



TANNER HEALTH SYSTEM
SCHOOL OF NURSING

FACULTY Handbook 2024 - 2025

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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 procedures and serves as a supplement to the following University System of Georgia (USG) and University of West Georgia documents available at <https://www.westga.edu/administration/provost/uwg-aa-policies.php>

This link includes the following under the tab academic policies:

- UWG and USG policies
- UWG Faculty Handbook
- UWG Statutes
- UWG Academic Policies and Procedures Manual

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.



Oliver Duah, PhD, RN
Interim Dean & Assistant Professor

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 (APPROVED 12/02/2013) (Changes approved 2/24/15) (Updated 6/2024)

Program Goals

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.1, IV-I-2)

- e) **80%** of students (exit survey of all programs), alumni survey of all programs collected at **1 year**, 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) At the time of the degree completion each degree program (BSN, RN to BSN, MSN, EdD) will have an 80% or greater employment rate in nursing, if less than 80%, the employment rate, when excluding graduates elected not to be employed, will be greater than 80%.
- g) 90% of BSN and RN to BSN students will be employed in nursing at 1 years

- h) 50% of MSN students will have a role-related job at the time of degree completion.
- i) 80% of MSN students will have a role related job at 1 year.

Plans to enroll in graduate education (IV.I.2)

- j) 50% of BSN/RN-BSN/MSN graduates will indicate intent to enroll in an advanced degree program (collected per exit survey at graduation).
- k) 10% of BSN/RN-BSN/MSN graduates will enroll in an advanced degree program within one year post graduation (collected per alumni survey at 1 year following graduation).

Completion rates (IV-B)

- l) 70% of students admitted to the BSN-Newnan/RN-BSN/programs will graduate within four years; 70% of students admitted to the BSN-Carrollton program will graduate within three years.
- m) 70% 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.

Self-Evaluation of attainment of learning outcomes

- n) 80% of students agree or strongly agree that they were prepared to meet each program outcome per exit survey.

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)

FT Faculty

1. 100% will have overall positive self, peer, and administrative evaluations at annual evaluation period.
2. 100% will participate in activities that promote student success
3. 100 %Participate in activities (professional development, self-directed study, clinical practice) that support their knowledge and expertise in areas that they teach.
4. 100% will participate in SON service
5. 80% will participate in community or professional service
6. 60% will hold professional certification in teaching or a clinical specialty
7. 60% will hold terminal degrees

FT and PT Faculty

1. 100% of course sections taught will have a mean of 3.5 or greater on the instructor related questions of the SEI.
2. 100% of course sections taught will have a mean of 3.5 or greater on the course related questions of the SEI.

Tenure Track Faculty

1. 50% will have a peer-reviewed publication (s)
2. 50% will present peer- reviewed papers at regional, national, or international conferences, submit internal or external grants, and/or participate in other scholarly pursuits.
3. 80 % will participate in service to UWG.

Non- Tenure Track Faculty

1. 50% will present invited or peer reviewed papers reflecting their expertise locally, statewide, nationally, or internationally.
2. 50% will participate in other scholarly pursuits.

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

Outcome measures:

- a) 80% 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, 6/25/2024)

The THSSON has a systematic, written, comprehensive plan for assessing the quality and effectiveness of all SON programs. The Total Plan for Evaluation (TPE) was updated in 2024 in response to the 2024 CCNE standards. This document is currently used to document continuous program improvement. The evaluation process is tailored for each program, including the BSN, RN to BSN, and MSN 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 five working documents which align with CCNE Standards I, II, III, and IV and reflect the plan for continuous quality improvement. These documents include tables, where data is aggregated and trended for analysis. See below for a complete list of these tables as well as the standard and element this aggregated and trended data supports. 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. Two documents are utilized to address Standard IV, student and faculty outcomes. These documents include one document that addresses teaching/learning practices and another that addresses aggregate faculty outcomes. 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.

Tables For TPE

II-D Satisfaction with Advising

II-G Mean of Students' Evaluation of Preceptors

IV-B Completion Rates

IV C- NCLEX Licensure

IV D- CNL Certification

Employment Data:

IV-E-1 Employment in Nursing (graduation)

IV-E-2 Employment in nursing (one year)

Faculty Aggregate Data

IV-G-1 Faculty Outcomes: Teaching

IV-G-2 Avg. per SEI instructor related questions

IV-G-3 Avg. per SEI course related questions

IV-G-4 Faculty Service

IV-G-5 Faculty Certifications & Terminal Degrees

IV-G-6 Faculty Productivity

Other Program Outcomes

IV I- 1 SLOs Self Evaluation-BSN; RN to BSN

IV I- 2 SLOs Self Evaluation-MSN

IV I- 3 SLOs Self Evaluation-EdD

IV-I-1 Satisfaction students exit

IV-I-2 Satisfaction alumni, employers,

IV- I-3 Caring Environment

IV-I-4 Plans to Enroll In Graduate Education

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

- Duffy, J. (2009). *Quality caring in nursing: Applying theory to clinical practice, education and leadership*. New York, NY: Springer.
- Giddens, J., Brady, D. et al, (2008). A new curriculum for a NEW ERA of nursing education. *Nursing Education Perspectives*, 29(4), 200-205.
- Hills, M. and Watson, J. (2011). *Creating a caring science curriculum: An emancipatory pedagogy for nursing*. New York, NY: Spring.

BSN Quality Caring Framework: A Caring Science Curriculum

Structure

Person /Health

Client (PG 1, 2) (BSN I, IX) (ANA 1, 2, 3, 4, 5, 6)
 Lifespan (PG 1, 8) (BSN VII, IX) (ANA 1, 2, 3, 4, 5, 6)
 Health, Wellness, & Illness (PG 1, 8) (BSN VIII) (ANA 1, 2, 3, 4, 5)
 Biophysical Concepts (PG 1, 3) (BSN I, III) (ANA 1, 2, 3, 4, 5)
 Social Function (PG 1, 3) (BSN I, VIII) (ANA 1, 3, 4)
 Psychological Concepts (PG 1) (BSN I) (ANA 1, 3, 4, 5)
 Communication (PG 1, 4) (BSN I, II, IV, IX) (ANA 1, 2, 3, 4, 5, 6)
 Critical Thinking (PG 1, 3) (BSN I, III, IX) (ANA 1, 2, 3, 4, 5, 6)
 Caring (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)
 Holism (PG 1, 2) (BSN VIII, IX) (ANA 1, 4, 5)
 Culture (PG 1, 2) (BSN I, VIII) (ANA 1, 2, 3, 4, 5)
 Human Diversity (PG 1, 2) (BSN I, VII) (ANA 1, 2, 3, 4)
 Education (PG 1, 8) (BSN I, III) (ANA 4, 5, 6)

Nurse/Nursing/Provider

Clinical Reasoning (PG 3) (BSN II, III, IX) (ANA 1, 2, 3, 4, 6)
 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

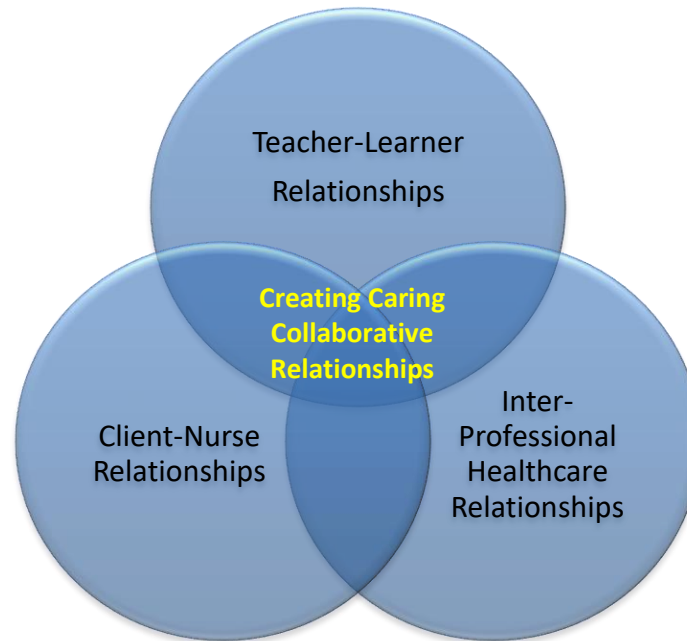
Healthcare Systems (PG 4, 5) (BSN I, II, III, V) (ANA 4, 5)
 Regulatory Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5)
 Legal Systems (PG 5) (BSN I, II, III, IV, V) (ANA 4, 5)
 Economic Systems (PG 5) (BSN I, II, III, V) (ANA 4, 5)
 Informatics Systems (PG 4, 5) (BSN I, IV, V) (ANA 4, 5)
 Healthcare 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)
 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)

Process

Creating a Culture of Quality Caring



Essence of Nursing Practice and Education

Intermediate Outcomes
 Feel "cared for"

Program

BSN Program Goals

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.

Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.

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.

Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.

Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.

Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.

Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.

Utilize effective teaching strategies to empower persons to achieve healthcare goals.

BSN Pre-Licensure Curriculum and Plan of Study
(Effective Summer 2021)

CARROLLTON

Summer 1 (7 hours)	Fall 1 (13 hours)	Spring 1 (13 hours)
NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3210 Medication Mathematics (1-0-1) NURS 3101 Prof Nsg Concepts 1 (3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6) <i>*NURS 3200 Student Success Seminar (1-0-1)</i>
Summer 2 (5 hours)	Fall 2 (15 hours)	Spring 2 (13 hours)
NURS 3102 Prof Nsg Concepts 2 (2-0-2) NURS 3400 Nsg Research & EBP (3-0-3) <i>**NURS 3300 Student Success Seminar (1-0-1)</i>	NURS 4103 Prof Concepts Capstone (3-0-3) NURS 4201 Health Care of Client 3 (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice 3 (0-10-5) <i>***NURS 4100 Student Success Seminar (1-0-1)</i>	NURS 4202 Health Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)

NEWNAN

Summer 1 (6 hours)	Fall 1 (6 hours)	Spring 1 (13 hours)
NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3101 Prof Nsg Concepts 1 (3-0-3)	NURS 3210 Medication Mathematics (1-0-1) NURS 3102 Prof Nsg Concepts 2 (2-0-2) NURS 3400 Nsg Research & EBP(3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)
Summer 2	Fall 2 (13 hours)	Spring 2 (12 hours)
<i>No classes</i>	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6) <i>*NURS 3200 Student Success Seminar (1-0-1)</i>	NURS 4201 Hlth Care of Client 3 (4-0-4) NURS 4301 Clinical Practice 3 (0-10-5) NURS 4300 Clinical Specialty Pract (0-6-3) <i>**NURS 3300 Student Success Seminar (1-0-1)</i>
Summer 3 (3 hours)	Fall 3 (13 hours)	
NURS 4103 Prof Concepts Capstone (3-0-3) <i>***NURS 4090 Student Success Seminar (1-0-1)</i>	NURS 4202 Hlth Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)	

* Required based on HESI Fundamental benchmark score below 850; **Required based on HESI Pharmacology benchmark score below 850; *** Required based on HESI Medical- Surgical benchmark score below 850

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule. (approved Spring 2021)

RN-BSN Curriculum & Plan of Study

(Effective Fall 2021)

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.
- Transfer of lower division nursing credits and/or RN to BSN Articulation Plan Credit allowed for ASN/ADN=up to 36 hours

Please Note: An applicant's academic record must provide evidence that they have **no more than 4 remaining BSN core classes** prior to the start of NURS coursework in the Fall semester. Currently enrolled UWG students need not submit evidence unless taking transient coursework; transfer students must provide a transcript to UWG admissions showing coursework "In Progress" at another institution or send a copy of their Spring and Summer course schedule to uwgbsn@westga.edu.

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

Fall TERM 1		Spring TERM 2	
Course	Credits	Course	Credits
NURS 4500 Intro to Scholarly Writing	1	NURS 4503 Nursing Issues	3
**NURS 3197 Professional Nursing Practice (eMajor USG RN to BSN Collaborative)	3	**NURS 3297 Nursing Research Application (eMajor USG RN to BSN Collaborative)	3
NURS 4502 Pathophysiology for RNs	3	NURS 4505 Nursing Informatics for RNs	3
SEMESTER TOTAL	7	SEMESTER TOTAL	9
Summer TERM 3		Fall TERM 4	
Course	Credits	Course	Credits
**NURS 3397 Health Assessment (eMajor USG RN to BSN Collaborative)	3	NURS 4508 Leadership and Management Practicum/Capstone	5
**NURS 4497 Community Health Nursing (eMajor USG RN to BSN Collaborative)	3	**NURS 4597 Leadership and Management (eMajor USG RN to BSN Collaborative)	3
SEMESTER TOTAL	6	SEMESTER TOTAL	8

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

**USG RN to BSN shared collaborative course delivered through eMajor in 8-week sessions

MSN Quality Caring Framework

MSN Quality Caring Framework: A Caring Science Curriculum

MSN Structure

Person

- Ethics, Professional Values/Social Justice (PG2) (AONL, 2), (MSN VI) (CNL I VI VIII) (NLN VI, VIII)
- Human Diversity/Cultural Competency (PG 8) (AONL 2,6) (MSN VIII) (CNL VI, VIII) (NLN I, II, V)
- Gerontology (PG 8, 9) (MSN VIII) (CNL VIII)
- Genetics/genomics (PG 1) (MSN VIII) (CNL VIII)
- Accountability (PG 2) (AONL 2) (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 VI, VIII)
- Economics of health care (PG 3, 6) (AONE 5) (MSN II) (CNL II,V)
- Health policy (PG 6) (MSN VI) (CNL VI) (NLN V, VIII) (AONL 4)
- Informatics (PG5) (AONL 5) (MSN V) (CNL V)
- Nursing technology & resource management (PG 3, 5) (AONE 5) (MSN V) (CNL V)

