Table of Contents

Contents
INTRODUCTION......................................................................................................................................... 6

Section I:  Mission & Governance ............................................................................................................... 7

Mission .......................................................................................................................................... 7
Vision ............................................................................................................................................. 7
Program Goals ................................................................................................................................ 7

Tanner Health System School of Nursing Total Plan for Evaluation ......................................................... 9

Statement of Philosophy (REVISED 4/23/12) ................................................................................... 9

Quality Caring Framework............................................................................................................ 11

BSN Quality Caring Framework: A Caring Science Curriculum ....................................................... 13

BSN Curriculum & Plan of Study .................................................................................................... 14

RN-BSN Curriculum & Plan of Study .............................................................................................. 15

MSN Quality Caring Framework .................................................................................................... 16

MASTER OF SCIENCE IN NURSING PROGRAM DEGREE PLAN ......................................................... 17

CLINICAL NURSE LEADER............................................................................................................. 17

NURSE LEADER/MANAGER ........................................................................................................... 18

NURSING EDUCATION .................................................................................................................. 19

Ed.D Quality Caring Framework: A Caring Science Curriculum ....................................................... 20

EdD in Nursing Education Program ............................................................................................... 21

Ed.D in Nursing Education ............................................................................................................ 23

Program Outcomes ....................................................................................................................... 23

FACULTY BYLAWS ......................................................................................................................... 23

Role of Tanner Health System School of Nursing Dean .................................................................. 35

Role of the Associate Dean for Undergraduate Education ............................................................. 36

Role of the Associate Dean for Graduate Education ...................................................................... 35

Role of Program Directors (BSN/RN to BSN/MSN/EdD) ................................................................. 36

Role of Course Coordinators ......................................................................................................... 37

Role of the Experiential Learning Center (ELC) Manager ............................................................... 38

Role of ELC Nurse Educator ........................................................................................................... 39

Role of ELC Director ...................................................................................................................... 40
Role of Clinical Placement Specialist (CPS) ................................................................. 41
Role of Instructional Designer ............................................................................................ 41
Role of Graduate Studies Associate .................................................................................. 43
Role of Graduate Writing Support Associate .................................................................. 44
THS SON Organizational Chart ......................................................................................... 45
UWG THS SON Social Media Guidelines ......................................................................... 45
Faculty Mentoring Guidelines ........................................................................................... 49
New Faculty Quick Start Guide ......................................................................................... 58
BYOD Approval Form & Policy ......................................................................................... 63
Section II: Faculty Evaluation & Workload ........................................................................ 67
Evaluation of Nursing Faculty .......................................................................................... 67
Annual Faculty Evaluation ................................................................................................. 68
Boyer’s Model of Faculty Evaluation ................................................................................. 69
Peer Teaching Observation as Evidence-Based Teaching .................................................. 74
Guidelines for Faculty Appointment, Promotion, & Tenure ............................................. 75
Assistant Professor ........................................................................................................... 76
Associate Professor .......................................................................................................... 78
Professor ............................................................................................................................ 79
School Of Nursing Promotion and/or Tenure Guidelines ................................................. 81
Pre-Tenure and Third Year Review .................................................................................... 83
Pre-Tenure and Third Year Review of Faculty by Associate Dean ..................................... 83
Pre-Tenure and Third Year Review of Faculty by Dean ..................................................... 84
Promotion and Tenure Review of faculty by Associate Dean .......................................... 84
Promotion and Tenure Review of Faculty by Dean .......................................................... 85
Post-Tenure/Fifth-Year Review ......................................................................................... 85
Post-Tenure/Fifth-Year Review of faculty by Associate Dean ........................................... 85
Post-Tenure/Fifth-Year Review of faculty by Dean ........................................................... 86
Ballots ............................................................................................................................... 86
Appeals process ............................................................................................................... 86
Faculty Workload Guidelines ............................................................................................ 87
Section III: Faculty Evaluation Forms ................................................................................ 91
Student Evaluation of Instruction(SEI) .............................................................................. 91
INTRODUCTION

Dear Friends and Colleagues:

This Tanner Health System School of Nursing Faculty Handbook is our guide to “educational excellence in a caring environment.” It provides information about the Tanner Health System School of Nursing policies and procedure and serves as a supplement to the following University of West Georgia documents available at https://www.westga.edu/administration/vpaa/faculty-resources.php

This link includes the following under the tab academic policies:

- UWG Faculty Handbook
- UWG Statutes

Please visit the resources tab on the Provost home page regularly, as it contains a variety of resources for faculty.

The THS SON Faculty Handbook is a companion document to the:

- THS SON BSN Student Handbook
- THS SON Graduate Student Handbook:

The THS SON Faculty Handbook includes the following sections:

1. Mission and Governance
2. Faculty Evaluation and Workload
3. Faculty Evaluation Forms
4. Faculty Information: Syllabi, SON General Information, Testing, Preceptors, UWG General Information.

Thank you for all you do for the students, the school, and the profession.

Jenny Schuessler, PhD, RN, CNE
Dean and Professor of Nursing
Section I: Mission & Governance

Tanner Health System School of Nursing Mission & Vision

Mission

The University of West Georgia, Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community (approved 4/5/2010, reaffirmed 3/27/2017 and 8/14/2017 UPC)

Vision

The Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems (approved 5/7/2012, reaffirmed 3/27/2017 GPC and 8/14/2017 UPC)

TANNER HEALTH SYSTEM SCHOOL OF NURSING

Program Goals

(APPROVED 12/02/2013)
(Changes approved 2/24/15)
(Updated 5/2019)

1. Maintain high quality undergraduate and graduate nursing programs.

Outcome measures:

NCLEX and Certification Pass Rates (IV- C & IV- D)

a) 80% of BSN graduates will pass NCLEX-RN on their first attempt
b) 90% of BSN graduates will pass NCLEX-RN within one year of graduation.
c) 80% of CNL students will pass the CNL certification exam on the first attempt.
d) 90% of CNL students will pass the CNL certification exam within one year of graduation.

Satisfaction (IV- I)

e) 85% of students (exit survey of all programs), alumni survey of all programs collected at 9-15), employers (employer survey of all programs) and community of advisors (community of advisory survey) will agree/strongly agree with survey statement addressing overall satisfaction with graduate performance.

Employment rates (IV- D)

f) 80% of BSN graduates seeking employment in nursing will be successful (alumni survey collected 9-15 months after graduation); 50% of undergraduate students at graduation will have a job offer or a high degree of certainty that an offer in nursing is pending (collected per exit survey at graduation);
90% of RN to BSN, 50% of MSN, and 80% of EdD graduates seeking role specific employment in nursing will be successful (collected per exit survey at graduation)

Plans to enroll in graduate education (IV- E)

   g) 50% of BSN/RN-BSN/MSN graduates will indicate intent to enroll in an advanced degree program (collected per exit survey at graduation).
   h) 10% of BSN/RN-BSN/MSN graduates will enroll in an advanced degree program within one year post graduation (collected per alumni survey at 9-15 months following graduation.

Completion rates (IV-B)

   i) 80% of students admitted to the BSN-Newnan/RN-BSN/programs will graduate within four years; 80% of students admitted to the BSN-Carrollton program will graduate within three years.
   j) 80% of students admitted to the MSN program will graduate within four years; 80% of students admitted to the EdD program will graduate within seven years.

2. Maintain faculty who demonstrate excellence in teaching, scholarship, and service to the university, the community, and the profession.

Outcome measures: Full Time Faculty (IV-G)

   a) 100% of nursing faculty will have overall positive self, peer, and student evaluations of teaching effectiveness.
   b) 100% of nursing faculty will participate in THS SON committees.
   c) 70% of nursing faculty will participate in UWG committees.
   d) 80% of nursing faculty will participate in professional service.
   e) 50% of nursing faculty will participate in community service.
   f) 60% will hold doctoral degrees.
   g) 50% of tenure track nursing faculty will publish manuscripts.
   h) 75% of all nursing faculty will present posters/papers at professional meeting.
   i) 75% of nursing faculty will hold professional certification in teaching and/or area of clinical expertise.

3. Maintain a personal learning environment that creates caring collaborative relationships. (IV- I)

Outcome measures:

   j) 85% of responding BSN/RN-BSN/MSN/EdD graduates will agree that caring collaborative relationships characterize the learning environment in the THS SON (collected per exit survey at graduation).
Tanner Health System School of Nursing Total Plan for Evaluation  
(REVISED AND APPROVED 2/24/15, 7/29/2020)

The THSSON has a systematic, written, comprehensive plan for assessing the quality and effectiveness of all SON programs. The Total Plan for Evaluation (TPE) underwent a major revision in 2014-2015 to more closely align with CCNE Standards, specify roles and responsibilities, and better integrate assessment of student learning outcomes (SLOs). The new TPE was successfully implemented in 2015-2016. In response to the new 2018 CCNE standards, program deans and directors revised the TPE was revised in Fall of 2018. This document and is currently used to document continuous program improvement. The evaluation process is tailored for each program, including the BSN, RN to BSN, MSN and EdD programs. The written plan includes the elements to be evaluated, assessment methodology, and the level of achievement to be reached. Responsibility for and input into the TPE is shared by the Evaluation Committee (EC), Deans, Directors, and faculty.

The TPE consists of ten working documents which align with CCNE Standards I, II, III, and IV and reflect the plan for continuous quality improvement. These documents are supported by 18 tables, where date is aggregated and trended for analysis. The Standard I document outlines measures used to assess mission and governance of all programs. The Standard II document describes continuous evaluation of the ongoing commitment and support of the SON in terms of resources. Standard III addresses undergraduate and graduate programs in relation to curriculum and teaching learning practices. Seven documents are utilized to address Standard IV, student and faculty outcomes. These documents include one document for student learning outcomes in each of the programs: BSN, MSN, and EdD. There are four other documents to track outcome data related to: 1) Completion/ Employment/ Faculty outcomes; 2) NCLEX pass rates; 3) CNL pass rates; and 4) Satisfaction/ Caring environment/ Intent to enroll in graduate work. The TPE is an ongoing, continuous quality improvement process guiding the systematic, comprehensive process of evaluation through an established practice of review, analysis, and refinement of all facets of the School.

Statement of Philosophy (REVISED 4/23/12)

The faculty of the Tanner Health System School of Nursing believe and support the mission, purpose, and goals of the University of West Georgia. While offering both undergraduate and graduate academic programs, the Tanner Health System School of Nursing frames its philosophy within the theoretical structure of caring as the essence of nursing. The faculty are committed to creating a culture of quality caring that
fosters caring collaborative relationships between teachers and learners; patients, families and nurses, as well as other members of the healthcare team. The faculty believe that all persons are inherently worthy and deserve respect, justice, and equality regardless of gender, race, culture, sexual orientation, or socio-economic status. In pursuit of these beliefs, the faculty declare the following statements of our beliefs and assumptions:
**Persons**
Persons, including individuals, families, groups, communities, and populations, are unique and dynamic as thinking, caring, feeling contributors to society with the power to make choices and assume responsibility for their choices. Persons are holistic, representing an integration of mind, body, and spirit. They have spiritual-social-cultural-ethical beliefs and values that influence the perception of self, others, and the world.

**Environment**
People construct meaning and develop knowledge through being in the world and interacting with the world. Environment includes persons, cultures, the health-care system and other aspects of the constructed and natural world. A concern for the environment is essential due to the social, political and economic influences on health and the health-care system.

**Health**
Health is a dynamic and contextual state of being in which there is a balance of relationships, choices, and human potentials. The person’s perception of health is unique and self-determined within psychological, biophysical, socio-cultural, developmental and spiritual dimensions.

**Nursing**
Nursing is a distinct discipline focused on promoting optimal health through the formation of caring relationships across the lifespan while recognizing and respecting the uniqueness of recipients of care. Quality caring provides the foundation for nurses to deliver safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

**Teaching-Learning**
Teaching-learning is a dynamic, reciprocal, lifelong process that nurtures and facilitates growth in all participants. Learning occurs through meaningful relationships characterized by connectedness, openness, and creativity. Teachers and learners share the responsibility for creating and maintaining an environment that nurtures these relationships (Duffy, 2009).

**Nursing Education**
The undergraduate program prepares graduates for professional nursing practice, future leadership roles, and advanced education. Education at the graduate level is designed to foster utilization of theoretical and empirical knowledge in advanced nursing practice.

**Quality Caring Framework**
The philosophy of the Tanner Health System School of Nursing (THS SON) is based on the belief that caring collaborative relationships are the center of creating a culture of quality caring in nursing education and practice. Caring collaborative relationships occur among teachers and learners, clients and nurses, and inter-professional healthcare team members. Within the structure of a conceptually based curriculum (Giddens, 2008), the process of living a caring science curriculum leads to achievement of program outcome goals centered on educating practitioners who can provide safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).
The philosophy of the THS SON is based on an integration of Duffy’s (2009) Quality Caring Model and Hills and Watson’s (2011) Caring Science Curriculum Model. Both of these models place caring collaborative relationships at the center of the process of nursing education and practice and provide the framework for implementation of a curriculum based on caring.

The Quality Caring model explicates the relationship-centered and multi-dimensional aspects associated with providing quality health care (Duffy, 2009). Within this model, “relationships are at the heart of the health care process” (Duffy, p. 33) in order to promote positive outcomes for persons who are recipients of healthcare, for providers, and within the health care system. Adapted for the curriculum in the THS SON (see Appendix A), Duffy’s model provides a framework for caring as the center of a **Process** in which students are taught concepts relevant to nursing practice (**Structure**) resulting in achievement of the **Program Goals** (**Outcomes**). The construct of **structure** includes the key concepts within the curriculum related to Person/Health, Nurse/Nursing/Provider, Systems/Environment, and Profession. The construct **process of care** describes caring collaborative relationships, the primary focus of the model. Relationship centered professional encounters occur between/among clients and nurses; between/among nurses and other members of the health care team; and in education, between/among teachers and learners. Caring relationships promote the intermediate outcome of **feeling cared for**. The construct of **program goals** demonstrates the achievement of positive **outcomes** for the BSN and MSN educational programs, the person (student), and the nursing profession and healthcare system.

The Caring Science curriculum model, integrated into the THS SON curriculum frameworks, (Hills & Watson, 2012) places caring collaborative relationships at the center of a curriculum designed to create a culture of caring within a nursing education program. The focus of the caring science curriculum model is on the development of caring relationships with students and the use of emancipatory pedagogy (student centered learning). According to Hills and Watson, nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationships between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills and attitudes for nursing practice in the health care system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice.

**References**


# BSN Quality Caring Framework: A Caring Science Curriculum

## Structure

<table>
<thead>
<tr>
<th>Person / Health</th>
<th>Process</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client (PG 1, 2) (BSN I, IX) (ANA 1, 2, 3, 4, 5, 6)</td>
<td>Goals</td>
<td>BSN Program Goals</td>
</tr>
<tr>
<td>Lifespan (PG 1, 8) (BSN VII, IX) (ANA 1, 2, 3, 4, 5, 6)</td>
<td>Creating a Culture of Quality Caring</td>
<td>Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</td>
</tr>
<tr>
<td>Health, Wellness, &amp; Illness (PG 1, 8) (BSN VIII) (ANA 1, 2, 3, 4, 5)</td>
<td></td>
<td>Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.</td>
</tr>
<tr>
<td>Biophysical Concepts (PG 1, 3) (BSN I, III) (ANA 1, 2, 3, 4, 5)</td>
<td></td>
<td>Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.</td>
</tr>
<tr>
<td>Social Function (PG 1, 3) (BSN I, VIII) (ANA 1, 2, 3, 4)</td>
<td></td>
<td>Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.</td>
</tr>
<tr>
<td>Psychological Concepts (PG 1) (BSN I) (ANA 1, 3, 4)</td>
<td></td>
<td>Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.</td>
</tr>
<tr>
<td>Communication (PG 1, 4) (BSN I, II, IV, IX) (ANA 1, 2, 3, 4, 5, 6)</td>
<td></td>
<td>Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.</td>
</tr>
<tr>
<td>Critical Thinking (PG 1, 3) (BSN I, III, IX) (ANA 1, 2, 3, 4, 5, 6)</td>
<td></td>
<td>Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.</td>
</tr>
<tr>
<td>Caring (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)</td>
<td></td>
<td>Utilize effective teaching strategies to empower persons to achieve healthcare goals.</td>
</tr>
<tr>
<td>Holism (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture (PG 1, 2) (BSN I, VIII) (ANA 1, 2, 3, 4, 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Diversity (PG 1, 2) (BSN I, VII) (ANA 1, 2, 3, 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (PG 1, 8) (BSN I, III) (ANA 4, 5, 6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nurse/Nursing/Provider**

| Clinical Reasoning (PG 3) (BSN II, III, IX) (ANA 1, 2, 3, 4, 5, 6) | Nurse/Nursing/Provider |
| Teamwork & Collaboration (PG 4, 8) (BSN I, VI, VII) (ANA 3, 4, 5, 6) | |
| Empowerment (6, 8) (BSN VIII) (ANA 5, 6) | |
| Theory (PG 1, 3) (BSN III, VI) (ANA 3, 4, 5) | |

**Systems/Environment**

| Healthcare Systems (PG4, 5) (BSN I, II, III, V) (ANA 4, 5) | Systems/Environment |
| Regulatory Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5) | |
| Legal Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5) | |
| Economic Systems (PG 5) (BSN I, II, III, V) (ANA 4, 5) | |
| Informatics Systems (PG 4, 5) (BSN I, IV, V) (ANA 4, 5) | |
| Healthcare Quality Systems (PG 2, 3) (BSN II, III, IV, V) (ANA 3, 4, 5) | |
| Safety Systems (PG 3) (BSN II, III, IV) (ANA 3, 4, 5) | |

**Profession**

| Management (PG 5, 6) (BSN I, II, IV, V, VI) (ANA 4, 5, 6) | Profession |
| Leadership (PG 6) (BSN II, III, IV, V) (ANA 4, 5, 6) | |
| Policy (PG 5, 6) (BSN V, VIII) (ANA 3, 4, 5) | |
| Professionalism (PG 2, 5, 7) (BSN V, VIII) (ANA 5, 6) | |

---

**Creating a Culture of Quality Caring**

- Teacher-Learner Relationships
- Client-Nurse Relationships
- Creating Caring Collaborative Relationships
- Inter-Professional Healthcare Relationships

**Essence of Nursing Practice and Education**

Intermediate Outcomes

Feel “cared for”
### BSN Curriculum & Plan of Study

**CARROLLTON Campus Full-Time 6 Semesters – 66 Credit Hours**

<table>
<thead>
<tr>
<th>Summer 1 (6 hours)</th>
<th>Fall 1 (15 hours)</th>
<th>Spring 1 (15 hours)</th>
</tr>
</thead>
</table>
| NURS 2101 Patho/Pharm I (3-0-3)  
NURS 3000 Holistic Hlth Assessment (2-2-3) | NURS 3100 Patho/Pharm II (3-0-3)  
NURS 3101 Prof Nsg Concepts I (3-0-3)  
NURS 3201 Health Care of Client I (3-0-3)  
NURS 3301 Clinical Practice I (0-12-6) | NURS 3102 Prof Nsg Concepts II (2-0-2)  
NURS 3202 Health Care of Client II (4-0-4)  
NURS 3302 Clinical Practice II (0-12-6)  
NURS 3400 Nsg Rsch & EBP (3-0-3) |

<table>
<thead>
<tr>
<th>Summer 2 (1 hour)</th>
<th>Fall 2 (14 hours)</th>
<th>Spring 2 (15 hours)</th>
</tr>
</thead>
</table>
| NURS 3303 Comp. Based Clinical (0-2-1) | NURS 4101 Prof Nsg Concepts III (2-0-2)  
NURS 4201 Hlth Care of Client III (4-0-4)  
NURS 4300 Clinical Specialty Pract (0-6-3)  
NURS 4301 Clinical Practice III (0-10-5) | NURS 4102 Prof Nsg Concepts IV (2-0-2)  
NURS 4202 Hlth Care of Client IV (4-0-4)  
NURS 4302 Clinical Practice IV (0-16-8)  
NURS 4000 NCLEX Preparation (1-0-1) |

### NEWNAN Campus Part-Time 8 Semesters – 66 Credit Hours

<table>
<thead>
<tr>
<th>Summer 1 (6 hours)</th>
<th>Fall 1 (8 hours)</th>
<th>Spring 1 (9 hours)</th>
</tr>
</thead>
</table>
| NURS 2101 Patho/Pharm I (3-0-3)  
NURS 3101 Prof Nsg Concepts I (3-0-3) | NURS 3100 Patho/Pharm II (3-0-3)  
NURS 3000 Holistic Hlth Assessment (2-2-3)  
NURS 3102 Prof Nsg Concepts II (2-0-2) | NURS 3201 Health Care of Client I (3-0-3)  
NURS 3301 Clinical Practice I (0-12-6) |

<table>
<thead>
<tr>
<th>Summer 2 (5 hours)</th>
<th>Fall 2 (10 hours)</th>
<th>Spring 2 (10 hours)</th>
</tr>
</thead>
</table>
| NURS 3400 Nsg Rsch & EBP (3-0-3)  
NURS 4101 Prof Nsg Concepts III (2-0-2) | NURS 3202 Hlth Care of Client II (4-0-4)  
NURS 3302 Clinical Practice II (0-12-6) | NURS 3303 Comp. Based Clinical (0-2-1)  
NURS 4201 Hlth Care of Client III (4-0-4)  
NURS 4301 Clinical Practice III (0-10-5) |

<table>
<thead>
<tr>
<th>Summer 3 (5 hours)</th>
<th>Fall (13 hours)</th>
</tr>
</thead>
</table>
| NURS 4102 Prof Nsg Concepts IV (2-0-2)  
NURS 4300 Clinical Specialty Pract (0-6-3) | NURS 4202 Hlth Care of Client IV (4-0-4)  
NURS 4302 Clinical Practice IV (0-16-8)  
NURS 4000 NCLEX Preparation (1-0-1) |
RN-BSN Curriculum & Plan of Study

Applicants must have completed a minimum of 48 semester hours of core to be considered after May 1st and should include:

- ENGL 1101 & 1102
- MATH 1111-Coll Algebra, OR 1001-Quant. Skills, OR 1113-PreCalc, OR 1634-Calc AND 2063-Statistics
- At least 3 of the 5 lab science courses required for a BSN at UWG from: A Principles of Biology or Survey/Principles of Chemistry sequence (2 courses), Human Anatomy & Physiology 1, Human Anatomy & Physiology 2, and Microbiology
- 24 semester hours of core coursework from areas B, C, E, and/or F. Click here (link) for core guide
- Transfer of lower division nursing credits and/or RN to BSN Articulation Plan Credit allowed for ASN/ADN=up to 36 hours

RN TO BSN 4-Semester Upper Division Nursing Program Courses (30 credit hours)

<table>
<thead>
<tr>
<th>Fall TERM 1</th>
<th>Credits</th>
<th>Spring TERM 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>NURS 4500 Intro to Scholarly Writing</td>
<td>1</td>
<td>NURS 4503 Professional Nursing Practice Issues for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4501 Transition to Professional Nursing Practice for RNs</td>
<td>3</td>
<td>NURS 4504 Nursing Research and Evidence-Based Practice for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4502 Pathophysiology for RNs</td>
<td>3</td>
<td>NURS 4505 Nursing Informatics for RNs</td>
<td>3</td>
</tr>
<tr>
<td>SEMESTER TOTAL</td>
<td>7</td>
<td>SEMESTER TOTAL</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer TERM 3</th>
<th>Credits</th>
<th>Fall TERM 4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>N4506 Holistic Health Assessment for RNs</td>
<td>3</td>
<td>NURS 4508 Nursing Leadership in Healthcare Communities for RNs Capstone &amp; Practicum (course and clinical component)</td>
<td>8</td>
</tr>
<tr>
<td>N4507 Introduction to Healthcare Communities for RNs</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER TOTAL</td>
<td>6</td>
<td>SEMESTER TOTAL</td>
<td>8</td>
</tr>
</tbody>
</table>
MSN Quality Caring Framework

**Structure**
- Ethics, Professional Values/Social Justice (PG2) (AONE II/C, III/A, MSN VI) (CNL VI) (NLN VI, VIII)
- Human Diversity/Cultural Competency (PG 8) (AONE II/C) (MSN VII) (CNL VIII) (NLN I, II, V)
- Gerontology (PG 8, 9) (MSN VIII) (CNL VIII)
- Genetics/genomics (PG 1) (MSN VIII) (CNL VIII)
- Accountability (PG 2) (AONE III/A) (MSN II) (CNL II) (NLN V, VIII)

**Systems/Environment**
- Epidemiology (PG 1) (MSN VIII) (CNL VIII)
- Environmental science (PG 1) (MSN VIII) (CNL VIII)
- Global healthcare environment (PG 6, 8) (MSN VIII) (CNL VIII)
- Economics of health care (PG 3, 6) (AONE I/A) (MSN II) (CNL II)
- Health policy (PG 6) (MSN VI) (CNL VI) (NLN V, VIII)
- Informatics (PG 5) (AONE I/E) (MSN V) (CNL V)
- Nursing technology & resource management (PG 3, 5) (AONE I/E) (MSN V) (CNL V)

**Health/Provider**
- Organizations and systems (PG 6, 8) (MSN II) (CNL II)
- Quality improvement (PG 3) (AONE I/C) (NLN 6) (MSN I, II) (CNL I, III) (NLN VI)

**Nursing/Profession**
- Professionalism and life-long learning (PG 4, 7) (AONE III/A, B, C) (MSN IV, IX) (CNL IV, IX) (NLN V, VI, VIII)
- Change agent and leader (PG 4, 6, 7) (AONE I/F) (MSN VII, IX) (CNL VII, IX) (NLN V, VI, VIII)
- Evidence-based practice (PG 4) (AONE I/C) (MSN IV, IX) (CNL IV, IX) (NLN VII, VIII)

**Creating a Culture of Quality Caring**

**Teacher-Learner Relationships**

**Creating Caring Collaborative Relationships**

**Inter-Professional Healthcare Relationships**

**Intermediate Outcomes**
Feel “cared for”

**Essence of Nursing Practice and Education**

**Program Goals**
- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- Utilize leadership skills to promote ethical and critical decisions making and effective working relationships.
- Apply quality improvement and safety principles with an organization to improve educational and practice outcomes.
- Translate scholarship into practice by applying research outcomes within educational and practice settings.
- Employ client care and communication technologies to deliver quality care.
- Employ advocacy strategies to influence health and health care.
- Serves as a member and leader of interprofessional teams to create caring and collaborative relationships.
- Apply organizational, client-centered, and culturally appropriate concepts to enhance populations based care for individuals, families, and aggregates.

