



**COLLEGE of
HEALTH and HUMAN SCIENCES**

SCHOOL OF NURSING

FACULTY HANDBOOK

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 Western Carolina University
 School of Nursing

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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>

The UNC Policy Manual and Code: <http://www.northcarolina.edu/policy/index.php>

I. MISSION, VISION, PHILOSOPHY AND STRATEGIC PLAN OF THE SCHOOL OF NURSING

Mission

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 end-point but the beginning of a life-long commitment to learning.

Roach, S. (1997). *Caring from the heart: The convergence of caring and spirituality*. Mahwah, NJ: Paulist Press.

Western Carolina University
School of Nursing
Strategic Plan
2014 - 2020

Strategic Direction #1 – Fulfill the Educational Needs of State and Region

Goal 1.1: Prepare nurses at the undergraduate and graduate level to provide high quality health care across the region, state and beyond.

Initiative 1.1.1: Evaluate the educational needs for undergraduate and graduate nurses on an ongoing basis.

Initiative 1.1.2: Implement programmatic initiatives based on educational needs.

Goal 1.2: Provide high quality learning experiences for nursing students.

Initiative 1.2.1: Evaluate emerging health care trends and ensure that curriculum and clinical learning models support evolving practices.

Initiative 1.2.2: Develop and implement a quality simulation program.

Initiative 1.2.3: Expand use of simulation across the curriculum.

Initiative 1.2.4: Employ best practices in the delivery of online education.

Goal 1.3: Develop innovative ways to educate nurses through academic practice partnerships and collaboratives that meet the needs of the region and advance the educational preparation of nurses.

Initiative 1.3.1: Identify collaborative grant opportunities.

Initiative 1.3.2: Expand service learning projects with community agencies.

Initiative 1.3.3: Expand innovative educational models in collaboration with academic and practice partners.

Goal 1.4: Establish a state of continual readiness through accreditation and recognition.

Initiative 1.4.1: Utilize the Quality Enhancement Plan (QEP), and Program Evaluation to monitor and improve performance.

Initiative 1.4.2: Continually assess and revise curriculum of all programs to include the latest standards and competencies from national organizations (e.g., Commission on Collegiate Nursing Education (CCNE) standards, Quality and Safety Education for Nurses (QSEN) competencies, American Association of Colleges of Nursing (AACN) Essentials, National Organization of Nurse Practitioner Faculty [NONPF] Guidelines).

Initiative 1.4.3: Explore ways that components of the NLN Excellence in Nursing Education model could be used to enhance the School of Nursing.

Goal 1.5: Offer high quality continuing education to healthcare providers within the region.

Initiative 1.5.1: Develop a plan to increase continuing education offerings.

Strategic Direction #2 – Enrich the Total Student Experience

Goal 2.1: Provide a rich learning environment that extends beyond the classroom walls. Initiative

2.1.1: Expand and promote inter-professional opportunities.

Initiative 2.1.2: Integrate the philosophy of caring into all curricular and extra-curricular activities.

Initiative 2.1.3 Enhance activities that promote socialization within the School of Nursing and the nursing profession.

Initiative 2.1.4: Expand opportunities for students to serve in leadership roles.

Goal 2.2: Increase diversity of faculty, students and staff.

Initiative 2.2.1: Identify barriers that contribute to lack of diversity.

Initiative 2.2.2: Develop a plan to recruit and retain a diverse student, staff and faculty population.

Initiative 2.2.3: Identify new funding opportunities to increase diversity.

Initiative 2.2.4: Expand mentoring programs to increase opportunities for success of students from diverse backgrounds.

Goal 2.3: Increase level of scholarship for faculty and students.

Initiative 2.3.1: Develop a plan to increase nursing research productivity.

Initiative 2.3.2: Explore options for workload adjustments to support faculty scholarship.

Initiative 2.3.3: Increase student opportunities for undergraduate scholarship.

Goal 2.4: Provide holistic student centered services.

Initiative 2.4.1: Explore options for funding of clinical coordinator to assist with clinical placements.

Initiative 2.4.2: Evaluate current process for student advising for all programs.

Initiative 2.4.3: Collaborate with Biltmore Park Executive Director to establish a plan to increase student support resources (**library, IT, tutoring**).

Strategic Direction # 3 – Enhance Our External Partnerships

Goal 3.1: Continue to explore, develop and foster partnerships within the community/region.

Initiative 3.1.1: Identify opportunities for representation on regional and statewide boards and committees.

Initiative 3.1.2: Explore opportunity for partnerships to develop faculty practice.

Goal 3.2: Explore options to expand engagement in nursing and nursing education globally.

