# Western Carolina University  
**School of Nursing**  
*Nursing Faculty Handbook*  
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INTRODUCTION

Introduction to Western Carolina University

Western Carolina University (WCU) is a comprehensive state-supported university comprised of the Graduate College, five undergraduate colleges and one school: The Colleges of Health and Human Sciences (includes the School of Nursing), Arts and Sciences, Business, and Education and Allied Professions, Fine & Performing Arts and the Honors College and The Kimmel School of Construction Management and Technology. Teaching and learning constitute the central mission of WCU. The commitment of the WCU community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society.

Nursing Faculty Handbook

This handbook was prepared by the Faculty Affairs Committee (FAC) of the School of Nursing (SON), College of Health and Human Sciences (CHHS), as a source of information for faculty members. It is hoped that the information contained herein will facilitate adjustment to the faculty role, and provide reference for both full-time and adjunct faculty members. The handbook complements the Faculty Handbook of Western Carolina University, Sections I-IV, which is the higher authority.

The Faculty Handbook can be viewed online on the School of Nursing webpage. An archived copy of the handbook is available in both the Cullowhee and the Biltmore Park Town Square offices. Faculty members are encouraged to explore questions about the handbook with the Faculty Affairs Committee, program directors, or with faculty mentors within the SON.

The nursing faculty handbook may be reviewed and revised at any time to reflect changes in institutional policy, state and federal law or operational procedures. The official version of the faculty handbook, which reflects the current terms, policies and procedures, is available on the school of nursing website.

Other useful links for current information:
SON Website http://www.wcu.edu/academics/departments-schools-colleges/HHS/hhs-schools-depts/nursing/index.asp and H Drive for forms used within the SON.
WCU Faculty Handbook: http://www.wcu.edu/10323.asp
University Policies: http://www.wcu.edu/359.asp
Travel Manual: http://www.wcu.edu/12382.asp
Academic Procedures and Regulations: http://www.wcu.edu/7591.asp
I. MISSION, VISION, PHILOSOPHY AND STRATEGIC PLAN OF THE SCHOOL OF NURSING

Mission
To educate nurse leaders who are dedicated to caring and participating with individuals, families and communities to meet health needs.

Vision
To be recognized for excellence in the transformation of health care through the scholarship of teaching, practice and research.

Philosophy
The Philosophy of the SON reflects the beliefs and values of the faculty and gives direction to the baccalaureate, masters and doctoral curricula. The baccalaureate graduate is a generalist who designs, provides, manages and coordinates nursing care in a variety of health care settings. The masters and doctoral curriculum build on the baccalaureate education and prepares graduates to practice in advanced roles.

Nursing is a discipline of knowledge and professional practice. Nursing occurs in relationship with self and others and requires the intentional presence of the nurse. The focus of nursing is to improve health outcomes with individuals, families and communities through caring.

The professionalization of caring in nursing includes:
Competence – knowledge, wisdom, skills, judgment, experience and motivation.
Compassion – a shared awareness and connectedness with the experiences of others.
Commitment – a deliberate choice to act in accordance with beliefs and obligations.
Conscience – a state of moral awareness.
Confidence – the internal belief that one will act in a right, proper, or effective way which fosters trusting relationships.
Comportment – demeanor, conduct, personal bearing, behavior. (Roach, 1997)

Excellence in nursing requires a blending of science and art. Nursing science is the body of nursing knowledge derived from the integration of theory, research, and practice. The art of nursing is the creative integration of empirical, personal, ethical, intuitive, esthetic ways of knowing in practice. The art of nursing is that which humanizes the delivery of nursing care.

Learning in nursing occurs through the integration of multiple ways of knowing. Self-awareness, reflection, and ethical and critical reasoning are important aspects of the learning that occurs in practice situations and through interprofessional collaboration. A supportive environment for learning is one which respects and values the contributions of each person and is a collaborative relationship between faculty, and students. The completion of a nursing degree is not an endpoint but the beginning of a life-long commitment to learning.


Last edited 9/24/2012, 11/26/2012, 12/14/2012, and 01/10/2013
### Strategic Direction I: Enhance the learning environment to support excellence in teaching, discovery and practice.

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<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority*</th>
<th>Responsible Individual(s) or Committee</th>
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| -Consistently maintain licensure and certification pass rates well above national averages. | 1- Maintain NCLEX-RN pass rates at 90% or higher.  
2- Establish NCLEX-RN pass rate at or above 95% (stretch objective).  
3- Maintain FNP Certification pass rates at 90% or higher.  
4- Establish FNP certification pass rate at or above 95% (stretch objective).  
5- Maintain CRNA Certification pass rates at 85% or higher. | Ongoing   | All appropriate teaching teams                                |
| -Maintain quality across all programs.                               | 1- Implement revised BSN curriculum fall 2010 based on new AACN Essentials.  
2- Implement QEP for undergraduate programs fall 2010.  
3- Explore use of QEP for graduate programs.  
4- Examine new plan for comprehensive program evaluation based on National League for Nursing model.  
5- Develop new terminal outcomes for the graduate program and individual tracks based on new AACN Essentials.  
6- Monitor admission protocols to streamline admission procedures and maintain high-quality students.  
7- Seek new and continued grant funding to support programs. | 1  
1  
2  
2 (Sp 2011)  
2 (Sp 2011) | Undergraduate Faculty (UF)  
UF  
Graduate Faculty (GF)  
Executive Committee (EC)  
GF  
Undergraduate & Graduate Student Affairs Committees (UGSA and GSA) |
<p>| | | |</p>
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<td><strong>8</strong></td>
<td>Ensure smooth transition move to the new Health Sciences building for traditional undergraduate faculty and students for fall 2012.</td>
<td>All Faculty</td>
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<td><strong>-Develop a new clinical model for pre-licensure programs.</strong></td>
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<tr>
<td><strong>1</strong></td>
<td>Examine use of the Oregon Consortium Nursing Education (OCNE) model.</td>
<td>Undergraduate Curriculum Committee and Faculty</td>
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<td><strong>2</strong></td>
<td>Develop proposal to establish a Dedicated Teaching Unit (DEU).</td>
<td>Director and Ad Hoc Committee</td>
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<tr>
<td><strong>-Assess the need for new program development to meet the needs of the nursing practice environment.</strong></td>
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<tr>
<td><strong>1</strong></td>
<td>Obtain permission to plan the DNP in conjunction with UNC-Charlotte.</td>
<td>DNP Ad Hoc Committee</td>
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<td><strong>2</strong></td>
<td>Examine the need and feasibility of developing other graduate tracks/certifications such as the Clinical Nurse Leader (CNL), mental health, clinical informatics, or palliative/holistic care.</td>
<td>EC</td>
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<tr>
<td><strong>-Ensure adequate number of faculty and staff to deliver high quality programs.</strong></td>
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<tr>
<td><strong>1</strong></td>
<td>Assess and develop faculty needs and staffing plan, including retirements.</td>
<td>EC</td>
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<td><strong>2</strong></td>
<td>Hire permanent Undergraduate Associate Director by fall 2010.</td>
<td>Director &amp; Search Committee</td>
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<td><strong>3</strong></td>
<td>Develop permanent FTE lines for admissions staff.</td>
<td>Director &amp; EC</td>
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<td><strong>4</strong></td>
<td>Develop permanent 0.5 FTE line for CRNA Administrative Assistant.</td>
<td>Director, GAD, &amp; EC</td>
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<tr>
<td><strong>5</strong></td>
<td>Assess the need and profitability of summer course offerings on a yearly basis.</td>
<td>Director, ADs, &amp; EC</td>
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<td><strong>6</strong></td>
<td>Explore ways to generate sources of revenue for the school.</td>
<td>Ongoing</td>
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<td><strong>7</strong></td>
<td>Develop Plan for systematic offerings of Nursing Electives.</td>
<td>Ongoing</td>
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### Strategic Direction II: Increase interdisciplinary collaboration and connections.

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<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority</th>
<th>Responsible Individual(s) or Committee</th>
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</table>
| -Explore and develop partnerships with other disciplines in the University. | 1-Explore partnership with PT and nursing anesthesia for use of the cadaver lab.  
2-Strengthen relationship between nursing and Communication Science Disorders (CSD) related to stroke care.  
3-Collaborate with HHS College Interdisciplinary Team for study abroad and the provision of health care.  
4-Establish relationship with the College of Business and the Nursing Administration track for the development of interdisciplinary courses.  
5-Continue work with Health Informatics in the development of education experiences with Second Life.  
6-Develop a medical humanities course in conjunction with the College of Arts and Sciences.  
7-Develop a relationship with the Drama Department to develop teaching/learning scenarios with students.  
8-Ensure integration of SON faculty and students into multi-disciplinary climate of the new College of HHS building  
9-Explore the feasibility of developing, with other disciplines, certifications or programs in Forensic Nursing and Emergency/Critical Care Nursing (Continuing Education). | 2 | Shawn Collins |
| | | 1 | Shelia Chapman |
| | | Ongoing | SON Faculty |
| | | 1 | Ramona Whichello |
| | | 1 | UAD, Linda Comer, Jason Ford |
| | | 2 | Linda Comer |
| | | 2 | UAD |
| | | 3 | Director and SON Faculty |
| | | 3 | Undergraduate, Graduate and RN to BSN Faculty |
Strategic Direction III: Promote outreach and engagement to improve the visibility of the school.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Priority</th>
<th>Responsible Individual(s) or Committee</th>
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</table>
| -Develop partnerships external to the University. | 1-Continue to develop and strengthen the VA Nursing Academy (VANA) program.  
2-Implement the RIBN program with Asheville-Buncombe Community Technical College fall 2010.  
3-Explore a potential partnership between the nursing anesthesia track and the University of Medicine and Pharmacy in Saigon, Vietnam.  
4-Explore the development of a Speaker’s Bureau among nursing faculty for community outreach.  
5-Examine the development of a 30 minute/week radio program on health issues supported by nursing faculty and students to be broadcast on WCU radio.  
6-Maintain partnerships with Kings College and the Royal Hospital for Sick Children in the U.K. | Ongoing | Director and ABSN Faculty  
1 Director & UAD  
3 Shawn Collins  
3 Linda Comer  
Ongoing Sharon Metcalfe |
| -Develop new strategies to market programs, increase visibility, and increase the applicant pool. | 1-Evaluate SON website quarterly for accuracy and quality of information.  
2-Develop promotional video to promote the SON on sites such as YouTube and Facebook.  
3-Explore the use of Google as a venue for advertising the SON.  
4-Attend events sponsored by multi-cultural organizations around western North Carolina to enhance recruitment of minority students and other students from diverse backgrounds.  
5-Publish a SON newsletter annually. | Ongoing | Director, ADs, & Student Services (Jessica Shirley & Julie Ford)  
Jessica Shirley & Jason Ford  
2 Student Services & Jason Ford  
2 Student Services  
Ongoing  
Director, Student Services, Jason Ford, & Alumni Committee |
II. CURRICULUM PLANS AND PROGRAM OUTCOMES

A. Accreditation

Western Carolina University is accredited by the Southern association of Colleges. The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The Council on Accreditation of the American Association of Nurse Anesthesia accredits the Nurse Anesthesia program. The pre-licensure nursing programs are approved by North Carolina Board of Nursing.