PG: Program Goals
AONE: American Organization of Nurse Executive (Nurse Manager Competencies, 2015)
CNL: Clinical Nurse Leader (2013)
MSN: Masters Essentials (2011)

Revision Dates:
1/22/13
3/15/13 Revised
10/14/13 Revised
9/5/17 Revised
# Master of Science in Nursing Program Degree Plan
## Program Degree Plan: Health Systems Leadership
### Clinical Nurse Leader
#### Full-time Plan of Study Option B

<table>
<thead>
<tr>
<th>Semester Plan</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (7 hours)</strong></td>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology</td>
<td>3-0-3</td>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester II (8 hours)</strong></td>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td>N6123</td>
<td>Health Systems Leadership CNL Practicum II</td>
<td>0-20-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6122</td>
<td>Health Systems Leadership CNL Practicum I</td>
<td>0-8-2</td>
<td>N6125</td>
<td>Health Systems Leadership CNL Seminar</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6124</td>
<td>Health Systems Leadership Role of the CNL</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part-time Plan of Study Option B**

<table>
<thead>
<tr>
<th>Semester Plan</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (4 hours)</strong></td>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester II (6 hours)</strong></td>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester II (5 hours)</strong></td>
<td>N6122</td>
<td>Health Systems Leadership CNL Practicum I</td>
<td>0-8-2</td>
<td>N6123</td>
<td>Health Systems Leadership CNL Practicum II</td>
<td>0-20-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6124</td>
<td>Health Systems Leadership Role of the CNL</td>
<td>3-0-3</td>
<td>N6125</td>
<td>Health Systems Leadership CNL Seminar</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Hours</td>
<td>Course Number</td>
<td>Course Name</td>
<td>Hours</td>
<td>Course Number</td>
<td>Course Name</td>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Fall Semester I (7 hours)</td>
<td></td>
<td>Spring Semester I (9 hours)</td>
<td></td>
<td>Summer Semester I (6 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td>N6116</td>
<td>Leading Human Resource Systems</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6115</td>
<td>The Business of Healthcare: Financial and Economic Evidence</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (8 hours)</td>
<td></td>
<td>Spring Semester II (5 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td>N6118</td>
<td>Health Systems Leadership Role of the Leader/Manager II</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6117</td>
<td>Health Systems Leadership Role of the Leader/Manager I</td>
<td>3-0-3</td>
<td>N6120</td>
<td>Health Systems Leadership Leader/ Manager Practicum II</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6119</td>
<td>Health Systems Leadership Leader/Manager Practicum I</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (5 hours)</td>
<td></td>
<td>Spring Semester II (5 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
<td></td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6115</td>
<td>The Business of Healthcare: Financial and Economic Evidence</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part-time Plan of Study Option B**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I (4 hours)</td>
<td></td>
<td>Spring Semester I (6 hours)</td>
<td></td>
<td>Summer Semester I (3 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6115</td>
<td>The Business of Healthcare: Financial and Economic Evidence</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (6 hours)</td>
<td></td>
<td>Spring Semester II (3 hours)</td>
<td></td>
<td>Summer Semester I (3 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6116</td>
<td>Leading Human Resource Systems</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (5 hours)</td>
<td></td>
<td>Spring Semester II (5 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6117</td>
<td>Health Systems Leadership Role of the Leader/Manager I</td>
<td>3-0-3</td>
<td>N6118</td>
<td>Health Systems Leadership Role of the Leader/Manager II</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6119</td>
<td>Health Systems Leadership Leader/Manager Practicum I</td>
<td>0-8-2</td>
<td>N6120</td>
<td>Health Systems Leadership Leader/ Manager Practicum II</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SW_2/28/2018
## MASTER OF SCIENCE IN NURSING
### PROGRAM DEGREE PLAN:
#### NURSING EDUCATION

### Full-time Plan of Study Option C

### Semester Plan

<table>
<thead>
<tr>
<th>Semester Plan</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I (7 hours)</td>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology</td>
<td>3-0-3</td>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester I (9 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester I (6 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (8 hours)</td>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td>N6112</td>
<td>Advanced Practicum</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6110</td>
<td>Teaching Strategies and Evaluation</td>
<td>3-0-3</td>
<td>N6113</td>
<td>Curriculum Development and Evaluation</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6111</td>
<td>Clinical Applications for the Nurse Educator</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester II (5 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part-time Plan of Study Option C

<table>
<thead>
<tr>
<th>Semester Plan</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester I (4 hours)</td>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester I (6 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester I (3 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (6 hours)</td>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester II (3 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester I (3 Hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester II (5 hours)</td>
<td>N6110</td>
<td>Teaching Strategies and Evaluation</td>
<td>3-0-3</td>
<td>N6112</td>
<td>Advanced Practicum</td>
<td>0-8-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N6111</td>
<td>Clinical Applications for the Nurse Educator</td>
<td>0-8-2</td>
<td>N6113</td>
<td>Curriculum Development and Evaluation</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ed.D Quality Caring Framework: A Caring Science Curriculum

Ed.D Structure

**Persons**
- Mentor (PG 1, 3) (NLN VI) (SREB)
- Personal abilities (PG 1) (NLN VIII) (SREB)

**Environment**
- Interdisciplinary/inter-Professional (PG 2, 3) (NLN V) (SREB)
- Policy (PG 3, 4) (NLN V, VII, VIII) (SREB)

**Health Concepts**
- Quality improvement (PG 1, 2, 3, 5) (NLN IV, VI)
- Cultural influences (PG 1) (NLN I) (SREB)
- Policy development (PG 3, 4) (NLN V, VII, VIII) (SREB)

**Nursing Concepts**
- Change agent and leader (PG 1, 3, 4) (NLN V, VIII) (SREB)
- Evidence-based practice (PG 2, 4, 5) (NLN VII) (SREB)
- Quality caring (Theory) (PG 1, 2, 3, 4, 5) (NLN VIII) (SREB)

**Teaching/Learning Concepts**
- Assessment/Evaluation Measures/Strategies (PG 2, 5) (NLN III) (SREB)
- Curriculum Development/Evaluation of programs (PG 2) (NLN IV) (SREB)
- Instructional strategies (PG 5) (NLN I) (SREB)

**Nursing Education Concepts**
- Learner development and socialization (PG 1) (NLN I, II, VIII) (SREB)
- Professional development/scholarship (PG 1, 3, 4) (NLN VI, VII) (SREB)
- Theoretical knowledge (PG 4) (NLN I) (SREB)
- Legal Standards (PG 1) (NLN VI) (SREB)
- Nursing education trends (PG 1, 3) (NLN IV, VIII) (SREB)

**Program**

**Ed. D Program Goals**
- Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
- Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
- Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
- Advance the scholarship of nursing education.
- Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

SW_2018
## THS-School of Nursing
### EdD in Nursing Education Program

**Full Time Plan of Study Option E – Effective Fall 2019**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title/ Semester Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall #1</td>
<td>NURS 9001/Current Trends and Issues in Nursing Education/3 hours&lt;br&gt;NURS 9004/Teaching the Adult Learner/3 hours&lt;br&gt;NURS 9005/Nursing Theory in Nursing Education/3 hours&lt;br&gt;NURS 6900/Scholarly Writing/1 hour</td>
<td>10</td>
</tr>
<tr>
<td>Spring #1</td>
<td>NURS 9002/Quantitative Research in Nursing/3 hours&lt;br&gt;NURS 9007/Applied Statistical Methods in Nursing/3 hours</td>
<td>6</td>
</tr>
<tr>
<td>Summer #1</td>
<td>NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours&lt;br&gt;NURS 9006/Educational and Health Care Policy Analysis/2 hours</td>
<td>5</td>
</tr>
<tr>
<td>Fall #2</td>
<td>NURS 9008 Theoretical and Philosophical Foundations of Education/3 hours&lt;br&gt;NURS 9009/Curriculum: Theory and Practice/3 hours&lt;br&gt;NURS 9018/Advanced Research Methods/3 hours</td>
<td>9</td>
</tr>
<tr>
<td>Spring #2</td>
<td>NURS 9011/Ethics in Nursing Education/3 hours&lt;br&gt;NURS 9012/Nursing Education Synthesis/3 hours&lt;br&gt;NURS 9016/Distance Education in Nursing/3 hours</td>
<td>9</td>
</tr>
<tr>
<td>Summer #2</td>
<td>NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours&lt;br&gt;NURS 9014/Methodology Development/3 hours</td>
<td>6</td>
</tr>
<tr>
<td>Fall #3</td>
<td>NURS 9019/Comprehensive Exam/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Spring #3</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Summer #3</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Fall #4</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Spring #4</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Approvals/modifications:**
- SW_1/11/17
- DRV_10/08/18
- GPC committee (SON)_4/2018
- GPC committee (SON)_10/2018
- Senate_11/2018
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title/ Semester Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall #1</td>
<td>NURS 9001/Current Trends and Issues in Nursing Education/3 hours</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>NURS 9005/Nursing Theory in Nursing Education/3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 6900/Scholarly Writing/1 hour</td>
<td></td>
</tr>
<tr>
<td>Spring #1</td>
<td>NURS 9002/Quantitative Research in Nursing/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9007/Applied Statistical Methods in Nursing/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #1</td>
<td>NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 9006/Educational and Health Care Policy Analysis/2 hours</td>
<td></td>
</tr>
<tr>
<td>Fall #2</td>
<td>NURS 9004/Teaching the Adult Learner/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9008/Theoretical and Philosophical Foundations of Education/3 hours</td>
<td></td>
</tr>
<tr>
<td>Spring #2</td>
<td>NURS 9011/Ethics in Nursing Education/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9016/Distance Education in Nursing/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #2</td>
<td>NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Fall #3</td>
<td>NURS 9009/Curriculum: Theory and Practice/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9018/Advanced Research Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Spring #3</td>
<td>NURS 9012/Nursing Education Synthesis/3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Summer #3</td>
<td>NURS 9014/Methodology Development/3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Fall #4</td>
<td>NURS 9019/Comprehensive Exam/3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Spring #4</td>
<td>NURS 9015/Dissertation/3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Summer #4</td>
<td>NURS 9015/Dissertation/3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Fall #5</td>
<td>NURS 9015/Dissertation/3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Spring #5</td>
<td>NURS 9015/Dissertation/3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Approvals/modifications:**
- SW_1/11/17
- DRV_10/08/18
- GPC committee (SON)_4/2018
- GPC committee (SON)_10/2018
- Senate_11/2018
University of West Georgia THS SON
Ed.D in Nursing Education
Program Outcomes

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING FACULTY BYLAWS

PREFACE.
These Bylaws establish the role and function of the Tanner Health System School of Nursing Faculty (THS SONF) collective of the University of West Georgia. THS SONF denotes the entire faculty membership as a single entity unless otherwise specified.

ARTICLE I. Title and Purpose.
Title. The THS SONF shall be the title of this collective.
Purpose. The purpose of the THS SONF collective shall be to:

1. Develop, implement, and evaluate the mission, philosophy, goals, programs, purposes and policies of the Tanner Health System School of Nursing and operationalize them within the framework of the University of West Georgia Statutes, Policies and Procedures, and Faculty Handbook and the Board of Regents of the University System of Georgia Policy Manual, the Georgia Board of Nursing, accrediting agencies, and professional standards of nursing care.
2. Promote excellence and establish standards for scholarship, teaching, research, service, and practice within the framework of the University of West Georgia and the Board of Regents of the State of Georgia policies.
ARTICLE II. Functions.

Function. The function of the THS SONF collective shall be to:

1. Serve as the policy-making body of the Tanner Health System School of Nursing (THSSON) for policies related to THS SONF operational activities and pertain to SONF and individual faculty welfare;
2. Specify all committees of the THS SON;
3. Develop, implement, and evaluate all nursing programs and policies for admission, progression, graduation, and dismissal of students and submit to the University for approval as required;
4. Participate in the activities of the THS SON and the University;
5. Formulate specific policies for the THS SONF within the framework of University policies regarding promotion and tenure and submit to the University for approval as required.

ARTICLE III. Membership of the THSSONF.

Section 1. Composition.

The membership of the THS SONF shall consist of the Dean of the THS SON, the Associate Deans, all full-time faculty members, and associate faculty members who choose to participate.

Section 2. Members and Responsibilities.

1. Members.
   a. Full-time faculty members
      include
      i. the Deans;
      ii. non-tenure track and tenure-track faculty;
   b. Associate faculty members - those holding honorary or part-time faculty appointments.
2. Member Responsibilities.
   a. Full-time faculty members and deans shall be expected to vote on business of the THSSONF and to serve on committees.
   b. Associate members shall be invited to attend meetings, share relevant information, and participate in committee work.

Section 3. Chair.

1. The THS SON Dean shall be the chair.
2. Chair Responsibilities.
   a. preside at all THS SONF meetings;
   b. call special meetings;
c. appoint THS SONF ad hoc committees;
d. prepare and present written agenda for meetings prior to the meeting;
e. delegate duties as necessary to enable the mission, philosophy, and goals of the THS SON;
f. be an ex-officio member of all committees and receive notices and minutes of all regular and called committee meetings;
g. appoint an acting representative as Chair should the Chair be unable to attend a meeting;
h. represent the THS SONF on appointed occasions;
i. should a vacancy occur, the Dean may appoint a faculty member to THS SON Committees (Program, Standing and Advisory) with the exception of the Promotion and Tenure Advisory Committee (PTAC)

ARTICLE IV. Meetings and Conduct.

Section 1. Standard Meetings.

The THS SONF shall meet as a whole a minimum of once each semester during the academic year.

Section 2. Special Meetings.

Special meetings of the THS SONF may be called at the discretion of the THS SONF Chair or upon written request of fifty-one percent of the members.

Section 3. Quorum.

Fifty-one percent or a majority of the voting members shall constitute a quorum.

Section 4. Voting.

Decisions of the THS SONF shall be determined by consensus or a majority vote. The THS SONF can take no formal action if a quorum is not present.

Section 5. Submission of Agenda Items.

Items for the proposed agenda shall be submitted to the THS SONF Chair at least two weeks prior to the scheduled meeting.

Section 6. Distribution of Agenda.

The THS SONF Chair shall distribute the agenda of the scheduled meeting at least one week prior to the scheduled meeting.

Section 7. Minutes of the Meetings.

A THS SON staff assistant or designated person shall complete minutes of the meetings. They shall be reviewed by the THS SONF Chair and distributed to the faculty within five (5) business days of the next scheduled meeting.

Section 8. Rules of Order.
The rules contained in the current edition of *Robert’s Rules of Order* shall govern the meetings of all the bodies described in these Bylaws in all cases where they are applicable and in which they are not inconsistent with these Bylaws. The Dean shall appoint a School Parliamentarian to referee any disputation of the rules at meetings.

ARTICLE V. Amendment of THS SONF Bylaws.

Section 1. Vote necessary to amend THS SONF Bylaws.

A two-thirds majority vote of the THS SONF members is necessary to amend the THS SON Bylaws.

Section 2. Procedure for Amending THS SONF Bylaws.

Any voting member may propose an amendment or repeal of the THS SONF Bylaws. An amendment or repeal must be submitted in writing to all members of the THSSONF at least one week before the meeting in which final action may be taken.

ARTICLE VI. THSSON Committees.

Section 1. General Rules.

1. Committees make recommendations to the THSSONF and Dean for action. The Dean may accept, reject, or modify any recommendations by the committees.

2. Committees shall meet a minimum of once each semester and as necessary to fulfill assigned functions.

3. Committees shall maintain minutes of every meeting, submitting one electronic copy to the THSSON Dean’s Office for official record keeping and dissemination.

4. Faculty shall be limited to two elected THSSON Committee positions.

5. Professional staff may be appointed to Program and Standing Committees as non-voting members at the discretion of the Dean.

Section 2. THSSON Committees

1. Graduate Program Committee (GPC)
   a. Membership.
      i. Associate Dean for Graduate Education, graduate program directors and representatives from the faculty at-large.
      ii. Associate Dean for Graduate Education shall serve as chair of the Graduate Program Committee;
      iii. minimum of five (5) faculty shall be elected from the faculty-at-large for a two year term;
iv. minimum of three (3) of the faculty in iii above must hold regular graduate faculty status;

v. minimum of one (1) of the faculty in iii above must be non-tenure track;

vi. one (1) MSN and one (1) EdD student.

b. Purpose(s) and Functions

The purposes of the Graduate Program Committee (GPC) shall be to make decisions regarding development, recommendation, implementation, and/or evaluation of policies and procedures for graduate faculty, students, and graduate curricular matters related to:

i. program missions and outcomes;

ii. program curricula, including course learning outcomes and content, course sequencing and offerings, teaching-learning activities, and evaluation methods;

iii. adequacy of resources to meet program missions, outcomes, and expected results;

iv. advisement, recruitment, and orientation of students;

v. admission/readmission criteria, progression, and graduation;

vi. dismissal;

vii. grading;

viii. clinical requirements;

ix. annual review/revision of the *THS SON Graduate Student Handbook* and update during the academic year;

x. integration of simulation and other technologies.

2. Graduate Program Curriculum Work Groups

a. Membership

i. These two advisory groups are made up of faculty who teach in the EdD Program and faculty who teach in the MSN program

ii. MSN Program director will chair the MSN Curriculum Group, EdD will chair the EdD Curriculum Group

iii. Each group will meet once a semester.

b. Purpose(s) and Functions

The purpose of the Graduate Program Curriculum Work Groups is to make recommendations to the Graduate Program Committee regarding curricular matters including:

i. program mission and outcomes;

ii. program curricula, including course learning outcomes and content, course sequencing and offerings, teaching-learning activities, and evaluation of graduate
3. Undergraduate Program Committee (UPC)
   a. Membership.
      i. Associate Dean for Undergraduate Education, undergraduate program directors,
         Experiential Learning Center director, and representatives from the faculty at-large.
         a) Associate Dean for Undergraduate Education shall serve as chair of the
            Undergraduate Program Committee;
         b) minimum of five (5) faculty shall be elected from the faculty-at-large for a two
            year term in the spring semester;
         c) minimum of two (2) of the faculty in b. above must be tenure track;
         d) minimum of three (3) of the faculty in b. above must be non-tenure track;
         e) one BSN and one RN to BSN student
   b. Purpose(s) and Functions.
      The purposes of the Undergraduate Program Committee (UPC) shall be to make
      decisions regarding development, recommendation, implementation, and/or evaluation of
      policies and procedures for undergraduate faculty, students, and undergraduate curricular
      matters related to:
      i. program missions and outcomes;
      ii. program curricula, including course learning outcomes and content, course
          sequencing and offerings, teaching-learning activities, and evaluation methods;
      iii. adequacy of resources to meet program missions, outcomes, and expected
           results;
      iv. advisement, recruitment, and orientation of students;
      v. admission/readmission criteria, progression, and graduation;
      vi. dismissal;
      vii. grading;
      viii. clinical requirements;
      ix. annual review/revision of the BSN Student Handbook and update during the academic
          year;
      x. integration of simulation and other technologies.

4. Undergraduate Program Curriculum Work Groups
   a. Membership is in two categories of groups for pre-licensure BSN program:
      i. Vertical curriculum threads include three work groups and are made up of faculty
teaching in the following courses:
1) Health Care of the Client (HCC) Group-HCC 1, 2, 3 & 4; Patho/Pharm (PP) 1 & 2; NCLEX prep.
2) Clinical Practice (CP) Group-CP 1, 2, 3 & 4, Holistic Health Assessment (HHA), Competency Based Clinical (CBC), Clinical Specialty Practice (CSP)
3) Professional Concepts (PC) Group – PC 1, 2, 3 & 4, EBP

ii. Horizontal curriculum threads include four work groups and are made up of faculty teaching in the following courses:
1) Horizontal 1-HCC1, CP1, PC1, HHA, PP1&2
2) Horizontal 2- HCC2, CP2, PC2, EBP, CBC
3) Horizontal 3- HCC3, CP3, PC3, CSP,
4) Horizontal 4-HCC4, CP4, PC4, NCLEX Prep

iii. RN to BSN work group includes faculty teaching in the RN to BSN courses.
iv. Chairs (3 vertical, 4 horizontal) are appointed by the Associate Dean of Undergraduate Programs and the Undergraduate Directors. The RN to BSN Director serves as chair for the RN to BSN work group.

iv. Each group will meet once a semester.

b. Purpose(s) and Functions
The purpose of the Undergraduate Program Curriculum Advising Work groups is to make recommendations to the Undergraduate Program Committee regarding curricular matters including:

i. program missions and outcomes;

ii. program curricula, including course learning goals and content, course sequencing and offerings, teaching-learning activities, and evaluation of undergraduate courses.

5. Standing Committees.
a. Membership.

i. Faculty members shall be elected to Standing Committees in the fall semester.

If vacancies in the committees occur, the THS SON Dean shall appoint faculty to those vacancies.

ii. Committee members shall serve a minimum of a 2-year term, however; members are encouraged to serve more than one term on a committee to maintain continuity.

iii. Selection of committee chairs shall occur within the first month of the fall academic term.

iv. Committee chairs shall serve a maximum of two (2) consecutive terms as chair.
v. Each Standing Committee shall include tenure track and non-tenure track faculty members.
   a. Associate members (retired faculty or part-time faculty) shall be invited to attend meetings, share relevant information, and participate in committee work; however voting is reserved for full time faculty.
   b. Students shall be represented on the Standing Committees and invited to share relevant information, discuss issues, and participate in the work of the committee except that of voting.
      i) student representatives are selected by their peers or recruited by faculty to serve on the standing committees during the fall semester of each academic year;
      ii) students may serve on the same Standing Committee while in the program unless unable or unwilling; if unable or unwilling, a replacement shall be selected;
      iii) at least one (1) student representative from each of the Pre-licensure BSN campuses, one (1) from the RN-BSN program, one (1) from the MSN program and one (1) from the EdD program shall be selected by his/her peers or recruited by faculty to serve on each Standing Committee.
   b. Caring for Students Committee – minimum of three (3) faculty, one of whom must be tenure track.
      i. Purpose(s) and Functions.
         The purposes of the Caring for Students Committee (CSC) shall be to facilitate a caring and supportive learning environment for students and develop, recommend, implement, and/or evaluate policies and procedures for students related to:
         a. caring groups;
         b. student conduct and communication;
         c. student representatives to the Program and Standing Committees;
         d. selection of class officers
         f. student awards
         h. school-wide student events and activities;
         i. communication of student concerns to the faculty.
         j. scholarship awards: selected CSC member will offer advice as needed to Development Officer/Budget Manager
         k. admissions: selected CSC member will advise Deans/Directors as needed
c. Caring for Faculty Committee (CFC) – minimum of three (3) faculty, one of whom must be tenure track, the library liaison shall serve as ex-fico member
   i. Purpose(s) and Functions.
      The purposes of the Caring for Faculty Committee (CFC) shall be to facilitate a caring and supportive work environment for faculty and develop, recommend, implement, and evaluate policies and procedures related to:
      a. faculty growth and development related to teaching, scholarship, service, and practice;
      b. faculty workload;
      c. faculty evaluation and review (annual evaluation and pre-tenure/3rd year, tenure and promotion, and post-tenure/5th year review);
      d. library resources for faculty;
      e. resources to support faculty and their development;
      f. review THS SONF Bylaws annually and revise as appropriate;
      g. review and revise the THS SONF Faculty Handbook annually and as needed during the academic year;
      h. prepare and present a slate of candidates for elected UWG and THSSON committee positions each Fall.
      i. lead in the development of internal faculty awards and recognition and selection of recipients
      j. coordinate the faculty sunshine fund
      k. coordinate the School of Nursing Committee calendar each fall
      l. coordinate volunteers for special events each fall

d. Evaluation Committee – minimum of three (3) faculty, one of whom must be tenure track.
   i. Purpose(s) and Functions.
      The purpose of the Evaluation Committee (CCEC) shall be to:
      a. oversee the administration of the exit, alumni, community of advisors and employer surveys.
      b. assist in compiling results of surveys and distribute to Deans and Directors.
      c. advise Deans/Directors regarding the policies and procedures related to the total plan for evaluation (TPE);
      d. assist with accreditation activities;
      e. work with Dean to schedule annual (spring) student feedback meetings;
f. organize the community of advisors meetings.
e. Technology Committee – minimum of three (3) faculty, one of whom must be tenure track, the THSSON’s representative to the UWG Technology Committee, and two standing committee members: the Director of the Experiential Learning Center (standing member) and the SON Instructional Designer.
i. Purpose(s) and Functions.
The purposes of the Technology Committee shall be to:
a. develop, recommend, implement, and evaluate technology and policies and procedures for faculty and students related to:
i. technology acquisition and resources;
ii. integration of technology with teaching/learning, knowledge development, and nursing informatics;
iii. integration of simulation and other technologies.
b. collaborate with technological innovators and representatives.
c. collaborate with Experiential Learning Center faculty and staff in technology-related issues.
d. review, prioritize, prepare, and submit technology fee requests (yearly) and make follow-up reports as required.

6. Advisory Committees.
a. Promotion and Tenure Advisory Committee (PTAC)
i. Membership.
   a. membership is limited to tenured faculty members;
   b. committee shall be composed of a minimum of 3 and a maximum of 7 members;
   c. members shall be appointed/elected in the fall to serve a two-year term;
      should a vacancy occur, a tenured faculty member will be appointed to fill the vacant term;
   d. Associate Deans and the Dean are excluded from selection as committee members
   e. Meets within the first two weeks of the fall semester and elects a chair. The chair will be a voting member of the committee and will be responsible for the proper conduct of the reviews as defined in the UWG and School guidelines.
   f. in the event that the Tanner Health System School of Nursing does not have a minimum of three tenured faculty members, the committee may be composed of the following:
      • tenured faculty members at the University of West Georgia from another college or department at the discretion of the Dean of the Tanner Health
• tenured nursing faculty members at a comparable peer institution
• Tanner Health System School of Nursing emeriti faculty;

\( c \) when non-tenure track faculty are being reviewed, a representative from the non-tenure track I faculty will be appointed by the undergraduate associate dean to serve on the committee in regards to recommendations related to promotions and/or reviews.

ii. Purpose(s) and Functions.
The purpose of the Committee shall be to make recommendations to the Dean regarding promotion and/or tenure and third/fifth year reviews. In accordance with the *UWG Faculty Handbook* only tenured faculty members shall make pre- and post-tenure recommendations.

b. Dean’s Advisory Committee (DAC)
i. Membership shall consist of:

ii. THS SON Dean (chair), Associate Deans, Directors and Chairs of each Standing and each Advisory Committee.

iii. Meetings

a. Depending on the agenda, the committee as a whole, deans and chairs or deans and directors may meet with notification one week in advance at the discretion of the Dean.

iv. Purpose(s) and Functions.
The purpose of the Committee shall be to:

a. assist the Dean in preparation of THS SON reports and assessments;
b. advise the Dean on strategic planning and other matters.

c. Diversity, Equity, and Inclusion Advisory Committee

i. Membership

a. The committee shall be composed of a minimum of three (3) faculty members, one of whom must be tenure track;
b. THS SON staff members may serve on this committee;
c. members shall be elected in the fall semester to serve a two-year term; should vacancies occur, the THS SON Dean shall appoint faculty or staff to those vacancies;
d. selection of the committee chair shall occur within the first month of the fall academic term;

e. committee chairs shall serve a maximum of two (2) consecutive academic years as chair;

f. the chair of the committee will serve on the Dean’s Advisory Committee;

g. students shall be represented on the committee and be invited to share relevant information, discuss issues, and participate in the work of the committee except that of voting.

i. student representatives shall be selected by their peers or recruited by faculty to serve on the committee during the fall semester of each academic year;

ii. student representative shall serve one (1) one-year term while in the program unless unable or unwilling;

iii. at least one (1) student representative from each of the following programs shall be selected by his/her peers or recruited by faculty to serve on the committee:

1. Pre-licensure BSN program
2. RN-BSN program
3. MSN program
4. EdD program

h. members of this committee will represent THS SON on University diversity and inclusion committees.

ii. Purpose(s).

The purpose of the Diversity, Equity, and Inclusion Advisory Committee shall be to facilitate a culture within the THS SON characterized by diversity, equity, and inclusion where all faculty, staff, and students feel welcome,
valued, and supported.

iii. Function(s).

The functions of the Diversity, Equity, and Inclusion Advisory Committee shall include:

a. Implementation of initiatives to ensure the THS SON remains aligned with diversity and inclusion initiatives within the University and nursing profession.

b. Provision of educational opportunities for faculty, staff, students, and community stakeholders to raise awareness on topics related to diversity, equity, and inclusion.

c. Development of and supporting other THS SON committees in developing policies and practices that reflect diversity, equity, and inclusion.

d. Promoting and supporting efforts to recruit and retain diverse nursing faculty, staff, and students.

e. Participating in curriculum review as needed and making recommendations to assure that topics related to diversity, equity, and inclusion are effectively incorporated in THS SON curricula.

7. Ad Hoc Committees.

1. The THS SON Dean, Associate Deans, Directors or Committee Chairs shall appoint ad hoc committees.

2. Membership, duration and function of an ad hoc committee shall be specified at the time of formation.

3. Ad hoc committees shall function only for the length of time necessary to achieve the designated task.

4. THS SONF members, associate members, professional staff and student representatives may be appointed to serve on THS SONF ad hoc committees and invited to share relevant information, discuss issues, and participate in the work of the committee.
Role of Tanner Health System School of Nursing Dean

The Dean of the Tanner Health System School of Nursing:
- reports to the Vice President for Academic Affairs;
- shall be a member of the General Faculty and of the Administrative Council; and
- shall have direct supervisory authority over the Associate Dean for Undergraduate Education and the Associate Dean for Graduate Education.

Major Responsibility: Administer the THS SON educational programs and research activities. In the implementation of this duty, the THS SON Dean shall:

1. Support the caring community of nursing students, staff, and faculty and the mission and philosophy of the THS SON.
2. Serve as student and faculty advocate.
3. Encourage the development of programs, policies, and procedures which are designed to promote the goals of the University, to fulfill the educational needs of students, and to enhance the quality of instruction, research, and learning in the THS SON.
4. Relate to community groups, clinical agency personnel, approval/accreditation agencies, and others involved with the attainment of the THS SON mission and goals.
5. Make recommendations to the Vice President for Academic Affairs concerning all substantive changes regarding personnel under his or her supervision and other matters pertaining to the general welfare of the University.
6. Be responsible for enforcing the rules and regulations of the Board of Regents, the Statutes of The University of West Georgia, and duly enacted policies of the University and of the THS SON.
7. Recommend to the Vice President for Academic Affairs an annual budget with written justifications for personnel services including leaves, released time, and administrative support; supplies, equipment, and travel requests. This budget also shall include contingency priority plans based on anticipated budget increases or decreases.
8. Submit to the Vice President for Academic Affairs an annual report evaluating the educational programs and research activities assigned to the THS SON. Documentation supporting this evaluation shall be incorporated in the appendix of the report.
9. Perform such other duties as may be assigned to him or her by the Vice President for Academic Affairs.
Role of the Associate Dean for Undergraduate Education

The Tanner Health System School of Nursing Associate Dean for Undergraduate Education:

1. reports to the Dean of the THS SON;
2. shall be a member of the General Faculty;
3. shall have direct supervisory authority over non-tenure track faculty, the academic coordinators, the ELC educators, the manager and director of the ELC, the directors of the BSN and RN to BSN programs and the clinical placement specialist.

Major Responsibility: Undergraduate Program Coordination. In the implementation of this duty, the THS SON Associate Dean shall:

1. Coordinate admissions for BSN programs in accordance with university, THS SON policies and procedures, and serve as chair for the Undergraduate Program Committee.
2. Review/Revise admission policies and procedures on an annual basis.
3. Review/Revise admission materials annually or as necessary.
4. Coordinate program orientations.
5. Coordinate the ATItesting program.
6. Assist with undergraduate curriculum planning, ensuring that curricula are contemporary and consistent with standards of the profession.
7. Maintain compliance with the Georgia Board of Nursing rules and program accreditation standards.
8. Assist course coordinators with clinical placement and preceptor experiences for students.
9. Develop and maintain a student advising program.
10. Maintain current information in the BSN Handbook, University Catalog, and on the THS SON web page.
11. Develop and maintain teaching schedules in consultation with the Dean and faculty.
12. Facilitate faculty growth in classroom and clinical experience.
13. Prepare performance evaluations of non-tenure-track faculty and evaluate the effectiveness of instruction.
14. Oversee operation of the Skills Labs and Simulation Labs.
15. Respond to and mediate student grievances related to grades, progression, or program policies as directed by the Dean.