Initiative 3.2.1: Establish a plan to expand our international affiliation with schools of nursing.

Initiative 3.2.2: Seek opportunities to expand international educational experiences.

Strategic Direction #4 – Invest in Our People

Goal 4.1: Create and maintain a satisfying professional experience for faculty and staff.

Initiative 4.1.1: Utilize the National League for Nursing (NLN) Healthful Work Environment Tool Kit© to develop a plan to assess and enhance faculty and staff satisfaction.

Initiative 4.1.2: Investigate the feasibility of implementation of a clinical track.

Initiative 4.1.3: Develop a plan to increase the number of tenured faculty.

Initiative 4.1.4: Pursue opportunities to support faculty and staff development.

Initiative 4.1.5: Establish a plan to support faculty and staff self-care by supporting health and wellness initiatives.

Strategic Direction #5 – Invest in Our Core Resources

Goal 5.1: Provide sufficient faculty and staff to mirror future program growth.

Initiative 5.1.1: Evaluate our ability to recruit and retain high quality faculty and staff.

Initiative 5.1.2: Seek internal/external funding for faculty, staff and physical assets to support visionary programs (e.g. simulation learning, grants and research and international programs).

Goal 5.2: Enhance the utilization of our physical resources and use of advanced teaching/learning technologies.

Initiative 5.2.1: Develop a plan to improve space utilization.

Initiative 5.2.2: Create a plan to maximize the utilization of technology.

Goal 5.3: Support future growth and expansion with adequate classroom and office space, support for technology and equipment.

Initiative 5.3.1: Develop a plan to address expansion capacity at Health and Human Sciences (HHS) Building and Biltmore Park.

Goal 5.4: Improve the effectiveness and efficiency of core processes to ensure continuous improvement and increasing ability to support the programs.

Initiative 5.4.1: Develop a Quality Improvement plan to address processes.

Initiative 5.4.2: Identify cost effective and time saving strategies (e.g transitions from paper to electronic, effective use of faculty time, video conferencing, student files).

Strategic Direction #6- Garner Support for Our Vision

Goal 6.1: Develop a culture that aligns all our efforts with the School of Nursing Mission, Vision and Philosophy.

Initiative 6.1.1: Create or modify existing orientation messages for new faculty, staff, and students to ensure early introduction to and understanding of the School of Nursing Mission, Vision and Philosophy.

Initiative 6.1.2: Facilitate a shared understanding of and commitment to the School of Nursing's Mission and Vision among nursing faculty, staff, and students.

Initiative 6.1.3: Develop specific strategies to integrate the Mission and Vision and Philosophy into daily activities.

Goal 6.2: Explore the expansion of alumni activities and community partnerships.

Initiative 6.2.1: Develop a plan to increase alumni engagement.

Initiative 6.2.2: Develop a plan to increase engagement with community partners.

Goal 6.3: Actively pursue avenues to increase financial support.

Initiative 6.3.1: Develop advancement council to assist with planning and fundraising.

Initiative 6.3.2: Develop a plan to recognize scholarship donors.

Initiative 6.3.3: Pursue increased operating budget for that reflects projected growth.

Initiative 6.3.4: Expand revenue from Continuing Education offerings and Certificates.

II. CURRICULUM PLANS AND PROGRAM OUTCOMES

A. Accreditation

Western Carolina University is accredited by The Southern Association of Colleges Commission on Colleges. The baccalaureate and master's nursing programs at WCU are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791. The Council on Accreditation of the American Association of Nurse Anesthesia accredits the Nurse Anesthesia program. The pre-licensure nursing programs are also 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 leader (NL), and the nurse anesthesia (NA) programs. The FNP program is a two-year plan requiring 51-52 credit hours of graduate coursework. The NE track is a two-year plan requiring 38-39 credit hours of graduate course work. The NL 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**

The post-master's Doctorate in Nursing Practice (DNP) is a 42 credit hour dual DNP program, taught in partnership 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 be able to:*

