



Report from Like Schools 2015 Spring Annual Meeting

Group: Public Colleges/Universities without an AHC

Facilitator: Deborah Henderson, PhD, Director, School of Nursing, College of Health Sciences and Professions, Ohio University, Athens, OH

Agenda:

1. Standards of promotion and tenure for nursing faculty especially with respect to scholarship expectations and any considerations given to clinical practice.
2. Test security for online programs.
3. Issues with Community Colleges offering BSN degree.
4. Incorporation of simulation in the curriculum.

Notes:

1. Standards of promotion and tenure for nursing faculty especially with respect to scholarship expectations and any considerations given to clinical practice.
 - There is great variation among schools among tenure and promotion policies; primarily, the norm for the group was two tracks (clinical and academic) being offered as pathways to tenure and promotion. There was also great variation among schools as to the amount credit hours assigned for teaching loads for the various tracks available.
 - Union (AAUP) contracts at many schools dictate what kinds of tracks are available at a school and what degrees are needed to be in a particular track.
 - Some schools report there are issues with DNPs not being allowed to apply for tenure on the traditional academic track, but they can be tenured on a clinical track.
 - A suggestion was for AACN to compile a document comparing what schools are doing with tenure and promotion to be shared among the membership.
 - Another suggestion was for AACN to compile and provide a mapping of where DNP and PhD faculty are located geographically.
 - Some schools only allow PhD in the tenure track and have an instructor level for the others, but this creates a “them vs us” mentality.
 - There still are issues with DNP being tenured traditionally. Some institutions have research-strong DNP faculty, others do not.
 - There is great variation in credit requirements for teaching vs research faculty at all the schools and great variation in percentages related to research, teaching, and service.
 - There exists independent of number of tracks; strategies must be in place for each track to lead to success.

- Some schools have issues with just getting faculty who can teach, regardless of degree (e.g., PhD vs DNP).
2. Test security for online programs.
 - Technology issues exists with coordination of LMS and Lockdown Browser (Respondus)
 - Some schools still test in person for their online students for key exams.
 - Some require a certain percentage of online exams, which limits class size.
 - Some technology captures 360 views while testing online.
 - YouTube videos are available on how to beat many testing strategies.
 - Rethink process: design tests and evaluating students different.
 3. Issues with Community Colleges offering BSN degree.
 - Benjamin Murray from CCNE was asked to speak; he indicated that that CCNE's stand is if a state allows a program, then CCNE can't refuse accreditation *if* that school meets the criteria for accreditation. He believes that these programs deserve the benefit of a quality or CQI process.
 - Per Mr. Murray, retraining of all evaluators will happen this summer.
 - There are deans asking AACN to do more for the quality, specifically professional accreditation be required (so they can progress in the profession); this is an issue for the state board.
 - There continue to be issues with *seamless progression*; asking that we don't "dumb down" the BSN degree.
 - An opinion was offered that it is not AACN's place to talk to legislatures, but rather it is the role of the deans to create unique programs to assist seamless progression. Deans have the ability and power if we reach out to community colleges to form partnerships.
 - Note that the presidents of the community colleges are leading the drive to have community colleges offer the BSN. These presidents often do not realize this: they are using IOM report inappropriately and not considering the cost involved.
 - Partnering with community colleges in your area is frequently offered by the group for a solution; possibly make the argument of mission of the community college is often to be a feeder to university vs granting a bachelor's degree.
 4. Incorporation of simulation in the curriculum.
 - Variation among states: A few states have 25%; Florida allows 50%; Ohio allows 0%; this is often a state regulatory issue that needs to be address at state level.
 - Suggestions for inter-professional via simulation and presenting evidence for adding simulation; more measurement of outcomes are needed.