Additional Activities

1. Attend meetings for the Dean as needed.
2. Attend Student Advisory meetings when possible.
3. Serve as advisor to the Dean for student/faculty issues.
4. Assist with various reports as needed.
5. Coordinate textbook orders.
6. Represents the THS SON as a liaison with appropriate state and local agencies, including affiliating, certifying, and regulating agencies when necessary.
7. Represents the THS SON in appropriate organizations such as professional associations.
8. Participates in university and THS SON committees as requested or assigned.
9. Teach selected courses as assigned.
10. Complete other assignments at the request of the Dean.

**Role of the Associate Dean for Graduate Education**

The Tanner Health System School of Nursing Associate Dean for Graduate Education:

1. reports to the Dean of the THS SON;
2. shall be a member of the General Faculty; Major Responsibility: Graduate Program Coordination.
3. Have direct supervisory authority over tenure track faculty, the instructional designer, writing associate and graduate studies associate.

In the implementation of this duty, the SON Assistant Dean shall:

1. Oversee admissions to graduate programs in accordance with Graduate School policies and procedures.
2. Implement approved graduate admission policies and procedures on annual basis.
3. Coordinate graduate program orientations.
4. Assist with graduate curriculum planning, ensuring that curricula are contemporary and consistent with standards of the profession.
5. Maintain compliance with program accreditation standards.
6. Oversee and coordinate academic advising process for graduate students; advise students.
7. Monitor and recommend program revisions as indicated by trends in nursing, nursing education, higher education, healthcare, and criteria/policies of accrediting and regulatory agencies.
8. Maintain current graduate information in the MSN Handbook, University Catalog, and on the THS SON web page.
9. Recommend graduate faculty assignments and semester schedules that reflect effective
utilization of resources within university and THS SON policies, guidelines and budget.

10. Develop and implement graduate student recruitment plan.

11. Respond to and mediate graduate student grievances related to grades, progression, or program policies as directed by the Dean.

12. Oversee graduate level courses.

Additional Activities
1. Attend meetings for the Dean as needed.
2. Serve as advisor to the Dean for student/faculty issues.
3. Assist with various reports as needed.
4. Represent the THS SON as a liaison with appropriate state and local agencies, including affiliating, certifying, and regulating agencies when necessary.
5. Represent the THS SON in appropriate organizations such as professional associations.
6. Participate in university and THS SON committees as requested or assigned.
7. Teach selected courses as assigned.
8. Complete other assignments at the request of the Dean.

Role of Program Directors (BSN/RN to BSN/MSN/EdD)

Program Directors for the Tanner Health System School of Nursing at the University of West Georgia are responsible to the Associate Deans to provide leadership in planning, implementing, and evaluating their appropriate programs. They work in collaboration with the Dean, Associate Deans, and faculty to ensure a climate that fosters academic and practice excellence.

Functions and Responsibilities:
1. Support the caring community of nursing students and faculty and the philosophy of the THS SON.
2. Participate in the on-going process of developing, revising, implementing and evaluating curricula in order to assure consistency, continuity, and congruence in the programs of study. In collaboration with faculty, recommend strategies for improving the teaching/learning environment.
3. Serve as consultant to faculty and academic coordinators concerning substantial changes in any course or clinical sites, and disseminate any changes to the faculty as a whole.
4. Provide input into the scheduling of courses, faculty, and classrooms.
5. Plan and assist with student orientation activities in conjunction with the Academic Advisors/Graduate Associate.

6. Participate in program evaluation: SACS accreditation activities, CCNE accreditation activities, and NCLEX review activities as appropriate.

7. In collaboration with faculty teaching in the BSN program, recommend strategies for improving the teaching/learning environment.

8. Participate in both short- and long-term planning for the Tanner Health System School of Nursing.

**Role of Course Coordinators**

Course Coordinators are nursing faculty members who are responsible for the daily operational functions of their respective courses. They are the leader of an instructional team or may be the only faculty member teaching a particular course. They have no line authority.

**Course Coordinators:**

1. Support the caring community of nursing students and faculty and the philosophy of the THS SON.

2. Prepare the course syllabus (as approved by the THS SON) for distribution to students and uploading to the THS SON website.

3. File course materials (paper copies) in the THS SON course notebook.

4. Submit textbook orders to the THS SON Secretary.

5. Assign classroom/clinical instructional activities to team members.

6. Conduct new team members and student orientation to the course.

7. Schedule ATI tests as appropriate for the course.

8. Maintain relationships at the University and with clinical agencies to implement the curriculum and facilitate the attainment of course learning goals.

9. Direct clinical learning activities as follows:
   a. Schedule clinical activities with agencies and ELC Director.
   b. Prepare documents as required by clinical agencies to reserve instructional space.
   c. Maintain records of student/faculty health/professional documents as required by the agency and the UWG contract.
   d. Coordinate student/faculty clinical orientation activities. e. Evaluate clinical agency/staff effectiveness.

10. Implement THS SON Guidelines for Test Development/Administration as follows:
a. Maintain course test bank and analysis statistics in a secure manner.
b. Assist faculty as needed in the writing/selection of test items and completion of the
   THS SON Table of Specifications.
c. Prepare final copy of the exam for administration to
   students. d. Complete test analysis and faculty review activities.
e. Conduct test review activities.

11. Calculate final course grades and submit to Registrar.
12. Conduct course evaluation activities.
13. Serve as student advocate.
14. Serve as a resource and mentor for team members.
15. Conduct team faculty meetings as needed to meet course learning goals.
16. Implement student/faculty policies and procedures of the THS SON and University.

**Role of the Experiential Learning Center (ELC) Manager**

The ELC manager is a professional Registered Nurse responsible for all matters related to the day
to day and mid-range planning, processes, and activities in the ELC. The ELC manager, in
conjunction with the ELC nurse educators, provides instruction of students and supports faculty
in the ELC. The ELC manager collaborates with the ELC director in long-range strategic
planning related to the ELC. Specific responsibilities include:

1. Appraise ELC activities related to general operations and the maintenance of equipment and
   physical space.
2. Prepare performance and utilization reports related to the ELC and ELC activities.
3. Prepare the ELC budget; order, catalog, and maintain general inventory, equipment, and
   supplies.
4. Manage the master calendar for the ELC; schedule, coordinate, and conduct tours of the ELC.
5. Oversee scheduling and coordinating of skills and simulation activities for each nursing course,
   as requested by course faculty.
6. Participate fully in simulation activities including, but not limited to, debriefing and the
   operation and troubleshooting of human patient simulators and associated audiovisual recording
   equipment.
7. Assess student performance in simulation and skills activities and manage student remediation
   and skills practice as needed.
8. Directly supervise student assistants assigned to the ELC.
9. Oversee set up, preparation, break down, and clean-up for simulation and skills teaching/learning experiences.

10. Lead in the development, implementation, and updating of policies and procedures related to the ELC.

11. Maintain and update resources needed for the ELC including, but not limited to, software, supplies, and equipment needs; monitor skills and simulation equipment; troubleshoot and resolve equipment problems; make recommendations for ELC improvement; serve as liaison with equipment vendors; and request monies for equipment and supplies.

12. Report to Associate Dean for Undergraduate Education.

**Role of ELC Nurse Educator**

The ELC nurse educators are professional Registered Nurses responsible for the day-to-day operation of the skills and simulation suites which includes physical space, equipment, hardware, software, and the human element. In conjunction with the ELC manager, the ELC nurse educators play a major role in faculty support and student instruction in skills and simulation. Specific responsibilities include:

1. Supervise day-to-day operations and maintenance of the skills and simulation suite, conduct skills and simulation activities and debriefing, and troubleshoot human patient simulators, associated audiovisual recording equipment, and other equipment used in ELC activities.

2. Develop, prepare, and program professional nursing scenarios in simulation software, documentation software, and coding software.

3. Develop, maintain, and evaluate the technology and environment for simulated clinical learning and adopt emerging technologies to meet instructional goals and outcomes.

4. Collaborate with faculty in assessing student performance in skills and simulation utilizing rubrics and other appropriate measures.

5. Assist in developing and maintaining a database to track simulation scenarios including usage, setup requirements, costs, script, props, objectives, student evaluation, and faculty evaluation of students.

6. Assist in scheduling and coordinating skills and simulation activities for each nursing course, as requested by course faculty.

7. Organize and distribute skills and simulation-related course equipment and supplies to students and faculty.

8. Assist with setup, preparation, break down, and clean-up for simulation and skills
teaching/learning experiences
9. Assist in developing, implementing, and updating policies and procedures related to skills and simulation.
10. Assist with supervision of student assistants assigned to the ELC.
11. Report to Associate Dean for Undergraduate Education.

Role of ELC Director

The ELC Director is a nursing faculty member who is responsible for the overall functioning and strategic direction of the ELC. The ELC Director functions as a planner, developer, consultant, coordinator, evaluator, and resource person to work collaboratively with SON faculty, the ELC manager, ELC nurse educators, and representatives of SON health care partners to meet needs for skill and professional development. Specific responsibilities include:

1. Ensure the ELC environment supports the caring community of nursing students and faculty and the philosophy of the THS SON.
2. Represent the ELC as an active member of the THS SON faculty through participation on committees.
3. Collaborate with the ELC Manager and ELC Nurse Educators in managing the services and activities conducted in the ELC.
4. Guide faculty in the development, implementation, integration, and evaluation of skills and simulation teaching/learning activities from course and curricular perspectives.
5. Collaborate with ELC manager, ELC nurse educators, and faculty to ensure effective utilization of ELC human resources for nursing courses and ELC-related activities.
6. Participate in instruction of students and support of faculty and staff in nursing skills, simulations, and debriefing sessions.
7. Facilitate faculty development in the area of appropriate and effective use of simulation in nursing education.
8. Collaborate with ELC manager on budgetary, purchasing, and acquisition matters.
9. Serve as a resource for faculty in conducting/implementing skills and simulation related research.
10. Report to the Associate Dean for Undergraduate Education.
Role of Clinical Placement Specialist (CPS)

The Clinical Placement Specialist is a vital part of the team that includes undergraduate program leadership (Associate Dean, Program Director, ELC Director) and undergraduate faculty to assure effective placement of pre-licensure students.

1) Working with clinical agencies in which the SON is under contract for clinical placement, the CPS is responsible for the coordination and on-going communication (email, phone, direct visits, fax, written correspondence, on-line software systems, etc.) with the clinical agency representatives in placing pre-licensure students in both group and precepted clinical experiences.

2) Generates documents such as reports of clinical placements, summaries of student and faculty evaluations of SON clinical placement agencies and preceptors, various spread sheets, online placement software entries, and other reports as needed by the SON and/or the clinical agencies to clarify clinical placements and verify credentialing each semester.

3) Communicates and coordinates with the BSN program director and clinical practice course coordinators to ascertain student clinical placement preferences and utilize these preferences, in as much as possible, in making clinical placement requests.

4) Communicates directly with students as needed to clarify clinical credentialing requirements.

5) Communicates clinical placement results (sites, preceptors, clinical faculty) to clinical course coordinators and work with clinical course coordinators in preparing the clinical rotation schedule. Supports the clinical course coordinator in communication of placements and rotations to students. (10%)

6) Assists the associate dean of undergraduate programs in the identification and hiring of part-time clinical instructors and in the identification and assessment of potential new clinical placement sites.

7) With guidance from the BSN program director and clinical course coordinators, manage the routine rehiring and clinical rotation placement of part-time clinical instructors. (10%)

8) Assists clinical course coordinators and BSN director in communication with and support of clinical instructors through email, phone calls and site visits. (10%)

9) Coordinates with faculty who serve as preceptor advisors to assure that preceptor qualification records are obtained and filed correctly and that preceptor RN licenses are confirmed. (5%)

Role of Instructional Designer

The Instructional Designer is a staff member who partners with and assists Faculty and UWG Distance Learning Instructional Designers with instructional design and technologies that support academic excellence and online learning in the UWG School of Nursing. The Instructional Designer also helps plan, coordinate and provide a broad range of services, technologies and tools that allow the school to operate efficiently including administering the Learning Management System for the online components of the University of West Georgia courses and other collaborative technologies.

The Instructional Designer:

1. Assists in the design, development, and delivery of quality online courses and learning objects to include conducting workshops face-to-face and online, and consultation and support.
2. Coordinates or provides online training modules and customized documentation, in support
of faculty/students using our online course-management system and other related DE technologies.

3. Helps evaluate online instructional materials and programs in consult with administration and faculty and utilizes instructional design and performance improvement processes.

4. Assists faculty and Distance Learning in identifying training and instructional design needs, and helps to ensure institutional effectiveness promoting quality assurance in online courses, SACS and BOR accreditation guidelines, quality pedagogical and instructional methods, copyright, and ADA requirements; serves on various committees and or organizations; other duties as assigned.

Role of Graduate Studies Associate

1. Support recruitment activities; conduct pre-qualification of potential applicants; communicate and follow up with prospective students; assist students in the application process; assure students have completed all documents necessary for admission; communicate with applicants about missing and incomplete application information; send letters of acceptance or denial; meet with students as needed to discuss their individual needs; assist with orientation of new graduate students; review SON web site to assure that graduate student information is up to date; advise students and update and maintain plans of study for each student. Maintain and update the School of Nursing Graduate Student Handbook. Work with Associate Dean of the Graduate Program as necessary to meet needs of the Graduate Program.

2. Serve as liaison with applicable Enrollment Management office (Admissions, Financial Aid, Registrar, etc.) and offices in other divisions. Provide assistance with graduation functions including graduation ceremony.

3. Procure and maintain clinical agency surveys as required by the accreditation agencies; assists with completions of surveys requesting graduate student data. Assist with clinical placement of graduate students.

4. Develop, Implement, and evaluate policies/procedures for obtaining, maintaining, and reporting health and professional documents, criminal background checks and drug screens for all graduate students and graduate faculty, as required by agencies and memos of understanding.

5. Publish GRA job openings and maintain web link ensuring that all necessary paper work is completed and qualifications are met for position.
Role of Graduate Writing Support Associate

The Graduate Writing Support Associate collaborates with faculty to assist graduate students with the development of scholarly writing. The Writing Support Associate also supports faculty with the development of graduate orientation and writing courses. The Writing Associate provides a range of support to promote student success in the Tanner Health System School of Nursing (THS-SON).

1. Assist with editing of papers and provide constructive feedback to students.

2. Assess scholarly writing needs of students.

3. Develop plan for each student to address writing deficits.

4. Collaborate with faculty to revise the scholarly writing course.

5. Teach students about the peer review process.

6. Conduct conferences with students to assist them in improving their writing skills.

7. Instruct/refer students to writing resources available on the THS-SON Writing Resource Page.

8. Assist with orientation for new students.
I. Purpose
The UWG Tanner Health System School of Nursing (THSSON) values, supports, and recognizes that social media sites have become an essential and influential means for positive communication and professional development. Social networking sites are, in essence, broad communities with a public audience. Therefore, these guidelines intend to communicate the expectations of all UWG Tanner Health System School of Nursing faculty, staff, and students regarding the appropriate use of social media.

II. Scope
These guidelines provide “best practices” and apply to all UWG Tanner Health System School of Nursing faculty, staff, and students regarding social media use, while affiliated with the Tanner Health System School of Nursing. To the extent, it conflicts with minimum requirements outlined in UWG Procedure 10.2.3, UWG-Related Social Media Guidelines, and UWG Procedure 10.2.3 shall prevail.

III. Policy
These guidelines apply to all UWG Tanner Health System School of Nursing faculty, staff, and students who engage in social networking. These guidelines also apply to UWG Tanner Health System School of Nursing faculty, staff, and students who participate in social media sites for school-related purposes, such as didactic and clinical/practicum interactions.

THSSON shall have one official social media account (registered with UWG) whose purpose is to promote an official presence of UWG. This account cannot speak on behalf of the entire university but represents THSSON.

A link to the following statement shall be posted on all THS SON social media accounts:
“*The University of West Georgia (UWG) welcomes the exchange of ideas about university programs, issues, events, and activities on social media websites. The material posted, however, does not necessarily represent the views or policies of the university. The university reserves the right to remove pages, posts, comments, or other content from UWG social media sites that do not adhere to the university’s standards. The university may remove content that is deemed a violation of intellectual property rights or privacy laws, commercial or promotion of organizations or programs not related to or affiliated with the university, or otherwise in violation of applicable policy or law. By submitting content to any UWG social media site, users understand and acknowledge that this information is available to the public and that UWG may use this information for internal and external promotional purposes. Links to content or other Internet sites should not be construed as an endorsement of the organizations, entities, views, or content contained therein. UWG is not responsible for the content of those external websites. Also, be aware that other participants may use posted information beyond the control of UWG. Users who do not wish to have the information they have made available via these sites used, published, copied, and/or reprinted, should not post on the social media sites.*” (UWG Procedure 10.2.3., UWG-Related Social Media Guidelines)

IV. Definitions
The definitions found in UWG Procedure 10.2.3 apply to these guidelines. For ease of reference, “Social Media” is defined as “forms of electronic communication (such as web sites for social networking and blogging) through which users create online communities to share information, ideas, photos, personal messages and other content. Examples include but are not limited to: Blogs, Facebook, Flickr, LinkedIn, My Space, Podcasts, RSS Feeds, Second Life, Twitter, YouTube, Tumblr, Periscope, Yik Yak, Snapchat.”

V. Official UWG Tanner Health System School of Nursing Communication

UWG official School of Nursing communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, must be conducted within the school of nursing sanctioned communication channels such as the following:

1. MyUWG email for official university communication between the university and the student
2. Course management system for academic and clinical coursework between the faculty and the student

Any correspondence or activity conducted outside these channels is not endorsed by the UWG Tanner Health System School of Nursing.

VI. Guidelines for UWG Tanner Health System School of Nursing Social Media

A. Professionalism:

1. Be aware of your association with UWG Tanner Health System School of Nursing in social media sites as personal and professional lines are blurred.
2. It is recommended for THSSON faculty and staff to avoid initiating or accepting friend requests with currently enrolled students.
3. Ensure your profile and posted content is consistent with how you wish to present UWG Tanner Health System School of Nursing and yourself to colleagues, patients, and potential future employers. Maintain professional language and content at all times. It may be useful and necessary to block individuals who post unprofessional content.
4. Postings on social media sites are NEVER private and will be treated as if you verbally made the statement in a public place.
5. Refrain from stating personal opinions as being endorsed by UWG Tanner Health System School of Nursing. For your personal media site, you must use your personal email address, not your university email, as your means of identification.
6. If a faculty member, staff, or student acknowledges an association with UWG and/or THSSON in a personal online community, a disclaimer must be included that advises that they are not speaking officially on behalf of the school or university. Sample Disclaimer: “The views and opinions expressed here are my own and do not represent the views of Tanner Health System School of Nursing or the University of West Georgia.”
7. Copyrighted or trademarked material should not be used without written consent from its owner before using these items on any social media site.
8. The use of UWG Tanner Health System School of Nursing logos on social media sites for sanctioned events must be approved by the Tanner Health System School of Nursing administration.
9. Understand the legal ramifications and liability for what you post on social media sites as you can be sued for libel or slander. You are legally liable and responsible for what you post on your own social media site and the social media sites of others.

10. Know that taking pictures, audiotaping, and/or videotaping of faculty, staff, and/or students for social media use without written permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws.

11. Do not develop a social media site that appears to represent the UWG Tanner Health System School of Nursing without administration approval from the Tanner Health System School of Nursing. Unprofessional or abusive language may also result in disciplinary action if it is so severe, pervasive, and objectively offensive that it denies or limits an individual’s ability to work, or to participate in or benefit from an educational program or activity at UWG.

B. Privacy & Safety:
   1. Understand that postings on social media sites are NEVER private.
   2. Do set your privacy settings as high as possible; do not settle with just the standard settings. Due to continuous changes within social media sites, it is advisable to monitor your privacy settings closely to optimize your privacy and safety.
   3. Be aware that confidential, sensitive, and proprietary information must be protected at all times. Avoid sharing any identification numbers on your social media sites (e.g., address, telephone numbers, date of birth, etc.)
   4. Never post confidential, sensitive, or proprietary information about UWG THS SON faculty, staff, students, or anyone with whom one has a contact within their role as a UWG Tanner Health System School of Nursing faculty, staff, or student.
   5. Be mindful of the Health Insurance Portability and Accountability Act (HIPAA) on social media sites as violators are subject to prosecution as with any other HIPAA violation.

C. Social Media in Clinical/Practicum Settings/Professional Boundaries:
   1. At NO time shall patients and/or family members, faculty, staff, students, documents and/or reports be photographed, audiotaped, or videotaped for ANY reason.
   2. Do not post any information on social media about clinical/practicum experiences or about a clinical/practicum agency or its employees.
   3. Maintain professional boundaries with patients and their families at all times while associated with the UWG Tanner Health System School of Nursing.

D. ALL nursing faculty, staff, and students are responsible for regularly reviewing the terms of this Social Media policy and for monitoring their own social media site(s).

VII. Violation of Social Media Policy
Violation of this Social Media Policy may result in disciplinary action up to and including dismissal from the school or termination of employment. Administration of the Tanner Health System School of Nursing will provide guidelines for the resolution of problems, conflicts, and consequences regarding violation of this policy.
Resources:
UWG Procedure 10.2.3., UWG-Related Social Media Guidelines.
Faculty Mentoring Guidelines
(Revised 7/29/2020)

To recognize both students and teachers as unique human beings who contribute to society in thinking, caring, feeling, and intuitive ways, the faculty desire to enhance the professional and individual goals of each faculty member. This acknowledgment of faculty will exist while also maintaining a caring philosophy that recognizes the freedom of individuals to express their talents and desires. Therefore, faculty are committed to fully orienting and supporting new faculty as they strive for excellence in their professional roles.

Consistent with this philosophy of support and encouragement, upon hire, each new faculty member will be assigned a faculty mentor by the Associate Dean, in conjunction with the Mentoring Program Facilitator. New faculty will work within the Mentoring Program with their assigned mentor for their first year of employment. In years two through three of employment, faculty will participate in the Mentoring Group, which is a part of the mentoring program and is led by the Mentoring Program Facilitator. The Mentoring Program and Mentoring Program Facilitator will lead new faculty in years one through three of their employment in activities that will help build their understanding of THS SON guidelines and University policies. Using the “New Nursing Faculty Mentoring Program” guidelines (see below), mentors and mentees will establish a mutually agreed upon schedule of regular meetings throughout the first year of employment, that allows for appropriate orientation of the new faculty member to the THS SON and the university as a whole.

Mentees will be directed to review the current UWG and THS SON Faculty handbooks, with the emphasis being on the importance of these documents as guides to university policies and procedures and THS SON guidelines. Additionally, new faculty will be directed to review program specific THS SON Student handbooks, which delineates the THS SON philosophy, program outcomes, student rights, and responsibilities, and guidelines related to student conduct and discipline. The handbooks will be used as a starting point for discussions between faculty mentors and their mentees.

A Quick Start Guide for new faculty can be found following the “New Nursing Faculty Mentoring Program” guidelines outlined below. The Quick Start Guide provides new faculty with a brief overview of faculty responsibilities related to office hours, attendance at university and THS SON events, and other human resources or business related matters. This guide does not replace the need for a review of the various handbooks by the new faculty, however.

The following document provides a guide for the faculty mentoring process, the roles and responsibilities of the mentor and mentee, and the suggested duration of the mentoring program. Mentors and mentees are encouraged to set written, realistic goals and to review these goals regularly to ensure the success of the mentoring process and the seamless acclimation of the new faculty member to the university and the THS SON.
Strategy: Model Mentoring Program

Target audience: Deans, Directors, Faculty Mentors, Faculty and Staff

Purpose: To assist deans, directors, and mentors by providing a mentoring program outline for new nursing faculty. The purpose of this mentoring program is to enable new faculty to have a collaborative network with other experienced faculty, enhancing success in their role of adjunct or full time faculty. Mentoring programs hold the potential to contribute to new faculty morale, motivation, and a sense of community and being retained in their new roles as nursing faculty.

Process:

A. Overview
   1. Trust underlies all processes within mentor/mentee relationships and confidentiality is paramount.
   2. The mentor is not to be evaluating the mentee towards any formal evaluation, documentation of abilities, or promotion/tenure process as this prevents an open trusting relationship.
   3. The mentoring program will include coaching, networking, advising, and supporting new nursing faculty in their roles and functions.
   4. Following the general orientation to the university, the following serves as a guide to the THSSON new faculty mentoring program.
   5. Outcomes of a Mentoring Program
      a. Retain new faculty by helping them become more familiar with the school/university culture, increase their learning curve, and to become aware of school/university resources.
      b. Foster a cooperative network by helping new nursing faculty meet and network with other faculty and staff.
      c. Increase the flow of accurate and timely information.
      d. Contribute to new nursing faculty morale, motivation, and a sense of community.

B. Mentoring Program
   1. Profile for choosing appropriate mentors
      a. The mentor profile should include individuals known to act as a guide for new faculty members.
      b. This seasoned faculty should have demonstrated skills of sincerity when listening and reflect a dynamic presence within their coaching role offering specific details of accurate and sound advice.
c. As a manager choosing this mentor, it may be important to recognize that mentorship is not really a tutor process or co-dependent personality wishing to make faculty life an adjustment made easy by doing ‘all’ for their new nursing faculty mentee.

d. The accurate choice of a nurse faculty mentor will encompass the desire for an experienced/seasoned faculty with excellence and security in their role -without the need to control this new nursing mentee.

e. A nursing faculty mentor will safeguard the unique skills of their mentee –the skills all of the hiring committee was seeking upon employment of this new employee, while enhancing this new faculty’s progress toward role adjustments.

2. Developing the mentor program
   a. The mentor program may last a full year or more and should not replace an organized orientation to UWG and THS SON.
   b. The Associate Dean, early in the nursing faculty’s employment, handles responsibilities for orientation to THS SON.
   c. The mentorship program is aimed at a broader set of faculty development goals and incorporates the interpersonal relationship of mentor/mentee beyond the orientation process for new faculty.

C. Mentor Role
   1. Mentor Agreement
      a. Mentor will formally agree to role of mentor
      b. Mentor agrees to be available and willing to:
         • Commit time to be a mentor
         • Possess the knowledge and influence needed to be a mentor
         • Step forward to share knowledge
         • Possess good interpersonal communication skills (especially listening)
         • Enhance in a clear and directive manner the level of participation and personal/professional responsibility for a new nursing faculty mentee
   2. Specific Functional Mentor Role
      a. Recognize and evaluate what you as a mentor can offer
      b. Take time to be available to your mentee (can keep in contact by dropping by, calling, sending e-mail, or inviting your mentee to lunch). Periodic reviews of progress must include both constructive criticism of errors and recognition with praise for accomplishments and excellence
      c. Show the new nursing faculty how to collaborate and cooperate within the structure of the nursing curricula
d. Suggest strategies for effective teaching, grading, and evaluation of nursing students in both class and clinical settings. To that end serve as peer observer during the first year of the faculty appointment.

e. Act as an advocate for the new faculty member

f. Clarify expectations with your mentee about the extent to which you will offer guidance concerning any personal as well as professional issues such as advice about how to balance family and career responsibilities

g. Give constructive feedback (as well as praise) when warranted, but present it with specific suggestions for improvement

h. Create realistic expectations for the mentee and negotiate with other seasoned faculty colleagues about these same realistic expectations when they interact with the new nursing faculty (both expectations of too-much as well as too little)

i. Help new faculty learn what kinds of available institutional support they should seek in order to further their own career development - such as faculty continuing education and development funds

j. Tell your mentee if he/she asks for too little - or too much - of your time

k. Maintain confidentiality

l. Discuss with the mentee the "rules" (formal and informal) of the school/university

m. Propose effective ways of interacting with nursing students, hospital employees, THS SON staff, and faculty colleagues

n. Help sort out priorities: budgeting time while balancing class/clinical/labs and developing new teaching strategies

o. Suggest how to say "no" to certain demands on his/her time

p. Provide social support by introducing him/her to nursing colleagues from faculty/staff from other colleges/schools

q. Advise new faculty to seek out their resources of deans for tenure and promotion processes

r. Using care ‘to not do’ for the mentee but alternatively facilitate the new faculty towards action to learn the roles and functions of a new nursing faculty

s. Preserve the uniqueness of the new faculty member’s intellectual independence and avoid developing a competitive relationship with the new faculty member

t. Counsel the mentee to expect the inevitable new faculty moments that can be so disarming—like the first student evaluation scores and questions the mentee cannot answer when in front of the class.
u. Encourage the mentee to laugh a little and put into context some of the possible accuracy of student evaluation comments. Share your times of evaluation pain and suggest to your mentee to consider these students’ comments as potentially valid

v. Assist the new nursing faculty to navigate realistic time-frames to incorporate their new role in class/lab/clinical while treating evaluative comments as important pointers, improving themselves toward their next course.