- 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 be able to:*

- 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 be able to:*

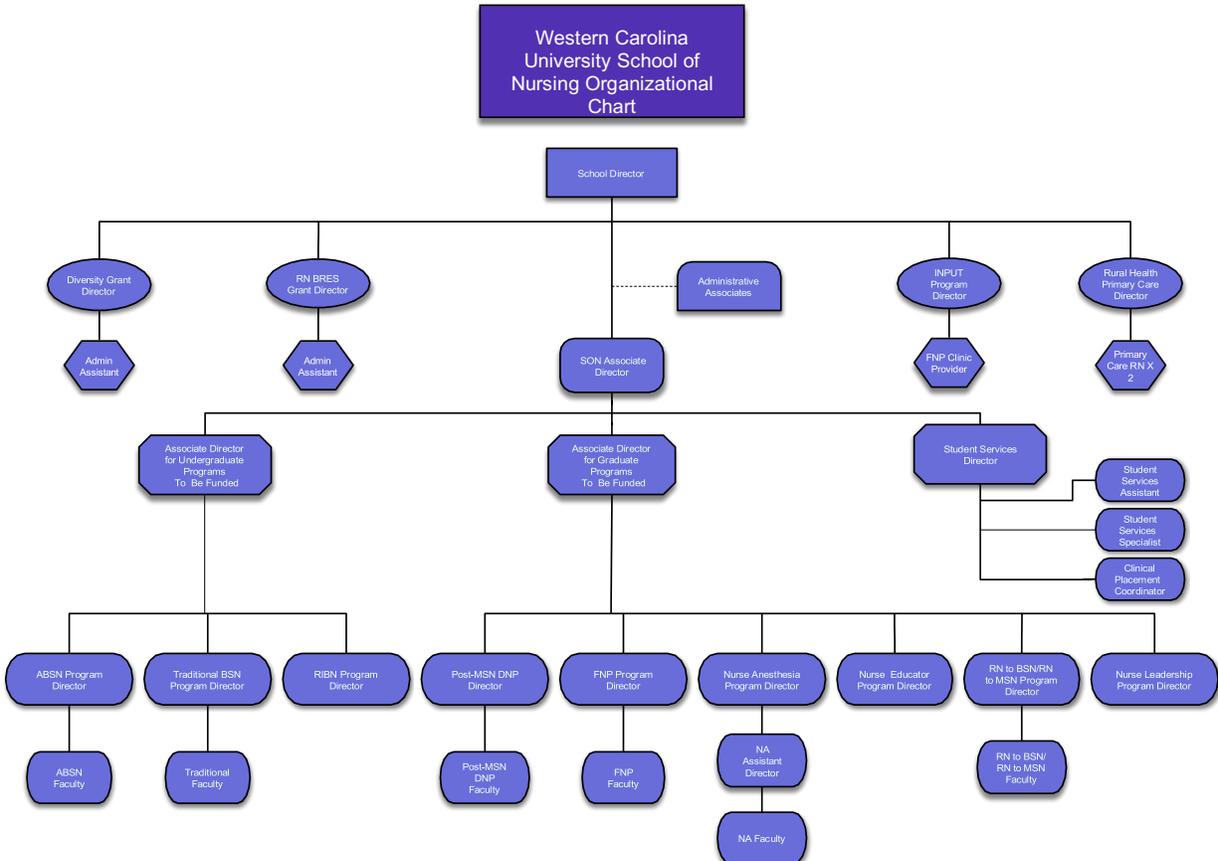
- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.

- Develop and evaluate systems to enhance safety and quality of healthcare.
- 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.

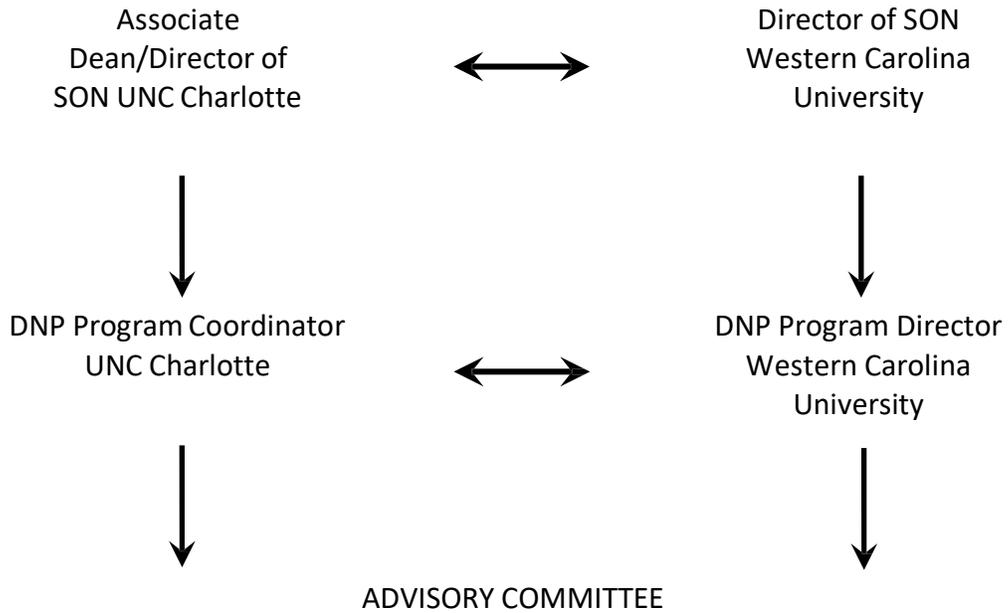
III. SCHOOL OF NURSING ORGANIZATIONAL STRUCTURE

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.

