SCHOOL OF NURSING
FACULTY HANDBOOK

2023-2024

"The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate program at the University of North Carolina Charlotte is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)."

Policies in this handbook are for all full-time and part-time faculty in the School of Nursing. In addition to this handbook, faculty members are to refer to the University and College Handbooks.
Note that content in electronic documents is considered the most current.

Reviewed and Updated: 08/01/23

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Vision Statement
Our vision is to provide the highest quality of nursing education, scholarship, and practice with a commitment to community engagement in order to promote health among citizens in the Charlotte region and beyond.

Mission Statement
The UNC Charlotte School of Nursing prepares nursing professionals to serve as leaders, clinicians and scholars through innovative educational programs designed to meet the healthcare needs of an evolving and diverse society.

Values Statement
The UNC Charlotte School of Nursing embraces the following five core values:

Integrity - Responsibility, honesty, dependability, ethical behavior, accountability, transparency, and trustworthiness of faculty, staff and students.

Innovation - Reflected through progress, program expansion, and transformation of ideas, novelty, excellence, growth, and distinction.

Collegiality - Partnerships, teamwork, community engagement, interdisciplinary practice, caring, cooperation, professionalism, and courage.

Diversity - Inclusion, respect for self and others, fairness, equality, and justice.

Scholarship - Faculty and students engaged in academic nursing who demonstrate commitment to inquiry, generate new knowledge for the discipline, connect practice with education and lead scholarly pursuits to improve health and healthcare (AACN, 2016a).

Created 5/03
Revised 04/15, 08/18
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SCHOOL OF NURSING PHILOSOPHY

The philosophy of the UNC Charlotte School of Nursing is consistent with the mission of the University and the College of Health and Human Services. The University and the College of Health and Human Services provide opportunities for each student to develop knowledge of self, understanding of human diversity, and competencies relevant to individual, societal, and professional goals.

Nursing is an applied discipline. Professional nursing practice is based on both interdisciplinary and discipline- specific knowledge and built on a foundation of liberal education. The discipline specific knowledge that guides nursing practice includes concepts of person, health, environment, and nursing and theories that describe their interrelationships. The philosophy of the School of Nursing is based on a pluralistic, inclusive perspective of these central concepts. The teaching-learning process in a university-based nursing program requires faculty integration of research, scholarship, and service related to these concepts.

Professional nurses function as autonomous, accountable individuals in collaborative relationships with other health care providers and consumers. Minimum preparation for the professional practice of nursing is a baccalaureate education in nursing, utilizing nursing and other theories as the frameworks for nursing practice and building on knowledge from scientific and humanistic disciplines.

Learning is a life-long process that results in changes in beliefs and behaviors. This process occurs through self- discovery, critical thinking and intellectual inquiry and is facilitated through the learner's active, self-directed participation. Teaching is a creative, collaborative process that facilitates learning. Lifelong learning requires abilities to use a variety of resources, including print, audiovisual equipment, computers, and other technological media. A major component of students' learning experience is goal-directed clinical practice in which the cognitive, affective, and psychomotor domains are integrated.

Nursing at the Baccalaureate Level

The faculty of the School of Nursing believes that the nurse prepared at the baccalaureate level contributes to the betterment of humankind and the advancement of nursing by:
1. Providing professional nursing care for individuals, families, and groups in a context of the community.
2. Continuing personal and professional development.

Nursing at the Master's Level

The faculty believes that the nurse prepared at the master's level contributes to the betterment of humankind and the advancement of nursing by:
1. Clarifying and strengthening healthcare practice through inquiry and the application of pertinent knowledge.
2. Assuming professional roles and responsibilities congruent with standards of advanced practice and leadership in the profession.
3. Contributing productively to the profession and to society through effective utilization of organization, social, technological, and political process.
4. Continuing personal growth and professional development in accord with a career plan.

Nursing at the Doctor of Nursing Practice Level

The faculty believes that the nurse prepared at the doctoral level contributes to the betterment of humankind and the advancement of nursing by:

1. Using unique clinical, organizational, economic and leadership skills to evaluate nursing practice and design programs that improve healthcare outcomes.
2. Collaborating with other professionals to improve the health of individuals or groups through interprofessional collaboration in real-world settings.
3. Participating in shared decision making and leadership to meet the needs of individuals or groups.
4. Evaluating organizations, systems, outcomes, healthcare policy and leadership, to positively impact healthcare outcomes.

Date of Implementation: 7/02
Revised: 08/18
Reviewed: 6/03, 2/06, 06/10, 06/15, 08/16, 08/19, 8/20, 8/21, 8/22, 8/23

BYLAWS OF THE SCHOOL OF NURSING

1. **Membership**
   a. Governing Faculty
      i. Definition
         1. All persons employed in the SON who hold full-time appointments from the University in teaching or administration shall be designated as governing members of the School of Nursing Faculty Organization (SONFO).
         2. When voting on bylaws changes, curricular proposals, faculty and student issues, and other college policies, eligible voting faculty are defined as full time faculty with a primary teaching or administrative appointment >51% within in the SON.
         3. When voting on and policies affecting tenure-track reappointment, promotion, and tenure, eligible voting faculty are defined as full-time tenured faculty and tenure-track faculty with a primary teaching or administrative appointment >51% within in the SON.
      ii. Rights and Responsibilities - Members of the SONFO have the right and responsibility to be involved in the academic and administrative affairs of the SON and College as described in these bylaws. The rights and responsibilities of the governing faculty include:
         1. Vote on SONFO Decision
         2. Attend SON faculty and committee meetings
         3. Serve on Schools, College, and University committees
         4. Provide and receive information on issues of concern to the SON
   b. Auxiliary Members
      i. Definition - All part-time faculty, joint appointments of <49%, professional affiliate, adjunct faculty, and student representatives of the SON shall be designated as auxiliary, nonvoting members.
      ii. Rights and Responsibilities - Auxiliary members have the following SONFO rights and responsibilities:
         1. Provide and/or receive information related to the SONFO.
         2. Attend and participate in meetings of the School except for the School of Nursing Review Committee (SONRC).

2. Executive Committee (SONFEC)
   a. The School of Nursing Faculty Executive Committee (SONFEC) shall be comprised of the Officers of the SONFO (Chair, Chair-Elect/ Parliamentarian, and Secretary).
   b. Rights and responsibilities of the Executive Committee include:
      i. Appoint interim members to SONFO offices and committees where vacancies of one semester or less exist.
      ii. Arrange for election of interim members to SONFO offices and committees where vacancies of more than 1 semester exist.
      iii. Ensure election of SONFO officers and college representation on college and University committees.
      iv. Perform an annual review of new policies by auditing Faculty Organization minutes and requesting Chairs of the SON College Standing Committees to submit any identified changes in policy or procedure in their written annual reports.
      v. Recommend SON Committee structure changes and Bylaws revisions.
      vi. Direct the review of the SON bylaws annually.
      vii. Meet each semester with the Director of the SON

3. Responsibilities of the SONFO Chair Include:
    a. Preside at all meetings of the SONFO.
    b. Prepare agenda for SONFO meetings.
    c. Distribute agendas and minutes to the members 1 week before scheduled meetings.
    d. Call and prepare notices of special meetings of the faculty organization.
    e. Designate and appoint members Taskforces and ad hoc committees as needed.
    f. Keep and maintain records of SONFO and governing committee business.
    g. File annual reports from committees from the SONFO.
    h. Archive and forward policy decisions to the SON Director for signature prior to forwarding to the appropriate committee, appropriate external College/University committees or bodies.
    i. Meet monthly with the Director of the SON.

4. Responsibilities of the Chair Elect Include:
    a. Preside at SONFO meetings in the absence of the chairperson. Assumes Chair position at the end of the academic year.
    b. Assist the SONFO Chair with preparation of the agenda and the annual report of the SONFO. Serve as Chair of the nominating committee and secure a ballot of SONFO officers
    c. Establish that a quorum is present at the beginning of each FO meeting.
    d. Advise the Chair and members of parliamentary procedures following Roberts Rules of Order.

5. Responsibilities of the Secretary include:
    a. Collect and coordinate changes to the faculty handbook. Forward the changes to student handbooks to the Director (or designate).
    b. Review and proof meeting minutes of the SONFO and distribute the minutes to members of the SONFO and student representatives.
    c. Record, maintain, and distribute to members of the SONFO the minutes of meetings of the SONFO Executive Committee (SONFEC).
    d. Review committee reports and other evidence of the SONFO business meetings.
    e. Collect and make approved changes and amendments to SONFO bylaws and forward them to the appropriate committee and to the Director of the SON.

6. Election of SONFO Officers
    a. All SONFO officers shall be elected at the last meeting of the academic year.
    b. The Chair-Elect shall be elected yearly, the Secretary shall be elected in odd-numbered years.
    c. The term of officers are:
        i. The term of office for the Chair shall be for one year.
        ii. The term of the Chair Elect shall be for one year and then the Chair Elect shall become Chair of the SONFO at the end of that one-year term.
        iii. The term of the Secretary shall be two years commencing in the beginning of the fall semester following election to office.
    d. Faculty in full-time administrative positions (defined as those with personnel and faculty evaluation responsibilities such as the Director of the SON) will not be eligible to hold an office in the SONFO.
    e. Chair, Chair-elect, and Secretary must be full-time members of the SON faculty.

7. Parliamentary Authority. All meetings of the SONFO shall be conducted in accordance with Robert's Rules of Order (revised). The rules can be found at Robert's Rules of Order Online

8. Meetings
    a. SONFO meetings shall be held at least two (2) times during the academic year.

b. The last regular meeting in the Spring Semester shall be known as the Annual Meeting and shall be held for the purpose of receiving summary reports of committees, election of officers and standing committee members, and other business that may arise.

c. Additional meetings may be called by the Chairperson, by the majority of Faculty in a scheduled meeting, or upon a written request of 1/3 of the faculty. The purpose of any such meeting shall be specified in the call.

d. The agenda indicating items for action, discussion, or information shall be distributed five business days before any meeting of the SONFO.

9. Quorum
   a. A quorum shall be necessary to conduct business of the SONFO and its Committees.
   b. A quorum for the SONFO business shall be established with fifty percent (50%) plus one of the full-time faculty.
   c. After a quorum is established, a simple majority vote shall be accepted as indicating the decision of the SONFO. A simple majority vote is defined as one more vote than the opposing view.

10. Voting
    a. Acceptable methods of taking a vote in the SONFO are by voice, show of hands, ballot, or e-mail.
    b. The chair will determine the method of voting and will follow the procedures of Roberts Rules of Order- Revised.
    c. Voting by ballot:
       i. Voting for election of SONFO officers and committee members shall be by ballot.
       ii. Ballots that are blank or abstentions are not included in the total number of votes cast.
       iii. When voting to elect officers and college and/or university representatives, e- mail votes must be submitted to the Vice Chair of the SONFO one hour prior to the scheduled start of the SONFO meeting.
       iv. Email votes on other issues must allow five (5) business days before the count is tallied.
       v. There will be no absentee voting.

11. Amendments
    a. Bylaw changes may be proposed by voting members of the SONFO
    b. Proposed bylaws changes shall be submitted to the SONFEC.
    c. Voting members must receive a copy of the proposed Bylaws amendment(s) at least five (5) business days in advance of the said meeting. A copy via email is acceptable.
    d. The Bylaws may be amended at any SONFO meeting by an affirmative vote from two-thirds (2/3) of the voting members.
    e. After the meeting and vote, a final copy will be posted on the faculty and staff website within two (2) business days.
    f. Voting by email is acceptable following the guidelines above and the vote must be returned to the Chair of the SONFO within five (5) business days of the mailing of the proposed bylaws.

12. Standing Committees
    a. Any standing committee can invite additional members needed to meet committee responsibilities or form taskforces related to the business of the committee.
    b. Standing Committee Membership:
       i. All standing committee term of service is two years.
       ii. Committee members may serve three consecutive terms.
       iii. Committee chairs are elected for a one-year term from and by the members of the

committee. Chairs are elected in May.

     iv. A quorum for the business of the Standing Committees of SONFO shall be established with two thirds (2/3) of the members of the Committee.

c. Undergraduate Admissions Committee (UGAC)

     i. Purpose: To review applications for admission to the undergraduate program (pre-licensure and RN-to-BSN). To recommend applicants for admission to the Associate Director Nursing Undergraduate Programs.

     ii. Functions:
1. Serve as the admission committee for the undergraduate prelicensure program
2. Analyze admission data relevant to the undergraduate curriculum

     iii. Membership
1. Voting members (total=6)
   a. Six faculty (tenured, tenure-track, clinical track, senior lecturer, or lecturer).
   b. Term requirements: faculty will serve for a two-year term.
   c. Chair: elected from voting faculty members on committee; serves one-year term
   d. RN-to-BSN coordinator
2. Non-voting members and Ex Officio Members
   a. Associate Director Undergraduate Programs

d. Undergraduate Curriculum Committee (UGCC)

     i. Purpose: To assist the faculty of the SON in the development, implementation and evaluation of all undergraduate curricula and admission and progression of undergraduate students.

     ii. Functions:
1. Develop, review, and approve course and curriculum proposals and revisions.
2. Forward new courses and curriculum changes to the SONFO and then to the Director of the School of Nursing for signature and forwarding to appropriate University committee.
3. Determine admission criteria for the upper division nursing program.
4. Review or determine course substitution and transfer requests from undergraduate students.
5. Serve as the progression committee for the undergraduate programs.
6. Analyze data relevant to the undergraduate curriculum.

     iii. Membership
1. Voting members
   a. Six (6) faculty, one of whom must be tenured, tenure-track, clinical track or Sr. Lecturer.
   b. The RN/BSN coordinator.
   c. Alternating three are elected each year for two-year terms.
2. Non-voting members and Ex Officio Members
   a. Student representative(s)
   b. The Associate Director for the Undergraduate Division and the Director of the SON are ex officio members.
   c. Advisor from the CHHS Academic Advising Center.

e. MSN Admissions Committee

     i. Purpose: To review applications and recommend for admission qualified candidates to the designated MSN and Certificate programs. The Committee will work with program coordinators to recommend candidates for admission to the Associate Director SON Graduate Programs who will submit the recommendations to the

Graduate School.
  ii. Functions:
    1. Serve as the admission committee for the Advanced Clinical and Systems Majors.
    2. Make recommendations for changes in admission criteria, admission deadlines, and processes to the Graduate Curriculum Committee
    3. Analyze admission data relevant to the graduate curriculum and report it to the Graduate Curriculum Committee.
  iii. Membership
    1. Voting Members (total 8)
        a. Six (6) members with Graduate Faculty Status (2 FNP, 2 AGACNP, 2 Systems)
            i. The graduate faculty member from the AGACNP major will be the UNCC/CMC Program Coordinator.
        b. The Graduate Coordinators for each of the Advanced Clinical and Systems Majors.
        c. Elect the at large members in even years and the Systems faculty representative in odd years. Terms are for two (2) years.
    2. Terms of Service: Faculty will serve for two-year terms. Three will be elected in odd years and 3 in even years.
    3. The chair is elected from voting faculty members on the committee.
    4. Non-voting and Ex Officio Member
        a. The Director of the School of Nursing.
        b. The Associate Director of Nursing Graduate Programs.
f. Graduate Curriculum Committee (GCC)
  i. Purpose: To assist the graduate faculty of the SON in the development, revision implementation and evaluation of the graduate curriculum and review reports of admission and progression of graduate students.
  ii. Functions:
    1. Develop, review, and approve course and curriculum proposals and revisions.
    2. Forward new courses and curriculum changes to the SONFO and then to the Associate Director of Nursing Graduate Programs.
    3. Determine admission and progression criteria for the graduate program.
    4. Serve as the progression committee for the graduate program.
    5. Collect and analyze data relevant to the graduate curriculum such as End of Course Reports.
    6. Address graduate curriculum and/or teaching issues that arise.
  iii. Membership
    1. Voting Members
        a. Five (5) graduate faculty members (graduate faculty status), representing each of the majors – (including FNP and AGACNP, Systems, Post Masters DNP, DNP in Nurse Anesthesia) plus 2 at-large members.
            i. The graduate faculty member from the Anesthesia major will be the UNCC/CMC Nurse Anesthesia Program Director.
            ii. The graduate faculty member from the AGACNP major will be the UNCC/CMC Program Coordinator.
        b. Elect the one at-large member, FNP and Systems members in odd years and one at-large, Post Masters DNP members in even years. Terms are for two (2) years.
    2. Non-voting and Ex Officio Member

      a. 1 (one) student representative from the MSN and DNP program.
      b. The Director of the School of Nursing.
      c. The Associate Director of Nursing Graduate Programs
      d. The Program Coordinators for each of the graduate specialty programs.
3. Graduate Curriculum Subcommittee(s) may be appointed by the GCC Chair. Processes guiding the subcommittee functions will be developed by the subcommittee in congruence with the purpose of the subcommittee.

g. DNP Advisory Committee

Purpose: To review matters related to the DNP programs such as application, student progression, accomplishment of milestones, curricular issues. The committee will report to the Graduate Admissions and Curriculum Committee and to the Associate Director Graduate Programs. The committee meets once a semester.

  ii. Membership;
    1. DNP Program Director/Coordinator who serves as chair of the Advisory Committee.
    2. CRNA clinical program director and a CRNA faculty
    3. Two additional elected DNP program faculty.
    4. Non-voting Members
      a. DNP student representative.
      b. Associate Director of the Graduate Programs and the Director are non-voting Ex-officio members.

    Committee members must be full-time faculty with either a Clinical Faculty appointment or Tenure/Tenure-Track appointment and have graduate faculty status. Terms of service are 2 years.

  iii. Responsibilities of the Advisory/Oversight Committee include:
    1. Approve admission decisions and make recommendations
    2. Review courses and curriculum and make recommendations for changes to the SON Graduate Curriculum Committee.
    3. Review student progression through the program
    4. Annually review and update DNP handbooks.
    5. Address other program issues that may arise.

    The DNP Coordinator is directly responsible to the SON Director. Curricular issues identified by the DNP Advisory Committee are considered and approved through the appropriate internal approval processes at the University.

h. Research and Scholarship Committee (RSC)

Purpose: The RSC promotes research and scholarship within the SON for faculty, students, and staff.

  Functions:
  1. Participates in providing recognition of faculty, staff, and students who contribute to research and scholarship
  2. Makes recommendations for the allocation of SON resources to support research and scholarship activities
  3. Serves as advisory body for the SON Academy of Clinical Research and Scholarship (ACRS)

4. Makes recommendations to the faculty and administration concerning policies and procedures related to research and scholarship

5.Provides review of internal grants as requested by Director

6.Annually determine SON research/scholarship needs

Membership

1.Voting Members

    a. A minimum of four (4) faculty: two must be tenured or tenure-track and two a Senior Lecturer, lecturer, or clinical track. (Two elected in even years and two elected in odd years; all serving two-year terms and renewable as denoted in Standing Committee membership guidelines)

    b. Distinguished Professor/Distinguished Scholar

2.Non-voting and Ex Officio member:

    a. Director of the School of Nursing

    b. Two (2) students (1 from undergraduate program and 1 from graduate program)

3.The Distinguished Professor/Distinguished Scholar serves as chair

J School of Nursing Review Committee (SONRC)

    iv.   Purpose: The School of Nursing Review Committee (SONRC) is an advisory body to the Director of the SON on matters of reappointment, tenure and promotion and post tenure review. The SONRC recommends action to the Director of the SON for reappointment, promotion, tenure, and post-tenure review based on performance and documentation provided by the faculty being reviewed as described by the Faculty Handbook for the College of Health and Human Services. This committee operates in accordance with the University Promotion and Tenure polices. Guidelines for the SONRC are summarized below.

    v.   Functions:

        1.   Review portfolios for reappointment, promotion, and/or tenure and post-tenure review and make written recommendations to the Director of the SON about reappointment, promotion, tenure, and post- tenure review. At the appropriate time, the Director of the School of Nursing will forward SONRC recommendations to the Dean of the College in keeping with the University policy for the College of Health and Human Services Reappointment/Promotion/Tenure procedures. Types of applications to be considered and written recommendations include;

            a.   Reappointment and tenure recommendations for tenure-track faculty and promotion to Associate and Professor.

            b.   Reappointment recommendations for lecturers.

            c.   Promotion to Senior Lecturer for lecturers.

            d.   Promotion to Clinical Associate or Clinical Professor for clinical track faculty

            e.   Post-tenure faculty performance review for tenured faculty.

        2.   Serve in an advisory capacity to the faculty and the Director of the SON regarding issues related to the Reappointment/Promotion/Tenure criteria, guidelines, and procedures.

        3.   Administer the annual evaluation for the Director of the SON and forward the results to the College Dean.

        4.   Administer annual evaluations of the Associate Directors for Undergraduate and Graduate Programs and forward results to the Director of the School of Nursing.

      vi.   Membership
1. Voting Members
    a. Three (3) tenured faculty members at the rank of Associate Professor or above. Two shall be elected in even years and one in odd years for two-year terms.
    b. One (1) Sr. Lecturer to serve a two-year term.
    c. One (1) Clinical Associate or Clinical Professor
    d. No member being reviewed is eligible to serve on the committee while they are being reviewed.
    e. A faculty member should not serve on both the School Review and the College Review Committees simultaneously.
    f. In the event there is not an eligible member from the SON to serve, the SON will follow the procedures outlined in the College bylaws for appointing a member outside the SON.

K Evaluation Committee
      vii.   Purpose: To provide oversight for implementation of the Systematic Evaluation Plan.
     viii.   Functions:
1. Collaborate with the Director of SON and the Associate Directors of the Undergraduate and Graduate Programs and the Committee chairs of the SON Standing Committees to ensure that the Systematic Evaluation Plans components are addressed.
2. Ensure organization and maintenance of the SON committee final reports as outlined in the Systematic Evaluation Plan.
      ix.   Membership
1. Voting members (total=6)
    a. Executive Committee (SONFO chair, chair-elect, secretary) Term responsibility: one-year term
    b. Two faculty members (tenured, tenure track, clinical, and senior lecturer, lecturer). Term responsibility: two-year term.
    c. Chair: elected by committee. Term responsibility: one-year term.

L Undergraduate Honors Committee (UGHC)
      i.   Purpose: The UGHC serves to review, make recommendations, and revise processes of the UG Honors program.
      ii.   Functions:
1. admit students to the honors program and to determine their continuation in or removal from the program;
2. recommend to the Honors College that students be admitted to candidacy for graduation with honors recognition through the Application to Candidacy process;
3. examine, or to appoint a subcommittee to examine, the candidate's capstone project/thesis;
4. recommend to the Honors College that the candidate, upon successful completion of the honors capstone project/thesis and any other requirements of the honors program, be graduated with honors recognition;
5. submit to the Honors Council recommended changes in the honors programs.
     iii. Membership

1. Voting members (total=5)
    1. Five faculty: 3 must include University Honors faculty (appointed or application submitted to the University Honors College) and 2 faculty at large.
    2. Term requirements: faculty will serve for two-year term
  ii. Non-voting members and Ex Officio Members
    1. Associate Director Undergraduate Programs
    2. Director, School of Nursing

M. Awards & Recognition Planning Committee
  iv. Purpose: To plan and execute a celebratory function for each graduating class.
  v. Functions:
    1. seek and maintain relationships with student representatives from all levels and programs within the SON
    2. secure event space with the assistance of students for the celebration
    3. arrange catering for the event
    4. decorate for the event
    5. coordinate personalized media/slides for student recognition
    6. secure a guest speaker for the event
    7. invite students and coordinate responses/maintain guest list
    8. gather graduate names from all SON programs at undergraduate and graduate levels
    9. produce a program for the event
    10. coordinate awards program and manage creation of physical awards
    11. identify faculty members to assist at the ceremony with student identification and flow
    12. clean up after the event
  vi. Membership:
    1. Voting members (8)
        a. 2 SON faculty who teach in undergraduate program (no rank specifications required)
        b. 2 SON faculty who teach in graduate program (no rank specifications required)
        c. 2 administrative staff members
        d. 2 students (1 undergrad, 1 grad)
    2. Non-voting/ex-officio members
        a. Director, SON
        b. Associate Director, Undergraduate Division
        c. Associate Director, Graduate Division

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SCHOOL OF NURSING ORGANIZATION CHART

Provost
Office of Academic Affairs

Graduate School

Dean
College Health & Human Services

Director, School of Nursing

Associate Director for Graduate Programs

Associate Director for Undergraduate Programs

Doctoral

MSN

Pre-license BSN

RN/BSN

DNP Coordinator

NP Coordinator

Systems Coordinator

Post Masters DNP CRNA DNP

Family NP Acute Care NP

Nurse Ed Nurse Admin Comm/Pubic Health

LINES OF COMMUNICATION

School of Nursing
Lines of Formal Communication

Director School of Nursing

Associate Director Undergraduate Programs and SON Operations School of Nursing

Program Associate

Associate Director Graduate Programs

- Program Specialist
- Administrative Associate
- Administrative Associate

Work Study Students

- RN-BSN/Clinical Ed. Coordinator
- Retention Coordinator

RN to BSN

- Coordinator Simulation & Interdisciplinary Practice
- Learning Resource Center Director

- DNP Coordinator
- Advanced Nursing Clinical Coordinator
- MSN Systems Coordinator
- Anesthesia Coordinator

UG Course Lead Faculty

Graduate Course Lead Faculty

Course Faculty

Faculty and Staff as a Whole

Course Faculty

FNP Placement Coordinator

POSITION DESCRIPTIONS
POSITION DESCRIPTION: DIRECTOR, SCHOOL OF NURSING

General

CHHS unit chairs/directors are directly responsible to the dean of the College of Health and Human Services and serve as the primary academic unit liaison to other units within the college, to the dean's office, and to other university entities. Chairs/Directors will also be responsible for managing effective communications and relationships with community based or health care agencies and organizations who support the mission of their unit or the college. Chairs/Directors in the college may elect to directly participate in teaching and research activities. Community engagement is within the scope of Chair/Director responsibilities. The Chair/Director is a member of the college's administrative leadership team (alt) and the dean's academic affairs council, convened by the senior associate dean.

