed by the members of the committee to serve a three-year term.

Section 2.2. The chairperson of a committee is responsible for setting the agenda, calling the meetings of the committee, filing of minutes for the committee, and submitting the annual committee report. Any of these responsibilities may be delegated.

Section 3. Standing Committees/Council:

Section 3.1. Undergraduate Admissions and Progression Committee.

Section 3.1.1. Membership. The Admissions and Progression Committee shall consist of at least three members of the Nursing Faculty from each site and one student from each site.

Section 3.1.2. Responsibilities. The responsibilities of the Admissions and Progression Committee shall be to:

Section 3.1.2.1. Recommend to the Faculty criteria, policies, and procedures for admission

to the Nursing major, progression, and graduation.

Section 3.1.2.2. Recommend to the Associate Dean and Program Directors' students for admission to the Nursing major.

Section 3.1.2.3. Address issues of progression and graduation requirements.

Section 3.1.2.4. Evaluate recruitment and retention needs and recommend recruitment and retention efforts.

Section 3.1.2.5. Designate an ad-hoc committee to assist in the selection of students for awards and scholarships based on established criteria.

Section 3.1.2.6. Student members of the committee may be recused during any discussions of individual students.

Section 3.1.2.7. A member of this committee shall serve on the College Scholarship Recognition Committee.

Section 3.1.2.8. The committee co-chairs shall prepare and submit an annual report to the Associate Dean by August 15 of each year.

Section 3.1.2.9. Participate in the SON's assessment and evaluation plan.

Section 3.2. **Undergraduate Curriculum Committee**

Section 3.2.1. Membership. The Curriculum Committee shall consist of at least three members of the Nursing Faculty from each site and one student from each site.

Section 3.2.2. Responsibilities. The responsibilities of the Curriculum Committee shall be to:

Section 3.2.2.1. Review foundational documents (mission, vision, core value statements, and program outcomes) every five years and recommend revisions to the Nursing Faculty.

Section 3.2.2.2. Review curricular documents and evaluation data and recommend revisions of the curriculum to the Nursing Faculty.

Section 3.2.2.3. Promote continuous quality improvement of the curriculum through analysis of assessment data, course content, and placement for congruity with foundational documents, societal needs, and professional standards.

Section 3.2.2.5. Participate in the School's assessment and evaluation plan.

Section 3.3. **Graduate Council**

Section 3.3.1. Membership. The Graduate Council will consist of at least three members of the Nursing Faculty with one, and preferably two, graduate students representing different sites.

Section 3.3.2. Responsibilities. The responsibilities of the Graduate Council shall be to:

Section 3.3.2.1. Develop admission, progression, and graduation criteria.

Section 3.3.2.2. Review applications for the Doctor of Nursing Practice program and make decisions regarding admission of applicants to the graduate program.

Section 3.3.2.3. Develop and recommend policies and procedures for the graduate program.

Section 3.3.2.4. Review and resolve issues of academic progression and professional behavior.

Section 3.3.2.5. Provide on-going review of the graduate curriculum in the light of foundational statements, assessment findings, and societal and professional needs.

Section 3.3.2.6. Develop proposals for graduate curriculum modifications and revisions based on the above review.

Section 3.3.2.7. Participate in the SON's assessment and evaluation plan.

Section 3.4. Assessment and Evaluation Committee (Undergraduate and Graduate).

Section 3.4.1. Membership. The Assessment and Evaluation Committee shall consist of at least three members of the Nursing Faculty from each site and student representatives shall include an undergraduate student from each site.

Section 3.4.2. Responsibilities. The responsibilities of the Assessment Committee shall be to:

Section 3.4.2.1. Develop and recommend to the Nursing Faculty an assessment plan inclusive of the overall SON and the degree programs offered.

Section 3.4.2.2. Administer the assessment plan approved by the Faculty.

Section 3.4.2.3. Synthesize assessment findings and make recommendations for improvement.

Section 3.4.2.4. Work with the Associate Dean and Directors to submit an annual written report of SON assessment activities to the University Assessment Committee.

Section 3.4.2.5. Respond to any University suggestions for improvements for the program.

Section 3.5. Promotion, Tenure, and Evaluation Committee.

Section 3.5.1. Membership.

Section 3.5.1.1. The Promotion, Tenure, and Evaluation (PTE) Committee shall consist of at least three tenured members of the Nursing Faculty who do not hold administrative roles in the SON.

Section 3.5.1.2. Promotion, Tenure, and Evaluation Committee shall consist of two professors of practice faculty members of the Nursing Faculty who do not hold administrative roles in the SON. Professors of practice are non-voting members for tenure and promotion of tenure track faculty.

Section 3.5.1.3. If there are an insufficient number of tenured Faculty in the SON to meet the minimum membership requirements of the Committee, tenured Faculty from other Departments of the University will be solicited to ensure a Committee membership of at least three for review of portfolios for promotion and/or tenure. Duties for tenured faculty from outside the SON will be limited to review of portfolios for promotion and tenure, or other duties requiring tenure status.

In the absence of otherwise qualified individuals within the SON, individuals external to

their unit, but internal to the institution, including emerita/emeritus faculty, may serve as member of the SON PTE committee to ensure a committee membership of at least three tenured faculty. In such cases, the voting rights of invited emerita/emeritus faculty on PTE committees shall be limited to portfolio review.

Section 3.5.1.4. After consultation with the Nursing Faculty and with the Associate Dean from which the non-nursing Committee members are sought, the Associate Dean shall appoint such members to the Committee.

Section 3.5.1.5. Promotion, Tenure, and Evaluation Committee shall consist of at least two tenured members and three professors of practice (Associate or Full Professors of Practice preferred) from the Nursing Faculty when reviewing the professor of practice promotion portfolio.

Section 3.5.1.6. If eligible, the SON shall have at least one representative on the College PTE Committee.

Section 3.5.2. Responsibilities.

Section 3.5.2.1. The Promotion, Tenure, and Evaluation Committee shall evaluate and make recommendations when hiring new tenure-track, tenured faculty members and for questions of rank for professors of practice.

Section 3.5.2.2. The Promotion, Tenure, and Evaluation Committee shall evaluate and make recommendations for Nursing School's Faculty for promotion and/or tenure in accordance with the guidelines and standards established by the SON.

Section 3.5.2.3. Work of the Committee will follow the timelines and guidelines of College and University policies and procedures regarding promotion and tenure.

Section 3.5.2.4. Participate in the SON's assessment and evaluation plan.

Section 3.6 **Research and Scholarship Committee.**

Section 3.6.1 Membership. The Research and Scholarship Committee shall consist of at least 3 members from the Nursing Faculty from each site.

Section 3.6.2 Responsibilities. The responsibilities of the Research and Scholarship Committee shall be to:

Section 3.6.2.1 Assess faculty research and scholarship productivity and assess faculty needs related to research and scholarship.

Section 3.6.2.2 Develop and recommend to the Nursing faculty services and training opportunities to support faculty research and scholarship.

Section 3.6.2.3 Work with the Associate Dean to create and sustain an environment that supports and encourages faculty research and scholarship.

Section 3.6.2.4. Review research and scholarship components of the strategic plan annually and provide recommendations as needed.