The Dual DNP Program is offered in partnership with the University of North Carolina at Charlotte School of Nursing. That program operates as a separate entity with oversight from each School of Nursing through an Advisory/Oversight Committee and the DNP coordinator or director from each School.



Organization Chart for Dual DNP Program



- DNP Program Coordinator UNCC and DNP Program Director WCU
- Two elected DNP program faculty members from each school
- Associate Directors of the Graduate Division (ex-officio) from each school

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.

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.–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 program specific 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 an ExamSoft subscription each academic year, 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.

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 instructor of record should:

- Enter grades into MyWCU.
- Gather materials for course notebooks.
 - Submit current copy of course **syllabus**, Annual or Semi annual course evaluation, student evaluations of the course (Survey Monkey)
 - **Student Work**: When applicable 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.
 - **Exams** can be found in Examssoft.
- Place Completed **Clinical Evaluation** Forms in the student file or stored in appropriate electronic format (eg: Medatrax).
- 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

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 online courses, so the decision must be made on a case by case basis based on circumstances.

D. Clinical Courses

New faculty, or faculty (including adjunct) assigned to ~~new clinical settings~~ teach or instruct students at a clinical site, will receive adequate orientation as deemed by the clinical site 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 clinical sites have additional orientation requirements for faculty, such as classes on fire safety, OSHA regulations regarding Blood Borne Pathogens and CPR certification. Clinical sites may also require a criminal background check, drug testing, as well as documentation of receiving certain vaccines, including influenza.

Faculty members are responsible to maintain ~~current clinical requirements~~ site specific documentation at clinical sites where onboarding is required, and provide that documentation to the Cullowhee-based SON administrative associate. Faculty without documentation on file at the SON administrative associate's office are prohibited from participating as an educator and/or clinician at the respective clinical site.

Clinical faculty, (e.g., IOR, clinical coordinator) should provide a copy of course objectives for clinical practicum and/or individual learning contracts, including defined learning experiences to the respective clinical site personnel. This should include information such as dates, times, and the number of students involved. Faculty should coordinate student on-boarding efforts (e.g., criminal background checks, health records) with the Office of Student Services.

Formal contracts are established with all clinical sites 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. The Office of Student Services assists with contract initiation and verification or review. The program director and course faculty will be notified by the SON Director or CHHS Dean's Office if any contract includes items or requirements that are not part of a standard CHHS education affiliation agreement clinical contract. Faculty may request copies of any agency contract by contacting the CHHS Dean's office.

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 (nonfaculty)

Clinical preceptors may be used in certain courses or for specific learning experiences and must function within the individual program guidelines.

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. See <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 ~~is~~ may be required by clinical sites for any faculty who teach clinical courses who are physically on-site, or are involved with faculty practice at their respective clinical site(s). ~~A minimum of one million dollars per occurrence/3 million dollars aggregate coverage is required.~~ Each faculty reviews with their program director the malpractice requirements, then submits to designated administrative associate as directed. Obtaining teaching liability insurance is optional.

v. Vaccination, CPR Certification, and Licensure

Each faculty engaged in clinical site responsibilities that require onboarding must provide documentation of the respective clinical sites mandatory teaching/practice requirements. This would include such items as immunizations, certifications, and licensure. Each faculty reviews with their program director the clinical practice/teaching requirements for accuracy, then submits to designated administrative associate as directed.

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 according to program admission policies.

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 instructional site 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. Faculty will use program specific forms for advising during fall and spring semesters. Completed advisement forms will be placed 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

Residential 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 instructional site. Residential and Distance Students and faculty may also use the following online tutoring resource: [Brainfuse](#)

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 instructional site 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 unless otherwise specified by the project chair.

K. Office Hours

Fulltime faculty members will maintain regular office hours for student consultation in addition to their teaching, service and administrative obligations. Faculty members are expected to communicate schedule of activities to the SON administrative support associates.

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 F**.

B. Faculty Personnel Policies

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

VIII 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. Faculty members will maintain data in Digital Measures 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 (1) self-evaluation, (2) peer evaluation, and (3) 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

5 years plus \$30.00
Less than 5 years \$20.00

Christmas gift

5 years plus \$30.00
Less than 5 years \$20.00

H. Community Dignitary

Card

WCU SON Faculty Funds 2006, Revised 2008-2009, 2011 and reviewed 2013.