Health/Nurse/ Provider

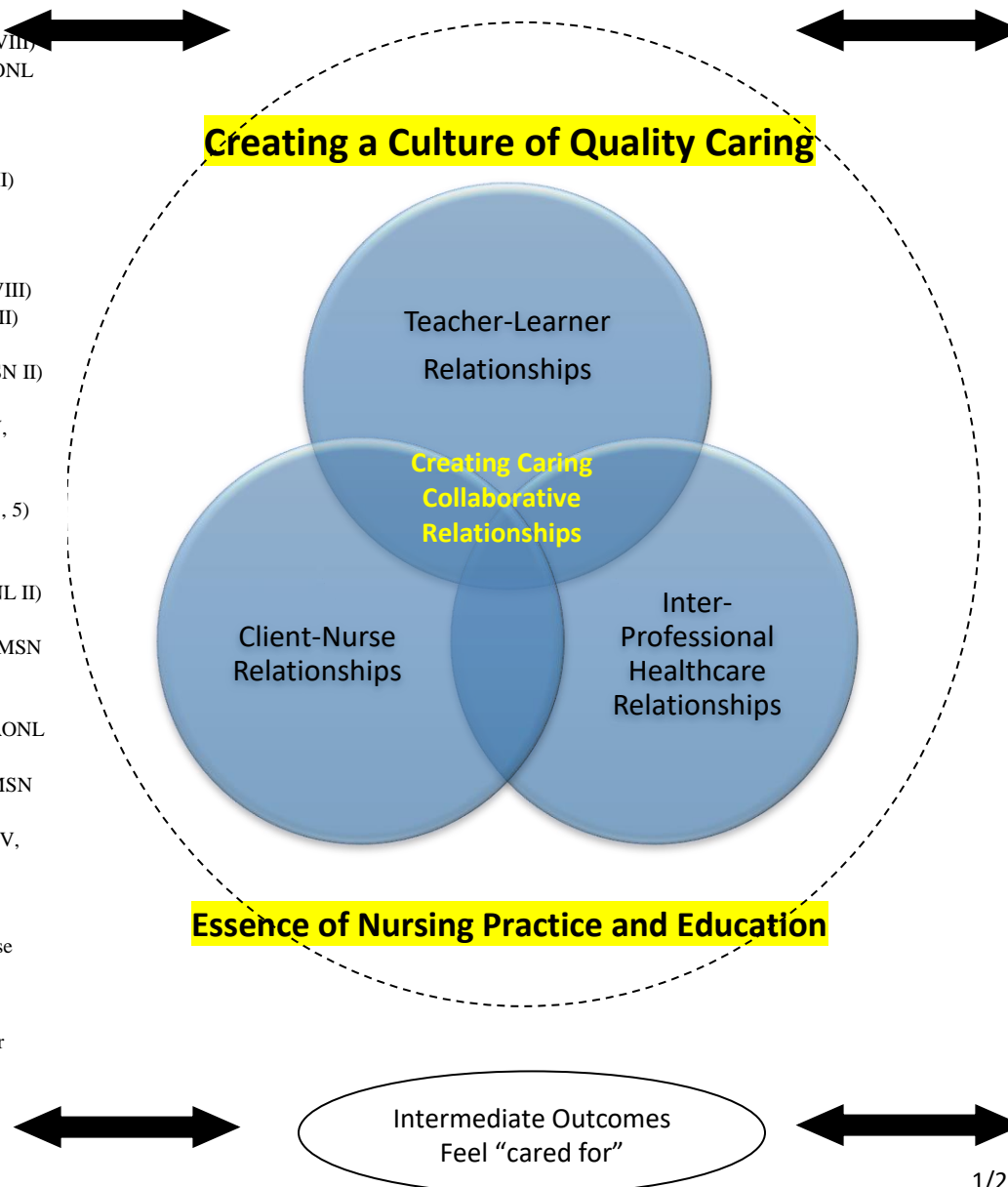
- Organizations and systems (PG 6, 8) (MSN II) (CNL II) (AONL 4)
- Quality improvement (PG 3) (AONL 4) (NLN 6) (MSN I, III) (CNL I, III) (NLN VI)

Nursing/Profession

- Professionalism and life-long learning (PG 4, 7) (AONL 2) (MSN IV, IX) (CNL IV, IX) (NLN V, VI, VIII)
- Change agent and leader (PG 4, 6, 7) (AONL 1) (MSN VII, IX) (CNL VII, IX) (NLN V, VI, VIII)
- Evidence-based practice (PG 4) (AONL 4) (MSN IV, IX) (CNL IV, VIII, IX) (NLN VII, VIII)

PG: Program Goals
AONL: American Organization of Nurse Executive (Nurse Leader Competencies, 2022)
CNL: Clinical Nurse Leader (2013)
MSN: Masters Essentials (2011)
NLN: National League of Nursing (NLN) Nurse Educator Core Competencies (2019)

Process



Program Goals

MSN Program Goals

1. 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.
2. Utilize leadership skills to promote ethical and critical decisions making and effective working relationships.
3. Apply quality improvement and safety principles with an organization to improve educational and practice outcomes.
4. Translate scholarship into practice by applying research outcomes within educational and practice settings.
5. Employ client care and communication technologies to deliver quality care.
6. Employ advocacy strategies to influence health and health care.
7. Serves as a member and leader of inter-professional teams to create caring and collaborative relationships.
8. Apply organizational, client-centered, and culturally appropriate concepts to enhance populations based care for individuals, families, and aggregates.

Master Of Science In Nursing Program Degree Plan
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

Clinical Nurse Leader
Full-time Plan of Study Option B

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			Spring Semester I (9 hours)			Summer Semester I (6 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (8 hours)			Spring Semester II (8 hours)					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6123	Health Systems Leadership CNL Practicum II	0-25-5			
N6122	Health Systems Leadership CNL Practicum I	0-10-2	N6125	Health Systems Leadership CNL Seminar	3-0-3			
N6124	Health Systems Leadership Role of the CNL	3-0-3						

Part-time Plan of Study Option B

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (4 hours)			Spring Semester I (6 hours)			Summer Semester I (3 Hours)		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (6 hours)			Spring Semester II (3 hours)			Summer Semester I (3 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3						
Fall Semester II (5 hours)			Spring Semester II (8 hours)					
N6122	Health Systems Leadership CNL Practicum I	0-10-2	N6123	Health Systems Leadership CNL Practicum II	0-25-5			
N6124	Health Systems Leadership Role of the CNL	3-0-3	N6125	Health Systems Leadership CNL Seminar	3-0-3			

MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN: HEALTH SYSTEMS LEADERSHIP

Nurse Leader/Manager (Fall 2018)

Full-time Plan of Study Option B

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			Spring Semester I (9 hours)			Summer Semester I (6 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6105	Leadership for Quality, Safety and Health Policy	3-0-3	N6116	Leading Human Resource Systems	3-0-3
N6900	Scholarly Writing	1-0-1	N6115	The Business of Healthcare: Financial and Economic Evidence	3-0-3			
Fall Semester II (8 hours)			Spring Semester II (5 hours)					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6118	Health Systems Leadership Role of the Leader/Manager II	3-0-3			
N6117	Health Systems Leadership Role of the Leader/Manager I	3-0-3	N6120	Health Systems Leadership Leader/ Manager Practicum II	0-8-2			
N6119	Health Systems Leadership Leader/Manager Practicum I	0-8-2						

Part-time Plan of Study Option B

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

MASTER OF SCIENCE IN NURSING

PROGRAM DEGREE PLAN:

Nursing Education (Fall 2020)

Full-time Plan of Study Option C

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

Part-time Plan of Study Option C

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

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

Ed.D Structure

Process

Program

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)

Teaching/Learning Concepts

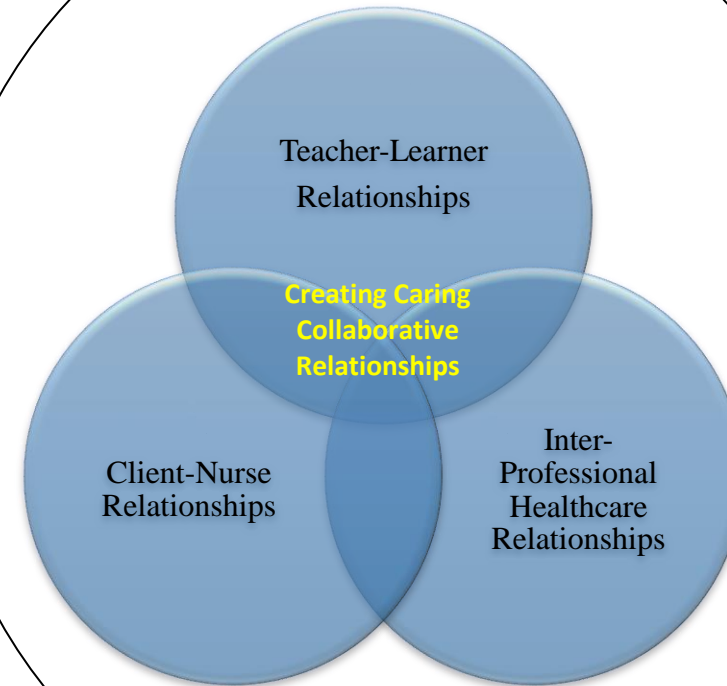
- Assessment/Evaluation Measures/Strategies (PG 2, 5) (NLN III) (SREB)
- Curriculum Development/Evaluation of programs (PG 2) (NLN IV) (SREB)
- Instructional strategies (PG 5) (NLN I) (SREB)

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)

Creating a Culture of Quality Caring

Essence of Nursing Practice and Education



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.

PG: Program Goals

NLN: National League of Nursing

(NLN) Nurse Educator Core Competencies (2019)

SREB: Southern Regional Education Board (2002)

Intermediate Outcomes
Feel "cared for"

THS-School of Nursing
Edd in Nursing Education Program
Part-time Plan of Study Option E

Semester	Course/Title/ Semester Hours	Credit Hours
Fall #1	NURS 9001/Current Trends and Issues in Nursing Education/3 hours NURS 9005/Nursing Theory in Nursing Education/3 hours NURS 6900/Scholarly Writing/1 hour	7
Spring #1	NURS 9002/Quantitative Research in Nursing/3 hours NURS 9007/Applied Statistical Methods in Nursing/3 hours	6
Summer #1	NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours NURS 9006/Educational and Health Care Policy Analysis/2 hours	5
Fall #2	NURS 9004/Teaching the Adult Learner/3 hours NURS 9008 Theoretical and Philosophical Foundations of Education/3 hours	6
Spring #2	NURS 9011/Ethics in Nursing Education/3 hours NURS 9016/Distance Education in Nursing/3 hours	6
Summer #2	NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours	3
Fall #3	NURS 9009/Curriculum: Theory and Practice/3 hours NURS 9018/Advanced Research Methods/3 hours	6
Spring #3	NURS 9012/Nursing Education Synthesis/3 hours	3
Summer #3	NURS 9014/Methodology Development/3 hours	3
Fall #4	NURS 9019/Comprehensive Exam/ 3 hours	3
Spring #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Summer #4	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Fall #5	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Spring #5	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
	Total Hours	60

Approvals/modifications:

SW_1/11/17

DRV_10/08/18

GPC committee (SON)_4/2018

GPC committee (SON)_10/2018

Senate_11/2018

Tanner Health System-School of Nursing
EdD in Nursing Education Program
Full Time Plan of Study Option E – Effective Fall 2019

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

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

(Approved 4/30/2009; Amended 8/31/2009; 9/27/2010; 4/29/2013; 8/26/2013;
9/28/2015, 6/28/24) 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 THS SONF 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 THS SONF 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 THS SON Dean's Office for official record keeping and dissemination.
4. Faculty shall be limited to two elected THS SON 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. THS SON 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
 - 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 courses;

3. Undergraduate Program Committee (UPC)

a. Membership.

- i. Associate Dean for Undergraduate Education, BSN program directors, Experiential Learning Center Assistant Dean, 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 Advisory Workgroups

- a. Membership is in one or more of four groups depending on faculty-assigned roles in the BSN program:

1. Foundational Knowledge for Nursing Practice Workgroup: comprise all course coordinators and faculty teaching foundational knowledge courses, including fundamentals, medical-surgical, pathophysiology, and pharmacology courses.
2. The Clinical and Experiential Learning Workgroup: include all course coordinators and selected faculty teaching clinical practice and experiential-based (Foundational Nursing Skills and Health Assessment and Medication Mathematics) courses, ELC educators, the BSN Program Director, and the Assistant Dean for ELC.
3. Professional Development Workgroup: Faculty teaching professional nursing concept courses (Intro to Professional Nursing, Professional Concepts Capstone), Nursing Research & EBP, and NCLEX Prep course.
4. Specialty Knowledge Workgroup: All course coordinators and selected faculty teaching specialty courses, including pediatrics, maternal, mental health, and population health courses.
 - i. Chairs are appointed by the Associate Dean of Undergraduate Programs and the BSN Program Director.
 - ii. Each group will meet monthly or as needed during the academic year for course planning and to address or align content across courses as required to meet program outcomes. Workgroups may be assigned other tasks for continuous curriculum improvement.

b. Purpose(s) and Functions

The purpose of the Undergraduate Program Curriculum Advisory Workgroups is to review and 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, clinical and simulation experiences, and evaluation of undergraduate courses.
 - iii. strengths and opportunities for assessing, documenting, and meeting AACN essential competencies and accreditation standards.
4. 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. assisting with 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 mentoring, growth and development support needed to enhance teaching, scholarship, service, and practice;
 - b. faculty workload;
 - c. advising the PTAC on matters related to 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 SON 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
- 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 Assistant Dean 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.
- 5. 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;
- g. 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.

6. 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 SON members, associate members, professional staff and student representatives may be appointed to serve on THS SON ad hoc committees and invited to share relevant information, discuss issues, and participate in the work of the committee.

Role of the Tanner Health System School of Nursing Dean

The Dean of the Tanner Health System School of Nursing:

1. Reports to the Vice President for Academic Affairs.
2. Shall be a member of the General Faculty and of the Administrative Council; and
3. Shall have direct supervisory authority over associate and assistant deans, and the director of inquiry and scholarship.

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 THSSON.
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 director of the Pre-Licensure BSN program, 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 HESI testing program.
6. Lead in 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, the BSN program director, and the clinical placement specialist with clinical placement and preceptor experiences for students.
9. Oversee the undergraduate 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 assignments in consultation with the faculty and leadership team.
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 in collaboration with the ELC Assistant Dean and Faculty.
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, writing associate and graduate studies associate.