Section 3.7 **Student Academic Appeals Committee.**

Section 3.7.1 Membership. The Student Academic Appeals Committee, for all undergraduate BSN tracks shall consist of at least two nursing faculty members from each site, one outside faculty member from the College of Health and Human Sciences, and the program director as an ex officio

and nonvoting member. The Student Academic Appeals Committee for the graduate track shall consist of at least two nursing faculty members, one outside faculty member from the College of Health and Human Sciences, and the program director as an ex officio and nonvoting member.

Section 3.7.2. Responsibilities. The responsibilities of the Student Academic Appeals Committee shall be to:

Section 3.7.2.1. Hear the student's appeal of academic sanctions.

Section 3.7.2.2. Review and recommend action on academic issues dealing with sanction, suspension, or termination.

Section 3.7.2.3. Decide upon student appeals in accordance with NDSU Policy 335, Code of Academic Responsibility and Conduct.

Section 4. **Ad Hoc Committees.**

Section 4.1. Ad hoc committees may be established.

Section 4.2. Ad hoc committees are formed as needed to meet a particular need or perform a specific task.

Section 4.3. Members are assigned as needed to accomplish the purpose of the committee.

Section 4.4. An ad hoc committee ceases to exist when its task is completed or the need for which it was instituted is met.

Section 4.5. After two years if the ad hoc committee has not disbanded, the committee will be reviewed for Standing Committee status.

Article VI. Amendments

Section 1. **Review of the Bylaws.** These Bylaws shall be reviewed by the Faculty 5 years.

Section 2. **Amendments With Notice.**

Section 2.1. Amendments will be submitted in writing and will be distributed to Faculty at least one week prior to the meeting at which the adoption of such amendments will be voted upon.

Section 2.2. A simple majority vote of Faculty present is sufficient to accept amendments to these Bylaws.

Section 3. **Amendments Without Notice.** These Bylaws may be amended by a majority vote of Faculty present and voting at any scheduled Faculty meeting if no previous notice has been given.

Section 4. **Suspension of the Bylaws.** These Bylaws may be suspended by the majority vote of Faculty.

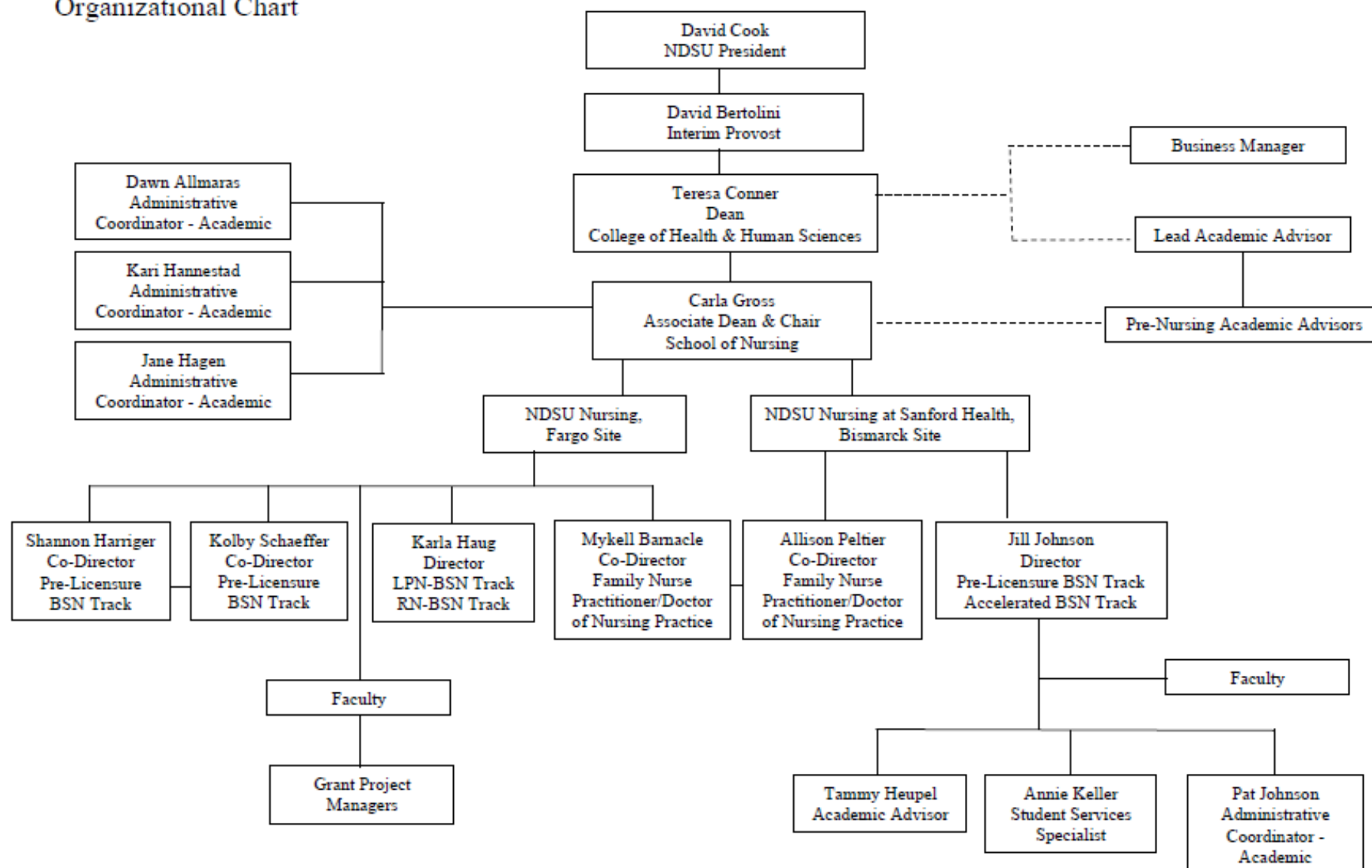
Approved: 12-13-2010; 12-4-2024

Revised: 2-6-2012; 8-18-2014; 2-21-2018; 3-21-2018; 12-2-2020; 1-6-2021; 2-7-2024; 12-4-2024

Reviewed:

Documentation: Faculty Meeting Minutes

North Dakota State University
School of Nursing (SON)
Organizational Chart



NDSU SCHOOL OF NURSING WORKLOAD GUIDELINES

Teaching

Teaching as it relates to workload will include:

1. Didactic Instruction - this includes prep, lecture, grading
2. Clinical/Lab/Practicum Instruction
 - a. Direct or Indirect Supervision
 - b. Graduate Student Supervision
3. Clinical Coordination
4. Undergraduate student advising
5. Graduate student research/scholarship supervision

Teaching Load (excluding clinical) is based on credit hours where 1 credit = 15 hours student contact time.

Based on 9-month academic appointment, summer is a separate contract/workload.

Teaching Load is based on faculty contract teaching percentage, so does vary between tenure track and non-tenure track faculty. Teaching percentage is set in the faculty position descriptions, which are updated yearly. Faculty are encouraged to explore leadership, mentorship, grant opportunities, and service. Workload should be discussed at annual performance review so position descriptions can be adjusted to reflect changes. Teaching percentage maybe adjusted based on Committee Chair responsibilities, scholarship, and grant work. The core nursing curriculum must be priority in determining teaching workload.

