



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

COLLEGE OF NURSING

2024-2025

Faculty Handbook

The College of Nursing Faculty Handbook has been developed to provide the nursing faculty and professional staff with information pertinent to their roles within the college. This document is not intended to replace the *UTK-UTIA Faculty Handbook* or the *College of Nursing Undergraduate and Graduate Student Handbooks* but is designed to supplement them. If you have suggestions for improving the usefulness of this handbook, please submit them to the Executive Associate Dean of Academic Affairs.

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The University of Tennessee, Knoxville, College of Nursing

The University of Tennessee, Knoxville, College of Nursing

Located on the flagship campus of the University of Tennessee, the University of Tennessee, Knoxville, College of Nursing (CON) programs include:

- Baccalaureate [traditional (TBSN), accelerated (ABSN), RN to BSN]
- Post-graduate Certificates
- Doctoral [DNP and PhD]

The CON was established in 1971 in response to the need for nurses to be prepared at the baccalaureate [BSN] level. The PhD nursing program began in 1989; in 2003, the BSN to PhD program was approved and opened for enrollment. Recognizing the need for clinical experts with doctoral preparation, the CON obtained approval of the Doctor of Nursing Practice [DNP] program and began admitting students in 2012. This program admits both BSN to DNP and post-master's students.

We envision the CON to be a diversified academic community of faculty and students working collaboratively to become expert nursing professionals at various levels of nursing practice. We aspire to be nationally recognized, not only for excellent educational programs, but also for the creation and dissemination of nursing knowledge. Students and faculty from Tennessee and beyond will be attracted to the college for its unique research emphases, innovative practice arrangements, and services to the community.

Vision, Mission, and Values of the College of Nursing

Vision

Leading Care. Creating Partnerships. Improving Health.

Mission

- ☐ We improve health through nurse-led care by integrating education, practice, research, scholarship & innovation.
- ☐ We prepare a diverse nursing workforce through exceptional student-centered learning and experiences.
- ☐ We define health broadly and impact it by addressing policy, equity, and social justice with advocacy and leadership.
- ☐ We embrace the volunteer spirit by investing in our people and listening to diverse perspectives to build a compassionate and caring workplace culture.
- ☐ We work collaboratively with others to create innovative ideas that improve health for all.

Values

Valuing All	Originality	Leading with Integrity	Seeking Knowledge
Diversity and Inclusivity Promotes a Sense of Belonging and Equitable Care	Innovative ideas and Technologies Propel New Solutions and Outcomes	Exceptional Leadership with Courage to Be Nimble and Transformational	A Spirit of Inquiry and Curiosity Guides our Day-to-Day Work

Philosophy

Excellence in the generation and communication of nursing knowledge is the responsibility of both faculty and students engaged in a reciprocal teaching-learning process. This process is enhanced by responding to the unique learning needs of a diverse student population in an environment that facilitates critical thinking, self-awareness, communication, reflection, and action in providing health care and improving quality of life. As a College of Nursing within a land-grant research-intensive university, we conduct scholarship to develop evidence-based interventions and the professional skills necessary to apply them in a variety of health contexts as well as evaluation of practice and translation of research. Our curriculum is based on the metaparadigmatic concepts of person, environment, and health as the focus of nursing practice and knowledge development.

Persons, as individuals, families, groups, and communities are the focus of nursing care and have the right to have subsistence needs met and to access comprehensive health care in a climate of dignity and respect. Persons are biopsychosocial and thus are complex, creative, and relational. They are genetically, socially, culturally, spiritually, and politically diverse. Nurses value equity and justice, emphasizing the needs of vulnerable populations realizing that all people experience vulnerability when health is challenged.

Environment includes the totality of physical, social, cultural, institutional, and political structures and conditions that influence human existence, health, development, and empowerment. Persons cannot be understood apart from their environments. Excellence in healthcare demands that we promote, maintain, and restore health through environmentally based practice, setting the conditions for healing, the ecology for sustainable health, and the climate for belonging, support, and respect.

Health is defined as a series of transitions occurring in development, illness, recovery, wellness, social relationships, life challenges, and death. We focus on actual or potential health problems and strengths to improve the well-being of persons as defined by mutual dialogue with them. Health is a human right, enabling individuals to realize their maximum potential for self-determination and interpersonal, family, communal relationships, and meaningful work. Health encompasses central elements of growth, development, and integrity throughout the life span.

Nursing is a practice discipline, defined as the diagnosis and treatment of human responses to actual or potential health problems and needs of individuals, families, groups, and communities. Nurses strive for holistic, accessible, high-quality, cost-effective, and ethical health care. Nurses interact with other health care professionals and community partners to create optimal climates for healing, wellness, and quality of life in changing systems of health care. As nurses, we hold that health is influenced by local and global economic forces, cultural change, technological advances, and scientific discoveries. Nursing is ultimately responsible to maintain and improve health through practice, organization, leadership, scholarship, policy, and advocacy. The public trust in nursing mandates that, above all, the nursing profession is accountable for ethical protection of individuals and the public from health risks and threats to personal integrity or dignity.

CON Diversity and Inclusion Mission Statement

At the College of Nursing, we believe diversity and inclusion are critical to fulfilling our commitment to improving the health of communities, families, and individuals. We recognize individuals have multiple identities that affect their experiences. We value the intersectionality of these identities, which may include race, ethnicity, gender identity and/or expression, age, religion, nationality, culture, perspective, ability, sexual orientation, and socioeconomic status. We are committed to building an inclusive learning and working environment that respects, values, and celebrates the vast array of backgrounds, identities and perspectives of our faculty, staff, students, alumni, and community partners. Our commitment requires us to examine both individual and systemic factors affecting diversity, equity and inclusion in the learning environment and the broader community. Our commitment is essential to the success of the mission of the College of Nursing. Including and engaging a community of students, faculty, and staff that reflects the diversity of our local, national, and global society is essential to the success of the mission of the College of Nursing.

As catalysts for optimizing health through nurse-led care, we cultivate and empower a diverse body of nursing leaders who have the tools needed to build a more equitable, healthier society. We seek and nurture partnerships with individuals and organizations that promote diversity and inclusion throughout the state of Tennessee, nationally, and globally.

Code of Ethics

In accordance with their stated philosophy, the faculty and students of the University of Tennessee, Knoxville, College of Nursing, believe that nursing has as its central focus human beings, society, and wellness. To best function as faculty members and students in the promotion of wellness, prevention of illness, care and rehabilitation of the sick, high ethical and professional standards must be maintained by those associated with the College of Nursing. These standards shall apply to the delivery of responsible nursing care, to faculty and student relationships, and to the maintenance of conduct that in no way detracts from the image of the profession or reputation of the college.

For this purpose, the College of Nursing Code of Ethics was developed using the American Nurses Associations Code of Ethics as a guideline. Faculty and students are equally responsible for adherence to the Code and are accountable for all acts in violation of it.

1. The need for health care is universal, transcending all national, ethnic, racial, religious, cultural, political, educational, economic, developmental, personality, role, and sexual differences. Nursing care is delivered without prejudicial behavior. Individual value systems and lifestyles of the client should be considered in the planning of health care with and for each client.

The nurse's concern for human dignity and the provision of quality nursing care must not be limited by personal attitudes or beliefs. If ethically opposed to interventions in a particular case because of the procedures to be used, the nurse is justified in refusing to participate. Such refusal should be made known in advance and in time for other appropriate arrangements to be made for the client's nursing care. If the nurse becomes involved in such a case and the client's life is in jeopardy, the nurse is obliged to provide for the client's safety, to avoid abandonment, and to withdraw only when assured that alternative sources of nursing care are available to the client.

It is the responsibility of the students to communicate their needs, concerns, and changes in health status to the faculty in a professional manner. In making assignments, faculty are committed to being sensitive to these factors.

2. The right to privacy of students, faculty, staff, patients, families, and other health professionals should be judiciously protected by those associated with the College of Nursing. When knowledge gained in confidence is relevant or essential to others, professional judgment must be used in sharing it.

It is the responsibility of all those who have access to confidential information to see that such information is accessible only to those directly concerned with the individual. When an authorized person wishes to use a client's record for research, scholarship, or non-clinical purposes in such a way that the individual may be identified, the client's written consent must first be obtained.

3. All faculty and students automatically assume responsibility and accountability for their individual and group professional judgments and actions. The individual will develop and maintain collective competence commensurate with his or her level of preparation and responsibility.

In the role of client-advocate, the nurse acts to safeguard the client and the public. When health care and safety may be adversely affected by the practice of any person, responsible action may include but is not limited to:

- a) Reporting to appropriate persons, student, faculty, or staff behavior that could adversely affect the client (including but not limited to alcohol or drug abuse)
 - b) Questioning a potentially harmful medical or nursing order
 - c) Seeking testing for potentially infectious diseases if participating in personal behaviors or professional activities that place the individual at risk
 - d) Withdrawing from professional activities that pose an identifiable risk of transmission of infection from the individual to the patient (according to CDC guidelines in effect at the time of the activity)
4. The faculty and students in the College of Nursing will avoid any conduct that would bring disrepute and disgrace to the students, faculty, college, or nursing profession or that would adversely affect the teaching/learning environment. Such conduct may include but is not limited to:
 - a) Commission of a misdemeanor or felony
 - b) Fraud or deceit in filing an application
 - c) Pilfering clinical or academic materials
 - d) Acts which violate the accepted social norms regarding conduct of one person towards another; Social norms refer to the laws, written or unwritten, which protect the individual from unwanted acts of another, such as lying, slander, gossip, etc.

Each nursing student and faculty member has the responsibility to promote the highest standards of academic honesty, which should include whatever kind of personal intervention that may be necessary to eliminate dishonest conduct. Specific guidelines and university policy regarding penalties for academic misconduct are outlined in *Hilltopics*.

References:

American Nurses Association (2015). Code of Ethics for Nurses with Interpretive Statements. Silver Spring, MD: <https://www.nursingworld.org/coe-view-only>

The University of Tennessee (2020). Hilltopics: 2020 Student Handbook. Knoxville, TN: <https://hilltopics.utk.edu>

Strategic Plan

The CON Strategic Plan, congruent with the University of Tennessee, Knoxville, (UTK) campus plan (<https://www.utk.edu/vision>), is an ongoing effort to measure progress towards our strategic imperatives using benchmarks.

CON Strategic Plan 2023-2027

Revised August 2024

EDUCATION

Educate diverse nursing professionals who deliver high quality patient care to the full extent of their scope of practice.

- Identify gaps and redundancies and demonstrate best practices in curricula by mapping program outcomes, student learning outcomes, course content, 2021 AACN Essentials, and other professional standards.
- Evaluate the effectiveness of the holistic freshman admission process in yielding a diverse student population.
- Develop and implement pipeline programs to promote access to all populations and experiences.

Utilize practice experiences to produce graduates prepared to meet the needs of the health care workforce.

- Implement a variety of student clinical experiences.
- Implement high quality and innovative teaching strategies (e.g., active learning, simulation, mastery learning, etc.).

Develop accessible, innovative, and effective strategies to enhance student success.

- Implement strategies to identify students at risk.
- Implement strategies to improve student success.
 - Hire new student success coach and evaluate output and outcomes.

Achieve Faculty Evaluation Goals.

- 95% of College of Nursing faculty will obtain a score of 3 or higher in the area of teaching on their annual performance evaluation.

RESEARCH

Prioritize holistic human health and wellness research and scholarship through a lens of equity and innovation.

- Increase awards related to health equity 3 additional awards every fiscal year (FY).
- 75% of tenure-track faculty will be engaged in funded research.

Engage in interdisciplinary team science, partnering with learners, scientists, clinical experts, and community partners to reduce health disparity and improve health outcomes in individuals and underserved populations.

- Increase researcher and clinical expert team science by 3 additional proposals every FY.
- 75% of all awards will include interdisciplinary teams (nurses and non-nurses).
- Increase student [Graduate Research Assistants (GRAs), Research Assistants (RAs)] and post-doc involvement in research and scholarship by 5% each FY.

Disseminate new knowledge and best practices to address health disparities and improve population health outcomes with a focus on underserved populations.

- Increase the number of faculty producing peer-reviewed publications by 5% each year.
- Increase the overall number of peer-reviewed publications by 5% each year.
- 40% of all full-time faculty will deliver a podium/poster presentation at the local, regional, state, national, or international level annually.

Promote and develop pathways for contributions to research, scholarship, and engagement goals for Research, Tenure-Track and Non-Tenure-Track faculty.

- Increase internal and external attendance at Research and Scholarship focused opportunities (i.e.: events, retreats, and workshops) by 5% each calendar year (CY).
- Increase alternative/innovative dissemination of knowledge each CY.
- 100% of tenure-track faculty will plan and/or implement or disseminate research.
- 25% of non-tenure-track faculty with terminal degrees will participate as a member of a research, EBP, or QI team for clinically focused projects.

PRACTICE

Expand the continuum of care offerings by the Center for Nursing Practice.

- Develop relationships and expand practice partnerships in both urban and rural communities to improve health and minimize disparities.
- Collaborate with Knoxville's Community Development Corporation (KCDC) to sustain mental health services after the UP & UP mental health HRSA (Health Resources and Services Administration) grant is complete.
- Expand promotion of the Precious Prints Project through the use of social media and annual Sprint for the Prints event.
- Develop clinical practice opportunities by supporting university processes and/or with grant writing skills.

Develop and promote local nurse-led clinical opportunities for faculty practice and student clinical enrichment/scholarship opportunities.

- Maintain and expand faculty practice partnerships with University of Tennessee student health.

- Explore clinical/management/research opportunities for faculty at University of Tennessee Medical Center Knoxville (UTMCK).

Facilitate development of global health opportunities for education, clinical practice, and research.

- Design and execute 4 international student trips annually.
- Expand funding for international clinical/research/educational opportunities.
- Expand simulation workshops globally, locally, and nationally.

Develop and offer Nursing Continuing Professional Development opportunities for nursing and health care communities.

- Post developed educational modules on platforms for distribution to interested nurses.
 - Modules in mental health as developed in the UP&UP grant.
 - Sexual Assault Nurse Examiner modules to nurses seeking SANE certification.
 - Modules on patient's experiences or outcomes related to the social determinants of health (SDoH) in the delivery of care.
- Continue annual support of the Pharmacology Update as a virtual conference in the Fall.
- Continue bi-annual support of the Pediatric Pharmacology Update as a virtual conference in the Spring.