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 set up of VPN capability if interested.

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>. Cullowhee-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 Director)

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
 - First Year orientation
- WCU Involvement
- Convocation and Graduation Responsibilities
- Community Involvement
- Professional Involvement

Program Director Orientation Checklist for New Faculty

This list is a guideline, some elements may not be applicable to all programs.
Add program-specific information as needed.

- 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 as specified in section V (D).
- 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

I.1.1 The School of Nursing Faculty shall consist of those members of the General Faculty who hold appointment in the School.

I.1.2. Undergraduate faculty shall consist of those faculty with teaching assignments in undergraduate nursing programs. These groups may be subdivided by pre and post licensure programs to discuss matters relevant to specific program tracks.

I.1.3. Graduate Faculty shall consist of those faculty with teaching assignments in a graduate nursing program.

I.1.4 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 that relate to the educational process.

I.1.5 The School of Nursing Director shall serve as Chairperson of the Collegial Review Committee, and the Executive Committee.

I.1.6 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

I.2.1 The Faculty of the School Nursing shall meet a minimum of twice each semester, and at the request of the School of Nursing Director, and as often as necessary, to assure effective communication of academic matters. Additional meetings may be called at the request of one-half of the School of Nursing Faculty. Minutes shall be taken, and approved by the Faculty at the following meeting.

I.2.2 The Graduate Faculty and Undergraduate Faculty serve as policy-recommending bodies. Proposals concerning policy matters may be initiated by individual faculty members, through appropriate committees, 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.

I.2.3 The Undergraduate Faculty will meet a minimum of once a semester. Undergraduate Faculty meetings will be presided over by the Director of Undergraduate Programs, or their designee. The prelicensure (traditional BSN & ABSN), & post licensure (RIBN & RN to BSN) may also meet separately to Undergraduate Faculty to address shared concerns as appropriate.

I.2.4 The Graduate Faculty will meet a minimum of once a semester. Meetings will be presided over by the Director of Graduate Programs, or their designee. Graduate Faculty will consider reports on evaluation of core courses from graduate curriculum, and/or planning matters that affect graduate programs, including graduate project guidelines and processes.

Section 3. Duties and Responsibilities of the School of Nursing Faculty

I.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.

I.3.2 The expectation for all full-time faculty is to serve on at least one teaching team as well as at least one committee as described in Article II.

I.3.3 The Faculty shall discuss matters relating to the welfare of the School of Nursing. The Faculty shall consider reports and proposals from the SON Director, faculty committees, and from individual faculty members and make recommendations concerning these reports and proposals.

I.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.

I.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 the bylaws 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 SON 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. These may include subgroups of faculty by level (i.e., pre and post licensure undergraduate faculty or graduate faculty). Other committees of the School of Nursing are outlined under Article II.

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 Elected Committees. Within 30 days of the beginning of the academic year the Faculty will vote on membership of the elected committees. This will be conducted through the development of a slate on which individual faculty members sign up for one or more committees. Members elected to a committee will determine the chairperson of that committee. The School of Nursing Director and the Associate Director are ex-officio members of all committees. The Graduate Director is an ex-officio member of all Graduate Committees. The Undergraduate Director is an ex-officio member of all undergraduate committees. Any faculty member may attend any elected committee as a non-voting member.

1.4.4 Members will be elected for a two-year term. Members may only serve one successive term unless needed to meet program representation requirements. If a vacancy should occur, the School of Nursing Director shall appoint a replacement to complete the remainder of the academic year.

ARTICLE II. COMMITTEES

Section 1. Appointed Committees

II.1.1. Program Committees

II.1.1.1 Membership:

Program Committees, chaired by Program Directors, serve as teaching teams to support excellence in curricular and programmatic endeavors of the School of Nursing. The program committees shall be composed of the faculty who have primary teaching responsibilities in that program, as determined by the SON Director in consultation with faculty. All full-time teaching faculty members shall participate in at least one Program Committee.

II.1.1.2 Program committees 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; facilitating new clinical 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 Program 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 Program Directors Council

II.1.2.1 Membership: The Program Directors Council shall consist of the Program Directors. The SON Director will serve as the chairperson of the committee. Other staff (e.g. Student Services) may be asked to participate in these meetings as needed.