In the implementation of this duty, the SON Associate 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. Lead in 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 Graduate and MSN Practicum Handbooks, University Catalog, and on the THS SON web page.

9. Develop and maintain teaching assignments in consultation with the faculty and leadership team.
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 the Assistant Dean of Experiential Learning Center

The Tanner Health System School of Nursing Assistant Dean for Experiential Learning:

1. Reports to the Dean
2. Shall be a member of the General Faculty; hold a terminal degree; Major Responsibility: Coordination of all activities of the ELC
3. Has direct supervisory authority over the ELC educators, instructional designer, and lab assistants.

The ELC Assistant Dean will:

1. Lead in the development and implementation of high quality education experiences in sim and skills lab
2. Lead in supporting faculty and ELC educator in simulation teaching/learning principles and practices
3. Collaborate with associate deans, ELC nurse educators, administrative manager and

faculty to assure optimization of ELC resources: staff, equipment, supplies, scheduling within the SON budget

4. Assist/backup instructional designer in matters related to technology (installing, maintenance, updating, programming, upgrading, and troubleshooting)
5. Collaborate with the instructional designer to maintain an inventory of all equipment and supplies related to technology.
6. Maintain inventory of all non-tech supplies, assuring supplies are purchased and restocked in a timely manner.
7. Serve as the point person for requests from UWG and external entities for observation, tours and/or use of the ELC
8. Represent ELC priorities to SON
9. Oversee the development of ELC guidelines and protocols
10. Facilitate IPE, research, and accreditation experiences and activities based in the ELC
11. Other duties as assigned

Role of the Student Success Coordinator

The Student Success Coordinator is a ten-month faculty who reports to the Associate Dean for Graduate or Undergraduate Programs (based on assigned track). The Student Success Coordinator supports faculty in assisting students to develop personal and academic skills necessary to successfully complete the Bachelor's degree nursing program and the NCLEX-RN licensure exam. The SSC will work with students identified by faculty as needing additional support to meet course outcomes with a priority focus on the HESI specialty exams and exit exams. Based on student performance, the SSC will assist faculty and the students to develop and implement an individualized plan of improvement.

The student success coordinator:

1. Demonstrates current, detailed, accurate knowledge of concepts tested by the NCLEX-RN as well as currency in nursing practice to provide academic support.
2. Collects and analyzes data regarding students' performance on course tests, specialty tests and exit exams.
3. Based on data, guides students and faculty in utilizing nursing academic support services

and products to assist students to achieve identified student outcomes in course tests, content mastery tests and predictor exams.

4. Refers students to appropriate university resources and monitoring students' use of resources.
5. Directly provides instruction individually and in groups to assist students in identified areas needing improvement. Course leader of benchmark-based required special studies.
6. Works with faculty on NCLEX-RN student preparation teaching and testing strategies and applying NCLEX outcomes reports;
7. Develops, coordinates and revises student success activities;
8. Works with the nursing faculty to develop and provide subject-specific mentoring and tutoring to nursing students, both individually and in group sessions;
9. Utilizes appropriate software programs to support remediation and NCLEX preparation efforts.
10. Coordinates and participates in additional lab times for individual and groups when extra practice or support is needed.
11. Other duties as assigned

Role of the Director of Inquiry and Scholarship

The Director of Inquiry and Scholarship is held by a 10-month faculty that reports to the Dean. The major responsibility is facilitating professional faculty publications, research, and grant writing.

The SON Inquiry and Scholarship director will:

1. Lead in the implementation of tactics that support faculty in their development as leaders in teaching and learning strategies and scholars who advance nursing research.
2. Support faculty to develop research projects, grants, and publications
3. Track outcomes related to quantity and quality of research projects, grants applications, grant funding, publication and outcomes related to research priorities.
4. Identify faculty development needs as related to research, grants, and publications.
5. Coordinate with leaders of mentoring and faculty development programs to address faculty learning needs.

6. Manage data and other information in preparation for Center of Excellence renewal or applications
7. Assist faculty advisors of undergraduate research, MSN capstone projects, and EdD papers and dissertations to identify projects and papers that have publication potential.
8. Serve as SON liaison to the Office of Research and Sponsored Programs.

Role of the Program Directors (BSN and Graduate)

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/ Assistant 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, clinical placement specialist, and/or graduate studies associate 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 studies associate.
6. Participate in program evaluation: SACS accreditation activities, CCNE accreditation activities, and NCLEX review activities as appropriate.
7. In collaboration with faculty, recommend strategies for improving the teaching/learning environment.
8. Assists clinical course coordinators and faculty in support of clinical faculty through emails, phone calls, site visits, orientation, clinical instructor, website maintenance, and other communication

9. Assists CPS/graduate studies associate, course/track coordinators and faculty to ascertain student clinical placement preferences and utilize these preferences
10. Maintain relationships with clinical agencies to implement the curriculum and facilitate the attainment of course learning goals
11. Work with the clinical placement specialist and graduate studies associate to coordinate student/faculty orientation and placement.
12. Participate in both short- and long-term planning for the Tanner Health System School of Nursing.
13. Represent the graduate and undergraduate programs within the UWG and with external stakeholders.
14. Other duties as assigned.

Role of the 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.

Didactic and Clinical Course Coordinators:

1. Support the caring community of nursing students and faculty and the philosophy of the THS SON.
2. Conduct faculty team meetings as needed to meet course learning goals.
3. Serve as a resource and mentor for team members.
4. Prepare the course syllabus, in collaboration with faculty team (as approved by the THS SON), for distribution to students through the UWG-approved platform for housing course syllabi (Concourse).
5. Provide input in the selection and ordering of textbooks to facilitate course delivery, when needed.
6. Implement student/faculty policies and procedures of the THS SON and University.
7. Serve as student advocate by addressing student concerns related to teaching and learning.
8. Assist faculty and students in developing plans for success for improved student performance in the course.
9. Calculate final course grades and submit to Registrar.
10. Conduct course evaluations and summaries and use feedback from these to improve course delivery.

11. Verify Class Rosters each semester.

Clinical Course Coordinators:

1. Maintain relationships at the University and with clinical agencies to implement the curriculum and facilitate the attainment of course learning goals.
2. Communicate learning objectives for simulation and clinical learning experiences to faculty and students in the course.
3. Ensure that rubrics for evaluating practicum/clinical/simulation experiences and skills are standardized and appropriate for learning outcomes.
4. Direct clinical learning activities as follows:
 - a. Assist the clinical placement specialist in scheduling clinical/practicum with agencies.
 - b. Communicate concepts, associated learning outcomes, and student progress with clinical faculty/instructor/preceptor to facilitate student learning.
 - c. Plan Experiential Learning Center (ELC) activities with ELC Assistant Dean, ELC staff, and assigned course faculty to create a learning environment that encourages active learning, repetitive practice, and reflection.
 - d. Prepare documents as required by clinical or practicum agencies to reserve instructional space and facilitate student placement.
 - e. Maintain records of student/faculty/preceptor health or professional documents as required by the agency and the UWG contract.
 - f. Evaluate clinical agency/staff/preceptor effectiveness in meeting student and course learning outcomes.

Didactic Course Coordinator:

1. Foster faculty development in assessment and evaluation strategies and classroom management skills.
2. Collaborate with the team to fairly distribute course content and learning activities based on faculty expertise.
3. Coordinate content with the clinical/practicum course coordinator to align curriculum and content to maximize achievement of learning outcomes.
4. Implement THS SON Guidelines for Test Development/Administration as follows:
 - a. Coordinate the development and maintenance of course test banks in a secure manner.
 - b. Prepare final copies of the exam for administration to students.
 - c. Complete test analysis and test review activities.
 - d. Assist course co-faculty in writing/selecting test items based on NCLEX client needs

- categories or other standards and competencies for the respective programs.
- e. Assist in scheduling tests dates for standardized exams as appropriate for the course.

Role of the 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 Assistant Dean, the ELC nurse educators play a major role in faculty support and student instruction in skills and simulation. Specific responsibilities include:

1. Supervises day-to-day operations and maintenance of the skills and simulation suites, conducts skills and/or simulation activities, maintains and troubleshoots all types of patient simulators/task trainers, and associated audiovisual recording equipment, electronic health record documentation computers, and all other equipment used in ELC activities.
2. Collaborates with course faculty in planning, designing, organizing, and delivering skill and/or simulation lab activities based on INACSL standards to meet course outcomes.
3. Advocates for instructional methods that promote the development of critical thinking, problem-solving, clinical reasoning, and clinical competency for real life application.
4. Develops, prepares and programs professional nursing scenarios in simulation software, electronic health record documentation software and programming software.
5. Develops, maintains, troubleshoots, and evaluates the technology and the environment for simulated clinical learning to enhance skill development and mastery and adopts emerging technologies to meet instructional goals and outcomes.
6. Coordinates and collaborates with course faculty in developing evidence-based peer-reviewed rubrics and other appropriate competency measurements and participates in assessing student performance in skills and/or simulation and providing remediation if needed.
7. Develops and maintains a database to track skills and/or simulation scenarios including usage, set up requirements, costs, script, props, objectives and other items as assigned.
8. Assists in developing, writing and implementing, and updating policies and procedures related to skills and/or simulation based on the most recent evidence-based practice. Assist with setup, preparation, and clean-up for skills and/or simulation teaching/learning experiences.
9. Assists with supervision of lab student assistants

Role of the Clinical Placement Specialist (CPS)

The Clinical Placement Specialist is a vital part of the team that includes undergraduate program leadership (Associate Dean, Undergraduate Programs, BSN Program Director, ELC Assistant Dean) 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.
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.
8. Assists clinical course coordinators and BSN program director in communication with and support of clinical instructors through email, phone calls and site visits.
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.

Role of the Instructional Designer

The Instructional Designer position partners with and assists School of Nursing Administration, Faculty, Experiential Learning Center (ELC) Nurse Educators, UWG Distance Learning Instructional Designers and IT Staff with instructional technology that support academic excellence through online and simulation learning in the School of Nursing. This position helps plan, coordinate, and provide a broad range of

services, technologies, and tools that allow the school to operate efficiently including: a) administering the Learning Management System for the online components of School of Nursing the courses, b) managing ELC technology, and c) collaborating with IT personnel in managing other SON technologies.

Functions and Responsibilities:

1. Assists in the design, development, and delivery of quality online courses, simulation and lab experiences, and learning objectives. Supports faculty and ELC educators in utilization of technologies with face-to-face and online workshops, videos, job aids, consultation, and support. Serves as liaison to external technology vendors for purposes of troubleshooting and recommendations related to purchasing new technology and upgrading current technology.
2. Utilizes performance improvement processes. Assists administration, faculty, ELC educators and UWG distance learning and IT staff in identifying training related to technology and instructional design needs.
3. Helps evaluate online and simulation instructional materials and programs in consult with administration, faculty, and ELC educators. Responsible for installing, maintaining, updating, programming, and troubleshooting simulation and other technologies in the ELC. Collaborates with ELC assistant dean in maintaining inventories of technology related equipment.
4. Helps to ensure institutional effectiveness promoting, quality assurance in online courses and simulation activities, SACS and BOR accreditation guidelines, quality pedagogical and instructional methods, copyright, and ADA requirements. Serves on various committees and organizations. Other duties as assigned.

Role of the Graduate Studies Associate

The Graduate Studies Associate (GSA) administers, coordinates, documents and participates in the development, maintenance and analysis of a wide variety of systems and processes in the THS SON systems and processes. The GSA performs general administrative duties to support faculty and work as a team member of the administrative professional staff.

1. Provides primary leadership in all aspects of graduate program student activities, recruitment, application, admission, scholarships, progression and graduating processes.
2. Provides leadership and assistance in all other School of Nursing program student recruitment, application, admission, scholarships, progression and graduating processes as requested.

3. Assists with orientation for new and returning graduate students.
4. Reviews website pertaining to graduate programs and advise associate dean on needed updates.
5. Reviews and updates graduate faculty and student handbooks with guidance from associate dean/program director.
6. Routinely monitors course perimeters as applied to student account such as course fee application and count.
7. Performs routine but varied administrative duties to support faculty and contribute to the activities of professional administrative team.
8. Provides substantial support to the NFLP project manager, business and finance team members, and students in all aspects of the NFLP and other loan forgiveness programs.
9. Provides support for students/faculty with Qualtrics surveys and ProQuest applications. Serve on UWG and SO committees. Other duties as assigned.
10. Serves as liaison for all programs with various campus partners. Requests, analyzes and communicates information from Graduate School/Graduate School Dean on monthly basis in terms of SON matters, in conjunction with THS SON Dean, Associate Deans and Directors.
11. Maintains moderately complex electronic databases and record for faculty, staff and students related to undergraduate and graduate programs and off-campus sites (Banner, Filemaker Pro, etc.)
12. Develops, implements, and evaluates policies/procedures for obtaining, maintaining, and reporting required health, professional and credentialing requirements and their documentation, for all graduate students and graduate faculty, and undergraduate students as needed.