TELLING OUR STORY

Define key stakeholder groups.

- Conduct stakeholder analysis to understand the specific needs and interests of each group. These will be included in the CON Strategic Communications Plans.

Create Messaging Strategy.

- Build upon the existing CON Strategic Communications Plan to further tailor messaging to meet the identified stakeholders' needs.
- Develop specific messaging for each stakeholder group, highlighting the unique contributions and strengths of the College of Nursing.

Implement Stakeholder Outreach Plan.

- Continuously implement and refine the CON Strategic Communications Plan to reach key stakeholders effectively.
- Utilize integrated marketing plans to coordinate outreach efforts across various channels, including digital platforms, traditional media, and events.
- Measure the effectiveness of outreach campaigns through metrics such as engagement rates, website traffic, and stakeholder feedback.

Enhance Marketing Efforts.

- Collaborate closely with program chairs and assistant deans to develop targeted outreach campaigns promoting the College of Nursing's non-traditional programs.
- Utilize the media toolkit to ensure consistent and compelling brand messaging across all communication channels.
- Capitalize on the success of the new CON website by continuously updating content and optimizing user experience to further engage stakeholders.

Focus on Current and Long-term Strategy.

- Regularly evaluate the effectiveness of communication strategies and adjust tactics as needed to address evolving stakeholder needs and market dynamics.

Administration and Governance

See Appendix A: Organizational Chart

Academic Administration

Dean

The Dean of the CON has ultimate responsibility for all of the programs and activities of the college. More specifically, the Dean, in consultation with faculty and staff, shall:

- Recommend faculty and staff appointment, retention, promotion, and termination
- Develop, implement, and evaluate academic programs and policies
- Prepare and administer the budget
- Allocate and maintain physical facilities, equipment, and support services
- Establish and maintain contractual and professional relationships between the CON, health care agencies, and other external organizations
- Provide leadership in the development of the CON and its resources, programs, and future directions

The Dean serves as the liaison between the CON and the central administration of the institution, and between other constituencies in the institution. The Dean has a direct reporting relationship to the UTK Provost and Vice Chancellor for Academic Affairs. The Dean is assisted in the administrative role by associate deans, assistant deans, and academic Program Chairs.

Executive Associate Dean of Academic Affairs [EADAA]

The Executive Associate Dean of Academic Affairs [EADAA], chief operating officer for academic matters, reports directly to the Dean and shall:

- Provide overall strategic direction, vision, and leadership for academic programs
- Hold ultimate responsibility for maintaining accreditation status of the CON academic programs
- Coordinate activities of academic programs with campus/university academic support systems to ensure a well-integrated plan of operation compatible with the CON vision, mission, and strategic plan
- Assume administrative accountability for ensuring the quality of the degree-granting educational programs
- Coordinate evaluation activities in accordance with the CON evaluation plan
- Oversee the preparation of reports and summaries of evaluation data
- Create synergy across the responsibilities of the Undergraduate Assistant Dean, Graduate Assistant Dean, and Program Chairs and Coordinators
- Oversee the Office of Student Services
- Represent CON interests internally on matters related to academic programs within UTK and externally to constituents

- Create a seamless data management system for monitoring and facilitating academic programs
- Be responsible for preparing all administrative reports bearing on academic programs
- Be accountable for implementing a continuous quality improvement process for monitoring academic outcomes
- Provide development, support, and guidance to administrators and staff for whom responsible
- Establish productivity and workload standards in consultation with faculty and other administrators
- Ensure recruitment and retention of qualified and diverse faculty and students
- Manage overall academic budget hiring of clinical faculty members
- Conduct and/or oversee annual review of clinical faculty and academic affairs staff
- Be responsible for all clinical affiliation agreements, non-compensated adjunct clinical faculty, and external academic reports and surveys
- Be responsible for all academic documents and processes including the academic calendar, policies and procedures, master schedule, timetables, handbooks, and catalogs
- Oversee continuing education for faculty
- Participate in the teaching, research/scholarship, and service missions of the college
- Maintain personal academic faculty obligations in teaching, service, and research/scholarship in accordance with area of expertise
- Perform other administrative tasks as delegated by the Dean

Associate Dean for Practice and Global Affairs

The Associate Dean for Practice and Global Affairs reports directly to the Dean and shall:

- Lead the strategic direction of the Center for Nursing Practice and the global affairs agenda in the college.
- Manage the budget for the Center for Nursing Practice and all practice sites
- Seek opportunities to advance the sustainability of the Center for Nursing Practice through innovative revenue generating programming and opportunities
- Work with health systems, community, and global partners to advance the integration of evidence-based practice, as well as to advance research, scholarship, practice, and education initiatives in clinical practice
- Serve as a leader in building and fostering interprofessional practice relationships and alliances
- Develop, implement, and evaluate a faculty practice plan for the college
- Represent the College of Nursing to Chief Nursing Officers and other senior managers at UT Medical Center, Covenant Health, East Tennessee Children's Hospital, Tennova, Community Health Centers, Departments of Health and other partners and affiliates to foster the college's mission
- In collaboration with the Dean and others, create, implement, and evaluate a plan for global experiences and exchanges for students and faculty

- Collaborate and engage with community/regional and clinical partners to identify faculty practice opportunities, clinical education experiences, and innovations in health delivery
- Collaborate with the Associate Dean for Research in identifying research and funding sources for practice activities
- Collaborate with the Executive Associate Dean of Academic Affairs and Assistant Deans to ensure all practice sites provide educational opportunities that meet academic clinical experience needs standards
- Guide and mentor clinical faculty in pursuing scholarly endeavors that support practice activities in collaboration with Associate Deans
- Work with clinical partners to optimize RN and APRN roles in settings including residency programs, infrastructure development to optimize practice, stakeholder education on nursing practice, barrier to practice, and solutions for 21st century nursing practice models
- Communicate with and educate legislators, regulatory agencies, and third-party payers to positively impact health policy and quality of care at the local, state, and national level
- Assist the Dean in developing collaborations with university leaders, public and private partners, and policy and political agencies to advance the college's practice/community/global engagement agenda
- Collaborate with the Dean, Associate Deans, Assistant Deans, and other administrators in executing responsibilities and policies for practice including the allocation and utilization of collaborative practice sites, space, and resources appropriate to the practice mission
- Participate in external and internal review processes of the College of Nursing's accreditation and other reviews
- Advance scholarship in a focused area through grant writing, publications, and professional presentations

Associate Dean for Research

The Associate Dean for Research [ADR] reports directly to the Dean and shall:

- Provide administrative and academic leadership in all matters pertaining to the college's research and scholarship
- Maintain an active funded research program
- Foster faculty and student development in research and scholarship
- Offer review of research proposals for scientific merit and provide feedback to faculty
- Monitor the status of research grants and contracts
- Maintain current and complete files on all faculty and student research proposals, and all funded or unfunded research and training projects
- Oversee support services for the preparation and submission of grant proposals
- Chair the CON Department Review Committee (Protection of Human Subjects)
- Represent the Dean and/or the CON on research-related university committees, at selected community events, and professional meetings or functions as requested by the Dean

- Participate in the education mission of the CON through teaching and serving on comprehensive exam and dissertation committees as appropriate
- Perform other administrative tasks as delegated by the Dean

Executive Assistant Dean of Finance & Chief Operating Officer

The Executive Assistant Dean of Finance & COO, reports directly to the Dean and shall:

- Provide a key strategic link for resource planning and resource allocation across all academic programs and units and executive education operations
- Provide strategic coordination and direct oversight of fiscal, technological, and operational management college-wide
- Provide strategic leadership and supervision for all of the college administrative functions including:
 - Strategic & Scenario Planning
 - Data Management
 - Facilities and Operations
 - Information and Technology
 - Budgeting and Financial Planning
 - Human Resource Management
 - Creation of three-to-five-year projections and metrics allowing the leadership team to make significant financial investments related to enrollment trends, teaching pedagogy and research composition of faculty
- Serve on various campus committees
- Attend professional meetings and represent the college/university with colleagues from other institutions
- Serve as the Dean's representative on campus committees in regard to university emergency response and facilities initiatives
- Provide representation for the College of Nursing in the absence of the Dean and the Executive Associate Dean of Academic Affairs

Assistant Dean, Undergraduate Programs

The Assistant Dean of Undergraduate Programs reports directly to the Dean and shall:

- Work closely with program chairs (ABSN, RN to BSN, TBSN, Nursing Honors) to ensure excellence in undergraduate education
- Lead admission processes for all applicants to undergraduate programs
- Support the Office of Student Services in their interactions with admitted students and those interested in seeking admission
- Lead the academic portion of freshman orientation for parents and students
- Represent the CON on the UTK Undergraduate Council as an ex-officio member

- Lead curriculum direction for all undergraduate programs
- Provide recommendations to the executive team regarding strategic program growth, direction, and organization for all undergraduate programs and initiatives
- Ensure all accreditation standards are met and maintained and the requirements mandated by the Board of Nursing are met
- Participate in college committees, work groups, task forces, as elected or appointed
- Serve as the Undergraduate Program representative on the Administrative Council for the college
- Recommend to the EADAA faculty workload assignments in relation to course assignments and clinical coverage for undergraduate programs
- Assist the EADAA in securing, interviewing, and hiring clinical faculty
- Conduct annual evaluation of clinical undergraduate faculty (as assigned by EADAA)
- Review all undergraduate course evaluations and make recommendations for improvements
- Serve as a liaison to foster positive relationships with community clinical facilities and the development of new clinical sites
- Foster a positive work environment and maintain open communication for students, faculty, and staff members
- Maintain personal academic faculty obligations in teaching, service, and research/scholarship in accordance with area of expertise
- Perform other administrative tasks as delegated by the Dean/Associate Deans

Chair, Accelerated BSN Program

The Chair of the Accelerated BSN (ABSN) Program reports directly to the Assistant Dean of Undergraduate Programs and shall:

- Serve as the ABSN program representative to the leadership team
- Assist with the annual update of Undergraduate Student Handbook
- Be responsible for coordinating the development, implementation, and evaluation of the courses required for completion of the BSN degree
- Monitor and ensure consistent implementation of all CON and UTK policies specific to the ABSN program
- Participate in program evaluation work groups, task forces, and committees as appropriate
- Collaborate with Student Services professional advisor in recruiting and admission activities
- Coordinate ABSN program orientation activities
- Communicate with the Assistant Dean of Undergraduate Programs on all course related matters related to individual student behavior and learning outcomes
- Participate in the teaching, research/scholarship, and service missions of the CON
- Perform other administrative tasks as delegated by the Assistant Dean of Undergraduate Programs or EADAA

Chair, RN to BSN Program

The Chair of the RN to BSN Program reports directly to the Assistant Dean of Undergraduate Programs and shall:

- Serve as the RN to BSN program representative to the leadership team
- Assist with the annual update of Undergraduate Student Handbook
- Be responsible for coordinating the development, implementation, and evaluation of the courses required for completion of the BSN degree
- Monitor and ensure consistent implementation of all CON and UTK policies specific to the RN to BSN program
- Participate in program evaluation work groups, task forces, and committees as appropriate
- Collaborate with Student Services professional advisor in recruiting and admission activities
- Coordinate RN to BSN program orientation activities
- Implement and maintain on-line communication strategies with distance faculty and students
- Collaborate and coordinate program development with university departments [Online Education, Office of Information Technology, Registrar/MyUTK, etc.]
- Communicate with the Assistant Dean of Undergraduate Programs on all course related matters related to individual student behavior and learning outcomes
- Participate in the teaching, research/scholarship, and service missions of the CON
- Perform other administrative tasks as delegated by the Assistant Dean of Undergraduate Programs or EADAA

Chair, Traditional BSN Program

The Chair of the Traditional BSN (TBSN) Program reports directly to the Assistant Dean of Undergraduate Programs and shall:

- Serve as the TBSN program representative to the leadership team
- Be responsible for coordinating the development, implementation, and evaluation of the courses required for completion of the BSN degree
- Monitor and ensure consistent implementation of all CON and UTK policies specific to the TBSN program
- Participate in program evaluation work groups, task forces, and committees as appropriate/assigned
- Collaborate with clinical faculty related to specialty clinical rotations
- Collaborate with the Director of Student Services in recruiting and admission activities
- Collaborate with the Academic Affairs Manager in planning junior and senior orientation activities
- Maintain on-line communication strategies with TBSN faculty and students
- Collaborate and coordinate program development with university departments [Online Education, Office of Information Technology, Registrar/MyUTK, etc.]

- Communicate with the Assistant Dean of Undergraduate Programs on relevant course related matters related to individual student behavior and learning outcomes as appropriate
- Approve final student schedules
- Determine needed faculty resources for clinicals and simulation/learning labs
- Responsible for holding Course Coordinator Meetings each semester
- Approve out of sequence students' (OOS) Academic Plans
- Assist with annual update of the Undergraduate Student Handbook
- Participate in the teaching, research, and service missions of the CON
- Perform other administrative tasks as delegated by the Assistant Dean of Undergraduate Programs or EADAA

Coordinator, Traditional BSN Track (Junior/Senior Cohorts)

Two traditional BSN (TBSN) Faculty Coordinators will work collaboratively to promote student success while supporting faculty and staff. These positions will report to the Assistant Dean of Undergraduate Programs and be allocated 40% administrative workload to serving in this capacity.

