



Tennessee Tech University
Whitson Hester School of Nursing
Faculty Handbook

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Introduction

School of Nursing

The Tennessee Board of Nursing initially granted approval to the baccalaureate program in 1980 and the program continues today with full board approval. The Tennessee Tech School of Nursing maintained accreditation by the National League for Nursing Accrediting Commission through 2005, at which time accreditation was pursued with the Commission on Collegiate Nursing Education. Initial accreditation through CCNE was granted for the maximum of five years (2004-2009).

The baccalaureate degree in nursing program at Tennessee Technological University remains accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791. The BSN program went through the accreditation review process in February 2009 and accreditation was renewed once again in December 2019.

The Master's degree program in Nursing at Tennessee Tech University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. This program is accredited through 2025.

The Doctor of Nursing Practice program at East Tennessee State University and Tennessee Tech University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. This program is accredited through 2025.

The former TNeCampus MSN program was jointly accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 through Fall 2019.

[History of Tennessee Tech University](#)

TTU (formerly known as Tennessee Polytechnic Institute) was established by an act of the General Assembly in 1915 and opened its doors to students the following year. The University began operation on the campus, which had belonged to Dixie College, a private institution founded in 1911. From 1916 to 1924, Tennessee Polytechnic Institute offered work only on a high school and junior college level. By 1929, however, the Tennessee Board of Education had authorized a complete college program, and the first class of four-year graduates received their baccalaureate degrees in June. In 1965, Tennessee Polytechnic Institute gained university status and changed its name to Tennessee Technological University. TTU is ranked high nationally and on the state level among its peer institutions. TTU is ranked among the Top Public Schools in the South in U.S. News & World Report's 2018 edition of "America's Best Value Colleges." Additionally, TTU is ranked as one of the best public universities in the South according to Money Magazine, the top university in the state for stimulating economic mobility by the Social Mobility index, is among the top ten universities in the South for veterans, and is listed among the best in the Southeast according to the Princeton Review. Specifically, the Whitson-Hester School of Nursing (WHSON) has received accolades as well. Based on affordability, accessibility, academic quality, and NCLEX-RN board exam pass rates, CollegeAtlas.org ranked TTU Whitson-Hester School of Nursing as the 5th top nursing school in the nation in 2014 and this ranking was restated by EducationCorner in 2018.

[Health and Well-Being of Region](#)

The State of Tennessee and the regions surrounding Tennessee Technological University (TTU) are characterized by poverty rates that are higher than the national

average, with higher poverty rates demonstrated in the non-metropolitan areas of the regions. Tennessee's median household income was \$54,833 in 2020, \$10,161 below the United States' median of \$64,994, <https://www.census.gov/quickfacts/fact/table/putnamcountytennessee,tn/INC110217>). The Upper Cumberland region ranks 13th out of 14th in all Tennessee regions in the Health and Well-Being Index 2017 with improvement needed for children in households of poverty and who are food insecure and for women with inadequate prenatal care (<http://www.sycamoreinstitutetn.org/wp-content/uploads/2017/03/2017-Index-All-Slides.pdf>). Additionally, the number of primary care providers is inadequate for the low-income populations in all 14 counties for 2020, https://www.tn.gov/content/dam/tn/health/program-areas/rural-health/PC_2018.JPG

[Whitson-Hester School of Nursing Programs](#)

The Whitson-Hester School of Nursing (WHSON) offers three nursing education programs: the Bachelor of Science in Nursing (BSN), which includes the Pre-Licensure (traditional) track, the RN-BSN track (for licensed Associate degree RNs), and the Accelerated BSN track (for those with previous BS degrees in another field)(Reaccreditation visit February 2019 with all 4 standards met); the Master of Science in Nursing (MSN) with four concentrations: Family Nurse Practitioner, Nursing Administration, Psychiatric/Mental Health Nurse Practitioner or Nursing Education are offered by the new TTU MSN program (accredited through the Commission on Collegiate Nursing Education-CCNE) and a Doctor of Nursing Practice through the Joint East Tennessee State University-TTU DNP Program (CCNE accredited October, 2018). The Joint DNP Program has six concentrations options (Executive Leadership, Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Pediatric Nurse Practitioner—Primary Care, Women's Health Care Nurse Practitioner)

[History of Nursing Education Unit: Establishment of Programs](#)

The School of Nursing (SON) at TTU was founded in 1980 with the purpose of preparing professional baccalaureate nurses to fulfill the growing demand for nurses in the Upper Cumberland and state. The Tennessee Board of Nursing (TBN) approved TTU School of Nursing when the first class was admitted fall of 1980. The program was fully accredited by the National League for Nursing before the first Bachelor of Science degrees in nursing were awarded in June 1982 and has maintained continuous accreditation for the BSN program by the National League for Nursing Accrediting Commission through 2005 and Commission on Collegiate Nursing Education from 2004 to the present. Over the past 38 years the program has graduated over 1000 individuals who practice in a variety of positions across the Upper Cumberland, state, and nation, thus achieving the school's primary mission and purpose. Admissions for the BSN program increased to twice per year beginning in 2007 and this admissions practice continues today. In 2009, the RN to BSN program was converted to an online format to allow more flexibility and a more cost-effective method of program delivery for both the

school and the student. The traditional upper-division BSN program was expanded in spring 2012 from four semesters to five semesters. In 2014, WHSON launched a pilot accelerated program for students with previous BS degrees in multiple disciplines. This first cohort successfully graduated in Fall 2015. Following this pilot program, the faculty and administration of TTU continued this program and began another ABSN program in Fall 2017.

In 2004, the TBR requested that the six public universities develop a collaborative MSN online program to address shortages of graduate nursing programs and of nursing faculty. TTU joined with Middle Tennessee State University (MTSU), Austin Peay State University (APSU), Tennessee State University (TSU), East Tennessee State University (ETSU), and University of Memphis (UOM) for the MSN Regents Online Degree Program which later became the TN eCampus MSN Program. When each University began to have their own Board of Trustees and several universities opted to have their own independent program, TTU decided to stop admissions in TN eCampus MSN program as of Summer 2018 with a teach-out plan through 2020, and started their own independent TTU MSN Program in the Fall 2018.

Based on the national need for midlevel practitioners and nurse educators, the WHSON joined with East Tennessee State University to form a novel collaboration offering a joint DNP program, which began in Fall 2017. Building on the strengths of the faculty bodies at both universities, the students have the opportunity to participate in one of six concentrations. The graduates of this program will be unique in receiving a joint DNP degree from both universities.

Overall, the WHSON represents a growing, quality program that is highly valued on the University campus for its undergraduate and graduate programs. TTU WHSON is fully accredited for the BSN program, TTU MSN Program and the Joint DNP program.

Mission

The Whitson-Hester School of Nursing is a passionately engaged community of highly qualified educators, scholars, and graduates serving the health care needs of a diverse society while providing leadership in the advancement of the profession.

Vision

The WHSON will create an environment that builds on our tradition of commitment to the highest standards of excellence in teaching, research, service and nursing practice.

Philosophy

The faculty of the Whitson-Hester School of Nursing subscribes to the following beliefs:

Nursing: Nursing is an art, service and an applied science, evolving from a theoretical foundation in the natural and social sciences. Nursing directs its therapeutic nursing interventions by enhancing the wellbeing of others through the integration of nursing theories and models. Professional nursing practice encompasses the nursing process, research, and leadership skills. These nursing dimensions enhance accountability, critical thinking, communication, assessment and therapeutic nursing interventions in a dynamic and ever changing health care system.

Individual: Individuals are born with certain genetic attributes which are influenced by their familial, societal, psychological and cultural environments. Individuals are dynamic and have the potential for change. Persons have the ability to affect their own health, and are responsible for their choices. Utilizing a variety of coping mechanisms, individuals adapt to stress based on their current stage of growth and development.

Society: Society is composed of social/cultural systems possessing structure, values, beliefs, and morals of which family is the basic unit. Societies as well as individuals have the ability to grow, adapt, and change.

Environment: The environment affects the health and wellbeing of its people. Families, groups, organizations, communities, and economic, political, and ecological systems comprise the environment. The relationship between the various systems in the environment is dynamic and interactive. When one system changes, it affects the other systems, including the individual.

Health: Health is a state of wholeness or integrity of the individual or larger system at any point along a continuum of health, illness, or disability. Health is influenced by the interrelationships among systems. Individuals and other systems may be empowered to achieve and maintain the highest possible level of health. This level of health may occur through education, self-care or assistance with self-care, adaptation, and interactions with health care workers to meet the needs throughout the life span.

Students: Students are involved in a lifelong learning process, which encompasses interdependent/independent and self-initiated learning. Each student brings unique past experiences, lifestyles, learning patterns, and life goals to the learning environment. Faculty

assists the students in their learning by acting as facilitator, resource person, and role model in the classroom and practice settings by stimulating intellectual curiosity, creativity, critical thinking and professional growth.

Students can grow in self-confidence and assertiveness in an environment that supports their personal and professional growth. Students and faculty collaborate to meet the goals and objectives of the Whitson-Hester School of Nursing by assisting in curriculum planning, policy-making, the development and evaluation of learning experiences and instructional methods, community involvement, and participation in professional organizations.

Baccalaureate Education: The baccalaureate nursing degree is the minimal educational preparation for entry into professional nursing practice. Baccalaureate nursing education lays the foundation for graduate study. Graduates are prepared as generalists, responsible for counseling, health promotion, prevention of disease, and the care of the sick in the community, hospitals, other agencies, and the home. The graduate is prepared for independent, collaborative, managerial and leadership roles with individuals of all ages in a variety of settings.

In classroom, laboratory, and clinical assignments, students will be expected to utilize the following:

CRITICAL THINKING: Is defined as interpretive, strategic, and adaptive reasoning. Critical thinking also includes critiquing one's own reasoning skills in nursing practice through self-evaluation.

THERAPEUTIC NURSING INTERVENTION: Is safe, effective care to meet the physical and psychosocial needs of the client.

COMMUNICATION: Is the expression and transmission of information in a written and oral form.

Graduate Education: Our graduate programs build upon the foundation laid by the baccalaureate degree. Incorporating theories and concepts of nursing science and their applications, graduates possess the knowledge, leadership skills, and interpersonal skills enabling them to positively impact our healthcare system. The graduate programs provide both didactic and practicum experiences focused on the student's area of concentration, preparing the graduate for an advanced role in practice. Whitson-Hester School of Nursing Master of Science degree program offer areas of concentration in nursing education, nursing administration, family nurse practitioner, psychiatric/mental health nurse practitioner, psychiatric/mental health nurse practitioner certificate.

Revised by the Faculty Organization 4/9/96

Revised by the Faculty Organization 9/10/02

Revised by the Faculty Organization 11/16/2006

Revised by Curriculum Committee 3/18/2014

Revised by Faculty Organization 3/25/2014

Revised by Curriculum Committee 9/9/2014

Revised by Faculty Organization 9/23/2014

Revised by Curriculum Committee 4/10/2018

Approved by Faculty Organization 4/27/2018

Revised by Curriculum Committee, 4/18/2022

Approved by Faculty Organization, 8/26/2022

Conceptual Framework

The curriculum of the TTU Whitson-Hester School of Nursing was developed by the faculty of the school. The curriculum is based on the philosophy, mission and goals of the Whitson-Hester School of Nursing. The core concepts addressed in the philosophy are derived from the metaparadigm of nursing; person, environment health and nursing (Fawcett, 1992) and serve as the building blocks of the curriculum. The core concepts as derived by the faculty from Fawcett's metaparadigm are "Nursing, the Individual, Society, Environment, and Health." A definition of "Students" is also included in the philosophy so that clear direction can be given to the curriculum in defining the role of students in achieving the program outcomes. "Baccalaureate education" is defined in the school philosophy to provide direction to the role of the graduate of the program.

The development of curriculum is an ongoing process that involves assessment of student needs, program evaluation outcome measures, and the health care market place. The Whitson-Hester School of Nursing Curriculum Committee makes recommendations to the Whitson-Hester School of Nursing Faculty Organization regarding the educational offerings. Faculty consider the research literature in nursing and health care as well as academic and clinical position papers developed by professional groups. The curriculum is based on recommendations of the "AACN's The Essentials of Baccalaureate Education for Professional Nursing Practice." Consistent with the AACN's recommendations, students undergo a liberal education and exposure to a variety of disciplines. The upper division nursing courses reflect an eclectic synthesis of nursing theorists, to provide the graduate with a broad basis for professional practice.

Reviewed: Curriculum Committee 2/19/2014

Reviewed: Faculty Organization 2/25/2014

Reviewed & Revised: Curriculum Committee 4/10/2018

Revisions Approved: Faculty Organization 4/27/2018

Reviewed: Curriculum Committee 4/18/2022

Undergraduate Programs

WHSON admits students into the upper division of the nursing program in both Fall and Spring semesters. The applicant pool for upper division reflects high academic qualities and is sufficient in number to provide competition for placement. Students holding baccalaureate degrees in non-nursing majors were admitted into the first accelerated upper division nursing program to complete a BSN degree in June 2014. TTU WHSON continues to admit Second Degree, Accelerated BSN students who complete their upper division course work in four semesters. In addition, WHSON offers an on-line RN-BSN program for registered nurses holding an associate degree or nursing diploma allowing them to complete their baccalaureate degree.

BSN Program of Study

To see the current program of study for the Whitson-Hester School of Nursing, visit the following website: <http://www.tntech.edu/nursing/>

Admission to the Whitson-Hester School of Nursing upper division courses is requested in the fall or spring semesters of the sophomore year. Selection of the class is made in the semester of the sophomore year of the study that precedes intent to progress to upper division. The Admission and Credits Committee guides the selection process. Once the student is admitted to the upper division courses, the courses are completed as outlined in the graphic plan. A break in the negotiated curriculum plan requires request for readmission to upper division.

The upper division nursing courses are organized to facilitate the achievement of the program objectives. The core concepts provide the organizing framework for the curriculum. Subconcepts, which are for supporting ideas, flow from each of these core concepts and serve as a guide for selecting and ordering subject matter and course content. Communication, critical thinking and problem solving are general process concepts that are integrated into all nursing courses.

<i>Core Concepts</i>	<i>Sub Concepts</i>	<i>Sub Concepts</i>
<i>Continued</i>		
Nursing	Nursing Process	Political Systems
Individual	Dynamic	Wellness
Society	Social Groups	Psychosocial
Environment	Ecological Systems	Economics
Health	Illness	
	Nursing Standards	
	Biological	
	Culture	

BSN Program/Curriculum Objectives of the Whitson-Hester School of Nursing

The graduate of Tennessee Technological University baccalaureate program in Nursing:

1. Integrates knowledge and theories from the natural and social sciences, liberal arts, humanities, and nursing to develop a generalist professional nursing practice.
2. Identifies and applies knowledge of basic organizational and systems leadership for safe and high quality patient care.
3. Evaluates and utilizes theory and research-based knowledge in nursing practice for beginning scholarship for evidence-based practice.
4. Demonstrates professional nursing practice through critical thinking, clinical judgment, therapeutic nursing intervention and communication utilizing information management and patient care technology within the practice of the baccalaureate generalist.
5. Demonstrates basic knowledge of healthcare policy, finance, and regulatory environments, including local, national, and global trends.
6. Develops collaborative relationships and interprofessional communication with health care professionals and the health care consumer to promote and advance positive patient health care outcomes founded on evidenced based practice.
7. Utilizes evidence-based practice for health promotion, risk reduction, disease prevention, and illness management of individuals, families, groups and communities.
8. Demonstrates quality nursing practice based on professional values, incorporating ethical, moral and legal standards, and human diversity.
9. Provides professional nursing care which includes health teaching and health promotion to individuals, families, groups, and communities throughout the life span along a continuum of health, illness, and/or disability within various health care settings.

Revised by the Faculty Organization 4/9/96

Reviewed by Faculty organization: 4/2018

Revised by the Faculty Organization 9/10/02

Revised/Reviewed by Curriculum Committee 2/19/2014

Revised/Reviewed by Faculty Organization 2/25/2014

Reviewed by Curriculum Committee: 4/10/2018

Revised by the Faculty Organization 5/01/08

Reviewed by Curriculum Committee: 4/18/2022

Graduate Programs

Master of Science in Nursing (MSN)

Efforts to develop a graduate program were fulfilled beginning July 2003, when the school began participating in a state-wide consortium that offered a cooperative online MSN program among the six TBR universities through the former Regents Online Degree Program (RODP) which is currently the TBR TNeCampus. Program concentrations include Family Nurse Practitioner, Nursing Education, Nursing Administration, and Nursing Informatics. The Accreditation Commission for Education in Nursing (ACEN), formally the NLNAC, accredited this program through Fall 2019. In the Fall 2018 TTU ceased admission to the TNeCampus and began a new, independent MSN program.

TTU MSN program started Fall 2018 and offers the following concentrations: Family Nurse Practitioner (FNP), Nursing Education, Psychiatric/Mental Health Nurse Practitioner and Nursing Administration. The TTU MSN program admits to all concentrations in the fall each year and additionally to FNP and Nursing Education Concentrations in the spring. The TTU MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Doctor of Nursing Practice (DNP):

TTU WHSON, in partnership with East Tennessee State University College of Nursing offers a joint DNP degree. Two entry levels are offered: BSN to DNP and MSN to DNP with both part-time and full-time options available. MSN-DNP cohorts are admitted each Summer and BSN-DNP cohorts are admitted each fall. Concentrations available include: Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Executive Leadership.

MSN Student Handbook

https://www.tntech.edu/nursing/pdf/graduate_handbook/msn-handbook.pdf

TTU MSN Program Outcomes

Upon successful completion of the Master's program, graduates will:

- o Demonstrate knowledge and competencies in advanced nursing practice, nursing education and nursing administration
- o Integrate specialized knowledge and theories from nursing and related disciplines into advanced nursing roles
- o Use research to validate and refine knowledge relevant to advanced nursing roles
- o Practice advanced nursing roles in collaborative relationships across disciplines and in partnership with communities (i.e., nursing education, nursing administration, and advanced clinical practice)
- o Manage the healthcare of clients within legal, ethical and professional standards
- o Improve the health of clients among diverse population groups
- o Promote positive changes in healthcare delivery, health policies and nursing practice

Approved Graduate Committee---April 23, 2019

Approved Faculty Organization---May 2, 2019

Course Descriptions: Undergraduate and Graduate

To see the course descriptions for Nursing classes, please visit the following website:

http://catalog.tntech.edu/preview_program.php?catoid=11&poid=1155&returnto=2599

Revised: Curriculum Committee 2/19/2014

Revised/Approved: Faculty Organization 2/15/2014

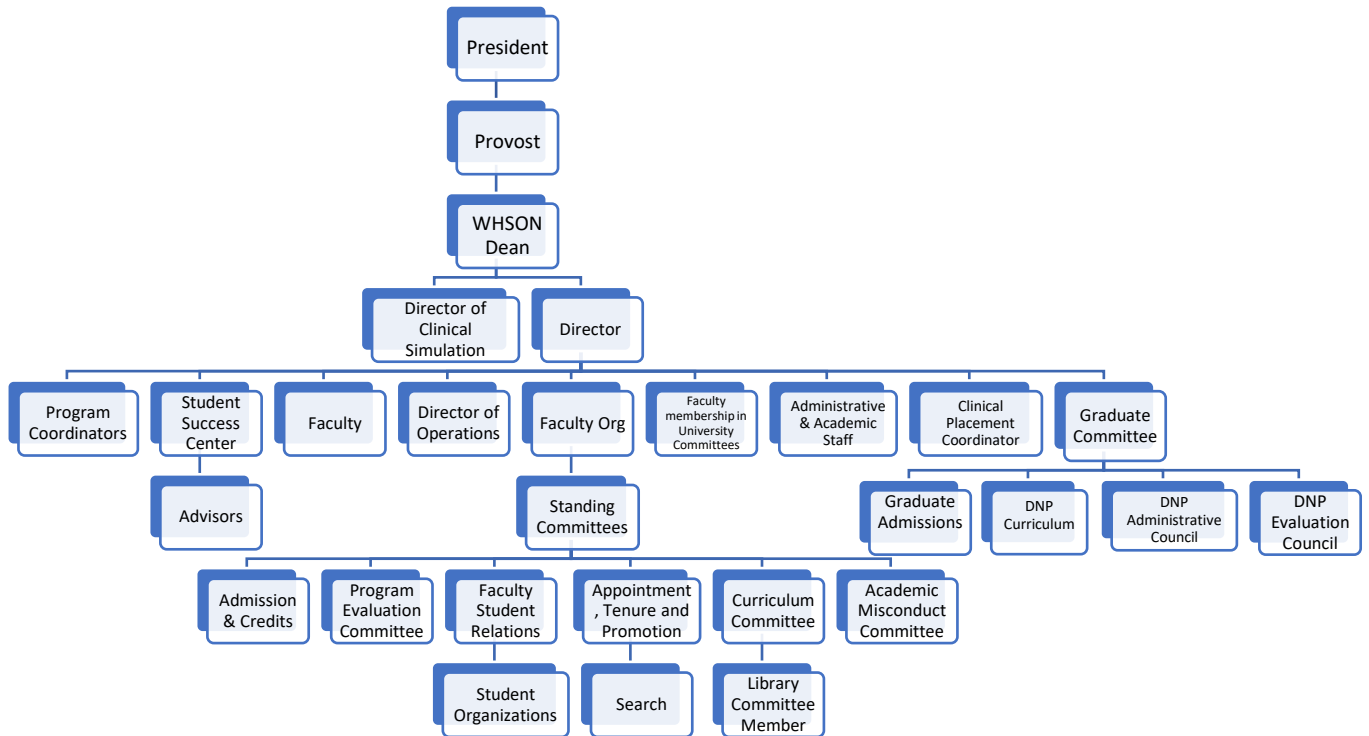
Reviewed: Curriculum Committee 4/10/2018

Approved: Faculty Organization 4/22/2018

Reviewed: Curriculum Committee 4/18/2022

Departmental Organization/Committees

Faculty Organizational Chart



Revised: Appointment, Tenure & Promotion Committee, 3/4/2014
 Approved: Faculty Organization, 5/8/2014
 Revised: Appointment, Tenure & Promotion Committee 12/4/2018
 Approved: Faculty Organization, 12/13/2018
 Revised: Appointment, Tenure and Promotion Committee, 11/2020
 Approved: Faculty Organization, 12/11/2020
 Revised: Appointment, Tenure, and Promotion Committee, 3/03/2023
 Approved: Faculty Organization, 8/11/2023

Faculty Organization Bylaws (FO)

PURPOSE

1. To determine the specific mission and priorities of the Whitson-Hester School of Nursing within the context of the mission of Tennessee Technological University.
2. To make decisions related to the Whitson-Hester School of Nursing philosophy, initiation or discontinuance of programs, curriculum, positions on issues, quality of student life and population to be served.
3. To act on major policy areas and on those policies recommended by Standing and Ad Hoc Committees as stipulated in the Bylaws.
4. To call for a review of the functioning of Standing Committees
5. To elect representatives to the University Committees as provided for in the Tennessee Technological University Faculty Handbook.