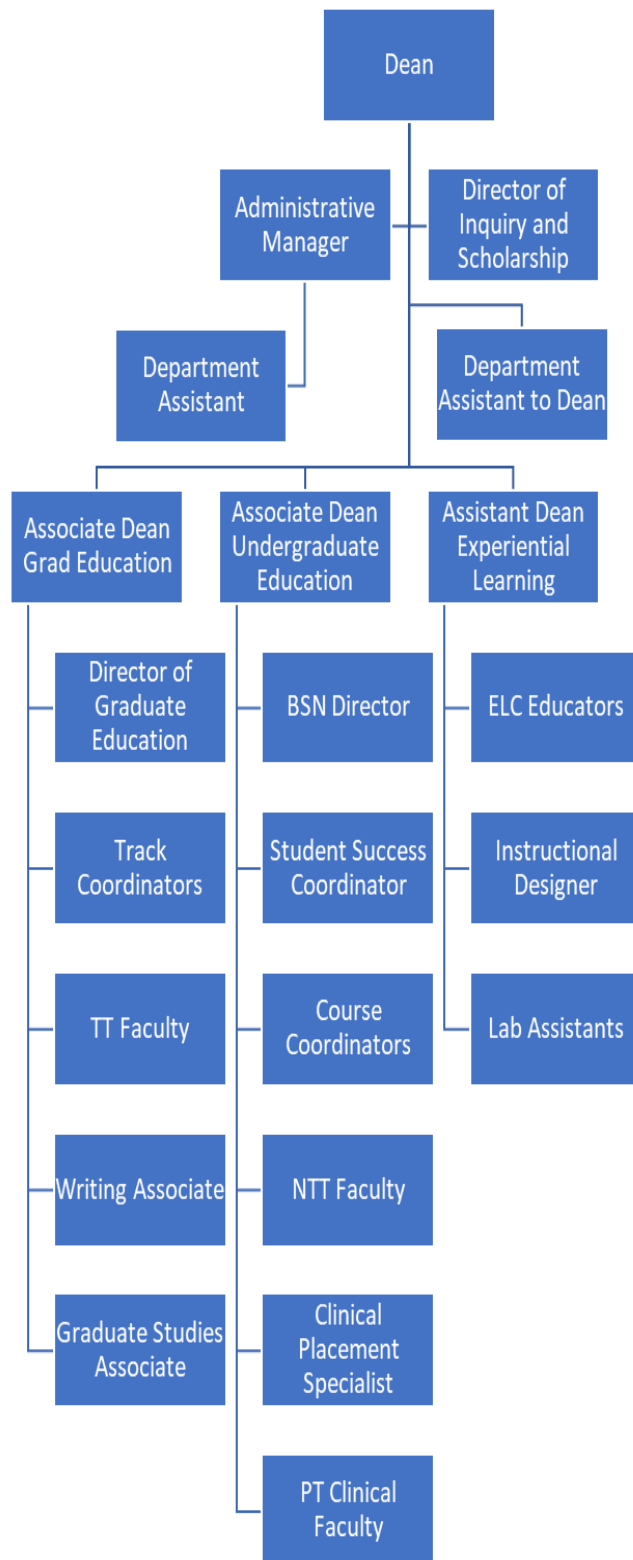
Role of the Graduate Writing Support Associate

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.

THS SON Organizational Chart
University Of West Georgia
Tanner Health System School of Nursing
 (Revised 2021)



UWG THS SON Social Media Guidelines

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 websites 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*, *Instagram*, *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, the school of nursing, and the student.
2. Course management system for academic and clinical coursework (grades and disciplinary) 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, nursing staff and/or students for social media use without written or verbal permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws (HIPAA and FERPA). If a news item, including pictures, is published on the UWG website, no additional permission is required to post on the UWG THS School of Nursing social media.
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.

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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.

American Nurses Association (2011). *Social networking principles toolkit*. Silver Spring, MD: Author.

American Nurses Association (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD:

Author.

Westrick, S. J. (2016). Nursing students' use of electronic social media: Law, ethics, and e-professionalism. *Nursing Education Perspectives*, 37(1), 16-22.

Vinson, K.E. The blurred boundaries of social networking in the legal field: Just "face" it (March 2011). *University of Memphis Law Review*, 41, p. 355, 2010: Suffolk University Law School Research Paper No. 20-37. Available at SSRN: <https://ssrn.com/abstract=1666462> or <http://dx.doi.org/10.2139/ssrn.1666462>

Student Mentoring Guidelines

Faculty may serve as preceptors by supervising students during practicum experiences. The preceptor role forms part of the mentoring responsibility faculty have in preparing the nurse generation of nurses who will become nurse educators and academic leaders of the future. By helping students achieve their learning objectives and professional development goals, faculty provide value to workforce development. Faculty serving as a preceptor for students enrolled at the Tanner Health System School of Nursing or an external institution must follow the guidelines below to avoid disruptions to student learning and ensure legal compliance with UWG contracts.

Part I: Faculty precepting students enrolled in a UWG THSSON program should:

- a. Notify course coordinators for all courses within which the student would have practicum hours.
- b. Meet with course coordinators and precepted students to discuss roles, expectations, and project implantation, which may affect class schedules or teaching-learning outcomes.
- c. Plan practicum experience with the Assistant Dean and staff for the Experiential Learning Center to optimize learning.
- d. Obtain approval from the Institutional Review Board and the appropriate Associate Dean for any planned research project before its implementation.

Part II: Upon acceptance to serve as a preceptor for a student outside of the Tanner Health System School of Nursing, faculty must:

- a. Contact the external institution to ensure that it has an established Memorandum of Understanding with UWG.
- b. The external institution must send a request to establish an MOU with UWG to the Associate Dean for Undergraduate or Graduate Studies as appropriate.
- c. The practicum site must submit a contract to the School of Nursing for UWG legal approval.
- d. Practicum student must provide health and insurance documents to THSSON for clearance and clinical credentialing prior to the start of the practicum experience
- e. Practicum student is limited to on-campus experiences only. The student from an external institution must not go to off-site clinical locations because they are not a UWG student and are NOT covered by THSSON contracts.
- f. Any student who is participating in off-campus clinical experience as part of their practicum must get their institution to establish a contract with the off-site location and submit proof of such contract to THSSON for approval before participating in any off-site experiences.
- g. Follow all processes listed under Part I above.

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: <https://uwosh.edu/mcnairscholars/becoming-a-faculty-research-member/mentor-program-and-compensation/>

Additional Nursing References for Mentoring New Faculty

1. Brown, H. N. (1999). Mentoring new faculty. *Nurse Educator*, 24(1), 48-51.

2. Cangelosi, P. R. (2004). A lack of qualified faculty: One school's solution. *Nurse Educator*, 29(5),186-188.
3. Gray, J. (1995). Resource manual on mentoring. Regional Health Occupations Resource Center. State of California Chancellor's office, California Community Colleges (note revision to be completed June 2006).
4. University of Texas-Houston, Health Science Center. (1997). Report of the task force on mentoring. Retrieved July 7, 2005 from: <http://www.uth.tmc.edu/ifc/taskforce.htm>
5. Williams, R., & Blackburn, R. T. (1988). Mentoring and junior faculty productivity. *Journal of Nursing Education*, 27(5), 204-209.

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Tanner Health System School of Nursing
University of West Georgia

New Faculty Quick Start Guide

- I. ***Faculty Mentoring Description:*** A Faculty Mentor will be assigned to you. See above guidelines.
 - II. ***Faculty Contracts:*** New faculty are offered a position via the letter of offer once approved and signed by the Provost. Each following year, a faculty member will receive a contract for the upcoming year. They will be emailed to you for electronic signature.
 - III. ***Human Resources:*** Human Resources is notified by the THS SON search committee when an approved vacancy is filled. HR will email or mail out an information packet to all full-time and part-time employees upon hire. Read and complete any instructions in full. All employees must have completed HR's requirements within three days of their contract (hire) date. This is a must. SON administrative staff will email further VPAA or THS SON needed on-boarding requirements.
 - a. How to get a University ID (Wolves' card):

Upon your first day on campus, Human Resources will coordinate with the card office for you to acquire a UWG ID card. You may visit the UWG Wolves Card Office, located in the University Community Center (UCC), to acquire your UWG ID. Please bring a valid form of identification for this purpose. The University ID Card is your official faculty university identification card and is required. It will be used for access to the SON 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.
 - 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 Tag, annual fee:*** Faculty/Staff & contract employees - cost is TBD and payable annually at parking service in the Momentum Center.
- Employees must obtain their hang tag immediately following orientation with Human Resources or when they become available. 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>

V. **Phone:** Number, voicemail initial set up – the THS SON Building Manager will acquire your assigned phone number and contact ITS to update the caller ID and reset voicemail. Please see the [ITS website](#) for phone setup and voicemail instructions.

VI. **Faculty phone list:** Tanner Health System School of Nursing Faculty/Staff list will be sent out each year by email.

VII. **Important University support list:** Faculty/Staff phone directory for campus wide are available by searching for individual people or departments on the UWG website.

VIII. **Email Accounts and IT Support:**

- You will have to sign an Information Technology Services AUTHORIZATION RELEASE FORM once your UWG email address set up. Please submit back to the SON Administrative Manager. You will then set up your email account and only use this account for UWG business.
- 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.

- UWG online offers a variety of support for on-line teaching. See the Online Faculty Development Center at <https://uwgonline.westga.edu/>
- 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.
- 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. The Gen VPN will allow you to:

- Send email using the campus mail servers, just as you do while on campus
- Work in Banner, BanWeb, PeopleSoft programs
- Connect remotely to your campus Windows based computer Please see <https://www.westga.edu/its/infrastructure-operations/globalprotect-vpn.php> 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 found on the shared THS SON drive (updates will follow). Please download fill it out and email it to the Dean and her assistant for approval signature. Once travel is completed faculty create their own travel expense reimbursement statement via the electronic PeopleSoft System <https://www.usg.edu/gafirst-fin/>. Types of travel are conference, appointed training, off-campus teaching, and clinical travel. Approved expenses may be submitted for airfare, lodging, meals, miscellaneous expenses and mileage. The Building Manager will work with you on any questions and how to submit your travel. You can also visit the Travel website at <https://www.westga.edu/travel/> for guidelines, policies and other information. Complete a UWG Travel Authorization form before planning a trip for conferences and other meetings that are not related to instruction:

Guidelines for Decisions Related to Financial Support of Conference Attendance and Professional Development

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:
 - Podium presentation of at least 30 minutes
 - Acceptance rate is 25% or less, conference attendance is substantial
 - In the case of multiple authors, only one author will be supported
 - 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.

THS SON Center for Nursing Education Excellence, Guidance for Grant Submission & Approval

Tanner Health System School of Nursing Center for Nursing Education Excellence Guidance for Grant Submission and Approval

Grant submission requires collaboration with the UWG Office of Research & Sponsored Projects and approval/support from the Dean. Please use this process to guide you in applying for grant funding.



XI. TAP (Tuition Assistance Program)

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

XII. 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 Graduation Celebration, Sigma Theta Tau Induction Ceremony in spring if a member. UWG Fall, Spring and Summer commencement ceremonies, and honor's convocation as required by UWG and/or SON. Additional meetings may be required and announced as such.

XIII. Mandatory Annual Employee Training:

https://www.westga.edu/hr/assets-hrpay/docs/devwest_instructions.pdf

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, Assistant Dean, and the Director of Scholarship & Inquiry 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**
 - Annually

- When a promotion is sought
- **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).
4. Updated interfolio.

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' success activities 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 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: Edossier for Tenure Track Faculty.
- 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, dissertations, and research such as scholarly projects and theses.
- Noteworthy involvement in student success activities.

Peer Teaching Observation as Evidence-Based Teaching

(Approved 2/28/05, Updated 5/4/2017; 11/19/2022)

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. 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 Student Success

All University and Tanner Health System School of Nursing faculty are expected to provide noteworthy involvement in student success activities. Examples include student publications, student presentations.

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.

Evaluation of Professional Growth and Development – Boyer Model

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

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- American Association of Schools of Nursing. (2018). *Position statement on defining scholarship for academic nursing*. Washington, DC: Author.

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.

Faculty should list and explain in each category which activities contribute to or enhance student success, consistently identifying these by insertion of an asterisk (*) with each Student Success Activity. In addition, faculty may include student success activities that are not embedded in the other category.

TANNER HEALTH SYSTEM SCHOOL OF NURSING
Guidelines for Faculty Appointment, Promotion, & Tenure

Assistant Professor

	Assistant Professor Tenure-Track Faculty (Revised 11/16/2016, 07/15/18, 10/19/22)	Assistant Professor Non- Tenure Track Faculty (Revised 11/16/2016, 07/15/18, 10/19/22)
Teaching	<ul style="list-style-type: none"> • Demonstrates teaching effectiveness. • Articulates/demonstrates a philosophy of teaching and learning congruent with the THS School of Nursing. • Shows evidence of content knowledge and/or clinical expertise. • Presents evidence of quality from student evaluations and at least two other evidentiary sources. • Evidence of teaching that incorporates community-engaged approaches and methods <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Demonstrates effective teaching in courses with laboratory or clinical components • Articulates/demonstrates a philosophy of teaching and learning congruent with the SON • Displays clinical expertise and knowledge in the designated content areas. • Presents evidence of quality from student evaluations and at least two other evidentiary sources. • See Boyer's Model above for teaching evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>
Professional Service	<ul style="list-style-type: none"> • Demonstrates potential for successful participation on THS SON and University committees. • Participates in community/professional organizations at the local and state level. • Presents evidence of quality from committee service and at least two other evidentiary sources. • Successful service that includes community engaged approaches and methods • See Boyers Model above for evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Demonstrates potential for effective student advising and counseling. • Participates in THS SON committees and community/professional activities as appropriate. • Presents evidence of quality from committee service and at least two other evidentiary sources. • See Boyers Model above for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

	Assistant Professor Tenure-Track Faculty (Revised 11/16/2016, 07/15/18, 10/19/22)	Assistant Professor Non- Tenure Track Faculty (Revised 11/16/2016, 07/15/18, 10/19/22)
Professional Growth and Development	<ul style="list-style-type: none"> • Doctorate in nursing/related field and a master's degree in nursing. • Demonstrates potential as a scholar by selecting an area of scholarship as defined by Boyer and a particular focus within that area. • Submits manuscripts/abstracts for professional publication/presentation. • Publishes/presents manuscripts/abstracts or completes at least one scholarly project every two years. • Presents evidence of quality from at least two evidentiary sources. • Potential for professional certification in teaching, clinical area of expertise and/or other appropriate certifications. • Obtains continuing education credits (CEUs) to maintain professional licensure. • 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. • Evidence of scholarship that uses community engaged approaches and methods • See Boyer's evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Master's degree in Nursing • Demonstrates the ability to apply current nursing knowledge, theory, research, and professional standards to teaching and/or practice. • Potential for professional certification in teaching, clinical area of expertise and/or other appropriate certifications. • Obtains continuing education credits (CEUs) to maintain professional licensure. • 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. • Presents evidence of quality from at least two evidentiary sources. • See Boyer's evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