TBSN Coordinators shall:

- Serve as TBSN track representative on UG Faculty Meetings, UG Advisory Council, and Undergraduate Curriculum Committee
- Be responsible for leading Course Coordinator Meetings at the beginning, and at the end of each semester and as needed, for assigned cohort
- Provide input into teaching assignment for courses taught in their cohorts, according to the College of Nursing's Workload Guidelines, to the Assistant Dean of Undergraduate Programs
- Mentor new course coordinators
- Coordinate the implementation of curriculum changes and evaluation of cohort level (junior or senior) courses required for completion of the BSN degree
- Ensure consistent implementation of all CON and UTK policies specific to the TBSN track
- Teach in the TBSN program
- Collaborate with faculty and ASL faculty mentors related to student clinical immersions and assignments; ensure all student ASL hour logs are complete and verified by ASL faculty mentors at least monthly
- Ensure adequate faculty resources are scheduled for course related simulations/learning labs
- Make changes for faculty and student clinical make-up dates
- Investigate and address student and faculty issues unresolved at the Course Coordinator level and collaborate with the TBSN Chair and/or the Assistant Dean of Undergraduate Programs as needed to resolve
- Keep Canvas Cohort Student Sites up to date
- Participate in program evaluation work groups, task forces, and committees as appropriate/assigned

- Participate in TBSN Student Orientation
- Communicate with the TBSN Chair and/or the Assistant Dean of Undergraduate Programs on all course related matters related to individual student behavior and program outcomes [e.g., deficient, inappropriate, or dangerous student behavior; inadequacies of classroom or clinical facilities; student or faculty difficulties which cannot be resolved at the course level]
- Intervene with “at risk” students and ensure that they get the resources needed to be successful

UTMC/CON TBSN Scholars Coordinator

The UTMC/CON TBSN Scholars Coordinator is responsible for the oversight of the students and faculty who participate in the pathway and reports directly to the Assistant Dean of Undergraduate Programs. This is a 40% FTE administrative position, and the job duties include:

- Serve as the primary contact for UTMC on all issues related to the TBSN Scholars Pathway
- Work collaboratively with UTMC and the clinical coordinator staff member for all clinical placements for the TBSN Scholars
- Monitor and ensure consistent implementation of all CON and UTK policies specific to the TBSN track
- Mentor new course coordinators
- Collaborate with UTMC and ASL faculty mentors related to student ASL experiences at UTMC and ensure all student ASL hour logs are complete and verified by ASL faculty mentors at least monthly
- Coordinate the implementation of curriculum changes and evaluation of courses required for completion of the BSN degree
- Ensure adequate faculty resources scheduled for course related simulations/learning labs
- Make changes for faculty/student clinical make-up dates
- Investigate and address student and faculty issues unresolved at the Course Coordinator level for courses solely taught in the program and collaborates with the Assistant Dean of Undergraduate Programs as needed to resolve
- Keep Canvas Cohort Student Sites up to date
- Participate in program evaluation work groups, task forces, and committees as appropriate/assigned
- Attend TBSN Student Orientation
- Meet with TBSN Scholars on a monthly basis to create solutions to student issues
- Communicate with Assistant Dean of Undergraduate Programs on all course related matters related to individual student behavior and program outcomes [e.g., deficient, inappropriate, or dangerous student behavior; inadequacies of classroom or clinical facilities; student or faculty difficulties which cannot be resolved at the course level]
- Intervene “at risk” students and ensure that they get the resources needed to be successful

Assistant Dean, Graduate Programs

The Assistant Dean of Graduate Programs reports directly to the Dean, serving as a liaison between the CON and the Graduate School in matters related to graduate education and shall:

- Provide recommendations to the executive team regarding strategic program growth, direction, and organization for all graduate programs and initiatives
- Monitor and ensure consistent implementation of all college, Graduate School, and university policies relevant to the graduate programs
- Coordinate the Graduate Programs admission process with the Office of Student Services and Graduate School Admission Office
- Ensure all DNP accreditation standards and requirements mandated by the Tennessee Board of Nursing are met and maintained
- Provide academic leadership in the department for graduate program curricula
- Maintain effective and efficient communication with graduate students and faculty
- Mentor and support faculty who are involved in graduate program activities
- In collaboration with the EADAA and the Dean, determine number and type of faculty members needed for graduate program, and recommend faculty teaching assignments
- Conduct annual evaluation of Clinical Graduate Faculty (as assigned by the EADAA)
- Foster a positive work environment and maintains open communication for students and faculty members
- Participate in the teaching, research, and service missions of the college
- Serve as the Graduate Programs representative on the Administrative Council for the college
- Represent the Dean and/or the college at selected university or community meetings or events, and at professional meetings or functions as requested by the Dean
- Perform other administrative tasks as delegated by the Dean or EADAA

Chair, DNP Program

The DNP Program Chair reports directly to the Assistant Dean of Graduate Programs and shall:

- Provide leadership in selected matters pertaining to the DNP program
- Serve as an ex-officio member of the Graduate Curriculum Committee
- Coordinate the admission of DNP students and chair the DNP Program Admissions Committee
- In collaboration with the EADAA and the Assistant Dean of Graduate Programs, determine the number and type of faculty members needed for the DNP program and recommend faculty teaching assignments
- Monitor and ensure consistent implementation of all college, Graduate School, and university policies specific to the DNP program
- Collaborate with the Associate Dean for Research to promote faculty and student scholarship

- Identify and assign academic advisors for all students enrolled in the DNP program until the DNP Scholarly Project Committee is formed and approved
- Respond to specific inquiries about the DNP program as needed
- Represent the Dean and/or the college at selected university or community meetings or events, and at professional meetings or functions as requested by the Dean
- Participate in the teaching, research/scholarship, and service missions of the college
- Perform other administrative tasks as delegated by the Dean or EADAA

DNP Concentration Coordinators

DNP Concentration Coordinators report to the Assistant Dean of Graduate Programs and shall:

- Be responsible for coordinating the student admissions, development, implementation, and evaluation of the courses required for specialty degree/certification
- Serve as the concentration advisor for DNP students from admission until graduation in the clinical specialty
 - Respond to specific inquiries about the DNP concentration as needed
 - Implement recruitment activities in conjunction with Office of Student Services Academic Advisors and DNP Chair
 - Ensure published materials [website, handbooks, etc.] related to concentration are up-to-date and accurate
 - Serve as member of DNP Admission Committee by completing primary and secondary application reviews as assigned as well as attending relevant GSAC committee meetings
 - Confer with Office of Student Services Academic Advisors on individual programs of study including prerequisite and required courses to be taken, course sequence, and changes to program of study
 - Ensure individual student files are complete including documentation of advising sessions, clinical evaluations, and record of clinical experiences
 - Attend DNP Student Orientation and meet with new students during assigned time
 - Ensure student knowledge of and compliance with CON and Graduate School deadlines and form completion
 - Attend and participate in appropriate commencement exercises
 - Assist students in preparing documents for state licensure and certification as necessary
 - Confer with student DNP Project Chairs to ensure adequate progress on the DNP scholarly project
- Provide leadership in the development/revision of specialty-specific curriculum
 - Participate in program curriculum mapping of Essentials of DNP Education as well as specialty-specific competencies
 - Propose curriculum changes as needed to general graduate faculty and attend Graduate Curriculum Committee meetings as necessary

- Ensure all specialty courses are suitable for the online environment and updated annually; prepare materials for class schedules, methods of student evaluation, quizzes, examinations, learning materials, and other concentration/specialty requirements
- Create and manage appropriate Canvas course sites
- Delineate specific responsibilities for each faculty member assigned to specialty courses
- Identify and schedule appropriate clinical facilities to be used for clinical experiences for students
 - Identify, solicit, and establish effective relationship with clinical preceptors
 - Visit clinical sites and/or establish student evaluation sessions with preceptors
 - Help arrange site-visits for out-of-state students in the specialty
 - Collect student evaluation of clinical site and clinical preceptors
 - Ensure all student clinical hours logs are complete and verified by preceptors at least monthly
- Communicate with the DNP Program Chair and Assistant Dean of Graduate Programs on all course related matters related to individual student behavior and program outcomes [e.g., deficient, inappropriate, or dangerous student behavior; inadequacies of classroom or clinical facilities; student or faculty difficulties which cannot be resolved at the course level]
- Participate in program evaluation work groups, task forces, and committees as assigned

Chair, PhD Program

The PhD Program Chair reports directly to the Assistant Dean of Graduate Programs and shall:

- Provide leadership in selected matters pertaining to the PhD program
- Serve as an ex-officio member of the Graduate Curriculum Committee
- Coordinate the admission of doctoral students and chair the PhD Program Admissions Committee
- In collaboration with the EADAA and the Assistant Dean of Graduate Programs, determine the number and type of faculty members needed for the PhD program, and recommend faculty teaching assignments
- Monitor and ensure consistent implementation of all CON, Graduate School, and UTK policies specific to the PhD program
- Collaborate with the ADR to promote faculty and student research and scholarship
- Identify and assign academic advisors for all students enrolled in the doctoral program until the dissertation committee is formed and approved
- Respond to specific inquiries about the PhD program as needed
- Represent the Dean and/or the CON at selected university or community meetings or events, and at professional meetings or functions as requested by the Dean
- Participate in the teaching, research, and service missions of the CON
- Perform other administrative tasks as delegated by the Dean or EADAA

Assistant Dean of Simulation

The Assistant Dean of Simulation reports directly to the EADAA and shall:

- Oversee simulation personnel to uphold their responsibilities to smoothly deliver day-to-day simulation events
- Ensure personnel coverage for all high-fidelity simulation and skills training events
- Uphold policies and procedures to maintain accreditation in simulation education
- Fiscally manage allocated funds for simulation expenses
- Revise simulation policies and procedures as needed
- Evaluate faculty teaching in simulated environments
- In collaboration with Assistant Deans of Graduate and Undergraduate programs, ensure simulation events are scheduled, adequately staffed, and facilitated by simulation team to support clinical curricular needs, and student evaluation data is captured and reported to personnel in the undergraduate and graduate program completing program evaluations
- Provide recommendations to the leadership team regarding strategic direction for simulation related needs and initiatives
- Assist EADAA in securing, interviewing, and hiring simulation staff
- Conduct or ensure completion of annual evaluations of assigned simulation staff
- Collaborate and guide faculty and graduate students on simulation-based research and development projects including assisting faculty with proposal writing, developing budgets, research coordination, data gathering, analysis and dissemination for grants
- Engage in research requiring simulation expertise
- Provide simulation expertise on graduate student projects
- Participate in international, national, regional, and state professional simulation organizations as a representative of the CON
- Engage in scholarly activities related to simulation including continuing education, presentations, publications, and consultations
- Support external stakeholders and events for the Office of Student Services, the CON Development Team, and the Assoc. Dean for Practice and Global Affairs by planning and supporting simulation projects, events, and tours to positively promote the College of Nursing locally, regionally, and globally
- Other responsibilities as requested by the EADAA

Shared Governance

Faculty members have a direct line of communication to the program chairs/coordinators, assistant deans, associate deans, and the dean. Faculty input is considered vital to the governance of the college in matters relating to curriculum, admissions, teaching, research/scholarship, and service.

Changes to the bylaws should be made using the form found in Appendix B.

The roles of faculty and students in program governance are clearly defined in the CON Bylaws (<https://tiny.utk.edu/bylaws>). Standing committees are responsible for developing, reviewing, and revising academic programs and policies. Recommendations for changes in programs and policies are submitted from the committee to the full faculty for approval at monthly college assembly meetings. All full-time faculty members may be assigned to a minimum of one CON committee. The Faculty Assembly Chair attends the leadership team meetings as a liaison between the faculty and administration.

The Faculty Assembly (FA) is a body of individuals whose membership includes all full-time faculty members. The FA operates under the guiding principles of shared governance to assure that the business of the college is conducted in a manner that promotes the welfare of faculty, staff, and students. The FA ensures that faculty responsibilities regarding curriculum, educational policy, standards for evaluating teaching and scholarship, selection of new faculty, and promotion and tenure are met and in compliance with university guidelines.

The CON uses six (6) standing committees to perform various tasks. These committees include Undergraduate Curriculum, Graduate Curriculum, Undergraduate Student Affairs, Graduate Student Affairs, Faculty Affairs, and the Access, Engagement, and Belonging Committee. Subcommittees, ad hoc groups, and task forces are used by the CON to complete the work of the college when necessary.

The Dean's Student Advisory Committee [comprised of representatives from all programs] provides a mechanism for systematic dialogue between the Dean of the college and students in order to:

- Advise the Dean about general student problems, issues, and concerns
- Advise the Dean about matters being considered by the Undergraduate Academic Council and the Graduate Student Association
- Discuss implications of current or pending CON policies and procedures

Distance faculty, staff, and students participate in meetings via Zoom or another electronic platform. Meeting times are scheduled to accommodate the majority of participants. Meeting minutes are available on the CON intranet and/or SharePoint sites for review when members are unable to attend.

Faculty

- HR0105 – Employment Status (<https://policy.tennessee.edu/policy/hr0105-employment-status/>)
- HR0130 – Personnel Files and Release of Information
(<https://policy.tennessee.edu/policy/hr0130-personnel-files-and-release-of-information/>)
- *UTK-UTIA Faculty Handbook* (<https://facultyhandbook.utk.edu/>)

Academic Appointment

There are two types of appointment for non-tenure-track, tenured and tenure-track faculty: full-time academic year (nine-month) appointments and full-time 12-month appointments. Those on 12-month appointment accrue annual leave (vacation time) in accordance with university personnel policies. (For information re: Joint and Intercampus Appointments, consult the *UTK-UTIA Faculty Handbook*, Chapter 3).

Nine-month faculty are expected to be “on-duty” for 36 weeks during the academic year. In general, the CON will schedule meetings and other academic related meetings 2 weeks before each semester therefore, faculty are expected to be available during that time for work-related activities. Exact dates will be announced by the end of the previous academic year.

Tenure and Tenure-Track Faculty Appointments

In accordance with the *UTK-UTIA Faculty Handbook*, tenure-track faculty members are appointed by the UTK Provost and Chancellor upon the recommendation of the Dean of the CON. The Dean actively solicits faculty input and gives serious consideration to faculty opinion during the selection process. Guidelines which determine appointment, rank, salary, and related matters are described in the *UTK-UTIA Faculty Handbook* (Chapter 3).

Faculty responsibilities ordinarily involve activities related to teaching, advising, research, scholarly endeavors, and public service. These general responsibilities are determined by the Dean, in consultation with each prospective faculty member, at the initial interview and again at the time of appointment. Academic appointments extend from August to May. New faculty members are expected to participate in UTK and CON orientation activities. These are scheduled during the period immediately preceding the beginning of fall semester classes and periodically throughout the academic year.