D. Phases of the Mentoring Process
   1. Build the Mentor/Mentee Relationship
   2. Develop Common Mentor Mentee Expectations
   3. Work toward Professional Nursing Faculty Development
   4. End the Formal Mentor/Mentee Relationship

E. Mentoring Communication Skills
   1. It is easy for a mentor to fall into the trap of having all the answers.
   2. Dispensing information is often required; it's quick and easy and may make you feel good about yourself as a mentor. But if you only give advice, much of it fails to stick.
   3. The balancing act involves coaching your mentee to discover insight on her/his own & give advice when you believe their emotional need for you to listen is over and they cannot come up with alternative solutions- advise only when it is needed and always after listening thoroughly to the mentee.
   4. Giving advice… one of the important components of mentoring

   Giving advice can be a mentor’s pitfall or done correctly with listening skill and interpersonal savvy-

   advisement can be your most appropriate mentoring action!

   a. Give advice only when your mentee has done some preliminary thinking on his/her own, and only after you have listened carefully and thoroughly understand the issue at hand. Don't jump at the chance to provide your insight too early in the conversation.

   b. Don't give advice only when your mentee sees you as the "answer person" who has the golden piece of information. You both may get very used to the idea of his/her asking and you answering.

   c. Give advice when your mentee ask for and needs it. One of the most frustrating mentor responses to the question, "What do you think I should do?" is, "What do you think you should do?" It often feels manipulative to the mentee; you apparently have an opinion but for the sake of mentoring, you are withholding it.
d. Provide direction and give advice when your mentee is stuck. Then ask: "How do you think my advice would apply to your situation?"

e. The goal is for the mentee to make the outcome his/her own. Your advice is meant only to get him/her "unstuck."

f. Your goal as a mentor should be to retain the new faculty person’s individuality, not to make them a clone of you.

g. Try telling a story, one which is a relevant example from your career or lifetime experience. You may feel that telling a story would be interesting and appropriate and that it would help illustrate a possible path for the mentee.

F. Mentoring Linguistics

1. Sample problem-solving questions
   a. What do you think about this idea?
   b. What do you think is important?
   c. How would you solve this?
   d. If you were in my shoes, what would you do?
   e. What other factors should we be considering?
   f. In your opinion, why is this approach going to work?
   g. What do you see as the obstacles we face?

2. Global Questions
   a. How are things going?
   b. What are your goals?
   c. What are you trying to accomplish?

3. Problem Identification
   a. What results have you achieved so far?
   b. Where are you stuck?
   c. What kinds of problems are you encountering?
   d. Why do you think that happened?

4. Options & Solutions
   a. What solutions have you attempted?
   b. What do you see as your options?
   c. Do you want input from me?

5. Planning
   a. What is your "go forward" plan?
b. How can you apply what you've learned to your job?
c. Who else would benefit from knowing this?

6. Support
   a. What can I do to better support you?
   b. Whose support do you need?
   c. Would it be helpful to talk about this again?

G. Mentee Commitments
   1. The mentee commits to time for mentor meetings.
   2. The mentee must come prepared to mentorship sessions with questions/concerns and the skill to speak about the faculty position.
   3. The mentee recognizes that this is an interpersonal relationship process. If the mentor match is not compatible, it is important to speak assertively to the mentor and then the Associate Dean about any concerns so that the mentorship process can succeed.
   4. The mentee needs to have realistic expectations of the mentor and be an active participant in all faculty functions.
   5. The mentee expects their faculty development will require some probing guidance from the mentor including an in-depth review of and exploration of their interests, abilities, ideas, and beliefs.
   6. The mentee needs to remain open to suggestion by the mentor, refrain from expecting the mentor to solve all problems, and refrain from expecting an easy road through their first year of faculty development.
   7. The mentee agrees to evaluate the nursing faculty mentorship program constructively.

H. Typical Mentoring Issues with New Nursing Faculty
   1. What resources are available for teaching enhancement? (e.g. test construction)
   2. How does one identify and recruit help for students in academic/financial/remediation need beyond the mentee’s expertise?
   3. What degree of freedom for making change does this new nursing faculty have when functioning within a nursing program curriculum for syllabi, classroom teaching strategy, on-campus lab organization, and clinical/practicum experiences?
   4. What SON/university committees should one be on and how much committee work should one expect in the first year of hire?
   5. What social events occur in the SON?
   6. How do you deal effectively with the difficult/angry student?
7. How do you deal with the difficult or demanding nursing faculty peer?
8. How do you stay politically correct when student issues within the clinical agency conflict with nursing college curricular program policies or procedures?
9. How does one establish an appropriate balance between this first year of teaching and life demands, up to date clinical skills, college-wide committee work, and SON teamwork expectations?
10. How does one say the necessary “no” –but remain within progression to promotion and tenure?
11. ‘What criteria?’ and ‘Where are the criteria?’ that will be used for promotion/tenure review? Exactly how will the mentee’s teaching be evaluated?
12. Are there any remaining issues from a basic orientation to the SON, classroom management systems, nursing skills lab and clinical agency orientations that remain problematic or unclear?
13. What are the formal and informal communication systems in this SON?
14. How does the mentee deal with the feeling of OVERLOAD?

Materials:

THS SON BSN and/or Graduate Student Handbook
THS SON Faculty Handbook
UWG Student Handbook
UWG Faculty Policy & Procedural Handbooks

References:

(2003). Portions of the above document have been taken and adapted from the University of Wisconsin Oshkosh Faculty Mentoring Program. Permission for use and adaptation of this material has been granted from UW Oshkosh Mentoring Administrator Email heuer@uwosh.edu Retrieved July 1, 2005 from: http://www.uwosh.edu/mentoring/faculty

Additional Nursing References for Mentoring New Faculty


**Activity developed by:** Meg Wilson RN, MSN, Ed.D  
Cypress College

**Reviewed by:** Sharon Johnson, RN, PhD, FNP  
Santa Rosa Community College

**Adapted with permission by:** Linda A. Mason Barber, PhD, RN, ANP-C  
Susan Welch, Ed.D, RN, CCRN-C  
Tanner Health System School of Nursing  
University of West Georgia
New Faculty Quick Start Guide

The link below provides quick access to a number of links useful to new and continuing faculty including University resources, SON resources and Clinical faculty resources. The following paragraphs are an overview of most commonly needed information.

https://sites.google.com/a/westga.edu/ths-son-new-faculty-orientation/home

I. Faculty Mentoring Description: A Faculty Mentor will be assigned to you. See above guidelines.

II. Faculty Contracts: Faculty contracts are issued for new faculty after the letter of offer is approved and signed by the employee. Each year a faculty member will receive a contract for the upcoming year. The THS SON Administrative Manager will notify you when these are ready for signatures.

III. Human Resources: Human resources are notified by the THS SON Administrative Manager when a new employee is hired. HR will mail out an information packet to all full-time employees upon hire. Once you receive this packet you must contact HR to set up an appointment with them to come in to discuss benefits and tax information. Part-time employees just need to go by HR to fill out their paperwork. No appointment necessary for part-time. All employees must have gone to HR within three days of their contract (hire) date. This is a must.

a. How to get a University ID (Wolves’ card):

The University ID Card is your official faculty university identification card and is required. It will be used for access to the SON building. A University ID cannot be received by a new employee until they have met with Human Resources. Once HR gives you the appropriate paperwork you can then go to the University Community Center (UCC) building located at the main entrance off Maple Street (round building). The initial cost for the card is free. To ensure the life of your card, do not punch holes in it or bend it. If your Wolves’ Card is damaged, lost or stolen, you will be charged a replacement fee of $20.00.

b. Perks of University ID: The perks of a University ID are the following:

- Check books out at Ingram Library
- Get free or discounted prices to plays, sporting events, and concerts
- UWG faculty/staff with a valid ID are eligible to get in free to the Campus Center to access all of the services provided by the gym including up-to-date weight lifting equipment, group fitness classes, an indoor walking track, exercise machines such as treadmills, stationary bikes, and elliptical machines.
IV. Parking Decal, annual fee: Faculty/Staff & contract employees - cost is $15.00 payable every year in August at parking service in Rowe Hall.

Employees must obtain their decal immediately following orientation with Human Resources or when they become available. Replacement for a lost decal is $15.00. Spouses and dependents must register their vehicles as students, if enrolled. You can visit http://www.westga.edu/parking/ for further information concerning parking, fines and appeals for tickets that you may receive on campus.

a. Locations for faculty parking

The following link is a map.

https://www.westga.edu/assets-main/docs/campus-base-map-6-20-2018.pdf

b. Access to gated faculty parking

The THS SON Administrative Manager will give you a gate clicker to get into the parking lots where faculty/staff park. These areas are painted with green curbs and can be found on the map located on the link above.

V. Phone: Number, voicemail set up – the THS SON Office Manager will acquire your assigned phone number. Please see https://www.westga.edu/its/infrastructure-operations/voicemail-guide.php for voice mail set up and directions related to other voice mail capabilities.

VI. Faculty phone list: Tanner Health System School of Nursing Faculty/Staff list will be sent out each semester by email. All faculty/staff are added to the nurses@westga.edu listserv. With this listserv you are able to send an email to all School of Nursing faculty/staff and also receive information emails.

VII. Important University support list: Faculty/Staff phone directory for campus wide are printed each fall semester. Once completed, copies will be picked up by nursing staff and distributed to everyone. You can also search for individual people on the UWG website.

VIII. Email Accounts and IT Support:

a. Gmail

You will have to sign an Email Request – https://www.westga.edu/its/assets-its/docs/authorization_release_form.pdf in order to have an email address set up for you by the SON Administrative Manager. You will then set up your Gmail account. You
will be added to the nurses-list@westga.edu listserv so that you can get Tanner Health System School of Nursing information emails.

b. Email to your phone

Faculty who have personal smart phones can have their University email delivered to their phones. Please consult with the Instructional Designer or a faculty member with a similar device to yours who can assist you in setting up your phone to receive email from UWG.

c. UWG online offers a variety of support for on-line teaching. See the Online Faculty Development Center at https://uwgonline.westga.edu/

d. See the end of this section for the IT policy related to personal devices and use of computers and networks as well as the agreement form for your signature.

e. Accessing campus computer remotely

The UWG VPN (Virtual Private Network) allows anyone with a valid UWG email address and a desktop or laptop that meets basic requirements to send and receive email using the campus mail servers AND connect remotely to your campus computer, providing access to all of the files and applications on your machine here on campus. The General VPN is available to anyone with a valid University of West Georgia email address. System requirements include: administrative access to a Windows-Based PC (must be running XP, Vista or Windows 7) or an Intel Apple Macintosh (must be running OS X 10.4 or later) and a high-speed connection to the internet. The Gen VPN will allow you to:

- Send email using the campus mail servers, just as you do while on campus
- Connect remotely to your campus Windows based computer

Please see https://www.westga.edu/vpn/ for directions related to the UWG VPN.

IX. Office Hours:

a. Recognizing that courses are delivered using both online and face-to-face formats, office hours should reflect the approach used by students to communicate within a particular course. This may include setting in-office hours and/or establishing weekly virtual office hours. Office hours should be posted in the course syllabus in Course Den. Faculty must establish a minimum of 10 office hours in a manner that leads to effective and timely communication with students. In accordance with BOR 2.18 Academic Feedback policy, the instructor and student should make every effort to be available during instructor’s office hours for discussion of the student’s academic standing prior to the midpoint of the total grading period. Conferences at other hours should be available by appointment for the mutual conveniences of students and the faculty member.
X. Pay:

a. ONE USG Connect is the comprehensive system utilized by all Universities for payroll services, Human Resources Management, Time and Attendance and Benefits Administration. Please see https://oneusgconnect.usg.edu/

b. Travel:

Travel expenses must first be approved by the Dean by submitting a completed UWG THSSON Travel Authorization form. Once travel is completed faculty create their own travel expense statement via the electronic PeopleSoft System https://www.usg.edu/gafirst-fin/. Types of travel are conference, off-campus teaching, and clinical travel. Expenses are submitted for airfare, lodging, meals, miscellaneous expenses and mileage.

The Office Manager will work with you on how to submit your travel. You can also visit the Travel website at http://www.westga.edu/travel/ for guidelines, policies and other information. Complete the following steps when planning a trip for conferences and other meetings that are not related to instruction:

- The UWG THSSON Travel Authorization form can be obtained from the Office Manager. Submit this form to the Dean for approval. Once approved please print out and save conference agenda, and any other information needed for reimbursement to upload to the Peoplesoft System for creating your travel expense statement after travel has been completed. Please see Administrative manager for pre-conference registration fee process.

- If air travel will be involved with your trip, then you need to set up your flight with West Georgia Travel at (770) 836-8200 or email at von@westgatrravel.com
• You must fax your signed authorization to travel to West Georgia Travel at 770-832-8896 for them to be authorized to set up your flight to be charged to UWG. They will not book your flight without this form.
• Retain required receipts and complete reimbursement requests upon return from your trip.

c. TAP – Information concerning the Tuition Assistance Program can be found on the Human Resource web page at https://www.westga.edu/hr/tuition-assistance.php

XI. **Required Attendance:**

Fall THS SON Retreat, Fall and Spring General Faculty Meetings, THS SON monthly meetings, the Fall and Spring Undergraduate and Graduate Retreats, THS SON Standing Committee monthly meetings, Curriculum work group meetings, UWG University Committee meetings, Fall and Spring BSN Graduation Celebration, either Fall or Spring Graduation Ceremony or Honor’s Convocation, Sigma Theta Tau Induction Ceremony in Spring if a member. Additional meetings may be required and announced as such.

XII. **Mandatory Annual Employee Training:**

There are several training modules that all employees must do each year and they are Risk Management, Vehicle Risk & Safety, Ethics Training and Right to Know Training. You can find more information about these at https://www.westga.edu/hr/training.php
BYOD Approval Form & Policy

The employee agrees to follow the UWG Acceptable Use of Computers and Networks and the BYOD Policy and the associated procedure(s). A current copy of the policy can be found online at [https://www.westga.edu/its/assets-its/docs/technology-policies/UWG_Procedure_8.5.1_Bring_Your_Own_Device.pdf](https://www.westga.edu/its/assets-its/docs/technology-policies/UWG_Procedure_8.5.1_Bring_Your_Own_Device.pdf)

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address:</td>
<td>Phone number:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Approving Official Name:</td>
<td></td>
</tr>
</tbody>
</table>

**Approval Signatures**

<table>
<thead>
<tr>
<th>Employee Signature and Date</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approving Official Signature and Date</th>
<th></th>
</tr>
</thead>
</table>

**Confirmation of Data Removal**

<table>
<thead>
<tr>
<th>Employee Signature and Date</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approving Official Signature and Date</th>
<th></th>
</tr>
</thead>
</table>
UWG PROCEDURE NUMBER: 8.5.1
SUBJECT: UWG POLICY NAME: Bring Your Own Device ("BYOD") Policy

The Chief Information Officer, pursuant to the authority of UWG Policy 8.5.1, establishes the following procedures for compliance with the Bring Your Own Device ("BYOD") Policy:

A. Definitions.
1. At-Rest Files – computer files that may be used occasionally as reference, but are rarely or never updated. They may reside on servers, in backup storage or on the user's own hard disk.
2. Bring Your Own Device (BYOD) – Program that allows employees to use their own personal device to work, whether laptop, smartphone, or tablet, in order to interface to the internal/participant organization’s network resources.
3. Confidential Data – Data for which restrictions on the accessibility and dissemination of information are in effect. This includes information whose improper use or disclosure could adversely affect the ability of the institution to accomplish its mission, records about individuals requesting protection under the Family Educational Rights and Privacy Act of 1974 (FERPA), or data not releasable under the Georgia Open Records Act or the Georgia Open Meetings Act.
4. Equivalent Measures – Data security methods that are not listed in these Procedures, but are nonetheless approved by the University Chief Information Officer.
5. In-Transit Data – Data on the move from one secure location to another, i.e., data moving from point A to point B.
6. Institutional Review Board (IRB) – A federally mandated body responsible for the protection of human subjects involved in research; IRB reviews, approves, and monitors research conducted by UWG faculty, students, and staff.
7. Mobile Device Management – Applications or software designed to restrict access to data stored on the device.
8. Personaly identifiable Information – Any information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information.
9. Public Data – Data elements that have no access restrictions and are available to the general public.
10. Prior-approved Devices – Any personal device that has been approved by the University under its BYOD program.
11. Sensitive Data – Data for which users must obtain specific authorization to access, since the data's unauthorized disclosure, alteration, or destruction will cause potential damage to the participant organization. Example: personally identifiable information, Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) data, or data exempt from the Georgia Open Records Act.
12. Stored – Data held at-rest, either locally or in the cloud.
13. Transition Period – A period of time whereby an object is moving from one state or level to another.
14. University-Owned Data – Any data that is created, received, or maintained by the University in the ordinary course of business. This definition does not include data created by students, unless the student is acting on behalf of the University as a student worker or intern. Students engaged in research that utilizes University data should refer and adhere to IRB requirements.
UWG PROCEDURE NUMBER: 8.5.1
SUBJECT: UWG POLICY NAME: Bring Your Own Device ("BYOD") Policy

15. **USG BYOD Standard** – University System of Georgia IT Handbook, Section 8.0 – www.usg.edu/information_technology_handbook

16. **University Units** - Any institutional department or office that reports through the chain-of-authority to the University President, including divisions, colleges, schools, departments, and offices. For the sake of this Procedure, committees and task forces may be considered university units if they are operating in accordance with their charters, approved by a division vice-president.

B. **Prior Approval.**

Employees using personally-owned devices, software, or related components to access USG data will ensure such devices employ a method of device access protection including, but not limited to, passcode, facial recognition, card swipe, etc. University units shall establish consistent, documented, and repeatable processes that are consistent with this prior approval standard and can be considered auditable. Information Technology Services will assist and support only to the extent of providing software or applications have been purchased by the University.

C. **Security.**

1. Employees using Prior-approved Devices and related software shall make every attempt to keep these devices and related software protected.

2. Sensitive and Confidential Data may not be stored on a personally-owned mobile device or a Prior-Approved Device.

3. Passwords must be stored encrypted on mobile devices.

4. Backups of Prior-Approved Devices must be encrypted.

5. Employees using Prior-approved Devices and related software accessing Sensitive Data will, in addition to device access protection, ensure that the Sensitive Data is protected using data encryption while in-transit.

6. Determination of Equivalent Measures is reserved to the USG Chief Information Security Officer (CISO).

7. Managers will implement a documented process by which employees acknowledge and confirm to abide by this Procedure, as well as have all university-owned data permanently erased from their personally-owned or Prior-Approved Devices once their use is no longer required, or upon termination/resignation from employment.

8. Employees agree to and accept that their access to USG or University networks may be monitored in order to identify unusual usage patterns or other suspicious activity. This monitoring is necessary in order to identify accounts/computers that may have been compromised by external parties.

9. Employees will immediately report to their immediate supervisor any incident or suspected incidents of unauthorized data access, data or device loss, and/or disclosure of system or participant organization resources as it relates to personally-owned devices.

10. Supervisors will immediately report such incidents to the USG CISO or UWG’s Chief Information Officer.

11. Neither Sensitive Data nor Confidential Data may be stored on external cloud-based personal accounts.
UWG PROCEDURE NUMBER: 8.5.1
SUBJECT: UWG POLICY NAME: Bring Your Own Device ("BYOD") Policy

D. Device and Application Support
Personally-owned Devices and software are not eligible for maintenance support from USG or UWG departments. Employees will make no modifications to personally-owned hardware or software that circumvents established USG security protocols in a significant way.

E. Non-Compliance
Failure to comply with these procedures or the USG BYOD Standard may, at the full discretion of the University, result in the suspension of any or all technology use and connectivity privileges, disciplinary action, and/or possible termination of employment.

Issued by the Chief Information Officer, the 19th day of Sept, 2014.

Signature: Chief Information Officer

Reviewed by President:

Previous version dated: N/A
Section II: Faculty Evaluation & Workload

Evaluation of Nursing Faculty

As faculty in the University Of West Georgia Tanner Health System School Of Nursing (THS SON), we are committed to the mission and goals of the University and the mission, philosophy, and goals of the THS SON. We recognize both students and teachers as unique human beings who contribute to society in thinking, caring, feeling, and intuitive ways. We view ourselves as holistic beings who represent an integration of mind, body, and spirit, who have the potential for growth, and who have the right to make choices and take responsibility for those choices. These beliefs guide our decisions about faculty development and evaluation.

We seek a program of development and evaluation that defines the work of nursing faculty and includes all aspects of the faculty role (teaching, practice, scholarship, service), yet respects individual needs, goals, and abilities—a program that enriches the individual and the University, enhances professional growth, encourages self-direction, ensures active participation in the evaluation process, and results in positive change.

As nursing faculty members, we are individually responsible for our own professional development and collectively responsible for the excellence of our programs of study. Faculty achievement must be consistent with the mission of the University of West Georgia. We believe that through negotiation, dialogue, and consensus, we can effectively perform our teaching, scholarly and service activities. Such an approach recognizes the freedom of individuals to express their talents and desires and acknowledges shared obligations to meet the mission and goals of the THS SON and the University. As we seek coherence between our actions and the mission of the institution, we are given permission to not “do it all” all the time. This approach offers the necessary flexibility to adjust the changing requirements of the THS SON based on various needs, interests, and expertise among the faculty.

Evaluation of Faculty is conducted at the following times and as indicated:

- Each semester by students using the Student Evaluations of Instruction (SEI).
- Annually (February) by the THS SON Deans: Tenure-Track Faculty by the Associate Dean for Graduate Education and non-tenure track faculty by the Associate Dean for Undergraduate Education. The Associate Deans are evaluated by the Dean. An informal meeting also occurs in November/December of each year to provide an opportunity for communication between faculty and the appropriate Dean.

Formal Reviews of Faculty are conducted on the following schedule

- Non-Tenure Track Faculty
Third year after initial appointment: Assistant professors in their third year are required to have a review completed by the end of the second semester of the third year.

Promotion: An Assistant Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank at the University of West Georgia.

Post Promotion: All faculty members for whom five or more years have passed since their last career review decision or personnel action took effect, must undergo review. A faculty member on a leave of absence any time during the five year review period may delay the review for up to one year. Fifth year reviews will be completed before the end of the fall term following completion of the fifth year.

### Tenure-Track Faculty

Pre-tenure: Assistant professors in their third year are required to have a pre-tenure review completed by the end of the second semester of the third year.

Promotion: An Assistant Professor is eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank at the University of West Georgia.

Tenure may be awarded upon recommendation by the President and approval by the Board of Regents upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher.

Post-tenure: All tenured faculty members for whom five or more years have passed since their last career review decision or personnel action took effect, must undergo post-tenure review. A faculty member on a leave of absence any time during the five year review period may delay the post tenure review for up to one year. Each year the post-tenure reviews will be completed before the end of the fall term following completion of the fifth year.

### Annual Faculty Evaluation

**Review Guidelines**

Annual review of faculty performance is conducted each February in the Tanner Health System School of Nursing. Faculty are required to submit a self-evaluation portfolio that includes the following:

1. Current curriculum vitae (with accomplishments of the last year highlighted).
2. Narrative and documents related to performance in teaching, academic growth, professional growth and development, and service to the institution for the previous calendar year.
3. Annual Nursing Faculty Evaluation Form which includes the self and dean evaluation, the annual report and the Nursing Faculty Goal Setting and Evaluation (included in this Handbook).

The THS SON Associate Dean for Graduate Education will review submitted materials and complete
the Tanner Health System School of Nursing Faculty Evaluation Form (included in this Handbook) for Tenure Track Faculty; the THS SON Associate Dean for Undergraduate Education will review submitted materials and complete the Tanner Health System School of Nursing Faculty Evaluation Form (included in the Handbook) for Non-Tenure Track Faculty. A conference will be scheduled with the faculty member to discuss the written evaluation. The faculty member may respond in writing to the annual written evaluation if desired. The annual evaluation and responses are kept on file in the Tanner Health System School of Nursing.

Criteria for Performance and Evidentiary Sources
Criteria for performance and evidentiary sources to measure the quality of teaching, professional growth and development, research, scholarship and academic achievement and service are derived from the following:

- UWG mission, UWG Strategic Plan.
- UWG Faculty Handbook.
- Faculty Evaluation/Review Guidelines of the School of Nursing.
- UWG Student Evaluation of Instruction Form.
- Tanner Health System School of Nursing mission, philosophy, and goals/outcomes.
- Georgia Board of Nursing Rules and Regulations.
- AACN Standards for Accreditation of Baccalaureate and Graduate Education.
- AACN Position Statement on Defining Scholarship for Academic Nursing.

Boyer’s Model of Faculty Evaluation
The THS SON faculty have embraced Boyer’s Model of Scholarship as depicted in the AACN’s (2018) Position Statement on Defining Scholarship for Academic Nursing. Faculty also recognize community engagement as both informing and being formed by all areas of scholarship. Community engagement is collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutual benefit with the purposes of enriching scholarship and creative activity; enhancing teaching and learning; and preparing educated, engaged citizens capable of addressing critical societal issues for the public good. Based on the AACN statement, the Boyer model, and beliefs about engagement, the following examples serve as a guide for the evaluation of professional growth and development in the School of Nursing.

The Scholarship of Discovery
Characterized by primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

Evidentiary sources for measuring the quality of discovery scholarship include:

- Peer-reviewed publications of research, theory, or philosophy.
• Peer-reviewed and invited presentations of research, theory, or philosophical essays.
• Published books, monographs, and/or book chapters.
• Grant awards supporting research/scholarship.
• Unfunded grant proposals that have received peer review and/or approval.
• Effective mentorship of colleagues in research/scholarship.
• State, regional, national, or international recognition as a scholar in an identified area.
• Peer evaluations of the body of work.
• On-going scholarly projects related to discovery.
• Scholarly projects reflecting community engagement.

The Scholarship of Teaching

Conducted through the application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Evidentiary sources for measuring the quality of the teaching scholarship include:

• Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
• Peer-reviewed or invited presentations related to teaching.
• Published books, monographs, book chapters, and/or other learning aids.
• Funded grant awards in support of teaching and learning.
• Unfunded grant proposals that have received peer review and/or approval.
• Effective mentorship of students and novice faculty in teaching.
• Accreditation or other comprehensive program reports.
• Successful applications of information technology to teaching and learning.
• State, regional, national, or international recognition as a master teacher.
• Design of outcome studies or evaluation/assessment programs.
• Successful course, curriculum, and/or program development.
• Creation of caring and innovative learning environments.
• Peer assessments of effective innovations in teaching.
• On-going scholarly projects related to teaching.
• Scholarly projects reflecting community engagement.
The Scholarship of Practice (Application)
Includes the roles of direct caregiver, educator, consultant, and administrator and is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care and the analysis of innovative healthcare delivery models.
Evidentiary sources for measuring the quality of the scholarship of practice (application) include:
- Peer-reviewed publications of research, case studies, technical applications, or other practice issues.
- Peer-reviewed or invited presentations related to practice.
- Published books, monographs, and/or book chapters.
- Funded grant awards in support of practice.
- Unfunded grant proposals that have received peer review and/or approval.
- Effective mentorship of professional nurses in clinical practice.
- Consultation reports.
- Reports compiling or analyzing patient or health services outcomes.
- Copyrights, licenses, patents, or products for sale.
- State, regional, national, or international recognition as a master practitioner.
- Professional certifications, degrees, and other specialty credentials.
- Reports of meta-analyses related to practice problems.
- Reports of clinical demonstration projects.
- Policy papers related to practice.
- Peer reviews of effective practice.
- On-going scholarly projects related to clinical practice.
- Scholarly projects reflecting community engagement.

The Scholarship of Integration
Requires participation from two or more disciplines that advances knowledge across a wide range of techniques and methodologies. Evidentiary sources for measuring the quality of integration scholarship include:
- Peer-reviewed publications/presentations of research, policy analysis, case studies, integrative reviews of literature.
- Peer-reviewed or invited presentations related to integration scholarship.
• Published books, monographs, and/or book chapters.
• Funded interdisciplinary grant awards.
• Unfunded grant proposals that have received peer review and/or approval.
• Effective mentorship of colleagues in the scholarship of integration.
• Copyrights, licenses, patents, or products for sale.
• Reports of interdisciplinary programs or service projects.
• Policy papers designed to influence organizations or governments.
• Peer evaluations of contributions to integrative scholarship.
• Scholarly projects reflecting community engagement.
• On-going scholarly projects related to integration.

In addition to the above, the University of West Georgia recognizes the following as evidentiary sources for measuring quality in professional growth and development:

• Membership on editorial/review boards.
• Consultation that involves the application of professional expertise.
• Election or appointment to offices in professional organizations.
• Successful committee work that involves important service to state, regional, national, or international professional associations.