B. Curriculum Plans

i. Prelicensure

The curriculum plan for the pre-licensure traditional baccalaureate nursing degree is a 2 + 2 design and contains 128 credit hours. It consists of two years of liberal studies and prerequisites at the freshman and sophomore level and two years of nursing and support courses at the junior and senior level. The pre-licensure Accelerated BSN Track (ABSN Track) is designed for applicants possessing a previous baccalaureate degree that have met the program admission requirements and contains 60 credit hours of upper division nursing coursework.

ii. RN to BSN

The RN to BSN program is offered to the registered nurse (RN) with a diploma or Associate Degree in Nursing. This program is online and requires 122 credit hours.

iii. RIBN

The Western North Carolina Regionally Increasing Baccalaureate Nurses (WNC RIBN) Program is a collaborative program between Western Carolina University and local community colleges. This program provides dual admission and enrollment process toward seamless associate degree in nursing to baccalaureate nursing education. The first three years of WNC RIBN are hosted on the community college campus, with one class each semester taken online through WCU. Upon successful completion of the first three years, the student will finish the fourth year of full-time classes through WCU at the Biltmore Park Town Square Campus.

iv. MS(N)

The curriculum plans for the Master’s of Science Degree in Nursing [MS(N)] degree includes the family nurse practitioner (FNP), nurse educator (NE), the nurse administrator (NAdm), and the nurse anesthesia (NA) programs. The FNP program is a three-year plan requiring 49-53 credit hours of graduate coursework. The NE track is a two-year plan requiring 38-39 credit hours of graduate course work. The NAdm track is a two-year plan consisting of 40-41 credit hours of graduate course work. The NA program is 28 months in length and requires a minimum of 66 credit hours of graduate course work.
v. **DNP**

A post-master’s Doctorate in Nursing Practice (DNP) is a 42 credit hour program, taught in conjunction with the University of North Carolina at Charlotte. This degree is designed for master’s prepared clinicians who desire to attain a practice doctorate.

C. **Program Outcomes**

i. *Upon completion of the BSN program (includes Traditional, ABSN, RN to BSN and RIBN), the graduates will:*

- Communicating – apply principles of therapeutic communication with individuals and communicate professionally both orally and in written form.
- Nursing Reasoning – use elements and standards of reasoning within the nursing process.
- Collaborating – able to collaborate in goal-directed manner when performing nursing care and working with other healthcare providers.
- Professional Valuing – is able to recognize the need to incorporate professional nursing values.
- Managing Information – is able to access data and information from print, electronic and other sources.

ii. *Upon completion of the MS(N) program the graduates will:*

- Demonstrate competence in a defined role or area of advanced nursing practice.
- Utilize the process of scientific inquiry to translate evidence into advanced practice nursing.
- Demonstrate cultural sensitivity and an understanding of human diversity in delivery of health care across the lifespan.
- Build and lead collaborative inter-professional care teams to improve quality outcomes.
- Lead in the integration of healthcare services across practice environments
- Promote excellence in practice environments through a commitment to lifelong learning.

iii. *Upon completion of the DNP program, the graduates will:*

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
• Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.

• Engage in culturally competent and ethically sound advanced nursing practice.

• Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.

• Directly manage complex health problems of clients or develop and implement organizational systems to facilitate access and navigation of the health care system.

III. SCHOOL OF NURSING ORGANIZATIONAL STRUCTURE

The SON exists within the College of Health and Human Sciences (CHHS) and operates within the structure and policies of the College and University. The nursing faculty has adopted bylaws to provide a framework for governance in the SON. All full-time nursing faculty members are expected to participate on at least one SON committee, excluding the appointed teaching level committee and/or the Executive Committee. Committee composition and time frames of services are detailed in the faculty bylaws, which are available in Appendix B.
IV. NEW FACULTY ORIENTATION

The Provost and Vice Chancellor for Academic Affairs conduct a series of workshops for all newly employed faculty members. The first workshop is scheduled before classes start and is designated as new faculty orientation; subsequent workshops are held throughout the academic year. Attendance at these workshops and new faculty orientation is strongly encouraged as a way to learn about the University and University expectations.

The SON Nursing Director, with input from the Faculty Affairs Committee, will plan an orientation which will include Western Carolina University (WCU) School of Nursing

- Philosophy
- Overview of curriculum
- Faculty organization
- Faculty policies and strategic plan
- Faculty role and functions
- SON committees.

The Program Directors are responsible for arranging orientation to the program, providing information on courses to be taught, and coordinating clinical orientation. Administrative support associates will provide orientation to office procedures, location of files, forms, and use of office equipment.

For new nursing faculty, a formal new faculty mentoring program has been established. The primary goal of the New Faculty Mentoring program is to assist new faculty in transitioning to the role of nursing faculty within the School of Nursing at Western Carolina University. This faculty mentoring program is separate and different from the new faculty orientation conducted by the University. See Appendix A.
V. INSTRUCTIONAL RESPONSIBILITIES OF THE FACULTY

Please refer to Section 5.00 “Instructional Responsibilities of the Faculty” WCU Faculty Handbook for the instructional responsibilities required of faculty at WCU. The current WCU faculty handbook may be found at: http://www.wcu.edu/10323.asp. Further explanation of nursing faculty responsibilities is found in the “Position Descriptions for Nursing Faculty”, located in Appendix C and “Position Description for Program Directors”, located in Appendix D. Information below relates specifically to faculty within the SON.

A. Faculty Teaching Load

Undergraduate faculty members assume a yearly teaching average load of approximately 24 semester hours across the University. Graduate faculty assumes a yearly teaching load of 18 semester hours for nine month appointments.

The teaching load within the SON differs from that of the University inasmuch as SON faculty may teach fewer semester hours but total student contact hours (classroom, lab, etc.) will be at least equal to other University faculty contact hours.

Faculty are required to provide 4 hours of office time per week divided by a minimum of 2 days per week.

B. Teaching Assignments and Responsibilities

Faculty teaching assignments are determined by the Program Director in consultation with the School Director. Responsibilities and duties of teaching faculty may be found in the WCU Faculty Handbook, the SON Bylaws, and the “Position Descriptions for Nursing Faculty”. The responsibilities of the Instructors of Record are described in “Position Descriptions for Nursing Faculty”. Nurse faculty must maintain current NC unrestricted registered nurse licensure throughout employment with WCU School of Nursing.

Individual faculty members are responsible for preparing materials related to all assigned teaching topics, including, but not limited to: study materials, course examinations, and daily class activities. Faculty must follow the curriculum as adopted. The format, course description and course objectives established by the Curriculum Committees for preparation of course materials must be used. Changes in course content should be discussed with the teaching team involved with the course. In addition, faculty members are expected to remain current within their area of expertise to facilitate dissemination of current knowledge.

Desk copies of adopted textbooks may be obtained from the publishers. Please coordinate textbook requests from publishers with the program director. Desk copies of current textbooks are expected to remain in the SON when no longer needed or when faculty leaves employment. Faculty should order textbooks with the University Bookstore for student purchase. Deadlines for submission of materials to the Bookstore for sale during the following semester are April 15 for fall and October 15 for spring. http://books.wcu.edu/home.aspx.

In order to enhance student learning, faculty are expected to be consistent with students in relation to structure and process, and yet have the freedom to be creative in the teaching
approach. Consistency is expected in the use of the nursing process, implementation of student policies and procedures, guidelines or formats approved by the Curriculum Committee, and the grading scale. Examination questions should closely follow learner objectives and identified content. It is expected that faculty review, in a timely manner, test item analysis reports to establish validity for examinations. WCU School of Nursing uses an online exam management system, ExamSoft for all student testing. Faculty must be registered to use ExamSoft for course examinations and quizzes. New faculty should contact their program director to obtain access to ExamSoft. Students are responsible for obtaining student copies of ExamSoft, which may be purchased through the University Bookstore. An item analysis should be conducted on every examination. See the program director for assistance in analyzing exam statistics if needed. After an exam, the faculty member should save a copy of the exam and maintain a master copy of student grades for one year in their own records in case of student appeals. For accreditation purposes, faculty should also place a clean copy of each exam in the exam notebook kept in the SON offices.

Maintaining currency and relevance of the curriculum is the responsibility of each faculty member.

Suggestions for changes or updating should be evaluated in teaching teams and then forwarded to the appropriate Curriculum Committee to move through the approval process. Changes in the curriculum will be brought to the total faculty for approval before moving on to the university level approval process.

Course materials are located in “Master Course Notebooks”, housed in both the Cullowhee and Biltmore Park offices. Materials from these books should not be removed, other than to copy. At the end of the semester, Instructors of Record are responsible for checking the master files to assure completeness and adding any missing materials.