II.1.2.2 Duties: The Program Directors Council shall assist in program planning and evaluation, including development of faculty workload assignments, in collaboration with the Executive Council. The Program Directors Council also assists in: the development, monitoring, implementation and evaluation of the attainment of strategic goals, process improvement and fiscal planning; recommending policy changes to the Faculty of the School of Nursing; sharing information concerning students, faculty, and agencies used for clinical experiences; to identify and recommend to the Executive Council resources needed to support quality educational experiences.

II.1.3 Executive Council

II.1.3.1 Membership: The Executive Council shall consist of the Director of the School of Nursing, the Associate Director, and the Undergraduate and Graduate Directors. The School of Nursing Director will serve as the chairperson of the Council.

II.1.3.2 Duties: Members of the Executive Council have the following duties in support of the administrative function of the SON Director: coordinates all administrative responsibilities of the School of Nursing; assists the Director in administration of the fiscal resources of the school; leads the development and implementation of the Schools' strategic plan; facilitates continuous quality improvement of the SON 's processes; assists the Director in accreditation compliance; assists in program planning and evaluation, including the evaluation of the attainment of School goals; and recommends policy changes to the Faculty of the School of Nursing.

Section 2. Elected Committees

II.2.1 Collegial Review Committee

II.2.1. Membership: The Collegial Review Committee shall be elected from the tenured members of the Faculty of the School of Nursing. The Collegial Review Committee will be chaired by the School of Nursing Director. When there are seven or more tenured faculty members, the Collegial Review Committee shall consist of the School of Nursing Director and six tenured faculty members elected by the School's tenured and tenure track 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 SON 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 Associate Provost for Academic Affairs. The Provost and Associate Provost, 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 faculty members 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-tem chairperson (voting) from its membership. The pro-tem 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 those deliberations concerning herself/himself.

II.2.1.3 Duties: The Collegial Review Committee make recommendations to the SON Director on reappointment, promotion and tenure based on criteria outlined in the Departmental Collegial Review Document and in compliance with University and UNC System tenure and promotion policies and procedures. The Collegial Review Committee should also periodically review and recommend revisions as needed in School criteria for reappointment, promotion, and tenure and evaluation (DCRD), including methods of student evaluation of faculty, peer evaluation, and self-evaluation.

II.2.2 Curriculum Committees

II.2.2.1 There are 3 curriculum committees: Pre and Post licensure curriculum committees at the undergraduate level, and graduate curriculum at the graduate level.

Membership:

Prelicensure and Post Licensure Curriculum Committees:

Each curriculum committee shall consist of up to four faculty members and ideally should include a mix of faculty who teach in prelicensure and post licensure undergraduate programs. Each committee should include at least one nonvoting student representative from each program, selected at the Program level to serve for a one-year term.

Graduate Curriculum Committee. Membership shall consist of at least one faculty member from each graduate program. Each committee should include at least one nonvoting student representative from each program, selected at the Program level to serve on this committee for a one-year term.

II.2.2.2 Duties: To study, develop, and recommend policies and procedures related to implementation of the curriculum; to provide guidance in developing the framework and design of the curriculum on the basis of program committee reports and an examination of the curriculum as a whole; keep pace with current trends in nursing, evaluating these, weighing their potential effects and influence on the nursing curriculum and responding appropriately; ensure conformity of the curriculum with criteria of accrediting bodies; recommend and evaluate resources needed to support excellence in experiential (clinical/simulation) and didactic education; vote on curriculum matters and move approved items to School of Nursing faculty for consideration and approval by majority vote.

II.2.3 The Simulation Committee

II.2.3.1. Members: Committee membership shall consist of at least three faculty members with representation from programs that use simulation.

II.2.3.2 Duties: To 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 security, safety and scheduling issues); act as a consultant to fellow faculty for development of simulation learning activities, assess and recommend future equipment and other resource needs.

II.2.4 Student Affairs Committees

II.2.4.1 Members:

Pre-Licensure Student Affairs Committee. The undergraduate membership shall consist of four faculty members with representation from both the traditional and accelerated programs. And a total of three student representatives from the traditional and accelerated programs.

Post-Licensure Student Affairs Committee. The Post- Licensure membership shall consist of four faculty with representatives from both the RN to BSN and RIBN programs and student representatives from RN to BSN and RIBN programs up to a total of two students.

Graduate Student Affairs Committee. The graduate membership shall consist of up to four faculty members with representation from each graduate program and graduate student representation with up to total of two students.

II.2.4.2 Duties: To review and recommend modification of policies and procedures related to student life and nursing program student admission, progression and readmission; Approve students for admission and readmission to the nursing programs.

II.2.4.3 Student Scholarship Sub-Committee:

Members: Composed of members from all the Student Affairs committees. One member from each of the undergraduate programs and one from graduate programs. The Director of student services will convene the committee. The subcommittee will review and select scholarship recipients based upon defined criteria.