**Evaluation of Professional Growth and Development**

Boyer (1990) describes an alternate paradigm for the consideration of scholarship in academia. Within this paradigm, legitimacy is ascribed to the full scope of academic work. He defines four areas of scholarship: discovery, integration, application, and teaching. The scholarship of discovery represents the traditional view of academic research and seeks to answer the question, “What is to be known, what is yet to be found?” (p. 19). It involves investigative research efforts to produce new knowledge. The scholarship of integration focuses on the interpretation and synthesis of existing knowledge to bring about new insights and ideas. It uses research data to better understand the nature of one’s own discipline, makes connections with other disciplines, and asks, “What do the findings mean?” (p. 19). The scholarship of application focuses on the interaction of theory and practice and is concerned with applying the knowledge of one’s academic discipline to “real world” settings to solve problems or to provide needed service to individuals, groups, or institutions. It asks, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (p. 21). Lastly, the scholarship of teaching involves transforming and extending knowledge through teaching-
learning strategies that stimulate active learning and encourage students to be critical and creative thinkers. Boyer’s (1990) world view expands the traditional views of scholarship, teaching, and service and creates a context of freedom for faculty to pursue scholarship in a much broader sense. The Tanner Health System School of Nursing believes that Boyer’s model honors the diversity of talents and interests that represents us as faculty members of the University of West Georgia and as members of the practice discipline of nursing. References:

References


**Evaluation of Teaching**

Effective teaching is central to the mission of the University and the Tanner Health System School of Nursing in our quest for “educational excellence in a personal environment.” The maintenance of high quality undergraduate and graduate education depends upon teaching excellence. The faculty in the Tanner Health System School of Nursing at the University of West Georgia believe that evidence-based teaching is essential to a quality nursing program and that teaching is a scholarly activity (Boyer, 1990).

Evidentiary sources for measuring the quality of teaching include:

- Student evaluations of teaching effectiveness.
- Peer evaluations of teaching effectiveness.
- Dean evaluations of teaching effectiveness.
- Well-developed Teaching Portfolio.
- Student attainment of School of Nursing goals and program objectives.
- Honors or special recognitions for teaching accomplishments.
- Letters from former students attesting to the faculty member’s instructional abilities.
- Effective direction of independent student work and research such as scholarly projects and theses.
Peer Teaching Observation as Evidence-Based Teaching
(APPROVED 2/28/05, UPDATED 5/4/2017)

Peer teaching observation supports educational excellence in a caring environment and demonstrates the commitment of the Tanner Health System School of Nursing to nurture and develop its faculty as teacher scholars. It has value in improving instruction and making personnel decisions and utilizes observers who have knowledge of pedagogy and the processes of evaluation and receive workload consideration for their efforts.

Peer teaching observation is required for:

1. All faculty will be peer reviewed either in course, lab, clinical or simulation instruction annually.
2. Mentors will serve as peer observers for all first year faculty. The peer observer for subsequent faculty observations will be selected by the faculty member in consultation with the THS SON Associate Dean.

Peer teaching observation includes classroom, campus lab, review of on-line courses and clinical observations (as relevant) and consists of pre-observation, observation, and post-observation sessions between teacher and observer, the time/place for which are mutually determined (for face to face instruction). For on-line instruction, the peer reviewer will review the course independently at a mutually agreed upon time. A rating scale and narrative component will be used to assess the following:

1. Classroom/campus lab – caring teacher-learner interaction; demonstrated knowledge in subject area; course management; content organization; presentation style; instructional materials/strategies/technology; enthusiasm for teaching; evaluation of learning.
2. Clinical – caring teacher-learner interaction; demonstrated clinical knowledge/proficiency; maintenance of patient/learner safety; course management; selection/organization of learning experiences; instructional materials/strategies/technology; enthusiasm for teaching; evaluation of learning.
3. Online instruction – Faculty have developed an on-line peer review of instruction form based on the principles of Quality Matters which addresses teaching specific to on-line courses.

Peer Review Evaluation Forms – Clinical Instruction, Classroom Instruction and On-line Instruction are located in section IV, and on the nursing “y” drive.

Evaluation of Service

All University and Tanner Health System School of Nursing faculty are also expected to provide service to the institution and the broader community. In this area, faculty members have the opportunity to support not only the advancement of the institution’s mission and goals but also to enrich the local community.
Evidentiary sources for measuring quality in community service include:

- Active participation in Tanner Health System School of Nursing, university, and university-wide committees.
- Effective leadership of Tanner Health System School of Nursing and university groups.
- Successful development of service programs or projects.
- Effective professional service-related consultation work or technical assistance.
- Successful counseling/advising of students and student groups.
- Successful service as a Caring Group facilitator.
- Successful service on local, statewide, regional, national, or international levels in service and professional organizations.
- Honors, awards, and special recognitions for service to the institution or community.
- Significant contributions to the improvement of student, faculty or community life.
- Effective mentoring of colleagues.

**Guidelines for Faculty Appointment, Promotion, & Tenure**

This document addresses the criteria for appointment promotion and tenure in the Tenure track faculty ranks. The criteria are derived from the Tanner Health System School of Nursing statement on the Evaluation of Tenure Track Nursing Faculty and Non-Tenure Track Nursing Faculty in the THS SON Faculty Handbook and the *University of West Georgia Faculty Handbook* sections on Minimum Criteria for Appointment (101.02), Promotion (103.0302) and Tenure (103.04). Appropriate evidentiary sources for teaching, service, and professional growth and development are identified in the Evaluation of Nursing Faculty document and the *UWG Faculty Handbook*, Section 103.0302.
## TANNER HEALTH SYSTEM SCHOOL OF NURSING
Guidelines for Faculty Appointment, Promotion, & Tenure

### Assistant Professor

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Assistant Professor Non-Tenure Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure-Track Faculty</strong> (Revised 11/16/2016, 07/15/18)</td>
<td><strong>Non-Tenure Track Faculty</strong> (Revised 11/16/2016, 07/15/18)</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td>• Demonstrates teaching effectiveness.</td>
<td>• Demonstrates effective teaching in courses with laboratory or clinical components</td>
</tr>
<tr>
<td>• Articulates/demonstrates a philosophy of teaching and learning congruent with the THS School of Nursing.</td>
<td>• Articulates/demonstrates a philosophy of teaching and learning congruent with the SON</td>
</tr>
<tr>
<td>• Shows evidence of content knowledge and/or clinical expertise.</td>
<td>• Displays clinical expertise and knowledge in the designated content areas.</td>
</tr>
<tr>
<td>• Presents evidence of quality from student evaluations and at least two other evidentiary sources.</td>
<td>• Presents evidence of quality from student evaluations and at least two other evidentiary sources.</td>
</tr>
<tr>
<td>• Evidence of teaching that incorporates community-engaged approaches and methods</td>
<td>• See sections 2 and 6 of the Dossier Preparation Guide and teaching evidentiary sources.</td>
</tr>
<tr>
<td><strong>Professional Service</strong></td>
<td><strong>Professional Service</strong></td>
</tr>
<tr>
<td>• Demonstrates potential for successful participation on THS SON and University committees.</td>
<td>• Demonstrates potential for effective student advising and counseling.</td>
</tr>
<tr>
<td>• Participates in community/professional organizations at the local and state level.</td>
<td>• Participates in THS SON committees and community/professional activities as appropriate.</td>
</tr>
<tr>
<td>• Presents evidence of quality from committee service and at least two other evidentiary sources.</td>
<td>• Presents evidence of quality from committee service and at least two other evidentiary sources.</td>
</tr>
<tr>
<td>• Successful service that includes community-engaged approaches and methods</td>
<td>• See section 3 of the Dossier Preparation Guide and service evidentiary sources.</td>
</tr>
<tr>
<td><strong>Research, Scholarship, &amp; Academic Achievement</strong></td>
<td><strong>Research, Scholarship, &amp; Academic Achievement</strong></td>
</tr>
<tr>
<td>• Doctorate in nursing/related field and a master’s degree in nursing.</td>
<td>• Master’s degree in Nursing</td>
</tr>
<tr>
<td>• Demonstrates potential as a scholar by selecting an area of scholarship as defined by Boyer and a particular focus within that area.</td>
<td>• Demonstrates the ability to apply current nursing knowledge, theory, research, and professional standards to teaching and/or practice.</td>
</tr>
<tr>
<td>• Submits manuscripts/abstracts for professional publication/presentation.</td>
<td>• Presents evidence of quality from at least two evidentiary sources.</td>
</tr>
<tr>
<td>• Publishes/presents manuscripts/abstracts or completes at least one scholarly project every two years.</td>
<td>• See section 4 of the Dossier Preparation Guide and Boyer’s evidentiary sources.</td>
</tr>
<tr>
<td>• Presents evidence of quality from at least two evidentiary sources.</td>
<td></td>
</tr>
<tr>
<td>• See section 4 of the Dossier Preparation Guide and Boyer’s evidentiary sources.</td>
<td></td>
</tr>
<tr>
<td>Professional Development and Growth</td>
<td>Assistant Professor Tenure-Track Faculty (Revised 11/16/2016, 07/15/18)</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>• Potential for professional certification in teaching, clinical area of expertise and/or other appropriate certifications.</td>
<td>• Potential for professional certification in teaching, clinical area of expertise and/or other appropriate certifications.</td>
</tr>
<tr>
<td>• Obtains continuing education credits (CEUs) to maintain professional licensure.</td>
<td>• Obtains continuing education credits (CEUs) to maintain professional licensure.</td>
</tr>
<tr>
<td>• Maintains clinical knowledge and expertise through a variety of means: CE, clinical supervision and instruction broadly defined, clinical practice, community service requiring clinical expertise, membership in professional list serves or journal subscriptions.</td>
<td>• Maintains clinical knowledge and expertise through a variety of means: CE, clinical supervision and instruction broadly defined, clinical practice, community service requiring clinical expertise, membership in professional list serves or journal subscriptions.</td>
</tr>
<tr>
<td>• Evidence of scholarship that uses community-engaged approaches and methods</td>
<td>• Evidence of scholarship that uses community-engaged approaches and methods</td>
</tr>
<tr>
<td>• Presents evidence of quality from at least 2 evidentiary sources</td>
<td>• Presents evidence of quality from at least 2 evidentiary sources</td>
</tr>
<tr>
<td>• See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources.</td>
<td>• See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources.</td>
</tr>
</tbody>
</table>
## Associate Professor

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Associate Professor</th>
<th>Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenure-Track Faculty</td>
<td>Non-Tenure-Track</td>
</tr>
<tr>
<td></td>
<td>(Revised 11/16/2016)</td>
<td>Faculty (Revised</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11/16/2016 date)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates excellence in teaching.</td>
<td>• Demonstrates excellence in teaching</td>
</tr>
<tr>
<td></td>
<td>• Articulates/demonstrates a philosophy of teaching and learning congruent with the THS SON</td>
<td>• Articulates/demonstrates a philosophy of teaching and learning congruent with the THS SON</td>
</tr>
<tr>
<td></td>
<td>• Maintains excellent content knowledge and/or clinical expertise.</td>
<td>• Maintains excellent content knowledge and clinical expertise.</td>
</tr>
<tr>
<td></td>
<td>• Contributes to curricular and/or program development and evaluation.</td>
<td>• Contributes to curricular and/or program development and evaluation.</td>
</tr>
<tr>
<td></td>
<td>• Presents evidence of quality from student evaluations and at least three other evidentiary sources.</td>
<td>• Presents evidence of quality from student evaluations and at least three other evidentiary sources.</td>
</tr>
<tr>
<td></td>
<td>• Evidence of teaching that incorporates community-engaged approaches and methods</td>
<td>• See sections 2 and 6 of the Dossier Preparation Guide and teaching evidentiary sources.</td>
</tr>
<tr>
<td></td>
<td>• See sections 2 and 6 of the Dossier Preparation Guide and teaching evidentiary sources.</td>
<td></td>
</tr>
</tbody>
</table>

| Professional Service | Associate Professor  | Associate Professor  |
|                      |                      |                      |
|                      |                      |                      |
|                      | • Contributes significantly to the institution by active leadership as chair in THS SON/University committees. | • Contributes to the institution by active leadership in THS SON/University committees |
|                      | • Provides leadership to community service organizations. | • Provides leadership to community service organizations |
|                      | • Presents evidence of quality from committee service and at least three other evidentiary sources. | • Presents evidence of quality from committee service and at least three other evidentiary sources. |
|                      | • Successful service that includes community-engaged approaches and methods. | • Successful service that includes community-engaged approaches and methods. |
|                      | • See section 3 of the Dossier Preparation Guide and service evidentiary sources. | • See section 3 of the Dossier Preparation Guide and service evidentiary sources. |

| Research, Scholarship, & Academic Achievement | Associate Professor  | Associate Professor  |
|                                               |                      |                      |
|                                               |                      |                      |
|                                               | • Doctorate in nursing/related field and a master’s degree in nursing | • Master’s degree in Nursing. |
|                                               | • Demonstrates significant contributions in the selected area of scholarship. | • Contributes to the body of knowledge in nursing through presentations, publications and scholarly projects. |
|                                               | • Submits manuscripts/abstracts for professional publication/presentation. | • Presents evidence of quality from at least three evidentiary sources. |
|                                               | • Presents manuscripts/abstracts or completes at least one scholarly project every two years. | • See section 4 of the Dossier Preparation Guide and Boyer’s evidentiary sources. |
|                                               | • Publishes one paper in refereed journals at least every two years | |
|                                               | • Contributes to the body of knowledge in nursing. | |
|                                               | • Presents evidence of quality from at least three evidentiary sources. | |
### Professional Development and Growth

- Demonstrates professional certification in teaching, area of clinical practice or other appropriate certifications.
- Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise.
- Maintains clinical knowledge and expertise through a variety of means.
- Evidence of scholarship that uses community-engaged approaches and methods
- Present evidence of quality from at least three evidentiary sources.
- See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources.

### Teaching

- Demonstrates a clear and convincing record of a high level of sustained teaching excellence.
- Articulates/demonstrates a philosophy of teaching and learning congruent with the THS SON
- Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline.
- Provides leadership in curricular and/or program development and evaluation.
- Mentors other faculty members in the development of teaching skills.
- Evidence of teaching that incorporates community-engaged approaches and methods
- Presents evidence of quality from student evaluations and at least four other evidentiary sources.
- See sections 2 and 6 of the Dossier Preparation Guide and teaching evidentiary sources.

### Professor

<table>
<thead>
<tr>
<th>Associate Professor</th>
<th>Associate Professor Non-Tenure-Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track Faculty (Revised 11/16/2016)</td>
<td>Non-Tenure-Track Faculty (Revised 11/16/2016 date)</td>
</tr>
<tr>
<td>- Professional certification in teaching, area of clinical practice or other appropriate areas of certifications.</td>
<td>- Professional certification in teaching, area of clinical practice or other appropriate areas of certifications.</td>
</tr>
<tr>
<td>- Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise.</td>
<td>- Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise.</td>
</tr>
<tr>
<td>- Maintains clinical knowledge and expertise through a variety of means.</td>
<td>- Maintains clinical knowledge and expertise through a variety of means.</td>
</tr>
<tr>
<td>- Evidence of scholarship that uses community-engaged approaches and methods</td>
<td>- Present evidence of quality from at least three evidentiary sources.</td>
</tr>
<tr>
<td>- See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources.</td>
<td>- See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources.</td>
</tr>
<tr>
<td>Professional Service</td>
<td>Professor Tenure-Track Faculty (Revised 11/16/2016)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------</td>
</tr>
</tbody>
</table>
|                      | • Demonstrates a clear and convincing record of a high level of service to the institution by maintaining ongoing leadership in THS School of Nursing/University activities.  
• Advances community organizations.  
• Presents evidence of quality from committee service and at least four other evidentiary sources.  
• See section 3 of the Dossier Preparation Guide and service evidentiary sources.  
• Successful service that includes community-engaged approaches and methods. | • Demonstrates a clear and convincing record of a high level of service to the institution by maintaining ongoing leadership in School of Nursing/University activities  
• Advances community organizations  
• Presents evidence of quality from committee service and at least four other evidentiary sources.  
• See section 3 of the Dossier Preparation Guide located and service evidentiary sources. |
| Research, Scholarship, & Academic Achievement | • Doctoral degree in nursing/related discipline and a master’s degree in nursing.  
• Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the selected area of scholarship.  
• Submits manuscripts/abstracts for professional publication/presentation.  
• Presents manuscripts/abstracts or completes at least one scholarly project every two years.  
• Publishes one paper in refereed journals at least every two years  
• Provides leadership in promoting/developing research activities.  
• Provides mentoring in research to students and/or faculty.  
• Influences theory, policy, practice, and/or pedagogy through scholarship.  
• Presents evidence of quality from at least four evidentiary sources.  
• See section 4 of the Dossier Preparation Guide and Boyer’s evidentiary sources. | • Doctoral degree in nursing/related discipline and a master’s degree in nursing  
• Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority in the scholarship of teaching and/or practice  
• Influences theory, policy, practice, and/or pedagogy through evidence-based scholarship  
• Presents evidence of quality from at least four evidentiary sources.  
• See section 4 of the Dossier Preparation Guide and Boyer’s evidentiary sources. |
| Professional Development and Growth | • Demonstrates professional certification in teaching, area of clinical expertise, or other appropriate certifications.  
• Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise.  
• Maintains clinical expertise and knowledge through a variety of means.  
• Evidence of scholarship that uses community-engaged approaches and methods  
• Presents evidence of quality from at least four evidentiary sources.  
• See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources. | • Demonstrates professional certification in teaching, area of clinical expertise or other areas of certification.  
• Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise.  
• Maintains clinical expertise and knowledge through a variety of means.  
• Presents evidence of quality from at least four evidentiary sources.  
• See section 5 of the Dossier Preparation Guide and professional growth and development evidentiary sources. |
School Of Nursing Promotion and/or Tenure Guidelines
(APPROVED 8/31/2009; REVISED 4/29/2013, Revised 11/23/2016 Revised 07/15/18)

The following document provides guidelines for promotion and/or tenure for faculty as well as third and fifth reviews in the THS SON. It delineates how the University and THS SON will be implemented for both non-tenure track and tenure track faculty. These guidelines will be evaluated and revised annually as needed by the Promotion and Tenure Advisory Committee. All faculty under review will be evaluated on their progress toward meeting the four criteria for promotion and/or tenure as prescribed by the Board of Regents Policies:

1. Superior teaching
2. Outstanding service to the institution, community and profession
3. Research, scholarship and academic achievement
4. Professional growth and development

The THS SON Annual Faculty Evaluation Form assesses achievement related to teaching in the section on teaching and achievement related to service to the institution, community and profession in the service section. Performance related to research, scholarship and academic achievement as well as professional growth and development is addressed in the professional growth and scholarly development section of the Annual Faculty Evaluation Form.
Pre-Tenure and Third Year Review

The following document provides guidelines for the pre-tenure and third year reviews in the Tanner Health System School of Nursing. It delineates how the University and School Guidelines (see “Pre- Tenure Review” in Section 102.02 of the UWG Faculty Handbook) will be implemented.

1. The Promotion and Tenure Advisory Committee shall:
   a. Thoroughly and comprehensively review the individual’s achievements and performance in light of the School’s promotion and/or tenure guidelines.
   c. Prepare a written recommendation for each faculty member being reviewed. This recommendation must indicate whether progress toward promotion and/or tenure is sufficient at this time and provide specific reasons for the conclusions contained within it. This written recommendation must be given to each person under review. A simple majority vote of the committee is required for a positive recommendation. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received.

Pre-Tenure and Third Year Review of Faculty by Associate Dean

The recommendations of the Committee will be forwarded to the Associate Dean of Graduate or Undergraduate Education of the Tanner Health System School of Nursing as appropriate. The Associate Dean’s role in the pre-tenure and third year review will be to evaluate the Promotion and Tenure Advisory Committee (PTAC) recommendations and meet with the faculty member regarding his/her progress toward promotion and tenure. The faculty member under review will receive a written copy of the Associate Dean’s recommendations regarding progress towards promotion and/or tenure.
Pre-Tenure and Third Year Review of Faculty by Dean

The Dean’s role in the third-year review will be to evaluate the recommendations and meet jointly with appropriate supervisory Associate Dean and the faculty member regarding his/her progress toward promotion. The faculty member under review will receive a written copy of the Dean’s report. The evaluation and recommendations of the Promotion and Tenure Advisory Committee, the Associate Dean and Dean will also be placed in the faculty member’s personnel file in the Tanner Health System School of Nursing Promotion and Tenure Review.

The following document provides guidelines for the promotion and tenure review process in the Tanner Health System School of Nursing. It delineates how the University and School Guidelines (see “Procedures and Criteria for Promotion and Tenure” in Section 103 of the UWG Faculty Handbook) will be implemented.

1. All members of the Promotion and Tenure Advisory Committee who are able to render a fair and objective assessment of the person being reviewed will serve on the Committee. Neither the faculty member under review nor the Dean may serve on the Committee. The Associate Deans who are direct reports may not serve on the Committee for the review of faculty members.

2. The Committee will evaluate the individual’s achievements and performance in light of the School’s promotion and/or tenure policies and criteria for the desired rank. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures. A simple majority vote is required for a positive recommendation. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes. A written copy of the committee’s recommendations with signatures of all committee members will be placed in Section one of the faculty’s e-dossier.

Promotion and Tenure Review of Faculty by Associate Dean

The recommendations of the Committee will be forwarded to the Associate Dean of Graduate or Undergraduate Education of the Tanner Health System School of Nursing as appropriate. The Associate Dean’s role in the promotion and tenure review will be to evaluate the Promotion and Tenure Advisory Committee (PTAC) recommendations and meet with the faculty member regarding his/her progress toward promotion and tenure. The faculty member under review will receive a written copy of the Associate Dean’s recommendations regarding progress towards promotion and/or tenure. A written copy of the Associate Dean’s recommendations will be placed in Section one of the faculty’s e-dossier.
**Promotion and Tenure Review of Faculty by Dean**

The Dean’s role in the third-year review will be to evaluate the recommendations and meet jointly with appropriate supervisory Associate Dean and the faculty member regarding his/her progress toward promotion. The faculty member under review will receive a written copy of the Dean’s report. A written copy of the Dean’s recommendations will be placed in Section one of the faculty’s e-dossier. The evaluation and recommendations of the Promotion and Tenure Advisory committee, the Associate Dean and Dean will also be placed in the faculty member’s personnel file in the Tanner Health System School of Nursing.

**Post-Tenure/Fifth-Year Review**

The following document provides guidelines for the post-tenure/fifth year review in the Tanner Health System School of Nursing. It delineates how the University and School Guidelines (see “Post-Tenure Review” in Section 104.02 of the *UWG Faculty Handbook*) will be implemented.

1. The Promotion and Tenure Advisory Committee shall:
   a. Thoroughly and comprehensively review the individual’s achievements and performance in light of the School’s faculty evaluation criteria and vote on a colleague’s status by secret ballot. Voting shall be by separate secret ballot. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes. A simple majority vote is required for a positive recommendation.
   b. Prepare a written recommendation of the faculty member’s performance. This recommendation will be signed by all members of the committee and provide specific reasons for the conclusions contained within it. A written copy of the committee’s recommendations with signatures of all committee members will be placed in Section one of the faculty’s e-dossier.

**Post-Tenure/Fifth-Year Review of faculty by Associate Dean**

For both Post-tenure review and fifth-year Reviews, the evaluation and recommendations of the Committee will be forwarded to the appropriate supervisory Associate Dean who then reviews and submits a written recommendation to the Dean of the School of Nursing. The evaluation and recommendations of the committee will also be placed in the faculty member’s personnel file in the Tanner Health System School of Nursing.
Post-Tenure/Fifth-Year Review of faculty by Dean

The Dean’s role in the Post-Tenure/Fifth-Year review will be to evaluate the recommendations and meet jointly with appropriate supervisory Associate Dean and the faculty member regarding his/her progress toward promotion. The faculty member under review will receive a written copy of the Dean’s report. A written copy of the Dean’s recommendations will be placed in Section one of the faculty’s e-dossier. The evaluation and recommendations of the Promotion and Tenure Advisory committee, the Associate Dean and Dean will also be placed in the faculty member’s personnel file in the Tanner Health System School of Nursing.

Post tenure faculty members who perform at high levels shall receive recognition for their achievements through institutional policies and procedures. If areas needing improvement have been identified during the review, the appropriate supervisory Associate Dean and faculty member will work together to develop a formal plan for faculty development. Any person with an unsatisfactory review will be required to develop a three-year plan to address deficiencies. The appropriate supervisory Associate Dean will monitor the progress of a faculty member’s development plan and report the findings to the Dean of the School of Nursing at the end of the three-year period. The University will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.

Ballots

It is the responsibility of the Dean to preserve the original ballots for all votes on each faculty member under review by the Promotion and Tenure Advisory committee and keep them on file for a period of ten years.

Appeals process

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205. of the UWG Faculty Handbook. Appeal for Reconsideration Notification of a negative evaluation shall be communicated in a verifiable method by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall within five University Business Days of the receipt of the report state in writing the grounds for his or her request and shall include in this appeal such
additional material as is pertinent. Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level.

Appeals to the Committee for reconsideration for post tenure/ fifth year review shall follow procedures identified in the UWG Faculty Handbook, Section 103.0205. If the Committee does not alter its unsatisfactory recommendation for post-tenure review, the faculty member may appeal to the University-wide Appeals Committee for Post-Tenure Review.

**Time Limits and Minimum Criteria for Faculty Promotion and Tenure:**

Refer to Section 103.0301 in the University of West Georgia Faculty Handbook for Promotion and For time limitations for tenure track, refer to 103.0402 in University of West Georgia Faculty Handbook Guidelines for Non-tenure track faculty.

**Faculty Workload Guidelines**

(PILOTED 2012-13; APPROVED 4/29/2013)

(REVISED AND APPROVED 2/24/15)

**Assumptions:**

The THS SON desires a workload policy that is congruent with the mission and vision of the university and the school, meets approval and accreditation standards, supports a quality caring curriculum, recognizes faculty education, expertise and career goals, and creates a positive and collegial work environment. Boyer’s Model of Scholarship serves as a guide for faculty appointment, promotion and tenure.

All full-time faculty are expected to teach in the classroom and clinical settings at the undergraduate and graduate levels, on all campuses and online in a manner congruent with their qualifications, expertise, talents and preferences.

THS SON workload guidelines must balance resources and expectations with equity and fairness and be congruent with the policies of the University of West Georgia and the University System of Georgia. University statements about faculty workload (UWG Faculty Handbook, Section 127):

127.1. Faculty are expected to teach four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned for administrative, research, or other purposes approved by the dean or a lesser
load is required to maintain specialized accreditation (e.g., AACSB).

127.2. Faculty are expected to assume their fair share of academic advising, registration duties, club sponsorships, and departmental committee work.

127.3. Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

127.4 Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair, and to make progress annually in addressing the agenda.

127.5 Faculty are expected to engage in public and professional service activities as time and opportunity allows.

127.6 Faculty are expected to average no more than one day a week in any approved outside employment.

127.7 Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester.

127.8 Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

**THSSON workload expectations:**

1. “Four 3-hour courses or the equivalent per semester” is equal to 12 workload hours. The term “workload hours” is an abstraction that attempts to measure activities related to teaching, such as preparing for instruction, presenting material, advising/coaching/guiding/mentoring students, evaluating assignments, supervising/coordinating clinical learning, and directing student research, publications and presentations.

2. All THSSON non-tenure and tenure track faculty are expected to be actively engaged in teaching, professional development/scholarship and service. All are expected to maintain a program of scholarship (as defined by Boyer) that is appropriate to their track – for example, the scholarship of discovery, integration, and teaching for tenure track and the scholarship of application and teaching for non-tenure track.

3. Minimum service expectations include student advisement and being an active contributing member of at least one school committee and one additional institutional, community or professional committee.

4. Performance in the areas of teaching, scholarship and service will be evaluated annually and in conjunction with 3rd year review, 5th year post-tenure review and reviews for promotion and/or tenure.
5. Faculty may receive release time for approved activities and duties as assigned.

**THS SON workload model:**

Academic workload is the total of all officially recognized School and University duties carried out by an individual faculty member at any given time. Teaching students in regularly scheduled classes is fundamental, but overall load may also include scholarship, sponsored research, committee assignments, student advisement, direction of student research, and administrative or supervisory duties. The expected teaching workload at UWG and in the THS SON is 12 credit hours for one semester, or 24 hours for the academic year for tenure track faculty. The expected teaching workload for non-tenure track at THS SON is 12-15 workload hours for one semester or 24-30 hours for the academic year. In these models, a typical semester-long 3-credit course ordinarily represents 10% of faculty effort for the academic year (2 semesters); in addition, faculty members are expected to dedicate at least 10% of their time to professional service activities. A standard work week is defined as 40 hours.

**Release time standards:**

Release from the standard expectation of 12 (tenure track) or 15 (non-tenure track) workload hours may be allocated by the THS SON for scholarship, administrative assignments and other special initiatives or projects as negotiated with the associate dean/dean. If, at the conclusion of a defined review process, it is determined that a particular faculty member is not fulfilling expectations (e.g., he or she is not maintaining an active scholarship agenda or service record), the associate dean/dean shall have the option to create a plan for improvement and/or adjust that individual’s teaching workload. The standard amount of workload hour release per semester for scholarship and administration is typically defined as follows:

- 3 hours release for an active program of scholarship
- 3 hours release for program directors
- 6 hours release for associate deans
- 3 hours release for coordinating pre-licensure clinical courses with multiple clinical sites, skills/simulation labs and instructors

**Workload calculation standards:**

1. 1 credit/contact hour of didactic instruction = 1 workload hour
2. 1 contact hour of direct clinical instruction/supervision = 0.75 workload hour
3. 1 contact hour of skills/simulation lab instructions = 0.5 workload hours.
4. 0.33 workload hour credit is allocated for each student that a faculty member supervises in a precepted clinical experience
5. Faculty directing EdD student dissertation research receive workload credit as follows:
   1.00 workload hours per student per semester dissertation chaired (maximum 5 workload hours)
   0.5 workload hours dissertation committee member times 2 (the semesters of proposal defense
   and final defense).