At the end of the semester, the faculty member should:

☐ Enter grades into MyCat.
☐ Gather materials for course notebooks.
  ☐ Submit current copy of course syllabus, exams, Annual or Semi annual course evaluation, student evaluations of the course (Survey Monkey)
  ☐ **Student Work:** Submit examples of A student work and C student work with faculty feedback. Examples can include student journal entries or pass/fail type assignments if there are no other papers assigned to course.
  ☐ **Exam Notebook:** Submit Exams from ExamSoft. Follow the following directions to download the exam in a compact fashion.
    a. Under Assessments.
    b. Go under the “reporting/scoring” box and choose “Exam Taker results”
    c. Check assessment name and responses selected and view report
    d. The answer key is displayed on the top row but it doesn’t allow you to only choose this option anymore.
    e. Click on one student’s row and uncheck all the others.
    f. Click on the answer key pdf symbol at the bottom of the page.
g. In the pop up box check “answer key” “item text” and “choice text” and run report.

h. Open the pdf report and print it out two-sided to save paper and space.

i. This will be a student’s report with the 92# on the top, so please blacken out the 92#.

☐ Place original **Clinical Evaluation** Forms with student signature in the student file.

☐ Annual or Semi-Annual Course Evaluations are to be completed at the end of each course by the Instructor of Record.

Faculty members should keep any copies of student work for 1 year after the class in case of student grade appeals. Please refer to the University of North Carolina policy on records retention, found at: [http://www.wcu.edu/WebFiles/PDFs/IT_UNC_Records_Retention_Disposition_UNCGenSch14062007with_bkmarks.pdf](http://www.wcu.edu/WebFiles/PDFs/IT_UNC_Records_Retention_Disposition_UNCGenSch14062007with_bkmarks.pdf)

C. **Cancellation of Classes Due to Adverse Weather**

Refer to WCU Faculty Handbook, Section 5.03.01 and 5.03.02. For face-to-face learning activities, Cullowhee classes will operate or be cancelled by the Provost or his/her designee. Students and faculty should check the WCU website for up-to-date class cancellations. Clinical cancellations will be at the discretion of the course faculty member, and all applicable students should be notified. Faculty will make arrangements with students for any missed activities. In no situation should the faculty or students endanger themselves when trying to get to class, campus or the clinical agency. For students in a precepted clinical environment, the student should notify the preceptor, as well as notifying the Instructor of Record if they are unable to attend their assigned clinical learning experience that day.

For classes at Biltmore Park, the administrator in charge of classes housed at that facility will make the determination if classes will be held that day or evening as applicable. Announcements will be posted on the WCU website as well as through local media.

Online courses will continue to take place in the event of inclement weather, as determined by the Instructor of Record. Severe inclement weather may limit electricity and other avenues for participation in certain on-line courses, so the decision must be made on a case by case basis based on circumstances.

D. **Clinical Courses**

New faculty, or faculty assigned to new settings, will receive adequate orientation to that particular facility so that they can responsibly and safely demonstrate desirable role model behaviors and take advantage of a variety of learning experiences for students. Most agencies have additional orientation requirements for faculty, such as classes on fire and safety and OSHA regulations regarding Blood Borne Pathogens and CPR certification. Clinical agencies may also require a criminal background check and drug testing for faculty and students, as well as certain vaccines, including influenza. Faculty members are responsible to maintain current clinical
requirements and provide documentation to the Cullowhee-based SON administrative associate. Faculty without full documentation may not go to clinical agencies.

Appropriate agency personnel should be given a copy of course objectives for clinical practicum and/or individual learning contracts, including defined learning experiences. This should include information such as dates, times, and the number of students involved. Please coordinate efforts with the Office of Student Services.

Formal contracts are made with all agencies in which the students practice. Contracts are negotiated by the SON Director and formalized by the Dean and are renewed as needed. Signed agreements are maintained by the Dean of College of Health and Human Services’ office. It is mandatory that faculty familiarize themselves with the details of the contract for the agency to which a particular faculty is assigned. The Office of Student Services assists with contract initiation and verification or review.

i. Clinical Contact Hours

The undergraduate credit-contact hour ratio for clinical and laboratory experiences is 1:3. Therefore, if a course is a 4 semester hour clinical course, 12 hours of clinical (lab) time is expected per week, for the full 14 instructional weeks of the semester.

ii. Clinical Preceptors

Clinical preceptors may be used in certain courses or for specific learning experiences and must function within the individual program guidelines. Preceptors must complete a Preceptor Resume Form specific to the program requirements (available from team coordinators). Forms are kept on file in Student Services.

iii. Maintaining Confidentiality

For ethical and legal reasons, confidentiality must be maintained in regards to clients, students, and faculty matters. All HIPAA and FERPA regulations must be adhered to at all times. Faculty must check to see if student has allowed disclosure of information before talking with parents or a third party. See [http://www.wcu.edu/academics/campus-academic-resources/advising-center/current-students-and-advising/release-of-student-information.asp](http://www.wcu.edu/academics/campus-academic-resources/advising-center/current-students-and-advising/release-of-student-information.asp) for the procedure.

iv. Malpractice Insurance

Malpractice insurance for faculty who teach clinical course is required by the clinical agencies. One million dollars per occurrence/3 million dollars aggregate coverage is required. Faculty are responsible for providing the Cullowhee-based SON administrative associate with a current copy of their malpractice insurance on an annual basis. Obtaining teaching liability insurance is optional.

v. Vaccination, CPR Certification, and Licensure

Each faculty with clinical site responsibilities is required to maintain and document evidence of Varicella titer, Diphtheria/Tetanus immunization, Rubella (as appropriate), hepatitis vaccination or titer, annual influenza vaccines, annual tuberculosis (PPD) testing, current NC licensure and current CPR certification. Documentation must be on file with the Cullowhee-based administrative associate.
VI. STUDENT-RELATED RESPONSIBILITIES

A. Student Admission

University admission procedures and requirements are officially stated in the University catalog, *The Record*. Students must be admitted to both WCU and the SON; two separate applications are required. Application deadlines are published by each program. The Undergraduate (Pre-licensure) & Graduate Student Affairs Committees select candidates for admission.

B. Student Academic Advisement

Nursing faculty members in Cullowhee advise pre-nursing majors and the administrative associate maintains the unofficial student files in the Cullowhee offices. Program faculty members advise all students who have been admitted to the School of Nursing. Traditional pre-licensure student files are maintained in the Cullowhee office. The Student Services office on the Biltmore Park campus maintains all other student files.

Faculty members are assigned a group of student advisees and will provide appointment times for advisement conferences. Periodic advisement concerning grades, academic progress towards completion of degree requirements, ATI scores, midterm warnings, or other pertinent issues, should be planned as needed. Advisors should be careful to determine that students continue to maintain the required G.P.A. Advisement is encouraged on a regular basis for students who may be having academic difficulty. Resources for remediation include the WCU Writing and Counseling Centers.

There are forms that guide faculty in advising prospective and enrolled nursing students. Advising forms can be found on the School of Nursing website. For each advising encounter, documentation should be recorded on the School of Nursing Conference Flow Sheet and filed in the student’s file.

C. Student Organization Advisement

Faculty members serve as advisors to student organizations to assist the students in operation and conforming to WCU student organization policies. If a faculty member is interested in serving in this capacity, discuss your interest with the SON director. There are three student organizations formally associated with the School of Nursing.

- Association of Nursing Students (a chapter of the North Carolina Association of Nursing Students- NCANS)
- Nurses Christian Fellowship (a chapter of the national Intervarsity Nurses Christian Fellowship)
- Eta Psi Chapter of Sigma Theta Tau (International Nursing Honor Society)

Further information on student organizations may be found at: http://www.wcu.edu/4196.asp
D. **Student Counseling**

A wide range of counseling, including career counseling and mental health services, are available to students through the Counseling Centers. Services are free or at a minimal cost. Most students experience a high level of stress and usual coping patterns may not be sufficient to maintain adequate functioning. Therapeutic counseling is not part of the usual teaching role and should be referred to more appropriate university service providers.

E. **Tutoring**

Students in need of tutoring may be referred to the Catamount Academic Tutoring (CAT) Center on the Cullowhee campus. Writing assistance is available also on the Biltmore Park campus. Students and faculty may also use the following online tutoring resource: [www.smartthinking.com](http://www.smartthinking.com).

F. **Student Records**

Student’s records should be kept as current as possible. Copies of all correspondence with and about students should be filed. Confidentiality according to legal and ethical standards applies to student files. Students may see their files on request, but must remain in the presence of a faculty advisor or administrative support associate while reviewing their file. Students may receive a copy of items in the file, but original items remain in the file.

G. **Student Policies**

Student policies are contained in program-specific student handbooks. Archived copies are available in the Cullowhee and Biltmore Park campus offices. Faculty must be familiar with and adhere to the information in the handbook appropriate for their program. Students sign a statement that they have received and read the appropriate handbook and will adhere to SON policies and procedures contained therein. The signed statement is placed in the student’s folder.

H. **Letters of Reference**

Students are responsible for requesting faculty to write references. Faculty may or may not choose to write a reference for a particular student. The University Career center has a process for assisting students to maintain a portfolio of references.

I. **Student Communications**

Electronic communication via the appropriate online learning management system or University email is the recommended form of communication with students. Use of electronic communication provides a written record of conversation. Formal oral conversations should be summarized in writing or in a follow up email to provide documentation of what was said.
Students are required to check email and appropriate learning management systems daily for communications.

J. Writing Style

The Publication Manual of the American Psychological Association (APA) style format has been adopted by the faculty to be used by both faculty and students for all formal documents and papers.

K. Office Hours

It is expected that faculty members will maintain four office hours per week for student consultation in addition to their teaching assignments. Office hours are to be divided over two separate workdays. Faculty members are expected to post hours available and to supply a schedule of activities to the SON administrative support associate.

VII FACULTY POLICIES

A. Faculty Practice Policy

In keeping with the mission of the School of Nursing (SON) to educate nurse leaders who are dedicated to caring and participating with individuals, families, and communities to meet health needs, the Faculty Practice Policy exists to foster faculty practice and the clinical education of nursing students. Faculty practice is defined as the delivery of nursing services by faculty through the roles of clinician, educator, researcher, consultant, and administrator. The policy creates a system of support for excellence in practice, scholarship, and teaching and serves the needs of the population by providing quality health care services in the community. The faculty practice policy is located in Appendix E.

B. Faculty Personnel Policies

Please refer to the WCU Faculty Handbook for information about personnel policies and reporting of illness.