Each Chair/Director is responsible for the overall management of their respective units. This includes academic leadership, management of unit budgets and allocations, personnel management and development, and strategic planning.

Academic leadership

The unit Chair/Director, in collaboration with the dean and senior associate dean is responsible for leading work with faculty in academic program planning, monitoring course content, setting, and evaluating student learning outcomes and the successful coordination of all assessment and accreditation activities. The Chair/Director establishes goals for the unit in cooperation with the faculty to direct continuing development of the educational programs, including the creation and updating of student and curricular policies. The Chair/Director is responsible for coordinating the ongoing instructional development, implementation, and evaluation of the courses delivered through the unit, and in determining the workload of each faculty member. The Chair/Director ensures the use of appropriate tools to attract, select and retain a diverse student body. The Chair/Director will facilitate the effective handling of student grievances and special requests. The Chair/Director is ultimately responsible for producing all unit reports required by the office of the dean and the division of academic affairs. The Chair/Director represents their unit through participation in university-wide Chair/Director meetings.

Fiscal management

The Chair/Director is responsible for the establishment of unit financial and planning priorities, including the expansion of human resources within the unit. Chairs/directors will work collaboratively with the Director and staff of business and finance to monitor expenditures and to plan annual budgets. Chair/Directors will propose new faculty or staff positions to the Dean as needed during the academic year and will work to supply financial support to faculty initiatives in the classroom, in their research or in community engagement activities.

Personnel management and development

The Chair/Director provides essential and primary leadership to faculty and direct supervision to the staff employed in their units. For faculty, Chair/Directors facilitate improved teaching effectiveness, research and scholarly activities, and service to professional organizations, the community (public engagement) and within the university. The Chair/Director advises, guides, and evaluates the performance of unit faculty. The Chair/Director, in keeping with the mission of the college, encourages professional community contributions to provide for the educational, economic, social, and cultural advancement of the people of North Carolina. Additionally, the Chair/Director will support professional contributions of faculty members to their discipline or profession through service to professional societies and associations. The unit Chair/Director facilitates faculty and graduate student research in her/his unit in cooperation with the Associate Dean for Research and Graduate Studies. The Chair/Director will work

with each member of her/his faculty to set appropriate research goals and will evaluate progress toward goal fulfillment. Unit Chairs/Directors are responsible for conducting faculty evaluations as required by the college and the university and make recommendations to the dean on matters of reappointment, promotion and tenure, as well as salary adjustments for all unit employees. The unit Chair/Director is responsible for the recruitment, hiring, direct supervision, training, and retention of administrative support staff assigned to the unit, and for conducting their annual assessment of performance.

Each unit has its own unique configuration of academic program leadership, including program directors and coordinators. Chairs/Directors of units are also responsible for assessing the performance of duties for these faculty who spend a portion of their assignment contributing to the administration of academic programs. In the case of the school of nursing, the SON director supervises two associate directors.

The Chair/Director will work to recruit, hire and retain a diverse and talented faculty. The Chair/Director will be responsible for the orientation of new faculty, and will be a leader, resource, and advocate for all faculty. The Chair/Director will facilitate the faculty review process and advise faculty on promotion, tenure, reappointment, and salary review in accord with the reappointment, promotion & tenure policies of the college and university. The Chair/Director will encourage the professional development of the faculty (e.g., conferences, workshops, higher education pursuits).

The Chair/Director will establish faculty teaching assignments and class schedules. The Chair/Director will promote free expression of ideas among faculty. The Chair/Director will work toward building consensus and collegiality as a way to maintain morale within the unit.

Strategic planning
The Chair/Director is responsible for the coordination of strategic planning activities within the unit and ensures that strategic goals align with those of the college and university. Each year, the Chair/Director is responsible for assessing progress in their respective units on both unit and college strategic goals, and to compile an annual report of accomplishments as well as contribute to the college's evaluation plan. In addition, each Chair/Director is expected to enhance alumni relations and to engage in development activities on behalf of their units and the college.

Appointment criteria
The Unit Chair/Director must meet the criteria for faculty appointment at associate professor or professor rank, have a successful record of scholarship and teaching, substantial experience as a faculty in higher education, proven leadership in the discipline, demonstrated administrative experience or potential, and substantial evidence of contributions to community service or industry engagement. For the Director of Nursing and in compliance with the North Carolina board of nursing, s/he must also have at least two years of teaching in a baccalaureate and graduate nursing program and hold a current and unrestricted license as a registered nurse in North Carolina.

Date of origin: 7/02
Revised: 6/07; 10/07; 08/18; 08/19
Reviewed: 8/05; 08/16, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
ASSOCIATE DIRECTOR, UNDERGRADUATE PROGRAMS AND
ADMINISTRATIVE OPERATIONS

General: The Associate Director provides administrative oversight for the School of Nursing's Undergraduate Programs, which includes the pre-licensure nursing program and the RN-to-BSN program. The Associate Director implements undergraduate curriculum that assists faculty in the promotion of student learning. Additionally, the Associate Director, in collaboration with the Director, is responsible for monitoring administrative operations within the School of Nursing. The Associate Director reports directly to the Director of the School of Nursing and holds a 12-month faculty appointment with no teaching responsibilities.

Research: The Associate Director, in supporting the research efforts of the School of Nursing, may elect to directly participate in teaching and research activities.

Instruction: The Associate Director, in collaboration with the Director, is responsible for encouraging a culture of learning in the School. The Associate Director is responsible for program planning, monitoring course content, and evaluating student outcomes. In support of Interregional Guidelines for the Evaluation of Distance Education, the Associate Director will also evaluate and provide feedback to the Director regarding the integrity of the SON's online offerings (all levels) each semester.

The Associate Director is responsible for administrative operations and specific activities within the following categories:

Curriculum and Program Support
1. Collaborate with the Academic Success Coordinator to implement and evaluate the School of Nursing's Academic Support Program and Retention Plan:
   a. In collaboration with faculty advisors, track ATI test scores and implement remediation plans for students who do not meet the benchmark score.
   b. Track NCLEX-RN pass rates. In collaboration with the Director, Undergraduate Curriculum Committee, and faculty determine interventions if pass rate falls below benchmark.
   c. Track other actions outlined in the retention plan.
2. Collaborate with the Undergraduate Curriculum Committee, to facilitate the curriculum evaluation process established by the School of Nursing Faculty Organization.
3. Collaborate with the Office of Distance Education and the University Program Specialist regarding enrollment management of the RN-to-BSN Program.
4. Collaborate with the CHHS advising center and the Clinical Liaison and Placement Coordinator to maintain and manage clinical compliance processes.
5. Collaborate with faculty governance committees and administration at School, College, and University levels to implement faculty decisions about curricula and policy changes.
6. Annually review the BSN and RN BSN sections of the SON and Student Handbooks to ensure accuracy.

Course Planning
1. Collaborate with the Director, Associate Director for Graduate Programs, and program Coordinators to create course schedules for Fall, Spring, & Summer, including assigning students to Fall and Spring semester clinical sections.
2. Collaborate with the Clinical Liaison and Placement Coordinator to monitor clinical site placements for the undergraduate nursing program.
3. Provide information about faculty needs and course schedule needs to the Director to assist with determination of workload assignments.

4. Recruit part-time faculty to teach undergraduate courses, ensuring that NCBON, SACS, and CCNE standards are met.
5. Assist all faculty in ensuring the integrity of online course offerings.
6. Review all course syllabi to ensure compliance with university standards.
7. Support the faculty to develop, review, revise, and evaluate program curriculum and instruction, facilitating innovation in curricular and instructional development.
8. Collaborate with the Clinical Liaison and Placement Coordinator to secure sufficient clinical sites to meet program needs and to expand clinical placement to rural and underserved areas.
9. Collaborates with lead faculty and the Director, to ensure that clinical sites, and faculty assignments are established before the end of each semester and that students are made aware of next semester placement decisions prior to the end of the semester in which they are enrolled.

Students
1. Collaborate with the Undergraduate Admissions Committee to manage admissions processes of the BSN program.
2. Collaborate with the University Program Specialist to manage admission processes of the RN-to-BSN Completion Program.
3. Collaborate with the Director and University Program Specialist to recruit students and seek opportunities to recruit diverse students for the RN-to-BSN Completion Program.
4. Plan and provide BSN orientation sessions for new students.
5. Plan and provide orientation for new RN-to-BSN students.
6. Develop and maintain student tracking systems for admissions, enrollments, progression, attrition, and graduation rates.
7. Collaborate with Associate Director of the Graduate Programs and support staff to assign advisees to faculty.
8. Provide BSN and RN-to-BSN advising orientation to new faculty.
9. Serve as the primary advisor for all RN-to-BSN students.
10. Collaborate with support staff to maintain Google Groups for each cohort of undergraduate nursing students.
11. Collaborate with faculty to organize convocation and new student activities each semester.

Annual Reports and Accreditation
1. Collaborate with the Director of the School of Nursing, the Associate Director of the Graduate programs, and with SON Faculty to write self-study reports related to accreditation.
2. Provide data related to BSN programs to Director for completion of Annual Reports, College Evaluation plan, and specific reports to external organizations.

Program Development
1. Evaluate program attainment of student learning outcomes for undergraduate programs.
2. Track and evaluate program progress towards achieving graduation metrics. Provide interventions and suggest solutions.
3. Participate in University Student Success initiatives.
4. Collaborate with University Program Specialist to develop, implement, and maintain an effective recruitment plan for undergraduate programs.
5. Seek and apply annually for grants which support SON mission, vision, and values.

Administrative Operations
1. Collaborate with the Clinical Liaison and Placement Coordinator to conduct annual teaching evaluations of part-time faculty who teach undergraduate courses.

2. Provide input to the Director for the annual evaluation of the Clinical Liaison and Placement Coordinator.
3. Collaborates with administrative staff to ensure effective onboarding of new undergraduate faculty and staff.
4. Collaborate with the Director to ensure direct observation of classroom teaching, annually, for evaluation feedback.
5. Collaborates with lead faculty to ensure effective and meaningful evaluation of part-time faculty.
6. Plan and provide new faculty orientation in collaboration with the Associate Director of Graduate Programs and the Director.
7. Collaborate with the Director and Associate Director of Graduate Programs in the completion and communication of performance appraisals, ongoing communication, and initiation of corrective action when needed.
8. Participate in the selection and hiring of staff.
9. Conduct and/or arrange pertinent training for staff.
10. Perform/complete other duties as assigned by the Director of the School of Nursing.

Appointment Criteria
The Associate Director may be an appointed position or filled through a national search. The Associate Director must hold a master's degree in nursing and a terminal degree in nursing (or related field). The Associate Director should have substantial experience as a faculty member in higher education in undergraduate nursing, experience in program evaluation and planning, curriculum development and distance education. The Associate Director must hold a current unrestricted license as a registered nurse in North Carolina or compact state.

Date of Origin: 10/06
Revised 03/07, 06/07, 11/08; 7//11, 8/12, 7/13, 8/16, 07/18, 08/19
Reviewed: 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
ASSOCIATE DIRECTOR GRADUATE PROGRAMS

General: The Associate Director provides administrative oversight for the School of Nursing's Graduate Programs that includes all master and doctoral level programs. The Associate Director is responsible for the overall management and implementation of graduate curricula and assists faculty in the promotion of student learning. The Associate Director reports directly to the Director of the School of Nursing, holds a 9-month faculty appointment, and receives an administrative stipend for continuation of administrative duties for the entire fiscal year. The Associate Director has no official teaching responsibilities.

Research: The Associate Director, in supporting the research efforts of the School of Nursing, may elect to directly participate in teaching and research activities

Instruction: The Associate Director, in collaboration with the Director, is responsible for encouraging a culture of learning in the School. The Associate Director is responsible for program planning, monitoring course content, and evaluating student outcomes in graduate course.

The Associate Director is responsible for administrative operations and specific activities within the following categories:

Curriculum and Program Support

1. Collaborate with program Coordinators to:
    a. Track individual program data/outcomes required to assess program success and for the purpose of reporting to outside constituencies.
    b. Apply admission and progression criteria approved by the graduate faculty of the School of Nursing and Graduate School.
    c. Address student issues and concerns, ensuring that SON, College, Graduate School and University policies are followed.
    d. Collaborate with the Graduate School and Graduate Admissions and Curriculum Committee to facilitate the curriculum evaluation process established by the School of Nursing Faculty Organization.
    e. Collaborate with the program Coordinators to conduct new student orientation to include orientation to specialty concentrations.
    f. Collaborate with the Graduate School and Distance Education to recruit qualified students.
    g. Ensure accurate advising and maintenance of student records for accreditation.
    h. Ensure that students have met all mandated agency and health requirements.
    i. Provide input to the Director and the Associate Director for Undergraduate Programs and Operations, for annual evaluation of administrative support staff and placement coordinator.
2. Collaborate with faculty governance committees and administration at School, College, and University levels to implement faculty decisions about curricula and policy changes.
3. Evaluate and implement curricular changes through appropriate College and University processes to ensure that programs are in compliance with SACS, CCNE, NONPF and other external regulatory bodies.
4. Serve as SON liaison for the Nurse Anesthesia clinical program at Atrium Health by participating in all applicant interviews, student evaluation committees, advisory board meetings, facilitating student and faculty access to appropriate university resources relative to faculty development and participating in the resolution of student issues related to progression, change of major, registration and other university-related concerns.
5. Annually review the Graduate Programs section of the SON and Student Handbooks to ensure accuracy.

Course Planning
1. Collaborate with the Director, the Associate Director for Undergraduate Programs and Operations, and program Coordinators to create course schedules for Fall, Spring, & Summer.
2. Provide information about faculty needs and course schedule needs of Graduate programs to the Director, to assist with scheduling and determination of workload assignments.
3. Ensure effective management of plans of study in order to project accurate enrollment each semester.
4. Evaluate, modify and disseminate 5-year course offering plan in response to curricular changes or when course offerings do not meet the needs of students and/or faculty.
5. Recruit part-time faculty to teach graduate courses.
6. Collaborate with the Graduate School and complete online documentation for faculty to receive and maintain graduate faculty status.
7. Review all course syllabi to ensure compliance with college standards.

Students
1. Process academic petitions for graduate students in a timely manner.
2. Respond to student questions or concerns in a timely manner.
3. Complete BON and Health System education verification for graduates and alumni.
4. Serve as primary advisor for nurse anesthesia students.
5. Work with administrative support staff to maintain and update graduate Google groups each semester.
6. Collaborate with the Associate Director for Undergraduate Programs and Operations and support staff to assign advisees to faculty.
7. Collaborate with Coordinators and administrative support staff to develop and maintain student tracking systems for admissions, enrollments, progression, attrition, graduation rates and certification rates.
8. Collaborate with faculty to ensure presence at each graduation for student lineup.
9. Admits new students in graduate programs, in collaboration with program Coordinators.

Annual Reports and Accreditation
1. Collaborate with the Director of the School of Nursing, the Associate Director for Undergraduate Programs and Operations, and with SON Faculty to write self-study reports related to accreditation.
2. Provide data related to graduate programs to Director for completion of Annual Reports, College Evaluation plan, and specific reports to external organizations.
3. Complete US News and World Report data requests each year.
4. Provide data related to the nurse anesthesia program to the Clinical Nurse Anesthesia Director, as needed.

Program Development
1. Evaluate program attainment of student learning outcomes for graduate programs.
2. Develop and conduct needs assessments, exit surveys, surveys of students and alumni, to guide program planning.
3. Collaborate with University Program Specialist to develop, implement, and maintain an effective recruitment plan for graduate programs.
4. Seek and apply annually for grants that support SON mission, vision, and values, including annual traineeship awards.
5. Ensure timely and accurate entry of Curriculog proposals.

Administrative Operations

1. Provide primary oversight of Coordinators and work with the Director to ensure each Coordinator receives adequate training in essential responsibilities.
2. Provide the Director with feedback related to the performance of Coordinators.
3. Provide the Associate Dean of the College of Health and Human Services with timely information for the establishment of affiliation agreements.
4. Conduct annual teaching evaluations of part-time faculty teaching graduate courses.
5. Collaborates with administrative staff to ensure effective onboarding of new graduate faculty and staff.
6. Contributes to curriculum development and evaluation through direct classroom/clinical observation to ensure adherence to all accreditation standards, incorporation of *The Essentials,* as well as evaluation of Student Learning Outcomes, ensuring collaboration with the Curriculum Committee.
7. Plan and provide new faculty orientation in collaboration with the Associate Director for Undergraduate Programs and Operations.
8. Perform/complete other duties as assigned by the Director of the School of Nursing

Appointment Criteria

The Associate Director may be an appointed position or filled through a national search. Appointments will be reevaluated every three years. The Associate Director must hold a Master's degree in nursing and a terminal degree in nursing (or related field). The Associate Director should have substantial experience as a faculty member in graduate nursing education, experience in program evaluation and planning, and curriculum development. The Associate Director must hold a current unrestricted license as a registered nurse in North Carolina or compact state.

Date of Origin: 10/06
Revised 03/07; 06/07; 11/08; 7/11, 8/12, 7/13, 8/16, 07/18, 08/19
Reviewed: 8/20, 8/21. 8/22, 8/23

POSITION DESCRIPTION:
CLINICAL LIAISON AND COORDINATOR OF STRATEGIC PARTNERSHIPS

General

The Clinical Liaison and Placement Coordinator is a full-time, 9-month position with administrative, teaching, and service responsibilities. It is the role of the Coordinator to ensure excellence in graduate and undergraduate clinical education by serving as a clinical liaison for new full and part-time faculty and providing management and oversight of the clinical placement/preceptor process across all programs. This position requires a Monday- Friday presence, as well as travel to clinical sites. The Coordinator reports directly to the Director of the School of Nursing and indirectly to the Associate Directors for Graduate and Undergraduate Programs.

The duties specific to the Coordinator role include:

1. Works in cooperation with program coordinators, administrative support specialists and external partners to prepare and place students in facilities which are equipped to facilitate student achieve of course and program outcomes;
2. Completes pre-placement clinical site evaluations;
3. Provides support to new full-time and part-time faculty to reinforce understanding of clinical roles and responsibilities, as well as compliance with academic and regulatory requirements of the University, College, School and community partners;
4. Collaborates with faculty and administration to provide clinical faculty with professional development to promote sound clinical practices.
5. Develops relationships with external partners to maintain sufficient clinical sites across all programs;
6. Ensures compliance with clinical guidelines set forth by approving and accrediting bodies;
7. Teaches a minimum of 2-4 courses per year
8. Other duties as assigned by the Director for the School of Nursing.

Qualifications

1. Graduate of an accredited nursing program;
2. Masters in nursing required;
3. Demonstrated management experience in a University or comparable complex environment;
4. Strong leadership skills;
5. Experience in supervision;
6. The ability to establish priorities and manage competing deadlines;
7. Excellent communication skills;
8. Experience teaching face-to-face and online;
9. A record of community service/engagement;
10. Experience working with diverse populations;
11. Demonstrated ability to collaborate with others;
12. Current BCLS certification;
13. Experience working with Excel and database management.

Date of Origin: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
RN-BSN COORDINATOR

The RN-to-BSN Coordinator in the School of Nursing provides administrative oversight for the RN-to-BSN concentration and is responsible for the recruitment, admission, and advisement of the RN-to-BSN students. The RN-to-BSN Coordinator is directly responsible to the Director of the School of Nursing and holds a 9-month faculty appointment with administrative, teaching and service responsibilities. The RN-to-BSN Coordinator also reports to the Associate Director of Undergraduate Programs of the School of Nursing on all curriculum and student matters related to the RN-to-BSN program. The RN-to-BSN Coordinator holds a current unrestricted license as a registered nurse in North Carolina or compact state.

The RN-to-BSN Coordinator is responsible for the following activities.

1. In collaboration with faculty and Faculty Governance committees, facilitate regular review and revision of admission and progression policies related to the RN-to-BSN concentration.
2. Serve as a standing member on the Undergraduate Admissions Committee.
3. Collaborate with the Associate Director of Undergraduate Programs to implement and evaluate the RN-to-BSN curriculum.
4. In collaboration with faculty and Faculty Governance committees, facilitate regular review, revision, and implementation of RN-to-BSN curricula educational standards.
5. Communicate recommended changes from the faculty for curricula and admission and progression policies to the SON Faculty Governance for approval and to the Associate Director for planning and implementation.
6. Serve as the primary faculty contact for faculty teaching in the RN-to-BSN concentration and community partnerships related to RN-to-BSN program, curriculum, course, and student learning issues.
7. Serve as the advisor to all RN-to-BSN students to ensure admission, progression, and graduation requirements are met.
8. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains RN-to-BSN admission and graduation data for external reporting.
9. In collaboration with the Associate Director for Undergraduate Programs, collects and maintains RN-to-BSN student learning outcome (SLO) data for accreditation purposes.
10. In collaboration with the Distance Education office, maintain enrollment data and orientation for RN-to-BSN distance education students.
11. Advise and recruit potential RN-to-BSN students. Activities include planning and conducting recruitment events, advising, and transcript reviews regarding prerequisites and general education requirements.
12. Perform/complete other duties as assigned by the Director of the School of Nursing and Associate Director of UG Programs.

Date of Origin: 6/20/13
Reviewed: 08/16, 8/17, 8/18
Date position reactivated: 8/22, 8/23

POSITION DESCRIPTION:
COORDINATOR, ADVANCED CLINICAL MAJOR

General

The coordinator for the Advanced Clinical Major (NP, AGACNP) in the School of Nursing must meet the criteria set by National Organization of Nurse Practitioner Faculty (NONPF) (2012) for Coordinator of NP programs. The coordinator must be certified in a particular NP specialty and have knowledge about all NP concentrations in the Advanced Clinical Major in the School of Nursing. The Coordinator collaborates with the Associate Director of Graduate Programs and reports directly to the Director of the School of Nursing. The NP Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or compact state and an Advanced Practice License in North Carolina. The Coordinator receives a stipend, paid over the calendar year, to ensure continued support for students and faculty teaching in the Advanced Clinical Major.