- HR0102 – Emeritus Status (<https://policy.tennessee.edu/policy/hr0102-emeritus-status/>)
- Procedures for Terminating Tenured Faculty in *UTK-UTIA Faculty Handbook*, Chapter 3

Non-Tenure-Track Faculty Appointments

Non-tenure-track faculty members are appointed to meet any of the following as outlined in their appointment letter: instructional needs, provide professional services, and research/scholarship/creative activity. Non-tenure-track appointments may be either full-time or part-time, depending on the needs of the CON, and they are governed by the terms of their appointment letters. Appointments are renewable

subject to availability of funds, needs of the college, and satisfactory performance. Academic rank is initially assigned based on academic credential. Upon meeting criteria for a higher academic rank as specified in CON documents, non-tenure-track faculty may apply for promotion.

Renewal decisions will include consideration of available funding, needs of the college, and the faculty member's performance. If a non-tenure-track appointment is not renewed in writing, it automatically expires at the end of the stated term. A non-tenure-track appointment may be, by its nature, funding-limited; the compensation amounts for the position may be funded through a grant, contract, or restricted donation, and it may automatically expire when funding lapses. Whenever feasible, however, subject to available funding, a non-tenure-track faculty member's associate dean should give the faculty member at least (a) one month's written notice of termination of the faculty member's employment or (b) salary equivalent to that which would be paid in the event of one month's notice of the termination of the faculty member's employment. (*UTK-UTIA Faculty Handbook*, Chapter 4)

Workload

The assigned workload for full-time faculty may consist of a combination of teaching, advising, research/scholarship/creative activity, and institutional and/or public service. The individual mix of these responsibilities is determined annually by the department head, in consultation with each faculty member, with review and approval of the Dean and EADAA. The university requires that each member of the faculty perform a reasonable and equitable amount of work each year. The normal maximum teaching responsibility of a full-time faculty member engaged only in classroom teaching is 12 credit hours each semester. The precise teaching responsibility of each individual will be based on such things as class size and the number of examinations, papers, and other assignments that require grading and evaluation. In addition, the number of different courses taught, and other appropriate considerations will be used to determine teaching responsibility. Classroom teaching responsibility may be reduced by the associate dean for other justifiable reasons including student advising, active involvement in research and/or creative activities (with publications or other suitable forms of recognition), direction of graduate theses or dissertations, teaching non-credit courses or workshops, administrative duties, and institutional and/or public service.

College of Nursing Workload Guiding Principles

- The CON will follow the University of Tennessee Knoxville workload principles found in the Faculty Handbook at [3.7 Faculty Duties and Workload](#)
- Communication is essential; when guidelines are not followed due to availability of faculty with expertise, unexpected changes in staffing, or other situations, there will be a conversation between the administrator and the faculty member as soon as possible.
- While faculty input is valued [solicited and considered], the decisions regarding workload allocation reside in the office of the Executive Associate Dean of Academic Affairs (EADAA), who collaborates and consults with the Dean, Associate/Assistant Deans, and program chairs in determining individual assignments based on CON needs as well as individual faculty member expertise and performance. Clinical sites and schedules are assigned by the Assistant Deans, Program Chairs and/or Program Coordinators.
- Whenever possible, course assignments will be kept consistent from year to year unless the faculty member requests a change.

- Nine-month faculty are expected to be “on-duty” for 36 weeks during the academic year. In general, CON will schedule meetings and other academic related meetings 2 weeks before each semester therefore, faculty are expected to be available during that time for work-related activities. Exact dates will be announced by the end of the previous academic year.
- Full-time faculty expectations include attendance and participation at: [1] faculty meetings; [2] individual course meetings; [3] assigned committee meetings; [4] commencement; [5] Graduate Hooding, as appropriate; and [6] doctoral intensives.
- Unless it is agreeable with a faculty member, they will not be assigned to teach in more than two [2] program tracks (ABSN, TBSN, RN to BSN, DNP, PhD) in the same semester, excluding courses that are offered for both DNP and PhD students.

See Appendix C: General Principles for Workload Assignments

Mentoring Program

The faculty of the CON believes mentoring is essential to help new faculty members adjust and grow into their roles at the CON. Both novice faculty and those who are new to the CON can benefit from support and guidance in their early years. Mentoring success depends upon the involvement and commitment of the new faculty, assigned mentors, and the Dean/Associate Deans of the CON. The most important tasks of a good mentor are to help the new faculty member achieve excellence and acclimate to the CON. A meaningful relationship takes time and dedication of both the mentor and the mentee.

As soon as the appointment is made, the Dean/Associate Deans assign a mentor for a three-year term or less depending on the needs of the mentee. Although it is deemed less critical for faculty appointed at Associate or Professor rank, assignment of a mentor is encouraged. The Dean assigns mentors for tenure-track and tenured faculty, conducts all academic reviews of tenure-track and tenured faculty, and ensures all mentors have current information on the academic personnel processes at the CON. The EADAA assigns mentors for all clinical non-tenure-track faculty and conducts all academic reviews of non-tenure-track faculty in conjunction with the Assistant Deans of Graduate and Undergraduate Programs. The Associate Dean for Research assigns mentors and conducts academic reviews for non-tenure-track research faculty. The appropriate associate dean, in alignment with the faculty member’s reporting structure, assigns mentors and conducts academic reviews for non-tenure-track practice faculty.

When possible, the mentor contacts the new faculty in advance of their arrival at the CON for introductions and scheduling an initial meeting. Mentors and mentees meet regularly. For all faculty, these meetings occur at least until the completion of the third year. Mentors and mentees may continue meeting after the third year by mutual agreement.

The faculty mentor provides informal guidance on aspects of meeting teaching, research, scholarship, and service requirements or directs the mentee to resources as appropriate. The mentor will treat all discussions as confidential. The mentor does not conduct formal evaluation or assessment, but the mentee will evaluate the mentoring process and experience with their mentor. In cases of challenging commitments, incompatibility, or where the relationship is not mutually fulfilling, either the mentee or mentor may seek confidential advice from the Dean/Associate Deans. It is important to realize that changes can and should be made without prejudice or fault. In any case, mentees should feel free to seek out additional mentors as the need arises.

The CON has a formal mentoring program for teaching and scholarship that includes routine meetings

between the mentor and mentee and the supervising Associate Dean or Dean as needed. The mentoring programs for scholarship and teaching are outlined in the *Torchbearer Mentoring Network Program* document, located on the Academic Affairs page of the CON Intranet (<https://intranet.cn.utk.edu/academics/academic-affairs/>).

Faculty Outcomes and Evaluation

Teaching

UTK faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives with appropriate evaluation tools and teaching methods (*UTK-UTIA Faculty Handbook*, Chapter 2).

- CON aggregate faculty outcomes for teaching are:
 1. Faculty will receive a minimum of the following on TNVoice Evaluations:
 - Lecturers have a mean score of 2.5 or above.
 - Clinical instructors have a mean score of 2.5 or above.
 - Assistant Professors have a mean score of 2.5 or above.
 - Associate Professors have a mean score of 3.5 or above.
 - Professors have a mean score of 4.0 or above.
 2. 95% of College of Nursing faculty will obtain a score of 3 or higher in the area of teaching on their annual performance evaluation.

End of course evaluations, a service of the UT Office of Institutional Effectiveness, provides for student evaluation of teaching at the university and operates by a mandate of the Faculty Senate. Reports are available to faculty via the HelioCampus Platform (<https://planning.utk.edu>).

All UTK instructional faculty members are required to have end of course evaluations for all of their classes. Individual reports are reviewed during the faculty member's annual performance evaluation. In addition, faculty members seeking tenure and/or promotion are required to have peer evaluations of teaching to be considered.

Nursing Education End-of-Program Assessment

The College of Nursing utilizes an end-of-program exit survey based on CCNE standards for accreditation. These measurements of student perception of their nursing program cover:

- professional values, core competencies, and technical skills
- core knowledge and role development

Surveys are distributed electronically in the month preceding graduation.

In accordance with best practices for assessment and review of teaching endorsed by the University of Tennessee, Knoxville, Faculty Senate in 2011, the College of Nursing requires all faculty providing classroom instruction, whether on-site or via distance education, to submit peer reviews at specified time intervals (<http://senate.utk.edu/wp-content/uploads/sites/16/2011/09/PEER-REVIEW-GUIDE-FOR-UT-TEACHING.pdf>).

See Appendix E: Peer Review Policy and Forms

Scholarship

UTK faculty members make intellectual and creative contributions through the scholarship of discovery and application, both within and across disciplines. Faculty disseminate their scholarly work through venues respected in their disciplines and beyond academia, secure funding where appropriate for their scholarly endeavors through organizations and disciplinary opportunities, and mentor undergraduate and graduate students in the research experience. Some faculty members pursue the scholarship of discovery by creating new knowledge and skills. Some faculty members pursue the scholarship of application, which typically involves outreach to the community to co-develop successful practices to address problems to benefit individuals and organizations (*UTK-UTIA Faculty Handbook*, Chapter 2).

CON aggregate faculty outcomes for research/scholarship/creative activities are:

1. 100% of tenure-track faculty will supervise, plan and/or disseminate a research, Evidence-Based Practice (EBP) or Quality Improvement (QI) project annually.
2. 25% of non-tenure-track faculty with terminal degrees will participate as a member of a research, EBP or QI team for clinically focused projects.
3. 75% of full-time faculty with terminal degrees will publish in peer reviewed journal annually.
4. 40% of all full-time faculty will deliver a podium/poster presentation at the local, regional, state, national, or international level annually.
5. 50% of all full-time faculty will possess/maintain national certification in their respective specialty area(s).

Service

UTK faculty members should participate in department, college, and university governance. Faculty members serve their disciplines by providing leadership in appropriate public, private, professional, and governmental organizations. Faculty members benefit the community beyond the institution by lending their professional expertise to aid or lead organizations that create beneficial linkages between the university and the community *UTK-UTIA Faculty Handbook*, Chapter 2.

CON aggregate faculty outcomes for service are:

1. 100% of full-time faculty serve on a College of Nursing Committee.
2. 10% of full-time faculty serve on a university committee.
3. 75% of full-time faculty participate in community and/or professional service.

Annual performance evaluations of the tenured/tenure-track faculty are conducted by the Dean. The UTK policies and procedures for evaluation, promotion and tenure printed in the *UTK-UTIA Faculty Handbook* Chapter 3 (Appointment, Evaluation, Promotion, Tenure and Review for Tenure-track and Tenured Faculty) apply to faculty of the College of Nursing. Additional guidelines, consistent with university guidelines and policies, are appropriate for promotion and tenure procedures for members of a practice discipline housed in a large research university and are articulated in the CON Promotion and Tenure Guidelines found on the CON intranet, which is accessed from the CON website.

Annual performance evaluations of clinical faculty will be facilitated by the EADAA (or a designee of that office), research faculty by the Associate Dean of Research, and practice faculty by the appropriate associate dean in alignment with their reporting structure, and in accordance with Chapter 4 of the *UTK-*

UTIA Faculty Handbook. Evaluation reviews will be guided by consideration of the above-described performance criteria for teaching, clinical scholarship, and service by faculty rank. Clinical faculty positions are non-tenure-track positions; clinical faculty members are not eligible for tenure. The term “clinical faculty” is used in accordance with the use of the term in Chapter 4 of the 2021 *UTK-UTIA Faculty Handbook* entitled “Non-Tenure-Track Faculty.” Criteria specific to CON clinical faculty is articulated in the Promotion & Progress Guidelines found in the Promotion Criteria folder on the CON intranet (https://tiny.utk.edu/con_intranet).

Enhanced Post-Tenure Review

In its Policies on Academic Freedom, Responsibility, and Tenure (Board Policy BT0006), the Board of Trustees has recognized and affirmed the importance of tenure in protecting academic freedom and thus promoting the university’s principal mission of discovery and dissemination of knowledge through teaching, research, and service. The Board has also recognized its fiduciary responsibility to students, parents, and all citizens of Tennessee to ensure that faculty members effectively serve the needs of students and the university throughout their careers. In order to affirm the importance of tenure and carry out its fiduciary responsibilities, the Board revised BT0006 and established mandatory periodic comprehensive performance reviews for eligible tenured faculty. In compliance with this requirement, UTK, with the approval of the President and the Board, has established the procedures under which each eligible tenured faculty member shall receive a comprehensive performance review no less often than every six years. These procedures can be found at (<https://provost.utk.edu/pppr/>).

Faculty Rights

Benefits

Benefits for eligible faculty include health insurance, retirement plans, leave benefits, fee waivers, and longevity pay dependent on FTE (full-time equivalent) appointment level. These and other benefits are described in detail in the *UTK-UTIA Faculty Handbook* (Chapter 6) and on the UT System Human Resources Benefits website (<https://hr.tennessee.edu/benefits/>).

Compensation

Regular full and part-time faculty and exempt staff are paid monthly on the last working day of each month. Funds are directly deposited into the individual's bank account. Information regarding compensation for outside services is covered in the *UTK-UTIA Faculty Handbook* (Chapter 7).

- HR0406 – Compensation (<https://policy.tennessee.edu/policy/hr0406-compensation/>)

Reimbursement for Travel to Clinical Sites

All university employees assume responsibility for travel expenses to and from the official workstation. However, if the university requires a faculty member to make long distance visits to meet with clinical preceptors, reimbursement for travel from the campus will generally be permitted. A travel authorization form should be signed and approved for out-of-state travel to clinical sites. Reimbursement is determined by a formula that calculates the distance from home to the site and the distance from the university to the site; the shorter distance then becomes the base figure for calculating travel reimbursement. The date, purpose of the travel, and the odometer reading must be recorded for each trip and submitted to the accountant at the end of each semester. Reimbursement is made on a funds-available basis and is contingent upon appropriate Assistant Dean approval. **Distances of 10 miles or less (20 miles round trip) are generally not reimbursed.** See <https://finance.tennessee.edu/travel/>.

Educational Assistance

- HR0335 – Educational Leave (<https://policy.tennessee.edu/policy/hr0335-educational-leave/>)
- HR0330 – Educational Assistance (Fee Waiver) (<https://policy.tennessee.edu/policy/hr0330-educational-assistance-fee-waiver/>)
- HR0331 – Educational Assistance (Student Fee Discount) for Spouses and Dependent Children of Employees (<https://policy.tennessee.edu/policy/hr0331-educational-assistance-student-fee-discount-for-spouses-and-dependent-children-of-employees/>)

Leave

Faculty who are unable to meet their teaching obligation due to illness or bereavement should contact their course coordinator, concentration coordinator, or respective program chair as appropriate, who will make arrangements for coverage or rescheduling. If the appropriate contact person cannot be reached, the

appropriate assistant dean's office must be notified.