C. Professional Development and Evaluation

i. Faculty Responsibilities for Professional Development

Ultimately professional development rests with the individual; however, the SON, CHHS, and University are committed to assist and facilitate this process within available resources. Funding may be available in the SON budget for attendance at professional activities, and should be negotiated and discussed with the appropriate program director and the SON director. Faculty members are expected to develop or update a professional development plan and discuss the plan with the SON Director or his/her designee. Faculty members are expected to use the Annual
Faculty Evaluation (AFE) document in preparing for individual annual faculty evaluation. The criteria for the AFE are found within the Departmental Collegial Review Document (DCRD) located on the SON website. Some resources for faculty development include:

- Workshops, seminars, and formal education Coulter Faculty Commons (instructional services, consultation, and advisement)
- Visiting Scholars sponsored by the SON, the CHHS, or the University
- Peers and/or teaching committees within the SON, CHHS, or University
- Instructional grants and micro-grants from the office of the Provost and Vice Chancellor of Academic Affairs and the Center for Teaching Excellence
- Consultation and advisement by the Research Office of the WCU Graduate School
- Memberships in professional organizations and honor societies

ii. Faculty Responsibilities in Relation to Reappointment, Promotion and Tenure

Early in the fall semester, files are prepared by tenure-track candidates who are seeking tenure, promotion, or reappointment (hereafter referred to as TPR). Due dates and information for preparing files are published by the Office of the Provost and provided to faculty by the SON Director. For additional clarification of content and organization of files, refer to the SON Departmental Collegial Review Document (DCRD) located on the SON website. Since the individual candidate carries the responsibility for file preparation, it is suggested that faculty seek guidance early and as needed for file preparation. When the file is completed, it is submitted to the SON Director for validation of completeness and the addition of the SON Director’s summary of the candidate’s annual faculty evaluations. For university policies related to TPR procedures and the Annual Faculty Evaluation, please refer to the WCU Faculty Handbook, Section 4.04, 4.05, 4.06, and 4.07.

The TPR/Collegial review process, is as follows:

- SON Director takes candidate files to the SON TPR/Collegial Review Committee
- SON TPR/Collegial Review Committee and Director make recommendations to the CHHS TPR Collegial Review Committee which then makes recommendations to the Dean
- The Dean sends it to the University TPR/Collegial Review Committee which makes recommendations to the Provost who then makes recommendations to the Chancellor
- Chancellor makes recommendations to the Board of Trustees
- Chancellor conveys the Board of Trustees’ recommendation to the Board of Governors.
- The Board of Governors makes the final decision

iii. Faculty Responsibilities in Relation to Faculty Evaluation

Annual evaluations are required of all full-time faculty members. Early in spring semester, faculty members will begin preparing files for the Annual Faculty Evaluation (AFE) process, to be submitted to the SON Director or his/her designee. Appointments for the evaluative conferences will be made via the SON Director’s administrative support associate. The evaluation process is completed during the spring semester. For purposes, procedures, and guidelines, refer to the AFE and TPR/Departmental Collegial Review documents (DCRD) available on the WCU SON Website. The SON Director set times for evaluation conferences.
The SON Director conducts faculty evaluations using the AFE document that includes self-evaluation, peer evaluation, and student evaluation. The formal evaluation process for eliciting student feedback on instructor performance is through the university (CoursEval) process via the student’s Catamount email account. Faculty may use additional tools for evaluation. The SON forms for completing a peer evaluation of classroom and/or online teaching and teaching materials are in the SON DCRD.

D. Faculty Fund

i. Faculty Fund Fees

Faculty Fund monies ($25) will be collected from each full-time faculty (voluntary donation) at the beginning of the academic year and placed in an account secured and managed by the Faculty Affairs Committee (FAC). The FAC members will collect and manage the funds. Faculty members are expected to keep the FAC members informed of any situations needing recognition. Any perceived needs for recognition beyond these guidelines shall be managed by that individual in securing faculty consensus and soliciting funds from those who wish to participate. Expenditures made without the approval of the FAC will be at the individual faculty member’s expense.

ii. Criteria for Remembrances

A. Illness:
   Faculty member (hospitalized) $20-25

B. Death:
   Immediate family member of faculty $30-35.00
   (Spouse, in-law, children, significant other)

C. Retirements, Career Change, Weddings
   30 years plus $75.00
   21-29 years $50.00
   5-19 years $40.00
   Less than 5 years $25.00
   FAC Treasurer will contact faculty member as to gift or donation to organization.

D. Special Achievement:
   Congratulatory card

E. New Family Additions;
   (Birth or adoption) $15.00

G. Administrative assistants:
   Administrative Assistants Day $30.00
   Christmas gift $20.00
   5 years plus $30.00
   Less than 5 years $20.00

H. Community Dignitary
   Card

IX. CAMPUS SUPPORT

A. Information Technology

A computer is assigned to each full-time faculty, with internet service available on campus. This permits connection with the user to all on-line aspects of campus, including Banner, appropriate learning management systems, the library search engines, and the WCU computer network (the H-drive). Use of the WCU mainframe for faculty research can be secured by consulting the Academic Computing Consultant in the Faculty Commons, as well as through the designated school librarian. VPN accessibility is available for faculty to access the WCU computer network remotely. Faculty members should consult the IT Help Desk at (828) 227-7487 for setup of VPN capability if interested.

Students enrolled in the nursing program are required to have a functioning laptop for in-class use.

B. Learning Resources

i. Libraries

The Hunter Library in Cullowhee provides services to the School of Nursing. Additionally, Mountain Area Health Education (MAHEC) Library in is available to students and faculty. Each library has a collection of nursing and health-related books and journals. Each faculty member shares in the responsibility of reviewing library holdings for currency and appropriateness and suggesting new acquisitions to the librarian assigned bibliographic responsibilities for nursing. The Hunter Library staff will assist faculty and students with accessing and obtaining library materials. The guidelines for requesting assistance may be found at: http://www.wcu.edu/404.asp. The School of Nursing librarian also holds office hours at both the College of Health and Human Sciences and Biltmore Park locations, to help assist and guide students and faculty in research and interlibrary loan programs.

ii. Instructional Media and Equipment

Hardware and software are available for both classroom use and independent study from several sources, including the SON, CHHS, and the University. Materials borrowed from the SON must be signed out through the SON administrative support associate. Materials needed from the Coulter Faculty Commons, Cullowhee, or the MAHEC Library in Asheville, must be reserved, preferably at the start of each semester by the level coordinators. Contractual arrangements may be made at WCU for hardware needs. The SON Director must approve any request that results in cost. Reservations should be made well ahead.
The faculty person borrowing equipment for use outside of the classroom is responsible for arranging use with the Coulter Faculty Commons. The purchasing or renting of equipment from other agencies must be cleared through the SON Director. The SON Administrative support associate will initiate the proper forms and communication when the complete information is supplied.

### iii. Intercampus Communication

In addition to telephones, facsimile (FAX) machines are located in the Nursing Faculty Workroom in the SON in Cullowhee, and at the administrative support associate’s office in Biltmore Park. Mail items and small parcels can be transported by courier between Cullowhee and Biltmore Park. The courier will pick up and deliver items on a pre-determined schedule. Check with the administrative associates for pickup times for individual sites.

### C. Office Organization and Procedures

#### i. Administrative support associates

Administrative support associates should be given work requests to prepare typewritten material at least one week prior to the due date or two weeks, if possible. Written materials submitted must be legible and properly arranged and must include clear instructions and the date the item is needed. Administrative support associate tasks need to be prioritized according to time needed and importance to the nursing program. Exams are generally given top priority. Level coordinators will determine priority when a decision is needed. It is expected that most faculty will type and create exams on their own, without assistance from the administrative support team.

#### ii. Security

Each faculty person is expected to share in maintaining the security of records and equipment. Student records are FERPA protected and must be kept locked. File cabinets and equipment are to be locked except when under surveillance of staff or faculty. The last person to leave an office is responsible for locking files and turning off lights, computers, copiers, etc. Should theft or tampering be evident or suspected, it should be reported immediately to the Campus Security Officer and to the SON Director.

#### iii. Telephone Services

The administrative support associate will orient new faculty to the phone system. It is the faculty member’s responsibility to check voicemail on a regular basis and to respond to voicemail messages accordingly.

### D. Travel Procedures
Western Carolina University’s Travel Policies and Procedures can be found in the Travel Manual at this link: http://www.wcu.edu/12382.asp.

The SON travel policy may be found at: http://www.wcu.edu/WebFiles/PDFs/Travel_Policy_for_Nursing.09-14-09.pdf.

The clinical and school meeting travel policy may be found at: http://www.wcu.edu/WebFiles/Clinical_Travel_Policy_for_Nursing.09-14-09.pdf.

Authorization to travel must be obtained from designated University officials before travel commences on the Pre-approval form. Be sure to note the time requirements for notifying administration and submitting travel requests. Failure to adhere to deadlines may result in request being denied. Immediately following reimbursable activities, faculty must complete the travel reimbursement form found within the College of Health and Human Services H-drive. Faculty should work with the Biltmore Park administrative support associate to complete all travel forms. All applicable travel forms required for reimbursement may be found on the H: drive. Faculty must provide the administrative support associate with all necessary travel receipts to facilitate the forwarding of travel request materials to the School of Nursing Director for approval. Faculty is encouraged to maintain copies of all receipts. Failure to meet the deadlines may result in loss of reimbursement. Reimbursement will be in relation to the state allowance or any previously approved exceptions.

E. Parking

There is a cost for parking on the Cullowhee campus. Parking at Biltmore Park is free at this time. Information on parking for faculty may be obtained at: http://www.wcu.edu/9005.asp. Culowhee-based faculty are required to register their vehicle within one month of accepting a position with the University, and are assessed a monthly fee for parking on campus.
APPENDIX A: NEW FACULTY ORIENTATION

New Faculty Orientation

Objective:
To provide a smooth transition to the faculty role for new nurse educators hired for the school of nursing.