The duties specific to the Coordinator role include:

1. Collaborate with NP faculty and Faculty Governance committees, facilitate regular review and revision of admission and progression policies related to the NP major.
2. In collaboration with NP faculty and Faculty Governance committees, facilitate regular review and revision of the NP curricula to ensure NP professional competencies and educational standards are current and are met.
3. Communicate recommended changes from the NP faculty for curricula and admission and progression policies to the SON Faculty Governance for approval and to the Associate Director for Graduate Programs for planning and implementation.
4. Plan and provide orientation to NP clinical faculty regarding role and responsibilities of NP clinical teaching.
5. Consult with new faculty to identify appropriate faculty practice sites and support efforts to establish a faculty practice.
6. Collaborate with the Nurse Practitioner (NP) Clinical Placement Coordinator, review and modify criteria for appropriate clinical preceptor placements as indicated.
7. Collaborate with the NP Clinical Placement Coordinator evaluate clinical preceptor placements for effective and supportive NP student learning.
8. Be the primary faculty contact for preceptors who have agreed to work with students in all NP courses.
9. Collaborate with clinical faculty and manage clinical learning/performance issues that may arise for NP students.
10. Collaborate with the Director and the Associate Director for Graduate Programs, write reports related to accreditation.
11. Collaborate with the Associate Director for Graduate Program to ensure accuracy of plans of study.
12. Consult with Director and Associate Director for Graduate Programs as needed to ensure NP curriculum and instructional methods meet quality benchmarks.

Date of Origin: 03/07
Revised 9/08; 07/11, 07/13; 07/17, 08/18
Reviewed: 08/16, 08/17, 08/19, 8/20, 8/21, 8/22, 8/23

POSITON DESCRIPTION:
COORDINATOR, MSN SYSTEMS MAJOR

General

The MSN Systems coordinator is a full-time, 9-month position with administrative, teaching, and service responsibilities. It is the role of the Coordinator to provide administrative oversight for the School of Nursing's MSN System's Majors. The Coordinator reports directly to the Director of the School of Nursing and indirectly to the Associate Director for Graduate Programs.

Responsibilities

1. Provide oversight for all programs in the Systems Major
2. Collaborate with faculty to ensure adequate course coverage
3. Mentor new and part time faculty teaching in Systems Major
4. Oversee advising and progression of students
5. Assist with the admissions processes for all programs in the major
6. Ensure consistency among evaluative practices in like courses
7. Collaborate with community partners to ensure sufficient clinical space
8. Ensure that affiliation agreements are up-to-date for sites
9. Collaborate with the administrative associates to coordinate special events
10. Maintain accurate statistics for graduation, certification and out of state placements
11. Participate in drafting program approval and accreditation documents
12. Ensure compliance with accreditation standards and guidelines
13. Ensure accuracy of plans of study
14. Provide new student orientation for newly enrolled students
15. Collaborate with Distance Education to ensure that DE offerings are sufficient and students enrolled in DE courses have adequate resources
16. Engage in effective enrollment management to ensure that courses are offered as per plans of study.

Date of Origin: 3/04, 07/13
Revised 3/08; 06/09; 08/16, 08/18, 08/19
Reviewed: 8/05, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
The Carol Grotnes Belk Distinguished Professor in Nursing

The University of North Carolina at Charlotte received a gift from Mr. Irwin Belk to establish the Carol Grotnes Belk Distinguished Professor in Nursing. The purpose of the Carol Grotnes Belk Distinguished Professor in Nursing is to appoint a nationally recognized scholar to support and further nursing research activities in areas that complement or provide depth to existing faculty expertise and that align with the foci of the educational programs in the School of Nursing.

Terms of the Distinguished Professorship

This Distinguished Professor is assigned to the School of Nursing in the College of Health and Human Services. The holder of the Distinguished Professor will make a wide range of contributions to the educational, research, and service missions of the School and University. In addition to teaching and service expectations, the Distinguished Professor will be expected to have an ongoing externally funded research agenda and experience mentoring junior faculty and graduate students.

The appointment of the Distinguished Professor will be for a period of five years. The holder may be reappointed to subsequent five-year terms upon the recommendation of the Dean.

Selection of the Distinguished Professor

A national search for an Associate Professor or Professor to hold this Distinguished Professorship will be conducted in accordance with the appointment and tenure policies of The University of North Carolina at Charlotte. Persons already on the UNC Charlotte faculty shall not be eligible to apply for this position. In accordance with the *Rules and Regulations for the Distinguished Professors Endowment Trust Fund*, an appointed Professor will hold the title of Distinguished Professor and an appointed Associate Professor will hold the title of Distinguished Scholar. The search committee is appointed by the Dean of the College of Health and Human Services, in consultation with the Director of the School of Nursing. Following the *Rules and Regulations for the Distinguished Professors Endowment Trust Fund,* the appointment shall be subject to approval by the Board of Governors.

Date of Origin: 08/10
Revised: 09/12, 06/19
Reviewed 02/18, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
COORDINATOR OF SIMULATION AND INTERDISCIPLINARY PRACTICE

General

The Coordinator of Simulation and Interdisciplinary Practice is responsible for planning and implementing major programs of simulation training with the School of Nursing. The Coordinator reports directly to the Director for the School of Nursing. Under minimal supervision, the Coordinator develops and executes systems and processes needed to advance simulation in the SON. The Coordinator leads the SON in the use of advanced and innovative technology and techniques to support the teaching/learning needs of undergraduate and graduate students, in a fiscally sound manner. Additionally, the Coordinator develops and implements strategic initiatives, in support of the mission, vision and values of the SON, which improve and strengthen simulation, clinical programs, remediation, and student success.

Responsibilities

1. Provides leadership to ensure the day-to-day structures and processes are in place to promote student and faculty success in simulation;
2. Identifies opportunities for improvement, innovation, implementation and integration of patient simulation technology into existing and proposed curricula;
3. Designs and implements effective training programs for faculty to ensure the delivery of high quality, innovative simulation experiences;
4. Promotes faculty teamwork, continuous staff development and provides feedback to faculty regarding best practices in simulation learning.
5. Collaborates with faculty to develop and implement innovative pedagogy and evidence-based teaching practices in a simulation environment;
6. Collaborates with faculty across the College of Health and Human Services, UNC Charlotte, and among community partners, to advance interdisciplinary simulation programs;
7. Identifies grants/partnerships and funding opportunities for simulation education and growth;
8. Supports research efforts associated with simulation-based education;
9. Mentors faculty in the use of simulation/simulators;
10. Determines simulation priorities and goals in accordance of SON, CHHS and University mission;
11. Collaborates with faculty, Coordinators and administration, to develop and implement policies, procedures and practice standards to support course and program outcomes;
12. Oversees preventive maintenance of high-fidelity equipment according to manufacturers' recommendations;
13. Collaborates with Academic Technology on the purchasing and installation of new simulation equipment, software, or hardware;
14. Serves as a liaison to college initiatives related to simulation
15. Develops, maintains and prepares all simulation equipment, support materials, applications, props and moulage before and after each simulation event in conjugation with the faculty
16. Provides direction and supervision of graduate assistants while participating with simulation experiences as needed. Maintains membership in one nationally recognized organization dedicated to promoting simulation-based education;
17. Collaborates with the Director, in a timely manner, to ensure that service warranties are maintained;
18. Teaching and other activities as designated by the Director of the School of Nursing.

Knowledge and Skills

1. Financial management

2. Staff management
3. Excellent communication
4. Experience in strategic planning

Minimum Required Job Qualifications
1. A terminal degree in nursing or related field. If terminal degree is in field other than nursing, must have MSN.
2. Minimum of one (1) year experience in simulation (e.g. developing, implementing, evaluating and validating case studies), interprofessional simulation, simulation assessment/evaluation and debriefing methods.
3. Must hold an unencumbered license to practice as a Registered Nurse in North Carolina
4. If functioning as an APRN, must have approval to practice and be licensed in North Carolina

Preferred
1. Certified Healthcare Simulation Educator (CHSE) certification or ability to gain certification within 1 year of employment
2. Knowledgeable about guidelines for simulation center accreditation
3. BCLS instructor certification

Originated: 1/18
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
ACADEMIC SUCCESS COORDINATOR

General

The Academic Success Coordinator is responsible for general oversight of the components of the School of Nursing's undergraduate Student Success program. This position collaborates with the Associate Director Undergraduate Programs and SON Operations and reports directly to the Director of the School of Nursing.

Qualifications

Minimum of a master's degree in nursing and eligible for a lecturer or higher faculty position as described by the University. Requires experience with curriculum, instructional design, and student support.

Responsibilities

1. Track student retention per student cohort.
2. Counsel high risk students.
3. Coordinate resources to support student retention such as, but not limited to, study skills, test taking strategies, referral to campus student support services.
4. Collaborate with the Associate Director of Undergraduate programs and SON Operations to administer and monitor the external testing program.
5. Mentor new and part-time faculty in their understanding of the external testing program.
6. Assisting faculty in developing teaching methodologies that promote critical thinking and clinical judgment.
7. Create LMS sites for tracking completion of academic success plans.
8. Collaborate with faculty to develop academic success plans for students not meeting the benchmark scores in the external testing program.
9. Collaborate with students and advisors to implement academic success plans.
10. Secure computer labs for testing each semester.
11. Assist incoming students to understand the external testing program and navigation of the testing website, including account set up.
12. Collaborate with faculty and administration on policies and procedures associated with the Academic Support program.

Date of Origin: 11/06
Revised: 2/10, 07/13, 8/17
Reviewed: 8/16, 8/18. 8/19, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
COORDINATOR OF NURSE ANESTHESIA SPECIALTY CONCENTRATION

General

The Coordinator of the Nurse Anesthesia specialty concentration has responsibilities in the areas of curriculum, students, faculty, preceptors, and the community. The Academic Coordinator holds a graduate faculty appointment in the School of Nursing. These responsibilities are incorporated in the job description of the Associate Director of Graduate Programs.

Responsibilities

1. Provides leadership to Anesthesia faculty and Atrium Health's Anesthesia Program Director in reviewing courses to ensure compliance with certification/ accreditation criteria and makes recommendations for changes to the appropriate structures within the School and/or College.
2. Monitors courses for progression/consistency of anesthesia content assuring that essential competencies are taught and built upon as required by the Council of Accreditation (COA) of Nurse Anesthesia Programs.
3. Reviews applications and applies admission criteria established by the Faculty of the School of Nursing. Refers qualified applications to the Atrium Health Nurse Anesthesia faculty.
4. Serves on the nurse anesthesia interview committee at Atrium Health/Carolina's Medical Center. Participates two times a year in two-day applicant interview sessions).
5. Works collaboratively with the School of Nursing, College of Health and Human Services, Graduate School, other University divisions, and Atrium Health faculty and administrators according to policies to resolve student and/or programmatic concerns.
6. Serves as a resource person/mentor for faculty with limited teaching experience in the Nurse Anesthesia Program.
7. Participates in the Nurse Anesthesia's Advisory Committee, Evaluation Committee, and Curriculum Committee.
8. Responds to inquiries from prospective students.
9. Serves as academic advisor to nurse anesthesia students
10. Validates that students are registered for the required courses.
11. Forwards paperwork through the university for payment to Atrium Health each semester.
12. Writes and submits HRSA Nurse Anesthetist Traineeship annually.
13. Calculates the amount of financial award that each eligible student will receive from traineeships each semester and authorizes payment using usual Financial Aid processes.
14. Participates and provides support/guidance in the development of the accreditation reports (yearly reports plus the major site visit reports), and changes in the program that must be filed with the COA.
15. Depending upon state funding availability, represents the University of North Carolina at Charlotte at the Anesthesia Assembly of School Faculty meeting each year.

Revised: 3/01/04; 06/09, 06/10, 08/18; 08/19
Reviewed: 08/16, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
PART TIME FACULTY

General

Part-time faculty will be appointed by the Director of the School of Nursing. Individuals interested in teaching for the School of Nursing will submit an electronic application through Niner Talent. The Director will review the qualifications of each applicant to determine if the candidate is educationally and experientially qualified to teach. Determinations will include consideration of North Carolina Board of Nursing [NCBON], National Task Force on Quality Nurse Practitioner Education [NTF], and Commission on Collegiate Nursing Education (CCNE), requirements, as well as requirements set forth by the University.

Qualifications

To be considered for part-time employment in the School of Nursing, individuals must be educationally and experientially qualified. Qualifications vary based upon majors and degree concentrations. At a minimum, part- time faculty shall have a master's degree in nursing, an unencumbered license to practice nursing in the state of North Carolina or a compact state. Additionally, part-time faculty teaching in a program leading to initial licensure must meet NC Board of Nursing rule 21 NCAC 36.0318 which requires either a baccalaureate in nursing or graduate degree in nursing from an accredited institution and 2-calendar years or the equivalent of full time clinical experience as a registered nurse, and have education in teaching and learning principles for adult education, including curriculum development, implementation and evaluation, appropriate to faculty assignment. Please see the NCBON for ways in which these criterion may be met.

Responsibilities
1. Provide students clinical and/or classroom instruction in designated specialty;
2. Orient to the assigned clinical facility and to the School of Nursing;
3. Attend class/clinical orientation sessions held by Lead Faculty to actively engage in course planning;
4. Keep current evidence of licensure and education on file with the School of Nursing;
5. Maintain evidence of current BCLS certification with the School of Nursing;
6. Maintain accurate records of grades, attendance, clinical performance, anecdotal notes, and submit as necessary;
7. Ensure that grades are submitted to Banner on time;
8. *Attend at least one faculty organization meeting per semester

*The School of Nursing recognizes that its part-time faculty typically hold positions with other organizations; however, it is important to us that **part-time faculty engage in faculty governance**. If unable to attend face-to-face, we encourage you to attend meetings remotely when possible.

Created 05/10
Revised: 07/13; 8/16; 8/18, 8/19
Reviewed 8/16, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTON:
PRECEPTOR

General

Preceptors will be appointed by the Director of the School of Nursing. The Director (or designee) will review the qualifications of each potential preceptor to determine if the candidate is educationally and experientially qualified for the role. Determinations will include consideration of North Carolina Board of Nursing [NCBON], National Task Force on Quality Nurse Practitioner Education [NTF], and Commission on Collegiate Nursing Education (CCNE), requirements, as well as requirements set forth by the University.

Qualifications

To be considered for the role of preceptor in the School of Nursing, individuals must be educationally and experientially qualified. Qualifications vary based upon majors and degree concentrations and are outlined in the School of Nursing's preceptor selection process. At a minimum, preceptors should hold a Masters in Nursing and an unencumbered RN license to practice. However, individuals without an MSN may be considered provided the individual has significant experience and expertise, relevant to assist students in meeting course and program outcomes. Within the graduate program, non-nursing preceptors may be considered under special circumstances; however, they must hold a graduate degree. Preceptors receive no monetary compensation.

Responsibilities

1. Engage in preceptor orientation;
2. Review responsibilities of faculty, preceptor and student;
3. Ensure understanding of syllabus and course objectives;
4. With faculty and students, assess learning needs, set goals and objectives based upon identified learning needs;
5. Familiarize student with staff, policies and organization of the unit;
6. Plans appropriate learning activities;
7. Act as a role model and clinical resource for student(s);
8. Identify problems related to the preceptor role and/or student and refer these to the appropriate faculty member;
9. Meet periodically with student and faculty to determine student progress.

Created 05/10
Revised: 07/13, 8/16, 8/18, 8/19
Reviewed 08/16, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
UNDERGRADUATE CLINICAL COORDINATOR

General

The Associate Director for Undergraduate Programs and SON Operations serves in the role of Clinical Coordinator for undergraduate programs. The Associate Director has the responsibility of ensuring adequate clinical coverage, evaluating all part-time clinical faculty, ensuring that final courses grades are submitted and facilitating faculty/student problem solving, as needed.

Qualifications

Full time faculty member serving in the role of Associate Director for Undergraduate Programs and SON Operations.

Responsibilities

1. Collaborate with Lead Faculty member in clinical planning;
2. Work with lead faculty to facilitate conflict resolution should student/faculty issues arise;
3. Coordinate the selection and orientation of qualified part-time faculty;
4. Evaluate part-time faculty as per policy;
5. Coordinate clinical site placement;
6. Ensure final grades are submitted by university sanctioned deadlines.

Originated: 08/16
Reviewed: 08/18, 08/19, 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTON:
LEAD FACULTY

General
Lead faculty are full-time faculty who provide course and/and or clinical oversight when greater experience in a subject area or program of student is needed. Lead Faculty (LF), may be administratively appointed to oversee select courses, and are assigned by the Director with input from the Associate Directors of Graduate and Undergraduate Programs. Lead faculty will receive 1.0 course credit to perform duties listed below. Lead faculty of any clinical course, for which the Clinical Coordinator does not secure placement sites, will be eligible to receive a stipend, each semester, in addition to the 1.0 course release credit.

Qualifications
Faculty must hold a full-time position in the School of Nursing with a master's degree. Must also meet NC Board of Nursing rule 21 NCAC 36.0318 which requires either a baccalaureate in nursing or graduate degree in nursing from an accredited institution and 2-calendar years or the equivalent of full time clinical experience as a registered nurse.

Responsibilities
1. Collaborate with the Associate Directors and/or Coordinators to assist in course/clinical planning.
2. Update syllabi and assist faculty in textbook and material selections.
3. Assist faculty, as needed, in the creation of course content within the University's Learning Management System (LMS), ensuring that Associate Directors and/or Coordinators are added to all sections with ability to view student roster.
4. If applicable, assist Coordinators and Associate Directors in securing qualified preceptors for all precepted clinical activities ensuring that University, School of Nursing and North Carolina Board of Nursing policies and procedures are followed.
5. Lead scheduled meetings of all faculty before or during the first week of class to discuss course expectations.
6. Hold course meetings at least 2 times each semester (including for the completion of End of Course Reports) to discuss issues involving student performance, anticipated changes to course content or deliver and any other issues which may impact student outcomes.
7. Ensure that minutes from all required meetings are placed in the appropriate electronic folder.
8. Orient new part-time faculty to the course and agencies. If needed, accompanies new faculty to clinical sites and introduce them to personnel, policies and typical scheduling of student experiences.
9. Provide oversight of course/clinical sections to ensure consistent application of agreed upon approaches to achieve student outcomes and School of Nursing policies and procedures.

Revised 3/04; 6/09; 7/11, 7/13, 8/16, 8/18, 08/19
Reviewed: 8/20, 8/21, 8/22, 8/23

POSITION DESCRIPTION:
DOCTOR OF NURSING PRACTICE COORDINATOR

General

The Coordinator of the Doctor of Nursing Practice (DNP) Program works in collaboration with the Associate Director of Graduate Programs for the overall management, implementation, and evaluation of the DNP Programs. The Coordinator must hold a current unrestricted license as a registered nurse in North Carolina or compact state. It is preferred that the Coordinator be certified in an APRN role and has APRN approval to practice in the State of North Carolina. The DNP Coordinator holds a 9-month faculty year appointment with teaching and administrative duties and reports directly to the Director of the School of Nursing. Professional, school, and university service and scholarship of practice are additional expectations. The Coordinator receives a stipend to perform administrative duties. Payment of the annual stipend will be spread out over the academic year and comes with the expectation of continued support and availability over the summer. Availability is defined as both "physical and electronic availability sufficient to meet the needs of the students, the programs you coordinate and the School of Nursing."

Responsibilities

1. Work in collaboration with the Associate Director for Graduate Programs and the faculty review and revise admission and progression policies related to the Doctor of Nursing Practice (DNP) degree.
2. Serve as chair of the DNP Advisory Committee.
3. Develop and revise all Doctor of Nursing Practice policies and processes related to student and curriculum activities.
4. Monitor student progression through the DNP program.
5. Communicate recommended changes from the DNP program regarding curricula and admission and progression policies to the SON Faculty Governance structure for approval, and to the Associate Director for Graduate Programs for planning and implementation purposes.
6. Develop and revise DNP courses, including syllabi development in collaboration with graduate faculty and the Associate Director of Graduate Programs.
7. Evaluate and implement current initiatives and directives from professional and accrediting organizations, (e.g., NONPF and CCNE) regarding DNP program development and implementation.
8. Participate in the recruitment and admission of students to the DNP program.
9. Recruit Clinical Residency sites and preceptors as necessary.
10. Oversee distribution and collection of evaluation surveys as part of the Master Evaluation Plan and report results to appropriate faculty governance committees and the Director and Associate Director for Graduate Programs.
11. Provide orientation to preceptors and clinical experts as appropriate.
12. Coordinate new student orientation.
13. Serve as a member of the Graduate Curriculum Committee and Graduate Admissions Committees.
14. Update the DNP Student Handbooks annually.
15. Annually review and update the DNP section of the SON Handbook to reflect faculty approved policy changes and to ensure accuracy.
16. Develop criteria for scholarly projects in collaboration with the Associate Director of Graduate Programs.
17. Maintain own practice involvement and engagement in the scholarship of practice.
18. Serve as a practice and clinical research/scholarship mentor for faculty and students.
19. Orient faculty to the DNP program curriculum and other processes impacting implementation of the program.

20. Monitor course content and evaluation of student outcomes in DNP courses.
21. Promote DNP student evidence-based practice scholarly activities within the School and communities of interest.
22. Collaborate with administrative support team to maintain and regularly update graduate Google Groups to facilitate regular communication with DNP students and faculty.
23. Manage the daily functions of the DNP program and related initiatives and activities.
24. Act as a liaison in maintaining positive communication and relationships with the Graduate School, DNP concentrations, students, and agencies/clinical experts.
25. In collaboration with appropriate faculty and administration, apply for grant funding to develop specific innovative projects related to the DNP program.
26. Provide the lead in identifying faculty development activities to support the DNP program.
27. Collaborate, as a leader and member of the Expanded Administrative Team, to support the mission of the School.
28. Perform other duties as directed by the Director of the School of Nursing.

Date of Origin: 07/13
Reviewed: 08/16, 8/18, 08/19, 8/20, 8/21, 8/22, 8/23

SCHOOL OF NURSING UNDERGRADUATE RETENTION PLAN
STUDENT SUCCESS AND ACADEMIC SUPPORT

Overall Goals
1. Achieve and sustain a first-time pass rate of 90% on the NCLEX-RN exam.
2. 85% of students in each cohort will achieve Level 2 on ATI assessment of nursing knowledge exams, as well as Comprehensive Predictor.
3. Retain 90% of the admitting upper division nursing students.
4. All faculty teaching undergraduate courses will attend faculty development programs to enhance teaching and evaluation skills.

Policy
The policy is in the Student Handbook.

Date of Origin: 07/16
Reviewed: 08/16, 8/18, 08/19, 8/20, 8/21, 8/22, 8/23

UNDERGRADUATE PRE-LICENSURE PROGRAM
TESTING POLICIES AND PROCEDURES

As stated in the University's Code of Student Academic Integrity, Statement of Principles, "faculty members are responsible for transmitting knowledge and the methods by which it is acquired. To do so, they must be able to examine and test student work. The faculty also sets academic standards, awards academic credit and confers degrees when the standards are met. To carry out these responsibilities, faculty members must ensure that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, the academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type..." Also, "it is the duty of faculty members to take measures to preserve and transmit the values of the academic community…through the learning environment which they create for their students." (Office of Legal Affairs, n.d.). The learning environment includes the testing environment. In order to facilitate a testing environment that preserves academic integrity to the highest extent possible, faculty will implement the following strategies during the creation and administration of tests and exams.

Test Header

All exams administered in the pre-licensure program shall use headers and provide directions. For example:

<div align="center">

The University of North Carolina at Charlotte
School of Nursing

NURS XXXX
Test 1 Spring 2022

</div>

Directions: Please read each question carefully. Mark your answer according to the delivery method system or on the Scantron® sheet. All response positions must be fully marked. Do not mark outside the designated area of any response position. All stray marks must be completely erased. Incomplete erasures may be read as incorrect answers. All Scantron® sheets must be marked with a #2 pencil only. Each student is to write his/her name, course, and date, on the Scantron® sheet. Each student should print their entire Banner Identification Number in the identification boxes and mark the corresponding response position.

Please Note: Only items marked on the Scantron® sheet are considered for grading. No consideration is given to items marked on the actual test. In taking this examination, I acknowledge and accept The University of North Carolina at Charlotte's Code of Student Academic Integrity:

Name (signed):
Name (printed):

Time Provided for Test Administration

Test reliability can be increased by increasing the length of the test and by increasing the items' discrimination level. Exams must be of sufficient length to produce an acceptable reliability score:
- 2 Credit Courses: 40-50 items for unit exams, including multiple choice, math (if applicable), and alternate format (11/4-1½ minute per question); Comprehensive final examinations should include 75 items.

- 3-5 Credit Courses: 50-60 items for unit exams, including multiple choice, math (if applicable), and alternate format (11/4-1½ minute per question); Comprehensive final examinations should include 100 items.
- >5 Credit Courses: 60-70 items for unit exams, including multiple choice, math (if applicable), and alternate format (11/4-1½ minute per question); Comprehensive final examinations should include 125 items.