Associate Professor

	Associate Professor Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)	Associate Professor Non Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)
Teaching	<ul style="list-style-type: none"> • Demonstrates excellence in teaching. • Articulates/demonstrates a philosophy of teaching and learning congruent with the THS SON • Maintains excellent content knowledge and/or clinical expertise. • Contributes to curricular and/or program development and evaluation. • Presents evidence of quality from student evaluations and at least three other evidentiary sources. • Evidence of teaching that incorporates community-engaged approaches and methods • See Boyers Model above <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Demonstrates excellence in teaching • Articulates/demonstrates a philosophy of teaching and learning congruent with the THS SON • Maintains excellent content knowledge and clinical expertise • Contributes to curricular and/or program development and evaluation. • Presents evidence of quality from student evaluations and at least three other evidentiary sources. • See Boyers Model above for teaching evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>
Professional Service	<ul style="list-style-type: none"> • Contributes significantly to the institution by active leadership as chair in THS SON/University committees. • Provides leadership to community service organizations. • Presents evidence of quality from committee service and at least three other evidentiary sources. • Successful service that includes community-engaged approaches and methods. • See Boyer's Model above for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Contributes to the institution by active leadership in THS SON/University committees • Provides leadership to community service organizations • Presents evidence of quality from committee service and at least three other evidentiary sources. • See Boyer's Model above for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

	Associate Professor Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)	Associate Professor Non Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)
Professional Growth and Development	<ul style="list-style-type: none"> • Doctorate in nursing/related field and a master's degree in nursing • Demonstrates significant contributions 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. • 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 • 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. • See Boyer's Model for evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • Terminal degree in Nursing. • Contributes to the body of knowledge in nursing through presentations, publications and scholarly projects. • Presents evidence of quality from at least three evidentiary sources. • Present evidence of quality from at least three evidentiary sources. • Professional certification in teaching, area of clinical practice or other appropriate areas of certifications. • Obtains continuing education credits (CEUs) to maintain professional licensure and academic expertise. • Maintains clinical knowledge and expertise through a variety of means. • See Boyer's Model for evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

Professor

	Professor Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)	Professor Non Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)
Teaching	<ul style="list-style-type: none"> • 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 Boyer's Model for evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • 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 • Presents evidence of quality from student evaluations and at least four other evidentiary sources. • See Boyer's Model for evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>
Professional Service	<ul style="list-style-type: none"> • Demonstrates of 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. • Successful service that includes community-engaged approaches and methods. • See Boyer's Model for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • 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 Boyer's Model for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

	Professor Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)	Professor Non Tenure-Track Faculty (Revised 11/16/2016, 10/19/2022)
Professional Growth & Development	<ul style="list-style-type: none"> • 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 • 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 • 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 Boyer's Model for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>	<ul style="list-style-type: none"> • 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. • 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 Boyer's Model for service evidentiary sources. <p>*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.</p>

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:

Minimum for All Institutions in All Professional Ranks for Tenure

The minimum criteria for tenure are demonstrating:

1. Excellence and effectiveness in teaching and instruction;
2. Academic achievement, as appropriate to the institution's mission;
3. Outstanding service to the institution, profession, or community; and,
4. Professional growth and development.

*Student Success Activities. Demonstration of activities in faculty teaching, service, and professional growth and development that deepen student learning and engagement.

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.

Electronic Dossier Preparation Guide

Tenure Track: Pre-Tenure, Tenure, Post Tenure and/or Promotion in Rank

Non-tenure Track: 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

Pre-tenure assistant professors, tenure track, are required to have a pre-tenure review completed by the end of the second semester of the third year. For post-tenure review 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. Each year the post-tenure reviews will be completed before the end of the Fall term.

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.

Electronic Dossier Preparation Guide: Tenure Track Faculty

Third Year Review, Promotion, and Post Tenure Review Faculty Electronic Dossier Guide

Electronic documentation in the University of West Georgia (UWG) faculty eDossier template is required for all formal faculty reviews for promotion and tenure. The template can be found on the shared Google Drive: UWG eDossier Templates and Directions. On the shared drive you will find the eDossier templates, the UWG eDossier guide, directions to create your eDossier, directions to transfer ownership, how to make a personal copy of your eDossier, and videos for each step of the process. After you create your eDossier, it will be housed in Google sites which can be accessed from your UWG email page. Each of the templates are set up to follow UWG guidelines in the UWG faculty handbook pages 10-25.

Faculty are encouraged to develop their eDossier so that their accomplishments are clear, easy to interpret and presented in a manner that best highlights their work. In the Introduction section, the Candidate's Letter to the Committee provides an overview of the eDossier. The eDossier should provide clear, concise, and convincing evidence to demonstrate that the candidate has met the USG/UWG and SON criteria in each of the three specified areas: 1) Teaching, 2) Professional Service, and 3) Professional Development and Growth. Each of the three sections begins with a Summary Statement to provide a narrative with qualitative and quantitative summaries of accomplishments. Each section contains pages for the criterion outlined in the UWG faculty handbook. Each of the pages should be aligned with the Summary Statement. If one of the pages is not needed, you can hide the page in the Edossier rather than deleting it. Faculty should list and explain in each category which activities contribute to or enhance student success, consistently identifying these by insertion of an asterisk (*) with each Student Success Activity. In addition, faculty may include student success activities that are not embedded in the other categories.

The eDossier must be submitted to the Promotion and Tenure Advisory committee (PTAC) by the date set by the THSSON dean for pre-review. The PTAC, the associate dean, and the dean will conduct a pre-review before the final submission. After the final eDossier submission, no changes to the eDossier can be made. The dates for the Provost and University President review will be announced to the appropriate faculty by the THSSON dean.

The Promotion and Tenure Advisory committee members are available to assist you.

Pre-Tenure Review

The following document provides guidelines for the pre-tenure review in the Tanner Health System School of Nursing. It delineates how the University and School Guidelines (see "Pre-Tenure Review" in Section 102.0201 of the *UWG Faculty Handbook*) will be implemented. Tenure track faculty will create an eDossier.

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 Review of Faculty by Associate Dean

The recommendations of the Committee will be forwarded to the Associate Dean of Graduate Education of the Tanner Health System School of Nursing. The Associate Dean's role in the pre-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

Pre-Tenure Review of Faculty by Dean

The Dean's role in the Pre-Tenure review will be to evaluate the recommendations and meet with 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** as well as the eDossier.

School of Nursing Promotion & 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 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 Education of the Tanner Health System School of Nursing. 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 the faculty's e-Dossier.

Promotion and Tenure Review of Faculty by Dean

The Dean's role in the promotion and tenure review will be to evaluate the recommendations and meet with 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 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 Review

The following document provides guidelines for the post-tenure 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 the faculty's e-Dossier.

Post-Tenure Review of Faculty by Associate Dean

For Post-tenure review, 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 Review of Faculty by Dean

The Dean's role in the Post-Tenure review will be to evaluate the recommendations and meet with 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 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 103.0202. 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 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 103.03 in the University of West Georgia Faculty Handbook for Promotion. and time limitations for tenure track, refer to 103.0402 in University of West Georgia Faculty Handbook Guidelines.

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- semesters.

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, student success coordinator, and director of inquiry & scholarship
- 6 hours release for assistant and 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 capstone practicum experience, 0.25 workload credit is allocated for clinical specialty practice.
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) – Course Evaluations

All Faculty members with instructional responsibility must remind students to take the opportunity to evaluate courses and the quality of instruction sometime during the final week of classes. Students are prompted in Course Den to fill out the SEI towards the end of each semester, faculty should remind them of this important process. Faculty will have access to view the completed SEI several weeks after each semester has been completed. Access to login is: <https://www.westga.edu/administration/provost/course-evaluations.php>

Faculty can access all online course SEI's from previous semester's with this login. Faculty that taught classes prior online course evaluations (prior to 2020) can request a scanned copy of their old SEI from the THS SON building manager.

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

- 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 document

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 on the following page.

Curriculum Vitae Blueprint

Jenny Brazeal Hamner Schuessler, PhD, RN | Curriculum Vitae

1601 Maple Street | Carrollton, GA 30118 | 678.839.5640 | jschuess@westga.edu

EDUCATION

1994	PhD	Nursing	University of Alabama at Birmingham
Year	MSN	Nursing, Specialization in Education	University of Caring
Year	BSN	Nursing, Magna cum laude	University of West Georgia

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

LICENSURE AND CERTIFICATION

1988-Present	RNXXXX – Registered Nurse, State of Georgia
2015-Present	Certified Nurse Educator (CNE) National League for Nursing
2015-Present	BLS for Healthcare Providers, American Heart Association
2015-Present	Certified Online Instructor, University of West Georgia

PROFESSIONAL EXPERIENCE

2014-Present GA	Professor and Dean, Nursing	University of West Georgia, Carrollton,
2012-2014	Betty McClendon Fuller Endowed Professor	Auburn University, Auburn, AL
2008-2014	Associate Dean, Nursing	Auburn University, Auburn, AL
2000-2008	Assistant Dean, Nursing	Auburn University, Auburn, AL
1990-2000	Faculty, Nursing	Auburn University, Auburn, AL
1990-2004	Staff Nurse	East Alabama Medical Center, Opelika, AL

TEACHING RESPONSIBILITIES

University of West Georgia, Tanner Health System School of Nursing

2015-Present	Online and didactic instruction in MSN and EdD programs
	<ul style="list-style-type: none">NURS 6111 Nurse Educator Role Practicum I, Course FacultyNURS 6112 Nurse Educator Role Practicum II, Course FacultyNURS 9015 Dissertation, Course Faculty

Auburn University School of Nursing

1990-2014	Online and didactic instruction in BSN program
2010-2014	Major Teaching Responsibilities
	<ul style="list-style-type: none">NURS 4230/4231 Professional Nursing Concepts: Chronic Complex and Critical Conditions, Course coordinator Fall 2011- Spring 2013NURS 3230/3231 Professional Nursing Concepts: Acute and Commonly Occurring Conditions, New course and website development, InstructorNURS 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
	<ul style="list-style-type: none">Duah, O. <i>Integrating Clinical Concepts into the Clinical Learning Experience</i>.Morgan, K. <i>Annual Skills Fair to Improve Nurse Competency</i>.Pugsley, L. <i>Interprofessional Collaboration in First Year BSN Nursing Students</i>.

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

Rosser, C., *An Exploration of Cleft Lip and Palate: Current Trends and Issues*. BSN, Auburn University, Graduated Spring 2011.

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 and 2012). Influenza Vaccination Program for Rural Alabama Public School Children. Funded by HNH Immunizations Inc. Funded outreach (\$6,000-2013; \$22,000- 2012).

Hamner, J.B., Wilder, B., and Byrd, L. (2008). Student reflections of a Community-Based Service Learning Partnership. Not Funded.

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

Refereed: National, Regional or State

Wise, D., **Schuessler, J.B.**, Cody, L. and Davison, D. (2017) *Lessons Learned in Designing and Implementing a Mission Focused Study Abroad Course*. American Association of Colleges of Nursing's Global Alliance for Leadership in Nursing Education and Science Conference, Miami Florida. (Concurrent national podium presentation presented by D. Wise)

Invited: National, Regional, State, and Local

Schuessler, J.B. (2002). *Cardiovascular Disease in Women*. Women's Federation of Alabama, Dothan Alabama (State keynote Address).

If many presentations, divide into categories Teaching, Data-Based, Practice/Service

HONORS 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 <ul style="list-style-type: none">• Southern Regional Education Board of Directors (elected)• Research Committee Liaison (appointed)

INSTITUTIONAL SERVICE

University of West Georgia

2016-2017 Chair, College of Arts and Humanities Internal Dean Search Committee
 2016 Chief of Police Search Committee

Tanner Health System School of Nursing, UWG

2015-present NFLP ad hoc Review Task Force
 2015-present Chair, Ad hoc Health Care Options Task Forces (RT, IT)

List service like this for all Universities where previously employed

PROFESSIONAL AND COMMUNITY SERVICE

Tanner Health System Get Healthy, Live Well Community Coalition	2016-Present
• Chair, Access to Care Committee	

Manuscript Reviewer

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

Judge, Georgia Science and Engineering Fair	2012
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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

Student Evaluation of Instruction (SEI) Questions to Students

(100% online for all courses starting 2020. SEI questions listed below, updated starting Fall 2022)

All Questions are answered with a five point scale of 1 – 5, with a range of 1 = equaling Strongly Disagree, and 5 = Strongly Agree.

I. Quantitative Section

1. I engaged with the course materials.
2. I did my best to prepare for and participate in this course.
3. I had access to the technology required for this course.
4. When I struggled in the course, I sought help.
5. Course activities helped me to learn the subject matter.
6. Course assignments helped me to understand the subject matter.
7. The instructor presented the course content effectively.
8. Required course texts and/or materials helped me to understand the subject matter.
9. Assessments were reflective of course material.
10. Assessments required me to use problem solving critical thinking and/or creative thought.

II. Quantitative Instructor

11. The syllabus clearly outlined course expectations and evaluations of student work.
12. The instructor provided helpful feedback on assignments.
13. The instructor communicates effectively.
14. The instructor demonstrates respect for students.
15. The instructor is receptive and responsive to the sharing of ideas during course discussions.
16. The instructor offers and is available for individual assistance.

III. Open Ended Questions

17. Explain what supported your learning in this course, and provide any suggestions for change.
18. Comment specifically on how texts, materials, assignments, and/or activities contributed to your learning.
19. Comment specifically on the instructor's overall effectiveness in this course.

**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 tabs, using scale with comments. Note the N/A option as appropriate. Please refer to the SON Student Success Activities Table to assist with addressing student success in teaching, profession growth and scholarly development categories).

EXPECTATIONS:

- 5 = Exemplary (Significantly Exceeds Expectations): Work performance that is consistently superior and is seldom equaled in overall contribution. This is reflected by accomplishments well beyond expectations. These conditions exist on a continual rather than occasional basis.
- 4 = Exceeds Expectations: Work performance exceeds specific job expectations in most areas of responsibility. Accomplishments are above expected levels and employee sustains uniformly high performance.
- 3 = Meets Expectations: Work performance that consistently completes job tasks as expected in terms of quality and schedule. Performance can be described as solid and fully competent in all aspects of job content and expectations.
- 2 = Needs Improvement: Work performance that sometimes fails to meet the standards for the tasks. Performance is below minimum job expectations; improvement is essential.
- 1 = Unsatisfactory (Does not meet expectations): work performance fails to meet the standards for the tasks. Improvement is required within a specified period to maintain employment.
- Not Applicable (N/A): This field is not relative to position.