Components:
1. University Orientation
   Occurs every August, conducted by the University

2. School of Nursing Orientation
   Occurs upon hiring of new faculty members, conducted by Associated Directors

3. New Faculty Year-Long Mentoring Program
   • A mentor is assigned each year to new faculty
   • During the first semester, a group-mentoring leader holds weekly group mentoring sessions with all new faculty members. Topics include the attached outline and additional topics identified by mentor based on assessment of group needs.
   • During the second semester, the mentor holds individual meetings with each new faculty member, with topics initiated by novice faculty members.
   • At the beginning of the second semester, the new faculty members complete a self-assessment of faculty development needs to assist in selection of areas of assistance.
   • At any time, the new faculty member can request that the mentor provide peer review and feedback, syllabus review, assignment review, and consultation on the use of educational strategies.
   • During the first semester, the mentor places the new faculty member with an experienced faculty member to observe student advising. The second semester, the mentor observes the new faculty member as the new educator provides student advising, and provides feedback.
First Semester Group Mentoring Topics

During the first semester, a group-mentoring leader holds weekly sessions with all new faculty members. Topics include those in the outline below and additional topics identified by leader based on assessment of group needs.

Topics to be Included during Weekly Group Meetings over the First Semester

1. Faculty Role
   a. Faculty job description
   b. MyCat
   c. Value placed on writing grants, developing and implementing research programs, presenting at national conferences, and publishing
   d. Involvement on committees, in classes, and with projects
   e. Faculty AFE policy
   f. Elements of a curriculum vitae
   g. Boyer’s Model of Scholarship
   h. NLN’s Core Competencies of Nurse Educators with task statements
   i. Peer review/promotion and tenure policies
   j. University and School of Nursing Faculty Manuals

2. Classroom
   a. Classroom management and resources
   b. Student behavior, policies on dishonesty, disruption
   c. Active learning resources
   d. Writing instructional objectives using Bloom’s taxonomy
   e. Concept mapping
   f. Instructor of Record responsibilities
   g. Syllabi and course material development and preparation
   h. Evaluation policies for nursing courses

3. Testing
   a. Test construction
   b. Use of Bloom’s taxonomy and blueprints in item writing
   c. Test administration
   d. Test analysis (item difficulty and discrimination, distractor effectiveness)
   e. Program guidelines for grading, progression, and dismissal
   f. NCLEX-RN overview
   g. NCLEX-RN test plan

4. Clinical
   a. Clinical policies
   b. Agency policies
   c. Conducting clinical (pre and post conferences, assignments, etc.)
d. Clinical evaluation forms and processes, and grading

e. Student performance issues and clinical teaching strategies

f. Communication with classroom instructors

5. Skills and Simulation Labs
   a. Skills and Simulation Teaching
   b. Simulation Lab Manual
   c. Cleaning and Maintenance of Skills Lab Equipment and Mannequins

6. Curriculum
   a. Curriculum basics (philosophy, how concepts are integrated into curriculum)
   b. Curriculum process at WCU
   c. Curriculum plan for individual programs
   d. Accreditation and Essentials

7. Advising
   a. Student files and legal implications (FERPA)
   b. Advising tips
   c. Advising policies (assistance with course selection, progression question, NCLEX preparation advising)
   d. Support services

8. Resources
   a. Institutional
   b. Internet
   c. Professional journal articles
   d. Professional books
   e. Contact personnel
   f. Professional Nurse Educator Organizations
SON Orientation (conducted by Associate Directors)

1. Overview of School of Nursing (using new Orientation Manual)
2. Introduction to Administrative Team
3. Tour of Facility
4. Faculty development resources available
   • Coulter Faculty Center
   • Faculty Research Group Brown Bag Lunches
   • On-site workshops
   • Travel to professional conferences
   • SON New Faculty Mentoring Program
5. Policy Overview
   • Personnel
   • AFE process
   • Promotion and tenure

Orientation to Specific Course Assignment is conducted by the team or track coordinator and may include course content and schedule, syllabi, course notebooks, program specific policies and expectations.

New Faculty Orientation Manual
Contents of Manual – Review Manual with New Faculty Member
1. Academic Calendar
2. School of Nursing Quick Facts
3. Faculty Handbook
4. Strategic Plan
5. QEP or Program Evaluation Plan
6. Faculty Staff Contact Lists
7. External Professional Activities for Pay
8. Classroom Scheduling
9. Advising
10. Incident Reports
11. Travel
12. IT Support
13. Accessing the H drive
14. Accessing University Policies
15. Campus and Building Maps
Associate Director Orientation Checklist for New Faculty

☐ All Human Resource Paperwork completed? Check with secretary.
☐ HR Benefits orientation and paperwork
☐ Cat Card and Picture ID
☐ Activate Door Access for CHHS
☐ Parking Permit
☐ Have them submit BON faculty vitae form to AD
☐ Obtain a New Faculty Orientation Notebook and Update as needed.
☐ Request Room and Building Keys
☐ Order Start-Up Office Supplies and Furniture and door sign
☐ Order New Computer
☐ Add to Blackboard Homeplace and Webpage (create faculty bio)
☐ Obtain copies of appropriate Student Handbooks
☐ Assign to Mentoring Program
☐ Supplies location, obtaining
☐ Copier room (use of fax machine and copier)
☐ Faculty mailboxes, campus mail, personal mail, courier
☐ Filing
☐ Faculty kitchen – coffee pot, food, dishes, refrigerator
☐ Faculty office – posting of schedules, office hours

Academic advising
☐ Academic Advising Responsibilities
  ☐ Procedures, expectations, process, forms, timelines, contacts, documentation, requirements, student files, pre-nursing handbook
  ☐ First-Year Initial meeting
  ☐ Graduation requirements
  ☐ Contacts at WCU for questions
  ☐ Online registration
  ☐ Banner/BlackBoard
  ☐ Professional Advisors
  ☐ Counseling
  ☐ Student Mentoring

Research and Creativity
☐ IRB review board
☐ Internal grants
☐ External grants
☐ Working with the graduate school
☐ Types (publications, presentations, research projects, team, individual, etc)
☐ Serving on graduate student thesis and project committees

Other
☐ Recruitment Responsibilities
  ☐ Open House
o First Year orientation

☐ WCU Involvement
☐ Convocation and Graduation Responsibilities
☐ Community Involvement
☐ Professional Involvement
Program Director Orientation Checklist for New Faculty

☐ Review syllabus, receive textbooks and access to online resources, discuss “your team”, review teaching assignments and schedules, review office hours.

☐ Orientation prior to clinicals:
  - Online clinical orientation OSHA, etc.(Powerpoint)
  - OSHA, Bloodborne Pathogens, Safety Test completed
  - TB test, CPR, License, Immunizations, Liability Ins. Copies with Cullowhee-based administrative associate.

☐ PD facilitates agency orientation process

☐ Classrooms

☐ Equipment orientation

Teaching Role

☐ Review of Curriculum Policies and Responsibilities

☐ Sequence of courses for the program: Review of curriculum

☐ Intellectual Property rights/ownership

☐ Resources available (sandbox, Coulter Faculty Center)

☐ Guest Speakers (how many per course, notify AD of names, compensation)

☐ Review student file, location, process and documentation requirements

Classroom Course Information

☐ Steps to developing or changing a course

☐ Online teaching - BlackBoard

☐ Classroom assignments

☐ Adverse weather policy

☐ Steps of approval for new course or changes in course (nursing curriculum committee, college curriculum, senate)

☐ Book orders

☐ Posting syllabus

☐ Teaching loads and assignments

☐ Testing procedures
  - ExamSoft Access and Orientation
  - Copy of tests
  - Test reviews
  - Allowing students to look at old tests

☐ Course evaluations

☐ Grading of course (reporting online, grading scale, keeping a gradebook, turning in all grades to PD)

☐ ATI testing (access, orientation, use in program)
Clinical Course Information

- Review of clinical health care requirements for clinical sites (immunizations, CPR, TB, initial and annual, liability insurance, chickenpox, etc)
- Faculty dress policy
- General orientation to clinical settings
- Complete prior to beginning rotation in assigned clinical settings:
  - Personnel policies
  - Organizational structure
  - New employee required content
  - Tour
- Tour clinical settings and be introduced to management and/or key personnel. New faculty member arranges a meeting with agency or setting coordinator to review roles, responsibilities and setting routines.
- Meet with team director to discuss needs, expectations and contact person if needs arise.
- In inpatient settings, meet with RN selected by nurse manager and faculty member to orient to the routines of the clinical site.
- Review specifics for clinical site as attached to each course syllabus and relationship of clinical course to theory course.
- Review assignment plan for clinical area and process.
- Discuss alternative experiences for low census.
- Review clinical student assignments and grading
- Policy and Procedure Manual location for specific clinical site.
- Review attendance requirements and tracking process.
- Adverse weather policy
- Review clinical contracts.
- Review clinical evaluation process and documentation requirements
- Discuss process for communicating with students.
- Discuss “U” policy, tardiness, impaired student, etc.
- Student written work – timeliness, punctuation, APA, etc
APPENDIX B: SON BYLAWS

WESTERN CAROLINA UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SCIENCES
SCHOOL OF NURSING
BYLAWS

These bylaws are written under the provisions of the Faculty Constitution of Western Carolina University; and if ever the bylaws should be in conflict, the constitution shall govern.

ARTICLE I. THE SCHOOL

Section 1. The School of Nursing Faculty

1.1.1 The School of Nursing Faculty shall consist of those members of the General Faculty who hold appointment in the School.

1.1.2 The School of Nursing Faculty shall have primary responsibility – within the broader policy guidelines of the College of Health and Human Sciences, the Faculty Senate, and the University for curriculum, courses, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

1.1.3 Officers

1.1.3.1 The School of Nursing Director shall serve as Chairperson of the School of Nursing Faculty Organization meetings, Reappointment, Promotion, and Tenure Advisory Committee, Post-Tenure Advisory Review Committee, and the Executive Committee.

1.1.4 The School of Nursing administrative support associates will be assigned to record, type, and distribute minutes of School of Nursing Faculty Organization meetings and committee meetings.

Section 2. Meetings

1.2.1 The Faculty of the School Nursing shall meet at the call of the School of Nursing Director and as often as necessary to assure effective communication of academic matters. Additional meetings shall be called by the School of Nursing Director at the request of one-half of the School of Nursing Faculty.