Nursing Workload Guidelines based on NDSU Policy 322: Equitable and Transparent Faculty Workloads

% Teaching	Workload Credit/ Academic Year
30	9
40	12
45	14
50	15
55	17
60	18
65	20
70	21
75	23
80	24

When reviewing workload, the following should be considered. Based on a 40-hour work week:

- 75% teaching would be 30 hours (4 hours of lecture, 8-10 hours of clinical, and 14-16 hours prep and grading)
- 15% service would be 6 hours a week
- 10% scholarship would be 4 hours a week

Qualifiers:	
Class Size (face-face courses) Additional credit for class size is negotiable	Enrollment 35-45 = 0.5 credits/semester/course Enrollment 46-55 = 0.75 credits/course/semester Enrollment 56-65+ = 1 credits/course/semester
Online Courses	Enrollment 21-39 = 0.5 additional credit/course/semester 40 or more total enrollment – offer 2 sections (with 20 each)
New Course Prep	1 credit per course
Co-teaching coordination	Course credit is split in half – at the discretion of faculty involved

Clinical Instruction – direct supervision Undergraduate	1 day/week – 8-hour day – 8 students = 5 credits		
Clinical Instruction – indirect supervision	16 students/group = 1.25 credits/group		
Lab Instruction	Up to 5 credits/semester 16 students/section/semester = 1.25 credits		
Lab Leadership/Instruction	0.5 credit/semester		
Graduate Courses	1.5 credits per course		
Graduate Student Clinical Leadership/Coordination	1 credit/semester		
Graduate Student Direct Supervision/ Precepting	1 credit/semester		
Clinical Leadership/Coordination – Undergraduate Coordination of clinical instructors/clinical unit/facilities numbers –	1.5 credit/semester if 6-8 clinical groups/clinical sites 1 credit/semester if less than 6 groups/sites		
Advising Undergraduate Students Portfolios	0-20 advisees: 0.5 credits/semester	21-34 advisees: 0.75 credits/semester	35+ advisees: 1 credit/semester
Graduate research/Scholarship Supervision (DNP Projects)	Chair = 0.3 credits/student/semester (for up to 3 semesters) Membership = 0.10 per students (so 1.0 for 10) *Pending new process with DNP Projects		
Guest Lecture	Is negotiated – could be part of service but should be included in performance review for all faculty.		
Graduate teaching with 2 sites	0.25 credits/per course		

** Workload may vary +/- 1 credit

** Overload assignments are subject to additional compensation.

Service – Based on position description, NDSU Policy 352, and SON PTE Document

Scholarship – Based on position description, NDSU Policy 352, and SON PTE Document

Approval: 11/6/24 (SON Meeting); Revised: 12/4/24 (SON Meeting)

UNDERGRADUATE STUDENT ADVISING GUIDELINES

Per SON Policy 3.42, all pre-requisite courses required for the major must be completed at a “C” or better prior to enrollment in NURS 300/341/342. The pre-requisite courses are:

- NURS 150: Academic Success and Career Exploration (or equivalent)
- English Composition II
- Foundations of Public Speaking
- Introduction to Psychology
- Introduction to Sociology/Anthropology
- Developmental Psychology
- Nutrition Science
- Anatomy and Physiology I
- Anatomy and Physiology I Lab
- Anatomy and Physiology II
- Anatomy and Physiology II Lab
- Elements of Biochemistry (116/260)
- Chemical Concepts & Application (Chemistry 115/117)
- Chemical Concepts Lab
- Introduction to Microbiology
- Introduction to Microbiology Lab

Failure of the student to complete the requirements will result in the inability of the student to progress in the Professional Nursing Major.

A student may not have repeated any pre-requisite course more than once. A maximum of three pre-requisite courses may be repeated.

Philosophy 257 is recommended as a quantitative reasoning requirement.

- College Algebra does not count toward a general education requirement for quantitative reasoning if taken at NDSU.
- If College Algebra is transferred in, it does meet the general education requirements for quantitative reasoning.

NURS 150 is required for all students who enter the NDSU Fargo site with less than 24 semester hours of credit.

Frequently Asked Questions

For general information about University academic policies, including co-curricular activities, FERPA, academic integrity, graduate/undergraduate policies, etc. please visit: [Academic Policies < North Dakota State University](#)

Who must complete the General Education Requirements?

- The General Education Requirements apply to all students.

What are the General Education Requirements?

- For the most up-to-date general education requirements and current list of general education courses, please visit: [General Education < North Dakota State University \(ndsu.edu\)](#)

General Education Course transfer with the ND University System/other institution.

- Students who plan to transfer from one institution to another in the ND University System, or from an outside institution, should check with Office of Registration & Records in Ceres 110 or One Stop in the Memorial Union.

What does a grade of Incomplete (I) mean?

- A grade of Incomplete is a non-passing grade. Incompletes are rarely applied in nursing courses.
- If you feel that a student's extenuating circumstance may require an incomplete grade (with plans to finish after the semester ends), please speak with the program directors.
- University grading policies can be found here: [Grades and Grading < North Dakota State University](#)

Are nursing courses eligible for Pass/Fail?

- No, per SON Policy 3.44, nursing courses may not be taken pass/fail. A grade must be assigned.

How do I complete a waiver or substitution of a curriculum requirement?

- Please complete the "Substitute/Waive a Course" form under the link found on the Office of Registration and Records page: [Forms | Registration & Records | NDSU](#)
- State exactly why you think you should have a waiver or course substitution. These forms should be submitted only when special circumstances. **Only departmental and college requirements may be waived. University requirements may not be waived.**
- Please reach out to the program directors with questions.

If a student does not pass a pre-requisite course or a credit required for general education requirements, what are their options?

- Please see SON Policy 3.42 regarding a pre-requisite course with a grade of less than a "C".
- Students may repeat 3 pre-requisite courses 1 time.
- The second grade, whether higher or lower, will replace the first grade in computing the GPA.
- Both grades are listed on the students Permanent Record.
- Students may repeat the course at NDSU or at another institution. If they choose to take it outside NDSU, the student must verify that the course will transfer in as an equivalent course to replace the failing grade.
- Information about transfer credits can be found here: [Transfer and Test Credit < North Dakota State University](#)

If a student does not pass a nursing course, what should they do?

- Students who are not successful in a nursing course should be advised to follow the procedures outlined in Policy 3.46.
- A nursing course may only be repeated once (see SON Policy 3.44).

What are expectations related to mid-term grades?

- Advising appointments should be scheduled after mid-term grades are due/posted.
- Faculty advisors can view posted mid-term grades in [Bison Advise](#).

What are other resources for advising?

- Advising checklists for both fall and spring starts can be found on the S:/Drive
 - Nursing > Faculty > Advising Info

ATI TESTING INSTRUCTIONS

General Overview

All students have purchased ATI to assist them in preparing for completion of the NCLEX® Exam after graduation. For each course there are a variety of scheduled Practice and Proctored Assessments identified in the syllabus. Points will be given after the assessments are completed with the required remediation.