MEMBERSHIP

1. The voting membership shall consist of all regular, full time faculty who hold academic rank, which includes tenured, tenure track, lecturer, and instructor (per policy 206).

OFFICERS

The chair shall be elected in May on even years by the faculty to serve a two (2) year term. Duties of the Chair include: Presiding at all meetings, preparing and distributing the agenda for the meeting, with input from the membership.

The Vice-chair shall be elected in May in odd years to serve a two (2) year term. Duties of the Vice-chair include: presiding at meetings in the absence of the Chair, managing of WHSON FO faculty fund and review and edit of minutes that are recorded by staff support.

COMMITTEES

General Operating Procedures

1. WHSON FO members shall be expected to serve on Standing Committees.
2. Members may request Committee assignments or may be appointed to serve on the Standing Committees. A Committee member may request reassignment to another committee after two (2) consecutive terms on the same committee.
3. The Dean/Director shall be an ex officio member of each Standing Committee.
4. A quorum being present, ½ majority affirmation vote of those present shall constitute adoption of the meeting agenda and previous month meeting minutes. A quorum of 2/3 majority affirmation vote of those present shall constitute adoption of all other voting agenda items.
5. The Chairpersons of the Standing Committees shall be elected by the Committee members at the beginning of each academic year.
6. Support staff shall be assigned by the Dean/Director to Standing Committees for the typing of the Committee Minutes at the beginning of each academic year.
7. Each Standing Committee shall develop goals and priorities for its area of function and the means of implementation. Each committee shall make an annual report to the Faculty Organization to be filed with the minutes of the annual meeting. A permanent record of all committee action and activities shall be maintained in the Administrative Office.
8. Sub-committees of the Standing Committee may be appointed by the Chairperson as necessary.
9. Student members on a designated committee shall serve a two (2) year term.

Formation of Committees

1. The Dean/Director shall review Committee requests and appoint Committee members annually.
2. Committee appointments shall be announced at the beginning of the school year. New faculty shall be assigned to a committee at the time appointment to the faculty becomes effective. Committee quorum and proxy membership shall be handled by the Chairpersons of the committee meeting as necessary to maintain committee functioning.

Standing Committees

1. Admissions and Credits Committee
 - a. Membership: A minimum of three (3) faculty and two (2) students.

- b. This committee shall make recommendations to the Faculty Organization regarding:
 - i. Policies, procedures, and criteria dealing with admission, progression, retention, and graduation of students in the School.
 - ii. This committee implements the process of admission to Upper Division nursing.

2. Curriculum Committee

- a. Membership: A minimum of three (3) faculty and two (2) students and the Library Liaison, who may or not be a member of the Committee.
- b. This Committee shall make recommendations to the Faculty Organization regarding courses and program objectives which include review of programs and offerings in the School of Nursing.

3. Faculty and Student Relations Committee

- a. Membership: A minimum for three (3) faculty and thirteen (13) students with no alternates. Two students shall be elected from each class: Upper-division (Sophomore 2, Junior 1, Junior 2, Senior 1, and Senior 2). One (1) student shall be elected from each class: RN to BSN, ABSN and Lower-division.
- b. The Faculty and Student Relations Committee shall furnish the names of student members elected by the student organizations to serve on the Standing Committees to the Faculty Organization and Committee Chairpersons by Sept. 15th of each academic year.

c. This committee:

- i. Shall make recommendations to the Faculty Organization regarding the welfare and non-curricular development activities of the faculty and students.
- ii. Is responsible for providing leadership for Homecoming and the other School of Nursing activities.
- iii. Shall oversee the election of student members to the Faculty Organization Standing Committees.
- iv. Coordinates the activities of the WHSON student organization.

4. Appointment, Tenure and Promotion Committee

a. Membership: As outlined in the University Promotion/Tenure Policy. There shall be a Standing Committee on promotion, retention, and tenure of faculty which functions within the guidelines of the regulations as enunciated in the Tennessee Technological University Faculty Handbook.

5. Evaluation Committee

- a. Membership: Director, Undergraduate Programs Coordinator, Graduate Programs Coordinator, a minimum of two faculty and Academic Program Specialist.
- b. Provides evaluation data for the ongoing improvement of the program and the accreditation process.

6. Ad Hoc Committees

- a. The Faculty Organization has the power to appoint Ad Hoc Committees to deal with specific, limited concerns not within the jurisdiction of Standing Committees.
- b. At the appointment of an ad hoc committee, a specific purpose, beginning, and end dates for the committee will be provided.

PARLIAMENTARY PROCEDURE

The current edition of Robert's Rules of Order governs this organization in all parliamentary situations that are provided for in the bylaws or adopted rules.

AMENDMENT OF BYLAWS

Regular Procedure

1. Amendments to the Bylaws may be initiated by Standing Committees or by any member of the Faculty Organization as defined herein. Proposed amendments shall be submitted in writing to the Chairperson of the Faculty Organization.
2. Proposed amendments to the Bylaws shall be submitted in writing by the Chairperson of the Faculty Organization to each member at least one week prior to the scheduled vote.
3. A quorum being present, a 2/3 majority affirmation vote of those present shall constitute adoption of amendments.

Procedure without Prior Notice

1. A quorum being present if a proposed amendment is allowed presentation to Faculty Organization without advance notice as described above, a 98% affirmative vote by all members is required for adoption of the amendment.

Implementation

1. Amendments shall become effective the day following adoption, unless otherwise specified in the amendment.

Approved:

Accepted 5/26/1980

Amended 7/27/81, 9/29/87, 5/30/89, 8/14/91, 5/12/94, 5/2/96, 11/5/96, 4/15/03, 2/10/04, 9/6/05

Amended 9/25/2007

Revised and approved 11/21/2014

Revised and Approved 12/13/2019

Revised and Approved FO 5/8/2020

Nursing Evaluation Committee

The committee shall:

- a. Design and implement evaluation strategies and processes for all WHSON programs to insure continuous quality improvement.
- b. Identify and recommend to faculty administration areas needing improvement.
- c. Assist administration in the development and implementation of improvement processes
- d. Appraise evaluation data from the WHSON standing committees
- e. Assure evaluation processes are congruent with the mission, national standards for nursing education and accreditation requirements

MEMBERSHIP:

Director, Undergraduate Programs Coordinator, Graduate Programs Coordinator, a minimum of two faculty and Academic Program Specialist.

MEMBER ROLES:

This committee will:

- a. Meet a minimum of once per semester or more frequently as needed.
- b. Report to the faculty organization and the administration.
- c. Review the Program Evaluation Plans for both the BSN and MSN programs and make recommendations to the faculty and administration.
- d. Assess congruency between TTU and WHSON mission, program outcomes, national standards and accreditation requirements.
- e. Report evaluation outcomes to the faculty organization each semester.
- f. Develop (or use standardized) and provide oversight for implementation and review program surveys from students, faculty, preceptors, facilities and program.
- g. Analyze surveys and report to faculty organization and administration the strengths and weaknesses from the program surveys.
- h. Disseminate evaluation information as indicated to communities of interest, university, program, board of nursing, CCNE, etc.
- i. Provide evaluation data for the ongoing improvement of the program and the accreditation process.
- j. Note: All compilation of evaluation reports will be the responsibility of the Dean/Directors office

ATTENDANCE AT MEETINGS: If a member of the Committee must be absent, the Chairperson is notified in advance.

OFFICERS

Chairperson: The Chairperson shall be elected annually from the Committee membership. The Chairperson shall:

- a. Preside at all meetings or designate another member to preside.
- b. Prepare a tentative agenda for each meeting to be distributed prior to the meeting.
- c. Provide for the distribution of the minutes to be distributed to the Committee members.
- d. Call special meetings when necessary.
- e. Inform the Dean and Director of action taken by the Committee.
- f. Supervise the participation and distribution of matters before the Committee's activities.
- g. Invite guests to participate in discussion of matters before the Committee when such action is desirable.
- h. Execute policies of the Committee.
- k. Complete committee annual reports (as well as make sure that other data and reports are distributed to the communities of interest--- university, program, FO, Dean and Director, board of nursing, CCNE, etc.)

Approved by:

Faculty Organization: December 13, 2019

[Charter and Bylaws of Whitson-Hester School of Nursing Advisory Board](#)

Article I. Name

This Board shall be known as The Whitson-Hester School of Nursing (WHSON) Advisory Board.

Article II. Mission

The mission of the Advisory Board for the Tennessee Technological University Whitson-Hester School of Nursing is to provide input to the Dean of the Whitson-Hester School of Nursing in regard to excellence in nursing practice, clinical placements, academic-practice partnerships, and research opportunities.

Article III. Goals

Section 1. Primary Function

Members of the Board provide input and guidance to the Dean regarding:

1. Important issues and trends in clinical practice
2. Clinical placements opportunities for undergraduate and graduate level nursing students
3. Identify trends in health care specific to setting (continuum) and identifying/implementing new opportunities to prepare our workforce

4. Opportunities for academic-practice partnerships and inter-professional and multi-institutional partnerships that promote excellence in nursing practice
5. Student education strategies that optimize patient safety and reduce the occurrence of adverse medical events
6. Direct and specific feedback regarding to the quality of recent graduates and their preparation to enter the clinical workforce
7. Specific opportunities for improvement in the clinical education of students
8. Salient research issues and opportunities for research partnerships that advance evidence-based practice
9. Inter-professional simulation opportunities/planning and development
10. Recommendations from the IOM Future of nursing report (e.g., nursing leadership presence on boards/committees preparing nurses for servant leadership in the community setting)
11. Awareness and growth of diversity in the workforce

Section 2. Secondary Goals

1. Collaborate with the Development Council to gain financial support for the school.
2. Create opportunities to engage nurses & improve public awareness of the importance of nursing, nursing education & the school of nursing
3. Actively serve as informed advocates in appropriate forums both public & private
4. Support school events & activities
5. Build relationships to attract, support & retain outstanding students, faculty, staff & administrators to the school.
6. Foster alumni involvement in venues for lifelong learning.

Article IV. Amendments

This charter may be amended by the Dean in collaboration with the Faculty Organization Committee and with input from a majority of the membership.

Article V. Parliamentary Authority

The parliamentary authority for the Board shall be Robert's Rules of Order, Newly Revised 11th Edition.

BY-LAWS

Article I. Membership

Section 1. Active Members: The composition of this Board includes alumni and community stakeholders in the healthcare industry; the membership is by invitation only. The Dean and the WHSON Clinical Coordinator will serve on the Board as the active members. The WHSON Clinical Coordinator will serve as the liaison between the Advisory Board and the Faculty Organization committee. The President of the Development Council will serve on the Board as an active member and as the liaison between the Advisory Board and Development Council. The administrators of the Whitson-Hester School of Nursing will participate in the Board meetings on the regular basis.

Section 2. Active Lifetime Members

Past faculty of the school may be requested to serve as active lifetime members at the discretion of the Dean.

Section 3. Associate Members

Associate members include current faculty requested for participation by the Dean, often inclusive of the Assistant Dean, academic and non-academic program coordinators and directors.

Section 4. Honorary Members

Honorary membership may be conferred upon persons honored by the Board because of outstanding services to the School of Nursing or the Board. Candidates for honorary membership are recommended by the Faculty Organization Committee, voted upon by the Board at the annual meeting.

Section 5. Privileges of Membership

A. Active members shall be invited to participate for two year increments. Key stakeholders may opt to rotate members from their organization at their discretion. Members will have opportunities for joint planning and be requested to vote on items of importance at the discretion of the Dean. Members will be recognized on the WHSON website during their active membership and may obtain parking passes through the Administrative offices as needed.

B. Associate and honorary members shall have all the same privileges of membership as Active members.

Article II. Resources

A. The Board shall work collaboratively with the Development Council regarding resources. The Board is responsible for recommendation to the WHSON for additional identified resource needs and make appropriate requests to the Dean and/or Development Council.

B. Long-range plans regarding partnership goals requiring a resource commitment or recommendation will be presented directly to the Dean in written format.

C. Any endowment to assist the Board with operations will be routed through the Dean's office.

D. The Board may make recommendations regarding scholarships to appropriate additional bodies.

Article III. Dean's Office Responsibility

Officers for the Advisory Board will be established as needed during the initial year. A secretary will be provided from the WHSON to record and document minutes of all meetings.

The Dean or her designee shall:

A. Manage the business of the Board.

B. Preside at all meetings of the Board; act as chairperson of all Board events, and report actions of the Board at each regular meeting of the Faculty Organization Committee.

C. Prepare annual report to be presented to membership at the annual meeting.

D. Appoint associate members to the Advisory Board each year.

The Dean's Office shall:

A. Document and retain minutes of all proceedings of the Board.

B. Manage correspondence of the Board.

C. Review the financial requests/recommendations of the Board.

D. Report WHSON's plans affecting clinical agencies, and University changes/updates at each regular meeting of the Board.

Article IV: Board Operation

Section 1. Membership

The following is a list of desired stakeholders enlisted for membership in the WHSON Advisory Board:

Dean of the WHSON, TTU (Active Member)

Assistant Dean of WHSON, TTU (Dean's designee, Associate Member)

Clinical Coordinator, WHSON (Active Member)

WHSON Administrators (Associate Members as appointed by the Dean)

Department of Health for the Upper Cumberland Region (1) (Active Member)

Hospital Leadership in the Upper Cumberland Region (6-14) (Active Members)

Clinics, care coordinators (2-3) (Active Members)

APRN leaders (2) (Active Members)

Physician leaders (1-2) (Active Members)

Healthcare administrators or management consultants (1-2) (Active Members)

Hospice (1) (Active Member)

Alumni (2 undergraduate and 2 graduate program graduates) (Active Members)

Section 2. Meetings

Regular meetings of the Board shall be held four times per year and will be set annually based on feedback from the membership regarding day of week and time of day for best attendance.

Special meetings may be called by the Dean. Active and associate members are expected to attend all meetings or communicate to the Dean or designee when they are unable to attend.

Any member of the Board who misses three consecutive meetings will be considered officially to have resigned from the Board and his or her seat will be ruled vacant.

Should the Board member wish to be reinstated, an appeal may be submitted in writing to the Board for consideration. If a request for reinstatement is not received, the members spot may be filled.

Section 3. Term of Membership

Terms of all board members shall commence at the beginning of the educational year; August - July, and will serve two year terms which are renewable based on WHSON needs.

Article V: Committees

Section 1. Standing or Ad hoc committees may be established by the Board based on need.

Section 2. Reports of Ad hoc committees will be expected at each standing meeting.

Section 3. The Board will request nominations of the membership annually in May based on anticipated participation for the upcoming academic year.

Initial Review: October 6, 2015

Initial Approval: October 6, 2015

Admissions and Credits Committee

Membership: A minimum of three (3) faculty and two (2) students.

This committee shall make recommendations to the Faculty Organization regarding:

1. Policies, procedures, and criteria dealing with: admission, progression, retention, and dismissal of students in the School.
2. This committee implements the process of admission to the BSN Nursing.

NAME: Admissions and Credits Committee of Tennessee Technological University Whitson-Hester School of Nursing Faculty Organization

PURPOSE: The Admissions and Credits Committee review cases of students with problems concerning upper division nursing admission, readmission, academic credit and or requirements, implements the policies as established by the faculty to grant admission to upper division nursing and makes recommendations to the Faculty Organization regarding:

1. Policies, procedures, and criteria dealing with admission, progression, retention, and dismissal of students in the Whitson-Hester School of Nursing.
2. Policies for recruitment activities for the Whitson-Hester School of Nursing.

FUNCTIONS (Implied and Explicit)

1. Make recommendations for standards for admission and readmission for the BSN programs
2. Review and award requests for transfer and experiential credit
3. Maintenance of policies/procedures related to admission/readmission

MEMBERS: The Admissions and Credits Committee shall consist of the following members: Faculty members are appointed by the Dean or designee; student members are elected from their representative groups to serve on the committee.

Faculty: A minimum of three faculty from the Whitson-Hester School of Nursing

Students: A minimum of two students, 1 senior and 1 junior student.

Director: Will serve as ex officio member.

MEMBER ROLES:

Faculty

1. Provide input regarding admission and credits matters including admitting students to upper division nursing.
2. Participate in the admitting process of students to upper division nursing.
3. Serve as resource to the Whitson-Hester School of Nursing Faculty Organization in admissions and credits matters.
4. Identify admission and credits needs and present Committee recommendations to the Whitson-Hester School of Nursing Faculty Organization.

5. Maintain an ethical environment in the utilization of confidential information in committee work.

6. Serve on subcommittees of the Committee.

Students

1. Provide input from nursing majors regarding admission and credit matters.

2. Serve as a resource to interpret the admission and credits policies and procedures to all nursing majors.

3. Participate in the identification of admission and credits needs as perceived by nursing majors and participates in the development, review and revision of policies regarding admission and credits.

4. Maintain an ethical environment in the utilization of confidential information in committee work.

5. Serve on subcommittees of the Committee as set forth in these procedures.

TERMS OF OFFICE: A junior student will be elected by the class organization to serve a two-year term. Faculty members will serve two-year terms. All faculty appointments are subject to renewal at the discretion of the Dean or designee.

ATTENDANCE AT MEETINGS: If a member of the Committee must be absent, the Chairperson is notified in advance.

OFFICERS

Chairperson: The Chairperson shall be elected annually from the Committee membership. The Chairperson shall:

1. Preside at all meetings or designate another member to preside.

2. Prepare a tentative agenda for each meeting, to be distributed prior to the meeting.

3. Provide for the distribution of the minutes of the meetings to be distributed to the Committee members.

4. Call special meetings when necessary.

5. Appoint ad hoc subcommittees as needed.

6. Inform the Dean or designee and Faculty of action taken by the Committee.

7. Supervise the participation and distribution of matters before the Committee's activities.

8. Invite guests to participate in discussion of matters before the Committee when such action is desirable.

9. Execute policies of the Committee.

Director: The Director and/or his/her designee shall serve as resource person and provide support to all members.