6. For faculty teaching 95% online courses in cases where more than 20 students are taking the
course, the course will be sectioned into groups of 20-25 and workload credit assigned accordingly.
Workload hours may be decreased for class sizes below the standard.

7. For faculty teaching face to face or D level courses, in cases where there are more than 59 students,
the course will be sectioned into groups of 30-35 and workload credit assigned accordingly.
Workload hours may be decreased for class sizes below the standard.

Workload examples:

**Tenure Track Faculty:**
The standard teaching workload for tenure track nursing faculty members is 9-12 workload hours per
semester (3/3 or 4/4 course load). They will select either a “teaching/scholarship” or a “teaching
intensive” focus and contract with their supervising associate dean regarding their workload percentages.
The following are sample workload calculations and assume a 40 clock hour work week:

Tenure track faculty with a scholarship focus (3/3): Teaching = 60% = 24 hours/week
   Scholarship = 20% = 8 hours/week
   Service = 20% = 8 hours/week

Tenure track faculty with a teaching focus (4/4 or 3/4): Teaching = 80% = 32 hours/week
   Scholarship = 10% = 4 hours/week
   Service = 10% = 4 hours/week

**Non-Tenure Track Faculty:**
The standard teaching workload for non-tenure track nursing faculty members is 12-15 workload hours
per semester (4/4 or 5/4 course load), which is comparable to the workload of core instructors, lecturers
and instructors at UWG. They will select either a “teaching intensive” or a
“teaching/practice/scholarship” focus and contract with their supervising associate dean regarding their
workload percentages.

The following are sample workload calculations assuming a 40 clock hour work week:

Non-tenure track faculty with a teaching/practice/scholarship focus (4/4): Teaching = 80% = 32
hours/week  
  Scholarship = 10% = 4 hours/week  
  Service = 10% = 4 hours/week  
Non-tenure track faculty with a teaching focus (5/4): Teaching = 90% = 36 hours/week  
  Service = 10% = 4 hours/week  
The above workload calculations are based on a standard for THS SON class sizes as follows:  
  Standard class size (face-to-face or D courses) = 59 students  
  Standard class size (N courses-greater than 95% online) = 20-25 students  
For team-taught didactic courses, the number of workload hours will be divided by the number of faculty on the team who share classroom teaching responsibilities.

Section III: Faculty Evaluation Forms

Student Evaluation of Instruction (SEI)

Faculty members with instructional responsibility must allow students the opportunity to evaluate courses and the quality of instruction sometime during the final week of classes. The form used for face to face courses at UWG is the Student Evaluation of Instruction (SEI). The office manager will provide you with the appropriate number of SEI forms in an envelope with instructions for administration. In the THSSON, the SEI is generally administrated by a staff member in the class and the instructor is not present for the evaluation. Forms are returned to the Dean’s office or the staff member in the original envelope that has been sealed with the signature of the student administering the form across the flap. The following term the office manager will file the original forms and provide the instructor with a copy. They will be kept on file for your use in future evaluations (promotion and tenure; post tenure; etc.) If your course is delivered on-line, an SEI form will be posted in the online course by UWG Online. UWG online then compiles the results which are sent to individual faculty as well as program directors and the office manager in the SON. The office manager files a hard copy in your file.

The following forms and guidelines related to faculty evaluation are included in this section:

- Dossier preparation guidelines
- CV blueprint
- SEI form
- Annual Nursing Faculty Form which includes:
  - Faculty Self-Evaluation
  - Dean Evaluation
  - Annual Goal Setting
  - Annual Report
- Peer Review Guide for Online Instruction / Peer Review Faculty Input Form
- Peer Review Evaluation Form - Classroom Instruction – already in this document
- Peer Review Evaluation Form - Clinical Instruction - already in this document
Electronic Dossier Preparation Guide

Tenure Track: Pre-Tenure, Tenure, Post Tenure and/or Promotion in Rank
Non-tenure Track: Third Year Review, Fifth Year Review, and/or Promotion

Faculty Electronic Dossier Requirements

The following electronic documentation is required for all formal faculty reviews for promotion and tenure) and must be submitted to the Promotion and Tenure Advisory committee by the date set by the Provost and the Vice President for Academic Affairs (VPAA), which is announced by the end of the first week of Fall Semester classes.

For pre-tenure/third-year, assistant professors are required to have a pre-tenure/third year review completed by the end of the second semester of the third year. For post-tenure/fifth-year review All faculty members for whom five or more years have passed since their last career review decision or personnel action took effect, must undergo post-tenure/fifth review. Each year the post-tenure reviews will be completed before the end of the Fall term. Refer to the Dossier preparation guide on pages??? for the required documentation an online submission process for all dossier submissions will be be required.

Purpose:
Faculty are encouraged to develop their dossier so that their accomplishments are clear, easy to interpret and presented in a manner that best highlights their work. To that end, the purpose of these guidelines are to provide a general organizing framework for preparing materials for review for promotion and tenure in a concise manner. The dossier should provide clear, concise, and convincing evidence to demonstrate that the candidate has met the USG/UWG and SON criteria in each of the four specified areas: 1) Teaching, 2) Professional Service, 3) Research, Scholarship, and Academic Achievement, and 4) Professional Development and Growth.

Organization and Content:
There are six sections in the electronic dossier and there are two columns in each section labeled Dossier I and Dossier II. Dossier I contains required documentation for all faculty undergoing review and Dossier II contains additional documentation to support your application of Boyer’s model of scholarship.
In sections two through six there are required narratives. There is no narrative in section one instead of a narrative, you will write an organizational overview of your dossier. There are examples of the organizational overviews and each narrative on the Promotion and Tenure team drive. Dossier one in each section will include a narrative describing the candidates’ accomplishments in each area and major supporting evidence. The narrative is a qualitative and quantitative summary of accomplishments.

The directions on how to build your electronic dossier are included in the THS SON Google team drive. The Promotion and Tenure Advisory committee members are available to assist you.

- The table below includes examples of evidentiary documents that may be included in each notebook.

Refer to the Boyer’s Model of Faculty Evaluation
- in the UWG THS SON faculty handbook for additional information and examples of possible supporting evidence based on Boyer’s Model of Scholarship.

<table>
<thead>
<tr>
<th>Dossier I</th>
<th>Dossier II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for all faculty undergoing review</td>
<td>Additional documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION I: Recommendation Letters &amp; CV</th>
<th>Dossier I</th>
<th>Dossier II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organizational Overview of Dossier (written by faculty)</td>
<td>Selected other letters of support as appropriate (students, support from peers across the University and professional service etc for the review period.)</td>
</tr>
<tr>
<td></td>
<td>Curriculum Vitae Per THSSON Guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THSSON Guidelines and faculty appointment, promotion and tenure: Minimum Criteria for Appointment and Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dossier Review Letters by Dean/Associate Dean/PNT Committee will be placed here</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

93
### SECTION 2: Scholarship of Teaching
- Narrative: Scholarship of Teaching Overview Page which includes overview of SEIs
- Philosophy of Teaching
- Selected major documents recognizing expertise in teaching
- Upload 2 examples of syllabi and 2 examples of student work
- Other documents recognizing expertise in teaching

<table>
<thead>
<tr>
<th>Dossier I</th>
<th>Dossier II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for all faculty undergoing review</td>
<td>Additional documentation</td>
</tr>
<tr>
<td><strong>SECTION 3: Professional Service (Scholarship of Application/Integration)</strong></td>
<td><strong>SECTION 4: Research, Scholarship &amp; Academic Achievement (Scholarship of Discovery)</strong></td>
</tr>
<tr>
<td>• Narrative: Scholarship of Application/Integration</td>
<td>• Narrative: Scholarship of Discovery (includes focus of scholarly program)</td>
</tr>
<tr>
<td>• Selected letters of support related to professional service</td>
<td>• Peer Reviewed Manuscripts (2-3 published papers)</td>
</tr>
<tr>
<td></td>
<td>• Email evidence of any in-press manuscript</td>
</tr>
<tr>
<td></td>
<td>• Selected other major works related to scholarship (presentations, book chapters, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Grants</td>
</tr>
<tr>
<td></td>
<td>• Copies of all published papers</td>
</tr>
<tr>
<td></td>
<td>• Additional evidence of scholarship activities</td>
</tr>
<tr>
<td></td>
<td><strong>SECTION 5: Professional Development &amp; Growth (Scholarship of Application/Integration)</strong></td>
</tr>
<tr>
<td></td>
<td>• Narrative: Professional Development and Growth/Application/Integration</td>
</tr>
<tr>
<td></td>
<td>• Selected Documents Related to Professional Development and Growth</td>
</tr>
<tr>
<td></td>
<td>• Supporting materials (CE, QM courses, etc.)</td>
</tr>
<tr>
<td>Dossier I</td>
<td>Dossier II</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Required for all faculty undergoing review</td>
<td>Additional documentation</td>
</tr>
<tr>
<td><strong>SECTION 6:</strong> Evaluations</td>
<td><strong>Evaluations</strong></td>
</tr>
<tr>
<td>• All SEI’s</td>
<td>• Peer evaluations</td>
</tr>
<tr>
<td>• Annual Administrative Evaluations (include current year for pre-tenure/third year/5 year/post tenure review)</td>
<td>• Self evaluations</td>
</tr>
</tbody>
</table>

PNT Committee 1/5/2016, 11/29/2016, 07/11/2018
CV Blueprint

Jenny Brazeal Hamner Schuessler, PhD, RN | Curriculum Vitae
1601 Maple Street | Carrollton, GA 30118 | 678.839.5640 | jschuess@westga.edu

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>PhD</td>
<td>Nursing</td>
<td>University of Alabama at Birmingham</td>
</tr>
<tr>
<td>1990</td>
<td>BSN</td>
<td>Nursing, Magna cum laude</td>
<td>University of West Georgia</td>
</tr>
<tr>
<td>Year</td>
<td>MSN</td>
<td>Nursing, Specialization in Education</td>
<td>University of Caring</td>
</tr>
</tbody>
</table>

List any postgraduate training chronologically, starting with most recent, give years, institutions, and type of training

LICENSURE AND CERTIFICATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-Present</td>
<td>RNXXXX – Registered Nurse, State of Georgia</td>
</tr>
<tr>
<td>2015-Present</td>
<td>Certified Nurse Educator (CNE) National League for Nursing</td>
</tr>
<tr>
<td>2015-Present</td>
<td>BLS for Healthcare Providers, American Heart Association</td>
</tr>
<tr>
<td>2015-Present</td>
<td>Certified Online Instructor, University of West Georgia</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Role</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-Present</td>
<td>Professor and Dean, Nursing</td>
<td>University of West Georgia, Carrollton, GA</td>
<td></td>
</tr>
<tr>
<td>2012-2014</td>
<td>Betty McClendon Fuller Endowed Professor</td>
<td>Auburn University, Auburn, AL</td>
<td></td>
</tr>
<tr>
<td>2008-2014</td>
<td>Associate Dean, Nursing</td>
<td>Auburn University, Auburn, AL</td>
<td></td>
</tr>
<tr>
<td>2000-2008</td>
<td>Assistant Dean, Nursing</td>
<td>Auburn University, Auburn, AL</td>
<td></td>
</tr>
<tr>
<td>1990-2000</td>
<td>Faculty, Nursing</td>
<td>Auburn University, Auburn, AL</td>
<td></td>
</tr>
<tr>
<td>1990-2004</td>
<td>Staff Nurse</td>
<td>East Alabama Medical Center, Opelika, AL</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING RESPONSIBILITIES

University of West Georgia, Tanner Health System School of Nursing

2015-Present | Online and didactic instruction in MSN and EdD programs |
- NURS 6111 Nurse Educator Role Practicum I, Course Faculty |
- NURS 6112 Nurse Educator Role Practicum II, Course Faculty |
- NURS 9015 Dissertation, Course Faculty |

Auburn University School of Nursing

1990-2014 | Online and didactic instruction in BSN program |

2010-2014 | Major Teaching Responsibilities |
- NURS 4230/4231 Professional Nursing Concepts: Chronic Complex and Critical Conditions, Course coordinator Fall 2011- Spring 2013 |
- NURS 3230/3231 Professional Nursing Concepts: Acute and Commonly Occurring Conditions, New course and website development, Instructor |
- NURS 4900 Interprofessional Education Elective, Course development, Instructor |

Graduate Student Capstone Project Advisor

2017 | University of West Georgia, Tanner Health System School of Nursing, Carrollton, GA |
- Duah, O. Integrating Clinical Concepts into the Clinical Learning Experience. |
- Morgan, K. Annual Skills Fair to Improve Nurse Competency. |
- Pugsley, L. Interprofessional Collaboration in First Year BSN Nursing Students. |

Dissertation Committee Work

Carter, J. Unfolding Case Study Effectiveness on Nursing Student’s Level of Knowledge and Critical Thinking Skills as Evidenced by Exam Performance. EdD in Nursing, University of West Georgia, Graduated Fall, 2015, role: committee
member.

Undergraduate Student Honor’s College Capstone Project Chair

**Publications**

**Referred Journals**

If a long list divide up into Teaching, Data-Based, Practice/Service- full APA reference with your name in bold

**Invited Publications in Books, Journals, Magazines or Newspapers**

APA format with your name in bold

**Published Research Conference Proceedings**

If a long list, divide up into Teaching, Data-Based, Practice/Service- full APA reference with your name in bold

**Grants and Funding**


Schuessler, J.B., Hendricks, C. and Wilder, B. (2013). *Cardiovascular Disease in Rural Alabama Women*. AREA Grant submitted to the National Institutes of Health, not funded, $600,000.

**Presentations**

**Referred: National, Regional or State**


**Invited: National, Regional, State, and Local**


**Honor and Awards**

2015 Daisy Award Recipient, University of West Georgia
2014 Professor Emeritus, Auburn University
2013 Outstanding Faculty of the Year, Association of Great Nursing Teachers
2012 Community Service Award, Hogwarts Community of Scholars

**Professional Affiliations**

1990- Present Sigma Theta Tau International Nursing Honor Society
2010-Present Southern Nursing Research Society
2006-Present Georgia Association of Nurse Educators
2016-Present Council on Collegiate Education for Nursing

• Southern Regional Education Board of Directors (elected)
• Research Committee Liaison (appointed)
### INSTITUTIONAL SERVICE

<table>
<thead>
<tr>
<th>University of West Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016-2017</strong> Chair, College of Arts and Humanities Internal Dean Search Committee</td>
</tr>
<tr>
<td><strong>2016</strong> Chief of Police Search Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tanner Health System School of Nursing, UWG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-present</strong> NFLP ad hoc Review Task Force</td>
</tr>
<tr>
<td><strong>2015-present</strong> Chair, Ad hoc Health Care Options Task Forces (RT, IT)</td>
</tr>
</tbody>
</table>

List service like this for all Universities where previously employed

### PROFESSIONAL AND COMMUNITY SERVICE

<table>
<thead>
<tr>
<th>Tanner Health System Get Healthy, Live Well Community Coalition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016-Present</strong> Chair, Access to Care Committee</td>
</tr>
</tbody>
</table>

**Manuscript Reviewer**

- **Critical Care Nurse** **2010-Present**
- **Applied Nursing Research** **2010-Present**
  - **Recognized as one of the top 10% of reviewers** **2016**

<table>
<thead>
<tr>
<th>Judge, Georgia Science and Engineering Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012</strong></td>
</tr>
</tbody>
</table>

### PROFESSIONAL GROWTH AND DEVELOPMENT

*Numerous webinars and 1 – 2 contact hour seminars for professional CE, list available upon request*

- **Foundations in Evidence Based Practice Health Care, MOOC from Ohio State University** **Spring 2017**
- **Quality Matters: Designing Your Online Course** **Fall 2016**
- **Applying the Quality Matters Rubric, online course** **Fall 2016**
- **NLN/STTI Nursing Education Research Conference, Bethesda, Maryland** **April 2016**
- **Innovations in Pedagogy, University of West Georgia** **May 2015**

If a long list, limit to past 10 years
# SEI Form

## UNIVERSITY OF WEST GEORGIA

**Student Evaluation of Instruction (SEI)**

### Course Identification

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

### Section Number

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

### Lab Section

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

---

**For each item below, please fill in the circle that indicates the degree to which you feel each item is descriptive of the course instructor.**

**IF YOU HAVE NO INFORMATION OR FEEL AN ITEM DOES NOT APPLY, PLEASE FILL IN THE N/A CIRCLE.**

### Item #

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student-Centered Questions

1. I correctly utilized all required course texts and materials.
2. I regularly attended class.
3. I was punctual.
4. I was well-prepared for class.
5. I actively participated in all class activities.
6. If I struggled with course material, I sought help from the professor or from resources provided to me.
7. This course challenged my intellect.

#### Discipline-Centered Questions

1. Class discussions and/or activities helped me to understand the subject matter.
2. Course assignments helped me to understand the subject matter.
3. Course content was presented effectively.
4. Required course texts and/or materials helped me to understand the subject matter.
5. Test content was representative of assigned material.
6. Tests and/or assignments required problem solving, critical thinking, and/or creative thought.

#### Instructor-Centered Questions

1. The instructor demonstrates knowledge of his/her discipline.
2. The instructor clearly explains course expectations.
3. The instructor clearly explains how students will be evaluated.
4. The instructor evaluates and returns tests and assignments in a reasonable period of time.
5. The instructor presents material in an organized manner.
6. The instructor communicates effectively.
7. The instructor demonstrates respect for students.
8. The instructor is receptive and responsive to the sharing of ideas during class discussions.
9. The instructor offers and is available for individual assistance.

### Additional Information Requested

1.  | 2.  | 3.  | 4.  |
---|---|---|---|
Student Classification | GPA | Expected Grade | Taking course because it is required?
[ ] Freshman-Sophomore | below 1.00 | A | Yes |
[ ] Junior-Senior | 1.00 to 1.99 | B | No |
[ ] Graduate | 2.00 to 2.99 | C |
[ ] | 3.00 to 4.00 | D |
Instructor’s Name: ________________________ Semester: ________________________

Please comment on the course content, subject matter and the relevance of this course to your field of study.

1. What are the most important things you learned in this course?

2. How will you use the knowledge you gained in future classes and/or in your chosen profession?

3. Explain any positive changes you would like to see made to this course.

4. Comment specifically on the value of texts, class materials, assignments, and class activities.

5. Comment on the evaluation methods utilized—fairness, difficulty, ease, etc.

6. Comment on the instructor’s overall effectiveness as a teacher in his/her discipline.
**UNIVERSITY OF WEST GEORGIA**  
**TANNER HEALTH SYSTEM SCHOOL OF NURSING**  
**Annual Nursing Faculty Evaluation**

**FACULTY MEMBER:** __________________________  **RANK:** __________________________

**EARNED ACADEMIC DEGREES:** __________________________  **CALENDAR YEAR:** __________________________

**DATE AND NATURE OF NEXT FORMAL REVIEW:** __________________________

Instructions: Please rate on the following scale with comments. Note the N/A option as appropriate.

**EXPECTATIONS:** 4 = Exceeds; 3 = Meets; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = not applicable

<table>
<thead>
<tr>
<th>TEACHING (___%)</th>
<th>Self</th>
<th>Assoc. Dean</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Teaching in congruence with THS SON/University mission and philosophy.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Teaches in a manner that reflects the UWG and SON philosophy and mission, and strategic plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates caring in the teaching environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Teaching effectiveness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Uses innovative and evidence-based pedagogies/practices in online and F2F classroom/clinical setting; uses active learning strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Employs information technology competently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates expertise and knowledge in the designated content and/or clinical areas; incorporates the current nursing knowledge/theory/research and professional standards/guidelines for practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Evaluation of teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Earns positive student evaluations of teaching effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Earns positive peer evaluations of teaching effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Uses self-evaluation/Associate Dean’s evaluation data to improve teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Curricular and/or program development and evaluation activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Actively contributes to curricular and/or program development and evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provides leadership in curricular and/or program development and evaluation as evidenced by volunteerism and serving as chair or co-chair of committees/subcommittees/workgroups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Mentoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mentors new/other faculty in the development of teaching, service, and scholarship.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL GROWTH AND SCHOLARLY DEVELOPMENT (___%)</th>
<th>Self</th>
<th>Assoc. Dean</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contributes to the evidence-based body of knowledge in nursing related to teaching, service, scholarship; influences theory, policy, practice, and/or pedagogy through evidence-based scholarship</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Publishes peer-reviewed and/or invited papers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Submits abstracts related to teaching and/or clinical practice, or research for regional, national or international presentation.

c. Presents papers/posters related to research area of interest, teaching and/or clinical practice at regional, national or international conferences.

d. Serves on editorial/review boards.

2. Demonstrates a clear and convincing record of emerging stature as regional, national, or international authority as a teacher, clinician, or researcher

a. Achieves professional recognition for excellence as a teacher, clinician, or researcher.

b. Submits grant proposals.

c. Receives grant funding.

d. Serves as professional nursing consultant and expert.

3. Actively participates in professional nursing organizations

4. Maintains professional certification

<table>
<thead>
<tr>
<th>SERVICE (%)</th>
<th>Self</th>
<th>Assoc.</th>
<th>Dean</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
</table>

1. Works cooperatively and collaboratively with others to meet school and university goals

a. Demonstrates effective student advising and counseling.

b. Actively participates and contributes in THS SON and UWG committees.

c. Serves in leadership roles in the THS SON.

d. Performs effectively in leadership roles at the university level.

2. Works cooperatively and collaboratively to provide service to the community and profession

a. Actively participates in discipline and healthcare related service to the community from local to international (i.e. committees, boards, panels).

b. Actively participates in professional service.

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIORS</th>
<th>Self</th>
<th>Assoc.</th>
<th>Dean</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
</table>

1. Self-Management

a. Demonstrate self-starting ability and independent action.

b. Completes tasks within established time frames and seeks assistance as needed.

c. Available to colleagues and students in a timely manner to conduct the work of the SON.

d. Reports and uses sick leave appropriately.

e. Exhibits a neat/professional appearance.

2. Teamwork

a. Responds to colleague and student emails and other forms of communication in a timely manner.

b. Projects a courteous manner; respects the rights of others, and shows a cooperative spirit.

c. Responds to change in professional manner.
### A. Student Evaluation Data

<table>
<thead>
<tr>
<th>Discipline Specific Items</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Centered Items</td>
<td>Mean Rating</td>
</tr>
</tbody>
</table>

Discipline and Instructor Means Items Rating

**B. Based on performance for the year, address progress on goals from last year:**

Teaching (X%)

Professional Growth and Scholarly Development

(X%) Service (X%)

**C. Identify strengths and areas for improvement based on last year's performance**

Strengths:

Opportunities:

**D. Goals for Next Year**

Teaching (X%)

- Resources and support needed to meet goals Means of assessment

Service (X%)

- Resources and support needed to meet goals Means of Assessment

Professional Growth and Scholarly Development

(X%) Resources and support needed to meet goals Means of assessment

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses Taught</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workload hours:

Spring (year) ______

Semester: ______

<table>
<thead>
<tr>
<th>Workload hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td></td>
</tr>
<tr>
<td>Summer 2017</td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
</tr>
</tbody>
</table>
Please include an updated CV using the SON CV blueprint with this years accomplishments high-lighted. Provide updated CV (minus highlight) to Instructional Designer to upload to website.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number</th>
<th>Supporting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of new courses developed</td>
<td></td>
<td>List names/numbers of courses and semester taught for the first time:</td>
</tr>
<tr>
<td>Total number of honors sections taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total books/monographs/book chapters published</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Total books/monographs/book chapters in press (accepted for publication but not yet published)</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Number of peer reviewed articles published</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Number of peer reviewed articles in press</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Number of peer reviewed abstracts accepted for presentation</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Number of peer reviewed papers presented</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
<tr>
<td>Total non-peer reviewed or invited presentations</td>
<td></td>
<td>Provide APA citations: include month</td>
</tr>
</tbody>
</table>
All data from year being evaluated plus what is known about current Spring Semester

(please include dates as appropriate)

Please include an updated CV using the SON CV blueprint with this years accomplishments high-lighted. Provide updated CV (minus highlight) to Instructional Designer to upload to website.

<table>
<thead>
<tr>
<th>Positions held in journal editing/review</th>
<th>Provide Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notable Continuing Education efforts (includes course work for another degree; certificates earned, Quality Matters, etc.)</td>
<td>List:</td>
</tr>
<tr>
<td>Membership and offices held in honors/professional organizations</td>
<td>List:</td>
</tr>
<tr>
<td>Advisor to student organizations</td>
<td>List:</td>
</tr>
<tr>
<td>THS SON/UWG/USG committees (elected and appointed)</td>
<td>SON:</td>
</tr>
<tr>
<td></td>
<td>UWG:</td>
</tr>
<tr>
<td>Community service activities</td>
<td>List:</td>
</tr>
<tr>
<td><strong>Grants/Awards:</strong></td>
<td>Provide Information: include month</td>
</tr>
<tr>
<td>Number of proposals submitted</td>
<td></td>
</tr>
<tr>
<td>Number of proposals funded</td>
<td>Provide Information: include month</td>
</tr>
</tbody>
</table>
### ANNUAL REPORT DATA-

All data from year being evaluated plus what is known about current Spring Semester

(please include dates as appropriate)

Please include an updated CV using the SON CV blueprint with this years accomplishments high-lighted. Provide updated CV (minus highlight) to Instructional Designer to upload to website.

<table>
<thead>
<tr>
<th>Total funds awarded</th>
<th>Amount:</th>
</tr>
</thead>
</table>

### FACULTY COMMENTS:

_Signature of Faculty Member_  
_Date_

### ASSOCIATE DEAN COMMENTS:

_Signature of School Associate Dean_  
_Date_

Revised: 4.18.17
Peer Review Guide for Online Teaching

Background
In 1987, Arthur Chickering and Zelda Gamson published “Seven Principles for Good Practice in Undergraduate Education,” a summary of 50 years of higher education research that addressed good teaching and learning practices. Their findings, and faculty and institutional evaluation instruments based on the findings, have been widely used to guide and improve college teaching.

The Seven Principles provide a useful framework to evaluate the effectiveness of online teaching and learning. Therefore, this Peer Review Guide adapts the Seven Principles to facilitate the peer review of online courses. Each principle is described in detail, including evidence of how a principle may be met. Examples of evidence to look for and resources for additional information are also included.

While, ideally, good practice would suggest that all seven principles would be supported in some way in an online course, variations in course format, size, and faculty teaching experience can make reaching that ideal difficult. This Peer Review Guide provides space for the peer reviewer to note teaching and learning strengths, as well as areas for improvement.

Recommended Peer Review Process
This reviewer may look at the following areas of your course to find support in the course of the seven principles: syllabus, online lectures, asynchronous discussion strategies, news/announcements, feedback given to students, and other strategies or techniques used to engage students and facilitate learning. The reviewer may ask questions of the instructor to seek clarification or information if needed during the review process.

The peer reviewer summarizes the feedback in the form of a letter that the instructor can include in their dossier if they choose to do so.

The Seven Principles
Good practice:
1. Encourages contact between students and faculty;
2. Develops reciprocity and cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.