Students with documented and approved disability accommodation will receive the recommended time accommodation. For ATI proctored tests, course faculty will provide the name of student with disability accommodation to the Academic Success Coordinator in order to set extended ATI test time.

Test Administration

These strategies will apply to in-person testing in the regular classroom. (Low-stake quizzes need not follow these guidelines.)

A. Guidelines for both paper and in-class computer testing
1. All student possessions must be left at the front or side of the room. Possessions include hats, coats, book bags, satchels, laptop computers, iPads, phones, drinks/food, smart watch, etc.
2. Students will be assigned seating for each test/exam and the seating will be different for each test/exam within a course. As much as the classroom allows, students should be seated at every other desk with an empty seat in between each 2students.
3. Students may only have a pencil, calculator (provided by the SON), and blank piece of note paper (provided by the instructor) during testing.
4. There will be no communication or answering student questions during the examination. Students may write their questions on the note paper provided and submit it with the exam for the faculty to respond to.
5. Once a test/exam has begun, students may not leave the room until they have completed the test/exam.
6. Students who are absent and are allowed to make up the test/exam will take a different test than the rest of the class.
7. Two faculty proctors are preferred. Proctors should always uphold the academic integrity policy. They should closely monitor student's behaviors throughout the duration of the exam. Proctoring behaviors include, but are not limited to, going around the room during the examination, discreetly inspecting scratch papers (if provided) and other materials (papers, caps, sweater, etc.) that might have been brought by the student, and calling out students for any inappropriate testing behaviors.

B. Paper testing guidelines
1. Faculty must ensure that all copies of the test are turned in after the exam. This includes scratch papers and answer sheets.
2. Students are allowed to write or mark on the test paper. Only final answers marked on the Opscan paper will be graded.

C. In-class computer testing guidelines
1. Students must bring their own laptops. **Per CHHS Laptop Policy, "**ALL STUDENTS, graduate and undergraduate, taking CHHS courses, are required to possess a laptop with webcam and microphone. Our courses may require a laptop or other compliant device for in-class assignments. Please note that Chromebooks won't satisfy this policy. NinerTech offers

compliant models at student discounted pricing that may represent a savings over regular commercial purchase. Students may avail themselves of loaner equipment such as that provided via Atkins Library, but should not rely on that option for all of their computing needs. This requirement extends to non-majors, pre-majors and postbac students enrolling in any of our CHHS courses and to students enrolling in courses delivered by CHHS faculty under a designation or cross-list not associated with one of our programs."

2. Either Canvas or ATI may be used for computer testing.
3. Major tests/exams (unit tests, midterm exam, and final exam) are to be administered in the classrooms. Remote online testing is not permitted.
4. Randomized test items.
5. Randomized item answers.
6. Use a lock-down browser (post-test).
7. Two proctors are preferred. Proctors should monitor students' use of personal laptops. Remind students that browsers should be in "maximize" mode. Accessing other browsers is strictly prohibited. Proctors should inspect students' laptop screens regularly.
8. Students who are taking the online tests at the Disability Office should follow and faculty should be aware of the policies of the Disability Office.

Test Security

Adherence to the following guidelines in an expectation to assist in maintaining the integrity of all exams.

1. Students are not allowed to use faculty or staff computers.
2. Hard copies of exams must be protected from distribution. When not in use, they should be locked in a file cabinet. Tests should not be placed in faculty mailboxes and when no longer needed, they should be shredded.
3. Only authorized faculty or administrative assistants may perform shredding.
4. Transportation of exams should be by authorized faculty and administrative associates only.
5. Faculty must ensure test security during test reviews.

Test Development Suggestions

Item Development In keeping with NCLEX-RN® format, the following format for multiple-choice questions (MCQ) should be used:
• Stem (question format)
• Four responses (a correct response + three distracters)

Acceptable Alternate Format Items

Course faculty should use other types of questions, particularly to test at the synthesis and evaluation level. These types of questions must not exceed the recommended percentage of the total number of questions on a test. Steps should be taken to assure grading consistency. These may include but are not limited to:
• Multiple response questions or Select all that apply
• Drug calculation problems (Pharmacology and each clinical course must have drug calculation problems on each exam.)
• Strip interpretation (i.e. fetal monitoring, cardiac rhythms, laboratory results)
• Hotspots
* Next Generation NCLEX (NGN)-type questions - extended multiple response, case studies, bow tie, trend item, enhanced hotspot (highlighting/underlining), CLOZE (drop-down), and matrix/grid questions.
* Recommendation to ensure progression in using alternate format questions across the curriculum

Level	Standard MCQ	Alternate Format Questions
J1	90%	10%
J2	85%	15%
S1	80%	20%
S2	75%	25%

*Note: The NCLEX-RN test blueprint consists of 25% NGN-type questions (NCSBN, 2021).

Test Format
Tests should begin with questions which are simpler and progress to more difficult items. Similar items should be grouped together under a separate heading to notify the student of a change in the type of question or grouping questions based on content areas. Example: SELECT ALL THAT APPLY. Each page of the test is to be numbered. The complexity of exam questions should increase across courses and semesters.

Test Blueprint Format
A test blueprint would be beneficial to assist faculty in assessing (1) the major topics or the objectives that the test will cover, (2) level of complexity of the task to be assessed, (3) and the emphasis each topic will have, indicated by the number of questions. Under the content area, the number of questions should be based on the emphasis placed in the course (Billings & Halstead, 2009).

Critical thinking test items are written at the cognitive levels of application or higher. Each unit test should strive toward the goal of 15% remembering/understanding and 85% applying/analyzing questions in composition. The majority of the questions in the NCLEX-RN® examination are written at the application and/or analysis level of cognitive ability. The six categories of Bloom's taxonomy of cognition are collapsed into the following three categories:
- Remembering/Understanding
- Applying/Analyzing
- Evaluating/Creating

The NCLEX-RN Categories of Client Needs should also be considered when developing the test blueprint. Depending on the course, the following categories of client needs should be used and distributed appropriately.
- Physiologic integrity
  - Basic care and comfort
  - Risk reduction potential
  - Physiological adaptation
  - Pharmacological and parenteral therapies
- Safe and effective care environment
  - Management of care
  - Safety and infection control
- Health promotion and maintenance
- Psychosocial integrity

Bloom's Taxonomy (See Table)

Post Test Analysis

The quality of a test as a whole is assessed by estimating its "internal consistency." The quality of individual items is assessed by comparing students' item responses to their total test scores. Using feedback from tests to guide and improve instruction is an essential part of the process.

Using statistical information to review a multiple-choice test can provide useful information. Four measurement concepts are to be used to analyze multiple-choice examinations: (1) overall test reliability, (2) test item difficulty, (3) test item discrimination, and (4) distractor effectiveness.

Test Reliability

The Kuder-Richardson 20 (KR-20) or Cronbach's alpha provides the overall reliability of the test. This statistic is an estimate of how close the same set of scores would be if the same set of items were given again. The KR-20 formula includes (1) the number of test items on the exam, (2) student performance on every test item, and (3) the variance for the set of student test scores. The index ranges from 0.00 to 1.00. The higher the score, the more reliable the test.
• A reliability coefficient of 0.60 is considered acceptable.
• A reliability coefficient of 0.70 or higher is acceptable for classroom tests (Billings & Halstead,2009)

Item Analysis

A 3-step method for item analysis is recommended (See Appendix E for Test Item Analysis Grid):
• Review the difficulty level(p-value)
• Review the discrimination data (point biserial)
• Review the effectiveness of distracters
• Revise as needed

Item Difficulty – P-Value

The "P-Value" describes the percentage of correct responses to a question. Optimal "P-Value" for a multiple-choice item with 4 alternatives is 0.70 -0.80 to ensure that questions separate learners from non-learners (or 70 – 80% of the students answered correctly) (Billings & Halstead, 2009). Optimal "P-Value" for true-false items is 0.72 (or 72% of the students answered correctly). Items with a "P-Value" of 0.20 or less are considered too difficult and should be reviewed for possible confusing language and removed from the test. The item should be revised prior to use on subsequent tests. Items with a "P-Value" of 0.90 or above may be too easy and consideration should be given regarding its continued use for subsequent tests.

Item Discrimination – Point Biserial Correlation Coefficient (PBCC)

Item discrimination is a measure of a question's ability to differentiate high and low achievers Tarrant & Ware, 2008). The Point Biserial Correlation Coefficient (PBCC) is a useful measure of discrimination because it computes the correlation between the correct answer to an item and the total test score of the student. Please note: If you include mastery material on your test, test reliability may be lower since the items will tend to be answered correctly by many students and those questions may not be good discriminators.
Values range from -1.00 to +1.00; the higher the value, the more discriminating the item. A guideline for test discrimination values is listed below:
        0.30 and above Very good item

0.20-0.29	Reasonably good item
0.09-0.19	Marginally acceptable item
Below 0.09	Poor item (review carefully and possibly eliminate item)
Negative	Poor item (review carefully and possibly eliminate item)

Distracter Evaluation (Request FULL report to receive this information)

• Distracters should have negative point biserials
• Each distracter should be evaluated individually
• Effective distracters should appeal to the non-learner (negative point biserial)
• Distracters with a point biserial of zero means that no one selected it—need to look at it and replace with a more plausible option
• Distracters not selected increase the chances that the student obtained the answer by guessing
• One way to develop good distracters is to ask open-ended questions in class to get responses and determine most common errors in thinking

Distracter Effectiveness

The quality of distracters influences student performance on a test item. One way to study responses to distracters is with a frequency table. Review individual test questions on analysis printout to review response frequencies.
• If the majority or a large number of the students selected one incorrect response, it is possible that the item was keyed incorrectly. Check the keyed response.
• If the majority of students selected two of the four responses, check to be sure that there is only one correct alternative.
• If some response choices were not selected, consider revision before using again.

Item Revision

• Test item analysis form
• Enter analysis for each question into the form
• Questions that fall outside of the ideal range should be considered for revision
• Look for the following issues
• P values too high or too low (0.5 is ideal but 0.7-0.8 is acceptable)
• Correct answers with low positive or negative point biserial values (greater than 0.30 is ideal)
• Distracters with high positive point biserial values (negatives are ideal)

Key Grading Principles

• Inform students of specific grading criteria at the beginning of the course (in the syllabus)
• Base grades on learning outcomes, not things like attendance and effort
• Record data quantitatively
• Apply grading systems equitably to all students
• Keep grades confidential
• Follow SON grading policy related to rounding and extra credit
• Use statistically sound principles when assigning grades (Billings & Halstead, 2009)

Determining Test Grades

Each test item should have equal weight. When partial scoring is used, the total points of that test item must be of equal value like the other items. The SON test scoring system does not necessarily have to

follow the NGN scoring guidelines where a test question may be assigned more than 1 point. For example, if a student gets three of four correct answers in a test question, the student gets 0.75 out of 1 point.

When questions are discarded, the final grade is based ONLY on the remaining questions. Count the number of correct items on the original test; divide the number of correct items by the number of new test items. This will be the grade for the test. For example, for an original 50 item test you discard 2 questions, test items used for grading purposes will be 48. If a student has 45 correct items from the original test, the test grade will be determined by dividing 45 by 48; grade will be 93.75. (If no items had been discarded, the original test score would have been 90.)

BSN COURSE GRADING SCALE

The following scale is used in all nursing courses that constitute the BSN program.

90% to 100%	A	Excellent
80% to 89.99%	B	Good
70% to 79.99%	C	Fair
60% to 69.99%	D	Failing
≤60	F	Failing

All grade calculations during the semester will be rounded to two decimal places (i.e. 93.589-93.59). No rounding is to be applied to the final semester grade. Extra credit will not be provided.

Test Writing Support Group

The Undergraduate Curriculum Committee (UGCC) provides support to faculty on test development through the Test Writing Support Group. Faculty needing assistance with test development, including NGN test items and use of the ATI Custom Assessment Builder must reach out to the UGCC chairperson.

Revised: 8/1/2016 Reviewed: 8/1/18, 8/2/2019, 3/2022

Blooms Taxonomy				
Remembering 5%	Understanding 10%	Applying 60%	Analyzing 25%	Evaluating/ Creating 0%
2-3	5	30	12-13	0
Nursing Process				
Assessment	Diagnosis	Planning	Implementation	Evaluation	Total

Antianxiety Agents (10%)	1	2	2			5
Antimanic Agents (10%)	1	1	1	1	1	5
Antipsychotic Agents (30%)	3	3	3	3	3	15
Antidepressant Agents (40%)	4	4	4	4	4	20
Antiparkinson Agents (10 %)	1	1	1	1	1	5
Totals	10	11	11	9	9	50

Post Test Analysis

The quality of a test as a whole is assessed by estimating its "internal consistency." The quality of individual items is assessed by comparing students' item responses to their total test scores. Using feedback from tests to guide and improve instruction is an essential part of the process.

Using statistical information to review a multiple-choice test can provide useful information. Four measurement concepts are to be used to analyze multiple-choice examinations: (1) overall test reliability, (2) test item difficulty, (3) test item discrimination, and (4) distractor effectiveness.

Test Reliability

The Kuder-Richardson 20 (KR-20) provides the overall reliability of the test. This statistic is an estimate of how close the same set of scores would be if the same set of items were given again. The KR-20 formula includes (1) the number of test items on the exam, (2) student performance on every test item, and (3) the variance for the set of student test scores. The index ranges from 0.00 to 1.00. The higher the score, the more reliable the test.

- A KR-20 value of 0.60 is considered acceptable.
- A KR-20 value of 0.70 or higher is acceptable for classroom tests (Billings & Halstead, 2009)

Item Analysis

A 3-step method for item analysis is recommended (See Appendix E for *Test Item Analysis Grid):*

- Review the difficulty level (p-value)
- Review the discrimination data (point biserial)
- Review the effectiveness of distracters
- Revise as needed

Item Difficulty – P-Value:

The "P-Value" describes the percentage of correct responses to a question. Optimal "P-Value" for a multiple- choice item with 4 alternatives is 0.70 -0.80 to ensure that questions separate learners from non-learners (or 70 – 80% of the students answered correctly) (Billings & Halstead, 2009). Optimal "P-Value" for true-false items is 0.72 (or 72% of the students answered correctly).
Items with a "P-Value" of 0.20 or less are considered too difficult and should be reviewed for possible

confusing language and removed from the test. The item should be revised prior to use on subsequent tests. Items with a "P- Value" of 0.90 or above may be too easy and consideration should be given regarding its continued use for subsequent tests.

Item Discrimination – Point Biserial Correlation Coefficient (PBCC):
Item discrimination is a measure of a question's ability to differentiate high and low achievers (Tarrant & Ware, 2008). The Point Biserial Correlation Coefficient (PBCC) is a useful measure of discrimination because it computes the correlation between the correct answer to an item and the total test score of the student. Please note: If you include mastery material on your test, test reliability may be lower since the items will tend to be answered correctly by many students and those questions may not be good discriminators. Values range from -1.00 to +1.00; the higher the value, the more discriminating the item. A guideline for test discrimination values is listed below:

0.30 and above	Very good item
0.20-0.29	Reasonably good item
0.09-0.19	Marginally acceptable item
Below 0.09	Poor item (review carefully and possibly eliminate item)
Negative	Poor item (review carefully and possibly eliminate item)

Distracter Evaluation (Request FULL report to receive this information)
• Distracters should have negative point biserials
• Each distracter should be evaluated individually
• Effective distracters should appeal to the non-learner (negative point biserial)
• Distracters with a point biserial of zero means that no one selected it and need to look at it and replace it with a more plausible option
• Distracters not selected increase the chances that the student obtained the answer by guessing
• One way to develop good distracters is to ask open-ended questions in class to get responses and determine most common errors in thinking.

Distracter Effectiveness
• The quality of distracters influences student performance on a test item. One way to study responses to distracters is with a frequency table. Review individual test questions on analysis printout to review response frequencies.
• If the majority or a large number of the students selected one incorrect response, it is possible that the item was keyed incorrectly. Check the keyed response.
• If the majority of students selected two of the four responses, check to be sure that there is only one correct alternative.
• If some response choices were not selected, consider revision before using again.

Item Revision
• Test item analysis form
• Enter analysis for each question into the form
• Questions that fall outside of the ideal range should be considered for revision
• Look for the following issues
• P values too high or too low (0.5 is ideal but 0.7-0.8 is acceptable)
• Correct answers with low positive or negative point biserial values (greater than .30 is ideal)
• Distracters with high positive point biserial values (negatives are ideal)

Key Grading Principles
- Inform students of specific grading criteria at the beginning of the course (in the syllabus)
- Base grades on learning outcomes not things like attendance and effort
- Record data quantitatively
- Apply grading systems equitably to all students
- Keep grades confidential
- Follow SON grading policy related to rounding and extra credit
- Use statistically sound principles when assigning grades (Billings & Halstead, 2009) Determining Test Grades:

When questions are discarded, the final grade is based **ONLY** on the remaining questions. Count number of correct items on original test; divide the number of correct items by the number of new test items. This will be the grade for the test. For example, for an original 50 item test you discard 2 questions, test items used for grading purposes will be 48. If a student has 45 correct items from the original test, the test grade will be determined by dividing 45 by 48; grade will be 93.75. (If no items had been discarded, the students original test score would have been 90.)

BSN COURSE GRADING SCALE
The following scale is used in all nursing courses that constitute the BSN program.

90% to 100%	A	Excellent
80% to 89.99%	B	Good
70% to 79.99%	C	Fair
60% to 69.99%	D	Failing
≤60	F	Failing

All grade calculations during the semester will be rounded to two decimal places (i.e. 93.589-93.59).
No rounding is to be applied to the final semester grade.

Extra credit will not be provided.

Revised: 8/16
Reviewed: 8/18, 8/19, 8/20, 8/21, 8/22, 8/23

BSN PROGRESSION POLICY
Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or higher in all courses beginning with the NURS prefix.
2. Failure to earn a grade of C (2.0) or higher will result in course failure.
3. Only one (1) nursing course failure and one (1) repeat attempt to pass that nursing course will be permitted throughout the program.
4. Students will be required to repeat the failed nursing course during the next available offering on a space available basis.
5. Students must notify in writing to the Associate Director their intent to repeat the failed nursing course. Failure to submit this request will be considered withdrawn from the program. Priority is given to the first student who submits the request in writing.
6. Students achieving less than a C (2.0) in more than one nursing course are no longer eligible to continue in the UNC Charlotte School of Nursing's upper division major and will be advised to pursue other options both within and outside of the university.

Repeating a Failed Nursing Course
Students failing to achieve a C (2.0) in a course will meet with the Associate Director for the Undergraduate Division prior to enrolling to repeat the course.

Failure to Repeat
1. Students who do not take the failed nursing course during the next available offering will be considered withdrawn from the program.
2. Any consideration for re-entry will be addressed on an individual basis in accordance with the University's appeal process.

Withdrawal
1. Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's withdrawal policies and procedures.
2. Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
3. Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis. This request must be made in writing to the Associate Director. Priority is given to the first student who submits the request in writing.
4. Students out of the program for more than 12 months must reapply for admission to UNC Charlotte and to the School of Nursing through the competitive admission process for entry into the program's first semester.

Academic Integrity
Issues associated with academic integrity violations will be addressed in accordance with University policy 407, The Code of Student Conduct.

Violations of Ethics
The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the ANA Code of Ethics will be ineligible to continue in the upper division major.

Unsafe Practice

The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). The student will be advised by faculty and appropriate measures to remediate the behavior will be taken. However, repeated unsafe behaviors will make the student ineligible to continue in the upper division major.

Date of Origin: 5/05
Revised: 10/05, 6/10, 8/16, 8/19
Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19, 8/20, 8/21, 8/22, 8/23

GRADUATE STUDENT PROGRESSION POLICY

Graduate students must maintain a graduate GPA of 3.0 or higher as required by the Graduate School. Upon earning the third grade of C, students will be suspended by the Graduate School consistent with Graduate School Policy. Check the Graduate Catalog to see progression requirements. They may differ for different programs.

Withdrawal
1. Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's withdrawal policies and procedures.
2. Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
3. Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis. This request can be made to the Program Coordinators.
4. Students out of the program for more than 12 months must reapply for admission to UNC Charlotte/Graduate School through the established admission's process.

Leave of Absence
1. Students can take a leave of absence for a maximum of two semesters consistent with the Graduate School Policy. Students are to work with their advisors, course faculty, and program coordinators.
2. An academic petition is completed by the student.

Academic Integrity
Issues associated with academic integrity violations will be addressed in accordance with University policy 407, The Code of Student Conduct.

Violations of Ethics
The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the ANA Code of Ethics will be ineligible to continue in the upper division major.

Unsafe Practice
The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). The student will be advised by faculty and program coordinators of appropriate measures which may include remediation of the behavior or suspension. Repeated unsafe behaviors will make the student ineligible to continue.

Date of Origin: 5/05
Revised: 10/05, 6/10, 8/16, 8/19
Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19, 8/20, 8/21, 8/22, 8/23

SCHOOL OF NURSING ACADEMIC DISMISSAL POLICY

The faculty members of the UNC Charlotte School of Nursing have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional nursing practices. The UNC Charlotte School of Nursing has adopted the American Nurses' Association (ANA) Code of Ethics as its standard for ethical conduct by students and faculty. The Code is a key element of this policy:

Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2
The nurse's primary commitment is the patient, whether an individual, family, group, community or population.

Provision 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7
The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing.

Origin Reviewed: 8/20, 8/21, 8/22, 8/23

SCHOOL OF NURSING COURSE ACTIVITIES AND BEHAVIOR POLICY

1. **Standards:** A student may be removed from class or clinical if he or she:

    a. Demonstrates behavior which conflicts with safety essential to nursing practice

    b. Demonstrates physical or emotional impediments which conflict with safety essential to nursing practice and do not respond to appropriate treatment or counseling within a reasonable period of time.

    c. Engages in conduct which violates the North Carolina Nursing Practice Act

    d. Engages in conduct which violates the Code of Ethics for Nurses of the American Nurses' Association.

    e. Engages in nursing practice for which the student has not been authorized or for which the student has not been educated at the time of the incident

    f. Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a client, a client's family member or substitute familial person, another student, a faculty member, another health care provider, general public, or the student himself or herself

    g. Through verbal or written word compromises the integrity and/or reputation of the programs of the School of Nursing, the profession, or its affiliates

    h. Fails to participate in or complete clinical work for any reason or fails to perform clinical work which is consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified on the evaluation tool for each course

    i. Fails to adhere to College, School and clinical site policies and procedures.

All students are regularly evaluated against the above standards in relation to clinical practice and may be removed from any course or from the nursing program upon violation of any of the stated standards, regardless of course grades.

II. **Actions:** Where the Associate Dean/Director of the School of Nursing or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants program removal (Section IV), or should be addressed through warning and follow-up (Section V). The Associate Dean/Director of the School of Nursing may temporarily suspend the student from further clinical activity pending the outcome of the procedure for removal (Section IV), or issuance of the written and oral warning (Section V).

III. **Program Removal:** Where the Associate Dean/Director of the School of Nursing or designee determines that the procedure for removal from the program should be invoked, he or she will provide the student a written statement of the facts upon which the proposal to remove is based. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation. The student will have the opportunity to appear before the Director of the School of Nursing and a panel of faculty members of the School of Nursing to refute the facts, offers other information, or makes any other statement concerning the proposed program removal. The Director of the School of Nursing and panel will consider that information together with the information upon which the proposal to remove was based and determine whether adequate cause for removal has been established. The Director of the School of Nursing will notify the student of the decision.

IV. Warning: Where the Director of the School of Nursing or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation.

In appropriate circumstances the student may be afforded an opportunity to correct the behavior, as agreed upon by the faculty member, in consultation with the Associate Dean/Director of the School of Nursing. Written evaluation of each clinical day's work by the student shall be carried out by the faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the School of Nursing may be invoked. The review of students' behaviors related to the above shall be carried out in a course team meeting.

V. Post-Removal Procedure: Upon dismissal from a course or from the School of Nursing, the student may invoke the [Academic Grievance Policy](#) of the College of Health and Human Services." The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Associate Dean of Academic Affairs of the College of Health and Human Services.