MEETINGS

A minimum of two regular meetings of the Admissions and Credits Committee shall be held each academic year. The date and time for such meetings shall be determined at the beginning of the academic year. The date and time for a regular meeting may be changed by the Chairperson. The Chairperson shall notify all members of meetings and changes of meetings. Additional meetings may be scheduled as needed by the chairperson.

The Chairperson may call a special meeting when such action is deemed necessary.

Submission of items to the Chairperson for consideration by the Committee:

1. Any faculty member may submit items to the Chairperson.
2. Any member may submit items to the Chairperson.
3. Staff in the Whitson-Hester School of Nursing may submit individual student requests for deviation from admission and credits policy and/or substitution of course credit to the Committee for consideration.

Two-thirds of the members of the Committee present shall constitute a quorum.

SUBCOMMITTEES

Subcommittees will be formed:

1. For evaluation of student requests for exception to Whitson-Hester School of Nursing academic regulations related to purposes of the Committee and for student requests for readmission. Membership on this subcommittee limited to faculty members of the Committee.
2. For conducting other activities of the Committee as stated in the purposes of the Committee.

Subcommittees do not establish policy.

Membership on subcommittees shall be appointed from the membership of the Committee by the Chairperson. A subcommittee shall consist of a minimum of 2 members. If a member of the Committee has made a written recommendation concerning a student under consideration, she/he will not be allowed to vote on the final decision.

PARLIAMENTARY AUTHORITY

The rules contained in the current addition of Robert's Rules of Order Newly Revised shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these procedures.

AMENDMENT PROCEDURES

These procedures can be amended at any regular meeting of the Committee by a two-thirds vote of the members, provided that the amendment has been submitted in writing to each member at least one week prior to the meeting. Amendments to Procedures are subject to final approval by the Faculty Organization.

COMMITTEE ACTION AND REVIEW

Actions of this Committee are subject to review by the Whitson-Hester School of Nursing Faculty Organization.

EFFECTIVE DATE OF IMPLEMENTATION

These procedures shall become effective during October 1991.

Adopted: October 21, 1991

Revised: Faculty Organization October 6, 2005

Revised: A&C October 1, 1996

Revised: A&C October 1, 2013

Revised: Faculty Organization November 5, 1996

Revised: A&C march 18, 2014

Revised Faculty Organization March 18, 2003

Approved Faculty Organization 3/26/2014

Revised: Faculty Organization March 9, 2004

Revised: A&C August 16, 2018

Approved Faculty Organization 8/17/2018

Reviewed: A&C October 19, 2022

Graduate Faculty Committee-Bylaws

PURPOSE: This committee shall report committee recommendations to the WH-SON Faculty Organization regarding information about graduate programs including but not limited to program objectives, and impact of graduate school offerings on the school of nursing.

MEMBERSHIP: All faculty members from the Whitson-Hester school of nursing who have graduate faculty status from the university are members of the committee. Two graduate student members from MSN or DNP program will also participate on the committee.

MEMBER ROLES:

Faculty:

- a. Provide input regarding graduate school issues.
- b. Participate in the admitting process of students to the graduate programs in nursing.
- c. Serve as resource to the School of Nursing Faculty Organization in Whitson-Hester School of Nursing Graduate school concerns.
- d. Identify Graduate program needs and bring Committee recommendations to the School of Nursing Faculty Organization.
- e. Maintain an ethical environment in the utilization of confidential information in committee work.
- f. Serve on subcommittees of the Committee.

Students:

- a. Provide input from nursing majors regarding admission and credit graduate program matters
- b. Serve as a resource to interpret the graduate committee policies and procedures to all graduate nursing majors.
- c. Participate in the identification of graduate program needs as perceived by nursing majors and participates in the development, review and revision of policies regarding graduate programs.

d. Maintain an ethical environment in the utilization of confidential information in committee work.

e. Serve on subcommittees of the Committee as set forth in these procedures.

ATTENDANCE AT MEETINGS: If a member of the Committee must be absent, the Chairperson is notified in advance.

OFFICERS Chairperson: The Chairperson shall be elected annually from the Committee membership. The Chairperson shall:

- a. Preside at all meetings or designate another member to preside.
- b. Prepare a tentative agenda for each meeting, to be distributed prior to the meeting.
- c. Provide for the distribution of the minutes of the meetings to be distributed to the Committee members.
- d. Call special meetings when necessary.
- e. Appoint ad hoc subcommittees as needed.
- f. Inform the Dean and/or Director and Faculty of action taken by the Committee.
- g. Supervise the participation and distribution of matters before the Committee's activities.
- h. Invite guests to participate in discussion of matters before the Committee when such action is desirable.
- i. Execute policies of the Committee.
- j. Complete committee annual report.

MEETINGS

A minimum of one regular meeting of the Graduate Faculty Committee shall be held each academic semester. The date and time for such meetings shall be determined at the beginning of the academic year. The date and time for a regular meeting may be changed by the Chairperson. The Chairperson shall notify all members of meetings and changes of meetings. Additional meetings may be scheduled as needed by the chairperson. The chairperson may call a special meeting when he/she deems such action is desirable. Submission of items to the Chairperson for consideration by the Committee:

- a. Any faculty member may submit items to the Chairperson.
- b. Two-thirds of total membership of the members of the Committee shall constitute a quorum.

SUBCOMMITTEES

Subcommittees do not establish policy. Membership on subcommittees shall be appointed from the membership of the Committee by the Chairperson. A subcommittee shall consist of a minimum of 2 members. If a member of the Committee has made a written recommendation concerning a student under consideration, she/he will not be allowed to vote on the final decision.

PARLIAMENTARY AUTHORITY

The rules contained in the current addition of Robert's Rules of Order Newly Revised shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these procedures.

AMENDMENT PROCEDURES

These procedures can be amended at any regular meeting of the Committee by a two-thirds vote of the members, provided that the amendment has been submitted in writing to each member at least one week prior to the meeting. Amendments to Procedures are subject to final approval by the Administrative Council.

COMMITTEE ACTION AND REVIEW

Need to change this to the Graduate Committee reports to the School of Nursing Faculty Organization.

Approved: Graduate Faculty Committee 4/2018

Faculty Organization, 8/2018

Revised: Grad Committee 4/2020, Approved by Faculty Organization 4/27/2020

Curriculum Committee

MEMBERSHIP: A minimum of three (3) faculty and two (2) students and the Library Liaison, who may or not be a member of the committee.

PURPOSE: The WHSON Curriculum Committee:

1. shall serve as a liaison for the Faculty and the Bachelors Program Coordinator, the Graduate Program Coordinator, the Director, and the Dean in matters related to the curriculum.
2. shall make recommendations to the Faculty Organization and provide leadership regarding:
 - a. *Courses and program objectives which will review programs and offerings at WHSON through various strategies for evaluation.*
 - b. *The educational offerings of the School, including criteria for initiation and discontinuation of programs.*
3. Review, submit and recommend to the University Curriculum Committee additions, changes and deletions including but not limited to new course offerings, catalog descriptions and undergraduate curricular needs of all nursing majors.

MEMBERS: The WHSON Curriculum shall consist of the following members:

Faculty: A minimum of three faculty with representation for each level of the curriculum. One of the above mentioned members may or may not be the library liaison. Faculty members are appointed by the Dean of the WHSON.

Students: A minimum of two upper division students elected from various student organizations of the WHSON.

TERMS OF OFFICE: Members will serve two year terms with appointments to be effective at the beginning of the fall semester. All faculty appointments are subject to renewal at the discretion of the Dean of the WHSON.

MEMBER ROLES:

Faculty

1. Provide input for representative groups regarding curricular and instructional matters.
2. Serve as a resource to the WHSON Faculty Organization in curricular and instructional matters.
3. Identify curricular and instructional needs and interpret Committee recommendations to the WHSON Faculty Organization.
4. Maintain an ethical environment in the utilization of confidential information in Committee work.

Students

1. Provide input from nursing majors regarding curricular and instructional matters.
2. Serve as a resource to interpret the nursing curriculum to all nursing majors.
3. Participate in the identification of curricular instructional needs as perceived by nursing majors and provide information for the evaluation of both lower and upper level division nursing curricular requirements.
4. Maintain an ethical environment in the utilization of confidential information in Committee work.

ATTENDANCE AT MEETINGS: If a member of the Committee will be absent from a meeting, he/she may, with the concurrence of the Chairperson, appoint a person to serve in his/her place with all the rights, privileges and responsibilities of the regular Committee member.

OFFICER:

Chairperson: The Chairperson shall be elected annually from the Committee membership. The Chairperson shall:

1. Preside at all meetings or designate another member to preside.
2. Prepare for each meeting a tentative agenda prior to scheduled meetings.
3. Provide for minutes to be prepared and distributed to the membership.
4. Call special meetings when necessary.
5. Appoint ad hoc subcommittees as required.
6. Disseminate information regarding action taken by the Committee.
7. When he/she deems such action desirable, invite guests to participate in discussion of matters before the Committee.
8. Perform the duties prescribed by the procedures and by the parliamentary authority adopted by the Committee.
9. Supervise the preparation and distribution of an Annual Report of the Committee's activities to the WHSON Faculty Organization.

MEETINGS

Regular meetings shall be scheduled at a minimum of once per month beginning September and ending in April. At the discretion of the Chairperson, a meeting may be canceled or the date and time for the regular meeting may be changed if there is sufficient reason to warrant such action.

Any member may submit items to the Chairperson for inclusion on the agenda.

Items such as course additions, deletions or changes shall be submitted to the members no later than one week prior to the meeting.

Non-substantive catalog changes, such as number changes, minor changes in course descriptions, etc., must be submitted to the WHSON Curriculum Committee for review at least one week prior to the meeting.

The agenda shall be adopted at the beginning of each meeting by a two-thirds majority of those present.

The Chairperson may call a special meeting when he/she deems such action desirable.

Two-thirds of the members of the Committee shall constitute a quorum.

SUBCOMMITTEES

Ad hoc subcommittees shall be appointed by the Chairperson of the Committee as he/she shall from time to time deem necessary or as shall be deemed necessary by the Committee.

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Committee in all cases to which they are applicable and in which they are not inconsistent with these procedures.

AMENDMENT PROCEDURES

These procedures can be amended at any regular meeting of the Committee by a majority vote of the total membership, provided that the amendment has been submitted in writing to each member at least one week prior to the meeting. Amendments to procedures are subject to final approval by the Whitson-Hester School of Nursing Faculty Organization.

COMMITTEE ACTION AND REVIEW

Actions of this Committee are subject to review by the Whitson-Hester School of Nursing Faculty Organization.

EFFECTIVE DATE IMPLEMENTATION

These procedures shall become effective during September 1992.

Adopted: September 1992

Reviewed: C&I Committee 10/1/96

Revised C, D&I Committee 4/8/03

Approved: Faculty Organization 10/8/96

Revisions approved by Faculty Organization 5/7/03

Revised: Faculty Organization 10/6/05

Revised: Curriculum Committee 2/19/2014

Revised/Approved: Faculty Organization 2/25/2014

Reviewed: Curriculum Committee 4/2018

Approved: Faculty Organization 4/27/2018

Revised: Curriculum Committee 2/12/2020

Approved: Faculty Organization: 3/24/2020

Appointment, Tenure, and Promotion Committee

PURPOSE: The Appointment, Tenure, and Promotion Committee implements policies and procedures for appointment, tenure and promotion as defined in the TTU procedures (Policies on Academic Freedom, Responsibility and Tenure; and Policies on Academic Appointments and Promotions).

MEMBERS: The Committee is composed of all tenured faculty members in the Whitson-Hester School of Nursing. All tenured faculty participate in the review and vote for appointment and tenure, and all faculty at rank will review and vote for promotion.

ATTENDANCE AT MEETINGS: If a member of this Committee must be absent, the Chair is to be notified in advance.

OFFICERS

Chair: The Chair shall be elected annually from the Committee membership. The Chair shall:

1. Preside at all meetings or designate another member to preside.
2. Prepare a tentative agenda for each meeting, which will be distributed to the Committee members.
3. Call special meetings when necessary.
4. Appoint ad hoc committees as necessary.
5. Inform the Director and Faculty of actions taken by this Committee when appropriate and follow University policies in matters pertaining to appointment, tenure, retention, and promotion.
6. Invite guests to participate in discussion of matters before this Committee when such action is desirable.
7. Execute policies of this Committee.
8. Facilitate the development of annual goals for Committee approval at the first meeting each fall.

9. Prepare an Annual Report of the Committee's activities for the Director at the end of the academic year.

Recorder: The Recorder is appointed by the Chair at each meeting to record proceedings of the Committee. The Recorder shall:

1. Keep and file minutes of the meeting in the permanent record book of the Committee.
2. Distribute copies of the minutes to each member.

MEETINGS

A minimum of two regular meetings of this Committee shall be held each academic year. The date and time for such meetings shall be determined at the beginning of the academic year. The date and time for a regular meeting may be changed by the Chair. The Chair shall notify all members of meetings and changes of meetings. Additional meetings may be scheduled as needed by the Chair.

The Chairperson may call a special meeting when such action is deemed necessary.

Submission of items to the Chair for consideration by the Committee:

1. Any faculty member may submit items to the Chair.
2. Any Committee member may submit items to the Chairperson.

Two-Thirds of the Committee members present shall constitute a quorum.

SUBCOMMITTEES

Subcommittees will be formed as needed to address issues of appointment, tenure and promotion, and faculty search. Membership on subcommittees shall be appointed by the Chair from the Committee membership.

COMMITTEE ACTION AND REVIEW

Actions of this Committee are subject to review by the Whitson-Hester School of Nursing Faculty Organization.

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Committee in all cases in which they are applicable and in which they are not inconsistent with these procedures.

AMENDMENT OF PROCEDURES

The procedures can be amended at any regular meeting of the Committee by a two-thirds vote of the members, provided that the amendment has been submitted in writing to each member at least one week prior to the meeting.

EFFECTIVE DATE OF IMPLEMENTATION

These procedures shall become effective during October 1992.

Adopted: October 23, 1992

Revised: Appointment, Tenure and Promotion Committee, 10/25/96

Approved: School of Nursing Faculty Organization, 11/6/96

Revised: Appointment, Tenure and Promotion Committee 3/25/03

Approved: School of Nursing Faculty Organization, 4/15/03

Revised: Appointment, Tenure and Promotion Committee, 10/30/07

Approved: School of Nursing Faculty Organization, 11/20/07, 5/8/2014

Revised: Appointment, Tenure and Promotion Committee, 11/6/2018

Approved: School of Nursing Faculty Organization, 11/2018

Reviewed: Appointment, Tenure and Promotion Committee, 12/1/2020 (No changes)

Position Descriptions

Faculty Position Grid

Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
<p>Teaching</p> <ul style="list-style-type: none"> -Facilitate student learning, provide effective instruction, and perform evaluations of student learning for all assigned classes, using each course's standard course outline as a guide -Schedule, supervise, debrief, and evaluate students in clinical, internship, observation, field experience, and similar settings as appropriate for the course or program. 	<p>Teaching</p> <p>Maintains previous rank expectations and:</p> <ul style="list-style-type: none"> -Develop course curriculum, course handouts, lectures, labs, and presentations. 	<p>Teaching</p> <p>Maintains previous rank expectations and:</p> <ul style="list-style-type: none"> -Develop and implement innovative instructional methods. -Develop professional logistics to improve student performance. -Evaluate, monitor and mentor student academic progress. -Create, innovate and implement career-enhancement programs and activities. -Supervise and support teaching assistants. -Assess, review and evaluate student activities and progress. -Assist in preparation and formulation of the curriculum -Help students achieve their educational goals through formal and/or informal advising. 	<p>Teaching</p> <p>Maintains previous rank expectations and:</p> <ul style="list-style-type: none"> -Teaching proficiency consistent with WHSON & TTU Promotion Guidelines for Associate Professor. 	<p>Teaching</p> <p>Maintains previous rank expectations and:</p> <ul style="list-style-type: none"> -Teaching proficiency consistent with WHSON & TTU Promotion Guidelines for Professor.

Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Scholarship	Scholarship	Scholarship Scholarly expectations consistent with WHSON & TTU Tenure Guidelines for Assistant Professor.	Scholarship Scholarly expectations consistent with WHSON & TTU Promotion Guidelines for Associate Professor.	Scholarship Scholarly expectations consistent with WHSON & TTU Promotion Guidelines for Professor.
Service To be negotiated annually with the Director based faculty expertise and the needs of the WHSON.	Service To be negotiated annually with the Director based faculty expertise and the needs of the WHSON.	Service Service expectations consistent with WHSON & TTU Tenure Guidelines for Assistant Professor.	Service Service expectations consistent with WHSON & TTU Promotion Guidelines for Associate Professor.	Service Service expectations consistent with WHSON & TTU Promotion Guidelines for Professor.
Professional Development Expectation consistent with maintaining faculty aggregate for the WHSON.	Professional Development Expectation consistent with maintaining faculty aggregate for the WHSON.	Professional Development Expectation consistent with maintaining faculty aggregate for the WHSON.	Professional Development Expectation consistent with maintaining faculty aggregate for the WHSON.	Professional Development Expectation consistent with maintaining faculty aggregate for the WHSON.

ATP: December 2018

Faculty Organization: December 13, 2018

Reviewed: Appointment, Tenure, and Promotion 3/02/2021

[Dean, Whitson-Hester School of Nursing](#)

Line of Authority: Provost, President, Tennessee Technological University

Responsible to: Provost

General Purpose: Direction and Coordination/Development of Whitson-Hester School of Nursing and all programs sponsored by the Whitson-Hester School of Nursing.

Specific Duties:

1. Interpret the mission of Tennessee Technological University and Whitson-Hester School of Nursing policies to the faculty and staff, and interpret the program and

- needs of the Whitson-Hester School of Nursing to the University administration and to the public.
2. Provide leadership in developing and implementing plans and policies for the educational program, organization and operations.
 3. Provide direction and support to faculty and student body of the Whitson-Hester School of Nursing.
 4. Provide guidance and coordination in the development of admission requirements and curriculum within the Whitson-Hester School of Nursing by the instructional staff.
 5. Provide leadership in the selection, improvement and evaluation of the instructional staff (review of credentials with faculty and staff, screening of applications and formulation of recommendations for final interview with the Vice President and the President; review of proposed changes in academic rank.)
 6. Provide orientation for new faculty, and encourage the professional growth of all faculty members.
 7. Provide leadership in development of improved teaching techniques and methods of instruction.
 8. Be responsible for all property and the security of property within the Whitson-Hester School of Nursing.
 9. Prepare and defend the annual budget request. Provide opportunities for faculty input to budget preparation.
 10. Review substitutions in course requirements for nursing majors.
 11. Supervise the preparation of catalog material for the Whitson-Hester School of Nursing.
 12. Represent the Whitson-Hester School of Nursing at college meetings.
 13. Represent the Whitson-Hester School of Nursing on other University committees as assigned by the President of Tennessee Technological University.
 14. Provide leadership regarding the selection, organization and assignment of the School's instructional staff.
 15. Provide leadership in the process of evaluation.
 16. Facilitate development of contractual agreement between Whitson-Hester School of Nursing and clinical agencies.
 17. Facilitate arrangements for nursing courses taught in external agencies.
 18. Assume responsibility for all decisions made in the interest of the activities and programs directed and sponsored by the Whitson-Hester School of Nursing.
 19. Interpret financial needs of the Whitson-Hester School of Nursing to the public, the Provost, benefactors and other relevant bodies.
 20. Actively solicit financial support for the Whitson-Hester School of Nursing, i.e., endowments for scholarships and monies for equipment and needs of the School of Nursing not approved by state appropriations.
 21. Facilitate the development and operation of the Whitson-Hester School of Nursing Development Council.
 22. Define and execute a strategic vision for the future by articulating the distinctive needs and opportunities of the School.
 23. Support and continue the collaborative balance of, teaching, research, and service in the school.

24. Serve as a public voice for the School's constituents.
25. Attract external funding from federal agencies, corporations, foundations, and interested donors to support the school's mission and develop relevant industry and professional partnerships.