Adult Learning Theory
30. Self-concept
31. Adult Learner Experience
32. Readiness to Learn
33. Orientation to Learning
34. Motivation to Learn

**Principle 1: Good practice encourages contact between students and faculty.**

Frequent and timely student faculty contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

Where to look:
- Course syllabus
- Discussion forums including faculty responses to students
- Introduction message
- Posted news announcements

Please answer yes or no to the following statements:

1. A "Welcome message" is provided at the beginning of the course (not in the syllabus) that encourages student faculty contact for course related discussions or course concerns. (QM 1.8, course overview) (Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation)

   Yes  |  No

2. The faculty encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants as evidenced by discussion board communication. (Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation)

   Yes  |  No

3. The faculty initiates contact with, or respond to, students on a regular basis, per syllabus guidelines, in order to establish a consistent online presence in the course. These are evidenced by discussion offerings, course news items, and ask the instructor responses (and prior notice is given to students in the event that the instructor will be unavailable for more than a

   Yes  |  No

**Feedback for the Instructor**

**Strengths:**

**Suggestions for Improvement:**
few days, such as might be the case during professional travel). (QM 5.3 and 5.4, Course activities and learner interaction)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4. The “course news” area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc. (Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation) (Adult Learning Theory: Motivation to Learn, Offer valid reasons behind course assignments)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

5. The faculty holds various scheduled course meetings that are mediated by technology (e.g., Collaborate, Hangout, etc.) to accommodate distance students. (Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

6. Student questions are responded in a timely manner (example: 24 hours as posted within the syllabus in the “Communication” area). (QM 5.3, Course activities and learner interaction)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Resources:
“Managing Your Online Class” - [http://facdev.e-education.psu.edu/teach/manage](http://facdev.e-education.psu.edu/teach/manage)
“21st Century Icebreakers: 13 Ways To Get To Know Your Students With Technology” - [http://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/](http://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/)
**Principle 2: Good practice develops reciprocity and cooperation among students.**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Where to look:
- Course syllabus
- Discussion forums including faculty responses to students
- Introduction message
- Posted news announcements

Please answer yes or no to the following statements:

- **Regular opportunities for students to engage in one or more of the following activities are included in the course: Discussions of course topics and/or collaborative group assignments.** *(Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation) (Adult Learning Theory: Adult Learning Experiences, Offer a wide variety of instructional activities which respect diverse talents and ways of learning) (QM 5.2, Course activities and learner interaction) and (QM 6.2, Course technology)*  
  Yes  No

- **A “student introduction” activity at the beginning of the course is provided so students can begin to make personal connections and strengthen their online presence in the course.** *(Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation) (QM 1.9, Course overview and Introduction)*  
  Yes  No

- **Group assignments, when offered, which follow the basic tenets of cooperative learning (example: Group Process, etc.) in order to avoid the common pitfalls of "collaborative group assignments".** *(Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation)*  
  Yes  No

---

**Feedback for the Instructor**

**Strengths:**

**Suggestions for Improvement:**
• An explanation of the criteria for “good” discussion participation to the students is provided. (Adult Learning Theory: Motivation to Learn, Offer valid reasons behind course assignments) (QM 3.3, Assessment and Measurement)
  Yes □ No □

• Modeling of “good” discussion participation practices by the faculty is present.
  Yes □ No □

• Faculty facilitation of class discussions is evident by encouraging, probing, questioning, and summarizing of student discussions. Yes or No □

• Student interaction space (ex. "Student Den Open Discussion Board") is available within the course. (Adult Learning Theory: Readiness to Learn, Utilize social media and online collaboration tools to develop reciprocity and cooperation)
  Yes □ No □

Resources:
"Strategies to Promote Communication Online" - http://www.ion.uillinois.edu/RESOURCES/TUTORIALS/communication/communicationStrategies.asp
"Ice-breakers" - http://www.ion.uillinois.edu/resources/pointersclickers/2002_01/index.asp
"21st Century Icebreakers: 13 Ways To Get To Know Your Students With Technology" - http://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/
"How-to Facilitate Robust Online Discussions" - https://onlinelearninginsights.wordpress.com/2012/06/25/how-to-create-robust-discussions-online/
**Principle 3: Good practice encourages active learning.**

Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information

Where to look:
- Course Syllabus
- Discussion forums including faculty responses to students
- Dropbox
- Introduction message
- Posted news announcements

Please answer yes or no to the following statements:

- **Student activities that involve one or more of the following are present within the course:**
  - a) Active use of writing, speaking, etc.
  - b) Opportunity for information gathering, synthesis, and analysis in solving problems
  - c) Engagement in collaborative group learning activities (ex. group projects). *(Adult Learning Theory: Self-concept, Learning experiences that offer student autonomy such as group projects with minimal instructor intervention)* *(Adult Learning Theory: Adult Learning Experiences, Offer a wide variety of instructional activities which respect diverse talents and ways of learning)* *(Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world)* *(QM 4.5 Instructional materials)* *(QM 6.2 Course technology)*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

- **Opportunities for students to “customize” their learning by the selection of assignments topics related to their personal/professional interests and educational needs are present within the course.** *(Adult Learning Theory: Self-concept, Learning experiences that offer student autonomy such as self-selection of topics)* *(Adult Learning Theory: Adult Learning Experiences, Offer a wide variety of instructional activities which respect)*

Feedback for the Instructor

**Strengths:**

**Suggestions for Improvement:**
diverse talents and ways of learning) (Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world)

Yes  No

- Examples of student's work are present in the course where they: a) write about their learning (example: practicum experiences) b) reflect, relate, organize, apply, synthesize, or evaluate information. (Adult Learning Theory: Motivation to Learn, Offer valid reasons behind course assignments) (Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world)

Yes  No

Resources:
Active Learning (Illinois State University) - http://cte.illinois.edu/resources/topics/methods/active.html
“Promoting Active Learning” - https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning
Move over Socrates: Online Discussion is Here - http://net.educause.edu/ir/library/pdf/NCP0330.pdf
**Principle 4: Good practice gives prompt feedback.**

Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.

Where to look:
- Course syllabus
- Discussion forums, including faculty responses to students
- Dropbox
- Introduction message
- Posted news announcements

Please answer yes or no to the following statements:

- **Information about course feedback methods is present within the course syllabus in the "Communication" area (ex. Dropbox and rubrics).** *(QM 3.2, Assessment and Measurement)*  
  - Yes or No

- **Meaningful feedback on student assignments is provided within a publicized, and reasonable, time frame (example: graded assignments in Gradebook).**  
  - Yes  
  - No

- **Assignment feedback from faculty is clear, positive, specific, and includes opportunities for improvement.** *(QM 5.3, Course activities and learner interaction)*  
  - Yes  
  - No

- **Clearly communicated course and individual assignment grading criteria is present (example: assignment rubrics).** *(QM 3.2 & 3.4, Assessment and Measurement)*  
  - Yes  
  - No

- **The course gradebook is up-to-date and student accessible.** *(QM 3.5, Assessment and Measurement)*  
  - Yes  
  - No

<table>
<thead>
<tr>
<th>Feedback for the Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Suggestions for Improvement:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
• An open discussion forum exists (example: Ask the Instructor) where students can ask questions, and receive timely instructor feedback per syllabus Communication guidelines.
  Yes  No

• Student assignments align with course and program outcomes and demonstrate advancement toward learning goals. *(Adult Learning Theory: Motivation to Learn, Offer valid reasons behind course assignments) (QM 2.1, Learning Objectives)*
  Yes  No

Resources:
"5 Research-based Tips for Providing Students with Meaningful Feedback" - http://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger
Principle 5: Good education emphasizes time on task.
The frequency and duration of study, as well as effective time management skills, are critical for students and professionals alike. Students need help in learning to manage and prioritize their study time.

Where to look:
Course calendar  Course syllabus
Discussion forums including faculty responses to students
Introduction message  Posted news announcements

Please answer yes or no to the following statements:

- A published course syllabus and schedule for the entire semester is present when the course opens to students. The course schedule outlines topics to be covered and assignment due dates so students can plan their workload accordingly. *(Adult Learning Theory: Motivation to Learn, Offer valid reasons behind course assignments) *(Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world)*
  - Yes  No

- Course discussions and assignment due dates take into account the nature of the target audience. *(For example, a course targeted to working adult professionals might incorporate a weekend into an assignment timeframe).*
  - Yes  No

- Course assignment due dates are staggered evenly and consistently within the course.
  - Yes  No

Feedback for the Instructor
Strengths:

Suggestions for Improvement:

Resources:
iStudy Module (for students) on Time Management - http://tutorials.istudy.psu.edu/timemanagement/
How Students Develop Online Learning Skills *(Educause Review)* - http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolumn/HowStudentsDevelopOnlineLearn/157435
Principle 6: Good practice communicates high expectations.

As the saying goes, “if you don’t know where you are going, how will you know when you get there?” Effective instructors have high, but reasonable, expectations for their students. They clearly communicate those expectations and provide support to their students in their efforts to meet those expectations.

Where to look:
- 26. Course syllabus
- 27. Discussion forums including faculty to students
- 28. Dropbox
- 29. Introduction message
- 30. Posted news announcement

Please answer yes or no to the following statements:

- **Explanation of program/course learning outcomes and assignments designed to help students achieve those goals is provided (example: syllabus and module outcomes).** (Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world) (QM 2.3 & 2.4, learning objectives)
  - Yes □ No □

- **Frequent feedback is provided to students within the course through written explanations/rubrics and detailed feedback on assignments (example: instructions on how to retrieve student work and feedback offered on student work).**
  - Yes □ No □

- **Routine use of critical and probing questions when communicating with students about course assignments and discussions is evident.** (Adult Learning Theory: Orientation to Learning, Emphasize how subject matter is going to solve real world problems by offering problems students are going to face in the real-world)
  - Yes □ No □

Feedback for the Instructor

**Strengths:**

**Suggestions for Improvement:**

Resources:
- “Assessing and Grading Student Writing” - http://www.units.miamioh.edu/writingcenter/facultyresources/Grading.html
**Principle 7: Good practice respects diverse talents and ways of learning.**

People bring different talents and styles of learning to the learning environment. Some bring a wealth of relevant experience to a course, while others may new to the topic at hand. Likewise, students who are strong in discussions may be less adept at writing. Students need the opportunity to demonstrate their talents and to "personalize" their learning so that it is relevant to them. It is also important to give students opportunities to learn in ways that may be less comfortable in order to improve their learning skills.

**Where to look:**
Course syllabus
Discussion forums including faculty responses to students
Dropbox
Introduction message
Posted news announcements

**Please answer yes or no to the following statements:**

- **A variety of assignments that gauge student progress are present within the course.** *(Adult Learning Theory: Self-concept, Learning experiences that offer student autonomy such as group projects with minimal instructor intervention) (Adult Learning Theory: Adult Learning Experiences, Offer a wide variety of instructional activities which respect diverse talents and ways of learning) (QM 3.4, Assessment and Measurement)*
  - Yes
  - No

- **Supplemental online materials are provided to students who lack prerequisite knowledge.**

**Feedback for the Instructor**

**Strengths:**

**Suggestions for Improvement:**
<table>
<thead>
<tr>
<th><strong>QM 1.6, course overview &amp; 4.6, instructional materials</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed is present within the course.
  Yes | No |  |

- A policy for accommodations is stated on the course syllabus (see Accessibility Services section within the course syllabus). *(QM 8.2, accessibility)*
  Yes | No |  |

**Resources:**
- “Classroom Assessment Techniques” - [https://cft.vanderbilt.edu/guides-sub-pages/cats/](https://cft.vanderbilt.edu/guides-sub-pages/cats/)
- “Accessibility and Usability at Penn State” - [http://accessibility.psu.edu/](http://accessibility.psu.edu/)
- Office of Disability Services Faculty Handbook - [http://equity.psu.edu/ods/faculty-handbook](http://equity.psu.edu/ods/faculty-handbook)

**General Comments:**

_________________________  ________________________
Peer reviewer Signature Date

SW. 7/15/17
See also-Guidelines for Peer Review, Sample Peer letter for dossier

*Adapted with permission from Penn State under the Creative Commons License*

*Originally created by Rev. 30 November 2015- Ann H. Taylor, Dutton e-Education Institute, College of Earth and Mineral Sciences, The Pennsylvania State University*
Peer Review – Faculty Input Form

Course Faculty:

* Complete this Faculty Input Form and share it with your assigned Peer Reviewer.
* Enroll your Peer Reviewer in the course to be reviewed.

Faculty and Peer Reviewer

1. Faculty’s name: _________________________________________________
2. Peer Reviewer’s name: ___________________________________________
3. Date of review (month/year) ______________________________________

Online Course

4. Course name and number: _________________________________________
5. Course title: _____________________________________________________
6. Semester/year course was most recently offered (e.g., Spring 2016): ______
7. How many times have you taught this course? _________________________
8. Relationship of course to certificate or degree programs (e.g., first year, core course):
    ___________________________________________________________________

9. Where will the Reviewer find the syllabus and calendar of assignment due dates?
    Offer course location: ________________________________________________

10. Where will the Reviewer find the course assignments and grading rubrics?

Offer course location: ________________________________

11. Other information the Faculty wishes the Peer Reviewer to consider:

________________________________________________________________________

________________________________________________________________________

SW_7/15/17
## Peer Review Evaluation Form Classroom Instruction

Name: ____________________________________________

☐ Tenured ☐ Tenure-Track ☐ Non-tenure Track ☐ Other

5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Needs Improvement; 2 = Unacceptable; 1 = Not Applicable or Not Observed

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares for class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communicates objectives clearly (posted or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses class time well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Organizes learning activities efficiently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses effective classroom management techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates confidence when explaining subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exhibits knowledge about subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses variety of ways or gives examples to explain subject matter when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Presents content at appropriate level for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communicates content clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relates theory to practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Relates previous content to current subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised/Approved 3/24/2008
<table>
<thead>
<tr>
<th>INSTRUCTIONAL SKILLS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choice of teaching technique is appropriate for objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Speaks clearly with adequate volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates enthusiasm about the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Makes subject matter interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Emphasizes major points during delivery of subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides opportunities for critical thinking, analysis and independent thought by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Asks probing questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Provides cues or rephrases questions when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Encourages student questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Responds clearly to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Restates students’ questions or comments as needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Uses various teaching methods effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Uses educational media appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INTERACTION &amp; RAPPORT</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greets students at beginning of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates respect for students and their thoughts and/or concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Creates a caring environment for student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Responds appropriately to student puzzlement or boredom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses humor or anecdotes appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Welcomes multiple and diverse perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Sensitive to individual interests and abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL STRATEGIES USED (Check all that Apply)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Small group activities</th>
<th>In-class exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q &amp; A</td>
<td>Student presentations</td>
<td>Audiovisual/technology</td>
</tr>
<tr>
<td>Discussion</td>
<td>Active learning</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Peer Review Evaluation Form Clinical Instruction

**Name:**

☐ Tenured  ☐ Tenure-Track  ☐ Non-tenure Track  ☐ Other

5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Needs Improvement; 2 = Unacceptable; 1 = Not Applicable or Not Observed

#### ORGANIZATION

1. Prepares for clinical

2. Communicates daily assignments and objectives clearly
   a. to students
   b. to staff

3. Uses clinical time well to include pre and/or post conference

4. Organizes clinical experiences efficiently

#### CONTENT

1. Displays confidence in his/her personal clinical abilities

2. Exhibits knowledge about current practices for a variety of patient conditions

3. Provides an orientation to the clinical facility

4. Presents clinical information clearly and at student’s level of understanding

5. Relates classroom content to clinical practice

#### INSTRUCTIONAL SKILLS

1. Assigns students as appropriate for objectives and student’s ability

2. Demonstrates enthusiasm about clinical learning and practice

3. Provides individualized assistance when necessary

4. Answers questions in a careful and precise manner

5. Facilitates problem solving on the clinical unit

6. Encourages team work among students and agency staff

7. Seeks learning activities within the agency to help facilitate student’s meeting their personal goals

8. Encourages critical thinking and analysis

9. Conducts caring group activities
## STUDENT INTERACTION & RAPPORT

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a caring and holistic approach to patient care and clinical instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Creates an environment where students are comfortable expressing ideas and asking questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communicates in an open and non-threatening manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Behaves in a professional manner and role models the behavior to students and agency staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communicates effectively in a timely manner to student requests, clinical evaluations, and emails</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides feedback and areas for improvement to students in a caring and respectful manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Performs midterm and final evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENDATIONS:**


**RECOMMENDATIONS:**


Reviewer Signature: ___________________________ Date Reviewed: ________________

**FACULTY COMMENTS:**


Faculty Signature: ___________________________ Date: ________________

Approved February 25, 2008
Section IV: Faculty Information: Syllabi, SON General Information, Testing, Preceptors, UWG General Information

This section provides an overview of information found to be useful to all THS SON faculty. It begins with guidelines related to syllabi and then offers information about preceptors and testing, followed by other miscellaneous but commonly needed information. Note that further information related to preceptors and testing, as well as evaluation of clinical sites and student clinical performance will be found in the BSN and Graduate Handbooks. This section ends with general University information.

Syllabi (revised 6/21/13, 7/6/17)

There are some parts of the syllabus that cannot be changed. These have been approved through the THS SON and UWG curriculum approval process and if a change is needed it must be submitted for approval through that process. For example, you may not change course title/number, course description, credits/clinical hours, grading scale, or course objectives or school or university policies. Faculty members may change learning activities and instructional strategies. Specific course assignments are also left to faculty discretion, after discussion with the appropriate program director, to insure that the assignment is not specific to data collected for the TPE. Syllabi must utilize the concourse syllabus tool and D2L.

Nursing syllabi must be available to students on or before the first day of class and contain the following information:

- Course number, course section, course name, number of credit/clinical hours,
- Pre-requisite/co-requisite courses
- Faculty Information – name, title, office location, room number, phone number(s) (office/fax/other), E-mail address
- Faculty office hours
- Information about official communication through D2L or official UWG email address
- Course description
- Course learning outcomes (include relationship to program objectives)
- Course content outline including unit objectives, assignments/learning activities appropriate to the content and unit objectives
- Required software, hardware, textbooks and other readings/materials
Methods of evaluation, class assignments and grading scale
Calendar of course content (may be a separate document for syllabus but should include due date of class assignments)
If extra credit opportunities are a course option, then the syllabus should include a statement of access to extra credit projects
Additional expectations:
- Clinical requirements (for clinical courses)
- ATI testing requirements (in BSN courses with ATI tests)
- Attendance policy
- Method/mode of course delivery
- Classroom behavior guidelines
- Web-based requirements and use
- Academic dishonesty statement
- Accessibility statement
Common syllabi language information is found at:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
Online course syllabi information can be found at:
https://docs.google.com/document/d/1qO-WRFvxTXB6AqkJJeGfHhTvULe-Te8sOl4NgDf0/edit

Faculty Responsibilities related to distribution of course syllabi:

1. Submit a digital copy of the syllabi to THS SON Business Manage by the first day of classes of each semester.
2. Send an electronic course summary to the appropriate Associate Dean at the end of each semester;
3. For Web-based courses, access should be given to all faculty teaching in the course and the appropriate Associate Dean and Program Director.

Caring Groups (Rev. 4/17)

Caring Groups will be formed in the undergraduate program as designated in the current BSN Student Handbook. Caring Groups in the Graduate Programs (MSN and Ed.D programs) will be formed as designated in the Graduate Student Handbook. The following statement should be used in the syllabi of courses that include Caring Groups: Caring Group activities are included as a component of the course to provide the opportunity for students
to experience caring as the essence of nursing and to engage in learning to care for self, others and the profession.

**Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

**Academic Dishonesty Statement**

The Tanner Health System School of Nursing faculty value professional and academic integrity and will not tolerate any form of student dishonesty or deception. Faculty are expected to discuss cheating, plagiarism and other forms of academic dishonesty with students and include a related statement in course syllabi. The following statement is suggested: “The academic dishonesty policy of this course is the same as that of the University of West Georgia and is found in the UWG connection and Student Handbook. Evidence of student cheating, fabrication, or plagiarism may result in a grade of zero for the assignment, failure in the course and dismissal from the program.” Faculty may elaborate on this statement as appropriate. Faculty are expected to implement procedures for enhancing testing security and preventing cheating as approved by the School. Information and the procedure for reporting academic dishonesty can be found at:

[https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/Academic_Dishonesty](https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/Academic_Dishonesty)
The SON Academic Integrity Investigation form and the Procedures for Academic Integrity follow.

University of West Georgia Tanner Health Systems School of Nursing Standards of Procedures for Breaches of Academic Integrity

I. Policy
The University of West Georgia Honor Code policy is located within the University of West Georgia Student Handbook. The UWG policy does contain Penalties for Breach of Academic Integrity (see above).

II. Context/Scope
The THS SON Guidelines apply to all UWG THS SON faculty regarding Breaches of Academic Integrity.

III. Purpose
The UWG THS SON values academic integrity, and the purpose of the Guidelines are to provide a systematic approach regarding any penalties for breaches of academic integrity as identified in both the UWG Honor Code.

IV. Procedures
All UWG THS SON faculty will use the Guidelines for Breaches of Academic Integrity in all courses. As such, all UWG THS SON faculty will complete an Academic Integrity Violation Report for any student breach of academic integrity. The Academic Integrity Violation Report form is located in the THS SON Faculty Handbook.

The previously mentioned forms of misconduct are subject to the following sanctions:

<table>
<thead>
<tr>
<th>Forms of Misconduct</th>
<th>Examples</th>
<th>Identification</th>
<th>Recommendations</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Cheating            | - Unauthorized access to unauthorized materials  
                    |          | - Course faculty sends documentation to program director and program dean  
                    |          | - Lower grade or failing paper, project, test grade  
                    |          | - Lower overall course grade  
                    |          | - Failure of the course  
                    |          | - Suspension or expulsion from the program  
                    | - Use of another student’s work  
                    |          | - Review student file for past Breach of Academic Integrity reports  
                    |          | - Student is notified via course email  
                    | - Taking an exam for another student, having another student take an exam for a student, sharing answers during an exam, viewing other student’s answers during an exam  
                    |          | - Course faculty sends documentation to program director and program dean  
                    |          | - Lower grade or failing paper, project, test grade  
                    |          | - Lower overall course grade  
                    |          | - Failure of the course  
                    |          | - Suspension or expulsion from the program  
                    | - Using, attempting to use or aiding others in using unauthorized materials  
                    | - Course faculty sends documentation to program director and program dean  
                    | - Written Academic Integrity Violation Investigation report by course faculty  
                    | - Report sent to student  
                    | - Consider referral of student to UWG Office of Student Conduct  |
| Fabrication         | - Padding reference list  
                    |          | - Course faculty sends documentation to program director and program dean  
                    |          | - Lower grade or failing paper, project, test grade  
                    |          | - Lower overall course grade  
                    |          | - Written Academic Integrity Violation Investigation report by course faculty  
                    | - Direct quotation without citation  
                    |          | - Report sent to student  
                    | - Use of thesaurus to change author’s  
                    | - Written Academic Integrity Violation Investigation report by course faculty  
<pre><code>                | - Report sent to student  |
</code></pre>
<table>
<thead>
<tr>
<th>Forms of Misconduct</th>
<th>Examples</th>
<th>Identification</th>
<th>Recommendations</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>words, with or without citation - Falsification of records - Fabrication of research or other results</td>
<td>Academic Integrity reports - Student is notified via course email</td>
<td>- Failure of the course - Suspension or expulsion from the program</td>
<td>- Consider referral of student to UWG Office of Student Conduct</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>- Direct quotation without quotation marks - Paraphrasing without citation - Self-plagiarism - Representing the words or ideas of another as one’s own</td>
<td>Course faculty sends documentation to program director and program dean - Review student file for past Breach of Academic Integrity reports - Student is notified via course email</td>
<td>- Verbal warning - Lower grade or failing paper, project, test grade - Lower overall course grade - Failure of the course - Suspension or expulsion from the program</td>
<td>- Written Academic Integrity Violation Investigation report by course faculty - Report sent to student - Consider referral of student to UWG Office of Student Conduct</td>
</tr>
<tr>
<td>Excessive Collaboration</td>
<td>- Sharing student work - Solicitation of others to complete an individual assignment</td>
<td>Course faculty sends documentation to program director and program dean - Review student file for past Breach of Academic Integrity reports - Student is notified via course email</td>
<td>- Verbal warning - Lower grade or failing paper, project, test grade - Lower overall course grade - Failure of the course - Suspension or expulsion from the program</td>
<td>- Written Academic Integrity Violation Investigation report by course faculty - Report sent to student - Consider referral of student to UWG Office of Student Conduct</td>
</tr>
</tbody>
</table>

SW_ 2/10/2020
Tanner Health System School of Nursing
Academic Integrity Violation Report

Faculty completing form: Date:

Student Information

Name of student:

Course:

Describe the academic integrity violation

List the supporting documents (Example: Turnitin report, emails, etc.)

Describe the student notification of academic integrity violation

Date student is notified via course email:

List the action plan for the student

Per the UWG Responsibility for Reporting Violations of Academic Integrity policy: After communicating with the student, faculty should send a brief report of the case, including the breach of academic integrity and supporting documentation to the Office of Community Standards. The case then becomes a part of the student’s conduct record at UWG.

2/10/2020
Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Official Communication

Suggested statement: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Nursing Grading Scale (approved 3/25/13)

The following grading scale is standard for all BSN and RN-BSN courses:

- A 90-100
- B 80-89
- C 75-79
- F below 75

The following grading scale is standard for all MSN and EdD nursing courses:

- A 90-100
- B 80-89
- C 75-79
- F below 75
PRECEPTORS
Preceptors: Selection, Approval, Role Development, and Evaluation (revised 4/2015)

Selection and Approval

☐ Faculty, or representatives from health care organizations will recommend individuals as potential preceptors.

☐ Preceptors will:
  ☐ Be sufficient in quantity and quality to achieve the school mission, philosophy, and goals and BSN/MSN program missions, objectives, and expected results.
  ☐ Practice nursing in a manner that reflects current professional nursing standards and guidelines.
  ☐ Meet Georgia Board of Nursing licensure, educational, and practice requirements (GBON Rule 410-3.06).
  ☐ Complete the Georgia Board of Nursing Preceptor Qualification Record to be collected by faculty for central filing.
  ☐ Be interested in working with the student in the role of preceptor as teacher and mentor.

Role Development

☐ Faculty who utilize preceptors will:
  ☐ Plan and conduct an orientation to the role of preceptor.
  ☐ Guide the preceptor in identifying student learning needs, selecting appropriate teaching-learning strategies and activities, and evaluating student learning.
  ☐ Establish and maintain clear lines of communication for all participants in the preceptorship.
  ☐ Communicate regularly with preceptor and student as appropriate to achieve learning goals and evaluate progress.

Evaluation

☐ Faculty will evaluate preceptor qualifications, the performance of the preceptor and the student, and the effectiveness of preceptorships as appropriate for the curricular learning experiences and goals.
See preceptor evaluation forms at the end of this section.
☐ Students will evaluate the performance of the preceptor and the appropriateness of the preceptorship experience in meeting learning goals.

☐ Preceptors will collaborate with faculty to evaluate student achievement of learning goals and the effectiveness of the preceptorship experience.

☐ Faculty are responsible for the final evaluation of student performance.
Faculty Guidelines for Communication with Preceptors  
(Approved DAC 4/4/16; Faculty 4/25/2016)

Purpose

This purpose of this document is to provide guidelines related to contact and communication with students and preceptors for faculty that are supervising a precepted clinical experience. The faculty role is to communicate with students and preceptors prior to and throughout the clinical experience to clarify student learning activities and learning outcomes as well as the roles of the student, preceptor and faculty (Rule 410 of the Georgia Board of Nursing).

Availability of Supervising Faculty

Each student and preceptor shall have a readily available supervising faculty member who is responsible for the learning activities in compliance with Rules 410-8.04 and 410-8-.05(10) of the Georgia Board of Nursing. The supervising faculty will be available by phone during the times the student is in the clinical setting. Should a scheduling conflict or emergency arise, it is the responsibility of the supervising faculty to make arrangements with another SON faculty member to be the backup supervising faculty available by phone during the times the student is in the clinical setting. The student and the Clinical Course Coordinator must be notified of the change as well as the contact information of the backup supervising faculty member.

Guidelines for Communication and Contacts

- Frequent communication with the student and preceptor in the clinical setting is necessary for the supervising faculty to understand how the student is performing. Frequent communication provides the supervising faculty, the preceptor, and the student with an opportunity to discuss the student's progress. Frequent contact also facilitates early intervention when a student’s performance is not at the level expected for that course.
- Communication between the faculty and student enrolled in precepted clinical experiences is ongoing throughout the semester, including, but not limited to emails, phone calls, virtually, clinical site visits, and on-campus appointments.
- Communication between the faculty and the preceptor may be through email, phone, virtually, or in person and is ongoing throughout the semester.
  - One of these communications will be in person at the clinical site in cases where the clinical facility is less than 50 miles from the School of Nursing or the faculty member’s residence. In this case, faculty will be reimbursed at the IRS allowable rate. Additional communication may be in person or per phone, email or virtually at the discretion of the faculty.
• In cases where the clinical facility is more than 50 miles from the University of West Georgia Tanner Health System School of Nursing or the faculty member’s residence, faculty will meet once with the preceptor and the student via a phone or virtual call. Additional communication may be per phone, email or virtually at the discretion of the faculty.

• Written documentation of all contacts and communication between the faculty and the preceptor are recorded by the supervising faculty on the practicum record form (included in this handbook) and shared with the Clinical Course Coordinator at the end of the semester. The course coordinator will give the practicum form to the Clinical Placement Specialist (Undergraduate) or Graduate Program Associate (Graduate) who will file the form with the preceptor records.

References: Georgia Board of Nursing Rules and Regulations. Retrieved from http://rules.sos.state.ga.us/gac/
## MSN Preceptor & Facility Evaluation Form

**UNIVERSITY OF WEST GEORGIA**  
**TANNER HEALTH SYSTEM SCHOOL OF NURSING**  
**MSN PRECEPTOR & FACILITY EVALUATION FORM**

**NAME OF PRECEPTOR:**  
**STUDENT NAME:**

**CLINICAL/ACADEMIC FACILITY SITE and Unit designation:**

**MSN COURSE NAME/NUMBER:**  
**SEMESTER/YEAR:**

*Instructions:* The following questionnaire is designed to assist in evaluating the quality of the academic or clinical preceptor for the course specified and semester/year noted as well as at the clinical/academic facility/site. Please rate each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, enter N/A.

**RATING SCALE:**  
5 = Strongly Agree  
4 = Agree  
3 = Uncertain  
2 = Disagree  
1 = Strongly Disagree  
N/A = not applicable or unknown

<table>
<thead>
<tr>
<th>PRECEPTOR EVALUATION</th>
<th>Student Rating</th>
<th>Faculty Rating</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The preceptor followed established standards of professional nursing and evidence based practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The preceptor maintained collaborative working relationships with patients/client, students, colleagues, faculty, and other members of the health care team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The preceptor provided appropriate resources for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The preceptor demonstrated the ability to motivate others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The preceptor demonstrated the ability to lead and plan change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The preceptor demonstrated the ability to make decisions, think critically, and had clinical reasoning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The preceptor demonstrated the ability to communicate effectively using cultural awareness and sensitivity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The preceptor demonstrated the ability to manage conflict and stress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The preceptor demonstrated the ability to manage resources, organize and delegate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The preceptor practiced the principles of teaching/learning and adult education that facilitated student learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The preceptor offered constructive feedback that is respectful, open-minded, caring, and supportive for role development.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Approved GPC 3/9/15*
### UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM SCHOOL OF NURSING
MSN PRECEPTOR & FACILITY EVALUATION FORM

| 12. The preceptor displayed enthusiasm for nursing and the learning experience. |
|---|---|---|
| 13. The preceptor demonstrated interprofessional, collaborative, caring behaviors. |
| 14. The preceptor demonstrated knowledge with quality improvement, advocacy, and safety initiatives. |
| 15. I recommend that this preceptor be utilized again for clinical or academic instruction. |

**Instructions:** The following questionnaire is designed to assist in evaluating the quality of the academic or clinical site/facility for the course specified and semester/year. Please rate each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, enter N/A.