Date of Origin: 12/85 Revised: 4/94, 2/96, 7/02, 6/03
Reviewed: 5/00, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 7/18, 8/19, 8/20, 8/21, 8/22, 8/23

GUIDELINES FOR THE USE OF SOCIAL MEDIA

The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these technologies also hold the possibility of a host of unintended consequences. The Guidelines presented are to help you recognize the implications of participation in social media and to identify and avoid potential issues.

General Guidelines
- Maintain confidentiality: Use good ethical judgment and follow HIPAA and (Family Educational Rights and Privacy Act (FERPA) guidelines.
- Maintain privacy: Do not discuss a situation involving named or pictured individuals; do not post anything that you would not present in any public forum.
- Do no harm: To the SON, University, or yourself.
- Understand your personal responsibility for the content that you post on Facebook or any other type of social media. Be mindful that what you publish will be public for a long time.
- Be aware of liability: You are responsible for what you post on your own site as well as others' sites.
- Maintain transparency: The line between professional and personal business is sometimes blurred. Be thoughtful about your content and potential audiences.
- Correct mistakes: If you make a mistake, admit it. Make it clear when you modify a previous posting.
- Respect others: Be constructive and respectful.
- Think before you post: There is no such thing as a "private" social media site. Comments can be forwarded and copied. Archival systems save information even if you delete a post. If you are frustrated, angry or passionate about something, delay a posting until you are calm and clear-headed.

Social Media Guidelines when Posting as an Individual
- Be authentic: Be honest with your identity. If you identify yourself as a UNC Charlotte faculty or student, be clear that you are sharing your personal views and are not speaking as a formal representative of UNC Charlotte. Ensure that your profile and related content are consistent with how you wish to present yourself to colleagues. A common practice among individuals who write about the industry in which they work (or study) is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this:

  > "The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the UNC Charlotte." This is particularly important if you could be perceived to be in a leadership role at UNC Charlotte.

- Use a disclaimer: If you publish content to any website outside of UNC Charlotte and it has something to do with the work you do or subjects associated with UNC Charlotte, use a disclaimer such as the: "The postings on this site are my own and do not represent UNC Charlotte's positions, strategies, or opinions."
- Do not use the UNC Charlotte logo: Do not use any of the UNC Charlotte logos or images on your personal online sites. Do not use the UNC Charlotte name to promote or endorse any product, cause, political party or candidate. Be aware of the UNC Charlotte logo and trademark guidelines.
- Take the high ground: If you identify yourself with UNC Charlotte in your comments, readers

may associate you with the University, even with the disclaimer that your views are your own. Remember that you are most likely to build a high- quality following if you discuss ideas and situations civilly. Do not pick fights online.

- Do not use pseudonyms: Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to the authors.
- Protect your identity: Do not provide personal information that scam artists or identity thieves could use. Do not list your home address or telephone numbers. It is a good idea to create a separate e-mail address that you use only with social media.
- Does it pass the publicity test? If the content of your message would not be acceptable for face-to-face conversation, over the phone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, "Would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?"
- Respect your audience: Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the UNC Charlotte community. Also show proper consideration for others' privacy and for topics that may be considered sensitive, such as politics and religion.
- Monitor comments: While most people who maintain social media sites welcome comments (to build credibility and community), you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments, to delete spam, and to block any individuals who repeatedly post offensive, insensitive, or frivolous comments.

Safety and Privacy Tips for Social Media Networking
The internet is open to a world-wide audience. When using social Media channels, ask yourself:

- Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.
- How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.
- Is the image I am projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?
- What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site's privacy and caching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you've completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.
- Have I asked permission to post someone else's image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA or HIPAA privacy rules?
- Does my equipment have spyware and virus protection installed? Some sites collect profile information to SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.

Source: University of Michigan. Voices of the Staff (2010). Guidelines for the Use of Social Media. The Regents of the University of Michigan, Ann Arbor, MI. www.voices.umich.edu. Permission granted from Laurel Thomas Gnagey, University of Michigan, January 13, 2012.

Implemented: 7-3-12
Reviewed: 8/16; 7/18; 8/19, 8/20, 8/21, 8/22, 8/23

FACULTY POLICIES
FACULTY RIGHTS AND RESPONSIBILITIES

University Policies related to faculty rights and responsibilities are listed on the Legal Affairs Website:

The Legal Affairs website contains specific policies defining a variety of formal complaints and procedures for faculty who file a formal complaint under the category of Academic Policies and/or Ethics Policies, Laws, and References found at http://legal.uncc.edu/policies/#faculty. Discrimination or harassment due to race, color, creed, or sexual orientation is prohibited and procedures for filing a grievance are outlined by the Legal Affairs Office.

Faculty who have been denied reappointment, promotion, or tenure have the right of appeal and the processes are outlined in the Tenure part of the College Faculty Handbook, the Academic Affairs website, and on Legal Affairs website. The Legal Affairs website has the entire university Tenure policy on their website including Process for Review of Unfavorable RPT Decisions, *Request for Hearing, Due Process, and Termination*:

STATEMENT ON FACULTY PRACTICE

Definitions

- **Faculty Practice** is a formal arrangement between the School of Nursing and a clinical agency or entity on behalf of a faculty member for the purpose of advancing the mission of the School of Nursing and the University through scholarly and practice activities that impact the health of individuals, communities and populations. We believe that Faculty Practice is part of a teaching workload option that individual faculty members may choose.

- **Moonlighting** is work that is done for compensation by faculty members. It may be used to maintain professional certification in a professional field. This is not part of an individual's workload but does require completion of a Notice of Intent for External Professional Activities for Pay. Schedules for work for professional pay do not take precedence over a faculty member's primary obligation to the School of Nursing (SON). Requests to accommodate moonlighting schedules which interfere with the operations of the SON will not be considered.

- **Service** consists of those activities contributed to various communities as part of the academic enterprise. Service activities usually (but not always) are not for pay.

Philosophical Statements
- Faculty Practice provides a structure that fosters and encourages a broad variety of investigations into evaluation applications of clinical practice with diverse populations (Translational Research).
- Identification of new or potential applications of scientific findings.
- Identification of new or potential disciplinary and interdisciplinary research collaborative opportunities.
- Faculty Practice models best practices of interdisciplinary collaboration for the purposes of graduate and undergraduate education.
- Faculty Practice models may evolve to include a variety of activities with and without full cost coverage.

Desired Structural Components
- Practice sites that are recognized and negotiated by the SON, College, and University.
- A designated individual to identify and develop practice sites in collaboration with a faculty person.
- An infrastructure within the College and/or the SON to support and maintain practice agreements with designated sites.
- A specific mechanism to guide workload negotiations and expectations.
- RPT criteria that recognize contributions from Faculty Practice to Research and Teaching.

Faculty Role in Site Development
- Clearly articulate intent to seek faculty practice site.
- Clearly state specialty and practice interests to appropriate SON representatives
- Propose possible practice sites or possible categories of practice sites.
- When possible, determine the interests of possible practice sites in developing and maintaining a partnership with professionals located in academic nursing.
- With a designated SON representative, define how practice fulfills teaching and research obligations.
- Collaborate with designated SON and College person(s) to determine essential components of the practice contract that ensure the faculty person is in control of his or her own faculty practice.
- Regularly evaluate suitability of practice site and make recommendations for changes when indicated.

Process for Developing and Maintaining a Faculty Practice

- Faculty member determines desire for faculty practice and discusses faculty practice options with designated SON administrator.
- Faculty member and SON administrator discuss teaching workload arrangements.
- Faculty member and SON administrator explore and discuss practice site opportunities with designated agency and staff.
- In consultation with the faculty member, SON and/or College representatives negotiate mutual responsibilities and obligations of faculty member, practice agency, and the SON.
- SON and/or College representatives negotiate, approve, and sign contract with agency for a faculty practice of a designated faculty member.
- Faculty Practice becomes an agreed part of the faculty member's teaching workload.
- Contracts and workload agreements are evaluated annually.
- All agreements comply with UNCC Policy 102.1 (http://legal.charlotte.edu/policies/up-102.1)

Approved by the Faculty of the SON 3/06
Reviewed: 8/20, 8/21, 8/22, 8/23

CIVILITY, ANTI-RACISM, AND ANTI-DISCRIMINATION CHARTER

Goal: To foster and support an ethical, respectful, and professional academic work and learning environment for all members of the School of Nursing (SON).

Preamble: We, as Niner Nurses and members of the SON, pledge to uphold the Noble Niner UNC Charlotte Honor Code, and Provision 1.5 of the Code of Ethics for Nurses with Interpretive Statements (2015), which states that all nurses are responsible for creating "an ethical environment and culture of civility and kindness……' any form of bullying, harassment, intimidation, manipulation, threats or violence are always morally unacceptable and will not be tolerated" (p.4). Additionally, in support of the ANA's position statement on Discrimination and Racism in Health Care (1998), we are committed to ending discrimination and racism, in the nursing profession and in society.

Creed: To honor this pledge, all members of the SON commit to an environment that is free from racism and discrimination, promotes respect, diversity, collegiality, professionalism, integrity, and productive discourse.

We pledge to abide by our vision, mission, values and co-created norms and to communicate and interact with civility, professionalism and respect. When we disagree, we will restrict our differences to the issue itself while continuing to respect the person with whom we disagree. To accomplish our commitment, we agree to abide by and be accountable for the following norms:

- Assume goodwill and best intentions;
- Be respectful in all interactions;
- Use direct communication and speak directly to the person involved;
- Role model professionalism, civility and ethical conduct;
- Listen carefully and with intention to understand;
- Honor and respect diversity;
- Promote an environment which is free from racism and discrimination;
- Be open to other points of view;
- Hold self and others accountable for abiding by co-created norms;
- Empower one another to create and sustain a more ethical and civil environment;
- Abstain from disparaging or acrimonious speech, in all interactions

Adopted: 8/17
Reviewed: 08/18, 8/19, 8/20, 8/21, 8/22, 8/23

FACULTY QUALIFICATIONS FOR PARTICIPATING IN SIMULATION

Faculty engaging in simulation activities, which will be used in lieu of clinical hours, must provide evidence of formal education in simulation competencies and debriefing theory. The UNC Charlotte School of Nursing accepts the following, as evidence of **initial competency**:

1. Completion of the following courses with the National League for Nursing's Simulation Innovation Resource Center (SIRC):
    a. Simulation Pedagogy: What Every Nurse Educator Needs to Know
    b. Debriefing Foundations
2. Current CHSE (Certified Healthcare Simulation Educator) OR
3. Completion of an approved Simulation Certificate program

Maintenance of competency may be achieved through **providing annual evidence** of two or more of the following:

1. Completing 3-6 CEUs related to simulation each year
2. Attending a simulation conference such as those sponsored by AHEC, INACSL, NLN or other organization approved by the Associate Director(s)
3. Completing 2 additional SIRC courses beyond basic package which includes: Beyond Basic Debriefing, Teaching and Learning Strategies, Integrating Concepts into Simulations, and Evaluating Simulations
4. Completing 2 simulation related webinars approved by Associate Director(s)
5. Leading a minimum of 2 lunch and learn sessions, on campus, which provide faculty with the latest evidence based and/or best practice approaches to simulation;
6. Participating in a minimum of 2 lunch and learn sessions, held on campus, related to simulation;
7. Presenting at a national or local conference or publishing a manuscript on a topic related to simulation;
8. Maintaining CHSE certification;

Evidence of competency will need to be provided prior to the beginning of the fall semester each year. The Coordinator of Simulation and Interdisciplinary Practice will maintain records of faculty's initial competency, as well as documents that support maintenance of competency, as outlined in this policy.

Originated: 11/17
Revised: 08/18,
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

FACULTY WORKLOAD ASSIGNMENT FORM

The Faculty Workload Assignment Form and the procedures outlined below reflect concern for both equity and accountability. This form provides an opportunity for discussion between unit directors and faculty members about teaching loads, as well as other duties associated with the faculty role. These discussions will also provide valuable information related to promotion, tenure and merit issues.

It is understood that the strengths, responsibilities, and goals of each faculty member will vary. Additionally, the needs and goals of the SON, CHHS and University will also fluctuate. A balance of these needs and goals is desirable and the Faculty Workload Assignment is a part of the process for achieving this balance.

All faculty contribute to the overall mission, vision and values of the SON, College and the University. While **all faculty workloads are based on 24 SHC per academic year**, adjustments are made in accordance with the policies of General Administration, the University, the College of Health and Human Services and the School of Nursing, as well as position, title, rank/classification, and special circumstances negotiated with the Director.

Special Faculty Appointments
As per University policy, lecturers typically carry a 4:4 (24 credit) workload per academic year. Clinical track faculty are expected to teach a 3:3 workload (18) per academic year, in lieu of the 4:4, to provide time for scholarship, as defined by the SON.

Tenure-Line Faculty
Based on UNC Policy 400.3.4 *Monitoring Faculty Workloads;* UNC Charlotte Academic Procedure: Teaching Load and the College of Health and Human Services *Workload and Performance Review*

1. Teaching load includes providing didactic and/or clinical instruction, as well as developing supervising undergraduate and graduate research, and academic advising. The standard faculty teaching workload is five courses, or the equivalent, per academic year. Loads will vary in accordance with the faculty member's job title and activity mix.
2. Loads exceeding five courses per year (15 credits) may be assigned to faculty whose primary responsibility is undergraduate teaching and advising.
3. For tenure line faculty, assignments of fewer than five courses per year (15 credits) must reflect **strong**, ongoing contributions to the university's research mission, a **heavy** commitment to graduate education, or a **significant** administrative responsibility.

The Director is responsible for reporting to the Dean all faculty course reductions for the reporting year as part of the college annual report. The Provost will review all reports to ensure that instructional productivity is at acceptable levels.

Faculty Workload 2022-2023

Name:		Faculty Status:			

Banner ID:

Telephone: Office:
Home:
Cell: **Email:**

Address:

TEACHING

Year & Semester	Course Number	Course Name	Course Type	Total Course Credits	Course Credit Equivalency for Workload
2022 Fall	NURS 6304 001	Practicum in Teaching Nursing	P	3	3
	NURS 6090 001	Interprofessional Education	L	3	3
	NURS 4450 LEAD	LEAD FACULTY	XXX	0	1
		Semester Total:			7
2023 Spring	NURN 4203 080	Nursing Leadership	L	2	2
	NURS 6212 080	Program Improvement and Quality	L	3	3
	NURS 4450 LEAD	LEAD FACULTY	XXX	0	1
		Semester Total:			6
Fall and Spring TOTAL:					13

- Faculty shall advise a **minimum of 12 students** per academic year. Exceptions include: new hires, reassignment of duties, significant responsibilities associated with grant management.
- All individuals, meeting criteria set forth by the Graduate School, will chair or co-chair a

minimum of one DNP Scholarly project every other year. Exceptions include: Loss of graduate faculty status, continued heavy student load from prior year, evidence that sufficient faculty were available to Chair or co-chair, without overburdening any one faculty member.

- Service on SON, College and University committees is an expectation of service. Exceptions: New faculty will not be assigned to a SON committee for their first year of employment; however, they **may serve on a committee if they so choose**.
- Scholarship requirements vary by rank. For requirements please see the CHHS and SON faculty handbook. Note that scholarship of practice must include evidence of how practice informs students, and enhances SON outcomes.

Negotiating workload reduction:

The School of Nursing will follow University and General Administration guidelines associated with workload requirements. However, workload reduction will be considered if a faculty member can provide evidence of **strong**, ongoing contributions to the university's research mission, a **heavy** commitment to graduate education, or a **significant** administrative responsibility. A **combination** of items below may be considered for workload reduction. Amount of workload reduction will vary based on the combination presented. Other item combinations may be considered on an individual basis. Amount of workload reduction will vary based on combination of items.

- Chairing or co-chairing more than two DNP committees;
- Serving as project manager for a grant funded initiative;
- Serving as Lead Faculty for a course/clinical with multiple sections;
- Submitting research grants (evidence of completion and submission required);
- Individually teaching multiple sections of a writing or oral intensive course;
- Manuscript preparation and submission above and beyond requirements associated with rank (evidence of submission required);
- Excessive, complex committee work which in continuous or ongoing. Consideration given to role on committees, number of time committee routinely meets and scope of work performed.
- Significant administrative duties not paid through a stipend.

If successfully negotiated, workload reduction is not ongoing, and must be renegotiated each academic year with faculty providing measurable outcomes. Without evidence of outcomes, a faculty's teaching load may be increased.

*Subject to change based on unit needs

_____   _____
Faculty Signature   Date

_____   _____
Director's Signature   Date

PROCEDURES FOR COURSE SYLLABI AND END OF COURSE REPORTS

Policy
All course files are to be maintained for a minimum of three years each time a course is offered. The course faculty are responsible for providing an electronic copy of syllabi and end of course reports using the procedure below.

Procedure
1. Faculty will forward a copy of a complete course syllabus as part of the Annual Review process to the Director of the School of Nursing.
2. Faculty will complete the End of Course Reports each semester for courses taught and forward it to the respective Curriculum Committees. After Curriculum Committee review, End of Course Report Evaluations are maintained by their respective curriculum committees.

Date of Origin: 9/98
Revised: 7/02; 06/09; 08/11, 06/12
Reviewed: 7/03, 8/05; 8/16; 8/18; 8/19, 8/20, 8/21, 8/22, 8/23

POLICY AND PROCEDURES RELATED TO FACULTY MENTORSHIP

Policy Statement
Mentoring is defined as a "dynamic process of providing guidance and counseling for mentees at all states in their academic careers." Through the provision of a formal mentoring process, the School of Nursing [SON] strategically develops faculty, and invests time and resources needed to promote faculty success.

Reason for the Policy
The SON is committed to the recruitment and retention of a highly qualified and diverse faculty. It is our intention to provide mentorship to faculty at all levels of their academic career. In doing so, we help faculty, the SON and the College of Health and Human Services, attain goals related to teaching, scholarship, and service. Additionally, effective mentorship will serve to ensure that faculty gain organizational awareness including a full understanding of the School's mission, vision and values, strategic plan, as well policies and procedures impacting the faculty role, and reappointment, promotion and tenure.

The faculty mentorship program includes:
1. Mentor/mentee component
2. Director leadership

Individual Mentorship Program Mentor/Mentee Component
A mentor/mentee match is made by the Director of the School of Nursing. All newly appointed faculty, at any rank will be assigned a mentor. However, any faculty member may request to be assigned a mentor. The mentor/mentee relationship will continue as long as the mentee desires; however, junior faculty will receive mentorship until they are promoted to associate professor. The process includes identification of a mentor, discussion of the assignment with the mentor/mentee, and agreement with the recommended match, an official letter to the mentor/mentee, and meetings held regularly throughout the year between the mentor and mentee.

Role of the Director
The Director of the School of Nursing will meet with new and junior faculty members upon their appointment to UNC Charlotte. During the meeting, the Director will discuss the new faculty member's teaching responsibilities and set goals for research and practice/service during the year. The Director will meet with the mentee at least once a year, to review progress. The faculty member will complete a self-evaluation at the end of each academic year, which outlines progress in the areas of teaching, scholarship and service.

Role of the Faculty Mentor
- Participate in mentorship activities
- Reaches out to mentees to insure the development of collegial relationships
- Initiates meetings with the mentee at least once per semester
- Acts as an advocate, connecting the mentee with appropriate colleagues and resources
- Helps the mentee establish goals related to teaching/service and scholarship (if applicable)
- Facilitates the mentee's success in meeting established goals
- Maintains strict confidentiality

Role of the Mentee
- Takes full responsibility for his/her career
- Actively participates in mentoring activities

- Actively reflects on constructive feedback
- Discusses perceived conflicting career advice with the Director
- Familiarizes self with School of Nursing, CHHS and University policies and procedures related to reappointment, promotion and tenure
- Familiarizes self with the School of Nursing's strategic plan
- Commits to increase knowledge in area of expertise
- Provides documented evidence of productivity in the areas of teaching, scholarship and service, to the Director, annually

Planned Outcomes:
- Successful recruitment and retention
- Successful reappointment, promotion, and conferral of tenure
- Increased faculty satisfaction

Mentors and mentees should notify the Director, in writing, if either party believes the mentor/mentee relationship is not progressing positively. The notification should be sufficiently detailed as to provide data which can be used for process improvement and to identify a mentor who may be more able to meet the needs of the mentee.

Rewarding Engagement
While providing mentorship to new faculty comes with its own rewards, the School of Nursing values faculty engagement in a culture of mentorship. Therefore, faculty mentors will be rewarded for mentoring efforts annually. These rewards include a SON Mentorship Award and showcasing mentors/mentees in the School of Nursing's End of Year publication, and through social media.

Mentorship External to the School of Nursing
The School of Nursing also values the opportunity for new faculty members to engage with colleagues across the University. Therefore, all new faculty members are encouraged to explore the following opportunities:
- [New Faculty Learning Community Program](#)
- [Academic Affairs Faculty Mentoring Program](#)
- [Year Two Learning Community](#)

Origin: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

POLICY AND PROECEDURES RELATED TO FULL-TIME
FACULTY ORIENTATION

Policy Statement
Orientation lays the foundation for the success of a new faculty members' career in academia. It is the intention of the School of Nursing to invest in all faculty members, to promote confidence and to help new employees adapt to their new role.

Reason for the Policy
The School of Nursing is committed to the recruitment and retention of a highly-educated, highly-skilled, and diverse workforce. Ensuring that new faculty members have information required to be successful in the roles of teaching, scholarship and service, contributes to positive individual and aggregate faculty outcomes.
Standard IV, Key Element IVH, of the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs

UNIVERSITY & COLLEGE ORIENTATION
Full-time faculty will participate in the University and CHHS orientation process that is typically held the first week of the academic year. Faculty who are hired outside of this time frame with conduct individual hiring process procedures with the University Human Resources department but are expected to attend both orientations the following semester.

SON ORIENTATION

1. The School of Nursing Program Associate to the Director will provide information related to the hiring process including:

    a. Human resources requirements
    b. Office set up including keys, phone, email, computer set up etc.
    c. SON, NCBON, and clinical agency requirements.

2. The Director will provide the faculty workload assignment for the upcoming semester or academic year.
3. The Associate Directors will provide resources related to specific course assignments.

ONBOARDING

1. The Associate Directors for Graduate and Undergraduate programs will meet with new full-time faculty, monthly, during the first semester of hire.
2. During these meetings, information related to University, College, and School processes are discussed that include the following:
    a. SON structure and participation in faculty governance, including SON and CHHS meeting schedules
    b. Mission, Vision, and Values
    c. Accreditation processes
    d. Expectations such as office hours
    e. Reappointment, Promotion and Tenure
    f. Annual self-evaluation

    g. Learning Management System

    h. Drop/Add/Withdrawals

    i. Academic petitions

    j. Banner Self Service/Course management

        i. Class lists

        ii. Email

        iii. MyUNCC

        iv. Canvas Assistance

        v. Policies and Procedures

        vi. Handbooks

        vii. Midterm grades

    k. Ordering textbooks

    l. Advising expectations and processes

    m. Location of handbooks

    n. Undergraduate curriculum

    o. Graduate curriculum

    p. Course and teaching evaluation-policy and processes

    q. End of course evaluation

    r. Final exam policy and expectations

    s. Testing policies and procedures

3. During the second semester of hire, faculty will meet individually with Associate Director(s) as needed.

4. Documentation of meetings will be maintained by Associate Director(s)

MENTORING

New full-time faculty are assigned a mentor as outlined in Policy and Procedures Related to Faculty Mentorship

Originated: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

POLICIES AND PROCEDURES RELATED TO PART-TIME FACULTY

HIRING OF PART-TIME FACULTY
1. Potential part time faculty apply through [Niner Talent](#) for part time employment.
2. The Director and/or Associate Directors review applications in the University system to review applicants to fill a vacant need on a semester basis.
3. Determination is made whether an applicant meets the qualifications required for the School of Nursing and specific course requirements.
4. Applicants that meet criteria are then contacted and further screened.
5. Once screened and qualifications deemed met, a recommendation for hire is made.
6. The Program Associate for the Director then contacts the applicant and begins the hiring process as outlined by the University.
7. Once all elements of the hiring process are verified an offer of part-time employment is made.