Revised: September 1992

Reviewed: Appointment, Tenure, and Promotion Committee, 3/25/03

Approved: School of Nursing Faculty Organization, 4/15/03

Updated: School of Nursing Faculty Organization, 9/25/07

Approved: Faculty Organization, 1/28/09

Revised: Appointment, Tenure, Promotion Committee, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Reviewed: Appointment, Tenure, Promotion Committee, 3/02/2021

Revised: Appointment, Tenure, Promotion Committee, 4/14/2023

Approved: Faculty Organization, 4/25/2023

Director, Whitson Hester School of Nursing

The Director will assist the Dean through direct oversight of administrative daily operations related to academic, faculty and student affairs for all academic programs. The Director reports to the Dean of the Whitson-Hester School of Nursing. He/she also works closely with academic and administrative support staff in the School.

Appointment: This is a 12-month faculty appointment. During the academic months (August-May), the Director is expected to teach a minimum of 3-credit-hours in fall and spring. The Director is subject to renewal based on satisfactory annual Agreement of Responsibilities and review of annual program priorities outcomes. The general responsibilities of this position follow:

Responsibilities:

- Provides direct oversight of daily operations related to academic, faculty, and student affairs.
- Completes faculty and academic support staff annual evaluations.
- The Faculty Workload will be assigned by the Director with input from the Undergraduate and Graduate Program Coordinators.
- Provides input into budget decisions and needs and provides direction to course and clinical administrators on effective budget and resource management.
- In collaboration with the respective curricular committees, provides curricular oversight to undergraduate and graduate programs to help inform direction on curricular revisions and decisions.
- Provides leadership and communicates salient information related to policies/procedures, progression, and academic misconduct and reinforces compliance with university and the School-level policies.

- Provides input to Dean regarding the training/continuing education and support needs of faculty and staff.
- Responds to requests for assistance from faculty, staff, and students in a strategic, respectful, and proactive manner.
- Actively participates in scholarly activities and professional services as required of members of the University faculty community.
- Serves as a resource for the faculty teaching in undergraduate and graduate programs regarding structure, organization, and internal/external School and University processes.
- Assists faculty and students with interpretation of policies and procedures related to administrative issues such as, but not limited to, grade appeals, dismissal, transfer credits, degree requirements, advisement and registration issues.
- Serves as designee, representing the Dean of the School as needed.

Approved ATP Committee, 2/20/2018

Approved Faculty Organization, 3/2018

Revised ATP Committee, 12.01.2020

Approved Faculty Organization, 12.01.2020

Revised: Appointment, Tenure, and Promotion, 4/14/2023

Approved by Faculty Organization: 4/25/2023

Professor, Whitson-Hester School of Nursing

Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area. Evidence of teaching excellence and superior contribution to student development

1. Recognized as an authority in content area.
2. Conducts courses for undergraduate and/or graduate students using a variety of teaching strategies
3. Provides exemplary instruction.
4. Consistently receives above average student and peer evaluations.
5. Incorporates own research findings into teaching.
6. Expert in testing and evaluating student performance using a variety of evaluation methods.
7. Serves as a role model for junior faculty for excellence in teaching.
8. Utilizes the curriculum objectives of the Whitson-Hester School of Nursing in the context of the classroom and the clinical laboratory.
9. Acts as a course administrator as per assignment.
10. Maintains knowledge in the discipline. (ie. Certification, practice, continuing education)

Evidence of ability in Service

11. Demonstrates the role of the professional nurse in the clinical agency for students and staff.
12. Serves on departmental and university committees, chairs, and serves as a mentor for junior faculty.
13. Advises students on academic curricula and professional career choices.
14. May provide professional services to clinical agencies by consultation and/or seminar presentations.
15. May provide services to professional nursing organizations and/or health related community agencies.
16. May act as an adviser to student organizations
17. Demonstrates leadership and success in course and program development and evaluation.
18. Demonstrates leadership in accreditation.

Evidence of ability in Scholarship

19. Generates and disseminates sustained high-quality professional productivity with national or international recognition in the discipline.
20. Serves as a resource person for other faculty in with scholarly activities.
21. Leader in designing and managing evidenced-based projects with external clinical partners.
22. Serves as PI for external funding for scholarly inquiry. (ie. Grants, industry partnerships, donor supported research, etc.).

Approved: October 20, 1992

Revised: Appointment, Tenure and Promotion Committee 3/25/03 Approved: Faculty Organization, 3/28/2023

Approved: School of Nursing Faculty Organization 4/15/03

Reviewed: Appointment, Tenure, Promotion Committee 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure and Promotion 4/13/2021

Approved: Faculty Organization, 4/27/2021

Revised: Appointment, Tenure and Promotion, 3/2023

Associate Professor

Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.

Evidence of ability in teaching

1. Demonstrates exceptional teaching in undergraduate and/or graduate students using a variety of teaching strategies not limited to:
 - a. Prepares and delivers lectures
 - b. Stimulates class discussion
 - c. Facilitates seminar/small group decision making
 - d. Conducts effective testing, evaluation, and grading of student's performance.
 - e. Assigns grades in a timely manner.
 - f. Receives above average student and peer evaluations.
2. Demonstrates current knowledge and expertise of content area of one's teaching.
3. Assumes a leadership role in the development and ongoing evaluation of the nursing curriculum.
4. Utilizes the curriculum objectives of the Whitson-Hester School of Nursing in the context of the classroom and the clinical laboratory.
5. Acts as course administrator for courses.
6. Serves as a mentor for less experienced faculty.
7. Conducts clinical nursing laboratories in primary, secondary or tertiary healthcare settings.
8. Maintains knowledge in the discipline. (ie. Certification, practice, continuing education)

Evidence of ability in Service

9. Demonstrates the role of professional nurse in the clinical agency for students and staff.
10. Serves on departmental and university committees and chairs standing committees
11. Advises students on academic curricula and professional career choices.
12. May provide professional services to clinical agencies by consultation and/or seminar presentations.
13. May provide services to professional nursing organizations and/or health related community agencies.
14. Effectively leads in course and new program development based on research, best practice and experience.
15. Assumes a leadership role in accreditation process.
16. May act as an adviser to student organizations.

Evidence of ability in Scholarship

17. Generates and disseminates scholarly work at the state, or national or international level.

18. Funded grant (s) for scholarly inquiry. (ie. Serve as a principal investigator or CO-PI of a research study, grant writing, evidenced-based projects, external clinical partnerships etc).

Approved: October 20, 1992

*Revised: Appointment, Tenure and Promotion
Committee 3/25/03*

*Approved: School of Nursing Faculty Organization
4/15/03*

*Reviewed: Appointment, Tenure, Promotion
Committee, 3/4/2014*

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure, Promotion, 4/13/2021

Approved: Faculty Organization, 4/27/2021

Revised: Appointment, Tenure, Promotion, 3/03/2023

Approved: Faculty Organization, 3/28/2023

Assistant Professor

Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.

Evidence of potential ability in teaching

1. Demonstrates effective teaching for undergraduate and/or graduate students using a variety of teaching strategies not limited to:
 - a. Prepares and delivers lectures
 - b. Stimulates class discussion
 - c. Facilitates seminar/small group decision making
 - d. Develops, administers and grades examinations
 - e. Assigns grades in a timely manner
 - f. Measures student performance appropriately.
 - g. Receives satisfactory student and peer evaluations
 - h. Maintains knowledge in the discipline
2. Demonstrates developing expertise and current knowledge in content area.
3. Utilizes the curriculum objectives of the Whitson-Hester School of Nursing in the context of the classroom and the clinical laboratory.
4. Acts as course administrator as per assignment.
5. Conducts clinical nursing laboratories in primary, secondary or tertiary health care settings.
6. Maintains knowledge in the discipline (ie. Certification, practice, continuing education)

Evidence of potential ability in Service

7. Demonstrates the role of professional nurse in the clinical agency for students and staff.
8. Serves on departmental and university committees, including chairing of committees.
9. Provides effective and timely academic advising.
10. May provide professional services to clinical agencies by consultation and/or seminar presentations.
11. May provide services to professional nursing organizations and/or health related community agencies.
12. Assists in new program development.
13. Participates in accreditation process.
14. May act as an advisor to student organizations.
15. Contributes to professional organizations/associations based on professional expertise.
16. May serve as a mentor for less experienced faculty.

Evidence of potential ability in Scholarship

17. Performs scholarly activities and disseminates findings at the local or regional

- level.
18. Engages in scholarly, creative activities that promote professional growth (i.e. an author, co-author, contributor of a scholarly paper/ research study, or grant writing).

Approved School of Nursing Faculty Organization: October 20, 1992, 4/15/03, 5/8/2014

Revised: Appointment, Tenure and Promotion Committee 3/25/03

Approved: 4/15/03 Reviewed: Appointment, Tenure, Promotion Committee, 3/4/2014

Revised: Appointment, Tenure and Promotion Committee 4/13/2021

Approved by Faculty Organization: 4/27/2021

Lecturer Promotion Guidelines

The lecturer position has an assigned tenured faculty mentor and the director gives an annual review.

Annual Review of Lecturer within the Whitson-Hester School of Nursing are academic non-tenurable positions. Below are minimum requirements for faculty in the following areas of teaching, advisement, and service. These areas of evaluation are an adjunct to the Promotion Consideration Check-Off List (Form I2/L2) and Faculty Promotion Policy No. 206. Additional items under each criterion are negotiated with Director, Dean, and Promotion & Tenure committee prior to review.

Lecturer	Senior Lecturer	Master Lecturer
<p>Demonstrated ability in instruction and student development</p> <p>Minimum Master's degree from an accredited institution in the instructional discipline</p> <p>Evidence of good character, mature attitude, and professional integrity</p>	<p>Documented evidence of high-quality teaching and contributions to student development</p> <p>Completion of five full academic years at the rank of lecturer</p> <p>Minimum Master's degree from an accredited institution in the instructional discipline</p> <p>Evidence of good character, mature attitude, and professional integrity</p>	<p>Documented evidence of teaching excellence and superior contribution to student development</p> <p>Completion of five full academic years at the rank of senior lecturer</p> <p>Minimum Master's degree from an accredited institution in the instructional discipline</p> <p>Evidence of good character, mature attitude, professional integrity, and high degree of academic maturity and responsibility</p>
<p>Teaching <i>Must meet each criterion</i></p>	<p>Teaching <i>Must meet each criterion</i></p>	<p>Teaching <i>Must meet each criterion</i></p>
<p>Demonstrates developing expertise and current knowledge</p> <p>Demonstrates effective teaching</p> <p>Provides effective and timely academic advising</p> <p>Utilizes appropriate modes of educational delivery</p> <p>Assists in the development and ongoing evaluation of the curriculum</p> <p>Maintains knowledge in the discipline</p>	<p>Demonstrates current knowledge and expertise of content area of one's teaching</p> <p>Demonstrates exceptional teaching skills</p> <p>Provides effective advisement to students and mentors peers in advising</p> <p>Incorporates state-of-the-art instructional technology in teaching</p> <p>Has a leadership role in the development and ongoing evaluation of curriculum</p>	<p>Recognized as an authority in a content area</p> <p>Serves as a mentor to junior lecturers for excellence in teaching and advising</p> <p>Demonstrated leadership in course and program development</p> <p>Incorporates own research findings into teaching curriculum</p> <p>Demonstrates exemplary testing, evaluation, and feedback of student's performance</p>

Appropriately measures student performance	Demonstrates effective testing, evaluation, and feedback of student's performance	
Utilizes student and peer feedback in order to improve teaching effectiveness	Demonstrates self-awareness in areas of needed improvement in teaching and develops a plan for effectiveness.	
Service <i>Must meet 3 criteria</i>	Service <i>Must meet 3 criteria</i>	Service <i>Must meet 3 criteria</i>
Active member of a local, regional, or state professional organization	Active officer of a local, regional, or state professional organization	Active officer of a local, regional, or state professional organization
Serves on a local, regional, or state task force or sub-committee	Serves as an officer on a local, regional, or state task force or sub-committee	Serves as a chair of a local, regional, or state task force or sub-committee
Serves on a college committee	Serves as a member of a college or university committee, tasked with committee planning responsibilities	Serves as a chair of a college or university committee
Volunteers as a member of a community or regional group related to expertise	Serves as a member of a community or regional group related to expertise by developing or directing a service project	Serves as a Board member of a community or regional organization related to expertise
Maintains Professional certification		Serves as a mentor to (>1) faculty member
Participates in accreditation process	Serves as a mentor to (1) faculty member	Maintains professional certification
	Maintains professional certification	
	Assumes a leadership role in preparing self-study reports for accreditation	

Examples of **Optional** scholarship activities:

Engages in scholarly activity to promote professional growth

Presentation of original scholarly work at local or regional conferences.

Collaborates in EBP with external clinical partners

Submission of findings to educational journals

Writing and submitting of grant applications for scholarly inquiry

Publications of educational research activities in peer reviewed journals

Authors chapter in published book

Serves as a peer reviewer for professional journals and/or reviewer for publisher of textbook

Demonstrates leadership in scholarship and mentoring of junior lecturers in scholarly activities

Presentations or original scholarly work at state, national, or international conferences

Funded grant(s) for scholarly inquiry

ATP: 12/01/2020

Approved by FO: 12/11/2020

Instructor

1. Conducts courses for undergraduate and graduate students using a variety of teaching strategies not limited to:
 - a. Prepares and delivers lectures
 - b. Stimulates class discussion
 - c. Facilitates seminar/small group decision making
 - d. Complies, administers and grades examinations
 - e. Grades nursing care plans, nursing process papers and other written assignments
 - f. Compiles bibliographies of special material for outside reading and media assignments
2. Utilizes the curriculum objectives of the Whitson-Hester School of Nursing in the context of the classroom and the clinical laboratory. May act as course administrator for courses that are team- taught. Collaborates with course team to revise syllabi and assignments as needed.
3. Conducts clinical nursing laboratories in primary, secondary or tertiary healthcare settings.
4. Demonstrates the role of professional nurse in the clinical agency for students and staff. Utilizes evidenced based practice in the didactic and clinical setting.
5. Serves on Faculty Org and Graduate committee based on assignments
6. Advises students on academic curricula and professional career choices.
7. . Act as an adviser to student organizations.
8. Communicates effectively with students, faculty, and staff in the classroom and in other academic, professional and public settings.

Approved: October 20, 1992

Revised: Appointment, Tenure and Promotion Committee 3/25/03

Approved: School of Nursing Faculty Organization 4/15/03

Reviewed: Appointment, Tenure, Promotion Committee, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure and Promotion Committee 3/02/2021

Approved: Faculty Organization, 4/27/2021

Revised: Appointment, Tenure, and Promotion Committee, 3/03/2023

Approved: Faculty Organization, 3/28/2023

Director, Center for Clinical Simulation and Health Professional Development

Qualifications:

Master's Degree from an accredited institution in nursing, education, or related field

Minimum of 3 years simulation or clinical education

Excellent written and verbal communication skills

Progressive experience in leadership, management, or an educator role with supervision and/or coordination of diverse and multiple groups of individuals

Specific Duties:

1. Collaborates with the Dean of the WHSON regarding strategic planning for simulation center and professional development outreach.
2. Develops a business model for simulation and professional development as an alternate source of revenue and updated annually.
3. Maintains fiscal responsibility of capital equipment (high-fidelity patient simulators and task trainers) along with maintenance and upgrade.
4. Coordinates with lab coordinator to engage academic, community, and practice partnerships as they relate to the center.
5. Facilitate faculty and staff simulation training sessions and attends national meetings on simulation training.
6. Assists in developing, implementing, and evaluating simulation curriculum in order to meet all accreditation and state board of nursing standards.
7. Serves as primary point of contact with simulation equipment company representatives and vendors.
8. Collaborates with the Lab Coordinator and course faculty to assist with the implementation and evaluation of best practices in simulation.
9. Explores and obtains external grant opportunities and private donor support for sustainability of the center.
10. Develops and publicizes an annual professional development training schedule based on a health professional community needs assessment and faculty/staff expertise.
11. Develops research partnerships with other simulation centers, nursing schools/colleges, and health profession programs across the state and nation.
12. Collaborates with faculty and administrators on potential certificate programs, including a certificate in Clinical Simulation Education.
13. Prepares the center's annual report and maintains data relative to center operations.

Reviewed by ATP 12.10.2018

Approved by FO 12.13.18

Revised by ATP 12.01.2020

Approved by FO 12.11.2020

Lab Coordinator

Qualifications:

Bachelor of Science or higher degree in nursing

Registered Nurse licensure in Tennessee or compact state

Knowledge and ability in current nursing care, nursing procedures, and related technology

Organizational skills

Effective communication and interpersonal skills

70% Lab oversight and management; 30% simulation and lab instruction

Reports to Director, Whitson-Hester School of Nursing. Supervises student workers/lab assistants as assigned.

Specific Duties: The Clinical Lab Coordinator provides support to faculty and students through the coordination and organization of the activities and resources of the nursing skills laboratories; manage space, equipment, supplies, budget and schedules for the practice laboratories:

1. Orients faculty and students to lab resources and guidelines.
2. Collaborates with clinical course administrators each semester to establish a calendar of needs for lab space, equipment, and supplies.
3. Works with lab assistants to provide space and practice set-ups on a daily basis according to established calendar.
4. Evaluates functionality of and satisfaction with skills laboratories.
5. Provides assistance during student independent practice sessions, as available.
6. Participates in strategic planning regarding skills lab resources.
7. Maintains security of labs.
8. Carries out routine maintenance of equipment.
9. Ensures that the lab/classroom is clean, safe and organized; promotes safe lab practices.
10. Coordinates the ordering and re-supply of consumable lab equipment; conducts quarterly equipment inventories.
11. Coordinate use of lab space for class and supplies for other college and university activities.
12. Organizes space, equipment, and supplies for best utilization.
13. Develops procedures and protocols for use of labs.
14. Coordinates with the Director of Simulation and course faculty to assist with the implementation and evaluation of best practices in simulation.
15. Assists the Director of Simulation to engage academic, community, and practice partnerships as they relate to the center.
16. Facilitates faculty, staff, Graduate Assistant (GA) and Lab Assistant training sessions.

17. Attends simulation trainings, meetings, and conferences to stay current on simulation activities and practices.
18. Manages check-out of equipment and supplies for off-campus activities.
19. Maintains OSHA compliance as appropriate.
20. Manages simulation lab budget in coordination with the Director of Simulation.
21. Assists with simulation exercises and activities as appropriate
22. Assists with remediation upon request for simulation and clinical.
23. Creates a positive and professional environment within the labs.

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure, Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/18

Reviewed: Appointment, Tenure, Promotion Committee (No Changes) 12/01/2020

Revised: Appointment, Tenure, Promotion Committee, 2/03/2023

Approved: Faculty Organization, 2/28/2023

Undergraduate Programs Coordinator

The Undergraduate Programs Coordinator provides leadership, oversight, and coordination of undergraduate programs in the Whitson-Hester School of Nursing. The primary function of this position is the management of program planning, development, implementation, and evaluation of undergraduate programs in the Whitson Hester School of Nursing. This position reports to the Director of the School.

Responsibilities:

1. Assists the Dean and Director of the School in providing oversight of undergraduate program planning, development, and implementation.
2. Oversees scheduling of undergraduate offerings to ensure quality and consistency, compliance with school and university policies, and requirements of external agencies.
3. Collaborates with the Dean/Director of the School, Academic Advisors, and appropriate faculty committees in reviewing, modifying, enhancing, and marketing the academic undergraduate programs of the school.
4. Collaborates with the Dean/Director and the Academic Advisor(s) in the maintenance and management of records and tracking of students.
5. Participates in the undergraduate accreditation process.
6. Assists the Dean/Director of the School and the appropriate committees in the development of programmatic policies as well as written manuals and handbooks.
7. Collaborates with the Academic Advisors and faculty committee Chairs on communication with undergraduate students regarding program policies, procedures, and overall program updates.
8. Maintains clinical area of expertise.
9. Teaches selected courses in area of expertise.
10. Supports faculty/advisors in student advisement.
11. Serves on faculty committees.
12. Actively participates in scholarly activities and professional services as required of members of the University faculty community.
13. Collaborates with Graduate Programs Coordinator and staff with graduation pinning and hooding.

BSN Program Coordinator Job Description Reviewed by ATP 8.16.18

Revised Job Description by ATP to reflect Undergraduate Programs Coordinator 8.16.18

Approved by Faculty Organization 8/2018

Revised by ATP: 12.01.2020

Approved by FO: 12.11.2020

Graduate Programs Coordinator

The Graduate Programs Coordinator provides leadership, oversight, and coordination of graduate programs in the Whitson-Hester School of Nursing. The primary function of this position is the management of program planning, development, implementation, and evaluation of graduate programs in the Whitson Hester School of Nursing. This position reports to the Director of the School.