**RATING SCALE:** 5 = Strongly Agree 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A = not applicable or unknown

<table>
<thead>
<tr>
<th>ACADEMIC OR CLINICAL FACILITY/SITE EVALUATION</th>
<th>Student Rating</th>
<th>Faculty Rating</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This facility/site enabled me to meet my course outcomes and assignments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This site provided an environment for working with diverse clients or students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. This site followed established standards of professional nursing practice and evidence based practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. This site provided appropriate learning resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The staff of this facility exemplified professional, caring behaviors toward the student.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Student Signature/Date

Faculty signature/Date

Reviewed By Director of MSN/Date

Approved GPC 3/9/15
**UNIVERSITY OF WEST GEORGIA**
**TANNER HEALTH SYSTEM SCHOOL OF NURSING**
**BSN Preceptor & Facility Evaluation Form**

*(administered per Qualtrics)*

**NAME OF PRECEPTOR:** ________________________________

**CLINICAL/ACADEMIC FACILITY SITE and Unit designation:** ________________________________

**BSN COURSE NAME/NUMBER:** ____________________________ **SEMESTER/YEAR:** ____________________________

**Instructions:** The following questionnaire is designed to assist in evaluating the quality of the academic or clinical preceptor for the course specified and semester/year noted as well as at the clinical/academic facility/site. Please rate each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, enter N/A.

**RATING SCALE:** 5 = Strongly Agree; 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A – not applicable or unknown

<table>
<thead>
<tr>
<th>FACILITY/PRECEPTOR EVALUATION</th>
<th>Student Rating</th>
<th>Faculty Rating</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The hospital or FACILITY assisted me in meeting the objectives of the course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The PRECEPTOR established standards of professional nursing and evidence based practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The PRECEPTOR maintained collaborative working relationships with patients/clients, students, colleagues, faculty, and other members of the health care team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The PRECEPTOR demonstrated the ability to make decisions, think critically, and had clinical reasoning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The PRECEPTOR demonstrated the ability to communicate effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The PRECEPTOR demonstrated the ability to manage conflict and stress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The PRECEPTOR demonstrated the ability to manage resources, organize and delegate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The PRECEPTOR offered constructive guidance that is respectful, open-minded, caring, and supportive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The PRECEPTOR displayed enthusiasm for nursing and the preceptorship experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The PRECEPTOR demonstrated professionalism and caring behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The PRECEPTOR demonstrated cultural sensitivity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I recommend that this PRECEPTOR be utilized again for clinical instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please add any comments you wish to make about the PRECEPTOR below:

Please add any comments you wish to make about the FACILITY below:
TANNER HEALTH SYSTEM SCHOOL OF NURSING

RN-BSN Preceptor Evaluation Form
(To be completed by student)

NAME OF PRECEPTOR: SITE:
CONTACT NUMBER: UNIT:
COURSE NAME/ NUMBER: SEMESTER/ YEAR:

Instructions: The following questionnaire is designed to assist in evaluating the quality of clinical instruction provided by the preceptor for the course specified and semester/year noted. Please rate the preceptor on each item. Place in the blank space after each statement the number that most nearly expresses your view. If the statement is not applicable to the clinical situation, leave the space blank and briefly explain why it is not applicable. Form to be filed with Preceptor Qualification Record.

EXPECTATIONS: 5 = Strongly Agree 4 = Agree; 3 = Uncertain; 2 = Disagree; 1 = Strongly Disagree; N/A = not applicable

<table>
<thead>
<tr>
<th>PRECEPTOR SKILLS</th>
<th>Rating</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preceptor performs his/her role according to established standards of professional nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor maintains collaborative working relationships with patients/clients, students, colleagues, and other members of the health care team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor utilizes resources successfully and appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor demonstrates the ability to motivate others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor demonstrates the ability to plan change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor demonstrates the ability to make decisions and think critically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The preceptor demonstrates the ability to communicate effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The preceptor demonstrates the ability to manage conflict and stress.

The preceptor demonstrates the ability to organize and delegate.

The preceptor practices the principles of teaching/learning and adult education.

The preceptor offers constructive guidance that is respectful, open-minded, and supportive.

The preceptor displays enthusiasm for nursing and the preceptorship experience.

The preceptor demonstrates professional nurse caring behaviors.

Student reported that the Preceptor effective in facilitating learning.

I recommend that this preceptor be utilized again for clinical instruction.

Faculty signature: ________________________________ Date: ________________
The Practice Setting/Agency Evaluation Form will be completed every semester by the course coordinator or clinical instructor of each clinical or practicum course for each clinical setting or agency in which students practice during the semester. The Form will be completed by the final grade due date of each semester and will be filed by the School of Nursing administrative staff with the contract for each practice setting/agency affiliated with the School of Nursing. This process is required in order to be in compliance with the Georgia Board of Nursing Rule “Educational Facilities, Resources, and Practice Settings” approved September 27, 2007 and effective October 17, 2007.

Practice Setting/Agency/Unit
Course

<table>
<thead>
<tr>
<th>Area(s) Evaluated</th>
<th>Semester/year</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The area(s) has appropriate personnel available to enable collaborative planning, implementation, and evaluation of learning activities.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. The area(s) has appropriate facilities available to enable collaborative planning, implementation, and evaluation of learning activities.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. The area(s) has appropriate resources available to enable collaborative planning, implementation, and evaluation of learning activities.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Would you recommend using this/these area(s) again?</td>
<td></td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
University of West Georgia
Tanner Health System School of Nursing
Practicum Record

Student: ___________________________ Preceptor: ___________________________

Phone: ___________________________ Phone: ___________________________

Email: ___________________________ Email: ___________________________

Facility/Unit/Number

******************************************************************************
Clinical Requirements Met: Yes  No  Preceptor Qualification Record _____
Clinical Hours/Activity Record______  Preceptor Evaluation of Preceptorship____
Clinical Evaluation Tool___________  Student Evaluation of Preceptor___________
Clinical Orientation Checklist_________  Facility Orientation ________________
Faculty Evaluation of Preceptor_________ Communication Record__________

Communication With Preceptor

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preceptor Name: _____________________________________________________________
Georgia License #: _______________________________________________________

Work Address: _____________________________________________________________
                          Street          City          State          Zip code
Work phone: ___________ Cell # ___________ Primary Email __________________________

Agency Employed by: _______________________________________________________

Health care/Academic setting in which you are employed: _________________________

Chief RN/CNO/Dean/Dept. Head for agency: ____________________________

Have you been employed as an RN at least one year in the above setting: YES NO

Title: ___________________ Specialty area: ____________________________

List professional education/national certification in chronological order:

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Diploma/Degree/ National Certification</th>
<th>Year Granted</th>
<th>Major Field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptorship:

Name of affiliating nursing education program ____________________________________________

Please describe how the student’s learning goals will be enabled by your education and/or expertise:
____________________________________________________________________________________
____________________________________________________________________________________

Programs Served: _____ Pre-Licensure BSN     _____ RN-BSN     _____ MSN     _____ EdD

Preceptor Signature ___________________________ Date ___________________________

Thank You for your service!
Testing

Guidelines for Test Development/Administration
(revised 4/11/2016, 7/7/2017)

Nursing faculty will develop examinations to measure student knowledge and progress toward meeting course learning outcomes. The following guidelines facilitate the development of examinations that are valid and reliable measures of student achievement:

Purpose
The Guidelines for Test Development/Administration are developed to enhance quality of testing used to evaluate student learning as appropriate and will be to assist faculty in the development and analysis of quality test items. Test items in courses can include multiple choice and alternate item format questions.

Key Guidelines
1. The Faculty are responsible for all aspects of testing including creating, administering, grading and archiving exams.
2. In cases were SON laptop computers are utilized to administer a test (such as laptop testing in the BSN program or CNL test administration in the MSN program), it is the responsibility of the faculty to assure that this process goes smoothly. To that end, faculty are responsible for a) notifying the office manager and IT staff at least one week prior to the test so that the computers can be prepared and b) arriving early on test day to assist SON staff in distributing the computers, c) proctoring the exam, and d) working with staff until all computers are returned correctly to the charging cart.
3. The faculty members preparing the test items should be certain that the content/learning goals being tested have been covered in class and /or in the assigned readings and learning activities. It is recommended that exams are reviewed by more than one faculty member prior to administration.
4. Students will be allowed 1 minute for multiple choice items and up to 2 minutes for alternative formatted items. Time for exams over 100 items should allow students a break. Accommodations will be made for students according to UWG policy.
5. Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered Final.
6. The quality of multiple-choice and alternative item questions will be analyzed by considering the following statistical information but not used as definitively determining test item validity. The final decision regarding test item validity is at the discretion of the faculty.
a. Level is 0.30-0.70.
   1. Items are considered easy at 0.80 and above.
   2. Items at 0.20 and below are difficult.

b. Discrimination Index – indicates test item quality.
   1. A positive discrimination value indicates the item was answer correctly by more students who scored high on the exam.
   2. A negative value indicates that more students who did poorly on the exam answered the item correctly.

c. Item difficulty – describes the percentage of correct responses to a question.
   1. >0.39 - very good
   2. 0.30 - 0.39 – good
   3. < 0.20 – 0.29 – reasonably good
   4. 0.10- 0.19 - marginal consider review
   5. <0.09 - needs revision

d. Response frequencies – the number of students who chose each response. Ideally, all distractors are plausible and should be chosen by at least one student.

7. The faculty member and or course coordinator will review all statistical results of exams.

8. Students will have an opportunity to review examinations in a method determined to be appropriate for the course and level of student. The purpose of the review is to provide an opportunity for students to examine their thought processes, and develop critical thinking skills. Students are expected to demonstrate professional behaviors during exam review. The privilege of exam review may be revoked in the event that professionalism is not maintained.

9. Exams in the following level courses should include test items at the application/analysis level of difficulty:
   3000 level courses – a minimum of 50 – 65 %
   4000 level courses - a minimum of 75% - 80 %

References


Procedures for Enhancing Testing Security and Preventing Cheating (revised 3/14/15, 7/7/2017)

∫ Refer students to the “What is Academic Dishonesty?” statement in the syllabus at the beginning of the course. A copy is located in Section IV of this handbook.
∫ Consider using an Acknowledgement as part of the exam: “I understand school policies concerning academic integrity and that I will be subject to discipline if I violate any part of the policy. I affirm that I did not give or receive any assistance on this examination.”
∫ Use alternate versions of the test, putting the questions in a different order; provide a different test for students who take it in subsequent periods.
∫ Do not allow anyone to leave the room once the test has begun unless the student has a medical problem or an illness. If bathroom breaks are necessary, students should leave one at a time.

Procedures for administering all tests (paper/pencil or web-based):

1. Randomly assign students to a computer station or seat in the room.
2. Prohibit all extraneous items – students should have nothing on their desks or in their possession that is not necessary to the exam. Ask students to place purses, backpacks, cell phones, pagers, watches, and personal items in a designated area in the room; faculty will provide scratch paper as appropriate.
3. If a calculator is allowed, be sure that each student clears the calculator’s memory.
4. Faculty members will actively monitor all students throughout the testing period; for web-based testing, one faculty member will monitor student computers.
5. Students who need individual ADA testing accommodations are subject to the same procedures and must be monitored continuously during the test.

Test Review Procedures

1. Students may not have access to their test during a Web-based test review; students may not have access to their answer sheet for a paper/pencil test.
2. Prohibit all extraneous items as above for test review; students may not take notes during test review.

Special procedures for administering/reviewing a Web-based test:

1. Hide the content module icon in each course before the test.
2. Set quiz settings to give only one question at a time with no revisiting; randomize questions if possible.
3. Set quiz settings to reveal only the student’s score at the end of the test.
4. Remove all portable discs from the computers immediately before the test.
5. Re-boot all computers immediately before the test.
6. Allow students to open only Web-based; no other windows may be open during testing.
7. Direct students to use the drop-down calculator available for ATI tests or for Web-based testing.
8. Require all students to shut down the computer and leave the room immediately upon completing the test.
9. Inform students that they may not go to any other computer and access the quiz or the Web-based course until the test period is over.
10. Following test review, test should become “unavailable” to students.
11. Hide the quiz icon following test review so that students cannot access the page from the course home page.

General Information for Faculty –SON
Class/clinical Schedules and Faculty Absences

The Tanner Health System School of Nursing follows the University’s published schedule of classroom and clinical activities for each semester. Each class or clinical session will meet for the requisite number of hours as specified on Banweb. Students enrolled in clinical sections that meet for more than six hours in one day will be allowed one thirty-minute meal break and one to two fifteen-minute coffee breaks as appropriate. Scheduled class and clinical sessions may be cancelled only in the event of emergencies and weather-related closings.

Nursing faculty are expected to meet classroom/clinical teaching and posted office/advising obligations. Absences from these commitments are allowed only for illness or professional activities related to scholarship and service. Faculty are expected to notify the THS SON Associate Dean of absences and the arrangements that have been made to meet scheduled obligations. UWG sick and family leave policies are found at https://www.westga.edu/hr/leave-administration.php

Midterm Reporting of Unsatisfactory Performance
(approved 8/9/02/reviewed4/5/10)

The Associate Deans will officially notify any BSN/MSN/EdD student performing at an unsatisfactory level at the mid-point of the semester. Faculty will identify any student who meets the following criteria
as “unsatisfactory” at midterm:

1. BSN/MSN student with an unsatisfactory rating on clinical performance.
2. BSN student with a didactic grade less than 75.00% of possible points.
3. MSN/EdD student with a didactic grade less than 80.00% of possible points.

Faculty are encouraged to schedule at least one major examination or other major graded activity or a combination of graded activities that contribute to the course grade prior to the mid-point of a course. The names of students performing at an unsatisfactory level will be submitted to the appropriate Associate Dean no later than one week prior to the midterm of the semester. Notification emails will be immediately sent to the student’s official University email address.

Faculty will schedule a conference with each student performing at an unsatisfactory level. Midterm clinical evaluation conferences will satisfy this requirement in courses in which there is a clinical component. Faculty teaching non-clinical courses will need to schedule a conference.

**Students Access to Graded Exams and Assignments.**

Faculty members should promptly return all students’ graded academic work. In the case of final exams and other end-of-term work that cannot easily be returned to students, faculty members should keep this work on file for at least one semester and allow each student to review his or her work upon request, in accordance with the USG policy on records retention (USG Records Management and Archives policy 0472-06-012: [http://www.usg.edu/records_management/schedules/934](http://www.usg.edu/records_management/schedules/934)).
Faculty Health Professional Requirements

As a Health professional, all faculty MUST have the following documents on file in the Tanner Health System School of Nursing:

* Initial background check at time of hire (done by VP’s office)
* Georgia RN License (on hire)
* Current CPR Certification Verification (signed front and back copy of card) *AHA BLS or higher*
* Current professional certifications(s) verification
* Transcript verification of all degrees (on hire)
* Tuberculosis Test PPD (annually)
* Current flu vaccine (annually in the fall)
* MMR (measles, mumps & rubella) – must provide documentation from one of the following – either “a”, “b” or “c”
  a. MMR Immunizations – 2 doses (date must be after 1970); OR
  b. Measles Immunization – 2 doses (date must be after March 4, 1962); and Mumps Immunization – 2 doses (date must be after April 22, 1971); and Rubella Immunization – 2 doses (date must be after June 9, 1969); OR
  c. MMR (Measles, Mumps & Rubella) Titer showing immunity, which MUST include lab results and date lab was performed.
* Varicella:
  Two doses of the varicella vaccine or a titer showing immunity which MUST include lab results and date lab was performed; *History of the disease is not sufficient.*
* Tetanus, Diphtheria and Pertussis
  Must show proof of a one-time dose of Tdap and it must be clearly labeled as Tdap
* Personal Health Insurance (copy of the front and back of a current Insurance Card)
* Personal Liability Insurance is strongly recommended, though NOT required. This can be ordered from [www.nso.com](http://www.nso.com). Policy must have all licensures listed and policy minimums must be $1M/$3M
* Confidentiality Agreement
* Affiliation Agreements

**Additional Requirements to the requirements above, are required for faculty directly supervising students as they take care of patients and interact with patients and their families:**

* Hepatitis B – A titer showing immunity which MUST include lab results and date lab was performed
* Proof of 3 Hep B Vaccines in addition to the positive titer showing immunity
* Tuberculosis Test (PPD) – A 2-step TB Skin Test must be obtained initially. Each year after, a traditional TB test is all that is required. Proof of a negative TB skin test must be obtained annually and should not be allowed to expire.
* Faculty Physical Ability form (annually)
* Criminal Background Check and Drug Screen (The School of Nursing covers the cost of this requirement) [www.advantagestudents.com](http://www.advantagestudents.com) then click on “Students”, select “University of West Georgia-Nursing Faculty”, Follow the prompts and fill in the required information.
* In addition to a front and back copy of your current insurance card, & a signed Health Insurance Waiver
* Additional requirements may be made by agencies.
Faculty Name: ____________________________

**Physical Examination:** I have examined the above individual and found him/her to be in satisfactory physical condition as required to serve as clinical faculty in a health care agency.

YES _________ NO __________

Additional Comments:

**Health Care Provider Signature:** ____________________________

Signature of Nurse Practitioner, Physician Assistant, or Medical Doctor

**Date of Physical:** ________________

**Health Care Provider Name, Address & Phone Number:** [The information below must be filled out]

________________________________________________________________________

________________________________________________________________________

**Health Care Provider Telephone Number:** ________________

(Area code & number)

**Release of Information:** I grant permission for this information to be released to clinical agencies as required.

**Signature of Nursing Faculty:** ____________________________

Updated: 7/1/17
Faculty Curriculum Vitae
Each faculty member will maintain a current curriculum vitae (as outlined in the UWG Faculty Handbook) on the THS SON website. Annual updates must be completed at the time of annual evaluations each academic year and submitted to the THS SON Webmaster for uploading at that time. The SON blueprint is to be utilized to format the CV and can be found in Section III Faculty Evaluation Forms of this document.

Guidelines for Decisions Related to Financial Support of Conference Attendance and Professional Development
(please see the New Faculty Quick Start Guide at the end of section I in this handbook for guidance related to requesting funds to travel)

These general guidelines are to be in used in accordance with travel policies at UWG and do not supersede the policies set by the UWG, including the need for approval to travel and the requirements for reimbursement. This document is not to be applied as a policy but rather it is an attempt at transparency related to how decisions are made by the administrative team concerning funding for travel requests for professional conference attendance. Support for professional development through conference attendance, with or without an accepted presentation, is contingent upon the availability of funds. Faculty/Staff funded for conference attendance are expected to share major points of interest with SON colleagues through appropriate avenues.

Due to the cyclic nature of funding in academia, there will be a first-come, first-served component of funding for conference attendance. Therefore, faculty/staff are encouraged to submit requests early including sharing of tentative plans per email with the Dean/Business manager. Money does not accrue from one year to the next.

Professional Presentations

Support to present professional papers takes priority for funding. Faculty/staff are encouraged, whenever possible, to submit abstracts and proposals for refereed presentations and to accept invitations for invited presentations at appropriate state, regional, national and international conferences.

The School of Nursing will pay a maximum of $4,000, based on availability of funds, per faculty/staff per fiscal year for presenting at conferences (this amount is inclusive of the $1000 conference attendance allotment).
• One presenter will be funded per poster presentation or podium presentation less than one hour; funding for that person may be shared among co-presenters if agreed by all involved; otherwise the first author is funded. If presenters opt for sharing of funds, arrangements will need to be compatible with reimbursement policies.*
• Up to three presenters will be funded in the case of a major podium presentation (key note address or presentation longer than one hour, exclusive of Q & A time).
• A paper will only be funded for presentation once.
• A faculty/staff member funded by the university must acknowledge UWG and THS SON when presenting their papers.
• International travel will be considered based on availability of funds and the overall travel support the faculty has received in that year. Maximum support will be $1500. The following criteria must be met to be considered:
  o Podium presentation of at least 30 minutes
  o Acceptance rate is 25% or less, conference attendance is substantial
  o In the case of multiple authors, only one author will be supported
  o No more than 2 faculty will be supported to attend an international conference

**Conference Attendance without Presentations**

Each full-time faculty/staff is allotted $1000 each fiscal year (July 1 – June 30), based on the availability of funds, to attend professional development conferences as a participant.* This allotment will be utilized first for registration, followed by room, meals, and plane fare to the maximum allotment for the year.

*In some academic years, monies for professional development travel may be more robust than others (such as years when special funding through endowments and grants are available). Most of the time, such funding does not accrue to the next year. Therefore, faculty/staff are encouraged to apply for special consideration in cases where more than one presenter would like to attend, more than $1000 is needed for conference attendance without presentations or other special circumstance.

**THSSON Faculty Guidelines for Potentially Difficult Conferences with Students**

Approved 10/26/16

The purpose of this guideline is to clarify the role of faculty when working with students in emotionally charged and difficult situations. This guideline includes steps for faculty to consider when planning a meeting with a student that may have the potential for conflict. This document also includes resources available to assist students experiencing problems and resources to promote safety for faculty and students.
Role of Faculty

Faculty often confer with students during times of heightened emotions and want to be supportive of the student and minimize potential threats to safety. Faculty members who embrace a caring philosophy are aware that the stress and anxiety associated with a demanding professional nursing program may have a negative impact on our students. Our role as faculty is to evaluate student learning outcomes and provide formative and summative feedback related to those learning outcomes. When students who may be struggling emotionally or psychologically are identified, it is the role of the faculty to refer students for assistance with these issues.

1) For a potential physical issue (including sexual issues or abuse issues), student health services has a plethora of resources. Please review [http://www.westga.edu/health/](http://www.westga.edu/health/).

2) If a potential mental health issue is identified, faculty should refer students to resources at Counseling Services [http://www.westga.edu/counseling/](http://www.westga.edu/counseling/). Note that our counseling service are also available for our online students. [https://www.westga.edu/student-services/counseling/online-counseling.php](https://www.westga.edu/student-services/counseling/online-counseling.php).

Potentially Difficult Conferences

In cases where there is potential for strong negative reactions, faculty are encouraged to:

1) Include a colleague in the conference
2) Meet in a room with two exits
3) Sit in an area in the office with an unobstructed path to the door. Keep door open.
4) Notify the staff at the first and third floor reception desks (where there are panic buttons) that a potentially difficult conference is taking place.
5) Direct students to check in with the staff on the 3rd floor who will notify faculty of the student. A sign will be posted to let students know where to check in.
6) Notify public safety in advance of the meeting and request an officer to be present in the building (678-839-6000).

Campus Resources for Faculty and Staff

1) Register for Wolf Alert, the University’s emergency notification system. Log in to your myuwg account. In the center of the page you will see the Wolf Alert Icon. Click on the icon and it will take you into your Wolf Alert Account. You are strongly urged at minimum to enroll your cell phone and click to receive text messages. Note: You are automatically enrolled to receive emergency emails but you can add additional e-mail addresses if you like.

2) Faculty, staff and students are encouraged to download the Wolf Guardian App on their cell phone. This app has a GPS tracker system enabling University Police to locate you. Open your app store and download the RAVE Guardian app into your phone. Go to the [www.smart911.com](http://www.smart911.com) and click on Sign up. Insert your UWG e-mail address and create an account. Your phone will become your personal panic button. The University Police number
is 678-839-6000. Please dial 9111 for emergencies.

3) Faculty and Staff are encouraged to report problematic student behavior using the UWG Cares website. This incident report will initiate a Campus Intervention Team Response. See: http://www.westga.edu/UWGCaress/.

**General Information-UWG**

**The Registrar’s Office**
The Registrar’s office is available online at [http://www.westga.edu/registrar/index.php](http://www.westga.edu/registrar/index.php). This is your resource for a wide variety of information relevant in your role as a faculty member at UWG. If you have questions regarding grades, course schedules, etc. the Office staff will assist in communication with the registrar.

**The Scoop**
The Scoop is the Student (and faculty) guide to important information regarding the university calendars, registration information, distance education, advisement, tuition, financial aid and other important information. It is accessible online from the registrar’s office at [https://www.westga.edu/student-services/registrar/the-scoop.php](https://www.westga.edu/student-services/registrar/the-scoop.php)

The official university academic calendar for the current semester may be accessed from within the Scoop and provides important information regarding deadlines, class dates, holidays, final exam dates, due dates for grades, and graduation.

**University Calendar**
The academic calendar through 2020-2021 can be located at [https://www.westga.edu/academics/academic-calendar.php](https://www.westga.edu/academics/academic-calendar.php)

**Textbook Orders**
Orders for textbooks are placed through the staff assistant, who will send an email reminder and the appropriate form for placing textbook orders in a timely manner. The SON book order will be compiled by the staff assistant and then sent to the University Bookstore. The Bookstore is located on West Georgia Drive, right beside the SON building. If you need a desk copy of a text, please let the department assistant know.

**Class Roster and Class Roll Verification**
Once you are assigned to a course in Banner, your class roster will be available to you in Banweb which you may access through myUWG. Under no circumstances should a student be permitted to remain in class unless his or her name appears on the official class roll. Class rolls must be verified at the beginning of each semester and the registrar’s office will send an email with the deadline by which this must be completed. For a tutorial on how to verify rosters please go to [https://www.westga.edu/student-services/registrar/assets/docs/How_to_Complete_Roster_Verification.pdf](https://www.westga.edu/student-services/registrar/assets/docs/How_to_Complete_Roster_Verification.pdf)
Grading

Final grades are entered on Banweb according to the due date established by the registrar and published on the University Calendar. A reminder will be sent to faculty by email. Faculty members are expected to meet the announced deadlines for entering final grades. Failure to do so results in a grade on NR (not reported) for the student, which may have serious consequences for the student. Instructions on how to enter grades on Banweb may be found at https://www.westga.edu/student-services/Registrar/assets/docs/How-to-Enter-Final-Grades-2016.pdf

Once final grades have been submitted on Banweb, all grade changes must be submitted on a Change of Grade form available from the area/department staff assistant or from the registrar’s website at . The form must have the approval of the appropriate department/area chair prior to being sent to the registrar’s office.

Students have the right to appeal a course grade. Grade appeals must be submitted in writing, using the form and procedure available from the Provost’s and VPAA website at https://www.westga.edu/academics/cosm/assets-cosm/docs/GradeAppealForm.PDF.

Grade appeals fall into two categories, Dishonesty Grade Appeal or Grade Determination Appeal. A Dishonestly Grade Appeal is an appeal based upon the assignment of a grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty. A Grade Determination Appeal is based on policy disagreement or alleged charges of arbitrary or unfair treatment by the involved faculty member. All academic appeals shall be initiated no later than the end of the semester following the assignment of the grade. Grade appeals due to an allegation of Academic Dishonesty may be made as soon as a grade penalty has been levied against a student based on such an allegation. The procedure and review process may be found on the grade appeal form.

Drug Free Workplace Policy

As a recipient of Federal funds, University of West Georgia supports and complies with the provisions of the Drug-Free Workplace Act of 1988. University of West Georgia expects faculty and staff to meet appropriate standards of performance, to observe basic rules of good conduct and to comply with Institutional Policies and Procedures. The USG statement on drug free workplace may be found at https://www.usg.edu/hr/manual/drug_testing#:~:text=Policy%20Statement,of%20use%20of%20illegal%20drugs.

See section 126 of the UWG faculty handbook..

Emergency Closing Policy

Because of the difficulty of making up lost time, classes or examinations are cancelled only in extreme circumstances. In the event of emergency University closing, announcements will be made on the main university website and over the campus radio station as well as radio stations in Carrollton, Newnan, Bremen, and Douglasville, and radio and television stations in Atlanta.

Information on cancelled or rescheduled classes or examination sessions may also be obtained by calling the University Police Weather Hotline, 678-839-6200 or visiting the University Website: http://www.westga.edu/.

For more information regarding the emergency closing policy visit the website at http://www.westga.edu/police/
Family Educational Rights and Privacy Act of 1974 (FERPA)
Education records at UWG are defined as any portion of the educational history of a student that is maintained by the university for the purpose of sharing by other academic officials and is intended to support the academic degree progress of the student. Information regarding FERPA and its applicability to your role as a faculty member may be found on the website at
https://www.westga.edu/administration/president/general-counsel/ferpa-tips.php
Third party disclosures are prohibited by FERPA without the written consent of the student. Any persons other than the student are defined as third party, including parents, spouses, and employers. All educational officials are required to secure written permission prior to the release of any academic record information.

UWG Sexual Misconduct
The University of West Georgia is committed to providing a positive and rewarding educational experience and a safe campus environment which acknowledges the dignity and worth of every individual. See sections 121 and 122 of the UWG faculty handbook. The purpose of this policy is to prohibit any form of sexual misconduct or harassment by or against any campus constituent and to ensure that every report of sexual misconduct is taken seriously and that prompt and appropriate action is taken. See https://www.westga.edu/hr/uwg-sexual-misconduct-policy.php