1.2.2 The School of Nursing Faculty will meet a minimum of twice each academic semester.
Section 3. Duties and Responsibilities of the School of Nursing Faculty

1.3.1 The School of Nursing Faculty serves as a policy-recommending body. As such, the organization of the Faculty provides for participation by its members in the governance and decision making process of the School of Nursing. Proposals concerning policy matters may be initiated by individual faculty members through appropriate appointed and elected committees of the School or through administrative channels. Proposals may concern a change in existing policy, call for the correction of actions contrary to an existing policy, or call for interpretation of policy.

1.3.2 The Faculty shall consider reports and proposals from the School Director, faculty committees, and from individual faculty members and make recommendations concerning these reports and proposals.

1.3.3 The Faculty shall discuss matters relating to the welfare of the School of Nursing.

1.3.4 Recommendations will be considered by the School of Nursing Director for appropriate action. As chief administrative officer of the School of Nursing, the Director will direct policy implementation. If action outside the School of Nursing is required, recommendations will be referred through the Dean of the College of Health and Human Sciences.

1.3.5 The Faculty may amend or repeal any part or all of the Bylaws of the School of Nursing. The Bylaws may be changed only during the academic year. Proposals to amend or repeal shall be sent to the faculty at least ten days prior to the meeting at which discussions will occur. The vote may immediately follow the discussion. Actions to repeal or amend shall not be effective unless approved by two-thirds of the full-time members of the total faculty of the School and by the School Director.

Section 4. Committees

1.4.1 The consideration of matters within its jurisdiction may be delegated by the School of Nursing Faculty to committees which shall be responsible to and report to the Faculty.

1.4.2 There shall be three kinds of committees, Appointed Committees, Elected Committees, and Special Committees. The tenure of the latter shall end upon completion of their assignments.

1.4.3 Appointed Committees and their chairpersons shall be appointed by the School Director, who may informally consult with faculty regarding their interests
and preferences.

I.4.4 Elected Committees. The faculty as a whole shall determine the process for electing committee members at the first School of Nursing Faculty meeting of the academic year. Elections will be held within the first 30 days of the academic year. Members elected to a committee will determine the chairperson of that committee at the first meeting.

**ARTICLE II. COMMITTEES**

**Section 1. Appointed Committees and Teaching Teams**

**II.1.1. Teaching Level Teams**

II.1.1.1 Teaching Teams. There will be eight Faculty teaching teams, which are: Traditional, RN to BSN, ABSN, RIBN, Nurse Anesthesia, Nurse Administration, Nurse Education, and Family Nurse Practitioner. The teaching teams shall be composed of the faculty who has teaching responsibilities at that level. Every teaching faculty member shall be a member of a team. Members and chairpersons will be appointed by the School Director. Matters pertaining to the specific teaching team and not to the SON faculty as a whole may be approved by the teaching team.

II.1.1.2 Faculty teaching teams will be responsible for implementing the curriculum and will execute all concomitant instructional responsibilities. Functions will include the following: teaching; selecting and managing appropriate learning experiences; arranging clinical learning experiences under guidance of existing contracts; recommending new contracts within curricular objectives; maintaining communication with personnel in agencies used for clinical learning experiences; evaluating student progress, including decisions regarding progression within the nursing program; and referring and reporting matters regarding student progress, interagency concerns, etc., to the School of Nursing Director through the teaching team Associate Directors. Other responsibilities include modifying current course objectives and outlines in response to ongoing and end-of-course evaluations while keeping within the curricular framework as adopted by the faculty and the directives of the Curriculum Committees; referring major concerns regarding curriculum to the Curriculum Committees; and recommending policy changes to the Faculty of the School of Nursing.

**II.1.2 Executive Committee**

II.1.2.1 Members: The Executive Committee shall consist of the School
Director and the Coordinators of each of the teaching teams. The School Director will serve as the chairperson of the committee.

II.1.2.2 Duties: To serve as a liaison between the Traditional Pre-licensure, ABSN, RIBN, RN to BSN, Graduate Teaching Teams, and the School Director; to share information concerning students, faculty, and agencies used for clinical experiences; to assist in program planning and evaluation, including the evaluation of the attainment of School goals; to recommend policy changes to the Faculty of the School of Nursing; to develop, recommend, and evaluate resources for clinical teaching.

II. 1. 3 Directors Council

II.1.3.1 Members: The Director’s Council shall consist of the Undergraduate and Graduate Associate Directors and the Director of the School of Nursing. The School of Nursing Director will serve as the chairperson of the committee.

II. 1.3.1 Duties: To coordinate all administrative responsibilities of the School of Nursing; to effectively administer the fiscal resources of the school; To lead the development and implementation of the schools strategic plan and facilitate continuous quality improvement of the SON’s processes, students, faculty, and staff; to assist in program planning and evaluation, including the evaluation of the attainment of School goals; to conduct annual faculty evaluation; to recommend policy changes to the Faculty of the School of Nursing; to develop, recommend, and evaluate resources for quality Nursing education.

Section 2. Elected Committees

II.2.1 Reappointment, Promotion, and Tenure/Collegial Review Committee

II.2.1.1 Members: The School shall elect a Reappointment, Promotion, and Tenure Advisory Committee from among the tenured members to make recommendations to the School of Nursing Director on these as well as, other personnel matters. Those being considered for promotion or tenure shall be absent during the deliberations concerning herself/himself. When there are seven or more tenured faculty members, the Reappointment, Promotion, and Tenure Advisory Committee shall consist of the School of Nursing Director and six tenured faculty members elected by the School’s full-time faculty. When there are six or fewer tenured faculty members, the committee shall be composed of the School of Nursing Director and tenured faculty provided the resultant committee shall consist of at least three tenured faculty members, exclusive of the
School Director. If the School finds it impossible to form a committee containing at least three tenured faculty members, the matter will be referred to the Provost and Vice Chancellor for Academic Affairs. The provost and Vice Chancellor, in consultation with the School and the Dean, will, by selecting sufficient tenured faculty from similar schools and departments, form a committee of three tenured faculties for the School.

II.2.1.2 When the School of Nursing Director is the person being considered by the committee, the School of Nursing Director shall excuse herself/himself; and the committee shall elect a pro-temp chairperson (voting) from its membership. The pro-temp chairperson shall submit the committee’s recommendations directly to the Dean of Health and Human Sciences. The School of Nursing Director shall be absent during the deliberations concerning herself/himself.

II.2.2 Curriculum Committees

II.2.2.1 Term Limits: In fall of 2012, one-half of the members will be elected for a two year term and one-half will be elected for a three year term. Thereafter, all new members will be elected for a two year term. If a vacancy should occur, the School Director shall appoint a replacement to complete the remainder of the term.

II.2.2.2 Members: The faculty shall be elected by the School of Nursing Faculty at the first Faculty Organizational meeting of the academic year. The School of Nursing Director is an ex-officio member of both committees.

Undergraduate (Pre-licensure) Curriculum Committee. The undergraduate membership shall consist of two faculty members from the traditional program, one from the RIBN program, and one from the accelerated program. Students representatives on the committee will include one Pre-licensure student, one third-year RIBN student and one ABSN student.

Graduate Curriculum Committee. The graduate membership shall consist of one faculty member from each track and program (including RN to BSN)., and student representatives from each track and program.

II.2.2.3 Duties: To direct the implementation of the curriculum; to study, develop, and recommend policies and procedures related to implementation of the curriculum; to provide leadership in developing, evaluating, and modifying the philosophy, objectives, and purposes of the School of Nursing; to provide leadership in developing the framework and design of the curriculum on the basis of teaching committee reports and an examination of the curriculum as a whole. Additional duties include
channeling information to and from School, college, and university committees regarding curriculum matters; keeping pace with current trends in nursing, evaluate these, and weighing their potential effects and influence on the nursing curriculum and responding appropriately; ensuring conformity of the curriculum with criteria of accrediting bodies; developing, recommending, and evaluating clinical resources; and bringing proposed changes to faculty for consideration and approval by majority vote. The Curriculum Committees also oversee the Simulation subcommittee.

II.2.2.4 The Simulation Committee is a standing subcommittee of the Curriculum Committees

II.2.2.4.1 Members: Faculty members who are involved in simulation education shall be appointed by the School Director. There shall be one representative from the ABSN track, two from the traditional BSN track, one from the Nurse Anesthesia track, and one from the Family Nurse Practitioner track. The School Director is an ex-officio member.

II.2.2.4.1.2 Duties: develop and recommend policies and procedures related to simulation education; demonstrate leadership in developing and evaluating simulation education and when applicable, research; review simulation laboratory needs to ensure excellence in simulation education (e.g., secure software and hardware supplies for the simulation room, control room, and clinical skills lab, address safety and scheduling issues); act as a consultant to fellow faculty for development of simulation learning activities, assess and recommend future equipment needs. All actions will be brought to the Curriculum Committees. A member of the simulation subcommittee will act as a liaison to the College of Health and Human Sciences Simulation Committee.

II.2.3 Student Affairs Committees

II.2.3.1 Term Limits: In fall of 2012, one-half of the members will be elected for a two year term and one-half will be elected for a three year term. Thereafter, all new members will be elected for a two year term. If a vacancy should occur, the School Director shall appoint a replacement to complete the remainder of the term.

The Undergraduate Student Affairs Committee

II.2.3.2 Members: The committee shall each consist of a minimum of five
nursing faculty members from the Pre-licensure, from traditional, ABSN and RIBN. Students representatives on the committee will include one Pre-licensure student, one third-year RIBN student and one ABSN student. The Director of Student Services serves as an ex-officio member. Admissions are dealt with by the full committee minus the student members. The chairperson shall be elected by the committee.

II.2.3.3 Duties: To review and recommend modification of policies and procedures for admission of students to the upper division major in nursing; to select students for admission to the upper division major in nursing.; to recommend scholarship and award recipients to the BSN team and to hear appeals from students regarding admission, retention, review and edit undergraduate student handbook and promotion decisions.

The Graduate Student Affairs Committee
II.2.3.4 Members: The committee shall consist of one nursing faculty member and one student from each master's program track and one from the RN to BSN program. Student representatives on the committee will include one representative from each track or program. The Director of Student Services serves as an ex-officio member. Admissions are dealt with by the full committee minus the student members. The chairperson shall be elected by the committee.