- Responsibilities:
1. Assists the Dean and Director of the School in providing oversight of graduate program planning, development, and implementation.
 2. Oversees scheduling of graduate offerings to ensure quality and consistency, compliance with school and university policies, and requirements of external agencies.
 3. Collaborates with the Dean/Director of the School, Academic Advisors, Administrators from Joint programs, and appropriate faculty committees in reviewing, modifying, enhancing, and marketing the academic graduate programs of the school.
 4. Provides mentoring in course development and in course administration for WHSON graduate faculty.
 5. Collaborates with the Dean/Director and the Academic Advisor(s) in the maintenance and management of records and tracking of students.
 6. Participates in graduate accreditation process.
 7. Participates in student and faculty recruitment, faculty appointments, new faculty orientation and mentoring.
 8. Assists the Dean/Director of the School and the Graduate Committee in the development of programmatic policies as well as written manuals and handbooks.
 9. Collaborates with the appropriate concentration coordinators for the specific program on course offerings and necessary resources.
 10. Collaborates with the Academic Advisors and faculty committee Chairs on communication with graduate students regarding program policies, procedures, and overall program updates.
 11. Maintains clinical area of expertise.
 12. Teaches selected courses in area of expertise.
 13. Supports graduate faculty in advisement of students. Serves on faculty committees at the School, College and University levels.
 14. Actively participates in scholarly activities and professional services as required of members of the University faculty community
 15. Collaborates with Undergraduate Programs Coordinator & staff with graduation pinning and hooding.
 16. Collaborates with Graduate Studies, Financial Aid Office, and Office of the Registrar.
 17. Collaborates with East Tennessee State University on joint graduate program.

Originated as MSN-RODP (TNeCampus) Coordinator Job Description

Reviewed by ATP 8.16.18,

Revised and adopted by ATP 8/16/20,

Revised by ATP: 12/01/2020,

Approved by FO: 12/11/2020

Revised by Appointment, Tenure, and Promotion, 4/14/2023

Approved by Faculty Organization, 4/25/2023

Clinical Placement Coordinator

The Clinical Placement Coordinator is a 12-month administrative professional appointment. Minimum of a BSN with at least five years of substantive clinical experience. Coordinator must have excellent communication skills and the ability to foster positive working relationships with faculty, staff, and clinical agency partners.

Description of Primary Responsibilities:

- Serves as a liaison and primary point of contact between the Whitson-Hester School of Nursing and its clinical facilities utilized in the pre-licensure Baccalaureate, the Master of Science, and Doctor of Nursing Practice programs including multiple clinical placement systems.
- Collaborates with the Undergraduate Program Coordinator, Graduate Program Coordinator, Graduate Concentration Coordinators and Director to balance clinical placement needs across all programs throughout the year.
- Collaborates with the Clinical Course Administrators and Graduate Concentration Coordinators within multiple clinical placement systems about placement needs and ensures compliance within multiple clinical placement systems.
- Participates in meetings with Program Coordinators and the Director of the School of Nursing for the purposes of, but not limited to, annual planning, role development, and review of program issues and program outcomes.
- Initiates clinical contracts, maintains existing contracts, and procures new clinical agency contracts.
- Provides oversight and management of clinical facility requirements including, adjunct faculty requirements, maintenance of health records, and all other clinical facility documentation.
- Communicates effectively and in a timely manner, any substantive facility updates/changes to Clinical Course Administrators, appropriate Program coordinator and the Director, including facility-specific orientation guidelines and deadlines/dates and student and faculty conduct issues.
- Provides positive public relations and interface with clinical agencies and identifies potential Academic-Practice Partnerships.
- Communicates effectively and in a timely manner with Program and Concentration Coordinators and Director of the School of Nursing about potential Academic-Practice Partnerships.

Reviewed by FO 10/20/2012

Reviewed and Revised by ATP, Faculty Search Committee, and Program Coordinators 4/2014 and 5/2014

Reviewed and Revised by ATP, 8/16/2018, Approved FO, 8/2018

Reviewed by ATP (No changes) 12/01/2020

Reviewed by ATP (No changes), 09/02/2022

Concentration Coordinator

Concentration Coordinators will be assigned by the Director to each major in a degree program and will oversee the integrity and development of its majors and/or concentrations consistent with the SACSCOC Comprehensive Standard 6.2.C for Academic Program Coordination. Concentration coordinators are persons academically qualified in the field and should hold the degree in the discipline corresponding to the program being overseen. For more information see [SACSCOC CS 3.4.11 Academic Program Coordinator](#)

Responsibilities:

1. Assists the Director of the School in providing oversight of academic program planning, development, and implementation, including identification of appropriateness of clinical agency/site relative to course/curriculum and student learning outcomes.
2. Provides assistance and guidance to faculty committees in the School related to overall program planning, curriculum development and implementation, and evaluation of current practices, including appropriateness of clinical agency/site relative to course/curriculum.
3. Collaborates with the graduate faculty advisors, undergraduate professional advisors, and Faculty Organization on effective communication with graduate or undergraduate students regarding program policies, procedures, and overall program updates.
4. Collaborates with the Director of the School and appropriate faculty committees in reviewing, modifying, enhancing, and marketing the academic programs of the school.
5. At the graduate level, approves preceptor and preceptor site.
6. Advises students as assigned and monitors student program of study.

Approved ATP 11/20/12

Revised Appointment, Tenure, Promotion Committee 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: ATP 4/18/16

Revised Appointment, Tenure, Promotion Committee: ATP 3/20/2018

Approved ATP 4/24/2018

Approved Faculty Organization 4/27/2018

Reviewed ATP: 3/02/2021

Revised: Appointment, Tenure, and Promotion 04/14/2023

Approved: Faculty Organization, 04/25/2023

Course Administrator

Faculty members may work on course teams which are managed and facilitated by a Course Administrator who is considered the lead faculty within a course. The Course Administrator in collaboration with the team is responsible for the: planning of the course and calendar, syllabus, ordering of textbooks, assignment of lectures, organizing exams, posting grades, bringing the teaching team together regularly for course input, and review, and evaluation of student feedback and concerns. The Course Administrator is expected to address student and faculty issues through effective problem solving and communication and to address student and team concerns in a professional manner to promote ongoing student/faculty and faculty/student relations. The Course Administrator is to be aware of course, school, and university policies related to student attrition and promotion and adhere to those policies to ensure equity in grading and evaluation of students among team members. The Course Administrator consults and collaborates with the Undergraduate and Graduate Program Coordinator and the Director when needed to address course management issues and student/faculty concerns.

In clinical courses, the Course Administrator will provide orientation, oversight and evaluation of part-time academic personnel. The Clinical Course Administrator serves as a mentor to part-time academic personnel about course standards and faculty expectations.

Some of the responsibilities of the Course Administrator in collaboration with the team members are as follows:

1. Plans and facilitates team meetings related to course development and revision prior to, and during, the term the course is taught.
2. Reviews and revises the content of the syllabus and uploads the syllabus into the learning management system (LMS).
3. Verifies faculty and staff names to be included on the LMS course each term. Revises LMS course site and verifies content is current and accurate.
4. Orients and/or arranges for orientation of new faculty to course, including the lecture content-and LMS.
5. Provides input and feedback on class schedules and team aggregate. Each term, verifies class schedule and assigned room after entry into the Banner system.
6. Completes the Faculty Evaluation of Course at the end of the academic year. Facilitates and evaluates continuing course improvement.
7. Maintains clinical area of expertise.

8. Ensures adjunct faculty are part of the evaluation process. All adjunct faculty teaching in a didactic course are required to participate in the IDEA evaluation process. All adjunct clinical faculty are to participate in the Student Evaluation of Clinical Teaching. In addition, all adjunct clinical faculty are to complete the "Evaluation of Academic Part-Time Personnel" evaluation form. IDEA's will automatically be sent to the WHSON administrative offices. The Course Administrator is responsible for compiling the Student Evaluation of Clinical Teaching, Evaluation of Part-Time Academic Personnel and their evaluation meeting summary with the adjunct faculty (see Part Time Academic Personnel policy). These compiled documents will be sent to the Director by the end of each semester.

Additional responsibilities for Clinical Course Administrator include:

1. Recruits, orients, and retains qualified adjunct clinical faculty.
2. Develops clinical schedule for agency and clinical schedule for students. Shares the clinical schedule with the Clinical Placement Coordinator by the established due date. Shares the clinical schedule with the students by the first day of class meeting.
3. Collaborates with the Clinical Placement Coordinator the information needing to be communicated to each clinical agency. Maintains a positive working relationship with clinical units and agencies through frequent site visits and conversations with unit managers or preceptors.
4. In collaboration with the Director, negotiates adjunct clinical faculty pay and submits budget requests for adjunct clinical faculty.
5. Collaborates with the Director to ensure that adjunct clinical faculty have submitted required documentation for hire, signed respective contracts, and completed required facility and school orientation.
6. Collaborates with the Director and Clinical Placement Coordinator on health and other facility requirements. Facilitates adjunct clinical faculty health records being available to clinical facilities per the clinical affiliation agreement.
7. Collaborates with and utilizes the Undergraduate and Graduate Program Coordinators and Clinical Placement Coordinator to identify appropriate clinical agencies, maintain current clinical partnerships, and develop new clinical partnerships.
8. Verifies with clinical placement coordinator that clinical agency contracts are current prior to the term of agency use.
9. Verifies adjunct clinical faculty have submitted required documentation for hire, signed respective contracts, and completed required facility and school orientation.

Approved ATP 11/20/12, Approved by FO 12/13/2018, Approved FO 11/27/12 , Approved by ATP: 12/4/2018, Revised ATP:3/2/2021, Approved by FO: 4/27/2021

Laboratory Assistant

BSN or above with expertise in a specific clinical area in which clinical and/or lab instruction is needed. Has an active unencumbered RN license.

Specific Duties

The Laboratory Assistant extends the clinical instruction of the clinical course coordinator and/or adjunct clinical faculty to enhance student success.

Under the supervision and oversight of the Course Administrator, the Laboratory Assistant:

- 1) Orients to clinical unit/simulation lab prior to clinical lab instruction;
- 2) Makes clinical assignments aligned with the clinical course expectations;
- 3) Assist students with physical assessment, skills completion, documentation, and patient care.
- 4) Provides input to clinical course administrator related to student performance and evaluation;
- 5) Assists with lab sessions, including, but not limited to, pre-/post- clinical preparation labs, simulation exercises, and check-offs.

Supervision

The Clinical Course Administrator of the assigned nursing course is responsible for orientation and supervision of the Laboratory Assistant.

Evaluation

At the completion of the course, the coordinator will prepare an evaluative summary of the Laboratory Assistant's work with any input the Laboratory Assistant wishes to add. This will be filed in the Director's office.

Revised: 10/28/92

Approved: Faculty Organization, 10/8/96

Reviewed: Appointment, Tenure, and Promotion Committee, 3/25/03 Approved: Faculty Organization, 4/15/03

Reviewed: Appointment, Tenure, and Promotion Committee, 3/25/04, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure and Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/2018

Reviewed: Appointment, Tenure, and Promotion Committee (No changes) 12/01/2020

Appointment, Tenure, and Promotion

Part-Time Academic Personnel

Part-Time Academic Personnel are employed as didactic, clinical and/or lab instructors. The titles of Part-Time Academic Personnel members vary according to their level of education and their assignment. All Part-Time Academic Personnel will have an active Tennessee RN license.

Line of Authority: Director, School of Nursing

Responsible to: Course Administrator /Director

Specific Duties: The job description for part time faculty varies with the course requirements. The following activities may be included depending upon assignment:

1. Supervise and evaluate students in a clinical and/or laboratory setting.
2. Provide classroom instruction, student evaluation and/or other duties as assigned.
3. Maintain availability for students and/or faculty consultation.
4. Coordinate and/or participate in clinical seminars and other work assignments with full time faculty.
5. Correlate the philosophy, mission and curriculum objective as they relate to the course.
6. Participate as a course faculty member:
 - a. to accomplish instructional objectives of the course.
 - b. to evaluate the course objectives and learning experiences.
7. Implement policies and procedures of the Whitson-Hester School of Nursing.
8. Project positive public relations.

Evaluation:

1. Part-time academic personnel are employed to perform the specific duties within the position description.
2. Part-time academic personnel faculty are oriented to the Whitson-Hester School of Nursing and the specific course by the course administrator or other designated course team member before beginning classroom or clinical laboratory instruction.

1. Part-time academic personnel faculty are evaluated each term based on the responsibilities outlines in the position description. The IDEA and/or the Student Evaluation of Faculty Clinical Teaching will be used as appropriate. The evaluations are filed in the Administrative Office.
2. The course administrator will complete an evaluation and hold a conference with the adjunct faculty at the end of the semester. Self-evaluation by the adjunct faculty member using the duties outlined, along with the Course Evaluations, and Course Administrator will be forwarded to the Directors office to be put in their personnel file and a copy will be given to the adjunct faculty.

Revised: 10/28/92

Approved: Faculty Organization 10/8/96

Revised: Appointment, Tenure, Promotion Committee 9/14/99

Approved: Faculty Organization 10/5/99

Reviewed: Appointment, Tenure, Promotion Committee 3/25/03

Approved: Faculty Organization 4/15/03

Reviewed: Appointment, Tenure, Promotion Committee 3/25/04

Revised: Faculty Organization 3/9/04

Approved: Faculty Organization 9/6/05

Reviewed: Appointment, Tenure, Promotion Committee, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure, Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/18

Reviewed: Appointment, Tenure, Promotion Committee, 3/02/2021

Revised: Appointment, Tenure, and Promotion Committee, 3/03/2023

Approved: Faculty Organization, 3/28/2023

Evaluation of Part-Time Faculty

Faculty Member's Name: _____ Semester: _____

Please rate yourself on each of the activities: Circle the number that best describes your evaluation according to the following scale: (1 Low to 4 High)

	1	2	3	4	N/A
Supervise students in a didactic or clinical setting.					
Maintained clinical RN licensure and submitted all immunizations requirements and CPR as needed for clinical supervision.					
Provide didactic instruction, student evaluation and/or other duties as assigned.					
Maintain availability for students and/or faculty consultation.					
Communicates and gives feedback to students in a timely manner.					
Communicates with the course administrator/director if there are issues within the course in a timely manner.					
Coordinate and/or participate in clinical Seminars and other work assignments with full-time faculty.					
Correlate the philosophy, mission, and curriculum objectives as they relate to the course.					
Participate as a course faculty member to accomplish instructional objectives of the course.					
Participate as a course faculty member to evaluate the course objectives and learning experiences.					
Adhere to policies and procedures of the Whitson-Hester School of Nursing.					
Project positive public relations.					

The faculty will maintain professional behavior while representing the WHSON.

Signature _____

Course/Administrator/Director _____

Date _____

Approved: Faculty Organization, 11/19/96

Revised: Appointment, Tenure, and Promotion Committee, 9/14/99 Approved: Faculty Organization, 10/5/99

Reviewed: Appointment, Tenure, and Promotion Committee, 3/25/03

Revised: Appointment, Tenure, Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/2018

Reviewed: Appointment, Tenure, and Promotion, 3/02/2021

Part-Time/Adjunct Faculty Checklist Form

Applicant Name:

First	MI	Last
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Applicant Title(s): _____

Semester: _____

Course: _____

Date of Hire: _____ Rate of Pay: _____

Required Documents for the purpose of hiring and maintaining faculty credentials:

_____ Adjunct/Specific Term Faculty Application for Employment

_____ Curriculum Vitae (CV)

_____ Official transcripts for all degrees held

_____ Faculty Qualifications Certification Form

_____ Current position verification

List employer

_____ Licensure verifications

List types of licensure

_____ Certifications

List types of certifications

_____ Driver's License

_____ Health Records of the adjuncts

Signature/Date of Director:

Section below to be collected and routed by Administrative Assistant:

_____ PAF completed & attached

_____ Candidate added to Provost's Office Adjunct Spreadsheet

_____ Candidate contacted for background check & instructed to contact Clinical Coordinator for health screening requirements

_____ Copies to Departmental file

_____ Copies forwarded to Provost's

Office/Date _____

Signature/Date of Administrative Assistant:

Approved ATP 11/20/12

Approved FO 11/27/12

Revised: Appointment, Tenure, Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/2018

Reviewed: Appointment, Tenure, Promotion Committee, 3/02/2021

Faculty Search Committee

Procedures for Employing Tenure Track Faculty and Lecturer

The Appointment, Tenure and Promotion Committee nominates the members for the Search Committee who are then approved by the Faculty Organization. The nominees may or may not be tenured faculty. The Search Committee elects its own Chair. The Search Committee is formed when there is a tenure track position available.

The Whitson-Hester School of Nursing Faculty Search Committee follows the Tennessee Technological University employment procedures.

The Whitson-Hester School of Nursing has developed the following additional forms to be used by the Faculty Search Committee:

1. Contact log
2. Matrix
3. Interview evaluation

Approved: Appointment, Tenure, Promotion Committee, 10/25/96

Approved: Faculty Organization, 11/05/96

Reviewed: Appointment, Tenure, Promotion Committee, 9/14/99, 3/25/03

Approved: Faculty Organization, 4/15/03

Revised: Appointment, Tenure, Promotion Committee, 3/9/04

Approved: Faculty Organization, 9/6/05

Revised: Appointment, Tenure, Promotion Committee 8/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure, Promotion Committee 10/09/2018

Approved: Faculty Organization, 10/23/2018

Revised: Appointment, Tenure, Promotion Committee 4/13/2021

Approved: Faculty Organization 4/27/2021

Revised: Appointment, Tenure, and Promotion Committee, 4/14/2023

Approved: Faculty Organization, 4/25/2023

Nursing Guidelines for Promotion, Whitson-Hester School of Nursing

This document presents performance guidelines for promotion in the Whitson Hester School of Nursing (WHSON). These guidelines are meant to serve as an aid for new and existing faculty to use in determining performance necessary to meet school expectations, but do not supersede the Tennessee Tech University's criteria to be considered for promotion

<https://www.tntech.edu/handbooks/facultyhandbook/t-and-p/promotionforms> As is the case with the university promotion criteria, the WHSON will consider Boyer's Model of Defining Scholarship and Glassick's Criteria for Assessing the Quality of Scholarship.

The scholarly mission of the WHSON is to promote nurse educators who are committed to innovative scholarly work functioning under the Boyer Model of Scholarship. Faculty scholarship contributes to a body of knowledge that engages with the changing global healthcare environment. Faculty are committed to relevant, high quality, ethical scholarship which stands the test of sustained scrutiny by our communities of interest. Faculty scholarship is dedicated to the improvement of the health and wellness of clients, families, and communities. This scholarly mission fosters an environment conducive to the promotion of life-long learning for both students and nurse scholars. *Approved WHSON Faculty Organization March, 2012.*

Promotion to Associate or Professor requires you meet the minimum expectations of tenure.

Promotion to Associate Professor:

*Activities since obtaining the rank of Assistant Professor

- **Scholarship (must complete 3 out of 4): Identify with at least one area of Boyer's Model of Scholarship and provide evidence to support that category.**
 - o At least two conference podium presentations at regional or national level.
 - o At least two peer-reviewed publications (journal articles, book chapters, etc.) in nationally or internationally circulated journals or presses, on scholarship conducted while employed as assistant professor at Tennessee Tech
 - o At least one internal or external grant as the PI or as recognized equivalent co-PI. Grant must have evidence it aligns with Boyer's Model of Scholarship.
 - o Where applicable, possess and maintain national certification and appropriate licensure credentials in their specialty.
 - o Ongoing peer reviewer for external funding agencies; Serves as editor for journal

manuscripts or textbooks.

- **Service**

Select a minimum of 4 of the following 6 activities:

- Committee (i.e. A& C, Curriculum, Faculty Organization, Senate, Councils, ATP, etc.) chair of substantial department, college, or university committee
- Leadership role in state, regional, national, or international professional organizations
- Leadership role in community service and outreach
- Leadership role in areas pertinent to department, school, and/or university in development or revision in areas pertinent to policy, philosophy/mission, curriculum, new programs, or accreditation
- Sustained service on department, college, and university committees
- Ongoing peer reviewer for grant proposals, journal manuscripts, or textbooks, etc.

Teaching and Advising

o Is a good teacher demonstrating high quality teaching on par with faculty peers at Tennessee Tech as evidenced by satisfactory IDEA evaluations, appraisal by at least two tenured peer evaluators, satisfactory annual faculty evaluations (teaching category), and competency in advising duties.

o Demonstrates ability to mentor students and less experienced faculty.

o Commitment to on-going professional development: Attends or presents staff development and continuing education programs pertinent to teaching skills.