The comprehensive ATI review program offers the following to students:

- An assessment-driven comprehensive review program designed to enhance student NCLEX success ®
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles.
- Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/eBooks:

- ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

- ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

- There are practice assessments available to the student **with some being required in specific courses and proctored assessments that are required assignments in specific courses**. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

- Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

On the day of the proctored Test, students must bring a laptop computer to class to complete the proctored Test. If students don't own laptops, they may sign out one from IT. Due to limited plug-ins in the classroom, please make sure your computer is fully charged with a full battery. Also, check your computer prior to the Test for Wi-Fi connection.

Student Academic and Conduct Standards Policy 1.60

(*Under review / Updates expected Fall 2025)

Introduction

The mission of the NDSU School of Nursing (SON) is to advance nursing knowledge and develop dynamic nurse leaders who improve the health of all people. Professionalism is one of the ten domains and ethical practice is one of the key concepts of the NDSU nursing curricula. Nurses must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

The student conduct policy was developed to ensure nursing students understand and respect the principles of honesty and integrity, as applied to academic work. This policy is applicable to anyone enrolled as a student in the SON including those in the pre- professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the SON. Acceptance of this policy is required as a condition of admission to the SON.

Academic Standards

The SON strictly upholds NDSU Policy 335, Code of Academic Responsibility and Conduct (<https://www.ndsu.edu/fileadmin/policy/335.pdf>) related to academic misconduct. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension. Refer to the current NDSU Catalog for university information on academic deficiencies(<https://catalog.ndsu.edu/academic-policies/undergraduate-policies/academic-standing/>).

The academic standards of the SON differ from those of the University. Students within the SON are expected to remain in good academic standing per the University's and SON's undergraduate and/or graduate policies. Any student who fails to meet or exceed these standards may be placed on academic alert/probation, continued alert/warning, academic suspension, or termination.

Conduct Standards

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the SON in a positive, professional manner. Students participating in clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. Students are encouraged to contact the Associate Dean or Program Directors with any questions regarding academic or professional conduct standards.

Academic Misconduct:

Examples of academic misconduct include but are not limited to:

1. 1. Cheating, includes but is not limited to, the following:
2. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill SON requirements.
3. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
4. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
5. Copying, in part or in whole, exams or assignments kept by the instructor and are handed out in class only for review purposes.
6. Knowingly submitting a paper, report, presentation, examination, or any altered or corrected class assignment, in part or in whole, for reevaluation or re-grading, without the instructor's permission.

7. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
8. Plagiarism: Submitting work, in part or in whole, not entirely in the student's own, without attributing such portions to their correct sources. Unauthorized collaboration with another student and representing it as one's own individual work is also considered plagiarism. Ignorance is NOT an excuse.
9. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
10. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.
11. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.
12. Violation of any Institutional Review Board and/or University research processes.

Professional Misconduct:

Examples of professional misconduct include but are not limited to:

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of ANA Code of Ethics and/or ANA Professional Nursing Standards
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the SON, College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the SON.
8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
9. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel prior to admission to the SON, or while an active member of the SON's academic programs.
10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the SON, College and University.
11. Violation of patient respect, privacy, and confidentiality in any practice/learning setting.
12. Theft, damaging, defacing, or unauthorized use of any property of the SON, College, University, or training sites.
13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.
14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
15. Harassment, threats of violence, intent to do harm (NDSU, NDUS)
16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the SON.
18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.
19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

Reporting Process

Academic Misconduct

1. Students are required to report any academic misconduct to the Program Director within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the SON. Graduate students must also report to the SON Director of the graduate program.
2. The course instructor who suspects academic misconduct, or academic misconduct has been reported, in their course or other instructional context has an initial responsibility to: a) inform the student(s), involved of his/her suspicion and the suspicion's grounds, in writing; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred d) inform the student of the judgment and/or penalty from the SON and University level, if any, and the student's right to appeal the penalty.
3. The course instructor will report academic misconduct violations to the appropriate Program Director within 7 days of the occurrence or discovery of the misconduct.

Professional Misconduct

1. Students are expected to self-report any Professional Misconduct behavior that violates the School of Nursing Student Academic and Conduct Standards Policy 1.60, and/or NDSU conduct code Policy 601([601.pdf](#)) to the Dean of Students office and SON Associate Dean within 7 days of occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the SON.
2. If students need to self-report, they must complete and submit the NDSU College of Health and Human Science Self-reporting electronic form:
https://cm.maxient.com/reportingform.php?NorthDakotaStateUniv&layout_id=40
 - a. After submitting the report, the Dean of Students office and College of Health and Human Sciences staff will receive the submitted information and contact the students to discuss determinants of responsibility and sanctions.
3. Faculty members are required to report unprofessional conduct within the classroom, lab, and or/ clinical setting. Similarly, other SON personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.
4. The faculty member/SON personnel will report professional misconduct violations to their appropriate Program Director within 7 days of the occurrence or discovery of the misconduct.
5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, lab, and/or clinical setting, they should remind the student of the policy and direct the student to self-report any professional misconduct violations using the NDSU College of Health and Human Science self-reporting electronic form within 7 days of the occurrence.

Disciplinary Sanctions

Academic Misconduct

1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the appropriate Program Director.
3. A copy of the Student Academic Misconduct Tracking Form will be placed in the student's academic file.

Professional Misconduct

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the SON. Hence, the SON Associate Dean and/or Bismarck site Director collaborate to administer and enforce professional misconduct issues.
2. The SON Associate Dean will work collaboratively with the appropriate Program Director (and where appropriate, individual instructors) to resolve professional misconduct issues.

3. A copy of the NDSU College of Health and Human Sciences student self-reporting form and NDSU College of Health and Human Sciences faculty reporting form will be stored in a secured filed location within the College of Health and Human Sciences Dean's office.

SON Related Sanctions

Additional academic and/or professional disciplinary sanctions for the SON may be assigned by the appropriate Program Director or Associate Dean depending upon the circumstances and nature of the misconduct.

The student will be notified in writing. Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health & Human Sciences does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

Student's Right to Appeal

Students sanctioned for professional conduct violations have the right to appeal. Student conduct appeals must follow the appeal procedure sequence and be in alignment with NDSU policy 335:

1. Appeals will be reviewed by the Student Academic Appeals Committee.
2. Appeal letters must specify in detail one or more of the following bases of appeal:
 - a. the sanction was too severe for the offense;
 - b. the decision for non-action/action/sanction was made in an arbitrary manner;
 - c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or;
 - d. the student's/student organization's rights were violated (specify those rights believed to have been violated).
3. The Student Academic Appeals Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
 - a. Issue a decision based solely on the written materials
 - b. Issue a decision based on a review of written materials and discussion with those involved
 - c. Recall one or more witness
 - d. Return the case for reconsideration of the decision and/or sanctions
4. The Student Academic Appeals Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed.
5. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter but may take longer during University recesses or in the event of complex cases.
6. The Registrar will be advised of the results of the appeal.

Unresolved Appeals

After the SON & College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

Incomplete Disciplinary Process

Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or

program of study offered by the College of Health and Human Sciences. In such cases, the College reserves the right to place a hold on a student's graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.

Right to Terminate Enrollment

The School of Nursing reserves the right to terminate the enrollment of any student at any time, if the student demonstrated they are unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination include, but are not limited to, violation of state or federal statutes or regulations.