II.2.3.5 Duties: To review and recommend modification of policies and procedures for admission of students to the graduate program; to select students for admission to the graduate program, to recommend scholarship and award recipients to the MS(N)/RN to BSN team and to hear appeals from students regarding admission, retention, graduate and nurse anesthesia handbooks and promotion decisions.

II.2.4 Faculty Affairs Committee

II.2.4.1 Term Limits: In fall 2012, one-half of the members will be elected for a two year term and one-half will be elected for a three year term. Thereafter, all new members will be elected for a two year term. If a vacancy should occur, the School Director shall appoint a replacement to complete the remainder of the term.

II.2.4.2 Members: The membership shall consist of a minimum of three faculty members, one of whom must be tenured. The chairperson shall be elected by the committee.
II.2.4.3. Duties: To review annually and recommend revisions as needed in School criteria for reappointment, promotion, and tenure and evaluation, including student evaluation of faculty, peer evaluation, self-evaluation; review School Bylaws and Faculty Handbook annually; complete peer review of teaching materials; administer the School of Nursing Faculty Fund, and other such funds as developed by the faculty; and to assist the School of Nursing Director with faculty orientation.

2.4.4 A subcommittee of the Faculty Affairs Committee will be appointed by the Director of the School of Nursing to conduct and perform a peer review of teaching materials -- including syllabi, examinations, study guides, handouts, assignments, etc. The peer review committee will evaluate, for all instructional faculty, using the form from the School of Nursing Faculty Handbook for teaching materials. The committee will be made up of one faculty from each level of the School of Nursing (prelicensure, ABSN, RN to BSN, MS).

II.2.5 Student Advisory Committee to the School Director

II.2.5.1 Members: The membership shall consist of a minimum of ten students, two elected (representative and alternate) from each cohort of the pre-licensure program, two RIBN, two ABSN, two RN to BSN, and two graduate students.

II.2.5.2 Duties: To advise the School of Nursing Director on matters of common interest to the School of Nursing Director and the students. Meetings may be called at any time by the School of Nursing Director or upon request by at least one-third of the student members of the committee. All meetings shall be announced and scheduled in such a way that maximum attendance will be encouraged.

II.2.6 Nursing Education Advisory Committee

II.2.6.1 Members: Representatives from regional health care agencies, regional Nursing Programs, significant nurse leaders, four graduates [one Pre-licensure, one RN to BSN, one MS(N), and one NA], coordinators, Associate Directors, and the School Director, who shall serve as Chairperson. The representatives will serve three year staggered terms. A list of prospective members, approved by the nursing faculty, will be submitted to the Chancellor for approval and invitation to serve annually.

II.2.6.2 Duties: The duties of the committee will be to advise the School of Nursing Faculty regarding needs, trends, and changes in health care delivery in the region. Meetings will be called at least annually or as
deemed necessary by the School Director.

II.2.7 Nursing Alumni Committee

II.2.7.1 Term Limits: Initially, one-half of the members will be elected for a two year term and one-half will be elected for a three year term. Thereafter, all new members will be elected for a two year term. If a vacancy should occur, the School Director shall appoint a replacement to complete the remainder of the term.

II.2.7.2 Members: The Alumni Committee shall consist of two faculty representatives from Pre-licensure faculty, one from the ABSN track, one from the RN to BSN program, and two from the Graduate Program. The committee shall also have two alumni members, and a graduating student representative from each program track. The School of Nursing Director will serve as an ex-officio member. The chair of the Committee will be chosen by vote from the Committee members at the beginning of each school year.

II.2.7.3 Duties: The Committee shall coordinate all communication and activities pertaining to alumni, reunions, recruitment, fund-raising, surveys, and School of Nursing newsletter.

II.2.8 Director’s Convocation Committee

II.2.8.1 Members will be elected annually.

II.2.8.2 Members: The Director shall as for volunteers at the first FOM of the academic year. A minimum of three faculty from both undergraduate and graduate programs will serve for a full academic year.

II.2.8.3 Duties: The committee shall coordinate all aspects of a December and May Nursing convocation.

ARTICLE III. QUORUM

Section 1. School Meetings
The School of Nursing Director and two-thirds of the total full-time faculty shall constitute a quorum for the transaction of business at any meeting of the faculty of the School of Nursing.

Section 2. Committees
A majority of any appointed, elected or special committee shall constitute a quorum for the transaction of business.
ARTICLE IV. ADMINISTRATIVE ROLES AND RELATIONSHIPS

Section 1. Director of the School

IV.1.1 The chief administrative officer of the School of Nursing shall be the School Director.

IV.1.2 Nominations for appointment of this office shall be made to the Chancellor by the Provost and Vice-Chancellor for Academic Affairs after consultation with the Dean, the School of Nursing Faculty, and a duly constituted committee appointed by the Chancellor. After consultation with the Board of Trustees, the Chancellor shall make his appointment. Periodic review of the work of this office shall be conducted, and the time between reviews shall in no case be more than three years.

IV.1.3 The duties of the School of Nursing Director shall be delegated and defined by the Chancellor and shall appear in the official documents of the University.

Section 2. Administrative Relationships

IV.2.1 The School of Nursing Director shall be directly responsible to the Dean of the College of Health and Human Sciences.
APPENDIX C: POSITION DESCRIPTIONS FOR NURSING FACULTY

The Stated mission of the School of Nursing is a compilation of nursing faculty responsibilities as prepared by the Executive Committee and the School Director, and approved by the Nursing faculty. These responsibilities—education, service, and other scholarly activities—serve as the job descriptions for Nursing faculty and the School Director, and are a specification of those responsibilities outlined in the Faculty Handbook and the annual Faculty Evaluation guidelines. These responsibilities reflect the substance of the School’s mission and are addressed in the School’s strategic plan with faculty assuming the responsibility both individually and collectively. The School Director is responsible for guidance and leadership in all areas to maintain compliance with standards of regulatory bodies.

FACULTY REQUIREMENTS for APPOINTMENT, REAPPOINTMENT, PROMOTION and TENURE
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<tr>
<th><strong>FACULTY</strong></th>
<th><strong>SCHOOL DIRECTOR</strong></th>
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<tr>
<td>Faculty must possess the appropriate earned academic degrees for appointment, reappointment, promotion, and tenure as required by the University.</td>
<td>Verify that faculty possess appropriate earned degrees.</td>
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<tr>
<td><strong>Instructor, Assistant Professor, Associate Professor</strong></td>
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<tr>
<td>Bachelor of science in nursing from an accredited institution of higher education and a master’s degree in nursing are required. An earned doctorate in nursing or related field preferred.</td>
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<tr>
<td><strong>Full Professor</strong></td>
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<tr>
<td>As above with earned doctorate in nursing or related field.</td>
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<td>Faculty must possess the following required professional preparation and experience.</td>
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<td><strong>Years of Teaching Experience</strong></td>
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<td>1. For appointment, reappointment, promotion in rank, or tenure, the minimal School requirements are the same as those stated in the Faculty Handbook.</td>
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<td>2. The School Director must have had at least two years full-time experience teaching nursing at or above the baccalaureate level.</td>
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<td>3. Every nursing faculty member who has primary responsibility, designated by the program, for coordinating the planning, implementation, and evaluation of each major clinical nursing course shall have had a minimum of one academic year of full-time teaching experience in a nursing program.</td>
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<td><strong>Criteria for Faculty Employment</strong></td>
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<tr>
<td>1. Nursing faculty must be prepared in the areas for which they will assume teaching responsibilities.</td>
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2. The following conditions must be met upon hire: Current unrestricted license to practice as an RN in North Carolina

   Nurse faculty members employed after January 1, 1984, shall have had a minimum of two years prior employment in direct patient care. Each nurse faculty member employed after January 1, 1989 shall have had a minimum of two year’s prior employment in direct patient care as a registered nurse. Each nurse faculty member employed after July 1, 1992, shall have had a minimum of two calendar year’s prior full-time employment or the equivalent in clinical nursing practice as a registered nurse.

   Professional practice liability insurance

   Evidence of TB test, Hepatitis B immunization or declination, rubella, Diphtheria/Tetanus; and

   CPR certification.

3. Each year, at time of annual renewal, evidence of the following must be presented:

   Evidence of TB test

   CPR certification

MISSION AREAS CATEGORIES OF FACULTY ACTIVITIES

I. EDUCATION
   A. Teaching
   B. Student advising

II. SERVICE
   A. Committees
   B. Other university participation and leadership
   C. Professional and community service activities
   D. Participation and leadership in professional organizations
   E. Consultation and education activities

III. SCHOLARLY DEVELOPMENT
A. Research
B. Publications
C. Grant writing
D. Creative activities
E. Clinical practice
F. Continuing education or academic courses/degree/certificate

I. FACULTY ROLE EXPECTATIONS

Section II, Specific Responsibilities of Faculty, delineates the specific tasks and activities required in each of the mission areas. This section sets forth faculty values and expectations, which reflect the School Mission and Philosophy, and believed to be integral to a healthy teaching-learning and work environment.

A. Colleague and Team-Member Roles

Faculty in the School of Nursing work closely together in teams; therefore, it is essential that they collaborate in sharing workload, decision-making, and achieving the mission of the School.

Faculty members are role models for intellectual development, competence, effective communication, compassion, critical thinking, holistic approach to the care of humans, appropriate use of power, ethical behavior, and respect for diversity. It is expected that these qualities guide faculty relationships with each other, students, and other members of the University community. It is also expected that faculty share responsibility for mentoring new faculty and staff members.

Teams and the School as a whole function most effectively when faculty members recognize and draw on each other’s strengths. Sharing resources, ideas and support are the norms of the School. Faculty is responsible for using conflict as an opportunity for growth and for resolving conflicts with others. Differences in opinion and position are respected, even encouraged. However, once the team or School has made a decision, the faculty is expected to support the decision as a group.