II.2.5 Faculty Affairs Committee

II.2.5.1 Members: The membership shall consist of a minimum of five faculty members one of whom must be tenured, with representation from graduate and undergraduate programs and both instructional sites.

II.2.5.2. Duties: To review School of Nursing Bylaws and Faculty Handbook at least every three years, or as needed, and present recommendations to the School of Nursing Director and Faculty for discussion and approval; administer the School of Nursing Faculty Fund and complete peer review of teaching materials.

II.2.6 Student Advisory Committee to the SON Director

II.2.6.1 Membership: Program Directors shall nominate a student from each program to serve on this committee, which will be appointed by the School of Nursing Director. Members shall serve for a one-year term.

II.2.6.2 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.2.7 Nursing Education Advisory Committee

II.2.7.1 Members: Representatives from regional health care agencies, regional Nursing Programs, significant nurse leaders, alumni, program directors, Associate Director, and the SON Director who shall serve as Chairperson. The regional health care agencies, regional nursing programs and significant nurse leader representatives will be nominated by the School of Nursing faculty and appointed by the Director and in compliance with accreditation requirements. Representatives will serve three year staggered terms. .

II.2.7.2 Charge: The charge of the committee will be to advise the School of Nursing Director and 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 SON Director.

II.2.8 Nursing Alumni Committee

II.2.8.1 Members: The Alumni Committee should have at least four members with representation from undergraduate and graduate programs, alumni and graduating students. Other staff (e.g. Student Services) may be asked to participate in these meetings as needed.

II.2.8.2 Duties: The Committee shall work with the marketing director to coordinate communication and activities pertaining to alumni, such as reunions, recruitment, fund-raising, surveys, and School of Nursing newsletter.

II.2.9 Convocation Committee

II.2.9.1. Members: A total of three faculty representing undergraduate and graduate programs.

II 2.9.2 Duties: The committee shall work with Student Services and administrative staff to coordinate all aspects (including student awards recommended by programs) of December and May Nursing convocation.

ARTICLE III. QUORUM

Section 1. School Meetings

The School of Nursing Director, or appointed representative, 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 committees 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 SON 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 the 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	SCHOOL of NURSING DIRECTOR’S RESPONSIBILITIES
<p>Faculty must possess the appropriate earned academic degrees for appointment, reappointment, promotion, and tenure as required by the University.</p> <p>Instructor, Assistant Professor, Associate Professor</p> <p>A graduate degree in nursing or a related field from an accredited institution is required. The faculty should be academically and experientially prepared for the areas in which they teach. An earned doctorate in nursing or a related field is preferred.</p> <p>Full Professor</p> <p>As above with earned doctorate in nursing or related field.</p>	<p>Verify that faculty possess appropriate earned degrees.</p>
<p>Criteria for Faculty/Director SON Employment</p> <ol style="list-style-type: none"> 1. Nursing faculty must be prepared in the areas for which they will assume teaching responsibilities. 2. The following conditions must be met upon hire: Current unrestricted license to practice as an RN in North Carolina and meet NC BON education faculty requirements. 3. When applicable, professional practice liability insurance 	<p>Verify that the faculty possesses the required professional preparation and experience</p> <p>†Verified by the Dean of the CHHS</p>

<p>4. When applicable, evidence of immunizations, certifications, and licensure.</p> <p>5. †The Director of the School of Nursing must have at least two years of full-time experience teaching nursing curriculum at or above the baccalaureate level.</p>	
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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; 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 care, 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.

Faculty and staff function most effectively when 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.

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.

II. IOR CRITERIA AND RESPONSIBILITIES

CRITERIA FOR IOR

Select, whenever possible, Instructor of Record from faculty members who meet the following criteria:

1. Served at least one (1) year on the WCU nursing faculty or have comparable experience in nursing education leadership.
2. Demonstrated expertise in assessing, planning, implementing, and evaluating learning experiences for students.
3. Demonstrated collaboration with faculty in assessing learning needs and implementation and evaluation of curriculum.

RESPONSIBILITIES FOR IOR

1. Maintain course materials in master notebooks for School file. Master notebooks will include the syllabus, sample(s) of graded student work, Annual or Semi-annual course evaluation form. 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 the Program Director and the Registrar's office.
3. Collaborate with faculty to plan student-learning experiences for attainment of course objectives.
4. Arrange scheduling of faculty and guest lecturers for courses and coordinate necessary resources, as appropriate.
5. For clinical practicum: coordinate creation of clinical rotation details as needed.