There are four evaluation sections to fill out using the above instructions:

1. Teaching
2. Professional Growth & Scholarly Development
3. Service
4. Professionalism

TEACHING (___%)	Self	Assoc. Dean	EVIDENCE/ COMMENTS
A. Teaching in congruence with THS SON/University mission and philosophy.			
a. Teaches in a manner that reflects the UWG and SON philosophy and mission, and strategic plan.			
b. Demonstrates caring in the teaching environment.			
2. Teaching effectiveness			
a. Uses innovative and evidence-based pedagogies/practices in online and F2F classroom/clinical setting; uses active learning strategies.			
b. Employs information technology competently.			
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.			
3. Evaluation of teaching			
a. Earns positive student evaluations of teaching effectiveness.			
b. Earns positive peer evaluations of teaching effectiveness.			
c. Uses self-evaluation/Associate Dean's evaluation data to improve teaching.			
4. Curricular and/or program development and evaluation activities			
a. Actively contributes to curricular and/or program development and evaluation.			
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.			
5. Mentoring			
a. Mentors new/other faculty in the development of teaching, service, and scholarship.			
6. Student Success Initiatives – Provides examples of teaching/learning approaches aimed at student success			
Average for Teaching			
Weighted Average for Teaching			

PROFESSIONAL GROWTH AND SCHOLARLY DEVELOPMENT (____%)	Self	Assoc. Dean	EVIDENCE/ COMMENTS
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			
a. Publishes peer-reviewed and/or invited papers.			
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			
5. Student Success Initiatives – Provides examples of professional growth and scholarly development activities that support student success			
Average for PG & SD			
Weighted Average for PG & SD			

SERVICE (____%)	Self	Assoc. Dean	EVIDENCE/ COMMENTS
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.			
3. Student Success Initiatives - Actively participates in service activities that focus on student success.			
Average for Service			
Weighted Average for Service			
Overall Average			
Overall Weighted Average			

PROFESSIONAL BEHAVIORS	Self	Assoc. Dean	EVIDENCE/ COMMENTS
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.			

Courses SEI, Work Load and Signatures

Semester	Course Taught	# of Students

Workload Hours	
Fall Semester	
Spring Semester	

SEI Student Evaluation Data		
Mean Rating	Quantitative Section Questions 4 – 13	Quantitative Instructor Questions 14 - 19

Faculty Comments:

Faculty Signature: _____

Dean Comments:

Dean Signature: _____

THS SON Annual Evaluation Summary Form

Name _____

Rank _____

Department _____

Review Period _____

Date Submitted _____

Track (teaching, research, administrative) _____

Note for evaluations below: the % indicates workload for each of the three areas and should sum to 100%. The workload % for each area of the faculty evaluation should match the corresponding % for each area of the supervisor evaluation. Student success is considered holistically and has no % of workload. The overall evaluation should be weighted based upon the workload percentage for each area.

Faculty self-evaluation (1-5 for each area)

1: Does Not Meet Expectations | 2: Needs Improvement | 3: Meets Expectations | 4: Exceeds Expectations | 5: Exemplary

	%	(1-5)
Teaching	_____	_____
Service	_____	_____
Professional development, scholarship, creative activity, research	_____	_____
Student success	_____	_____
OVERALL (<i>weighted based upon % workload</i>)	_____	_____

Supervisor evaluation of faculty (1-5 for each area)

1: Does Not Meet Expectations | 2: Needs Improvement | 3: Meets Expectations | 4: Exceeds Expectations | 5: Exemplary

	%	(1-5)
Teaching	_____	_____
Service	_____	_____
Professional development, scholarship, creative activity, research	_____	_____
Student success	_____	_____
OVERALL (<i>weighted based upon % workload</i>)	_____	_____

Department Chair _____

Name

Signature

Date

Faculty

Name

Signature

Date

Comments

Optional comments may be added by the faculty and department chair during the review process and will be included when the evaluation is submitted to the dean.

The following can either be answered in a separate narrative or be inserted into each section below – whatever is most clear to present the work of the faculty during the review period.

Establishing clear connections to past goals, current outcomes, and future plans help define the ongoing work that faculty conduct, especially in areas that span multiple review periods (longitudinal scholarship, evolution of curricula, etc.).

Goals/targets as established at the beginning of the review period

Please include comments/summary of goals as previously established for this review period.

Teaching

Service

Professional development, scholarship, creative activity, research

Student success

Accomplishments during the review period

Please summarize your accomplishments and outcomes achieved during this review period.

Teaching

Service

Professional development, scholarship, creative activity, research

Student success

Goals/targets for the upcoming review period

Please establish goals, proposing what you will accomplish in the upcoming year. These will be reviewed/discussed with the department chair.

Teaching

Service

Professional development, scholarship, creative activity, research

Student success

Comments

Optional comments may be added by the faculty and department chair during the review process and will be included when the evaluation is submitted to the dean.

**Tanner Health System School of Nursing
Peer Review for Online Courses Form**

Course Reviewed

Professor		Course Name	
Course Code:		Section Number	
Course Digits		Semester	

General Comments

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Reviewer:

Signature

Date

Peer Review for Online Courses

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

The 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 provides feedback and meets with the course instructor to discuss it. The feedback can be included in their dossier if the instructor chooses 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.

Chickering, A. & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin* (39)7.

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.

Examples of evidence to look for:

- A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns.
- The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants.
- The instructor initiates contact with, or respond to, students on a regular basis in order to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days, such as might be the case during professional travel).
- A prominent announcement 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.
- The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, Adobe Connect Pro) to accommodate distance students.
- Student inquiries are responded in a timely manner.
- The instructor provides students with interaction space for study groups, "hallway conversations," etc.

Where to look:

- Discussion forums
- E-mail messages
- Posted announcements
- Course syllabus
- Chat space

Resources:

Feedback for the Instructor

Evidence Found:

Strengths:

]Suggestions for Improvement:

<ul style="list-style-type: none"> ● “Small Teaching Online” (podcast) ● “Becoming an Authentic Online Teacher” (podcast) ● “I Am Not a Robot” ● “Being Present in Your Online Course” ● “Managing Your Online Class” ● UWG Online Knowledge Base ● Video Note ● Intelligent Agents ● Customize Course Using Replace Strings 	
<p>Principle 2: Good practice develops reciprocity and cooperation among students.</p> <p>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.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> ● Regular opportunities for students to engage in one or more of the following activities: ● Formal and/or informal discussions of course topics ● Collaborative course assignments ● Study groups ● A "meet one another" activity at the beginning of the course so students can begin to make personal connections. ● Encouragement to students to strengthen their online presence in the course by sharing links to their e-portfolio, personal Website, and/or posting a photo of themselves to the class Web space (e.g., their ANGEL profile). ● Group assignments that follow the basic tenets of cooperative learning (see Resources, below) in order to avoid the common pitfalls of "group work." ● An explanation of the criteria for “good” discussion participation. 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Suggestions for Improvement:</p>

<ul style="list-style-type: none"> ● Modeling of good discussion participation practices by the instructor. ● Discussion prompts that help to guide and elicit student participation in class discussion activities. ● Instructor <i>facilitation</i> of class discussions by encouraging, probing, questioning, summarizing, etc. ● Student interaction space(s) for study groups, "hallway conversations," etc. <p>Where to look:</p> <ul style="list-style-type: none"> ● Instructional materials / Assignment directions ● Discussion forums ● E-mail messages ● Course syllabus ● Chat space <p>Resources:</p> <ul style="list-style-type: none"> ● “Fostering Student-to-Student Connections” ● “An Overview of Cooperative Learning” ● “How-to Facilitate Robust Online Discussions” ● “Fostering Student Interaction in the Online Classroom” ● Leveraging Bloom’s Taxonomy to Elevate Discussion Boards in Online Courses ● Video Note ● Baird, D., & Fisher, M. (2005). “Neomillennial user experience design strategies: Utilizing social networking media to support ‘ALWAYS ON’ learning styles. Journal of Educational Technology Systems. 24(1) pp. 5-32. ● Nilson, L., & Goodson, L., (2018). Online teaching at its best: Merging instructional design with teaching and learning research. 	
<p>Principle 3: Good practice encourages active learning.</p> <p>Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information. Empirical support for the positive impact of active learning on student achievement is extensive.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> ● Student activities that involve one or more of the following: ● Active use of writing, speaking, and other forms of self-expression 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Suggestions for Improvement:</p>

- Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of library, electronic/computer and other resources, and quantitative reasoning and interpretation, as applicable)
- Engagement in collaborative learning activities
- Application of intercultural and international competence
- Dialogue pertaining to social behavior, community, and scholarly conduct
- For General Education courses, three or more of these activities are integrated into courses offered in the knowledge domains.
- Opportunities for students to “customize” their learning by tailoring assignments to their personal and professional interests and needs.
- Examples of student work where they:
 - Think, talk, or write about their learning
 - Reflect, relate, organize, apply, synthesize, or evaluate information
 - Perform research, lab or studio work, or physical activities
 - Participate in, design, or develop educational games and simulations.

Where to look:

- Course syllabus
- Instructional materials
- Assignment dropboxes
- e-Portfolios
- Discussion forums

Resources:

- [“If At First You Don’t Fail, Try, Try Again”](#)
- [“Active Learning in Online Courses”](#) (University of Florida)
- [“Promoting Active Learning”](#)
- [“Inquiry-based Learning”](#)
- [“How-to Facilitate Robust Online Discussions”](#)
- [“Metacognition”](#)
- [“Take My Advice: Seventeen instructors offer guidance for colleagues teaching an online course for the first time \(and for those seeking a few new ideas\)”](#)
- If you are teaching a hybrid course or have any physical meetings at all, here is a collaborative document that makes suggestions for Active

<p>Learning while physical distancing</p> <ul style="list-style-type: none"> ● Sharpe, R., & Oliver, M. (2007). Designing courses for e-learning. In G. Conole & M. Oliver (Eds.) <i>Contemporary perspectives in e-learning research: Themes, methods, and impact on practice</i>. (pp. 41-51). London, UK: Routledge. ● EdPuzzle 	
<p>Principle 4: Good practice gives prompt feedback.</p> <p>Instructors help students frequently assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> ● Information about course feedback methods and standards on the course syllabus. ● Option (or requirement) for students to submit drafts of assignments for instructor feedback. ● Meaningful feedback on student assignments that is provided within a publicized, and reasonable, time frame. ● Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed. ● Clearly communicated course and individual assignment grading criteria. ● Up-to-date, student-accessible course gradebook. ● An open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities. ● Student surveys that provide the instructor with feedback for course improvement. ● Examples of student work that demonstrate advancement toward learning goals. <p>Where to look:</p> <ul style="list-style-type: none"> ● Course syllabus ● Instructional materials / Assignment directions ● Assignment dropboxes and e-portfolios ● Course gradebook ● Discussion forums ● Survey instruments 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Suggestions for Improvement:</p>

<p>Resources:</p> <ul style="list-style-type: none"> • “5 Research-based Tips for Providing Students with Meaningful Feedback” • “Improve Feedback with Audio and Video Commentary” • How to Give Your Students Better Feedback with Technology • Howard E. Aldrich. 2002. “Your Paper’s on the Floor, Outside My Door.” National Teaching & Learning Forum, 12, 1: 10. • “Student Evaluations of Teaching” (Vanderbilt University) • “How to Increase Response Rates for Online Evaluations” (Center for Teaching Innovation: Cornell University) • Cognitive Wrapper Assessment • Whole Class Feedback with links to some articles that might explain common issues noticed, such as Comma Usage and provide an optional interactive practice quiz like this one from Khan Academy: Meet the Comma. • Blog: Whole-Class Feedback: Making It Work At a Distance • Blog: Whole-Class Feedback: Improve the Curriculum, Not Just the Pupil with Examples Linked • Video Note • Inline Feedback • Rubrics • Turnitin and Grademark 	
<p>Principle 5: Good education emphasizes time on task.</p> <p>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.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> • A published course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly. • Information on the course syllabus that provides an estimate of the amount of time students should spend on the course (e.g., “On average, most students spend eight hours per week working on course assignments. Your workload may be more or less depending on your prior experience with computing and the Web in general, and with this subject in particular.”) 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Suggestions for Improvement:</p>

<ul style="list-style-type: none"> • Time-to-completion information on course assignments (e.g., “This assignment should take you approximately 2 hours to complete.”) • Course-specific study tips that provide students with strategies for utilizing their time well. • Assignment feedback that provides students with information on where to focus their studies. • Assignment due dates and timeframes that 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. • Course statistics that demonstrate that time-to-completion and weekly time-on-task estimates are on target. <p>Where to look:</p> <ul style="list-style-type: none"> • Course syllabus • Instructional materials / Assignment directions • Assignment dropboxes and e-portfolios <p>Resources:</p> <ul style="list-style-type: none"> • “Online Course Design: Time on Task” • How Students Develop Online Learning Skills (Educause Review) • “Walking a Mile in Our Students’ Shoes” • Quality Matters Workshops • Conditional Release 	
<p>Principle 6: Good practice communicates high expectations.</p> <p>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.</p> <p>Examples of evidence to look for:</p> <ul style="list-style-type: none"> • Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course. • Explanation of course learning goals and how assignments are 	<p>Feedback for the Instructor</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Suggestions for Improvement:</p>

<p>designed to help students achieve those goals.</p> <ul style="list-style-type: none"> ● Frequent feedback provided to students through written explanations and detailed feedback on assignments. ● Motivation and encouragement that inspires students to move past the easy answers to more complex solutions. ● Routine use of critical and probing questions when communicating with students about course assignments and activities. ● Examples and non-examples of high quality work, along with a discussion of the differences between these. ● Examples of student work that demonstrate advancement toward learning goals. <p>Where to look:</p> <ul style="list-style-type: none"> ● Course syllabus ● Instructional materials / Assignment directions ● Assignment dropboxes and e-portfolios <p>Resources:</p> <ul style="list-style-type: none"> ● Quality Matters Workshops 	
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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 be new to the topic at hand. Likewise, students who are strong in a discussion situation may be less adept at lab or studio work. 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.