ONBOARDING

1. Once an applicant is hired through human resources, the Associate Director will contact and provide specific course information, such as syllabi, and/or course coordinator/lead faculty.
2. Part-time faculty are enrolled in the Part-time Faculty Canvas training course.
3. The canvas training course includes the following:
   a. Part-time faculty policy and procedure.
   b. University, College, and School handbooks that contain relevant policy and procedures.
   c. Announcements postings from Associate Directors related to important University, College and/or School or course related information.
   d. School of Nursing Meeting schedule for the Faculty Organization.
   e. Reference materials for Undergraduate, Graduate, and Distance Education teaching.
   f. Discussion area to ask questions of Associate Directors and/or other Part time faculty
   g. Clinical agency related policies and procedures for part-time faculty teaching clinical.

SON ORIENTATION

1. The School of Nursing Program Associate to the Director will provide information related to the hiring process including:

   a. Human resources requirements
   b. University processes such as ID badge, parking, etc.
   c. Location of and access to CHHS hoteling spaces
   d. SON, NCBON, and clinical agency requirements.

2. The Director will provide the faculty workload assignment for the upcoming semester or academic year.
3. The Associate directors will provide resources related to specific course assignments.

EVALUATION
Policy
Part-time faculty members will be evaluated each semester, during initial employment, and then annually, thereafter. Part- time faculty will participate in their evaluation process each semester.

Procedure
1. Associate Directors will annually send the *Part-time Instructor Self-Evaluation* form electronically to their respective part-time faculty.
2. Part-time faculty will complete and return the *Part-time Instructor Self-Evaluation* form to the

Associate Director(s) via email.

3. Associate Directors will also solicit input from Course Coordinators and/or Lead faculty members at the time of the annual evaluation, and throughout the academic year.
4. Associate Directors will review student evaluations, provided by the Director.
5. Associate Directors will provide feedback to Part-time faculty and provide additional support/resources, if needed, to promote success. This feedback may be provided in writing or in person. Notes from meetings will be documented on the *Part-time Faculty Evaluation Form*, signed by the Associate Director(s). An electronic copy sent to the part- time instructor and an electronic copy will be kept in the School of Nursing.
6. Part-time faculty provided a plan for improvement will be re-evaluated the following semester. Those not demonstrating improvement or not following the plan for improvement will not be considered for re-hire.
7. Part-time faculty evaluations will be filed electronically and available to the SON Director.

Date of Origin: 3/27/14
Revised: 8/18
Reviewed: 8/18

Date of Origin: Combined PT P&P: 7/19
Reviewed: 8/20, 8/21, 8/22, 8/23

PROCEDURE FOR HIRING A GRADUATE ASSISTANT

Prior to Recruitment
A faculty member must seek approval from the Director of the School of Nursing, to recruit a Graduate Assistant. Approval depends upon **available funding, unit priorities and hiring rationale**. Once approved, the hiring department/faculty member determines the position responsibilities and qualifications ensuring that Graduate School Terms and Conditions for eligibility observed. The faculty member determines the type of appointment (i.e. teaching assistant, research assistant, etc.). Responsibilities, type of appointment and hourly rate must be approved by the Director of the School of Nursing. Beginning in 2022 the University has implemented new procedures related to student funding, assistantships, and tuition remission for student positions available on sponsored awards. University policy and guidelines are available at https://graduateschool.charlotte.edu/faculty-and-staff-resources/student-support/student-funding-assistantships.

Advertising
If a faculty member has already recruited a student for a Graduate Assistantship, advertising through Hire-a-Niner, is not necessary. Faculty members should complete a job description for the student using the template below and send it to the Director of Nursing. Once received, the Director of Nursing will complete a Request to Hire form and complete the necessary steps for further processing.

Hire-A-Niner
Hire-A-Niner is the University's official portal for advertising available positions across campus. Students log into the platform with their existing NinerNet credentials, review current postings, upload their resume, and apply for jobs, internships and co-op experiences. If a faculty member needs to advertise for a Graduate Assistantship, s(he) should complete a job description for the student using the template below and send it to the Director of Nursing. Once received, the Director of Nursing will complete a Request to Hire form and complete the necessary steps for further processing.

Responsibilities
The faculty member orients new Graduate Assistants to the roles and responsibilities of the position for which they were hired. Graduate Assistants who will be involved in teaching must meet North Carolina Board of Nursing, SACSCOC and CCNE requirements. Faculty are responsible for ensuring that Graduate Assistants are provided education on the Family Educational Rights and Privacy Act (FERPA) as well as any School of Nursing policies which may impact their role. For additional information related to Graduate Assistantships, please visit the Graduate School website.

Graduate Teaching/Research Assistant Position School of Nursing

Faculty Name:

Master's student in nursing preferred but other health related graduate students are invited to apply for this position.

Duties/Role/Responsibilities: This individual will have duties related to *teaching* nursing courses e.g. assist with maintaining student records, grade assignments per instructions, critique student papers, post grades, assist with discussion boards and group activities to ensure active participation, proctor examinations, tutor or mentor students, review and work with instructor to modify and enhance learning assignments; and *research* duties e.g. conduct data searches and literature reviews, write summaries of findings as requested, assists with preparation of research projects and related reports, manuscripts, and presentations, code data for electronic processing,

analyze data; and perform *other duties* as assigned.

Purpose: The Gradate Teaching/Research Assistant will gain teaching and research experience under the supervision of experienced faculty and enhance their resume while earning a graduate degree.

Employment:
Contact the Business office in the CHHS to establish contract time periods and pay rate. General guidelines;
- Pay rate@ $15.00/hr. for a 10 hour work week.
- Amount of pay: 10 hours x 13 weeks x $15/hr. = $1950, Fall Semester
- Amount of pay: 10 hours x 15 weeks x $15/hr. = $2250, Spring Semester • Total Amount: $4200.00

Qualifications:
- Admission in full standing in the School of Nursing graduate program or other health related graduate program.
- Registered for a minimum of 6 but no more than 9 hours of course work per semester.
- Strong interest in working in nursing or other related health field.
- Commitment to developing organizational, teaching, and research skills.
- Strong oral, writing, computer, statistical, and interpersonal skills.
- Other skills and discipline-specific knowledge may be required.

Application process:
Submit the items listed below in a packet to:
>   Faculty Name:
>   The University of North Carolina at Charlotte, School of Nursing
>   9201 University City Blvd. | #444F CHHS Bldg. | Charlotte, NC 28223
>   Phone: | Email:
- Letter of interest with summary of experience pertinent to the responsibilities for this position.
- Resume or vitae that includes work history.

Originated: 07/19
Reviewed: 08/20, 8/21, 8/22, 8/23

POLICY ON RECORDS MANAGEMENT & RETENTION

The University of North Carolina General Administration maintains an [extensive policy](#) related to general records retention and disposition schedules. UNC Charlotte School of Nursing faculty should refer to this policy if specific questions related to student academic records are not outlined in this policy and/or if additional information related to records in other categories, is needed.

Examinations, Tests, Term Papers and Course Work Records
Records documenting examinations, tests, term papers, and course work completed by students. This series may include but is not limited to: completed student examinations, tests, term papers, course work, grade books and related documentation and correspondence.

Confidentiality: Comply with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

See Also: Credit by Examination. Disposition Instructions:
     a. Destroy in office 1 year after completion of course for uncontested grade results.
     b. If challenged, destroy after resolution of challenge

Admissions Records
Records documenting student applications for admission to the University. This series may include but is not limited to: undergraduate and graduate applications, recommendations, transcripts, committee and review records, and related documentation and correspondence. Offices of Record: Office of Undergraduate Admissions, the Graduate School

Confidentiality: Comply with G.S. 132-1.1 (f) regarding confidentiality of personally identifiable admissions information of non-enrolled students. Comply with 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

Disposition Instructions:
     a. Enrolled students, destroy in office letters of recommendation 3 years after admission, and reclassify remaining records as Undergraduate Student Academic Records or Graduate Student Academic Records when accepted.
     b. Non-enrolled students, destroy in office 1 year after application period if no litigation, claim, audit, or other official action has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

Class Lists
Class lists documenting the names and other information of students enrolled in courses taught at the University.

Confidentiality: Comply with 20 U.S.C.1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records.

Disposition Instructions: Destroy in office at end of semester or when reference value

Graduate Student Academic Records:
Records documenting the academic record of graduate students earning Masters or Doctoral degrees from the unit. This series may include but is not limited to: accepted applications, statements of purpose, writing/production samples (audio or video media), degree requirement materials, credit by examination

records, and related documentation and correspondence.

Confidentiality: Comply with applicable provisions of 20 U.S.C. 1232g (Family Educational Rights and Privacy Act (FERPA) of 1974) regarding confidentiality of student records. Office of Record: Office of the University Registrar; Graduate School; schools, departments, or units. See Also: Drop/Add Forms Note: Records covered by this series may be maintained by multiple offices of record. Consult with other offices to determine whether your records are reference copies.

Disposition Instructions:
a. Permanent for institutional academic transcripts, applications for admission, and official enrollment and grade change records of all enrolled students.
b. Destroy in office remaining records of graduated students 5 years after degree awarded.
c. Destroy in office remaining records 10 years after date last registered or date of last activity with the University.

REFERENCE COPY: the schools, departments, or units Disposition Instructions:
a. Destroy in office records 3 years after degree awarded for graduated students
b. Destroy in office remaining records 7 years after last date registered or date of last activity with the University.

Reviewed: 8/19, 9/20, 8/21, 8/22, 8/23

POLICY ON DISTRIBUTION OF INDIRECT COST RECOVERY FUNDS

Policy Statement

It is the policy of the School of Nursing (SON) to support the sponsored research activities of its faculty to contribute to the pursuit of knowledge, the enhancement of student learning and the promotion of the mission, vision and values of the SON, College of Health and Human Services, and UNC Charlotte. To further this effort, funding derived from indirect cost recovery funds will be allocated to Principal Investigators (PI) and the SON, to help support the research of the PI, as well as to promote scholarship within the School of Nursing.

Reason for the Policy

Beginning October of 2018, the University will reallocate 10% of net indirect costs recovered from federal and non-federal sponsors of contracts and grants, to principal investigators (PIs) and their primary units, to support their continued involvement in sponsored activities. Indirect cost reimbursements are typically determined based on the application of the University's Facilities and Administrative (F&A) rate, which is periodically negotiated with the U.S. Department of Health and Human Services. This policy provides guidance related to the distribution of indirect cost recovery funds received by the SON, derived from sponsored contract and grant activities.

Policy

Principal Investigators (PIs), as well as the academic unit, receive reimbursement of indirect costs (10%) from federal and non-federal sponsors of grants and contracts. This reimbursement is intended to support the ongoing scholarship of the PI and the academic unit. Indirect costs distributions will be calculated on a fiscal year basis (July 1 to June 30th).

Funds will be distributed in October based on expenditures for the previous fiscal year (July1-June 30). The brief delay is needed to finalize and verify all grant-related financial transactions that may impact the calculation of F&A. The PI and the academic unit will receive notification from Grants and Contracts Administration (GCA). A separate account for each PI will be created for fund distributions. These accounts will have a fund number with a "124" prefix.

Distributions

Principal Investigator

If a PI generates $5,000 or more in a fiscal year, 10 % of funds will be made available to the PI in proportion to how the allocation of credit was documented in NORM (Table 1). The funds are to enable the PI to continue his/her scholarship. In the case of more than one PI (Table 2), the distribution of funds should match the allocation of credit, as outlined in the grant. Faculty are strongly encouraged to discuss and agree upon allocation of credit prior to submitting the grant proposal.

Academic Unit

Ten percent (10%) of funds will be held by the academic unit and expended in such a manner as to promote scholarship within the SON which aligns with the mission, vision, and values of the academic unit.

Table 1. *Allocation of Credit and Fund Distribution Single PI*

Indirect Costs Recovered	Principal Investigator	Academic Unit
$10,000	$1000	$1000
$4999 (less than $5000)	$0	$499

Table 2. *Allocation of Credit and Fund Distribution Multiple Investigators* Indirect Costs Recovered $10,000

	Allocation of Credit	Indirect Costs Recovered	Academic Unit
Principal Investigator	50%	$5000	$500
Co-PI	25%	$2500	$250
Investigator	25%	$2500	$250

Additional Details

It is important to note that indirect cost recovery funds are considered state funds and are therefore subject to the same limitations and guidelines imposed on all state funds. Principal Investigators and unit directors are accountable for all expenditures of indirect cost recovery funds and responsible for ensuring that the expenditures adhere to state guidelines. Amounts distributed are to be made available for research-related expenditures to support (e.g., publication, conference travel, GA support). With appropriate justification, funds may be used to supplement summer salary; however, supplementing faculty salary during the academic year is not permitted.

Funds do not expire. However, the maximum balance of accumulated funds is capped at $20,000. Once the cap is reached, no additional funds will be deposited into the fund until the balance falls below $20,000

Any equipment purchased with state funds remains the property of the University and must be surrendered to the University when the faculty member terminates their employment. Additionally, if the PI leaves or retires from the University, any unexpended funds remaining in their indirect cost fund will be returned to the University. For additional information please visit the College of Health and Human Services website.

Origin: 8/18
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

FUNDING PRIORITIES FOR DOMESTIC AND INTERNATIONAL TRAVEL

Opportunities for faculty and staff travel are based on the availability of sufficient operating funds. These opportunities are provided to all faculty, regardless of rank, in support of the research and teaching mission of the School of Nursing. However, any faculty member applying for a grant should include funding for travel in the application, as allowed. Use of SON operating funds for travel will only be provided after grant funds and start-up funds have been expended.

Note: Funding priorities are not ranked in any order based on perceived value to the unit.

International Travel
Priority funding for international travel may be provided to faculty members with significant external funding who are traveling for the sole purpose of presenting (podium) their research/scholarship. International travel for other purposes (ex. poster presentations) will not be supported.

National Travel
Priority funding will be provided as outlined below:
- Podium presentations
- Poster presentations
- Teaching and/or Research conferences
- Conferences that relate to programs of study in the SON or to the informed administration of unit functions
  - o Example: AACN Doctoral Conference
  - o Example: AANP National Conference
  - o Example: AACN Essentials Revision Meeting
  - o Example: ATI Nurse Educator Conference

Local Travel
Priority funding will be provided as outlined below:
- Poster or podium presentation
- Guest speaker on area of expertise

Excluding international travel, each faculty member shall have access to between $700-$2000/year for travel, including reimbursement of out-of-pocket expenses. Staff professional development expenses will be considered on an individual basis as the budget allows. Individual requests for exceptions will be considered on a case-by-case basis as the budget allows.

Origin: 3/20
Reviewed: 8/20, 8/21, 8/22, 8/23

POLICY ON OFFICE HOURS

Policy Statement
It is the goal of the School of Nursing (SON) to provide support to its students, faculty, staff and colleagues, to achieve the School's mission and vision, and to actively participate in faculty governance. To do so effectively requires both presence and active engagement.

Reason for the Policy
The SON strives to provide the highest quality nursing education, scholarship and practice, in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. Innovation, teamwork, and scholarship, cannot be effectively cultivated without a commitment to meaningful engagement. Engagement is also required for meaningful contributions to faculty governance, as required by the Commission on Collegiate Nursing Education (CCNE, Key Element I-D), the North Carolina Board of Nursing (21.NCAC 36.0318), and the Southern Association of Schools and Colleges (Standard 3.7.5).

Policy
Faculty members are expected to schedule office hours sufficient to meet the needs for consultation with students in their classes, with advisees, and colleagues. Provisions should be made to accommodate student schedules and to maintain flexibility to meet the needs of the academic unit. Having office hours "by appointment only," would not be considered sufficient, given that, without an appointment, no physical presence is maintained to provide any flexibility or to meet the needs of individuals who may be interested in speaking to you about a program or course. Office hours should be posted on the office door, included in your syllabus, and they must be filed in the School of Nursing, prior to the first day of class. Just prior to advance registration and during periods which require collaboration and decision making, faculty may need to schedule additional office hours. Virtual office hours are not a replacement for physical presence.

Origin: 7/18
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

ORDERING TEXTBOOKS THROUGH CAMPUS BARNES & NOBLE BOOKSTORE

Policy

It is University policy that the instructor of any course has the responsibility to select the textbook and/or educational materials specified for formal use in teaching the course, using his or her professional judgment and avoiding conflicts of interest. These textbooks and/or instructional materials may be made available to students in print or electronic formats and may include but are not limited to:

- textbooks;
- substantive materials dealing with course content, including documents authored by the faculty member or by other faculty members in the department such as parts of texts, laboratory manuals, descriptions of experimental protocols, hypothetical cases for discussion, and similar items;
- substantive collected materials authored by the faculty member or by others inside or outside the University and reproduced from professional journals, periodicals, and books (i.e. course packs); and
- high quality Open Education Resources (OER) as well as other Open Access materials.

University Policy 204, Textbooks and Instructional Materials, specifies the primary criteria for selection of instructional materials, and outlines actions required of the faculty regarding orders, book selections, conflicts of interest, and sale of materials. For more information, refer to University Policy 204, Textbooks and Instructional Materials.

Interim desk copies of textbooks are available from the Campus Bookstore until the publisher's complimentary copy arrives. Since publishers often mark desk copies in a manner that renders them non-returnable, books that are obtained from the Campus Bookstore must be kept clean so that these may be returned to the publishers. If the desk copy is not returned to the Bookstore or replaced within 60 days from the date of issue, the department of the faculty member is required to pay for the desk copy. Unsold copies of textbooks cause a financial drain on the Campus Bookstore in several ways, and faculty members are asked to use good judgment in placing orders.

To order your textbooks please follow the following process: **Note that this process MUST be competed even if you are not ordering textbooks**

1. Go to AIP (Adoptions and Insights Portal) at (https://aux.uncc.edu/bookstore/textbooks/textbook-adoption)
2. Log-in using Niner log-in
3. If you have no textbook for the course, please check "No Text Required for This Course."
4. Final, "Review and Submit" your textbook order

Origin: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

MANAGING CURRENCY OF LIBRARY MATERIALS

Policy
The Atkins Library policy defines deletion as a by-product of the collection policies of the library, and consequently, the collection is weeded on a regular basis to reflect changing needs, and to delete outdated information. The responsibility for implementing the weeding policy rests with the library faculty and staff in consultation with the nursing faculty.

Procedure
The nursing collection is reviewed every two years, (in the fall of even years) to identify materials in the nursing collection that should be deleted. The following criteria are used:
1. Obsolescence
    a. Material containing outdated information (e.g., directories, membership lists, yearbooks)
    b. Non-book materials in obsolete formats (e.g., audiovisual materials)
2. Earlier editions of general texts for which the library owns later editions.

In the fall of even years, a subspecialty of the nursing collection as well as 1/3 of the general nursing collection is reviewed. No more than 6 years will lapse between complete collection reviews. The Nursing Librarian generates a list of nursing materials owned by Atkins Library which are designated for review. The Associate Dean/Director of the School of Nursing and/or designees appoint faculty in each specialty area to review the list and recommend deletion. Nursing Faculty will identify the reason for deletion as obsolescence, an earlier edition or other reason and provide their name.

The list of titles recommended for weeding will be referred to the Nursing Librarian who will make one of the following recommendations:
1. Retain, in which case the requester is notified.
2. Withdraw, in which case the material will be handled in accordance with Library procedures for the processing of weeded materials.
3. Other (e.g., retain latest edition, withdraw earlier editions) in which case the materials will be handled in accordance with corresponding Library procedures.

If nursing faculty and the Nursing Librarian offer conflicting recommendations for an item, the item is retained.

Before the designated materials are removed from the collection, members of the campus community associated with health issues will have the opportunity to comment on their deletion. The library will maintain a file of all weeding requests that will be retained for five (5) years.

Date of Origin: 9/94
Revised: 7/02
Reviewed: 6/03, 6/04, 8/05; 08/16; 08/18; 08/19, 8/20, 8/21, 8/22, 8/23

GUIDELINES FOR THE APPOINTMENT, REAPPOINTMENT AND PROMOTION OF SPECIAL FACULTY

UNC Charlotte School of Nursing Clinical Track
Faculty Appointment

Criterion	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Educational Qualifications	Terminal degree in nursing from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*	Terminal degree in nursing from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*	Terminal degree in nursing, or related field, from an accredited institution. *21 NCAC 36.0318* *CCNE Standard II-D*
Certification(s)	National certification in specialty area APRN: *NONPF Criterion V.A.2*	National certification in specialty area APRN: *NONPF Criterion V.A.2*	National certification in specialty area APRN: *NONPF Criterion V.A.2*
Licensure	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*	Unencumbered license to practice as an RN in the state of North Carolina *21 NCAC 36.0318* *NONPF Criterion V.A.2*
Registration and Approval to Practice	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*	If teaching clinical for APRN students must maintain Approval to Practice in North Carolina. *21 NCAC 36.0803*
Initial Appointment	1-year	1-year	1-year
Maximum Length of Initial Reappointment	3 years	3 years	3 years

Subsequent Reappointments	5 years	5 years	5 years
Clinical Experience	Minimum 5 years	Minimum 10 years	Minimum 15 years

Criterion	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Teaching Experience	Prefer 1-year. May include online, face to face, precepting students in clinical or combination. *If teaching in undergraduate program,* *Prior to or within the first 3-years have education in teaching and learning principles for adult education.* *21 NCAC 36.0318*	Minimum of 2 years. May include online, face to face, precepting students in clinical or combination. *If teaching in undergraduate program,* *Prior to or within the first 3-years have education in teaching and learning principles for adult education.* *21 NCAC 36.0803*	Minimum of 2 years. May include online, face to face, precepting students in clinical or combination. *If teaching in undergraduate program,* *Prior to or within the first 3-years have education in teaching and learning principles for adult education.* *21 NCAC 36.0803*
*Workload	12 credits per semester 9 of which are in teaching and the remaining 3 in scholarship.	12 credits per semester 9 of which are in teaching and the remaining 3 in scholarship.	12 credits per semester 9 of which are in teaching and the remaining 3 in scholarship.
**Scholarship Requirements/Standards	An average of three (3) scholarly activities per year. Must include publications in peer reviewed journals	An average of three (3) scholarly activities per year. Must include publications in peer reviewed journals. Internal funding	An average of three (3) scholarly activities per year. Must include publications in peer reviewed journals. External funding
Teaching	Meets unit minimum criteria of teaching for rank	Meets unit minimum criteria of teaching for rank	Meets unit minimum criteria of teaching for rank
Service	Meets unit minimum criteria of service for rank	Meets unit minimum criteria of service for rank	Exceeds unit minimum criteria of service for rank

*Workload will be negotiated on an annual basis based on scholarship productivity. Individuals not meeting minimum scholarship expectations, after sufficient opportunities for mentoring, may be given an increased teaching load (3:4 or 4:4) to meet the teaching needs of the academic unit.

+ During the initial 1-year appointment, clinical assistant professors will be expected to develop a plan for meeting scholarship requirements and share this plan with the Director, seeking guidance as needed and as required by the Director.

**A number of factors are considered when determining reappointment or promotion. Scholarship represents only one factor which is considered when determining reappointment or promotion. In keeping with the tripartite mission of the University, decisions regarding reappointment and/or promotion will be based on evaluation of performance in teaching, scholarship and service.

Criteria Considered for Promotion

Criterion	Clinical Assistant to Clinical Associate Professor	Clinical Associate to Clinical Professor
Teaching	Record of sustained, outstanding performance in teaching	Record of sustained, outstanding performance in teaching
Scholarship	A **minimum** of 15 scholarly activities is required before being considered for promotion to clinical associate professor. Must include publications in peer-reviewed journals.	A **minimum** of 20 scholarly activities is required before being considered for promotion to clinical professor. Must include publications in peer- reviewed journals.
Service	Record of sustained, outstanding performance in-service	Record of sustained, outstanding performance in service
*Time in Rank	5-years before consideration for promotion	5-years before consideration for promotion

* A faculty member may request early consideration for promotion. Faculty must first discuss early consideration with the Director to determine level of support. If early promotion is supported, a formal request shall be in writing, on School of Nursing letterhead, and shall outline clear and concise rationale for the request. The Director, in consultation with the School Review Committee (SRC), will make the final determination and provide written notice of the decision, with rationale, to the faculty member.