- **Note:** In addition to criteria in the above categories, candidate's promotion to Associate Professor must demonstrate collegiality, integrity, and ethical conduct in their professional activities while employed at Tennessee Tech. In the area of service, effectiveness in the role and adequate completion of assigned responsibilities must be demonstrated through outcomes and peer evaluations.

Promotion to Full Professor:

Activities since attaining the rank of Associate Professor:

- **Scholarship (4 out of 5)**

- o At least two conference podium presentations at national or international meetings.
- o At least two peer-reviewed publications (ie. journal articles, book chapters) as 1st author or corresponding author in nationally or internationally circulated journals while employed at Tennessee Tech.
- o At least one internal or external grant as a PI or as recognized equivalent co-PI. Grant must have evidence that aligns with Boyer's Model of Scholarship.
- o Evidence of scholarly product that reflects systematic evaluation outlined in Glassick's Criteria for Assessing the Quality of Scholarship. There must be evidence of dissemination and external review. The scholarly product must be able to answer the questions asked through on of the following:
 - Scholarship of Discovery
 - Scholarship of Application
 - Scholarship of Engagement
 - Scholarship of Teaching
 - Scholarship of Integration
- o Where applicable, possess and maintain national certification and appropriate licensure credentials in their specialty. Provides regional or national scholarly contributions to certifying examinations, or consultations with other clinical, community or educational organizations.

- **Service**

Select a minimum of 5 activities:

- o Committee (i.e. A& C, Curriculum, Faculty Organization, Senate, Councils, ATP, etc.) chair of substantial department, college, or university committee
- o Leadership role in state, regional, national, or international professional organizations
- o Leadership role in community service and outreach
- o Sustained service on at least four department, college, and/or university committees
- o Regular peer review for grant proposals and national/international journal manuscripts
- o Editor or editorial board member for nationally/internationally circulated journal
- o Leadership role in continuous improvement efforts and/or accreditation processes
- o Leadership role in major curricular revision and/or development

- **Teaching and Advising**

o Is a good teacher demonstrating high quality teaching on par with faculty peers at Tennessee Tech as evidenced by satisfactory IDEA evaluations, appraisal by at least two tenured peer evaluators, satisfactory annual faculty evaluations (teaching category), and competency in advising duties.

o Actively participates in activities that promote the mentoring and/or learning of faculty, graduate students, and others in teaching strategies and/or content area of expertise.

o Commitment to the on-going professional development in the role of teacher scholar for less experienced faculty: Organizes and presents staff development and continuing education programs pertinent to teaching skills. (May be at departmental, university level, or national/international levels.

- **Note:** Faculty development activities directed toward teaching and/or the Scholarship of Teaching and Learning, including the possession and maintenance of CNE certification will be considered to mediate IDEA's and clinical evaluations that are substandard due to the nature of some courses in the curriculum which could preclude from obtaining minimal teaching expectations.
- **Note:** In addition to criteria in the above categories, candidate's promotion to Associate Professor must demonstrate collegiality, integrity, and ethical conduct in their professional activities while employed at Tennessee Tech. In the area of service, effectiveness in the role and adequate completion of assigned responsibilities must be demonstrated through outcomes and peer evaluations.

*References:

American Association of Colleges of Nursing (AACN). Defining Scholarship for Discipline of Nursing. <https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>

Boyer, E.L. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.

Boyer, E.L. The Scholarship of Engagement. Journal of Public Service & Outreach. 1996: 1(1) 11-26.

Glassick, C. E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of

teaching. *Academic Medicine*, 75(9), 877-880.ip, Academie Medicine. 2000;

75(9): 877-880

Approved by ATP 4.18.16

Approved by WH School of Nursing Faculty Organization 5.5.16

Reviewed by ATP 12.10.2018

Approved by WH School of Nursing Faculty Organization 12.13.18

Reviewed by ATP 04.2021

Faculty Workload Policy

Purpose

To assist in an effort to equally distribute faculty responsibilities across the WHSON to meet both student learning and program outcomes.

MEMBERS: The Faculty Workload will be assigned by the Director with input from the Undergraduate and Graduate Program Coordinators.

Recommended Credit formula

Undergraduate or graduate didactic class	1 credit = 1 credit hour = 15 contact hours
Clinical with Direct Supervision	1 credit = 1.5 credit hours = 45 contact hours (Direct supervision clinical courses are 3 contact hours to 1 credit hour)
Clinical with Indirect Supervision	1 credit = 1 credit hours = 22.5 contact hours (Indirect clinical courses are 1 contact hour to 1 credit hour)
Lab (assessment & fundamentals)	1 credit = 1.5 credit hours = 30 contact hours (Lab courses are 2 contact hours to 1 credit hour)
Clinical Course Administrator per course	1 credit
Didactic Course Administrator per course	0.5 credit
Graduate Concentration Coordinator >10	1 credit
Graduate Concentration Coordinator >20	2 credits
Graduate Concentration Coordinator 31 or more	3 credits
Large Course equal to or greater than 100	1 additional credit hour
Large Course equal to or greater than 125	Double credit
Large Clinical Courses equal to or greater than 70	1 credit hour
Contact hours greater than or equal to 225	1 credit hour
Contact hours greater than or equal to 300	0.5 additional credit hours (total 1.5)
New Course Development	4 credit course is 2 credit workload OR \$2300 stipend 3 credit course is 1.5 credit workload or \$1725 stipend 2 credit course is 1 credit workload or \$1150 *Courses developed in the summer will be paid at the summer rate
Independent Study (Must have approval from the WHSON Curriculum Committee and Director)	0.25 credit hours per student up to 3 students.
Honors Course (Must have approval from the WHSON Director)	1 credit hour per semester (0.5 credits for each additional student/project chair not to exceed 3 students per faculty)
DNP Project Chair	
Administrative Assignment	To be determined by the Dean
Special Assignment	To be determined by the Dean

These procedures shall become effective during the fall semester of 2013.

Adopted: May 2013
Revised: March 2018

Revision Adopted: Fall 2018
Revised by ATP: 10/2018
Revised by ATP: 4/28/2020
Approved by FO: 5/8/2020
Revised by ATP: 11/2/2020
Approved by FO: 12/11/2020

[Annual Review of Tenure-Track Faculty by Appointment, Tenure, and Promotion Committee](#)
The Whitson-Hester School of Nursing has established minimum criteria for faculty in instruction, advisement, public service and scholarly activities by utilizing the University tool for tenure and promotion and identifying the emphasis to be placed in each area during the first six years of employment. (See TTU policy on Academic Freedom, Responsibility and Tenure in the University Faculty Handbook at [202 Academic Freedom and Responsibility v.1 \(policytech.com\)](#) and also the WHSON Annual Requirements for Tenure Track Faculty at [WHSON Annual Requirements for Tenure Track Faculty v.1 \(policytech.com\)](#))

Approved: Appointment, Tenure and Promotion Committee, 4/11/00

Approved: Faculty Organization, 5/2/00

Revised: Appointment, Tenure and Promotion Committee, 4/22/03

Approved: Faculty Organization, 5/7/03

Revised: Appointment, Tenure and Promotion, 5/2/06

Approved: Faculty Organization, 5/5/06 evote

Reviewed Appointment, Tenure, Promotion Committee 3/4/2014

Approved: Faculty Organization, 5/8/2014

Reviewed: Appointment, Tenure and Promotion Committee, 10/09/18

Approved: Faculty Organization, 10/25/18

Links revised by Appointment, Tenure and Promotion 12/1/2020

Reviewed: Appointment, Tenure and Promotion Committee, 10/07/2022

Annual Requirements for Tenure-Track Faculty, Whitson-Hester School of Nursing

The following format contains summaries of the areas of instruction, scholarly activity, and service, in which a candidate for tenure is to be evaluated, and the criteria to be used in making the evaluation.

These listings of criteria are not meant to be all-inclusive; they are intended to serve as aids in assuring that no relevant criteria are overlooked. The evaluator is therefore urged to consider additional criteria, as they seem substantive and appropriate. It is not expected that the candidate will have contributed equally to all areas listed, this is a three-pronged approach. It is expected, however, that if a candidate's activities are unusually limited in one area, this be counterbalanced by superiority in other areas of responsibilities. An* in each column indicate that the criteria is continuous. If an * is periodically placed, the criteria should be completed by that year.

***Required minimal activity for tenure-track faculty. Other activities may be included.**

Instruction may consist of a combination of the following professional activities:	Yr	Yr	Yr	Yr	Yr	Yr
	1	2	3	4	5	6
Classroom and laboratory teaching of credit course and seminars, including preparation and delivery of lectures, conduct of classes Supervision of laboratory work, evaluation of students, and conferences with students regarding coursework. This activity may be conducted on a team basis; therefore, the faculty is expected to efficiently collaborate.	*	*	*	*	*	*
Individual instruction including 1) directed individual studies, i.e. credit instruction on an informal individual basis 2) supervision of student interns such a students enrolled in a practicum or work experience courses and cooperative education student; including evaluation of student progress, conduct of seminars and critique sessions and counseling of student; 3) thesis and dissertation supervision including service as a. member or chair of graduate committees; and 4) clinical teaching, as in a health-related field.	*	*	*	*	*	*
Academic advisement, including formal and informal counseling with students on academic course or program selection and scheduling, and other matters related to academic progress.		*	*	*	*	*

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Course materials, curriculum, and teaching methodology development, such as development of new approaches improvement of teaching material, experimentation with Leaching methodologies and asse ssment methods and development of structure, content, and sequence of courses.		*	*	*	*	*
Develop and maintain collaborative relationships with clinical agencies, p Professionals, and other community entities.	*	*	*			
Faculty development <i>i.e.</i> , formal and informal activities primarily directed to maintain and enhance faculty-teaching capabilities. Or Nursing practice, i.e., consistent practice in clinical area to maintain current or updated practice.	*	*	*			

Criteria to be considered in evaluating instruction include the effectiveness, resourcefulness, creativity, and/or intellectual enthusiasm and rigor associated with the candidate's activities.

Scholarly Activity includes those professional activities designed to discover, create, or disseminate greater knowledge, appreciation, or understanding of an .academic discipline, including, but not limited to:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Pure research; seeking new knowledge, investigating realms not covered by current understanding or challenging current understanding. o r Applied research, the application of known methods or theories to specific circumstances. o r Pedagogical research, the development of pedagogical techniques and plan for scholarly trajectory developed and submitted in dossier and revised annually.			*		*	

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6

<p>Faculty development, formal and informal activities primarily directed to maintain and enhance faculty research, scholarship, or creative capabilities or performance.</p> <p style="text-align: center;">OR</p> <p>Scholarship of practice, development of clinical knowledge, application of technical or research skills, professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts documented by peer-reviewed publications of research, case studies, technical applications, or other practice issues; presentations related to practice; consultation reports; reports compiling and analyzing patient or health services outcomes; products, patents, license copyrights; peer reviews of practice; grant awards in support of practice; and state, regional, national, or international recognition as a master practitioner.¹</p>				*		
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Evaluation of the candidate's scholarly activity should stress the quality of the scholarship documented and should be based on the professional judgment of peers in the discipline. Documentation of scholarly activities should manifest ability in the candidate's discipline.

Public and Professional Service includes those activities undertaken in service to the community, the University, the higher education profession as a whole, and the faculty member's academic discipline, including:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Service to students unrelated to credit instruction, such as sponsoring student organizations and extra-curricular activities, and non-assigned tutorial instruction to enhance the academic skills of students.			*		*	*
Service to the University, such as service on departmental, college, and University committees, assignments involving student recruitment, institutional development, public relations, and consultation with University offices.	*	*	*	*	*	*

¹ American Association of Colleges of Nursing, (2018, March). Defining Scholarship for Academic Nursing. Accessed at <https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing> on December 4, 2018.

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
Service to scholarly and professional organizations, including participation in such organizations as a member, officer, or committee member, as a member of an editorial board of a scholarly or professional organization, or service to accrediting organizations and agencies.		*	*	*	*	*
Service to the community, industry, or government, including 1) professional service, i.e., service directly related to the professional expertise of the faculty member, including consulting activities whether for compensation or not; and 2) other contributions to the cultural environment of the community, such as service as an officer or member of boards or committees, service to non-profit charitable organizations, or to governmental agencies; and/or 3) service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care.			*		*	
Faculty development, i.e., formal and informal activities primarily directed to maintaining and enhancing faculty capabilities in public and professional service. Service Leadership: i.e., chairing of committee for 2 years in the WHSON (FO, A&C, Curriculum, Graduate, or Evaluation committee) or a University committee.			*		*	

The following should be included in an evaluation of the public and professional service of the faculty member being considered for tenure:

a. A description of the candidate's position that permits evaluation of performance in relation to assigned and budgeted duties. This should include a statement of the mission or purpose of the position and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.

b. An evaluation of the candidate's performance. In addition to an appraisal of the candidate's ability, resourcefulness, and creativity, this evaluation should include an assessment of the

results of his or her work, in terms of measures of benefits or savings to his or her clientele, and ratings of work output, success, and tasks completed. The origination of new public service programs that have been seen through to successful completion is an indication of creativity.

c. An evaluation of the candidate's effectiveness, as judged by his or her impact on individuals, groups, or organizations served. This should include indices of the success of his or her programs, operating agencies, production processes, or management practices. It should also include indications of client satisfaction with the service provided by the candidate, and of the magnitude and complexity of his or her work (as opposed to perfunctory activity that does not lead to useful results).

d. An appraisal of the candidate's local, regional, and national stature. Although the achievement of national stature is sometimes difficult for public service faculty whose activities

are primarily directed to groups within the state, the public service professional should take advantage of every opportunity to project his or her accomplishments among peers on a local, regional, and national basis. Public service work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of University service programs. But certain aspects of applied research and the results of other public service work are suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other public service programs across the nation.

e. For those who have been granted time in tenure, individualized tenure-track expectation guidelines will be developed in collaboration between the Director and the individual for inclusion in the dossier.

Approved: Appointment, Tenure, & Promotion Committee, 4/11/00

Approved: Faculty Organization, 5/2/00

Revised: Appointment, Tenure, & Promotion Committee, 4/22/03

Approved: Faculty Organization, 5/7/03

Revised: Appointment, Tenure, & Promotion Committee, 5/2/06

Approved: Faculty Organization, 5/5/06 evote

Reviewed: Appointment, Tenure, Promotion Committee, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure, Promotion Committee, 12/4/18

Approved: Faculty Organization, 12/13/18

Revised: Appointment, Tenure, Promotion Committee, 12/01/2020

Approved: Faculty Organization, 12/11/2020

Revised: Appointment, Tenure, and Promotion Committee, 9/02/2022

Approved: Faculty Organization, 12/08/2022

Faculty guidelines for Annual Evaluation

1. Objectives/Goals

Evaluation is a continuous process and a necessary component for retention and promotion. In order to facilitate your evaluation at the end of the academic year, would you please provide the following information:

1. Completion of Agreement on Responsibilities (Form T-4) as determined by University Calendar. Submit goals for each year.
2. A written evaluation of your goals and objectives shall be submitted to the Director prior to your annual faculty evaluation.

2. Annual Agreement on Responsibilities (Form T4)

See University Faculty Handbook at

<https://www.tntech.edu/handbooks/faculty/index.php>

Revised: 10/20/92

Revised: Appointment, Tenure and Promotion Committee, 4/22/03

Approved: Faculty Organization, 5/7/03

Revised: Appointment, Tenure, Promotion Committee, 3/4/2014

Approved: Faculty Organization, 5/8/2014

Revised: Appointment, Tenure and Promotion Committee, 10/9/18

Approved: Faculty Organization, 10/23/2018

Revised: Appointment, Tenure, Promotion Committee 12/01/2020

Reviewed: Appointment, Tenure, and Promotion Committee 10/07/2022

Faculty Clinical Practice

The Whitson-Hester School of Nursing supports the TTU position that value to students, citizens, and community arises from many types of external experiences in which members of the faculty may engage. Such activities may contribute to the quality of the institution, enhance the professional competency of the individual, and bring credit to the institution. These activities also provide valuable services to business, industry, professional groups, public and private organizations, and local, state and federal governments. They forge valuable links between the institution and the community. (See TTU Faculty Handbook.)

Endeavors may be on a volunteer basis or they may be for pay. Time devoted to outside employment by the faculty members should not exceed an average of one workday per week per term. These endeavors may be considered as instruction, scholarly activity, or service depending upon the focus of that endeavor. The laboratory and/or research area for nursing many times is within agencies and the community where the practice of nursing is taking place. See the AACN March 2018, document entitled: Defining Scholarship for Academic Nursing and the National Organization of Nurse Practitioner Faculties for additional information.

Approved: Appointment, Tenure, and Promotion Committee, 4/11/00

Approved: Faculty Organization, 5/2/00

Revised: Appointment, Tenure, and Promotion Committee, 4/22/03

Approved: Faculty Organization, 5/7/03

Reviewed: Appointment, Tenure, Promotion Committee 3/4/14

Approved: Faculty Organization, 5/8/2014

Reviewed: Appointment, Tenure, Promotion Committee, 11/6/2018

Approved: Faculty Organization, 11/2018

Revised: Appointment, Tenure, Promotion Committee 12/1/2020

Approved: Faculty Organization 12/11/2020

Revised: Appointment, Tenure and Promotion Committee, 10/07/2022

Approved: Faculty Organization, 12/08/2022

Evaluation of Teaching by Students-Guidelines

University Evaluation

The WHSON follows the University's process for institutional assessment relative to Course Evaluations and Evaluation of Teaching by Students for faculty. Evaluation of teaching by students will be pursuant to guidelines outlined respective of rank, roles, and responsibilities (TTU Policy 203 – Faculty Roles and Responsibilities; TTU Policy 204 – Faculty Appointments) as part of the annual faculty evaluation process. [The Office of Institutional Assessment, Research, and Effectiveness \(IARE\)](#) provides direction on administration of the University Course Evaluations and resources for interpretation of IDEA results. In addition to the University's IDEA evaluation, students will complete the additional evaluations for the WHSON, where applicable:

- Student Evaluation of Course
- Student Evaluation of Clinical Teaching

Both the student evaluation of course and student evaluation of clinical teaching are set up and delivered to students via the Learning Management System by the Course Administrator.

Revised: 4/13/90

Amended: 12/12/90

Amended: 10/26/92

Approved: Faculty Organization, 5/8/97

Revised: Appointment, Tenure, and Promotion Committee, 4/22/03

Approved: Faculty Organization, 5/7/03

Revised & Approved: Faculty Organization, 5/8/2014

Reviewed Appointment, Tenure, Promotion Committee 11/6/18

Approved: Faculty Organization 11/2018

Reviewed and Revised by ATP: 3/2/2021

Approved by Faculty Organization: 4/27/2021

Curriculum Committee

Didactic Curricular Revisions

Substantial changes (changes to the grading scheme, evaluation methods, textbook(s), and content changes) to a course will be submitted in writing to the Curriculum Committee by the Course Administrator via the Didactic Curricular Revisions form prior to the semester in which the change(s) will be implemented in the course.

Procedure:

The Course Administrator will submit the Didactic Curricular Revisions form to the Curriculum Committee. The Curriculum Committee will review and submit approval/disapproval and/or suggestions to the Course Administrator in a timely manner for changes/revisions to be made as necessary. Substantial changes will be reported to Faculty Organization.

Reviewed/ Piloted by Curriculum Committee: 2/12/2013

Approved by Curriculum Committee: 3/18/2013

Approved by FO: 3/25/2014

Reviewed by Curriculum Committee: 4/10/2018

Revised by Curriculum Committee: 4/22/2022

Approved by FO: 8/26/2022

Didactic Curricular Revisions Form

Didactic Curricular Revisions

Course Name and Number _____

Date: _____

Are you making changes to the grading scheme? Yes No

Rationale:

Are you making changes in the evaluation methods? Yes No

Rationale:

Are you making changes in your Text Book (not edition changes)? Yes No

Rationale:

Are you making changes in the content for your course? Yes No

Rationale:

Comm. Date: _____

Vote Result: _____

Projected Implementation Semester: _____

FO date: _____

Return to Requestor: _____

Sp'13: RMH

Reviewed by Curriculum Committee 4/10/2018

Revised by Curriculum Committee 9/11/2018

Approved by Faculty Organization 10/2018

Reviewed by Curriculum Committee 4/18/2022

Clinical Curricular Revisions

Course Name and Number _____

Date: _____

Are you making changes to the grading scheme? Yes No

Rationale

Are you making changes in the evaluation methods? Yes No

Rationale:

Are you changing location for the delivery of clinical experiences that will significantly alter the acuity/types of patients for which your students will be providing care?