Examples of evidence to look for:

- Use of a variety of assessment tools that gauge student progress.
- Alternative assignment options that allow students to demonstrate their progress in a manner that is best conducive to their talents. For example, a podcast might be allowed as learning evidence instead of a written paper.
- Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content presented in an alternative manner.
- Timely, corrective feedback for online activities.
- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed.
- A policy for accommodations that is stated on the course syllabus.
- Accommodations are proactively offered for students with disabilities.

Where to look:

- Course syllabus
- Instructional materials / Assignment directions
- Assignment dropboxes and e-portfolios
- Discussion forums

Resources:

- [“Learning effectively by understanding your learning preferences”](#)
- [“Classroom Assessment Techniques”](#)
- [“Accessibility and Usability at Penn State”](#)
- UWG Accessibility: <https://www.westga.edu/student-services/accessibility-testing/accessibility-services.php>

Feedback for the Instructor

Evidence Found:

Strengths:

Suggestions for Improvement:

<ul style="list-style-type: none">• How to Use Video Note• MS Office Suite Accessibility Checker• Adobe PDF Accessibility Checker• YouTube Captions• Backward Design• Universal Design for Learning and Inclusive Pedagogy	
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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

Approved 1/28/08

University of West Georgia Tanner Health System School of Nursing

Peer Review Evaluation Form Classroom Instruction

Name: _____

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

Date of Review:
Year of Review:
☐ 1st ☐ 3rd ☐ Other
Room #
Course #
Reviewer(s):

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

	5	4	3	2	1	Comments
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ORGANIZATION

1. Prepares for class						
2. Communicates objectives clearly (posted or stated)						
3. Uses class time well						
4. Organizes learning activities efficiently						
5. Uses effective classroom management techniques						

CONTENT

1. Demonstrates confidence when explaining subject matter						
2. Exhibits knowledge about subject matter						
3. Uses variety of ways or gives examples to explain subject matter when needed						
4. Presents content at appropriate level for students						
5. Communicates content clearly						
6. Relates theory to practice						
7. Relates previous content to current subject matter						

Revised/Approved 3/24/2008

INSTRUCTIONAL SKILLS

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

STUDENT INTERACTION & RAPPORT

1. Greets students at beginning of class						
2. Demonstrates respect for students and their thoughts and/or concerns						
3. Creates a caring environment for student learning						
4. Responds appropriately to student puzzlement or boredom						
5. Uses humor or anecdotes appropriately						
6. Welcomes multiple and diverse perspectives						
7. Sensitive to individual interests and abilities						

INSTRUCTIONAL STRATEGIES USED (Check all that Apply)

<input type="checkbox"/> Lecture <input type="checkbox"/> Q & A <input type="checkbox"/> Discussion	<input type="checkbox"/> Small group activities <input type="checkbox"/> Student presentations <input type="checkbox"/> Active learning	<input type="checkbox"/> In-class exercises <input type="checkbox"/> Audiovisual/technology <input type="checkbox"/> Other
---	---	--

COMMENDATIONS:

RECOMMENDATIONS:

Reviewer Signature: _____ Date: _____

Faculty Comments: _____

Faculty Signature: _____ Date: _____



Date of Review: ☐ ☐ ☐

Year of Review: ☐ ☐ ☐

☐ 1st ☐ 3rd ☐ Other

Room #

Course #

Reviewer(s):

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

[illegible]

1. Prepares for clinical						
2. Communicates daily assignments and objectives clearly <ul style="list-style-type: none"> a. to students b. to staff 						
3. Uses clinical time well to include pre and/or post conference						
4. Organizes clinical experiences efficiently						

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						

NEWBORN CARE						
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

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

COMMENDATIONS:

RECOMMENDATIONS:

Reviewer Signature: _____ Date Reviewed: _____

FACULTY COMMENTS: _____

Faculty Signature: _____ Date: _____

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)
- Standardized testing requirements
- 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/provost/common-language-course-syllabi.php>
- Online course syllabi information can be found at:
<https://docs.google.com/document/d/1qO-WRFvxTXB6AkqVhJleGfIHbTyu1e-te8sOl4NgDf0/edit>

Faculty Responsibilities related to distribution of course syllabi:

- Submit a digital copy of the syllabi to THS SON Instructional Designer by the first day of classes of each semester.
- Send an electronic course summary to the appropriate Associate Dean at the end of each semester;
- Course Den 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/uwgonline/academic-honesty.php>
- https://docs.google.com/document/d/1dj_Xf0s-e1hfrLNHC1674Y4qFFqvVwWSlvtjW9JkojM/edit

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 Honor Code does contain Penalties for Breach of Academic Integrity.

II. Context/Scope

The THS SON Guidelines apply to all UWG THS SON faculty regarding Breaches of Academic Integrity by THS SON students.

III. Purpose

The UWG THS SON values academic integrity. Therefore, the purpose of the Guidelines is to

provide a systematic approach regarding any penalties for breaches of academic integrity as identified in both the UWG Honor Code and THS SON 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 by THS SON students are subject to the following sanctions:

Forms of Misconduct	Examples	Identification	Recommendations	Documentation
Cheating- ‘using or attempting to use unauthorized materials, information, or study aids’(UWG Honor Code definition)	-Unauthorized access to unauthorized materials -Use of another student’s work -Taking an exam for another student OR having another student take an exam for a student -Using, attempting to use, or aiding others in using unauthorized materials	-Course faculty sends documentation to the program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct
Fabrication- ‘falsification or unauthorized invention of any information or citation’ (UWG Honor Code definition)	-Padding reference list -Direct quotation without citation -Use of thesaurus to change author’s words, with or without citation -Falsification of records -Fabrication of research or other results	-Course faculty sends documentation to the program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct
Plagiarism- ‘representing the words or ideas of another as	-Direct quotation without quotation marks -Paraphrasing without citation	-Course faculty sends documentation to the program director and	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the

Forms of Misconduct	Examples	Identification	Recommendations	Documentation
one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged' (<i>UWG Honor Code definition</i>)	-Self-plagiarism -Representing the words or ideas of another as one's own	associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	course grade -Failure of the course -Suspension or expulsion from the program	student -Consider referral of the student to UWG Office of Student Conduct
Excessive Collaboration	-Sharing student work -Solicitation of others to complete an individual assignment	-Course faculty sends documentation to program director and associate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email	-Verbal warning -Lower-grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program	-Written Academic Integrity Violation Investigation report by course faculty -Report sent to the student -Consider referral of the student to UWG Office of Student Conduct

SW_2/11/2022 (reviewed and updated)

THS SON Turnitin Guidelines

I. Guidelines

The UWG THS SON values academic integrity, and therefore all faculty will use Turnitin for all major assignments in all courses. Additionally, a Turnitin Syllabus Statement will be placed within each course syllabi.

II. Context/Scope

These guidelines apply to all UWG THS SON faculty regarding the use of the originality tool, Turnitin.

III. Purpose

The UWG THS SON values academic integrity, and the purpose of these guidelines is to guide faculty regarding the use of Turnitin. In addition, this originality tool can be used to detect and prevent plagiarism in student assignments.

IV. Definition

- a. Turnitin- For these guidelines, Turnitin is an originality tool that recognizes text that has been identified as closely matching other online resources, including student-submitted work and published articles; displays of

possible sources where that text is located and indicates the percentage of a paper that is attributable to other sources. The tool will reduce accidental plagiarism by helping students understand quotation attribution and citations.

V. Procedures

All faculty will use Turnitin for all major assignments in all courses. The use of Turnitin for minor assignments is up to the discretion of the individual faculty member. Also, the following statement must appear on all course syllabi within THS SON programs:

Turnitin syllabus statement

Writing assignments in this course may be submitted to Turnitin via the Assignments folder in CourseDen (D2L).

Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work.

Submit your paper early enough to review your Turnitin report before the final due date. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible, and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in 24 hours; reports "for second or subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assignment submission folder (not the Turnitin draft assignment submission folder), your paper will be reviewed through Turnitin, and an Originality Report will be generated with no resubmission/revisions allowed.

SW_2/11/2022 (reviewed and updated)

THS SON Grievance Guidelines

The Tanner Health System School of Nursing faculty at the University of West Georgia recognizes various situations not related to grades that may occur during the educational process. Misunderstandings and disagreements may arise regarding academic matters, guidelines, conditions, teaching-learning activities, course content, and faculty decisions. The THSSON Grievance Guidelines are an orderly process that provides a valuable and timely resolution of issues.

Students are encouraged to meet informally with the faculty member to discuss their concerns directly to resolve the issue without further action. Often, with open and honest communication, problems can be clarified and resolved. However, if a resolution satisfactory to the student does not result from this direct discussion, and if the student perceives that an unfair, unreasonable, arbitrary, or capricious action has occurred, a formal grievance may be initiated.

The following steps outline the procedure for filing a formal grievance within the Tanner Health System School of Nursing. Once the process is started (student-faculty discussion), the student has two business days to initiate a meeting within each step of the grievance policy. The time limits are intended to ensure that the matter is resolved as quickly as possible. The mutual consent of the parties may alter the time limits at any step of the procedure.

1. Student-Faculty Discussion

Suppose the initial informal meeting with the faculty member results in an outcome that is unsatisfactory from the student's perspective. In that case, the student may then initiate a formal grievance by submitting in writing documentation regarding the issue to the faculty member and requesting a meeting. The student or the faculty member may request another faculty member to be present during this meeting. The outcome of the meeting must be documented. Copies of the grievance letter by the student and the faculty member's response must be provided to the student and placed in the student's academic file.

2. Course Coordinator Meeting with Student and Faculty Member

If a student-faculty discussion does not resolve the issue, the student may contact the course coordinator (in courses with designated coordinators) to seek a resolution. This meeting and its outcome are to be shared with the involved faculty member. Copies of the documentation related to the outcome of this meeting must also be provided to the student and placed in the student's academic file. If a satisfactory resolution is achieved, no further action is needed.

3. Graduate Program Director Meeting with Student and Faculty Member

If the issue is not resolved to the student's satisfaction after the meeting with the course coordinator, or if there is not a designated course coordinator, the student may request a meeting with the Graduate Program Director. The Graduate Program Director will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the Graduate Program Director will provide a written summary of the meeting, including the outcome, to the Associate Dean of Graduate Programs of the Tanner Health System School of Nursing. The student and the faculty member must receive a copy, and a copy must be placed in the student's academic file.

4. Associate Dean Meeting with Student

Suppose the student does not feel the issue has been resolved satisfactorily after meeting with the Graduate Program Director. In that case, the student may present a formal request for a meeting with the Associate Dean. The request must include copies of the original grievance letter, documentation of meetings with the course coordinator and Graduate Program Director and a detailed letter describing the student's perception of why previous efforts did not result in satisfactory resolution of the problem. The Associate Dean will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the Associate Dean will provide a written summary of the meeting, including the outcome, to the Dean of the Tanner Health System School of Nursing. The student and the faculty member must receive a copy, and a copy must be placed in the student's academic file.

5. Dean of the Tanner Health System School of Nursing Meeting with Student

Suppose the student does not feel the issue has been resolved satisfactorily after meeting with the Associate Dean. In that case, the student may present a formal request for a meeting with the Dean of the Tanner Health System School of Nursing. The request must include copies of the original grievance letter, copies of documentation of meetings with the course coordinator, Graduate Program Director, and the Associate Dean, along with a detailed letter describing the student's perception of why previous efforts did not result in satisfactory resolution of the problem. The Dean is responsible for reviewing the written materials regarding the student's grievance and deciding. If the solution is unacceptable to the student, or if the student wishes to appeal the concern further, the procedure for appeal should be followed as outlined in the UWG Student Handbook.

SW updated 4/14/22



TANNER HEALTH SYSTEM
SCHOOL OF NURSING

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

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

Grading System for **Graduate Students**

Grading system and grades approved in determining the grade point average.

The following letter grades record student proficiency in graduate coursework. The quality of work for most course in a graduate program is indicated by A, B, C and F grades.

- A - Superior Scholarship (4.00) (89.50 – 100)
- B – Average Performance (3.00) (79.50 – 89.49)
- C – Below Average or Unsatisfactory (2.00) (74.50 – 79.49)
- F – Failure (0.00) (below 74.50)

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 and maintained in google documents and spread sheets generated by the course coordinators of precepted courses.

References: Georgia Board of Nursing Rules and Regulations. Retrieved from <http://rules.sos.state.ga.us/gac/>

**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

PRECEPTOR EVALUATION	Student Rating	Faculty Rating	EVIDENCE/ COMMENTS
1. The preceptor followed established standards of professional nursing and evidence-based practice.			
2. The preceptor maintained collaborative working relationships with patients/client, students, colleagues, faculty, and other members of the health care team.			
3. The preceptor provided appropriate resources for learning			
4. The preceptor demonstrated the ability to motivate others.			
5. The preceptor demonstrated the ability to lead and plan change.			
6. The preceptor demonstrated the ability to make decisions, think critically, and had clinical reasoning.			
7. The preceptor demonstrated the ability to communicate effectively using cultural awareness and sensitivity.			

8. The preceptor demonstrated the ability to manage conflict and stress.			
9. The preceptor demonstrated the ability to manage resources, organize and delegate.			
10. The preceptor practiced the principles of teaching/learning and adult education that facilitated student learning.			
11. The preceptor offered constructive feedback that is respectful, open-minded, caring, and supportive for role development.			
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.			

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 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

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

Student Signature/Date

Faculty signature/Date

Reviewed By Director of MSN/Date

Approved GPC 3/9/15

**Tanner Health System School of Nursing
BSN Preceptor Evaluation Form**

**NAME OF
PRECEPTOR:** _____

CLINICAL/FACILITY SITE _____

Unit designation: _____ (if applicable)

BSN COURSE NAME/NUMBER : _____

SEMESTER/YEAR: _____

Instructions: The purpose of this survey is to solicit feedback from students about their experience with the preceptor in the above named course, clinical site, semester and year. This is required as part of the clinical course paper work and is due in the drop box by the last day of classes in the term. (insert course specific directions here) Please rate each item based on the number that most nearly expresses your view. If the statement is not applicable or unknown to the situation, select N/A.