Definitions and Examples
Sustained Outstanding Performance in Teaching
1. Overwhelmingly positive student evaluations
2. National certification in nursing education
3. Excellent peer evaluations of teaching
4. Demonstration of innovative classroom strategies which produced positive outcomes for students
5. Satisfy all essential teaching related behaviors:
   - Preparing and distributing syllabi which are accurate and follow current University standards
   - Meeting class on a consistent basis, including on-time arrival and dismissal
   - Professional classroom behavior
   - Effective and logical organization of course content and lectures
   - Effective, courteous communication with students in and out of the classroom
   - Effective delivery of appropriate content material
   - Using agreed upon policies and practices for evaluating student learning
   - Meeting the reasonable needs of students and advisees through availability during scheduled office hours, appointments and online (if applicable)

- Teaching material that is current within the discipline
- Effective and consistent use of data (evaluation, item analyses, constructive feedback) to engage in continuous quality improvement

Measurement of Sustained Outstanding Performance in Teaching is achieved through (1) submission of course syllabi, (2) peer evaluations, (3) student evaluations, (4) advisee surveys, and (5) faculty completion of annual self-evaluation documents.

6. Demonstrated expertise in positive teaching through student engagement, classroom and clinical teaching innovations conducted on behalf of students or the School of Nursing:
   - Creating innovative projects and assignments
   - Conducting review sessions outside of normal class time
   - Effectively incorporating technology in the classroom
   - Serving as a teaching mentor for other faculty
   - Being readily available for students beyond required office hours
   - Developing a new course
   - Developing a new teaching area
   - Mentoring or precepting students
   - Effectively supervising independent study projects
   - Incorporating projects that involve service learning (does not have to have official service learning designation)
   - Creating ways to enhance diversity and inclusion in the classroom

Sustained Outstanding Performance in Service

Sustained outstanding performance involves (1) engaging in significant service over a minimum of a 5-year period and (2) engaging in leadership in teaching or service.

1. Significant service supports the mission, vision and goals of the School of Nursing, the College of Health and Human Services and the University, or addresses the needs of the community or the profession in ways that require a faculty member's professional expertise. Significant service is characterized more by quality than by quantity. Active and engaged involvement in appropriate committees, faculty searches, unit, college and university governance structures, leadership within the unit, college or university life, work in professional organizations, and effective performance of administrative duties are all examples of significant service.
2. Leadership in teaching or service can be demonstrated by major initiatives with substantial and ongoing impact, a number of significant leadership contributes that form a pattern of continuing engagement or a combination of the two. All items within service and leadership in teaching or service may not be of equal value. Factors which may impact the value include:
   a. The impact of the effort expended,
   b. The relative prestige (awards, publications) or
   c. The varied levels of responsibility

The candidate's combined activity and achievement must be of high quality, must exceed routinely assigned teaching, service and must include demonstrated leadership.

Scholarship (AACN, 2016)

The following examples are taken from the American Association of Colleges of Nursing (2016). *Defining scholarship for academic nursing task force consensus position statement.* Retrieved from http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing

The Scholarship of Practice
- Develops best practices for translating evidence to practice based on results of translational and implementation science.
- Secures competitive funding to support innovations in practice.
- Publishes to influence practice via peer-reviewed venues.
- Disseminates policy papers through peer-reviewed media.
- Provides expert review for quality improvement projects, journals, periodical, or textbooks.
- Disseminates practice-based findings at regional, national, or international meetings.
- Analyzes system-wide data to evaluate practice patterns and/or uncover new issues related to practice from such data.
- Serves as a clinical practice specialist in partnerships that advance research, clinical improvements, policy development and/or implementation.
- Influences policy through leadership activities at the local, national, and international levels and participates in policy think tanks.
- Translates research and utilizes evidence to improve health and generate practice-based knowledge.
- Develops unique clinical nursing programs or interventions with documented effectiveness.
- Disseminates clinical programs or quality improvement initiatives in regional, national, or international arenas.
- Leads in the development, review, and evaluation of clinical practice models to transform healthcare delivery.
- Translates research and utilizes evidence to improve health, impact practice, and effect change in health systems.
- Develops clinical guidelines, innovations, and new program initiatives.
- Assists with or conducts systematic reviews that synthesize summarize research findings to recommend solutions to current clinical problems.

The Scholarship of Teaching
- Redesigns or develops educational systems to effectively prepare students as practitioners, researchers, and educators of the future.
- Develops and implements evidence-based educational strategies that promote critical thinking and clinical decision-making.
- Evaluates impact, cost effectiveness, and efficiency of teaching strategies in attainment of student learning outcomes.
- Disseminates research findings from programmatic and systematic evaluations to foster curricular changes in all levels of nursing education.
- Develops new teaching methods and strategies to prepare graduates for a transformed healthcare system.
- Incorporates and evaluates the use of instructional technology in nursing education.
- Leads the design of interprofessional education that enhances collaborative practice and/or policy development to improve health outcomes.

The Scholarship of Discovery
- Generates new knowledge based on systematic evaluation using all methods of scientific inquiry to inform nursing practice, education, and/or policy through translation of research findings.
- Secures competitive extramural funding to investigate phenomena that expand the core of nursing knowledge.
- Leads successful research initiatives to include research teams or centers at the local, regional, national, or international arenas that focus on scientific inquiry to augment nursing knowledge related to health promotion and/or testing of interventions to improve health and

disease outcomes.
- Develops innovative scientific approaches that inform practice and advance healthcare delivery methods.
- Disseminates in peer-reviewed journals with published impact factors or through media outlets.
- Presents research findings at regional, national, and international conferences and healthcare meetings.
- Communicates to lay groups to promote translation and implementation of research findings.
- Develops and investigates unique programs of scientific inquiry at the basic, clinical, or population level to include testing interventions for efficacy, effectiveness, or implementation processes. Generates new knowledge based on systematic evaluation using all methods of scientific inquiry to inform nursing practice, education, and/or policy through translation of research findings.
- Secures competitive extramural funding to investigate phenomena that expand the core of nursing knowledge.
- Develops innovative scientific approaches that inform practice and advance healthcare delivery methods.
- Disseminates in peer-reviewed journals with published impact factors or through media outlets.

Date of Origin: 8/18
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

Guidelines for the Appointment, Reappointment and Promotion of Special Faculty
UNC Charlotte School of Nursing

Lecturer Appointment and Reappointment

Criterion	Lecturer
Educational Qualifications	MSN in nursing
Certifications	Not required
Licensure	Unencumbered license to practice as an RN in the state of North Carolina or compact state *21 NCAC 36.0318*
Initial Appointment	1-year
Maximum Length of Initial Reappointment	3-years
Subsequent Reappointments	5-years
Clinical Experience	Minimum of 2 calendar years or the equivalent of full-time clinical experience as a registered nurse *21 NCAC 36.0318*
Teaching Experience	Prior to or within the first 3-years have education in teaching and learning principles for adult education. *21 NCAC 36.0318*
Workload	12 credits per semester
Teaching	Meets unit minimum criteria of teaching for rank
Service	Meets unit minimum criteria of service for rank

Promotion to Senior Lecturer

Criterion	Lecturer to Senior Lecturer
Educational Qualifications	MSN in nursing
Certifications	National Certification in clinical area or nursing education
Licensure	Unencumbered license to practice as an RN in the state of North Carolina or compact state
Clinical Experience	Minimum of 5 calendar years clinical experience

Teaching Experience	Minimum of 5 years' teaching experience at UNC Charlotte
Workload	12 credits per semester
Teaching	Record of sustained, outstanding performance in teaching
Service	Record of sustained, outstanding performance in service
*Time in Rank	5-years before consideration for promotion

* A faculty member may request early consideration for promotion. The formal request shall be in writing, on School of Nursing letterhead, and shall outline clear and concise rationale for the request. The Director, in consultation with the School Review Committee (SRC), will make the final determination and provide written notice of the decision, with rationale, to the faculty member.

Definitions and Examples

Sustained Outstanding Performance in Teaching

1. Overwhelmingly positive student evaluations
2. National certification in nursing education
3. Excellent peer evaluations of teaching
4. Demonstration of innovative classroom strategies which produced positive outcomes for students
5. Satisfy all essential teaching related behaviors:
   - Preparing and distributing syllabi which are accurate and follow current University standards
   - Meeting class on a consistent basis, including on-time arrival and dismissal
   - Professional classroom behavior
   - Effective and logical organization of course content and lectures
   - Effective, courteous communication with students in and out of the classroom
   - Effective delivery of appropriate content material
   - Using agreed upon policies and practices for evaluating student learning
   - Meeting the reasonable needs of students and advisees through availability during scheduled office hours, appointments and online (if applicable)
   - Teaching material that is current within the discipline
   - Effective and consistent use of data (evaluation, item analyses, constructive feedback) to engage in continuous quality improvement.
     Measurement of Sustained Outstanding Performance in Teaching is achieved through (1) submission of course syllabi, (2) peer evaluations, (3) student evaluations, (4) advisee surveys, and (5) faculty completion of annual self-evaluation documents.
6. Demonstrated expertise in positive teaching through student engagement, classroom and clinical teaching innovations conducted on behalf of students or the School of Nursing:
   - Creating innovative projects and assignments
   - Conducting review sessions outside of normal class time
   - Effectively incorporating technology in the classroom
   - Serving as a teaching mentor to other faculty
   - Being readily available for students beyond required office hours

- Developing a new course
- Developing a new teaching area
- Mentoring or precepting students
- Effectively supervising independent study projects
- Incorporating projects that involve service learning (does not have to have official service learning designation)
- Creating ways to enhance diversity and inclusion in the classroom

Sustained Performance in Service

Sustained outstanding performance involves (1) engaging in significant service over a minimum of a 5-year period and (2) engaging in leadership in teaching or service.

1. Significant service supports the mission, vision and goals of the School of Nursing, the College of Health and Human Services and the University, or addresses the needs of the community or the profession in ways that require a faculty member's professional expertise. Significant service is characterized more by quality than by quantity. Active and engaged involvement in appropriate committees, faculty searches, unit, college and university governance structures, leadership within the unit, college or university life, work in professional organizations, and effective performance of administrative duties are all examples of significant service.
2. Leadership in teaching or service can be demonstrated by major initiatives with substantial and ongoing impact, a number of significant leadership contributions that form a pattern of continuing engagement or a combination of the two. All items within service and leadership in teaching or service may not be of equal value. Factors which may impact the value include:
   a. The impact of the effort expended,
   b. The relative prestige (awards, publications) or
   c. The varied levels of responsibility

The candidate's combined activity and achievement must be of high quality, must exceed routinely assigned teaching, service and must include demonstrated leadership.

Origin: 8/18
Reviewed: 8/19, 8/20, 8/21, 8/22, 8/23

FACULTY EMPLOYMENT INFORMATION

Provost's Office: Faculty Handbook https://facultyhandbooks.uncc.edu/full-time-faculty-handbook#7term

Employment Status
Although recruitment of faculty members takes place within individual departments and colleges, faculty members work with the Human Resources Department regarding matters pertaining to their status as state employees.

EHRA and SHRA Employees
Full-Time employees of the University are either exempt from the State Human Resources Act or subject to it. Exempt employees are sometimes referred to as EHRA, and those subject to the Act as SHRA. All full-time faculty members are EHRA employees. Promotion and salary decisions for faculty members are made differently from similar decisions for employees who are subject to the State Human Resources Act. Promotion and tenure decisions for faculty members are made according to the provisions of University Policy 102.13, Tenure Policies, Regulations, and Procedures of the University of North Carolina at Charlotte.

Twelve-Month and Nine-Month Appointments
Most full-time faculty members hold nine-month appointments that coincide with the period of the academic year. Nine-month faculty members may teach in UNC Charlotte summer sessions and earn extra income; however, summer teaching appointments are not automatic. Assignments to summer school teaching positions are made by individual department chairpersons and based on enrollment, courses that need to be offered, and available resources.

Some full-time faculty members, including department chairpersons, deans and some lecturers, have twelve-month appointments. These twelve-month faculty members earn vacation leave (24 days per year) and sick leave (12 days per year). They are expected to work all days, except official holidays when the University is closed. All twelve-month faculty are required to fill out leave slips whenever they are absent from work.

For a faculty member on 9-month appointment, the date for removal from the payroll at the end of the academic year is June 30. Regular payroll checks received in July and August are advance payment for work to be done during the fall semester. The faculty member who leaves employment before completing that fall semester must reimburse the University for the full amount of any overpayment.

SICKNESS, TEMPORARY ABSENCES AND VACATION FOR 12 AND 9-MONTH APPOINTMENTS

UNC Charlotte has no regular program of sabbatical leave for faculty members. However, educational leaves of absence may be granted on an individual basis. Educational leaves of absence are designed to permit faculty members to conduct activities or engage in endeavors which will enhance their professional growth and enrich their teaching, research, or service. The process of obtaining such a leave begins when a faculty member submits a request to the department chairperson or dean at least one semester before the desired leave period. An educational leave of absence may be granted with or without pay.

Personal leaves of absence are granted to nine-month tenure-track faculty members and senior lecturers without pay to accommodate personal or family needs or to enable participation in activities that will benefit the faculty member of the UNC Charlotte community. Parents of newborn or newly adopted

children may request personal leave with or without pay, depending on the circumstances, for up to twelve weeks. Faculty members on twelve-month contracts and who accrue sick leave are governed by policies set forth in Personnel Information Memorandum Number 9 (PIM-9).

The decision whether to grant a leave of absence depends upon the circumstances of each case. For more information, refer to University Policy 102.6, Family and Medical Leave for Nine-Month Faculty; University Policy 102.15, Personal (Non-FMLA) Leaves of Absence for Nine-Month Faculty; and University Policy 102.7, Personnel Policies for Designated Employment Exempt from the State Human Resources Act.

Sickness and Temporary Absence
Full-time twelve-month faculty members earn twenty-four days of annual leave per year. They earn sick leave in accordance with the provisions of the State Personnel Manual. Part-time permanent twelve-month faculty members earn annual leave and sick leave on a pro rata basis. Nine-month faculty members earn no sick leave and no annual leave. If a faculty member is ill or otherwise unable to meet their classes, they should contact their chair or dean as far in advance as possible so that provisions can be made. For more information, refer to University Policy 102.4, Annual and Sick Leave for Faculty Members.

Vacation
Faculty members on regular nine-month appointments accrue no vacation leave. Twelve-month faculty members earn twenty-four days of annual leave per year. Part-time permanent twelve-month faculty members earn annual leave on a pro rata basis. For more information, refer to University Policy 102.4, Annual and Sick Leave for Faculty Members.

Time for nine-month faculty members to take vacations is available when the University is closed and during the summer when they are not teaching. All weekdays during the academic year are considered workdays except when the University is officially closed. Periods when classes are not in session and the University is not closed may be used for meetings, student advising and registration, and other University activities in addition to the professional activities of individual faculty members.

Origin: 8/18
Reviewed: 8/19, 9/20, 8/21, 8/22, 8/23

FACULTY AS STUDENT POLICY

The Faculty as Student Policy specifies that one may not simultaneously be a full-time faculty member in the SON and student in one of the graduate programs within the SON.

Although faculty members are eligible to enroll for courses at UNCC and other North Carolina System state schools, full-time faculty within the School of Nursing cannot apply or enroll in graduate programs or graduate courses offered within the School of Nursing. This policy is consistent with practices at other universities and is in keeping with appropriate graduate education practices. The overlap of assigned faculty responsibilities with the role of student place faculty members and faculty as students in often difficult or conflictual relationships with their colleagues related to;
- Potential conflicts of interest
- Timely progress toward degree
- Inappropriate responsibilities/assignments relative to one's student and/or faculty peers
- Equity in regard to terms of employment for all members of the faculty
- Voting on curricular issues.

Faculty can enroll in programs offered outside the School of Nursing and within the College or UNC Charlotte given the following conditions are met.
- The unit/program of enrollment is separate and distinct from the unit/program of employment.
- Faculty members associated with the employment and responsible for employment supervision of the faculty member are not members of the faculty members graduate committee and are not responsible for evaluation of the faculty members' performance as a graduate student.
- The faculty member is not involved in any duties that include instruction or evaluation of other graduate students.
- The faculty member is not involved in any academic/program decisions within the unit of enrollment or the program in which they are enrolled.

Origin: 8/18
Reviewed: 8/19, 9/20, 8/21, 8/22, 8/23

GUIDANCE FOR INCLEMENT WEATHER DECISIONS

Please pay close attention to the UNC Charlotte website, as well as Niner Alerts (sign up for these if you have not already). Make sure you have your Continuity of Operations Plan handy, in case we need to implement the plan.

The University will issue campus status using Condition 1 – Condition 3.
- C1 conditions, meaning still open but with reduced operations, use your best judgment for yourselves and your students, always keeping safety in mind. If you move forward with class or clinical under C1 conditions, please don't penalize students not in attendance, as their best judgment when it comes to their safety priorities may be different from your own.
- C2, or suspended operations, plan on not having class or clinical.
- C3 means the University is closed and we cannot and should not mandate that a student be in clinical, even if it means they may need to make up clinical hours.

Additional information on this policy may be found on the website of [Emergency Management](#).

Origin: 8/18
Reviewed: 08/19, 08/20, 8/21, 8/22, 8/23

SON & UNIVERSITY HEALTH SAFETY PROCEDURES

The SON follows the policies set forth by the University for health protocols in place on campus. Please refer to the Niner Nation Cares website.

[Home | Niner Nation Cares | UNC Charlotte](#)

SON students in clinical agencies must also follow the health protocols set forth by that specific agency.

Date of Origin: 8/22, 8/23

RELATED POLICIES LOCATED IN THE STUDENT HANDBOOK

Bloodborne Pathogen Control Plan

Latex Response Plan

Clinical Incident Report Policy and Procedure

ADDITIONAL COLLEGE POLICIES

Policy for Topics Courses
Please refer to the College of Health and Human Services Faculty Handbook.

Policy for Creating and Grading Independent Study Format for Course Syllabi
Faculty in the School of Nursing are expected to use the approved College Syllabus Template for their courses. Please refer to the College of Health and Human Services Faculty Handbook.

Textbook Policy
Please refer to the College of Health and Human Services Faculty Handbook.

Policy for Writing a Letter of Recommendation for Students
Before requesting a reference from any faculty or staff member at UNC Charlotte, students must complete a Consent form that gives permission for an individual to divulge academic information to the person or agency requiring the reference.

Grade Change Procedure
http://registrar.uncc.edu/final-grading-instructions

To begin the grade change process, select Grade Change Menu under the Faculty & Advisors tab in Banner Self-Service. Complete online grade change instructions on pages 23 – 25 of the Banner Self-Service manual.

SELECT UNIVERSITY POLICIES

- [Policies, Regulations, and Procedures/Selected Faculty Policies and Resources](#)

- [Procedures for Resolving Faculty Grievances Arising from Section 607(3) of The Code of The University of North Carolina](#)

- [Guidelines for Preparing a Grievance Petition](#)

- [Sexual Harassment Policy and Grievance Procedure (Policy Statement #61)](#)

- [Code of Student Academic Integrity](#)

- [Code of Student Responsibility](#)

- [Formal student complaint resolution log](#)

- [Policy on Withdrawal from Courses at UNC Charlotte](#)

- [Textbooks and Instructional Materials](#)

- [Consent for Letters of Recommendation/Evaluation](#)

    [Academic Grievance Policy for the College of Health and Human Services (CHHS)](#)

    [UNC Charlotte Academic Policy and Procedure: Grading](#)

    [Grade Replacement Policy](#)

    [Policy for the Appeal of a Final Course Grade](#)

    Policy for Grading an "Incomplete"

    [Reporting Midterm Grades](#)

    Early Warning – email sent from Provosts Office at the beginning of each semester

EVALUATION AND REPORTING
POLICY AND PROCEDURE RELATED TO CLINICAL SITE EVALUTION

Policy Statement
It is the goal of the School of Nursing (SON) to ensure that students are engaged in clinical experiences within appropriate learning environments. Therefore, prior to placing student(s) in a clinical facility, the facility should be assessed to determine its capacity to meet course objectives, student learning outcomes and program outcomes.

Reason for the Policy
The SON strives to provide the highest quality nursing education, scholarship and practice, in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. This policy ensures our compliance with standards set forth by the *National Organization of Nurse Practitioner Faculties* (Criterion IV.A, 2018), as well as Standard II, Key Element II.B of the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2018).

Policy
Prior to placing students in a new clinical facility, it shall be assessed for its capacity to meet course objectives, student learning outcomes and program outcomes. This assessment will be documented electronic on the School of Nursing *Pre-Clinical Site Evaluation Worksheet* located within the Google Drive. Faculty responsible for student placement should review the assessment prior to moving forward with placing students.

Questions outlined on the worksheet may be answered through a telephone interview with the appropriate manager of the facility or unit, or through a visit to the facility. Following a positive evaluation, continued evaluation of the facility will occur through faculty feedback using End of Course Reports, and student evaluations related to clinical experiences.

Date of Origin: 5/86
Revised: 6/03, 8/18, 8/19
Reviewed: 8/05, 6/08, 06/09, 06/10, 06/12; 08/16, 08/18, 8/20, 8/21, 8/22, 8/23

PRECEPTOR ASSIGNMENT AND STUDENT PLACEMENT POLICY

Policy Statement

Preceptors serve as an extension of faculty and are defined by UNC Charlotte School of Nursing as nurses, or related professional with specific expertise to support student achievement of outcomes. It is the goal of the School of Nursing to ensure that students are provided access to preceptors who are able to effectively guide students in the achievement of course objectives, student learning outcomes, and program outcomes.

Rationale

The School of Nursing endeavors to meet all rules, regulations and guidelines provided by its approval and accrediting bodies related to the use of preceptors. This policy ensures our compliance with standards set forth by the Commission on Collegiate Nursing Education (Standard II, Key Element II-F), as well as criterion IV.B.1 and IV.B.3, provided by the *National Organization of Nurse Practitioner Faculties.* Therefore, to ensure consistency in the placement process and appropriate distribution of information, graduate and undergraduate programs using preceptors will make preceptor assignments using the process outlined below. Failure to follow the process could delay progression.

Preceptor Identification and Selection Criteria by Major

1) <u>DNP Post-Masters</u>
    a) Clinical experts are identified collaboratively by students and the program coordinator/faculty.
    b) Clinical expert qualifications include: A minimum of the terminal degree in their discipline, appropriate licensure and certification, and experiential preparation validated by the program coordinator. Qualified clinical experts are forwarded to the Associate Director for Graduate Programs to submit to the Graduate School for approval as Associate Graduate Faculty.

       In addition to providing support and expertise to the student, the Clinical Expert serves on the Scholarly Project Committee and participates in the approval process for the proposal and final presentation of the scholarly project. Clinical Experts are typically selected from the DNP students work environment, as such there is no affiliation agreement or clinical compliance process required.

2) <u>MSN - Advanced Clinical Majors</u>
    a) Preceptors are identified by students and the clinical placement coordinator(s) prior to the start of each semester.
    b) Preceptor qualifications include: A minimum of a graduate degree, appropriate licensure and certification, and a minimum of 2 years' practice experience. Educational and experiential preparation are validated by the clinical placement coordinator(s).
    c) The clinical placement coordinator(s) communicate to the clinical agency, the number of precepted hours, time frame, level of student, and desired preceptor.

3) <u>MSN - Systems Major</u>
    a) Preceptors are identified by the student. Preceptor names and qualifications are forwarded to the course faculty. Faculty, in collaboration with the Program Coordinators, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical.
    b) Preceptor qualifications include: A minimum of a graduate degree, current licensure and

certification (if required), a minimum of 1 year of practice experience, and appointment to position relevant to the clinical course. Educational and experiential preparation are further validated by the systems coordinator on a case-by-case basis. Preceptors who are a nurse with a BSN and graduate education in MHA or MBA (administration) or MPH (community/public heath) are acceptable.

4) <u>DNP-Nurse Anesthesia across the Lifespan (2020)</u>
   a) Preceptors are identified by Nurse Anesthesia faculty pursuant to the partnership agreement with Atrium Health. In compliance with CoA standards, the Nurse Anesthesia faculty are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical.
   b) Preceptor qualifications include: A minimum of a graduate degree, current licensure and certification, a minimum of 1 year of practice experience.

5) <u>Undergraduate Programs-Prelicensure BSN</u>
   a) Preceptors are identified by faculty. Faculty, in collaboration with the Associate Director for Undergraduate Programs, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical.