(<https://policy.tennessee.edu/ut-system-policies/human-resources/>)

- HR0380 – Sick Leave applies to 12-month appointments
- HR0382 – Sick Leave Bank
- HR0305 – Annual Leave (Vacation) applies to 12-month appointments
- HR0350 – Holidays
- HR0338 – Family and Medical Leave
- HR0355 – Leave of Absence
- HR0370 – Military Leave
- HR0395 – Time Off to Vote
- HR0340 – Funeral and Bereavement Leave
- HR0339 – Parental Leave Policy

Professional Development

Faculty members are strongly encouraged to be active members of one or more professional organizations. Faculty members are expected to maintain and improve their expertise and teaching ability by reading appropriate professional literature, pursuing both credit bearing and continuing education courses, and participating in local, regional, and national workshops, seminars, and professional meetings. When the budget permits, faculty members may receive some reimbursement for expenses related to these activities. First consideration for reimbursement will be given to faculty members who have papers accepted for presentation and/or who have other significant responsibilities at professional meetings (e.g., moderator, panel presenter, etc.).

Professional Liability Insurance

Faculty members, as university employees, are covered under the provisions of the Tennessee Claims Commission Act. Additional professional liability coverage may be obtained at the individual faculty member's discretion and is recommended for those who engage in any type of nursing practice apart from that required in their faculty role. Questions concerning the provisions of the Tennessee Claims Commission Act should be directed to the UTK Office of Risk Management or the Office of the General Counsel.

Views and Grievances

Faculty members are encouraged to express their views and opinions in committee, course, and general faculty meetings. Views and opinions may also be expressed in College of Nursing and university publications. Faculty are expected to conduct themselves in a professional manner. Policies related to academic freedom and to appeals procedures are outlined in the *UTK-UTIA Faculty Handbook* (Chapter 2).

Faculty Responsibilities

Absence from Work

When faculty and staff are anticipating absence from work longer than 2 business days, a request will be filed with the appropriate supervisor.

- HR0505 – Attendance (<https://policy.tennessee.edu/policy/hr0505-attendance/>)

Annual Dues

Annual dues are set by the faculty upon recommendation of the College of Nursing Treasurer. Dues support the purchase of special gifts, flowers, cards, and some events. Dues are payable to the College of Nursing at the beginning of each fall semester and the funds are expended by the Treasurer. Part-time faculty members pay dues according to their percentage of full-time employment (e.g., a faculty member who teaches 50% of the time pays 1/2 of the full-time dues.)

Background Checks

To protect the public and health professionals, healthcare agencies require background checks and urine drug screening of all employees who use their facilities. The College of Nursing uses an outside vendor to conduct student background checks and to compile results of other requirements such as drug testing, CPR, personal health insurance, and immunization records.

Faculty are expected to observe laws regulating illegal drugs and may be subject to investigation and/or prosecution for illegal drug use. Faculty are not permitted to manufacture, distribute, possess, use, dispense, or be under the influence of illegal drugs and/or alcohol as prohibited by State and Federal law, at university sponsored or approved events, or on university property, or in the buildings used by the university for education, research, or recreational programs.

- HR0720 – Drug Free Campus and Workplace (<https://policy.tennessee.edu/policy/hr0720-drug-free-campus-and-workplace/>)

Clinical Photo IDs

Faculty who are assigned to teach undergraduate or graduate clinical students are expected to wear a UT College of Nursing faculty clinical photo ID when engaged in clinical teaching or supervision. The college has arranged for the faculty clinical photo IDs to be prepared by the VolCard office. The ID has two lines: Faculty Name and Two Credentials; Faculty Rank.

Example: Florence Nightingale, PhD, RN
 Professor

The initial faculty clinical photo ID is paid for by the college. If a faculty member earns an additional degree or achieves a promotion in rank, the college will pay for the replacement ID. Should the photo ID be lost, the faculty member will be responsible for the replacement fee (\$30 or current cost).

Procedure for initial ID:

1. Upon assuming the role of clinical teaching or supervision, a clinical photo ID for that faculty member is ordered by the CON Academic Affairs Office.
2. The ID will be prepared by the VolCard Office and retrieved by the CON Academic Affairs Staff.
3. The faculty member will be contacted when the ID is ready for pickup.

Procedure for replacement ID

1. The CON Academic Affairs Office will be notified to order the replacement ID.
2. The ID will be prepared by the VolCard Office.
3. The faculty member will be contacted when the ID is ready for pickup and will pay the \$30 replacement fee to the VolCard Office at pickup.

NOTE: For security reasons, nursing faculty clinical photo IDs can only be ordered by the CON Academic Affairs Office.

Commencement and Graduate Hooding

Commencement ceremonies for undergraduate students are held twice a year [May and December]. The Graduate Hooding Ceremony is the recognition of the hard work that goes into the achievement of a Master's, Specialist in Education, or Doctoral Degree. Details regarding these ceremonies are provided to both students and faculty. Full-time CON faculty members are expected to attend Commencement and/or Graduate Hooding as appropriate to their primary teaching assignment. Check with the VolShop (<https://www.utvolshop.com/>) Official Campus Store of the University of Tennessee for your graduation supplies including faculty & student regalia rental and purchase.

Committee and Faculty Meetings

As part of their service commitment, full-time faculty members are expected to serve on committees and make other contributions to the CON as needed. All committee leadership is elected or appointed according to specifications in the CON Bylaws. Committee membership is determined at the beginning of each academic year. Faculty members are expected to attend all scheduled college assembly, faculty, and committee meetings and, if it is not possible to attend, notify the appropriate chair of his/her anticipated absence.

Licensure

It is the responsibility of each Registered Nurse faculty member to maintain current licensure for professional nursing in the State of Tennessee. Faculty whose permanent residence is in a state that belongs to the interstate compact must hold their license in that state; however, if the faculty member's permanent residence is in Tennessee, he/she must hold a Tennessee license. Upon receipt and signature of the provost's offer letter for faculty appointment, new faculty members must obtain a Tennessee license and provide proof of Tennessee licensure to the College of Nursing HR Department (conhr@utk.edu) within 90 days of their hire date.

Professional Conduct

Within the university, faculty members treat colleagues, staff, and students with respect and fairness. They listen to the views of others, work constructively as members of the diverse academic community, and safeguard the recognition of achievements of others, including those in subordinate positions. Faculty honesty in financial and personal matters is expected. Beyond the university, individual faculty members are representatives to the wider community, which they treat with respect and fairness (*UTK-UTIA Faculty Handbook* 2021, Chapter 2).

- HR0580 – Code of Conduct (<https://policy.tennessee.edu/policy/hr0580-code-of-conduct/>)

Email Signature and Branding

Every email that comes from the university reflects upon the institution. Using one simple, branded email signature across campus helps strengthen the university's visual identity. There are a multitude of email clients, all of which render HTML slightly differently and some of which don't render HTML at all. Also, using various fonts and images in your signature can cause display issues when your messages are delivered. To create a properly branded email signature, visit

([https://liveutk.sharepoint.com/sites/CommunicationResources/SitePages/Email-Signatures\(1\).aspx](https://liveutk.sharepoint.com/sites/CommunicationResources/SitePages/Email-Signatures(1).aspx)). This university webpage will generate a signature for you to utilize. Please do not make your own email signature. Any questions should be directed to the College of Nursing's Director of Public Relations and External Affairs.

Responsibilities and Information Related to Teaching

Availability to Students

The most important responsibility of any faculty member is to the students. Faculty members must be available to students at appropriate times and on a consistent basis so that students have access to a faculty member with whom they wish or need to meet with. Faculty members must post their scheduled office hours at the beginning of each semester and should adhere to them except in very unusual circumstances.

Academic Advising

Academic advising is a collaborative student-centered educational process through which the advisor helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with their values, interests, goals, abilities, and degree requirements. Faculty, administrators, and professional staff promote academic advising as a shared responsibility with students.

Advising is personalized to consider the individualized needs of each student, which may include appropriate referral services. Decisions concerning careers, co-curricular activities, or graduate study may be part of the advising process. In the College of Nursing, the advisor is a professional staff member who is knowledgeable in the admissions process and curriculum of the nursing programs, university support services, and all functions of the College of Nursing Student Services Office.

Undergraduate [BSN, ABSN, RN to BSN] Advising Policy

Prior to enrolling for the first time at the university, all degree-seeking first-year students and transfer students are required to meet with an academic advisor during new student orientation. Readmitted students must also meet with an academic advisor prior to re-enrolling. Our distance education students are provided with the same high-quality support as our traditional students. The advising policy applies to all students, with our distance students provided alternative means for in-person appointments, including email, phone, and web-based meeting systems. Accelerated and distance students will take part in a CON orientation prior to the beginning of the program. All students are encouraged to consult with their advisors at any time. The advisor empowers the student to take responsibility for educational planning, selecting courses, meeting course prerequisites, and adhering to policies and procedures.

Graduate Student Advising

Early in the doctoral [DNP and PhD] student's program, a nursing faculty advisor is assigned by the program chair. The faculty advisor will provide academic advisement and document completion of milestones identified in the program student handbooks. Students discuss things such as selection of courses, program of study, progression, and transfer credit (if applicable) with their faculty advisor.

The student should make an appointment with their faculty advisor each semester, prior to registration, to review and confirm the next semester's courses based on the program of study at the time of admission,

unless an individualized program of study has been approved by the Assistant Dean of Graduate Programs. Potential modifications to the program of study should be discussed with the faculty advisor. Once the faculty advisor approves changes to the program of study the student completes and submits the *Request for Change in Program of Study* to congrad@utk.edu for review and approval by the Assistant Dean of Graduate Programs. If approved, the Assistant Dean of Graduate Programs will create the revised documentation, which will be saved to the student's academic file and copies sent to the faculty advisor and the student.

Should the student wish to change faculty advisors, the student should consult with the program chair, who will review the request and make a determination. If the request is approved, the program chair will facilitate the selection of and transition to a new faculty advisor and will notify the Graduate Programs Office of the change.

The Office of Student Services Academic Advisors are available as a resource to students, providing advisement related to academic success and support services available through the university.

Full-time students follow the academic plan in the Graduate Student Handbook at the time of admission unless an individualized program of study has been approved by the Assistant Dean of Graduate programs.

Students who desire part-time enrollment must request a part-time academic plan from their faculty advisor. Upon receiving the approval of the faculty advisor, the student must complete and submit a *Petition for Change from Full-Time to Part-time Form* to congrad@utk.edu for review and approval by the Assistant Dean of Graduate Programs. If approved the Assistant Dean of Graduate Programs will create a custom academic plan that meets the student's needs. The plan will be developed in consultation with the faculty advisor. The academic plan is filed in the student's record and copies are sent to the program chair, faculty advisor, and the student.

DNP Students: Each student's Concentration Coordinator [FNP, NA, PMHNP, PNP, Post-Masters] serves as their initial point of contact for questions related to the DNP coursework. The Concentration Coordinator will also assist the student in selection of clinical experiences. Students will also be assigned a Scholarly Project Faculty Chair early in the program. The concentration coordinator and the faculty chair may or may not be the same individual.

Once the DNP Scholarly Project Committee is formed, they provide guidance and mentoring to the student in the development, implementation, and evaluation of the scholarly project, and they evaluate the student's performance on both the Proposal and Final Defense.

PhD Students: Early in the student's program, a nursing faculty advisor will be assigned by the Program Chair. At the initial advising session, an academic plan will be completed. The faculty advisor will provide academic advisement, assist the student in selection of cognates, and review the student's portfolio each semester. Once the dissertation committee is formed, they assume the advising role. The dissertation committee may or may not include the faculty member who provided initial advisement.

Student Handbooks

Faculty members should be thoroughly familiar with the academic policies, procedures, and other information pertaining to students as found in the college's student handbooks. These handbooks are

revised annually, and faculty members are responsible for interpreting the most current policies and procedures to students and implementing them.

Student Records

An academic record for each student in the College of Nursing is maintained in the Office of Student Services. This record contains correspondence relative to admission, transcripts, advisement, and grade reports. Clinical Health Requirements and placements are maintained by the Clinical Coordinators for undergraduate and graduate programs (immunizations, CPR certifications, etc.). The Dean, EADAA, Assistant Deans, program chairs, and advisors may only review records relevant to their roles. A student has the right to review his/her record at any time. All student incident or error reports are kept on file. These reports are kept until a student successfully completes or withdraws from the program. No incident or error report is to be placed in the student's academic folder.

Papers, Writing Style, and Plagiarism

The American Psychological Association (APA) manual depicts the accepted writing style for student papers. Each faculty member should be familiar with the most current APA guidelines in order to review papers for correct documentation and format and provide appropriate feedback to students. Each faculty member should be familiar with the CON definition of plagiarism and the procedure for handling alleged plagiarism or academic dishonesty. Each course syllabus should contain a reference to faculty expectations in relation to academic conduct. Incidents of plagiarism must be reported to the Program Chair and the Assistant Dean for Undergraduate or Graduate Programs.

Writing Deficiencies

To aid students in developing and improving their writing skills the university operates a Writing Center (<http://writingcenter.utk.edu/support-for-faculty/>). Students who have successfully completed the English Composition sequence may voluntarily visit the Laboratory at any time for diagnostic help with their writing problems.

The College of Nursing Graduate Programs partners with The Judith Anderson Herbert Writing Center (JAHWC) to assist CON DNP and PhD students with writing. Up to two 30-minute online consultations per student weekly will be available by appointment. Appointments may be made between 2-7 days in advance using the UTK Nursing Graduate Programs schedule (<https://writingcenter.utk.edu/writing-assistance-for-nursing-graduate-students/>).

Student Grades

Grades on assignments, papers, exams, or courses should be made available to students as soon as possible. Grades may be given out by returning the paper assignment directly to the student and/or posted on the course on-line site. Strict confidentiality of student grades and records must be maintained at all times. Final grades for all courses are entered before the advertised semester deadline at MyUTK (<https://myutk.utk.edu>). Please refer to Hilltopics and appropriate student handbook regarding grade appeals.