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

Note: This information will be used by course faculty as part of an overall evaluation of the course. No information that can be linked to the student will be shared directly with the preceptor.

PRECEPTOR EVALUATION	Student Rating	EVIDENCE/COMMENTS
1. The preceptor/mentor demonstrated nursing knowledge and competence in their		
2. The preceptor/mentor was helpful in providing experiences which enhanced student learning and/or attainment of course learning outcomes.		
3. The preceptor/mentor provided meaningful and objective feedback to the student regarding their clinical performance.		
4. The preceptor/mentor modeled caring and professional behavior.		
5. The preceptor/mentor demonstrated cultural sensitivity.		

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

Reviewed by _____ (faculty name)

Student last name: _____

TANNER HEALTH SYSTEM SCHOOL OF NURSING
RN-BSN Preceptor Evaluation Form
 (To be completed by student)

NAME OF PRECEPTOR:
CONTACT NUMBER:
COURSE NAME/ NUMBER:

SITE:
UNIT:
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

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

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: _

Student last name: _____

**Tanner Health System School of Nursing
RN-BSN Practice Setting/Agency Evaluation
(to be completed by student)**

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 _____

Area(s) Evaluated _____ Semester/year _____

	Strongly Disagree		Strongly Agree	
	1	2	3	4
1. The area(s) has appropriate personnel available to enable collaborative planning, implementation, and evaluation of learning activities.				
2. The area(s) has appropriate facilities available to enable collaborative planning, implementation, and evaluation of learning activities.				
3. The area(s) has appropriate resources available to enable collaborative planning, implementation, and evaluation of learning activities.				
4. Would you recommend using this/these area(s) again?	NO		YES	

If, no, comments/suggestions?

Faculty Name Printed _____ Faculty
signature/Date _____

Student Name_____

Tanner Health System School of Nursing
GEORGIA BOARD OF NURSING
Preceptor Qualification Record

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:

Name of Institution	Location	Diploma/Degree/ National Certification	Year Granted	Major Field

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, 7/20/2021)

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 used 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. 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.
3. 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.
4. 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. Item Difficulty is 0.30-0.70.
 1. Items are considered easy at 0.80 and above.
 2. Items at 0.20 and below are difficult and/or written in a confusing manner.
 - 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. Point-biserial correlation coefficient – measures strength and direction of association with student scores.
 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.
5. The faculty member and or course coordinator will review all statistical results of exams.
 6. 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.
 7. Exams questions should be written at or above the Bloom's application level.

References

- McDonald, M.E. (2018). *The Nurse Educator's Guide to Assessing Learning Outcomes*. Jones & Bartlett Learning.
- Oermann, M. H. & Gaberson, K.B. (2016). *Evaluation and Testing in Nursing Education*. 5th Edition. Springer Publishing Company.

ASSESSMENT ADMINISTRATION GUIDELINE

Nursing faculty will develop and administer assessments to measure student knowledge and progress toward meeting student learning outcomes. Assessments may include multiple-choice, alternate item format, audiovisual format questions, and Health Education Systems, Inc. (HESI) exams.

To adequately prepare, students are to review testing guidelines and procedures.

Preparation for Examsoft Testing:

Students should have their computer "approved" by the UWG Information Technology Services (<https://www.westga.edu/its/>), ensuring that it meets the UWG minimum recommended specifications for ExamSoft. Additionally:

- Students must purchase and use a privacy screen that fits their testing device and a wired earpiece for use during the assessment.
- If students obtain a new computer, it is their responsibility to ensure it meets the minimum requirements by UWG Information Technology Services (<https://www.westga.edu/its/>).
- Students should refrain from importing/downloading large files to their computers that would slow down or strain the system.

- Students should only upgrade/update their computers after speaking directly with ExamSoft Customer Support to hear the advantages and disadvantages of the update related to testing with ExamSoft.

Examsoft Testing:

Violation of the Assessment Administration Guideline is considered academic dishonesty. As a result, any violation may result in failure of the assessment (receiving a grade of zero), course failure, or dismissal from the THSSON program.

A 5% penalty for each infraction listed below will be subtracted from the total score of the assessment:

- If the student cannot test due to any computer/software issues;
- If the student cannot test due to the absence of cords/cables/privacy screen/wired earpiece;
- If the student did not download the assessments before the designated start time (class time);
- If the student does not start testing within 15 minutes of the assessment start time (class time)
- If the student does not upload by the designated time (end of assessment or class time)

Admission To Proctored Exam/Quiz/Test

- All personal items are prohibited from the classroom. Belongings are to be kept in campus lockers or other designated areas.
- Students should have **ONLY** the following items with them for exams:
 - Personal laptop with Exam/Quiz/Test downloaded prior to entering the room.
 - UWG student ID to sign in to the testing arena.
 - Power cord for the laptop
 - Ethernet cord for wired UWG internet access
 - Appropriate adapters if required for personal device

During Assessment

- Students are expected to take the exam/quiz/test independently and without the assistance of any resources or people.
- Faculty will not answer questions during the exam/quiz/test related to test items.
- Once an assessment has begun, students are not to leave the room unless the student has a medical problem or an illness and has a documented SAR.
 - Students with an urgent need to leave the classroom must raise their hand to receive permission from the faculty/proctor.
 - **Faculty reserve the right to require students to be accompanied by a proctor upon leaving the testing room.**
 - Only one student may leave the room at a time.
- Only the ExamSoft tab can be open on the computer.
 - If other windows or tabs are found to be open during testing, the student will be asked to leave the testing room and will receive a grade of zero (0) for that examination and may also result in course failure.

- After submission of the exam, students are to quietly fully shut down and close the computer.
- All students remain in the room until all students have completed the exam/quiz/test.

Testing Technology Difficulties

- If students have a question or concern about the exam/quiz/test technology, students should raise their hand IMMEDIATELY and await a faculty/proctor to address the technological issue during the exam.
- Any device or software issues should be communicated IMMEDIATELY to the faculty/proctor. If there is a problem with the computer or Examsoft software, students and faculty/proctor will attempt to resolve any issues as quickly as possible so that students may continue with testing. Should any issue persist, faculty will decide if testing will continue.
- 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.

After The Exam

Students should upload the exam:

- After upload, students should see the GREEN confirmation screen.
- An email will be sent to the address used when students registered with Exemplify.
 - This email may take up to 15 minutes to be generated.
 - This email will confirm the upload of the answer file.
- On the green confirmation screen, students can click the History button to review the upload download history.
- Checking this history report will RECONFIRM the uploading of the answer file.
- DO NOT leave the testing area until the instructor has CONFIRMED that the test/exam/assignment has been uploaded.

Testing Make-Up Guidelines

The student who misses an exam/test due to an excused absence will be referred to schedule the make-up exam at the testing center for a nominal fee. Alternative versions of the test/exam/assignment may be administered at the discretion of the course coordinator. All make-up tests or exams must be completed before the next class period following a scheduled test/exam or within seven days of the scheduled test/exam. The time frame to make-up a test or exam may be extended at the discretion for the course faculty.

- The testing center confirms there are no available times within seven days.
- The student's circumstance is such that it will not allow them to complete the make-up exam before the next class period or within seven days of the scheduled test or exam.

Faculty may ask for additional documentation to make this determination.

Guidelines for Test Review

The purpose of the Test Review Guideline is to establish a standard to allow a test review throughout all THS SON programs.

A. Definitions:

- a. Collaborative test review: Collaborative test review is a component of active learning where a small group of students actively engage in learning through test review.
- b. Incivility: Rude or unsociable speech or disruptive behavior.
- c. Individual test review: Where an individual student reviews their test.
- d. Learning style: The way that different students learn and refer to an individual's preferred way to absorb, process, comprehend and retain information. The four key learning styles are: visual, auditory, tactile, and kinaesthetic.
- e. Professionalism: Polite behavior that is expected from a person. Students are expected to demonstrate professional behaviors during test review. The privilege of test review may be revoked by course faculty if a student's professionalism is not maintained.
- f. Study habits: An action such as reading, taking notes, or holding study groups that the students perform regularly and habitually to accomplish the learning task.
- g. Test: an educational assessment intended to measure a test-taker's knowledge, skill, and aptitude. Other terms may include exam, examination, evaluation, or quiz.
- h. Test review: An opportunity for students to examine their thought processes and develop critical thinking skills. Students are expected to demonstrate professional behaviors during test review.
- i. Test-taking strategies: The cognitive abilities of the test taker to deal with any testing situation well independently of the knowledge of the test content.
- j. Time management: The ability to use one's time effectively and productively.

B. Guidelines:

- a. A review will take place immediately (during the same class period) after the test is completed by all students present. The review via ExamSoft will occur and consist of:
 - i. Individual test review of all items and/or;
 - ii. Collaborative test review of all items.
- b. Reviewing actual questions and answers in a remote environment will not be allowed as this jeopardizes the item's security and exam (Bristol & Sherrill, 2018; National League for Nursing, 2020). Instead, test review will be conducted directly with course faculty immediately after the test;
- c. *Tests will not be available for student review after 14 days following completion of the test;*

- d. It is the responsibility of the student who makes <75% on a test to immediately (within 14 days) schedule a meeting with the faculty to understand the grades required to complete the course successfully and discuss self-reflection opportunities on the following:
 - i. In-class participation,
 - ii. Time management,
 - iii. Preparedness,
 - iv. Test-taking, and
 - v. Life events.

C. Test Item Challenge:

- a. Students may only challenge test items using this document to notify faculty via coursed email within 48 business hours. Incivility will not be tolerated and cause students to forfeit their right to challenge a test item. The form will stay with the faculty. All students are held to the THS SON Academic Integrity Guidelines, and will not discuss test items with other students outside of collaborative review.

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/assets/hr/docs/2023-employee-handbook.pdf>

Midterm Reporting of Unsatisfactory Performance (approved 8/9/02/reviewed 4/5/10)

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).

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/>.
- 2) If a potential mental health issue is identified, faculty should refer students to resources at Counseling Services <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>.

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

Live Save App

Register for the Live Save App, mobile phone safety app. Refer to UWG website for details:

<https://www.westga.edu/livesafe/>

UWG Cares

Faculty and Staff are encouraged to report problematic student behavior to the UWG Cares website.

Incident reports will initiate a Campus Intervention Team Response. <https://www.westga.edu/uwgcares/>

General Information - UWG

UWG The Registrar's Office

The Registrar's office is available online at <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. Here is the link for the Registrar's resources for Faculty/Staff: [Registrar Resources for Faculty/Staff | UWG \(westga.edu\)](#)

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>

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 can be located at: [Academic Calendar | UWG \(westga.edu\)](#)

Textbook Orders

Textbook orders for THS SON courses are placed with the SON Administrative Support, who emails faculty before March 1st, April 1st, and October 1st regarding course textbook orders. Afterward, the textbook order is submitted electronically by the assistant to the University of West Georgia bookstore.

The majority of faculty "desk copy" textbooks are now provided in **ELECTRONIC FORMAT only**. Faculty are asked to submit an electronic book request directly to the publisher. It is at the publisher's discretion to either approve or not approve faculty "desk copy" requests. If faculty need help to find publisher information, they can contact the SON Office Manager who will help find the electronic submission information.

Class Roster and Class Roll Verification

Once you are assigned to a course in Banner, your class roster will be available to you in [Faculty Self-Service Banner \(SSB Secured Access\)](#). 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.

Grading

Final grades are entered in [Faculty Self-Service Banner \(SSB Secured Access\)](#) 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.

Once final grades have been submitted a grade can only be changed after contacting the appropriate Associate Dean and completing a Change of Grade form available for download on the [UWG Registrar's webpage](#). 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 [Registrar's webpage](#).

Grade appeals fall into two categories, Dishonesty Grade Appeal or Grade Determination Appeal. A Dishonesty 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 in the UWG faculty handbook. <https://uwg.policystat.com/policy/14210581/latest>

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/legal/general_counsel/ferpa/index.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.

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://uwg.policystat.com/policy/10284476/latest>

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)
- * Criminal Background Check and Drug Screen for Tanner Health System School of Nursing (The School of Nursing covers the cost of this requirement) www.advantagestudents.com then click on "Students", select "University of West Georgia-Nursing Faculty", Follow the prompts and fill in the required information. Then mark as "share" with UWG School of Nursing.
- * Georgia Compact eNLC RN License (on hire)
- * Current CPR Certification Verification (**signed** front and back copy of card or ecard) **AHA BLS (American Heart Association ONLY) or higher**
- * Current professional certifications(s) verification
- * Transcript verification of all degrees (on hire)
- * Personal Liability Insurance is strongly recommended, though NOT required. This can be ordered from www.nso.com. Policy must have all licensures listed and policy minimums must be \$1M/\$3M
- * Tuberculosis Test (PPD) – A 2-step TB Skin Test or Quantiferon Blood Test must be obtained initially. Each year after, a traditional TB test or Quantiferon Blood Test is all that will be required. TB tests must be obtained annually and must not be allowed to expire.
- * Current flu vaccine (annually in the fall)
- * MMR (measles, mumps & rubella) Two doses of the MMR vaccine or a titer showing immunity to Measles, Mumps & Rubella, 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 Tdap (Tetanus, Diphtheria, Pertussis) and it must be clearly labeled as Tdap
- * 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
- * Faculty Physical Ability form (annually)
- * Personal Health Insurance (copy of the front and back of a current Insurance Card)
- * Health Insurance Acknowledgement Form In addition to a front and back copy of your current insurance card
- * Confidentiality Agreement
- * Affiliation Agreements
- * Additional requirements may be made by agencies.

**University of West Georgia
Tanner Health System School of Nursing
1601 Maple Street
Carrollton, GA 30118
Telephone: 678-839-6552
Fax: 678-839-2462
Annual Faculty Physical Exam Report**

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: 7/1/1