Yes No

Rationale:

Comm. Date: _____

Vote Result: _____

Projected Implementation Semester: _____

FO date: _____

Return to Requestor: _____

Curriculum Committee 9/11/2018

Approved by Faculty Organization 10/2018

Course Review Policy

Policy:

Course Review Policy

Policy:

The Curriculum Committee will review and evaluate courses every three years or on an 'as needed' basis. Evaluation will include review of the most recent course syllabus and the completed Faculty Evaluation of Course form.

Procedure:

The Course Administrator will submit a completed Faculty Evaluation of Course form to the Curriculum Committee upon request when the course is reviewed every three years or as needed. The Committee or Faculty Teams designated by the Committee will utilize the Faculty Team Course Review Checklist to evaluate the course. Additional information needed to evaluate the course may be requested by the Committee as needed. Faculty will receive notice at least 1-month before the course evaluation date. If faculty do not comply promptly, the WHSON Director will work with the CITL to access the course.

After the review, the Committee will provide the Course Administrator with the completed Faculty Team Course Review Checklist. The Course Administrator will review the completed Faculty Team Course Review Checklist and respond to the committee as needed. Course Administrators are expected to apply recommendations given by the Committee or communicate with the Committee about the recommendations if they do not deem them to be appropriate for the course. The Chair, designated member, and/or the Committee will review the follow-up actions as needed. If further clarification or actions are deemed necessary, the Course Administrator will be asked to provide further action and follow-up.

Approved by Curriculum Committee: 3/18/2014

Approved by FO: 3/25/2014

Reviewed by Curriculum Committee: 4/10/2018

Approved by Faculty Organization: 4/22/2018

Revised by Curriculum Committee: 4/18/2022

Approved by Faculty Organization: 8/26/2022

Revised by Curriculum Committee: 4/19/2023

Approved by Faculty Organization: 4/25/2023

Faculty Evaluation of Course-Form

Faculty Evaluation of Course

Curriculum Committee (CC) Review Date:

Course (number, name, & semester):

Course Administrator:

Faculty completing evaluation if not Course Administrator:

Has the Course Administrator changed since the last CC Review? YES _____ NO _____

Have the course objectives changed since the last CC Review? YES ____ NO ____
 Rationale for course objective change:

STRENGTHS OF COURSE	WEAKNESSES OF COURSE

Summary of areas for improvement from Student Evaluations of Course:

Since last CC Review:

Changes Implemented	Outcome Evaluation	Proposed Revisions w/Rationale

*Substantive changes in curricular content are to be referred to the Curriculum Committee

Faculty Team Course Review Checklist

Course Number:

Course Name and place in the curriculum (J1, J2, etc.):

Course Coordinator:

Reviewed by:

Date:

University Syllabus Requirements

1. Does the syllabus contain essential information specified in the TTU Course Syllabus Requirements:

https://www.tntech.edu/provost/pdf/course_syllabus/TTU_Course_Syllabus_Requirements_September2019_002.pdf

2. Is the syllabus ADA Accessible? Check the syllabus using the Accessibility Checker - if issues are found – refer the course administrator to this information so the syllabus issues can be addressed. Other accessibility resources are found at

<https://www.tntech.edu/disability/docaccessibility.php>

Faculty Team Review of Course

1. Does the course syllabus reflect clear student learning outcomes/objectives that are linked to Essentials?

2. Are student learning outcomes/objectives congruent with program objectives?

3. Is the course content current?

4. Is the course content consistent with course objectives, appropriate for professional nursing students, appropriate to the student level?

5. Does course content provide comprehensive coverage of BSN entry-level nursing practice or MSN nursing practice concentration area?

6. Are learning experiences consistent with course objectives, appropriate for professional nursing students, and do they provide comprehensive coverage of BSN entry-level nursing practice or MSN nursing practice concentration area?

7. Are teaching/learning practices appropriate to meet course outcomes?

8. Are evaluation methods clearly outlined in the syllabus and congruent with the program objectives?

9. Clinical course – are clinical practice experiences and placements appropriate to the student level?

Course Coordinator Review:

1. Does the faculty review of course strengths and weaknesses contain items that should be addressed?
3. Does the faculty review of the course reflect recent changes that have been implemented that need to be reviewed?

Student Course Evaluation Review

1. Do the Student Course Evaluations reflect issues that need to be addressed by the course faculty?

Approved by:

Curriculum Committee: 3/18/2014

Faculty Organization: 3/25/2014

Reviewed Curriculum Committee: 4/10/2018

Revised: Curriculum Committee, 4/19/2023

Approved: Faculty Organization, 4/25/2023

Course Descriptions

To see the course descriptions for Nursing classes, please visit the following website:

http://catalog.tntech.edu/preview_program.php?catoid=11&poid=1155&returnto=2599

Revised: Curriculum Committee 2/19/2014

Revised/Approved: Faculty Organization 2/15/2014

Reviewed: Curriculum Committee 4/10/2018

Approved: Faculty Organization 4/22/2018

Reviewed: Curriculum Committee 4/18/2022

Textbook Policy

The Whitson-Hester School of Nursing will follow the TTU textbook policy.

Faculty desiring to recommend textbook adoption changes should communicate requests (in writing) to the Whitson-Hester School of Nursing Curriculum Committee prior to TTU textbook deadlines.

Procedure:

Faculty teaching independently in a course and/or course administrator from a faculty team taught course will send:

1. Requests to the committee chair via email memo OR by completing the “School of Nursing Textbook Evaluation Tool” (submitting tool electronically or hard copy).
2. The committee chair will communicate (in writing) WHSON Curriculum Committee feedback/decision to the requesting faculty member.

Adopted: 10/6/92

Revised and Approved: Faculty Organization 1/28/09

Revised and Approved: Curriculum Committee 2/19/2014

Revised and Approved: Faculty Organization 2/25/2014

Reviewed: Curriculum Committee 4/10/2018

Reviewed: Curriculum committee 5/11/2022

Textbook Evaluation Tool

Course _____

—

Text _____

—

Author _____

—

Publisher _____ Year

Published _____ Cost _____

Instructions

Rate each section 0-4

Total each section

Total all sections

0 = Unsatisfactory 1 = Needs Improvement 2 = Fair 3 = Satisfactory 4 = Excellent

Overview

Total _____

Hard/Paper Copy Available		0	1	2	3	4
Electronic Copy Available	0	1	2	3	4	N/A
Price	0	1	2	3	4	

Comments: _____

—

Compatibility with Whitson-Hester School of Nursing Curriculum

Total _____

Incorporates theoretical framework

for decision making. 0 1 2 3 4

Nursing practice based on

nursing theory.	0	1	2	3	4	
Addresses TTU curriculum model.		0	1	2	3	4
Provides goals and objectives for each topic addressed.	0	1	2	3	4	
Glossary of terms included.		0	1	2	3	4
Provides information to meet program objectives.	0	1	2	3	4	

Comments: _____

Content Validity

Total _____

Content reflects current trends in nursing.	0	1	2	3	4	
Presents contrasting views on controversial topics.	0	1	2	3	4	
Applications to practice included.	0	1	2	3	4	
Examples used to clarify/reinforce content.	0	1	2	3	4	
Logically/sequentially arranged.	0	1	2	3	4	
Content documented with reliable sources.	0	1	2	3	4	
Content consistent with course topics.		0	1	2	3	4
Content reflects cultural sensitivity.	0	1	2	3	4	

Comments: _____
—

Degree of Difficulty Total _____

Theories, concepts and
constructs are appropriate. 0 1 2 3 4

Content built on and
enhances prior learning. 0 1 2 3 4

Encourages development
of critical thinking. 0 1 2 3 4

Readability Total _____

Easy to read (print, style,
tables, figures, illustrations). 0 1 2 3 4

Appropriate reading level. 0 1 2 3 4

Logically/sequentially arranged. 0 1 2 3 4

Chapters organized to enhance
comprehension of material. 0 1 2 3 4

Comments: _____
—

Application of Knowledge Total _____

Application of principles to
practice setting included. 0 1 2 3 4

Instructions clear/concise. 0 1 2 3 4

Illustrations accurately and
clearly reflect content. 0 1 2 3 4

Case studies included. 0 1 2 3 4

Simulated exercises included/

suggested.	0	1	2	3	4	
Resources listed.	0	1	2	3	4	
Teacher's manual available.		0	1	2	3	4
Student's workbook available.	0	1	2	3	4	

Comments: _____

—

Grand Total _____

Adopted: October 6, 1992

Revised: Curriculum, Development and Instruction Committee, 2/11/97

Approved: Faculty Organization, 2/18/97

Reviewed: Faculty Organization, 1/28/09

Revised: Curriculum Committee, 2/19/2014

Approved: Faculty Organization, 2/25/2014

Reviewed: Curriculum Committee, 4/10/2018

Reviewed: Curriculum Committee, 4/18/2022

Syllabus Outline

WHSON will abide by the syllabus outline of the University.

https://www.tntech.edu/provost/files/course_syllabi/TTU_Standardized_Course_Syllabus_Template_Sept_2019.docx

[Provost - Faculty Information \(tntech.edu\)](https://www.tntech.edu/provost/files/course_syllabi/TTU_Standardized_Course_Syllabus_Template_Sept_2019.docx)

Tennessee Technological University Course Syllabus

A written course syllabus and grading policy statement shall be prepared by faculty for each course offered, as a benefit for student participation and expectations. The syllabus and grading policy statement shall be submitted either in writing to enrolled students during the first class period or posted on the web before the first class period.

The written course syllabus and grading policy statement shall contain the following:

1. Tennessee Tech University
2. Name of the Department
3. Course Number and Course Title
4. Course Number – Section, Dates, Time, Classroom, Number of Credit Hours, Semester
5. Instructor's name, Office, Telephone Number, and Email
6. Office hours
7. Prerequisites
8. Texts and references
9. Course Description
10. Course objectives
11. Major teaching methods (which might include, but would not be limited to: lectures, labs, demonstrations, discussion, reading, or written assignments)

12. Special instructional platform/materials (iLearn, laptop, clicker, calculator, etc.)
13. Topics to be covered
14. Grading and evaluation procedures
15. University plagiarism policy or expanded statement if appropriate
16. Statement of attendance policy
17. Any additional information the instructor may wish to include

Disability Accommodation: Students with a disability requiring accommodations should contact the

Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119. <https://www.tntech.edu/accessibility/accessibilityresources>

18.A written course syllabus and grading policy statement for each course shall be on file in the departmental office.

[Revised in February 2014 by the Office of the Provost.]

[Approved by the Academic Council ___ Date.]

[Approved by The University Assembly ___ Date.]

Approved WHSON Curriculum Committee, September 16, 2014

Approved FO: September 23, 2014

Reviewed and Revised by Curriculum Committee, April 10, 2018

Approved by FO, April 27, 2018

Final Course Grades for BSN

I. Purpose

The purpose of this policy is to provide a comprehensive grading policy for BSN level assignment/exam grades and end of course grades.

II. Review

This policy will be reviewed by the Curriculum Committee as circumstances require and changes forwarded to the Faculty Organization for approval and/or further changes.

III. Definition

A. Grade—the designation of a student's final quality of work or progress toward the final quality of work as described by the Tennessee Tech University Office of the Registrar.

B. Final Grade—the final grade a student earns in any given course.

IV. Policy

A. End of course (final) grades will be assigned based on the following overall score:

1. For a grade of A, the final score must be ≥ 92.0
2. For a grade of B, the final score must be ≥ 83.0
3. For a grade of C, the final score must be ≥ 75.0 (A 74.49 is a D)
4. For a grade of D, the final score must be ≥ 65.0
5. Less than a 65.0 will result in a score of F

B. Examinations and other course grades will be reported and recorded to the nearest tenth.

C. The final grade will be rounded once to the nearest whole number.

Example: A final grade of 74.5 will be rounded once to the whole number 75 (74.49 is not passing).

D. All faculty must place a link to this policy or this policy in all undergraduate course syllabi.

V. Interpretation

The Dean or his/her designee has the final authority to interpret the terms of this policy.

Approved by:

Curriculum Committee: December 2, 2019

Faculty Org: December 13, 2019

Reviewed by Curriculum Committee: 4/18/2022

Student Evaluation of Clinical Facility

The Student Evaluation of Clinical Facility will be completed by WHSON students at the end of each clinical/lab rotation for each clinical/lab course.

Procedure:

1. The Student Evaluation of Clinical Facility will be completed via an online survey format at the end of each clinical/lab rotation.
2. The data will be shared by the course administrators, the other faculty in the course, and nursing committees for the purpose of evaluation/outcomes.
3. The data will be stored in the nursing administration offices.
4. Evaluation data specific to the particular agency will be shared with each clinical agency at the end of the semester.

Approved: Curriculum Committee 2/19/2014

Approved: FO 2/25/2014

Revised and Approved: FO 5/8/2014

Reviewed (no revisions): curriculum Committee 4/10/2018

Student Evaluation of Clinical Faculty

Policy:

The Student Evaluation of Clinical Faculty will be completed by WHSON students at the end of each clinical/lab rotation for each clinical/lab course.

Procedure:

Policy:

The Student Evaluation of Clinical Faculty will be completed by WHSON students at the end of each clinical/lab rotation for each clinical/lab course.

Procedure:

1. The Student Evaluation of Clinical Faculty will be completed via a Qualtrics survey format at the end of each clinical/lab rotation.
2. The data will be stored in the nursing administration offices.

Approved: Curriculum Committee 2/19/2014

Approved: FO, 2/25/2014

Revised & Approved: FO, 5/8/2014

Revised & Approved: Curriculum Committee 4/10/2018

Approved: FO 4/22/2018

Revised: Curriculum Committee 4/18/2022

Approved: FO 8/26/2022

Student Evaluation of Course Clinical Policy:

The Clinical Course Evaluation will be completed by WHSON students at the end of each clinical/lab rotation for each clinical/lab course.

Procedure:

1. The Clinical Course Evaluation will be completed via an online survey format at the end of each clinical/lab rotation.
2. Identifying information will be removed regarding an individual faculty member from the results/data prior to being circulated to various venues outside the course faculty for review of course.
3. The results will then be compiled, and a summary of the results will be attached to Faculty Evaluation of Course form.
4. The results/data will be made available to the course administrators, the other faculty in the course, and nursing committees for the purpose of evaluation/outcomes.
5. The data will be stored in the nursing administration offices.

Approved: Curriculum Committee, 2/19/2014

Approved: FO, 2/25/2014

Revised and Approved: FO, 5/8/2014

Reviewed: Curriculum Committee 4/10/2018

Reviewed: Curriculum Committee 4/18/2022

Student Evaluation of Course (Didactic)

Student Evaluation of Course (Didactic) - Policy and Procedure

Policy:

The Student Evaluation of Course will be completed by WHSON students at the end of each course.

Procedure:

1. The Student Evaluation of Course will be completed via an online survey format at the end of each course.
2. Identifying information will be removed regarding an individual faculty member from the results/data prior to being circulated to various venues outside the course faculty for review of course.
3. The results will then be compiled, and a summary of the results will be attached to Faculty Evaluation of Course form.
4. The results/data will be made available to the course administrators, the other faculty in the course, and nursing committees for the purpose of evaluation/outcomes.
5. The data will be stored in the nursing administration offices.

Approved: Curriculum Committee 4/8/4013

Faculty Organization: 5/8/2014

Reviewed: Curriculum Committee 4/10/2018

Senior Evaluation of WHSON Resources/Curriculum/Agencies

Policy:

The Senior Evaluation of WHSON Resources/Curriculum/Agencies will be given at the end of the

Senior 2s' last semester of school.

Procedure:

1. The Senior Evaluation of WHSON Resources/Curriculum/Agencies will be given via an online survey at the end of the Senior 2's last semester of school prior to graduation.
2. Data will be disseminated to the WHSON Curriculum Committee who will report to the WHSON Faculty Organization.
3. Data will be stored in the nursing administrative offices.

Revised: Curriculum Committee 2/19/2014

Revised/Approved: Faculty Organization 2/25/2014

Reviewed: Curriculum Committee 4/10/2018

Reviewed: Curriculum Committee 4/18/2022

Faculty and Student Relations Committee

PURPOSE: The Whitson-Hester School of Nursing Faculty and Student Relations Committee:

1. Shall make recommendations to the Faculty Organization regarding the welfare and non-curricular development of the faculty and students.
2. Is responsible for providing leadership for Homecoming and other WHSON activities.
3. Coordinates the activities of the student organizations.
4. Assist with Research Day and Hospice Conference activities as needed.
5. Responsible for assistance on the Advisory Council with clinical agencies.
6. Coordinate with advisors for group advisement each semester for new UDN students with advisors.
7. Is responsible for assigning the Chair, 2 faculty members, 2 upper division students, one junior student and one senior student, to the WHSON Academic Misconduct Committee.

MEMBERS: The WHSON Faculty and Student Relations Committee shall consist of the following members:

Faculty: A minimum of two faculty. Faculty members are appointed by the Dean of the School of Nursing.

Students: The committee should include one standing member and one alternate from each of the Freshman and Sophomore classes. The committee should also include one standing member and one alternate from both the fall and spring admission Junior classes and the fall and spring admission Senior class.

Terms of Office: All members should serve two years, if possible except for Freshmen and Sophomore 1 designees.

MEMBER ROLES:

Faculty

1. Assures that elections are held each fall and that Chairs of the Faculty Organization (FO) committees be notified of the names of members elected to the Standing Committees.
2. Serve as a resource to the WHSON Faculty Organization and student body regarding non-curricular student activities.
3. Convene and preside over WHSON Grievance Subcommittee of FSRC as needed.
4. Maintain an ethical environment in the utilization of information in the confidential work of the Committee.

Students

1. Provide liaison between nursing majors and faculty regarding non-curricular student activities.
2. Serve as a resource to identify potential student activities.
3. Coordinate student involvement and communication information regarding committee activities to all nursing majors.

4. Students shall serve as members of the WHSON Grievance Subcommittee of FSRC as appointed by the Chair.
5. Maintain an ethical environment in the utilization of information in the confidential work of the committee.
6. Students shall serve on the Ad Hoc Committees as needed.

ATTENDANCE AT MEETINGS: If a member of the Committee will be absent from the regular meeting, he/she, with the concurrence of the Chairperson, shall appoint a person to serve in his/her place with all the rights, privileges and responsibilities of the regular member. In the case of a meeting of the WHSON Grievance Subcommittee of FSRC, the Chair of the committee shall appoint a replacement to serve for the entire process of the meetings.

OFFICERS

Chairperson: The Chairperson shall be elected annually from the faculty committee membership. The Chairperson shall:

1. Preside at all meetings or designate another member to preside.
2. Prior to scheduled meetings, prepare a tentative agenda.
3. Provide for minutes to be prepared and distributed to the committee members.
4. Call special meetings and appoint Ad Hoc Committees as needed.
5. Disseminate information regarding action taken by the committee.
6. Invite guests to participate in discussion of matters before the committee when appropriate.
7. Submit an Annual Report of the FSRC activities to the WHSON Faculty Organization.

MEETINGS

- a. Three (3) regular meetings shall be scheduled in fall semester and three in spring semester. At the discretion of the Chairperson, a meeting may be canceled and the date and time for the regular meeting may be changed if there is sufficient reason to warrant such action.
- b. The chairperson may call a special meeting when needed.
- c. Any member may submit items to the chairperson for inclusion on the agenda.
- d. The agenda shall be adopted at the beginning of each meeting by a two-thirds majority of the those present.
- e. 50 % of the members of the committee shall constitute a quorum. (Classes that have not yet held class elections will be excluded from quorum until class elections have been held. Class elections should be held by mid-semester.)

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Committee in all cases to which they apply and in which they are not inconsistent with these procedures.

AMENDMENT OF PROCEDURES:

These procedures may be amended at any regular meetings of the Committee by a majority vote of the total membership, provided that the amendment has been submitted in writing to each member at least one week prior to the meeting. Amendments to procedures are subject to final approval of the WHSON Faculty Organization.

COMMITTEE ACTION AND REVIEW

Actions of this Committee are subject to review by the WHSON Faculty Organization.

EFFECTIVE DATE OF IMPLEMENTATION

These procedures shall become effective upon approval of the members of the Faculty and Student Relations Committee and the WHSON Faculty Organization.