References for Students and Graduates

At times faculty members are asked by a student or graduate to write a reference letter to another school or to a prospective employer. It is recommended that written permission be obtained from the student or graduate before the faculty member drafts a letter.

Scholarships and Awards

The Scholarship and Awards Committee is responsible for selecting recipients for various scholarships and awards. If a faculty member becomes aware of calls for nominations for awards, the information should be communicated or sent to the Chair of the Scholarship and Awards Committee and the Coordinator of Community Relations.

Social Media Policy

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior have the potential to enhance or undermine not only the individual nurse's career/future career, but also the nursing profession.

ANA's Principles for Social Networking

1. Nurses (nursing students) must not transmit or place online individually identifiable patient information.
2. Nurses (nursing students) must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses (nursing students) should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses (nursing students) should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses (nursing students) should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses (nursing students) should participate in developing institutional policies governing online conduct.

Student/Client Audiotapes, Videotapes, Photographs

Whenever an interaction with a client is to be recorded:

1. The faculty member will determine if recorded interactions are consistent with the policies of the institution where the recording will occur. Students and faculty will adhere to institutional policy.
2. Strict confidentiality will be maintained.
3. The purpose of the recording will be explained to the client(s).

4. The client will be informed that he/she may decline from being recorded, before or during the recording, without consequences.

Graduate Assistantships

Graduate assistantships are the primary source of funding for graduate students at UT and are offered by academic departments and administrative offices of the university. An assistantship is a financial award to a graduate student for part-time work in teaching, administration, or research while pursuing an advanced degree. Appointments are normally on a one-fourth to one-half time basis, usually requiring 10 – 20 hours of service per week (see Graduate Stipends). The annual stipend is payable in either nine- or twelve-monthly installments. In addition to the stipend, Graduate Teaching Assistants (GTA), Graduate Teaching Associates (GTAssoc), Graduate Assistants (GA), and Graduate Research Assistants (GRA), with appointments on a one-fourth time basis or higher, are entitled to a waiver of maintenance fees and tuition for the period of appointment in accordance with university policy. These appointments also include a benefit of health insurance for the student. Faculty are strongly encouraged to include GAs in proposal budgets since very few GAs are funded by the College of Nursing outside of research grants.

For information on requesting a GTA contact the EADAA and for a GRA contact the ADR.

Responsibilities and Information Related to Scholarship and Dissemination

Research is a systematic investigation designed to develop or contribute to generalizable knowledge. Tenured, tenure-track, and research faculty are expected to generate funded research and participate in group research activities. Research and scholarship by faculty in the College of Nursing focuses on cutting-edge design and methodologies that promote health equity, population wellness, quality of life and health policy.

Faculty who do not conduct research are encouraged to engage in scholarship, which may include, but is not limited to, evidence-based practice and quality improvement projects. It is essential that research and scholarship are disseminated through a variety of avenues (i.e., publications, presentations, webinars, workshops, etc.).

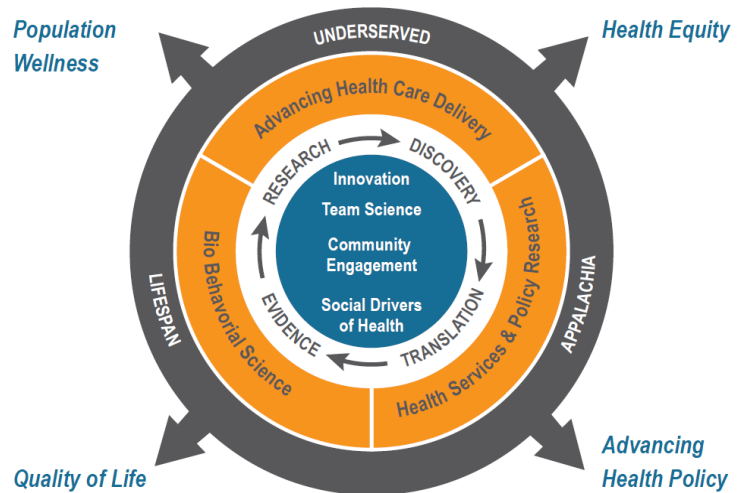


Figure 1. College of Nursing Research and Scholarship Model

Within an interconnected process that flows between research, discovery, translation and evidence, the CON faculty value innovation, team science, community engagement, and understanding social drivers of health. Through these lenses, we work with underserved Appalachian populations across the lifespan to advance biobehavioral sciences, health services, policy research, and by advancing health care delivery.

Research & Scholarship Support

There are various means by which research and scholarship efforts can be facilitated, funded, or supported internally. A description of these opportunities and services can be found online at (<http://www.utk.edu/research/>). The Office of Research and Scholarship provides assistance and consultation to faculty who are developing research and scholarship proposals. Faculty members are expected to facilitate undergraduate and graduate student participation in their research and scholarship to advance their own scholarship and to mentor students.

CON Office of Research & Scholarship (ORS)

(<http://nursing.utk.edu/research/office-of-research-services/>)

The ORS is a resource in the CON to facilitate research and scholarship endeavors. The College of Nursing, Office of Research & Scholarship supports:

- Mentoring for faculty
- Pre-award application development
- Consultation, compliance, and submission processes for Human Subjects Review by the Institutional Review Board
- Daily operational management including proposal development and submission
- Pre- and post-award financial management for sponsored projects & related compliance
- Prospecting funding sources and mechanisms
- Ensuring compliance with UT/federal policies and sponsor guidelines
- Research budget and finance support in tandem with the CON Budget Director

UTK Office of Research, Innovation and Economic Development (ORIED)

(<http://research.utk.edu>)

The Vice Chancellor for Research, Innovation and Economic Development oversees the university units that provide support for research. The compliance office is responsible for ethical and regulatory oversight of research at UT Knoxville that involves human subjects. The Human Research Protection Program (HRPP) compliance office supports and oversees the work of the Institutional Review Boards (IRBs) with the goal of maximizing protection of human research subjects. The Sponsored Programs Office and Sponsored Projects Accounting Office assist in all aspects of administration of externally funded research grants and contracts, including pre-award proposal review, submission, award negotiation, and post-award funds management, financial reporting, invoicing, audits, and regulatory compliance. The Faculty Development Team provides support to early career investigators seeking to apply for external funding, including training, editing, and support for identifying potential funding sources. The Research Development Team helps faculty form competitive research teams and collaborations to identify and pursue large strategic opportunities.

Research Computing Support

(<http://oit.utk.edu/research/>)

Computing services are shared across campus and are developed and maintained by the Office of Information Technology (OIT). Resources include internet access, email and data transfer facilities, and specialized computing packages. Additionally, OIT provides system administration of various services to the University of Tennessee Knoxville campus and the university-wide administration. Centrally provided and managed software applications include standard mathematical and statistical software such as Mathematica, Matlab, SPSS, SAS, and STATA, as are GIS applications, including ArcGIS and ATLAS.ti. A

central Oracle database server and campus-wide Oracle site license can be used to provide backend database capabilities for applications. By relying on OIT to maintain the hardware, security environment and software builds of computing systems, researchers are free to devote their time to science and research rather than to system administration. The proposed project will take advantage of computing resources either directly on campus or through virtual computer laboratory linkages.

Statistical Consulting Center

The mission of the Officer of Information Technology's Research Computing Support group at the University of Tennessee, Knoxville, is to help students, faculty, and staff enhance the quality of their research. The group includes full-time experienced statisticians and qualitative analysts with a wide variety of expertise in analytical methods for both quantitative and qualitative research. Areas of support and consultation services include statistical consulting, qualitative analysis, content analysis, text, or data mining, designing of studies and determining sample size. The team assists with acquiring data, including designing web surveys, capturing websites, and importing third-party datasets. The team manages data, including cleaning, transforming, recording, converting, stacking, or joining data sets. The group explores data for useful patterns using graphics, interactive visualization, and data mining methods. The consultation from the Research Consulting support group includes tips to present your results with editing or writing of the results section is also offered. Other areas of support include mathematics, text analysis, thematic mapping, and visualization. Each faculty member is entitled to 50 hours of research computing support per year and graduate students are entitled to 15 free hours of consultation every semester. The Research Computing support group has the Newton High Performance Computing Program. Faculty and students have access to quantitative analysis software programs including NVivo, Matlab, R, SAS, SPSS and many more.

Health Innovation, Technology, and Simulation [HITS] Lab

(<http://hits.utk.edu/>)

The HITS Lab is a collaborative research partnership between the College of Nursing and Tickle College of Engineering led by co-directors Drs. Tami Wyatt and Xueping Li. The HITS foci are twofold: advance the science of health information technology and use state-of-the-art simulation technologies and practices to promote learning in healthcare. The lab is located in Temple Hall and includes technology and space shared with the simulation lab. Technology to develop and test mHealth prototypes is available to faculty who become HITS collaborators.

Research Equipment

The University offers software to support many needs of researchers including statistical software for qualitative and quantitative research, survey services, and teleconferencing that can record and transcribe meetings or interviews. The library has some equipment available including headsets and computers. The HITS lab also has tablets available for check out. Please refer to the Hodges library and the Office of Innovative Technologies for a comprehensive list of services and available resources.

Reimbursement for Travel to Professional Meetings

(<https://nursing.utk.edu/finance-administration/>, travel tab)

Presentation of research findings and other scholarly work by faculty is strongly encouraged. These opportunities not only promote faculty development, but also provide visibility for the CON on the international, national, regional, and local levels.

[See current Travel Policy at (<https://policy.tennessee.edu/procedure/fi0705-h-travel/>). Start-up funds must be used before seeking additional funding.

College of Nursing Research and Scholarship Advisory Committee

The College of Nursing Research and Scholarship Advisory Committee (RSAC) is a College of Nursing committee representing the needs of researchers and scholars in the College of Nursing and the Office of Research and Scholarship. Tenure-track and non-tenure-track faculty representatives are assigned to RSAC each year and may serve two years. A chair of RSAC is appointed each year to lead the committee, call for agenda items, convene meetings, lead discussions, establish action items with the committee and work with ORS to generate meeting minutes. The RSAC meets monthly to discuss various topics including intramural funding and resources to promote and advance research and scholarship of faculty in an equitable and advantageous way.

Human Subjects

In accordance with the UTK definitions, all research and related activities involving human subjects conducted by a member of the university must be reviewed and approved by the IRB prior to initiation. Research proposals developed in the CON require review and approval by the Department Review Chair (DRC) and Department Head before being submitted to the university Institutional Review Board [IRB].

All faculty and student led research and scholarly projects (funded and nonfunded projects) conducted in the CON must be reported to ORS through the Project Intent Form (PIF) found on the CON intranet.

Each investigator should be thoroughly familiar with UTK policies and ORS procedures for the review of research involving human subjects prior to submitting a proposal for review. Specific questions should be addressed to the DRC and/or ADR. The Office of Research, Innovation and Economic Development (ORIED) has a detailed IRB Guidebook on its website for reference and clarification (<https://irb.utk.edu/research-guidelines/>). All university procedures are in accordance with applicable regulations of federal agencies. All IRB applications must be submitted through iMedRIS.

Projects off UTK Campus

If a faculty member intends to engage in research or scholarship with another institution that has an IRB, then the IRB of record (the IRB to review and oversee the project/research) needs to be determined.

To decide the IRB of record, visit (<https://research.utk.edu/research-integrity/human-research-protection-program/for-researchers/before-you-begin-2/reliance-agreements/>).

Faculty Publications and Proposals

Faculty members are expected to contribute to the knowledge base for nursing science and share knowledge, expertise, and ideas with others through dissemination and through proposals to advance their research and scholarship. Published books, chapters, articles, audio-visual software, computer programs, etc. bring recognition to the individual faculty member as well as to the college and the university. **Faculty must maintain an ongoing record of their published materials in Elements and ORCID as required by the university.** The Office of Research & Scholarship will assist with proposal development and align faculty with resources at the University. Plan ahead when working on proposals to ensure resources are available and plan to speak with your program officer once you have clear specific aims of your project.

Responsibilities and Information Related to Service

In keeping with the mission of the University of Tennessee, each faculty member is expected to engage in activities that provide service to the college, the university, the profession, and community. Participation in these activities not only strengthens the individual faculty member, but also enhances the public service efforts and image of the university and College of Nursing. However, outside services cannot jeopardize the performance of normal faculty duties (i.e., classroom/clinical teaching, advising, committee work, etc.). Guidelines to regulate long-term contracts for public service (e.g., consultation or clinical practice) for which the faculty member is remunerated are found in the *UTK-UTIA Faculty Handbook*. Any significant commitments for public service such as participation in seminars, workshops, speaking engagements, etc. should be brought to the attention of the Dean and/or EADAA. Faculty should carefully maintain a record of their public service activities so that they can be summarized as needed for promotion or tenure review or for inclusion in required college reports.

Conflict of Interest

Faculty and staff are expected to take all reasonable precautions to ensure that their outside financial interests do not place them in conflict with carrying out their duties and responsibilities as employees of the university. Generally, a conflict of interest exists when an employee:

- allows outside financial interests to interfere with or compromise judgment and objectivity with respect to duties and responsibilities to the university and sponsoring organizations
- makes university decisions or uses university resources in a manner that results in or is expected to result in personal financial gain or financial gain for his/her relatives and uses his/her position to obtain an unfair advantage allows outside financial interests to affect the design, conduct, or reporting of research

A Financial Conflict of Interest or Financial Disclosure form must be updated annually. This form can be obtained via the IRIS Web Portal (<https://t.e2ma.net/click/kjr9sl/sx7h4sb/kzr80fc>) using your NetID. In the Employee Self-Service tab, under the Personal Information area, choose the Outside Interest Disclosure link and follow the instructions.

The conflict of interest website (<https://t.e2ma.net/click/kjr9sl/sx7h4sb/0rs80fc>) includes information for completing the form, frequently asked questions, and links to relevant campus and system sites as well as training presentations and resources.

General Information

Bulletin Boards

Bulletin boards are strategically located in the college for faculty and student information and notices. Communications of a non-academic nature (advertisements, student messages, etc.) may be placed on the student bulletin board, space permitting. When posting information on the bulletin board, an expiration date should be noted on each memo so that the bulletin board may be cleared of outdated material periodically. Please obtain approval from the CON Director of Communications and External Affairs prior to posting information on the CON bulletin boards.