B. Teacher Role

Faculty teaching responsibilities include the professional socialization of students. Students are our clients. In addition to implementing the curriculum, the faculty strives to empower students and support their development as persons. Faculty is responsible for maintaining an environment that is conducive to learning. This includes teaching strategies that encourage students’ curiosity, critical thinking, sense of achievement, and their ability to generalize knowledge. It also involves faculty responsibility for setting limits on behaviors or conditions that distract from learning.
The faculty is responsible for setting standards and holding students accountable for their own learning. In addition, faculty members are responsible for helping students make coherent sense of the myriad facts they are learning and to help them learn how to make connections between different areas of new knowledge.
### II. FACULTY SPECIFIC RESPONSIBILITIES

#### A. Coordination: Instructor of Record

Individual faculty, assigned as Instructors of Record, have the following responsibilities:

1. **Maintain course materials in master notebooks for School file:** a second copy of Pre-licensure junior materials will be maintained in Asheville office. Master notebooks will include the syllabus, class schedule, learner packet, handouts, and the final completed course evaluation forms. Test materials will be maintained for at least one semester following the course completion.

2. **Coordinate evaluation of students in the course by overseeing recording of grades and submission of final grades to School Director, Dean, and the Registrar. Grades may be submitted electronically.**

3. **Collaborate with faculty to plan student learning experiences for attainment of course objectives.**

4. **Collaborate with Level Coordinators to arrange scheduling of faculty and guest lecturers for courses and to coordinate necessary resources, as appropriate:**
   - Copies of schedule (class and exam);
   - Existing objectives, files, other materials;
   - Audio-visual equipment and supplies;
   - Textbooks, and
   - Correspondence, as appropriate.

5. **For clinical practicum:** coordinate notification of agencies regarding dates, students, and instructors. Coordinate creation of clinical rotation schedule, as needed. Coordinate clinical requirements in different rotations for parity.

6. **At course completion:**

<table>
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<th>Select, whenever possible, Instructor of Record from faculty members who meet the following criteria:</th>
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<td>v Served at least one (1) year on the WCU nursing faculty or have comparable experience in nursing education leadership.</td>
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<tr>
<td>v Demonstrated expertise in assessing, planning, implementing, and evaluating learning experiences for students.</td>
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<tr>
<td>v Demonstrated collaboration with faculty in assessing learning needs and implementation and evaluation of curriculum.</td>
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</table>
Update and/or revise the course syllabus, learner packet, guidelines for student work and course schedule with input from course co-teachers and from student evaluations, as appropriate.

Submit copies of the update(s) and/or revisions, along with the completed School form for evaluating the course, to the Chairperson of the School Curriculum Committee by the date established by the Curriculum Committee for review of course materials. The Curriculum Committee will review, revise as appropriate, and bring revisions to the faculty for consideration.

APPENDIX D: POSITION DESCRIPTIONS FOR NURSING PROGRAM DIRECTORS

Individual faculty, assigned as Coordinators at BSN or Graduate level, have the following responsibilities:

1. Collaborate with Associate Director to keep her/him informed of Program Committee activities, to plan and evaluate projects, and to make School administrative decisions.
2. Serve as a resource to faculty.
3. Prepare agenda, schedule, and chair committee meetings; hold appointed members accountable for accurate minutes distributed in a timely manner. Collaborate with Associate Director on appointment of Instructors of Record for courses taught.
4. Oversee development and distribution of course materials, exams and student forms for compliance with policies and procedures, and any standardized testing.
5. Collaborate with faculty and Associate Director to assign teaching responsibilities that equalize instructional loads and related activities.
6. Make requests to Associate Director for faculty and classroom space, educational equipment and supplies, and course schedules.
7. Assist faculty to summarize findings of course evaluations and share pertinent data with faculty and Associate Director.
8. Develop plans for clinical rotations for next academic year in consultation with faculty.
9. Coordinate faculty liaison activities with clinical agencies, including recommendations of potential new agencies.
10. Assign advisees to nursing faculty.
11. Communicates with students, faculty, clinical agencies, and university administration, as indicated.
12. Coordinate selection of student representatives to School and College committees.
13. Assist in strategic planning for level or track of responsibility.
14. Develop and maintain collegial relations within the School, College, and University.
15. Assist in the development of faculty at the level/track.
16. Assist the Associate Director with maintaining accreditation and preparing self-study.
17. Assist with development and maintenance of up-to-date curricular materials.
18. Assist with development and maintenance of ongoing program assessment plan.
### APPENDIX E: POSITION DESCRIPTIONS FOR ASSOCIATE DIRECTORS

*Individual faculty, assigned as Program Associate Directors at BSN or Graduate level, have the following responsibilities:*

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<tbody>
<tr>
<td>1.</td>
<td>Collaborate with School Director to keep her/him informed of Program Committee activities, to plan and evaluate projects, assist with AFEs, and to make School administrative decisions.</td>
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<tr>
<td>2.</td>
<td>Serve as a resource to faculty.</td>
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<tr>
<td>3.</td>
<td>Prepare agenda, schedule, and chair committee meetings; hold appointed members accountable for accurate minutes distributed in a timely manner. Collaborate with School Director on appointment of Instructors of Record for courses taught.</td>
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<tr>
<td>4.</td>
<td>Oversee development and distribution of materials for courses, with specific responsibility for master schedule (if used), faculty responsibilities for exams, student forms for compliance with policies and procedures, and any standardized testing.</td>
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<td>5.</td>
<td>Collaborate with faculty and School Director to assign teaching responsibilities that equalize instructional loads and related activities.</td>
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<td>6.</td>
<td>Provide for evaluation of faculty and courses by use of approved faculty-developed forms. Evaluate</td>
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Select, whenever possible, Level/Track Coordinators from faculty members who meet the following criteria:

- Served at least three (3) years on the WCU nursing faculty or have comparable experience in nursing education leadership;
- Served as Instructor of Record for a minimum of one (1) year; and
- Demonstrated managerial expertise in assessing, planning, implementing, and evaluating activities that meet the needs...
faculty teaching skills in the classroom and, if possible, clinical labs. Share evaluations with faculty. Assist faculty to summarize findings of course evaluations and share pertinent data from summaries with faculty and School Director.

7. Make requests to School Director for faculty and classroom space, educational equipment and supplies, and course schedules.

8. Develop plans for clinical rotations for next academic year in consultation with faculty.

9. Collaborate with School Director and other faculty to recruit and select new faculty to meet School’s teaching needs.

10. Coordinate faculty liaison activities with clinical agencies, including recommendations of potential new agencies.

11. Assign advisees to nursing faculty.

12. Communicate with students, faculty, clinical agencies, and university administration, as indicated.

13. Supply reports related to students, faculty, and courses of the Committee.

14. Coordinate selection of student representatives to School and College committees.

15. Assist in planning strategies for obtaining grant funds for School use.

16. Develop and maintain harmonious collegial relations within the Committee, School, College, and University.

17. Maintain open communication with Committee members and School Director.

18. Assist in the development of leadership potential of Committee faculty by encouraging acceptance of administrative roles and socialization of new/non-tenured faculty.

19. Assist the School Director with maintaining and requirements of students and faculty at the respected level.

Collaborate with faculty to keep them informed of School, College, and University activities, to plan and evaluate projects, and to make School administrative decisions.

Collaborative effort implemented through chairing executive team committee and School faculty meetings.

Serves as a resource for Director and faculty.

Appoint Instructors of Record. (See further discussion under Instructor of Record).
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<td>accreditation and preparing self-study when necessary.</td>
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<tr>
<td>20.</td>
<td>Maintain up-to-date curriculum check sheets.</td>
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<tr>
<td>21.</td>
<td>Assist the School Director with program assessment activities.</td>
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<td>22.</td>
<td>Revise program recruitment brochure as needed.</td>
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APPENDIX F: FACULTY PRACTICE POLICY

Purposes:

1. Model expert nursing care.
2. Develop supportive educational and scholarship environments.
3. Provide incentive for faculty to engage in practice.
4. Enhance recruitment and retention of faculty.
5. Provide consultative services.
6. Provide a system for faculty to maintain required licensure and/or certification.
7. Maintain clinical competence in faculty area of expertise.
8. Maintain peer relationships and communication with clinical sites.

Practice Policy Guidelines:

1. All full-time nine and twelve-month faculty (tenure and non-tenure track) whose salaries are paid by the University are covered under the practice policy.
2. All professional fees and income from professional services earned by the faculty are retained by the individual faculty member.
3. Nine-month faculty who must practice to maintain certification and their teaching position (e.g. Family Nurse Practitioner or Nurse Anesthesia Faculty) will be provided eight (8) hours per week, during the regular work week, for their individual practice. Twelve-month faculty who must practice to maintain certification and their teaching position (e.g. Family Nurse Practitioner or Nurse Anesthesia Faculty) will be provided sixteen (16) hours per month, during the regular work week, for their individual practice. Twelve-month faculty may also take additional days to practice with vacation time if so desired and approved by the Director. Time and days of practice must be negotiated with the Director of the SON.
4. Other nursing faculty who wish to practice will be provided up to eight (8) hours per week for nine-month faculty or up to sixteen (16) hours per month for twelve-month faculty, during the regular work week, for their individual practice. Time and days of practice must be negotiated with the Director of the SON.
5. Faculty must maintain teaching loads as directed by the University, twelve (12) credit hours for undergraduate faculty and nine (9) credit hours for graduate faculty.
6. Time for faculty practice cannot interfere with the provision of class time or the normal business and committee operations of the SON.
7. Faculty who practice outside of the university must carry their own malpractice coverage appropriate to the level of practice. The university will not cover any faculty member seeking to practice outside of regular university business.

Procedures:

1. Prior to the beginning of each academic semester, the faculty must discuss and negotiate practice plans with the Director and the appropriate Associate Director. Class times will not be changed to accommodate a practice schedule.
2. Plans for practice must be identified in writing and be congruent with the faculty’s professional goals (identified in the faculty’s Annual Faculty Evaluation) and the SON strategic plan.
3. Once agreed upon, the faculty’s plan for practice will be signed by the faculty member, the Director, and appropriate Associate Director and placed in the faculty’s personnel file.
4. At the end of each academic year, the practice plan will be reviewed by the faculty member, the Director, and appropriate Associate Director as part of the faculty members Annual Faculty Evaluation.
5. Faculty must disclose their external practice for pay each year on their annual conflict of interest statement.

Please note: This policy will be periodically reviewed to ensure it meets the objectives of the school and college.