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 D: POSITION DESCRIPTIONS FOR NURSING PROGRAM DIRECTORS

CRITERIA FOR PROGRAM DIRECTORS

Select, whenever possible, PROGRAM DIRECTORS 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 and requirements of students and faculty at the respected level.

RESPONSIBILITIES FOR PROGRAM DIRECTORS

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 program level.

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
(Graduate and Undergraduate Programs)**

<p><i>Individual faculty, assigned as Program Associate Directors at BSN or Graduate level, have the following responsibilities:</i></p>	
<ol style="list-style-type: none"> 1. 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. 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 School Director on appointment of Instructors of Record for courses taught. 4. 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. 5. Collaborate with faculty and School Director to assign teaching responsibilities that equalize instructional loads and related activities. 6. Provide for evaluation of faculty and courses by use of approved faculty-developed forms. Evaluate faculty teaching skills in the classroom and, if possible, clinical labs. Share evaluations with faculty. Assist faculty to summarize findings of 	<p>Select, whenever possible, Level/Track Coordinators from faculty members who meet the following criteria:</p> <p>Served at least three years on the WCU nursing faculty or have comparable experience in nursing education leadership;</p> <p>Served as Instructor of Record for a minimum of one year; and</p> <p>Demonstrated managerial expertise in assessing, planning, implementing, and evaluating activities that meet the needs and requirements of students and faculty at the respected level.</p> <p>Collaborate with faculty to keep them informed of School, College, and University activities, to plan and evaluate projects, and to</p>
<ol style="list-style-type: none"> 7. Make requests to School Director for faculty and classroom space, educational equipment and supplies, and course schedules. 	<p>make School administrative decisions.</p> <p>Collaborative effort implemented through chairing executive team</p>

<ol style="list-style-type: none"> 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. Communicates 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. 	<p>committee and School faculty meetings.</p> <p>Serves as a resource for Director and faculty.</p> <p>Appoint Instructors of Record. (See further discussion under Instructor of Record).</p>
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<ol style="list-style-type: none"> 19. Assist the School Director with maintaining accreditation and preparing self-study when necessary. 20. Maintain up-to-date curriculum check sheets. 21. Assist the School Director with program assessment activities. 	<p>-</p>
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<p>22. Revise program recruitment brochure as needed.</p>	
<p>23. Collaborate with School Director to keep them informed of Program activities, to plan and evaluate projects, assist with AFEs, and to make School administrative decisions.</p> <p>24. Serve as a resource to faculty.</p> <p>25. Prepare agenda, schedule, and chair committee meetings as appropriate.</p> <p>26. Oversee development and distribution of master course schedule each semester, with Program Director input regarding Instructor of Record Assignments.</p> <p>27. Collaborate with faculty and School Director to assign teaching responsibilities that equalize instructional loads and related activities.</p> <p>28. Review end of semester course and teaching evaluations with faculty, as needed. Share evaluations with faculty. Assist faculty to summarize findings of course evaluations and share pertinent data form summaries with faculty and School Director.</p> <p>29. Make requests to School Director for faculty and classroom space, educational equipment and supplies, and course schedules. Collaborate with</p>	

<p>School Director and other faculty to recruit and select new faculty to meet School's teaching needs.</p> <p>30. Coordinate faculty liaison activities with clinical agencies, including recommendations of potential new agencies. Communicates with students, faculty, clinical agencies, and university administration, as indicated.</p> <p>31. Collaborate with School Director and other faculty to recruit and select new faculty to meet School's teaching needs. Coordinate selection of student representatives to School and College committees.</p>	
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<p>32. Coordinate selection of student representative to School and College committees.</p> <p>33. Assist in planning strategies for obtaining grant funds for School use.</p> <p>34. Develop and maintain collegial relations within the Committee, School, College, and University. Assist in the development of leadership potential of Committee faculty by encouraging acceptance of administrative roles and socialization of new/non-tenured faculty.</p> <p>35. Assist in the development of faculty potential by encouraging leadership roles.</p> <p>36. Assist the School of Nursing Director with maintaining accreditation and preparing self-study when necessary. Assist the School Director with program assessment activities.</p>	
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Purposes:

APPENDIX F: FACULTY PRACTICE POLICY

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. All SON faculty will be allowed an equivalent of eight hours per week, during the regular work week, for their individual practice. Time and days of practice must be negotiated with the Director of the SON.
4. Allowed clinical practice time should not exceed the equivalent of eight hours per week during

the regular work week, averaged over the semester.

5. Faculty must maintain teaching loads as directed by the University, twelve credit hours for undergraduate faculty and nine 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.