Notices of agendas for meetings as well as other pertinent information will be communicated to faculty via email.

Business Cards

Business cards are provided to faculty, at no cost, by CON. The cards may be requested from the CON Human Resources Office at (conhr@utk.edu); the request should include the following information:

- Name as you would like it to appear on the business card
- Credentials as you would like them to appear on the business card
- E-mail address and other contact information you wish to include on the business card

Classrooms

Classrooms, conference rooms, and faculty workrooms are located throughout the building. Regularly assigned classrooms are designated in the *Schedule of Classes/Timetable* published on-line each semester (https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched). Classrooms and conferences rooms within the college may be reserved for committee and task force meetings by submitting a request to the assigned administrative assistant. Room reservations should be made before or immediately after the start of a semester to avoid scheduling conflicts. It is the responsibility of the faculty to leave the classroom in useable condition for the class that follows. Specifically, faculty should be sure that whiteboards/blackboards are erased, mobile audio-visual equipment is removed from the room, and furniture is returned to its original location (e.g., lectern, chairs, tables, etc.).

Computers

Guidelines:

1. Computers
 - a. College employees will be issued one Windows based laptop computer that is to be used for completing assigned work duties.
 - b. Users needing a Mac-based computer to complete their assigned work duties must make a request to the college IT Director.

- c. All computers purchased will be made by the IT department and follow standard system configurations as provided by the University. Users needing upgrades or enhancements to computer systems must make a request to the CON IT Director.
 - d. All computers provided by the college must be configured to allow administrative access by college IT staff and include the required college software. Users are forbidden to change this configuration.
 - e. All computers must have their hard drives encrypted.
 - f. Computers are subject to being refreshed with a new computer every four years.
 - g. All users must agree to the University of Tennessee Acceptable Use Policy (AUP).
 - h. Computers issued to faculty or staff must be returned to IT when they are no longer employed by the College of Nursing.
2. Printers
- a. The college does not provide a personal printer for each user. If there is a business case for a printer, users should make a request to the IT Director.
 - b. Printing access is provided with larger multi-function devices that can scan, staple, and punch holes located in multiple locations throughout the college.
3. Peripherals
- a. College employees will be provided with a monitor with built-in docking station, keyboard and mouse, camera, headphones, and microphone.
 - b. Any additional peripheral need requests should be made to the IT Director.
 - c. Peripherals issued to faculty or staff must be returned to IT when they are no longer employed by the College of Nursing.
4. Remote Work
- a. Employees working 50-percent or more of their time or more in a remote location such as home, may request the peripherals necessary to do their job from the IT Director.

Copier Use

Copiers are available in the faculty workrooms for making limited numbers of copies of individual items. For a large volume of copies, generally more than 50 copies of a single sheet, university duplicating services should be used. **All copyright laws are to be observed by both faculty and staff.**

Mail Services

A mailbox for each faculty and staff member is located in the faculty workroom, Room 104. All mail will be placed in these boxes as soon as it arrives. All CON related materials to be sent by campus or US Mail should be placed in the mail out-box on the 4th floor of the Nursing Education Building in the hallway of the Finance and Administration Offices.

The mailing address for the College of Nursing is:

The University of Tennessee, Knoxville
College of Nursing
1412 Circle Drive
Knoxville, TN 37996

Inclement Weather

It is the policy of the university to not close due to inclement weather except in the most severe conditions. Any official closing is announced through the media. The safety of both faculty and student must be the prime concern in deciding whether to cancel an academic session. Faculty members are advised to communicate with appropriate Program Chair/Coordinator or Assistant Dean regarding clinical or class schedules during severe weather. Clinical and classroom time may be rescheduled if canceled due to weather conditions.

Offices

CON faculty and administrative offices are located in the Nursing Education Building (NEB) building at 1412 Circle Drive or the Assessment Lab at 2233 Volunteer Boulevard. The Office of the Dean is located in Room 301 and the Office of Student Services is Room 306. Offices for other staff and faculty members are located throughout the building. Office numbers are displayed on a directory in the foyer of the main entrance. Each faculty member is provided with appropriate office furniture. If any special equipment or additional furniture is needed, these items must be requisitioned through the Executive Assistant Dean of Finance.

Administrative Services

Limited secretarial services are available for course-related work. Faculty members are requested to allow 3 days for typing and 4 days for copying. In general, duties and assignments are determined by title and/or program supported:

- Undergraduate programs [traditional, accelerated, RN to BSN] are supported by the UG Assistant Dean's administrative assistant and the administrative assistant for the RN to BSN and TBSN programs.
- The Graduate Program Assistant works with the Graduate Assistant Dean and graduate program chairs in addition to concentration coordinators and graduate faculty members.
- The Financial Specialist is the CONCUR travel delegate for the college and everyone is required to meet with the Financial Specialist prior to travel. This position processes invoice payments and applicable petty cash reimbursements.
- The HR Specialist provides all human resource assistance with searches, onboarding, compliance, and other HR related matters.
- The Procurement/Facilities Specialist processes approved order request forms with the UT P-card (non-P-card purchases are processed by the accounting specialist), and processes facilities work orders.

Supplies and Textbooks

Most supplies needed by faculty members such as paper, folders, pencils, paper clips, etc. are available in NEB, Room 104. If needed supplies are not available, ask the assigned administrative assistant to requisition them.

Undergraduate Programs

Course Coordinators are expected to request desk copies for faculty teaching in undergraduate courses. Questions regarding desk copy/book requests can be sent to missymiller@utk.edu. Course Coordinators are asked to complete the desk copy request form found on the Faculty and Staff Canvas site in the undergraduate tab for each text they are requesting.

Graduate Programs

Course Coordinators are expected to request desk copies for faculty teaching in graduate courses. Questions regarding desk copy/book requests can be sent to congrad@utk.edu. Course Coordinators are asked to complete the desk copy request form found on the Faculty and Staff Canvas site in the graduate tab for each text they are requesting.

Telephone Services

The College of Nursing relies on UTK Telephone Services for telephone services. UTK uses the RingCentral voice-over-IP enterprise cloud-based communication solution. With RingCentral, the university can quickly activate and easily manage a mobile workforce and with RingCentral you can connect to your campus phone number from multiple locations.

Some of the features of RingCentral are:

- Answer campus calls from multiple locations with the desktop and mobile app.
 - App features include texting, conference calling, video conferencing, and faxing
- Desktop app works on Windows and Mac platforms
- Mobile app is available for iOS and Android
- Call handling with after-hours routines and custom rules
- Call forwarding - forward your office phone to another UT extension or mobile phone number
- Voicemail with transcription to text can be emailed to your university assigned email account
- Voicemail is accessible using your personal cell phone from just about anywhere
- Long-distance calling available (excluding international)

You may learn more about RingCentral and its use at the university by visiting (<https://oit.utk.edu/telephone/ringcentral/>). There you will find dialing instructions, training resources, and a quick start guide.

As a faculty member you will be assigned your own unique phone number which may be used to conduct business on behalf of the university. Faculty are encouraged to provide their university telephone number to students and appropriate others to facilitate receiving messages and to reduce the number of calls coming in on the main telephone lines.

A directory of all faculty and staff office is distributed at the beginning of the fall semester. A directory of personal cell phone/home telephone numbers is maintained by the Office of Finance and Administration. These numbers are not published to students or the general public.

College Organizations and Publications

Tennessee Association of Student Nurses

Undergraduate students should be strongly encouraged to participate in the Tennessee Association of Student Nurses (T.A.S.N.) Faculty should provide flexible options to students who miss class or clinical work due to official Student Nurse Association activities (such as those associated with leadership positions at the local, state, and national levels). One or two faculty members serve as the organization's advisor(s).

Sigma

The Gamma Chi Chapter of Sigma Global Nursing Excellence for Nursing was chartered at the University of Tennessee, Knoxville, College of Nursing in May 1978. New faculty are encouraged to apply for membership or to transfer their membership to the Gamma Chi chapter. Members of the organization are eligible to recommend outstanding nursing students and professional colleagues for membership.

VolNurse Magazine

The *VolNurse* is published annually by the College of Nursing. The goal of this publication is to keep college alumni and friends of nursing informed about one another and about the activities of the college. Topics presented include profiles of outstanding alumni; reunion plans; faculty awards, activities, and scholarly accomplishments; current college activities; resource development priorities; honor roll of donors; and future plans. Faculty who know of students or alumni who have made unique contributions to the college or community are encouraged to share this information with the Dean or the Director of Communications in the CON for inclusion in the *VolNurse*.

CON Web Site

Information to be placed on the college's web site will be screened, appropriately formatted, and maintained by the CON Director of Communications. New information for the web or revisions to materials on the web should be submitted via the website update request form in the employee hub (<https://liveutk.sharepoint.com/sites/UTK/SitePages/Nursing.aspx>).

Safety and Security

(<https://safety.utk.edu/>)

- **Emergency:** 911 (*when dialing from a campus extension, dial 8-911)
- **UT Police (Emergency):** 974-3111
- **UT Police (Main Line):** 974-3114

- **Campus Emergency Management Information:** <https://prepare.utk.edu/emergency-management/>
- If you are calling 911 and believe the incident is life-threatening, say so.
- Call UTK Emergency number in addition to 911 for life-threatening incidents.

Your personal safety is a general recognition and avoidance of possible harmful situations or persons in your surroundings. General Safety information is available at (<https://safety.utk.edu/police/>).

Office and Building Security

Faculty members should keep their offices secure at all times, locking them even when leaving for brief periods. In addition to an office key, your UT ID works to open the door and some rooms have keypads. To enter the door and leave the system locked after hours when the building is closed, use your ID. **Do not prop the door open when the magnetic lock system is engaged as this will cause an alarm to sound in the campus Security Office.**

Individual faculty office keys will open classroom doors. All keys must be returned to the Executive Assistant Dean of Finance when individuals leave UTK employment.

Fire Safety

Fire alarms, fire extinguishers, and diagrams of evacuation routes are located throughout the building. In the event of an alarm, all occupants should immediately evacuate the building through the nearest exit. Doors should be closed after all individuals have exited. Occupants must use the stairs and not attempt to use the elevators. No one should re-enter the building until instructed to do so by fire, safety, or college administrative officials.

If staff or faculty members suspect a fire or smell smoke, they should not hesitate to pull an alarm. In the event of an actual fire, the faculty or staff member should:

1. see that all persons are removed from immediate danger
2. notify others [pull an alarm or have someone else pull an alarm and call 4-3111]
3. evacuate the building
4. extreme caution and good judgment should be utilized in attempting to employ fire extinguishing methods

Emergent Situations

An emergent situation is one which could result in harm to either the person making the evaluation or to the person(s) being evaluated. This type of situation will be handled in the following manner:

1. The individual making the assessment of an emergent situation will attempt to have the assessment confirmed by one of the following: a CON Faculty member, a CON staff member, a member of the Department of Safety and Security, and/or an emergency services dispatch operator from E-911.
2. The individual making the assessment will implement whatever intervention is felt to be the least invasive/intrusive, but which provides safety for all concerned.

3. The individual making this decision will be responsible to report the action to the course coordinator, program chair, and the assistant dean (if a student) or immediate superior (if a faculty member or staff member) as soon as the situation under action allows.
4. Student situations of an emergent nature must be reported to the university's Office of Student Affairs by the Executive Associate Dean of Academic Affairs and/or the Dean.

Appendix A: College of Nursing Organizational Chart

Please visit the College of Nursing website (https://nursing.utk.edu/wp-content/uploads/2024/07/CON-Org-Chart_Overview_July-2024.pdf) to view the College of Nursing Organizational Chart.

An in-depth organizational chart is available on the College of Nursing Intranet (<https://intranet.cn.utk.edu/finance-and-administration/human-resources/>).

Appendix B: Bylaws Amendment Form

The Bylaws Amendment form can be found on the following page.



The University Of Tennessee, Knoxville, College of Nursing
Proposed Bylaws Amendments Submission Form

Proposed bylaw amendments should be submitted to the Faculty Assembly Chair who will then forward the proposed change(s) to the Faculty Affairs Committee. The Faculty Affairs Committee will consider, edit, and/or correlate amendments referred to the Faculty Affairs Committee by duly authorized members of the faculty. Upon completion of the Faculty Affairs Committee review, the Faculty Assembly Chair will then place the proposed amendments on the agenda of the next regularly scheduled College Assembly Meeting for consideration. Once this process has been completed, the faculty will vote upon the proposed changes. An affirmative vote by a majority of the voting faculty shall be required to adopt the proposed amendment. The faculty will be informed in writing or electronically of the amendment when it is enacted.

Directions:

1. Complete each section of the form. The proposed change will not be considered unless the form is complete in all respects. *Note: A separate form must be completed for each proposed change.*
2. Submit the completed form(s) via email to both the Faculty Assembly Chair and College Assembly Administrative Assistant.

For Faculty Assembly Chair Use Only	Date Received:
Action (as needed):	
<input type="checkbox"/> Returned to author(s) for clarification/correction and resubmission	Date of Action: _____
<input type="checkbox"/> Provided to Dean for recommendations	Date of Action: _____
Action:	
<input type="checkbox"/> Provided to Faculty Affairs	Date of Action: _____
<input type="checkbox"/> Added to agenda of College Assembly Meeting	Date of Action: _____
Faculty Assembly Action:	
<input type="checkbox"/> Adopted <input type="checkbox"/> Not Adopted <input type="checkbox"/> Returned to Committee / Originator	Date of Action: _____

Originating Committee (if applicable):	Submitting Committee (if different than originating):
Submitting Faculty Member Name(s):	
(Printed Name)	(Signature)
_____	_____
_____	_____
_____	_____
Primary Contact: _____	Email: _____
I/We would like to speak at the College Assembly Meeting in support of this submission: <input type="checkbox"/> Yes <input type="checkbox"/> No	

Indicate the exact location of this in the current edition of CON Bylaws

Article: _____ Section: _____ Page #: _____

Bylaw Currently Reads

Rationale For Change

Proposed Wording of Amendment

Comment(s)

Privacy Act 1993: Please note that information on this form and the content of your submission will be made publicly available as part of the decision-making process.