   <u>Undergraduate Programs-RN-to-BSN</u>

   If required, preceptors are identified by the student and/or the faculty. Faculty, in collaboration with the Associate Director for Undergraduate Programs, are responsible for assessment of each preceptor's educational and experiential preparedness, prior to the start of clinical.

   b) Preceptor qualifications: Pursuant to *NCAC 36.0318*, clinical preceptors shall have competencies, assessed by the nursing program, related to the area of assigned clinical teaching responsibilities and may be used to enhance faculty-directed clinical learning experiences after a student has received basic instructions for that specific learning experience. As recommended by the North Carolina Board of Nursing, UNC Charlotte gives preference to preceptors with a minimum of a BS degree, who are interested in assuming the role of preceptor and who have participated in professional learning activities commensurate with clinical experience. Clinical preceptors shall hold an active unencumbered license to practice as a registered nurse in North Carolina.

Affiliation Agreements
   a) The individual requesting an identified preceptor will notify the coordinator or designee, via email, of the preceptor's name and employer. The coordinator or designee verifies that the institution or agency has an active affiliation agreement with the College of Health and Human Services.
   b) If no such agreement exists or requires renewal, the coordinator(s) forwards information to the CHHS Dean's office. A representative from the Dean's Office will work with the agency and UNC Charlotte in developing or updating the agreement. The clinical placement coordinator will verify that a current agreement is in place prior to a student starting a precepted experience.
   c) The letter to the preceptor includes a copy of the syllabus, student evaluation form, compliance data (if requested), a copy of student CV (if requested), as well as roles and performance expectations with respect to teaching, supervision and performance feedback.
   d) The clinical placement coordinator(s), lead faculty or course faculty, notify students when

clinical practice can begin.

Preceptor Notification Process

The administrative associate responsible for preceptor notification letters will be responsible for creating and distributing **ALL** preceptor letters. To ensure that the preceptors selected are secured early, the following process should be followed:

1) Students, faculty, lead faculty and/or placement coordinators identify qualified preceptors using established SON criteria, specific to track, as outlined above;
2) Undergraduate faculty submit a Clinical Placement Request form directly to the appropriate administrative associate;
3) Graduate faculty submit a completed Clinical Placement Request form to the appropriate program coordinator who verifies the accuracy of all information. The program coordinator then sends the completed form to the appropriate administrative associate;
4) Course faculty, lead faculty, or placement coordinators provide the assigned administrative associate with the following documents:

Documents Required
*Completed preceptor placement form
**Documentation of preceptor education and experience
Curriculum Vitae of student being placed (Graduate only, if requested)
Current course syllabus

*Includes date of current affiliation agreement

**Send preceptor names as soon as secured

5) Compliance updates from CHHS Academic Advising Center are reviewed by the appropriate faculty or staff member.
6) Once the above documents have been received and deemed complete, the administrative associate will complete the following:
   i) Create the preceptor agreement letter;
   ii) Electronically file the preceptor and student CVs (if required);
7) The administrative associate will then send the preceptor or practice manager the following documentation:
   i) Preceptor agreement letter
   ii) Student CV (if requested)
   iii) Documentation which outlines roles and responsibilities of the student, faculty member and preceptor;
   iv) Current syllabus;
   v) Verification of compliance is provided to course faculty, lead faculty, and clinical placement coordinator via email. An electronic copy of the email is kept in each student's file.

Invoices from organizations charging for preceptors will only be paid once documents outlined above have been received.

Preceptor Orientation

The process for preceptor orientation varies by degree track. However, at a minimum, all preceptors are provided documentation regarding the role of the preceptor, student and faculty member.

Preceptor and Site Evaluation

1) Students provide feedback at the end of each semester to the course faculty regarding the preceptor, as well as the clinical site. This is formally submitted by individual course faculty using the School of Nursing preceptor evaluation form for each preceptor in their section.
2) Course faculty also provide feedback concerning the preceptor and clinical site.
3) Course faculty, lead faculty, placement coordinators, and/or program coordinators, review feedback to ensure that preceptors are meeting the needs of students. Should any concerns arise regarding the effectiveness of a preceptor or a site, to meet student needs, the site and/or preceptor should not be used in the future.

Consolidation and Revision: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

PRECEPTOR SELECTION, EVALUATION, AND DOCUMENTATION OF QUALIFICATIONS - GRADUATE NURSING PROGRAMS

I. Nurse Practitioner Program
   a. Preceptors will be identified by the clinical placement coordinator in partnership with clinical agencies and graduate students prior to the start of each semester. Criteria includes: licensed provider, a minimum of 2 years' experience, and in good standing with the licensure boards. Criteria are validated by the clinical placement coordinator.
   b. Clinical Placement coordinator will communicate to liaisons at clinical agencies the number of precepted hours, time frame, level of student, and desired preceptor upon request of preceptor placements.
   c. The clinical placement coordinator will verify that the institution or agency has an active affiliation agreement with the College of Health and Human Services.
      i. If no such agreement exists or requires renewal, the Clinical Placement Coordinator will forward information to the Dean's office.
      ii. A representative from the Dean's Office in the CHHS will work with the agency in developing or updating the agreement and the clinical placement coordinator will verify that a current agreement is in place prior to a student starting a precepted experience.
      iii. Preceptor letters generated by the School of Nursing will state time period for the clinical experience.
      iv. The preceptor letter includes a copy of the syllabus, student evaluation form and a copy of student faculty and clinical faculty expectations, also other information required by the individual agency regarding the assigned student.
      v. Clinical placement coordinator is responsible for notifying students when clinical practice can begin.

II. Nurse Administrator and Community/Public Health Nursing programs
   a. Preceptors will be identified by the course coordinators in partnership with clinical agencies and graduate students prior to the start of each semester.
   b. Course coordinators will communicate recommended minimum preceptor qualifications to liaisons at clinical agencies upon request of preceptor placements. Qualifications include: upper management position, and minimum Masters prepared.
   c. The course coordinator will verify that the institution or agency has an active affiliation agreement with the College of Health and Human Services.
      i. If no such agreement exists or requires renewal, the course coordinator will forward designated information to the Dean's office.
      ii. A representative from the Dean's Office in the CHHS will work with the agency in developing or updating the agreement and the course coordinator will verify that a current agreement is in place prior to a student starting a precepted experience.
   d. Preceptor letter will state time period for the clinical experience that is generated by the School of Nursing. A copy of the syllabus, responsibilities of the faculty and student and preceptor, as well as evaluations forms.

III. Nurse Educator Program
   a. Preceptors will be identified by the course coordinators in partnership with clinical agencies and graduate students prior to the start of each semester.
   b. Course faculty will communicate recommended minimum preceptor qualifications to the education students. Qualifications include: minimum Master's prepared, 2 years clinical experience and 1 year's teaching experience.
   c. The course coordinator will verify that the education preceptor meets course.

d. Preceptor letters will state time period for the clinical experience on the preceptor letter that is generated by the School of Nursing office.

Date of Origin: 08/19
Reviewed: 08/20, 8/21, 8/22, 8/23

PRECEPTOR AND SITE EVALUATION - GRADUATE NURSING PROGRAMS

Course faculty and students provide feedback at the end of each semester to the course coordinator or clinical placement coordinator regarding the preceptor's effectiveness and ability to adequately precept as well as the site. This is formally submitted by individual course faculty using the School of Nursing preceptor evaluation form for each preceptor in their section.

Course coordinators and/or clinical placement coordinator work with course faculty to identify preceptors that adequately contributed to the students meeting the objectives of the course.

Created 04/15
Reviewed: 08/16, 8/18, 8/19, 9/20, 8/21, 8/22, 8/23

FACULTY CLINICAL VERIFICATION REQUIREMENTS

Policy

Each nursing faculty member (full time or part time) teaching a clinical course is to provide the following:

1. Current CPR certification accepted by the School of Nursing.
2. Current unrestricted North Carolina RN license.
3. TB (PPD) results – initial two-step and then annually screening. Screening form managed by clinical sites.
4. For graduate clinical faculty only: Current individual malpractice policy must be a minimum of $1,000,000 individual and $3,000,000 aggregate with the policy in effect for the duration of the academic year. Individual liability insurance is paid by faculty.
5. Updated faculty immunization and Health History records.
6. School of Nursing Bloodborne Pathogens Training Verification – annually available online.
7. Criminal Background Check (one time only for entire faculty career)
8. Drug Screen (if required by agency)
9. Agency Compliance Material – specific to assigned clinical agency.

Procedure

At the beginning of each academic year, nursing faculty members are required to submit proof of requirements listed above to the Administrative Associate to the Director of the School of Nursing. Faculty failing to submit the required information will not be permitted in the clinical setting.

Date of Origin: 5/89
Revised: 7/02, 7/03, 8/05; 06/09, 06/10, 7/11, 6/12
Reviewed: 8/18, 8/19, 8/20, 8/21, 8/22, 8/23

DEFINING FORMAL COMPLAINTS

Policy Statement
The School of Nursing strives to provide person(s) internal or external to the academic unit, the opportunity to openly share concerns which may be related to the application or interpretation of a work process, policy or procedure in the School of Nursing. This excludes academic integrity issues, which are managed according to the Code of Student Academic Integrity.

Reason for the Policy
To provide a clear definition of what constitutes a formal complaint and to ensure understanding of established policies related to the reporting process. (Standard I, Key Element I.G, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, CCNE, 2018).

1. Informal Resolution
Students are strongly encouraged to use the School of Nursing's Lines of Communication policy to reach an informal resolution to any perceived conflict, concern or issue. Should it be necessary to file a formal complaint, prompt reporting is important to ensure a fair and accurate resolution; therefore, formal complaints should be submitted within fifteen (15) days of the alleged incident.

1. Before making a formal written complaint, students should seek resolution by raising concerns and discussing them informally with the relevant faculty member. **A concern can usually be resolved through open and honest communication.**
2. If, after discussing with the relevant faculty member, a student believes the complaint remains unresolved, the student should bring the concern to the appropriate Associate Director.
3. Complaints which still remain unresolved may be submitted, as a formal complaint, to the Director of the School of Nursing.

2. Formal Complaint Definition
The School of Nursing defines a formal complaint as an allegation by a currently enrolled student that there has been, in an individual case, an arbitrary or discriminatory application of, or failure to act pursuant to, School of Nursing policies, in relation to students. The complaint should be a written statement submitted by a student about a matter that requires formal consideration and resolution by the School of Nursing, in the terms set out in this policy.

Application and Scope
A formal complaint is a request for assistance with a problem, conflict, concern, or issue that negatively impacts a student that could not be addressed by informal resolution with the faculty of record, or staff member.

- Appropriate complaints are defined as a noted dissatisfaction with any application or interpretation of a work process, policy or procedure in the School of Nursing. Those for which a University process already exists (e.g., Final Grade Appeal, Academic Integrity, Title IX issues) will not be considered.
- Complaints which question the academic judgement of faculty not be considered.
- No action will be taken on malicious or anonymous complaints.
- A complainant must be able to demonstrate that the complaint is brought without malice, that it is based on evidence and that the complainant honestly and reasonably believes to be substantially true.
- Those involved in resolving the complaint must take all reasonable steps to ensure that the complainant is protected against any subsequent recrimination.

Procedure:
- Students will submit a written, signed complaint to the Director of the School of Nursing within fifteen (15) days of the alleged incident.
- The Director (or designees), will respond to the complaint, in writing, within 10 business days of receipt.
- If resolution of the complaint cannot be achieved at the unit-level, the complaint will be addressed through additional University processes which will be provided in the Director's response.

External Stakeholders
- External stakeholders (clinical agencies, providers, general public) are encouraged to submit concerns via email to the Director of the School of Nursing (nursing.uncc.edu/about us). The Director (or designee) will respond to the concern within ten (10) business days of receipt.
- Guidelines under "Application and Scope," also apply to external stakeholders.

Originated: 7/19
Reviewed: 8/20, 8/21, 8/22, 8/23

NOTIFYING STAKEHOLDERS OF CHANGES IN PROGRAMS OR POLICIES

Goal Statement

It is the goal of the UNC Charlotte School of Nursing to be open and transparent regarding changes which impact internal and external stakeholders.

Students

It is expected that students will use the Student Handbook as a resource throughout their time in the program; however, policy and program changes are communicated to students at the start of each semester. Mid-year policy or program changes, when they occur, are communicated to current students, electronically, using their official UNCC email address and the UNC Charlotte School of Nursing website and social media platforms (when appropriate).

Faculty

Changes in administrative policy are communicated to faculty through email, Notes from the Administrative Team, Program meetings, FO meetings, and at the Annual Program Evaluation Workshop.

Changes related to curriculum are managed through the faculty governance process at UNC Charlotte in accordance with the Constitution of the Faculty and within the School of Nursing in accordance with School of Nursing Bylaws.

External Stakeholders

External stakeholders are notified of changes through the official UNC Charlotte School of Nursing website, newsletters, and email, when appropriate. In addition, the SON Advisory Board is notified of changes during their biannual meeting.

Origin: 7/19
Reviewed: 8/20, 8/21, 8/22, 8/23

CALCULATION OF PROGRAM COMPLETION RATES

Policy Statement

It is the goal of the School of Nursing (SON) to ensure that students complete their program of study in a timely manner. While on-time program completion is an indicator of student success, it also reduces student costs and potential indebtedness.

Reason for the Policy

The SON strives to provide the highest quality nursing education, scholarship and practice, in its efforts to educate a highly skilled nursing workforce and promote the health of the citizens in the Charlotte region and beyond. This policy ensures our compliance with standards set forth by *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2018), specifically, Standard IV, Key Element IV-B, *Program completion rates demonstrate program effectiveness.* Key element elaboration requires that the *program identifies the cohort(s), specifies the entry point, and defines the time to completion, each of which may vary by track. The program identifies factors used and the number of students excluded if some students are excluded from the calculation.*

Policy

The School of Nursing will calculate completion rates as the number of students who, once admitted and enrolled in the major, complete the program in no more than 150% of the stated program length, which can vary based on program.

Origin: 8/19
Reviewed: 8/20, 8/21, 8/22, 8/23

SCHOOL OF NURSING MINUTES TEMPLATE

All meetings of the SON faculty and administration will keep minutes using the following template. Meeting minutes will be submitted to the Directors Administrative Associate who will post them in the appropriate online repository.

Origin:8/17
Reviewed: 8/20, 8/21, 8/22, 8/23

Agenda and Minutes Template Meeting Name

Time and Place

Conducting:
Attending:

Discussion Topics	Issues/Concerns	Action Steps

Respectfully Submitted by:

Date of Next Meeting:

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING
Undergraduate End of Course Report & Clinical Agency Evaluation Form

Course Number/Name:

Term:

Faculty:

Clinical Agency Evaluation: (facility and unit)

Day of week on unit and shift:

End of Course Report					
Total number of students in the course?					
FINAL Grade distribution of the course? Please provide # for each grade.	**A**	**B**	**C**	**D**	**F**
Was the course taught as it was planned?	**Yes**	**No**			
Were the learning objectives met?	**Yes**	**No**			
Does this course have an associated SLO?	**Yes**	**No**			
Are the learning objectives appropriate for the course? If not, what revisions need to be considered?					
What revisions were made to the course and why?					
Do you have recommendations for course improvement?					
What data was used to make or recommend revisions to the course?					
Describe the delivery method of the course.					
What learning activities did you use to facilitate achievement of course objectives?					
Describe your formative assessment measures and how the results guide your teaching?					

Describe your summative assessment measures and how the results guide your teaching?	
Describe how you use item analysis to improve multiple choice tests?	

Information used for Annual report, NCBON – 21NCAC 36.0318, & CCNE Key elements

For Clinical Courses ONLY:

Clinical Agency Evaluation					
	5 Excellent	**4 Good**	**3 Average**	**2 Below Ave**	**1 Poor**
The unit/agency provided opportunities for meeting the clinical focus & course objectives					
The unit agency provided opportunities for meeting the required competencies					
The unit agency provided opportunities for practicing skills					
Staff served as effective role models					
The learning opportunities available on the unit were appropriate for achieving the objectives of the course and meet the needs of the students.					
The unit/agency provided opportunity for and encouraged collaboration with other health care professionals.					
Overall rating of the unit/agency for clinical use in the future					

Additional comments:

Student Learning Outcome (SLO) Data:

Pre-licensure UG BSN program: For NURS 3430, 3440, 4430, and 4450 ONLY

NURS 3430	Percent (%) of students with rating of 4 or higher on Evidence Based items 1 and 2a&b on the Clinical Evaluation Form. (SLO #3)	
NURS 3440	Percent (%) of students with rating of 4 or higher on Values Based item 1 on the Clinical Evaluation Form. (SLO #1)	
NURS 3440	Percent (%) of students with rating of 4 or higher on Customized Criteria item 1 on the Clinical Evaluation Form. (O) (SLO #5)	
NURS 3440	Percent (%) of students with grade ≥ 80 on Health Fair Project (W) (SLO #5)	
NURS 4430	Percent (%) of students with a grade of ≥ 80 on the nursing care plan. (SLO #4)	
NURS 4450	Percent (%) of students with rating of 4 or higher on Values Based items 2 and 3d on the Clinical Evaluation Form. (SLO #2)	

RN to BSN program: For NURN 4100 and 4450 ONLY

NURN 4100	Percent (%) of students with grade ≥ 85 on Oral Presentation Assignment	
NURN 4450	Percent (%) of students with grade ≥ 85 on Chronic Disease Paper	
NURN 4450	Percent (%) of students with grade ≥85 on Ethical Assignment	
NURN 4450	Percent (%) of students with grade ≥ 85 on Collaborative Class Assignment	
NURN 4450	Percent (%) of students with grade ≥ 85 on Care Plan Paper	
NURN 4450	Percent (%) of students with grade ≥ 85 on Quality/Safety Assignment, or with a grade of satisfactory/passing grade on written discussion forum.	

Reviewed by:	Date	Actions
UGCC		

Rev. 2/09; 8/18, 8/29, 8/20, 8/21, 8/22, 8/23

Undergraduate Student Clinical Agency Evaluation Form
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
SCHOOL OF NURSING

Please answer the following questions regarding the clinical sites you were assigned to for the semester.

1. Please circle your level in the nursing program

Junior 1   Junior 2   Senior 1   Senior 2

2. Circle the Name(s) of the facility/agency used during this semester:

Atrium Health University   Atrium Health Pineville   Atrium Health Main

Atrium Health Northeast   CaroMont   Novant Presbyterian Main

Novant Presbyterian Matthews   Other

3. Please provide your name. Responses are confidential:

_____

4. On a scale of 1 to 5, with 1 equaling strong disagree and 5 strongly agree, answer the following questions about your impressions of the facility.

First Clinical Unit					
	1 **Strongly Disagree**	**2** **Disagree**	**3** **Neutral**	**4** **Agree**	**5** **Strongly Agree**
The unit's nursing staff served as role models for our clinical group.					
This unit was effective towards achieving the course objectives.					
This unit provided opportunities to collaborate with other healthcare professionals.					
What were the strengths of the unit?					
Was there anything this unit could do to improve?					
Would you recommend this unit for future use?	**Yes** **No**				

Additional Comments (please use the back of the form for additional space, if needed)

Faculty Preceptor Evaluation Form (Undergraduate)
THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING

Name of Preceptor: _____

Clinical Site: _____

Course Name/Number: _____

Semester: _____

Please rate your preceptor on the following items.					
	1 **Strongly Disagree**	**2** **Disagree**	**3** **Neutral**	**4** **Agree**	**5** **Strongly Agree**
Respected the confidentiality of student relationships.					
Demonstrated confidence in the student.					
Showed understanding and recognition of the individuality of the student.					
Demonstrated flexibility.					
Established an environment conducive to dialog, discussion and expression of diverse points of view					
Made and kept student and faculty appointments					
Demonstrated open and honest communication with student and faculty					
Showed understanding and recognition of the individuality of the student					
Established an environment conducive to dialog, discussion and expression of diverse points of view.					
Shared knowledge, ideas and insights with students.					
Served as a role-model for student.					
Assisted in arranging clinical teaching					

experiences which enabled student to meet learning needs					
Provided assistance in evaluating learning experiences.					
Provided appropriate clinical supervision					
Provided periodic evaluation of performance to faculty and student related to progress.					
Would you recommend this preceptor?					

Additional Comments:

Revised: 8/18
Reviewed: 8/20, 8/21, 8/22, 8/23

STUDENT PRECEPTOR EVALUATION FORM (UNDERGRADUATE)
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING

Name of Preceptor: _____

Clinical Site: _____

Course Name/Number: _____

Semester: _____

Please rate your preceptor on the following items.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Demonstrated knowledge and skills for working with the client population at the agency					
Demonstrated open and honest communication					
Showed understanding and recognition of the individuality of the student					
Established an environment conducive to dialog, discussion and expression of diverse points of view.					
Shared knowledge, ideas and insights with students.					
Served as a role-model for student.					
Assisted in arranging clinical teaching experiences which enabled student to meet learning needs					
Provide assistance in evaluating learning experiences.					
Provided appropriate clinical supervision					
Gave student on-going evaluation of performance.					
Would you recommend this preceptor?					

Additional Comments:

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING
Faculty Evaluation of Clinical Preceptor (Graduate)

Course   Semester: _____

Clinical Area   Preceptor Name

Faculty Member Completing Form:

Directions: For each item, record the letter that most clearly corresponds to your experiences. Please give an explanation in "Comments" for any statement with a C or D for the response.

Coding

A = Strongly Agree   B = Agree   C = Disagree   D = Strongly Disagree E = Unable to Evaluate

1. Respected the confidentiality of student relationships.

2. Demonstrated confidence in the student.

3. Showed understanding and recognition of the individuality of the student.

4. Demonstrated flexibility.

5. Followed through on commitments.

6.   Established an environment conducive to dialog, discussion and expression of diverse points of view.

7. Interacted with student individually to aid in implementing learning experiences.

8. Made and kept student and faculty appointments.

9. Shared knowledge, ideas and insights with students.

10. Was well informed about clinical and professional advances.

11. Referred student to resource persons and materials.

12. Served as a role model for student.

13. Assisted in arranging clinical teaching experiences which enabled student to meet learning needs.

14. Maintained open communication with student and instructor.

15. In collaboration with the student allowed progression from participant observation toward responsible professional practice that enabled the accomplishment of learning objectives

16. Provided adequate and appropriate supervision for the student while in the clinical setting.

17. Provided periodic evaluation to faculty and the student of the student's progress in meeting the learning objectives.

18. Would recommend utilization of this site in the future.

Comments:

Reviewed by:	Date	Actions
Course Meeting (if multiple faculty)		
UGCC		

Revised 10/09
Reviewed 06/12; 0 8/14; 06/16; 08/18, 8/20, 8/21, 8/22

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE SCHOOL OF NURSING
Evaluation of Preceptor and Clinical Site (Graduate Student)

Name of Preceptor:_____Clinical Site: _____

Course Number:_____   Semester: _____

Directions: For each item, record the letter that most closely corresponds to your experiences with the preceptor. Codes:

A=Strongly Agree; **B**=Agree; **C**=Disagree; **D**=Strongly Disagree; **U**=Unable to Evaluate.

Rating	Clinical Performance Criteria
	1. Demonstrated knowledge and skills for working with the client population at the agency.
	2. Demonstrated open and honest communication so that a feeling of trust developed between preceptor and student.
	3. Showed understanding and recognition of the individuality of the student.
	4. Demonstrated flexibility.
	5. Followed through on commitments.
	6. Established an environment conducive to dialog, discussion and expression of diverse points of view.
	7. Made and kept student appointments.
	8. Shared knowledge, ideas and insights with students.
	9. Was well informed about clinical and professional advances.
	10. Referred student to resource persons and materials.
	11. Served as a role-model for student.
	12. There was an adequate orientation to the agency, staff, policies and procedures.
	14. Assisted in arranging clinical teaching experiences which enabled student to meet learning needs.
	15. Interacted with students individually to provide assistance in implementing learning experiences.
	16. Interacted with students individually to provide assistance in evaluating learning experiences.

	16. Provided appropriate clinical supervision.
	17. Gave student on-going evaluation of performance.
	18. Would you recommend this preceptor to another student?

Additional comments about the preceptor:

PRE-SELECTION CLINICAL AGENCY EVALUATION FORM (GRADUATE)

1. The clinical agency was appropriate for meeting my objectives and course objectives and is recommended for other students.
   (*circle one*)   yes   no

2. Is this agency in a Medically Underserved Community?

3. Identify specific strengths of the agency (if any noted).

4. Identify specific weaknesses of the agency (if any noted).

Student Signature: _____

Date: _____

Reviewed: 06/12; 08/14; 06/16; 08/18, 8/20, 8/21, 8/22, 8/23