Approved: 5/15/2024

Revised: 11/5/2024

ACADEMIC HONESTY AND INTEGRITY TRACKING FORM

For information about University policy and procedure related to academic honesty/integrity, please see:
<https://www.ndsu.edu/academichonesty>

In instances where a penalty is imposed by the instructional staff member, the instructional staff member must contemporaneously complete a Student Academic Misconduct Report Form found at <https://www.ndsu.edu/academichonesty>. NDUS credentials are required to log in and complete the form.

This form is submitted to the Office of the Provost. The Office of the Provost shall submit copies of the Tracking Form to the student, the Dean of the student's primary major, the Office of Registration and Records and, if applicable, the Dean of the College of Graduate and Interdisciplinary Studies.

The program directors will assist faculty by verifying all required documentation is present prior to the submission of the reporting form.

PROFESSIONALISM MISCONDUCT REPORTING FORM

Please complete the following Qualtrics to document professional misconduct incidences based on SON Policy 1.60:

BISMARCK Tracks: [Bismarck Reporting Form](#)

FARGO Tracks: [Fargo Reporting Form](#)

GRADUATE: [DNP Reporting Form](#)

NURSING SYLLABUS TEMPLATE – MINIMUM REQUIRED INFORMATION

This template reflects NDSU Policy 331.1 Course Syllabus and University Senate Academic Affairs Committee Minimum Information for Syllabi Accompanying Course Proposals. Additional elements required by the College of Health and Human Sciences and the School of Nursing are also included. Syllabi requirements are reviewed by program directors each semester. Syllabi changes are communicated to faculty and template changes are stored on the School of Nursing Shared Drive:

- S:/Drive > Health Professions > Nursing > Syllabi

REPLACING CLINICAL HOURS WITH SIMULATION

Simulation-based experience(s) are defined by the International Association for Clinical Simulation and Learning (INACSL) as “activities that allow participants to develop or enhance knowledge, skills, and/or attitudes and provide an opportunity to analyze and respond to a realistic situation in a simulated environment.” Clinical simulation experiences at the School of Nursing (SON) are guided by the current Standards of Best Practice: SimulationSM as developed by INACSL. Simulations can be selected or designed to meet specific learning needs which may not be met in the traditional clinical setting, and the substitution of simulation for up to 50% of clinical hours is supported by the National Council of State Boards of Nursing.

The SON may use one hour of simulation to replace up to two hours of traditional clinical time to meet clinical learning objectives. Course coordinators will determine how learning objectives will be met through clinical and/or simulation. Courses that substitute simulation for clinical hours should include an outline of the hours in the syllabus.

References

Breymier, T. L., Rutherford-Hemming, T., Horsley, T. L., Atz, T., Smith, L. G., Badowski, D., & Connor, K. (2015). Substitution of clinical experience with simulation in prelicensure nursing programs: A national survey in the United States. *Clinical Simulation in Nursing*, 11(11), 472-478. doi:10.1016/j.ecns.2015.09.004

Hayden, J.K., Alexander, M., Kardong-Edgren, S., & Jeffries, P. (2014). The NCSBN national simulation study: A longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation*, 5(2), S1-S64.

Updated 11/28/17

COURSE & CLINICAL EVALUATION

Course & Clinical Evaluations are completed by the lead course faculty at the end of every academic year and will be reviewed by the Curriculum Committee. The forms are located on the S:/Drive.

FACULTY PEER EVALUATION TOOL

Faculty are encouraged to complete peer evaluations every other year, although faculty may ask for a peer evaluation more frequently. The peer evaluation tool is located on the S:/Drive and once complete, should be attached to the annual performance evaluation.

INFORMATION REGARDING PROMOTION AND TENURE

Please see School of Nursing Policy 1.50.

Differentiation of Practice Positions

From NDSU Policy 352, the University's mission flows the expectation that each faculty member will make contributions of high quality to the areas of teaching, research, and service. Because of the University's mission, the quality and quantity of contributions in all three areas will be considered at the times of promotion and tenure. But, because of variations among faculty in strengths and/or responsibilities, faculty members are not expected to exhibit equal levels of accomplishment in all areas. Moreover, disciplines will vary with respect to the kinds of evidence produced in support of quality of contributions. Professors of Practice often have a workload with an emphasis on teaching. For practice candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired, typically in learning and/or engagement/service. Please review Appendix A for more information

Differentiation of Tenure Positions

From NDSU Policy 352, the University's mission flows the expectation that each faculty member will make contributions of high quality to the areas of teaching, research, and service. Because of the University's mission, the quality and quantity of contributions in all three areas will be considered at the times of promotion and tenure. But, because of variations among faculty in strengths and/or responsibilities, faculty members are not expected to exhibit equal levels of accomplishment in all areas. Moreover, disciplines will vary with respect to the kinds of evidence produced in support of quality of contributions. Indicators of evidence are provided as examples, and faculty are not expected to meet all categories of evidence. Please review Appendix B and C for more information.

NEW FACULTY ORIENTATION

Orientation to the University is facilitated by the Office of the Provost and occurs prior to the start of classes in the fall. Orientation to the School of Nursing will be facilitated by the Associate Dean or Program Director, the mentor assigned to the new faculty, by the administrative assistant and others as deemed appropriate.

Faculty _____

Phone number _____

Date of Hire _____ Date of NDSU Orientation _____

Initial and date as completed with the Associate Dean, Director, or designee

Program Philosophy/Goals _____

Curriculum _____

Workload _____

Faculty Meetings _____

Advising _____

Office Hours _____

Committees _____

Faculty Handbook _____

Professional Development _____

Personnel File _____

Student Handbook _____

Annual Performance Review _____

University Bulletin _____

Position Description _____

Bison Advise Training _____

Initial and date as completed with Administrative Coordinator – Academic or designee

Office # _____

Telephone # _____

Name Badge _____

Room Reservation _____

Computer & ITS Support _____

Zoom Phone _____

Printers/Printer Code _____

Email _____

Keys _____

Mail: In/Out _____

Office Supplies _____

FAX/Scanning _____

Administrative Coordinator - Academic _____

Copier/Code _____

Initial and date as completed with mentor or designee

Course Orientation _____
Course Evaluation _____
Annual Report _____
Course Credit Hours _____

Clinical Orientation _____
Clinical Evaluation _____
Clinical Site Evaluation _____

Syllabi _____

Instructional Design _____

Testing (electronic) _____

Grade Change _____

Proctoring _____

Student Progression _____

Item Analysis _____

Professional Misconduct _____

SCES/Course Evaluation _____

Academic Misconduct _____

Grading Scale _____

Program Assessment _____

Incomplete Grade _____

Key Elements _____

Skills/Health Assessment Lab _____

Campus Connection _____

Simulation Lab _____

Libraries _____

FERPA _____

IRB/Research _____

Instructional Technology _____

Safety Policies _____

PowerPoint _____

Kitchenette _____

AV _____

Orientation to the Building _____

Blackboard _____

ATI _____

APA Format/Center for Writers _____

Docu-Cam _____

YuJa _____

S:/Drive _____

Zoom _____

.....
Graduate Faculty:

Graduate Student Handbooks _____
Processes for Disquisitions _____

NDSU Graduate Office _____
NDSU IRB _____

When completed, please sign, date, and give to administrative coordinator – academic.