Adopted: FSRC 9/3/96

Approved: Faculty Organization 9/10/96

Revised: FSRC 3/18/03

Approved: Faculty Organization 3/18/03

Revised: FSRC 3/12/08

Approved: Faculty Organization 5/1/08

Revised and Approved: Faculty Student Relations Committee, 3/4/14

Approved: Faculty Organization, 4/22/14

Reviewed and Approved: Faculty and Student Relations Committee 3/28/2018

Approved: Faculty Organization 4/03/2018

Revised: FSRC, 1/2023

Approved: Faculty Organization, 1/24/2023

Advisement

Undergraduate Class Advisement Policy

Role of Faculty Advisors:

1. A Faculty Class Advisor is assigned at every level of the WHSON curriculum, including Sophomore 2, Junior 1 and 2, Senior 1 and 2, and the Accelerated program.
2. Faculty Class Advisors will select a time during class to advise the cohort on the classes they will register for the upcoming semester and any special considerations, scheduling, or needs to anticipate.
3. Course faculty of the upcoming semester may be invited to participate in advisement.
4. For additional roles look to the class advisement policy in the faculty handbook <https://tntech.policymtech.com/dotNet/documents/?docid=489>

Faculty Advisement Process:

1. Students who are newly admitted into the Upper Division Nursing will be advised initially by the academic advisors via email and/or in person by appointment.
2. Students who are currently enrolled in Upper Division Nursing at the Sophomore 2, Junior 1 and 2, Senior 1 and 2 levels, and the Accelerated program will be advised in the class by the assigned Faculty Class Advisor near the end of each preceding semester.
 1. Students who have unique academic requirements can meet with their assigned academic advisor by appointment.

Role of Academic Advisors:

1. Academic Advisors will assist students who have unique considerations related to credits and pre- and co-requisites.
2. Academic Advisors will provide support to the faculty as they update WHSON policies.

3. Academic advisors will provide support to the faculty concerning admissions, and other relevant information throughout the semester.
4. Academic advisors will prepare materials for Upper Division advisement in order to facilitate group advisement.
5. Advisors will ensure that graduation requirements for Upper Division students are met and file appropriate Substitution, Exception to Policy, or other form when needed.
6. The academic advisors are responsible for staying up-to-date on the admissions requirements in WHSON and at the university level.

Scheduling Advisement with Academic Advisor and Process:

1. 1 month prior to registration each semester academic advisors will contact student by email and notify that they should be preparing for advisement.
2. Academic advisors will review the student's progress through the curriculum and provide feedback based on the data, the current progression policies, and the students' concerns.
3. Academic advisors will provide the registration code and time of registration either at the time of this meeting or via email.
4. Academic advisors will provide adequate time with a minimal of 30 minutes of advisement for each scheduled advisee.
5. Academic advisors will document each advisement in the WHSON or University documentation software/database.
6. A student who has further or special academic needs may contact the Faculty advisor of their current semester for specific guidance in academic progression through the curriculum. The Faculty advisor may choose to have this meeting in conjunction with the academic advisor.

Approved by:

Admissions and Credits Committee: 12/2019

Faculty Organization: 12/13/2019

Student Organizations Faculty Advisor Role

1. The faculty advisor, with authorization of the Dean of the Whitson-Hester School of Nursing (WHSON), will initiate, assist, and sign with the formulation, compilation and review of contracts used by the respective Whitson-Hester School of Nursing student organization. Such contracts may include graduate pictures, fundraising, being hostess at events, or using equipment or property not owned by the group/organization.
2. Sign checks or other financial documents as required/decided by the group/organization's Board of Directors and/or the WHSON/University Administration.
3. Student organization are required to submit an Annual Report Form to the Office of Student Activities each year to maintain registration with the University.
4. Review and retain copies of reports required by Tennessee Technological University in relation to the group/organization.
5. Be present at all general membership/Board of Directors meetings of the group/organization.
6. Serve as a liaison between the Faculty Organization and the group/organization to communicate the group/organization needs, requests, plans, etc.
7. Serve as the immediate advisor/consultant to the group/organization. In case of needed additional advisement/consultation, the line of authority would be WHSON Faculty Student Relations Committee, WHSON Faculty Organization, and Dean of School of Nursing.
8. Assist, support and clarify for each organization's Board of Directors his/her duties.
9. Accompany members of the organization at all required/requested University and public functions.
10. Assist, as designated by the Board of Directors, with the compilation, planning and institution of social activities undertaken by the group/organization.
11. Assist the group/organization to learn and use Robert's Rules of Order.

13. Serve as a role model of nursing leadership.
14. The faculty advisors for the student organization will be appointed by the Dean.
15. Assist, as needed, to maintain the financial records for that organization.
16. The SNA-TTU Chapter faculty advisor will utilize the NSNA faculty advisor guidelines.
17. The Iota Beta Chapter of Sigma Theta Tau Faculty Advisor will utilize the Sigma Theta Tau International Nursing Society guidelines.
18. The Nurses Christian Fellowship Advisor will follow National Society Guidelines.

<http://www.tntech.edu/studentlife.orgs/>

Approved: Faculty Organization, 5/8/97

Revised and Approved: Faculty Organization, 1/28/09

Revised and Approved: Faculty Student Relations Committee, 3/4/14

Approved: Faculty Organization, 4/22/14

Revised and Approved: Faculty Student Relations Committee, 4/19/2018

Approved: Faculty Organization, 4/27/2018

Class Advisement

Sophomore², Junior¹ and ², Senior¹ and ², and Accelerated class advisors are assigned each year by the

Director. The responsibilities of the advisor are:

1. To assist the class as needed in its initial organization, election of officers or its development of ad hoc committees, and coordination of class academic advisement activities.
2. To provide guidance and to give approval to Whitson-Hester School of Nursing (WHSON) class projects such as community activities or media releases.
3. To act as the liaison between the WHSON Dean and/or director and the class officers when there are requests for student involvement in community activities or when organizations/agencies request opportunities to recruit.
4. To provide guidance for Senior's as they plan the Senior Pinning Reception and the class composite, and to approve the arrangements.
5. To assist in class conflict resolution as needed.
6. To keep the WHSON Dean and/or director and/or Faculty Organization apprised of the class's needs and problems.
- 7.) The cohort advisors have the responsibility to assure academic forms are signed at the beginning of semester.
- 8.) The cohort advisors have the responsibility to coordinate with faculty in their cohort.

Drafted: 1/25/95

Approved: Faculty Organization, 12/3/96

Revised and Approved: Faculty Organization, 1/28/09

Revised and Approved: Faculty Student Relations Committee, 3/4/14

Approved: Faculty Organization, 4/22/14

Revised and Approved: Faculty Student Relations Committee, 4/19/2018

Approved: Faculty Organization, 4/27/2018

Revised and Approved: Faculty Student Relations Committee, 1/23/2020

Approved: Faculty Organization 1/28/2020

Revised: Admissions and Credits Committee, 2/23/2021

Approved as amended: Faculty Organization, 3/23/2021

Other Policies and Procedures

Student Handbook-Tennessee Tech University

<https://www.tntech.edu/handbooks/student/>

WHSON Student Handbook

[whson-bsn-student-handbook.pdf \(tntech.edu\)](https://www.tntech.edu/whson/whson-bsn-student-handbook.pdf)

MSN Student Handbook

https://www.tntech.edu/nursing/pdf/graduate_handbook/msn-handbook.pdf

WHSON Faculty Employee Health Requirements

I. Purpose

The purpose is to outline full-time and part-time faculty employee health requirements.

II. Review

This policy will be reviewed annually and more frequently as required by changes in clinical agency agreements or regulatory agency mandates, by the Clinical Placement Coordinator with recommendations for revision presented to the Director. Any revisions require approval from the WHSON Faculty Organization Committee.

III. Policy/Procedure

At the beginning of each academic year and/or at the beginning of employment, all faculty are required to meet health requirements and submit evidence to the Clinical Placement Coordinator. Deadlines are based on academic year with due date of August 1st annually. Specific requirements such as TB testing/screening, influenza vaccination, CPR certification, and drug testing may have specific required dates that differ from the August 1st deadline.

The Clinical Placement Coordinator is responsible for:

- A. Notification to the faculty of required health records for employment.
- B. Storage of employee health records in a secure manner.
- C. Establishment and maintenance of an employee database with renewal/due dates for every faculty member.
- D. Notification to the BSN Coordinator and/or Dean regarding compliance of individual faculty.
- E. Verification that documentation submitted satisfies the currently approved requirements.
- F. Releasing verified health records to clinical agencies upon request.
- G. Records of maintenance of released/disclosed information

Each faculty member is responsible for:

- A. Submission of employee health records to the clinical management system by established deadlines
- B. Meeting all health requirements annually and remaining current throughout the year.

IV. Interpretation

The Dean or his/her designee has the final authority to interpret the terms of this policy.

Effective Date: 12/2015 Lab Coordinator; Faculty Organization

Revised by Clinical Coordinator, Charla McPeake 4/20/2022

Approved by Faculty Organization: 5/05/2022

WHSON Merchandise Approval Procedure

SON Merchandise Approval Procedure:

Student groups will submit apparel design proof & printer (vendor) details to faculty advisor. This process will take up to 4 weeks or longer.

Faculty advisor may approve or not approve design. Students will receive faculty advisor feedback.

If design approved by faculty, student will forward design proof and vendor info to TTU Public Relations Dept. for approval.

If vendor is not an approved TTU vendor - a request for exception may be submitted to TTU.

TTU PR Department will reply approved or not approved status to the faculty advisor and the student group.

Faculty advisor will notify student group of TTU PR decision.

If approved, apparel order may be submitted by student group at the student group's expense. No orders should be charged to Whitson-Hester School of Nursing.

FSRC developed 11/2015

FO approval: 2/2/2016

FSRC reviewed 4/12/2016

FSRC reviewed 3/28/2017

FSCRC reviewed 10/2018

Privacy Rights

WHSON follows TTU Policy #1206 Confidentiality of Student Records and FERPA compliance. The full policy can be found listed in PolicyTech at

<https://tntech.policytech.com/dotNet/documents/?docid=970>

Reviewed and Approved: Faculty Student Relations Committee, 03/04/2014

Approved: Faculty Organization, 4/22/14

Reviewed: Faculty Student Relations Committee, 11/20/2018

Approved: Faculty Organization, 11/27/2018

Accessible Education

For information regarding Accessible Education, please visit:

<http://www.tntech.edu/disability>

Revised and Approved: Faculty Student Relations Committee, 3/4/14

Approved: Faculty Organization, 4/22/14

Faculty Travel

Information regarding faculty travel, including links to claim forms, can be found at:

<https://www.tntech.edu/provost/travel.php>

Key Policy

Key Control Regulations can be found at:

<https://tntech.policytech.com/dotNet/documents/?docid=621>

New Key Request and Key Transfer forms can be found at:

<https://www.tntech.edu/facilities/forms.php>

Emergency Preparedness

<https://www.tntech.edu/education/cdl/emergency-preparedness.php>

Outside Scheduling of Laboratory

Policy: The laboratories of the Whitson-Hester School of Nursing may be utilized by TTU Faculty and students outside the School of Nursing when the procedure is followed appropriately.

Procedure:

1. E-mail the Lab Coordinator with the request no less than 1 month in advance. Preference will be given to those who request the lab prior to the start of the semester.
2. Additional advanced notice may be required for complicated or complex scenarios.
3. If TTU Faculty wish to operate VitalSim or SimMan independently, instructors must have been trained in its proper use.
4. If the instructor has not been trained to use VitalSim or SimMan, reservation is contingent on Lab Coordinator's schedule availability to run scenario on requested date.
5. The Lab Coordinator will check availability of the lab and simulators, and reply in writing within 3 days of receiving written request.
6. Further information may be requested to clarify supply and/or teaching needs.
7. Adherence to the General Laboratory Policies is expected. A copy of these guidelines can be provided.

Approved by F.O. 10/28/14

WHSON Equipment Check-Out Policy

I. Purpose

A. The purpose of this policy is to establish and provide guidelines for the use of Tennessee

Tech Whitson-Hester School of Nursing Simulation Lab equipment.

II. Review

A. This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Director of Clinical Simulation with recommendations for revision presented to the Whitson-Hester School of Nursing Faculty Organization

Committee.

III. Policy/Procedure

A. Whitson-Hester School of Nursing Simulation Lab equipment may be checked out by TTU Nursing and Non-Nursing students and faculty dependent on availability, type of items requested, and the discretion of the Director of Clinical Simulation or Lab Coordinator on a case by case basis. Nursing faculty using the equipment within Bell Hall are permitted to use equipment without checking out depending on availability. An Equipment Check-Out Agreement Form must be signed at check-out and completed at the time the equipment is returned.

1. All equipment will be checked out through the Director or Lab Coordinator.

2. Both the borrower and either the Director or Lab Coordinator will sign to attest to the condition of the equipment at checkout and at return.

3. The cost of any equipment destroyed or lost must be paid for by the person or agency borrowing the equipment in full at the current purchase price. Damaged items will be compensated for by the borrower at repair cost of the unit. Repair cost estimate will be obtained and charge for repairable equipment.

B. Medium and high fidelity simulators are not permitted to leave Bell Hall without approval of the Director of Clinical Simulation.

1. Medium and high fidelity simulators will require the Director of Clinical Simulation to accompany the equipment at all times.

2. The Director will be required to fill out the TTU Property Loan Request Form and have it signed by the Dean of WHSON upon removal and return.

IV. Interpretation

A. The President or his/her designee has the final authority to interpret the terms of this policy.

V. Citation of authority for policy

A. TBR Guideline B-080, Tennessee Tech University Policy No. 514 Reporting and Resolution of Institutional Losses.

Approved by: Faculty Organization Committee-9/16/2016

Reviewed by Director, Clinical Simulation and Health Professional Development 8/26/2022

WHSON Nursing Equipment Check-Out Agreement

TTU Whitson-Hester School of Nursing

I am checking out the equipment listed below from the TTU School of Nursing and will return it by agreed return date. I understand that I will be financially responsible for any damage or loss as outlined in the WHSON Equipment Check-Out Policy.

Name (Print and Sign):

Department: Student / Faculty

Address:

Phone Number:

Date borrowed: Date items to be returned:

Items borrowed:

Current cost:

Purpose in borrowing the item:

Condition of the item (describe):

Signature of Borrower:

One of the following are required:

Signature of Lab Coordinator:

Signature of Director of Clinical Simulation:

.....

Date Item Returned:

Condition of Item:

Financial Compensation required? Yes / No Amount: Repair cost / Full cost

Signature of Borrower:

One of the following are required:

Signature of Lab Coordinator:

Signature of Director of Clinical Simulation:

The Director, Lab Coordinator and the Borrower are to retain copies of this agreement.

Nursing Faculty Satisfaction Survey, WHSON

WHSON Faculty Satisfaction Survey

Thank you for taking the time to provide feedback and suggestions. As stated in the email, all responses are anonymous and participation is voluntary.

Please give us your thoughts and opinions. If you have suggestions, please be specific.

Which of the following describes your faculty position? Check all that apply:

- Full-time Tenured or tenured-track
- Full-time non-tenured or clinical track
- Adjunct
- Undergraduate Programs Faculty Member
- Graduate Programs Faculty Member
- Teach in both programs

Please rate the following aspects of the School of Nursing, using this scale:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree NA=Not Applicable/Have not used

1. I am satisfied with the following WHSON and/or TTU resources and facilities:

		SA	A	D	SD	NA
a.	Learning Resource Center/Computer Lab	●	●	●	●	●
b.	Nursing Skills Lab	●	●	●	●	●
c.	Simulation Lab	●	●	●	●	●
d.	Office of Continuing Nursing Education	●	●	●	●	●
e.	Testing Center (overall)	●	●	●	●	●
1.	Test management systems	●	●	●	●	●
2.	HESI as NCLEX preparation assessment	●	●	●	●	●
3.	Use of entrance assessment test	●	●	●	●	●
f.	Office of Student Services (overall)	●	●	●	●	●
1.	Advising services	●	●	●	●	●
2.	Records Management	●	●	●	●	●
3.	Recruiting	●	●	●	●	●

4.	Tutoring for BSN students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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g.	Office of Practice (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	Provider credentialing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Opportunities for student clinical experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Opportunities for faculty practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h.	Center for Nursing Research (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	Grant writing support activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Statistical consultation and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Evaluation Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i.	Technology Support Office (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	Campus classroom support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	On-line classroom support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	On-line course development training and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j.	WHSON Facilities (overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.	Faculty office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Classroom space for teaching activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Classroom space for testing activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Equipment and supplies for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Faculty lounge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Conference rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Overall, I am satisfied with policies, programs and services:

		SA	A	D	SD	NA
a.	Admission, progression, retention policies					
1.	BSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	MSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	ETSU-TTU DNP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b.	Non-nursing courses required for the BSN major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Honors-In-Discipline program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d.	Nursing didactic courses					
1.	BSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	MSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	ETSU-TTU DNP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e.	Quality of clinical experiences for students					
1.	BSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	MSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	ETSU-TTU DNP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f.	Location of clinical experiences					
1.	BSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	MSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	ETSU-TTU DNP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g.	Research resources for students					
1.	BSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	MSN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	ETSU-DNP students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h.	Course scheduling					
1.	On-campus classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Completely on-line courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	blended on-line courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Overall, I am satisfied with structural components

		SA	A	D	SD	NA
a.	Committee structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Opportunities to participate on WHSON committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Faculty governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Access to administrative persons within the College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e.	Availability of staff support (secretaries, GAs, and student workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Faculty assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Faculty orientation to WHSON	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Faculty orientation to TTU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Faculty annual evaluation processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, I am satisfied with college environment

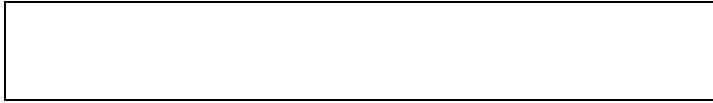
		SA	A	D	SD	NA
a.	Opportunities for service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Opportunities for continued learning/professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Library services and holdings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Support for promotion and tenure process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Respect from colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Respect from administrative personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Trust in colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	WHSON faculty meetings are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Program faculty meetings are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS:

5. Overall WHSON strengths:

6. Overall WHSON opportunities for improvement:

7. Other comments:



Thank you!

Graduate Faculty Committee 10/8/2019

Faculty Organization 10/22/2019

Revised: Program Evaluation Committee, 10/18/2021

Approved: Faculty Organization, 8/11/2023

Nursing Staff Satisfaction Survey, WHSON

WHITSON-HESTER SCHOOL OF NURSING STAFF SATISFACTION SURVEY

Thank you for taking the time to provide feedback and suggestions. As stated in the email, all responses are anonymous and participation is voluntary. Please give us your thoughts and opinions. If you have suggestions, please be specific.

Please indicate your status:

- Clerical
- Professional

Please rate the following aspects of the School of Nursing, using this scale:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree NA=Not Applicable/Have not used

1. Please rate the following statements

	SA	A	D	SD	NA
I have adequate information to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am informed about current events in the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ideas for job improvement are encouraged by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job helps the College achieve its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor gives me constructive feedback to help me improve any performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given opportunities to update or improve my job skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition is given to staff for their accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a sense of teamwork within the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workspace meets my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate tools and equipment to support my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff meetings are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated with respect by faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my position in the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the faculty/staff lounge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received adequate orientation to the college when I began my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I received adequate orientation to my job when I started work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have adequate time to meet deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am treated with respect by other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel comfortable speaking to my supervisor when I have a work-related problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel comfortable sharing ideas or making suggestions to administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my co-workers within my own department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my co-workers outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please answer the following questions by choosing Yes, No, or N/A as appropriate.

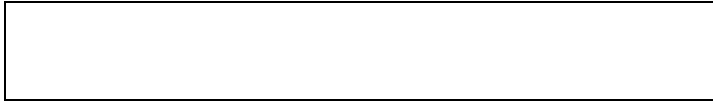
		Yes	No	NA
	In the past year, have you attended classes and/or seminars related to your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	If yes, were they beneficial?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	If no, have you requested to attend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS:

5. Overall WHSON strengths:

6. Overall WHSON opportunities for improvement:

7. Other comments:



Thank you!

Graduate Faculty Committee 10/8/2019

Faculty Organization 10/22/2019

Reviewed by Graduate Committee: 4/18/2023