Name

Date

CLINICAL INSTRUCTOR ORIENTATION

The following information should be used to guide the onboarding of new clinical instructors.

Tasks

- ☐ Send resume to Associate Dean and course coordinator
 - Include RN license number
 - State enrollment in graduate program
- ☐ Course coordinator will set up facility orientation
 - Sanford
 - Essentia
 - VA
- ☐ Attend Clinical Instructor Orientation
 - Typically the Friday before classes start
 -
- ☐ Complete required preceptor class
 - MT AHEC Preceptor Training
 - CNE Preceptor 101
- ☐ Provide a photo to course coordinator for name tag

Technology

- ☐ Blackboard
- ☐ Vector
- ☐ DocuSign

Documents to Review

- ☐ Policy Manual
- ☐ Student Handbook
- ☐ Faculty Handbook
- ☐ Student Evaluation Tool
- ☐ Course syllabus/clinical expectations

Business Office Tasks

- ☐ Complete formal job application (PeopleSoft)
- ☐ Sign contract sent via DocuSign
- ☐ Complete I-9 (see emails sent from HR)
- ☐ HR Onboarding
- ☐ Tuition Waiver Form (if applicable)
- ☐ Complete Annual Policies /Designated Medical Provider form via Docusign

Training to Complete (on or after start date)

- ☐ NDUS Data Privacy Training (in Vector)
- ☐ FERPA training (in Vector)
- ☐ Student Records Access Request (DocuSign)
- ☐ Baseline Safety Training
- ☐ Title IX / Equal Opportunity Training

Frequently Asked Questions

Who do I contact if I am concerned about a student?

- Please contact the course coordinator right away. They are there to help you navigate situations like a student arriving late, unprepared, not meeting clinical objectives, concerns about quality of clinical paperwork, etc.

What should I do if a student is injured (needle stick, passes out, etc.) while at clinical?

- Notify the course coordinator immediately. They will help guide next steps.
- Notify the clinical agency (usually a unit charge nurse) and complete the clinical agency's report as directed.
- Follow agency policy to avoid unnecessary costs. Students should be encouraged to seek medical advice from the appropriate healthcare provider. Assume that costs of care are the responsibility of the student.
- Complete a NDSU non-employee incident report **within 24 hours** of the incident (per NDSU Policy 166).
 - Work with the course faculty to accurately complete the [form](#):
 - On the form, send a copy to the course faculty.
 - The course faculty should then forward to the program director.

STUDENT ACKNOWLEDGEMENT FORMS

Signature page for the SON Student Academic and Conduct Standards Policy 1.60

Annual Pledge, FERPA Notification, and Signature

I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the School of Nursing (SON). I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with SON clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the School of Nursing and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the School of Nursing's ability to share this information at any time. Should I revoke the ability of the School of Nursing to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the School of Nursing, and I voluntarily (and immediately) withdraw from my major or program of study. I understand that withdrawing from a major or program of study within the School of Nursing does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other SON and College and policies as stated in my major or program of study's student handbook.

Please indicate your major:

Nursing: Pre-professional
Nursing: Pre-Licensure Year 1 2 3
Nursing: LPN – BSN 1 2
Nursing: RN – BSN 1 2
Nursing: Accelerated
Nursing: DNP

Date: _____

Printed Name: _____

Signature: _____

I have read and understand the content in the current handbook for the Pre-Licensure BSN Program and School of Nursing Policy Manual posted on the NDSU Nursing website for this academic year.

PRINT Name: _____

Signature: _____

Date: _____

RISK AWARENESS STATEMENT

“I understand that the healthcare career I have chosen comes with certain risks that could expose me to potential hazards to my health as a result of working in a healthcare workforce environment including but not limited to hazardous substances, dangerous equipment and supplies, mentally and physically ill patients, and possible exposure to blood and body fluids which may result in exposure to and/or contraction of an infectious disease. I fully understand these risks and accept them as a condition of being a student enrolled in a healthcare field like the BSN Nursing program. I understand that any medical expenses incurred as a result of the clinical education portion of the BSN program especially in the healthcare workforce environment, are my responsibility. I also understand that it is my personal responsibility to practice good accident and injury prevention measures to reduce my risk of injury or illness including following all prevention and safety guidelines recommended by the College, the healthcare facility, and the Center for Disease Control.”

PRINT Name: _____

Signature: _____

Date: _____

Consent Form for Sharing Work

I give permission to NDSU School of Nursing to use my course work in the format of a portfolio for assessment and evaluation purposes. Assessment and evaluation methods will be implemented throughout the program for continuous quality improvement.

I also give permission to NDSU School of Nursing professors to share exemplar assignments for educational purposes only.

Signature

Date

Appendix A

EVALUATION AND PROMOTION CRITERIA FOR PRACTICE FACULTY

Lecturer (Instructor) of Practice	Assistant Professor of Practice	Associate Professor of Practice	Professor of Practice
<p>Teaching: In accordance with NDSU Policy 352, “Teaching” includes all forms of instruction both on- and off-campus.</p> <p>Classroom teaching and curricular contributions: In the NDSU School of Nursing, promotion candidates should demonstrate excellence in teaching and actively enhance the department's curriculum through meaningful contributions to course offerings.</p> <p>Teaching and mentoring outside of the classroom: There are many components to teaching that are valued within the SON, including but not limited to: Leading experiential, service-learning, or study abroad programs; serving as a mentor or advisor to student organizations and activities, involvement in retention and student success programs, and serving as a chair or member of a graduate student committee.</p>			
Teaching	Teaching	Teaching	Teaching
*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:
<i>Develop, teach, and evaluate classes/courses and/or clinical experiences in undergraduate program</i>	<i>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</i>	<i>Sustained evidence of excellence and innovation in didactic and clinical instruction in the undergraduate and/or graduate programs</i>	<i>Demonstrate sustained depth and breadth of knowledge in diverse content areas in didactic and/or clinical teaching</i>
<i>Utilizes appropriate modes of educational delivery</i>	<i>Utilizes appropriate modes of educational delivery</i>	<i>Incorporates multiple modes of educational delivery</i>	<i>Exemplifies use of advanced techniques of educational delivery by serving as a role model and mentor for junior faculty</i>
<i>Demonstrates clinical competence and professionalism in teaching</i>	<i>Demonstrates didactic and/or clinical competence and professionalism in teaching</i>	<i>Utilizes best practices in didactic and/or clinical teaching and evaluation outcomes</i>	<i>Demonstrates excellence in classroom and/or clinical teaching</i>
<i>Integrate research and evidence-based practice findings into teaching and practice</i>	<i>Integrate research and evidence-based practice findings into teaching and practice</i>	<i>Integrate research and evidence-based practice findings into teaching and practice</i>	<i>Integrate research findings from evidence-based practice into teaching and practice</i>

*The continuous improvement of courses or instructional programs evidence of the following:	*The continuous improvement of courses or instructional programs evidence of the following:	*The continuous improvement of courses or instructional programs evidence of the following:	*The continuous improvement of courses or instructional programs evidence of the following:
<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Contribute to the curriculum development, evaluation and revision</i>	<i>Provide leadership for curriculum development, evaluation and revision</i>	<i>Leads the development, evaluation, revision, and benchmarking of the curriculum</i>
<i>Involvement in the development of clinical preceptor and clinical agency relationships</i>	<i>Assist in the development of clinical preceptor and clinical agency relationships</i>	<i>Facilitate and develop clinical preceptor and clinical agency relationships</i>	<i>Develop new and innovative clinical preceptor and clinical agency relationships</i>
<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Attends continuing education offerings that enhance teaching/professional competence</i>	<i>Participates in continuing education offerings that enhance teaching/professional competence</i>	<i>Develops continuing education offerings that enhance teaching/professional competence</i>
*Provides effective advising and mentoring of undergraduate and/or graduate students	*Provides effective advising and mentoring of undergraduate and/or graduate students	*Provides effective advising and mentoring of undergraduate and/or graduate students	*Provides effective advising and mentoring of undergraduate and/or graduate students
<p>Scholarship</p> <p>In accordance with NDSU Policy 352, scholarly work are defined as: Original research, quality or practice improvement, interdisciplinary projects, community-based research, innovative pedagogical approaches, publishing open access resources, and creative collaborations with students, international collaboration, grant writing and securing internal and external funding, public engagement and knowledge translation, publishing books, mentoring junior faculty and scholars, writing policy or white papers, and other creative activities.</p> <p>Impact: The impact of scholarly efforts should be demonstrated. Impact may be demonstrated through a variety of meaningful ways, including citations and references, public engagement, interdisciplinary collaboration or collaboration between institutional partners, educational contribution, policy influence, and others.</p> <p>Funding: External funding is strongly encouraged; Submission of applications for external funding are expected, although it is recognized that receipt of external funding is based on a variety of factors.</p> <p>Mentoring: Candidates for promotion should demonstrate their excellence in mentoring others in scholarly or grant activities.</p>			
Scholarship:	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria	Scholarship: Must meet all criteria

	*Participates in development of scholarly work at local/state/regional levels	*Contributes independently or collaboratively to a peer-reviewed publication	Leads an independently or collaboratively authored peer-reviewed publication.
	*Participates in a presentations (papers/posters) at local/state/regional levels	*Contributes independently or collaboratively in a presentations (papers/posters) state/regional/national levels	*Demonstrates a record of leadership in collaborative presentations at state, regional, or national levels
	<i>Contributes to the planning and writing of grant proposals related to clinical field</i>	<i>Collaboratively develops grants related to clinical area of expertise</i>	<i>Provides leadership and mentoring in grant writing, implementation, and evaluation related to clinical areas of expertise</i>
Service: Evidence of:	Service: Evidence of:	Service: Same as Assistant Professor, plus evidence of:	Service: Same as Associate Professor, plus evidence of:
	<i>Assists in committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation plan, faculty development.</i>	<i>Contributes to committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation, plan, faculty development.</i>	<i>Leads or significant contributes to committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation plan, faculty development.</i>
<i>Participates in accreditation process</i>	<i>Participates in accreditation process</i>	<i>Assumes a leadership role in preparing self-study reports for accreditation</i>	<i>Demonstrated leadership in accreditation and program approval activities</i>
<i>Function as a member of a SON committee</i>	<i>Serves as a member of the school, college and/or university committees</i>	<i>Active participation and demonstration of leadership in programs and governance at the school, college, and/or university levels.</i>	<i>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at school, college, or university levels</i>
	<i>Participates in service activities in the community</i>	<i>Advocacy in addressing important societal needs of the community</i>	<i>Distinction in the quality of service to the community</i>
<i>Participates in a professional organization.</i>	<i>Actively participates in professional organizations in area of expertise at local/state levels</i>	<i>Provides consultation in areas of expertise at local and state levels. Has an emerging national reputation or activities</i>	<i>Provides leadership in professional organizations at state, national and international levels</i>

Appendix B

EVALUATION AND PROMOTION CRITERIA FOR TENURE TRACK FACULTY

Assistant Professor	Associate Professor	Professor
Terminal or other appropriate degree, or an equivalent (NDSU Policy 350.1, 350.2)	Terminal or other appropriate degree, or an equivalent	Terminal or other appropriate degree, or an equivalent
<p>Teaching: In accordance with NDSU Policy 352, “Teaching” includes all forms of instruction both on- and off-campus.</p> <p>Classroom teaching and curricular contributions: In the NDSU School of Nursing, promotion candidates should demonstrate excellence in teaching and actively enhance the department's curriculum through meaningful contributions to course offerings.</p> <p>Teaching and mentoring outside of the classroom: There are many components to teaching that are valued within the SON, including but not limited to: Leading experiential, service-learning, or study abroad programs; serving as a mentor or advisor to student organizations and activities, involvement in retention and student success programs, and serving as a chair or member of a graduate student committee.</p>		
Teaching: Evidence of:	Teaching: Same as Assistant Professor, plus evidence of:	Teaching: Same as Associate Professor, plus evidence of:
*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:	*Demonstrates effective delivery of instruction to and the stimulation of learning of students and/or clients evidence of the following:
<i>Demonstrates didactic, clinical, and experiential competence and professionalism in teaching.</i>	<i>Utilizes best practices in didactic, clinical, or experiential teaching.</i>	<i>Demonstrates excellence in didactic, clinical, or experiential teaching.</i>
<i>Utilizes appropriate modes of educational delivery</i>	<i>Incorporates multiple modes of educational delivery</i>	<i>Exemplifies use of multiple modes of educational delivery.</i>
<i>Provide leadership in didactic and/or clinical courses/experiences in undergraduate and/or graduate programs</i>	<i>Sustained evidence of excellence and/or innovation in didactic and/or clinical instruction in the undergraduate and/or graduate programs</i>	<i>Demonstrate sustained depth and/or breadth of knowledge in diverse content areas in didactic and/or clinical teaching</i>
<i>Integrate research and/or evidence-based practice findings into teaching and/or practice</i>	<i>Integrate research and/or evidence-based practice findings into teaching and/or practice.</i>	<i>Integrate research findings and/or evidence-based practice findings into teaching and/or practice</i>

*The continuous improvement of courses or instructional programs evidence of the following:	*The continuous improvement of courses or instructional programs evidence of the following:	*The continuous improvement of courses or instructional programs evidence of the following:
<i>Participates in the curriculum development, evaluation and/or revision.</i>	<i>Contribute to the curriculum development, evaluation and/or revision.</i>	<i>Advance the development, evaluation, and/or revision of the curriculum, and/or benchmarking of the student outcomes.</i>
<i>Attends continuing education offerings that enhance teaching/professional competence.</i>	<i>Participates in continuing education offerings that enhance teaching/ professional competence.</i>	<i>Develops continuing education offerings that enhance teaching/professional competence.</i>
*Provides effective advising and/or mentoring of undergraduate and/or graduate students evidence of the following.	* Provides effective advising and/or mentoring of undergraduate and/or graduate students.	* Provides effective advising and/or mentoring of undergraduate and/or graduate students.
<p>Scholarship In accordance with NDSU Policy 352, scholarly work are defined as: Original research, quality or practice improvement, interdisciplinary projects, community-based research, innovative pedagogical approaches, publishing open access resources, and creative collaborations with students, international collaboration, grant writing and securing internal and external funding, public engagement and knowledge translation, publishing books, mentoring junior faculty and scholars, writing policy or white papers, and other creative activities.</p> <p>Impact: The impact of scholarly efforts should be demonstrated. Impact may be demonstrated through a variety of meaningful ways, including citations and references, public engagement, interdisciplinary collaboration or collaboration between institutional partners, educational contribution, policy influence, and others.</p> <p>Funding: External funding is strongly encouraged; Submission of applications for external funding are expected, although it is recognized that receipt of external funding is based on a variety of factors.</p> <p>Mentoring: Candidates for promotion should demonstrate their excellence in mentoring others in scholarly or grant activities.</p>		
Scholarship Evidence of:	Scholarship Same as Assistant Professor, plus evidence of:	Scholarship Same as Associate Professor, plus evidence of:
*Submission of scholarly findings to peer reviewed publications	*Acceptance of scholarly manuscripts in peer reviewed publication	*Demonstrated record of publications in peer-reviewed publications
*Presentation of scholarly work at local or regional conferences	*Presentation of scholarly work at regional, state, or national conferences	*Presentations of scholarly work at state, national, or international conferences.
*Write and submit for extramural funding to support program of research/scholarship evidence of the following:	*Write and submit for extramural funding to support program of research/scholarship evidence of the following:	*Write and submit for extramural funding to support program of research/scholarship evidence of the following:
<i>Participate in implementation and/or management of internal and external funding activities</i>	<i>Collaborate in internal and external funding writing, implementation, management and the writing of reports</i>	<i>Leadership in internal and external funding writing, implementation, management and writing of reports; and be available to mentor</i>

		<i>junior faculty.</i>
<i>Collaborates in research/EBP/QI projects with external partners</i>	<i>Leader in designing and managing research/EPB/QI projects with external partners</i>	<i>Lead a team in designing and managing research/EPB/QI projects with external partners.</i>
Service: In accordance with NDSU Policy 352, "Service" includes public service, service to the University, college, and department, and service to the profession. Engagement and Service: Excellence in engagement may be demonstrated through the creation and application of initiatives that enhance lives, strengthen communities, and benefit societies. These efforts may address diverse populations and areas, shaped by the candidate's unique expertise and focus. Evidence of such impact often emerges from contexts outside traditional academic boundaries.		
Service Evidence of:	Service Same as Assistant Professor, plus evidence of:	Service Same as Associate Professor, plus evidence of:
<i>Assists in committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation plan, faculty development.</i>	<i>Contributes to committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation plan, faculty development.</i>	<i>Leads or significant contributes to committee work that may involve: Course and/or program development and/or evaluation, student progression, recruitment, or retention, SON evaluation plan, faculty development</i>
<i>Participates in accreditation and/or program approval processes.</i>	<i>Assumes a leadership role in preparing self-study reports for accreditation and/or program approval.</i>	<i>Demonstrated leadership in accreditation and/or program approval activities</i>
<i>Serves as a member of the nursing school, college and/or university committees</i>	<i>Active participation and demonstration of leadership in programs and governance at the school, college, and/or university levels.</i>	<i>Leadership role (i.e. task force) involvement in the institution's faculty governance structure at school, college, and/or university levels</i>
<i>Participates in service activities in the community</i>	<i>Participates in addressing important societal needs of the community</i>	<i>Distinction in the quality of service to the community</i>
<i>Participates in professional organizations</i>	<i>Contributes to professional organizations/associations based upon one's professional expertise</i>	<i>Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels.</i>

Appendix C

Policy and Procedures for Post-Tenure Review

The SON post-tenure review process will be consistent with NDSU Policy 352.4.

The granting of tenure does not relieve the faculty member of his or her obligations to fulfill all assigned position responsibilities. Summative annual performance reviews of faculty rest with the department. Associate Professors will be reviewed by department head, and PTE committee three years after promotion and awarding of tenure and then every five years. The first PTR will occur three years after the awarding of tenure, and every five years from that point forward with promotion to full professor resetting the PTR clock.

The post-tenure review portfolio shall be submitted by the faculty member in the spring of the third or fifth year. The candidate's portfolio will include annual reviews, faculty activity reports, position descriptions, current curriculum vitae, up to a 3-page statement of context and accomplishments covering the period under review, and any other documents required by their academic unit. The department head and PTE Committee prepare a written report, evaluation of the faculty member's performance in the areas of teaching, research and creative activities, and service from his/her last post-tenure review. The tenured professor will adhere to the evaluation and promotion criteria outlined in the Section 352 Promotion, Tenure, and Evaluation (PTE policy, <https://www.ndsu.edu/sites/default/files/documents/352.pdf> and NDSU SON Policy 1.50, <https://live-ndsuedu.pantheonsite.io/sites/default/files/2025-07/2024-2025%20SON%20Policies.pdf>). Specific criteria for promotion are listed as "Supporting Evidence for Promotion by Rank," including Assistant to Associate Professor in the tenure track and Associate Professor to Professor in the practice track. Post-tenure review criteria may be adjusted according to individual faculty workload contracts and changing percentage allocations as agreed upon by faculty, chair, and dean. Additionally, Section NDSU Policy 350.3 Board Regulations on Nonrenewal; Termination or Dismissal of Faculty details the circumstances, policies, and procedures under which a faculty (tenured or otherwise) member may be terminated.

Upon request of the faculty member's chair or dean, a faculty member with tenure can be evaluated by post-tenure review. Generally, reviews will not be conducted more frequently than once every 3 or 5 years unless requested by the faculty member. However, two negative annual reviews will trigger PTR outside of the typical 3 or 5 year schedule (which aligns with Policy 352). This review should address the quality of the faculty member's performance in the areas of teaching, research/scholarship, and service, consistent with the faculty member's job description. Ideally, the review shall result in formative recommendations for enhancing performance and provide a plan for future development. The department chair initiates the process by notifying the faculty member that materials for review is due by the date outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution). The materials will be reviewed by the Departmental PTE committee and the College PTE committee. A letter summarizing the outcome of each committee will be sent to the faculty member by the date outlined according to the timeline outlined in the current edition of NDSU Guidelines for Promotion and Tenure (Office of the Provost, Annual Distribution).

Faculty members may use the currently established grievance process to resolve any improper use of PTR documents. Concomitantly, participation in PTR is viewed as a necessary component of successfully completing one's job duties. Faculty members who fail to participate in the post-tenure review process in a timely and professional fashion are subject to sanction via the annual review process and NDSU Policy 350.3 Board Regulations on Nonrenewal; Termination or Dismissal of Faculty.

The review does not change the university's commitment to academic freedom, or the circumstances under which tenured faculty can be dismissed from the university.

The nursing faculty will review the guidelines and criteria every two years and forward their summary of revisions and adoption of the document to the dean of the college. Upon approval by the dean, the document will be forwarded to the provost for final approval.

Loretta Heuer
Chair, NDSU School of Nursing PTE Committee

Date

Carla Gross
Associate Dean and Chair
NDSU School of Nursing

Date

Shannon Dean
Chair, College of Health & Humans Sciences
PTE Committee

Date

Teresa Conner
Dean, College of Health & Human Sciences

Date

David Bertolini
Provost

Date

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