Appendix C: College of Nursing Workload Guidelines

Academic Year 2024-2025

Guiding Principles

- The CON will follow the University of Tennessee Knoxville workload principles found in the Faculty Handbook at [3.7 Faculty Duties and Workload](#)
- Communication is essential; when guidelines are not followed due to availability of faculty with expertise, unexpected changes in staffing, or other situations, there will be a conversation between the administrator and the faculty member as soon as possible.
- While faculty input is valued [solicited and considered], the decisions regarding workload allocation reside in the office of the Executive Associate Dean of Academic Affairs (EADAA), who collaborates and consults with the Dean, Associate/Assistant Deans, and program chairs in determining individual assignments based on CON needs as well as individual faculty member expertise and performance. Clinical sites and schedules are assigned by the Assistant Deans, Program Chairs and/or Program Coordinators.
- Whenever possible, course assignments will be kept consistent from year to year unless the faculty member requests a change.
- Nine-month faculty are expected to be “on-duty” for 36 weeks during the academic year. In general, the CON will schedule meetings and other academic related meetings 2 weeks before each semester therefore, faculty are expected to be available during that time for work-related activities. Exact dates will be announced by the end of the previous academic year.
- Full-time faculty expectations include attendance and participation at: [1] faculty meetings; [2] individual course meetings; [3] assigned committee meetings; [4] commencement; [5] Graduate Hooding, as appropriate; and [6] doctoral intensives.
- Unless it is agreeable with a faculty member, they will not be assigned to teach in more than two [2] program tracks (ABSN, TBSN, RN to BSN, DNP, PhD) in the same semester excluding courses that are offered for both DNP and PhD students.

Workload Assignment Guidelines

1. Even though professionals are exempt from the strict guidelines of the Fair Labor Standards Act [FLSA], 40 clock hours is the norm accepted as a work week.
 - a. Nine-month faculty will be assigned 24 credits per academic year of workload; these credits can be in the areas of teaching, scholarship and/or service. Twelve-month faculty will be assigned 36 credits per academic year of workload, in the areas mentioned above.
 - b. 12 credit hours represent 40 clock hours of activity per week with 1 credit workload = 3.33 hours per week. Workloads will be calculated based on a 36-week academic year.
 - c. A single credit is an *estimate* of the *average* length of time per week spent completing the required work. The *actual* amount of time required and spent may vary from individual to individual.

- d. Workloads are subject to adjustment during the academic year based on funding awards or shifts in assignments in the three prongs of the faculty role (teaching, scholarship, and service).
2. Teaching Workload Credit:
- a. Non-Tenure-Track Clinical Faculty
- Full-time doctoral prepared clinical faculty will carry 10 credits of teaching per semester, 1 credit of service and 1 credit of scholarship.
 - Full-time doctoral prepared clinical faculty without evidence of scholarship activity in the prior year may forfeit the 1 credit of scholarship and carry 11 credits of teaching per semester.
 - Full-time master prepared faculty will carry 11 credits of teaching per semester and 1 credit of service.
 - Part-time faculty/lecturer teaching credits will be determined based on percent employment [i.e., 75% = 9 credits; 50% = 6 credits; 25% = 3 credits].
- b. Tenure-Track Faculty
- Tenure-track faculty will carry no more than 6 teaching credits annually for the first two years after hire and typically no more than 6 teaching credits per semester (12-15 total teaching credits annually) thereafter until tenure based on secured funding.
 - Tenured faculty without grant support may carry up to 9 credits of teaching per semester.
- c. Non-Tenure-Track Research Faculty
- Research faculty are generally expected to conduct funded research for 11 credits with 1 credit of service per semester. However, if mutually beneficial to the college and faculty members, they may negotiate with the EADAA and Associate Dean of Research (ADR) to teach course(s).
3. Course Coordination
- a. Course Coordinator (CC) credit will be given to undergraduate and graduate courses with > 30 students enrolled. The CC will be the coordinator for the course and if applicable, oversee ALL sections of multiple-section courses. Additional credits will be assigned for teaching duties in the course to the course coordinator. Credit for CC credit will be allocated based on the guidelines below, and enrollment will be based on the total number of students in all sections combined and will be divided between each of the sections.
- 1 credit for 31-100 students
 - 2 credits for > 100 students

4. Credit for Program Administrative Assignments

Program	Appx # Students	Credits	Notes
PhD Chair	30-35	3	
DNP Chair	180-220	5	
Post-Master DNP Coordinator	60-80	2	
FNP Coordinator	60-80	3	

Program	Appx # Students	Credits	Notes
PNP Coordinator	60-80	3	Primary and Acute Care
PNP-AC Assistant Coordinator	60-80	1	
PMHNP Coordinator	60-80	3	
NA Director	45-60	3	12 months
NA Assist Director	45-60	1	12 months
ABSN Chair	60-72	4	12 months
RN to BSN Chair	60-100	3	
TBSN Chair	350-600	6	12 months
JR TBSN Coordinator	180-240	5	
SR TBSN Coordinator	180-240	5	
UTMC TBSN Coordinator	180-220	5	12 months

The credits assigned for each administrative role are noted for strictly for the assigned role. Additional teaching credits will be assigned for individual course responsibilities.

5. Undergraduate Teaching

a. Faculty to student ratios

- BSN didactic
 - faculty: student ratios for didactic courses are approximately 1:50 and are based on enrollment, course content, and pedagogy.
- BSN clinicals
 - In accordance with the Tennessee Board of Nursing, faculty to student ratio will be no more than 1:8 per section.
 - A CON Academic Affairs representative will negotiate with the clinical institution, unit, or agency each semester to determine faculty the student to ratios for specific facilities.
 - Faculty in clinical sections in any setting will be given credits based on the number of clinical groups and hours of direct supervision. Total credits assigned will also include indirect time needed for clinical preparation, evaluating students' clinical performance, and grading any clinical papers/assignments.
- Undergraduate Student Mentor
 - One credit hour will be awarded for faculty to mentor approximately 12 students, which includes, but is not limited to the following:
 - Monitoring and ensuring ASL hours are completed and submitted by students.
 - Grading ASL assignments.
 - All ATI remediation activities as assigned, as well as identifying and recommending ATI activities to assist students at risk.
 - Undergraduate Teaching for faculty who are selected/volunteer to mentor a Nursing Honor's Student will receive the following workload credits:

- Junior 2nd semester: 0.5 credit
- Senior 1st semester: 0.5 credit
- Senior 2nd semester: 1.0 credit
- RN to BSN on-line didactic courses:
 - Faculty to student ratio will be approximately 1:25 per section.

6. Graduate Teaching

- a. Faculty members who provide research practicum [N609]; chair/serve on dissertation committees will receive one [1] workload credit for all assigned PhD student's supervision in addition to any course assignment.
- b. Graduate faculty who serve as the Faculty Chair for DNP Scholarly Projects receive the following workload credits based on the number of students. Credit is given:
 - N630 Summer Year 1
 1. 3 or less students = 1.5 credits
 2. 4-5 students = 2 credits
 3. 6-8 students = 3 credits
 - N633 Summer Year 1, Fall Year 2 & Spring Year 2
 1. 3 or less students = 1.5 credits
 2. 4-5 students = 2 credits
 3. 6-8 students = 3 credits
 - If students require more semesters of N633 beyond Spring Year 2, no additional workload is given.
 - N634 Fall semester Year 3
 1. No credit is given for N634 as it is part of the overall course credit.
- c. Graduate Certificate Coordinators (i.e., Policy, Nursing Education, Informatics) will receive 1-3 workload credits based on the number of students in the concentration per year.
 - 10 or fewer per year = 1 credit per semester
 - 11 - 20 per year = 2 credits per semester
 - 21 or greater per year = 3 credits per semester
- d. When multiple faculty members are assigned to traditional lecture only courses, each faculty member will be assigned to separate sections within the course with a course coordinator that oversees all sections.
 - DNP and PhD course faculty: student ratios for didactic courses are approximately 1:25 per section and are based on enrollment, course content, and pedagogy.
 - DNP clinical concentrations: faculty to student ratio is 1:8 per section. Workload credit depends on the number of clinical hours and course requirements, negotiated with concentration coordinators.

7. Research Workload

- a. Credits for funded research/scholarship are based upon grant award workload percentage. Release from workload credits for scholarship requires the following:
 - 25% effort on a funded project for 3 workload credits,
 - 50% effort on a funded project for 6 workload credits,
 - 75% effort on a funded project for 9 workload credits, and
 - 24% or less effort on funded project for partial workload credits.
- b. Tenure-track faculty will have at least 6 credits of scholarship per semester the first two years after hire and 4 credits of scholarship in the subsequent years while seeking tenure. Tenure-leading faculty are eligible for additional scholarship credit based on their scholarly activities and goals.
- c. All tenured faculty will receive 2 credits of scholarship per semester to secure funding based on their annual evaluation scholarship productivity. Once funding is secured, the scholarship workload credit will be based on the effort funded by the award. Tenured faculty without grant support may carry up to 9 credits of teaching per semester. Additional release time for grant writing can be negotiated with the Dean.
- d. All clinical professors (assistant, associate, and full) are expected to engage in scholarly activities to support the mission of the CON. Clinical faculty will receive 1 credit of scholarship per semester based on their annual evaluation of scholarship productivity. Additional scholarship credit will be considered based on teaching needs and the faculty's scholarship goals.
- e. Faculty participating in clinical practice that is arranged and paid to the College of Nursing from the agency will receive workload credit based on the hours of clinical practice. The contract and salary support agreed upon with the agency is negotiated through the college's Center for Nursing Practice and the Associate Dean for Practice and Global Affairs.

8. Service

- a. All full-time faculty [tenure and non-tenure-track] receive a minimum of 1 workload credit for service per semester. This includes CON committee and faculty mentoring program assignments.
- b. Faculty with special service assignments to the CON [e.g., Faculty Assembly Chair, Health/Compliance Officer, Director of Diversity, Equity, and Inclusion, Nursing Honors Program Coordinator, Student Nursing Association advisors] or the university will receive credits based on the assignment requirements and expectations.

Appendix D: CON Building Emergency Action Plan

The Nursing Education Building Emergency Action Plan can be found on the pages that follow:



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

***Nursing Education
Building
Building Emergency
Action Plan***

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3. Severe Weather and Tornado 5

4. Chemical Accident Outdoor..... 8

5. Fire..... 10

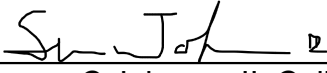
6. Bomb Threat Checklist..... 10

7. Active Shooter..... 11

8. Earthquake..... 13

1. Plan Approval

This emergency management plan has been reviewed and approved by:

 3/4/2024
Steven C Johnson II, College of Nursing, Chief Operating Officer Date

 3/4/2024
Julia Reginelli, Financial Operations Specialist Date

 3/4/2023
Ian A. Sinclair, Office of Emergency Management Date

2. Purpose and Scope

2.1 Purpose. The Nursing Education (NEB) Building Emergency Action Plan (BEAP) provides safety instruction and guidance to students, faculty, staff, and visitors during an emergency. The NEB BEAP provides procedures to evacuate, shelter, or relocate in response to an emergency or critical incident. This BEAP is an integral part of creating community resilience, preparing for individual life safety issues, and coordinating with the campus-wide response effort in a major disaster.

2.2 Scope. This BEAP is developed not only to provide for the safety of the University community, but also to comply with Occupational Safety and Health Administration (OSHA) regulation 29 CFR 1910.38. The NEB BEAP is kept on file in the following location:

Department	Location	Format
College of Nursing	306C copy room notice board	Physical
College of Nursing	College website and intranet	Electronic * not public location

2.3 Training. Personnel assigned to NEB will be trained annually on this BEAP. A power point presentation has been provided to help with specific building training. Each department can decide the training method. Training can be accomplished by sending out the building plan and the power point presentation detailing specifics of the building plan or by conducting a training class.

2.4 Building Contacts.

NEB EP Sector Coordinator and Floor Wardens			
Name	Role	Department	Office Phone
Steven Johnson	Plan Contact	College of Nursing	974 - 6033
Julia Reginelli	EP Coordinator	College of Nursing	974-1315
Steven Johnson	4 th Floor Warden	College of Nursing	974 - 6033
Mary Miles	3 rd Floor Warden	College of Nursing	974 - 7584
Katie Perry/ Missy Miller	2 nd Floor Wardens	College of Nursing	974 – 5459 974 - 7508
Scott Gordy	1 st Floor Warden	College of Nursing	974 - 7887

3. Severe Weather and Tornado

3.1 Severe Weather: The University will remain open except in the most severe weather conditions. However, departments shall review its operations and determine if there is a need to adjust or cancel outdoor activities and events even if the university remains open. Continue to monitor and be prepared for conditions to change. Execute departmental mitigation procedures to protect against flying debris and expensive electronic equipment.

3.2 Tornado: Tornado warnings from the National Weather Service are issued by counties. The campus will only issue a UT Alert for a tornado warning if the main campus is included in the warning polygon. An alert in Knox County does not automatically indicate a threat to campus. If a tornado warning is issued for campus, take the following action:

Tornado ACTION
Proceed to designated shelter (interior space low in the building) & alert others
Protect your head and neck
Use sturdy furniture as cover if possible
Monitor for weather updates
Remain in shelter until an all clear is received from UT Alert.

NEB Shelter Areas
1 st Floor Interior Hallways, Room 115
2 nd Floor Interior Hallways

NEB Shelter Areas
1 st Floor Interior Hallways, Room 115
2 nd Floor Interior Hallways

NEB Shelter Areas
1 st Floor Interior Hallways, Room 115
2 nd Floor Interior Hallways

1st Floor Hallway



2nd Floor Hallway



4. Chemical Accident Outdoor

4.1 CHEMICAL SPILL/OUTSIDE RELEASE. In the event of a hazardous materials release effecting the campus, a UT Alert will be issued directing personnel to seek appropriate shelter.

4.2 Evacuation will be directed by response officials. If emergency responders direct an immediate evacuation, follow their directions! Only take personal vehicles if directed by response authorities.

CHEMICAL ACCIDENT – OUTDOOR
ACTION
Personnel will be notified by UT Alert to seek appropriate shelter as directed by the KFD.
If sheltering is announced and directed for all campus buildings. <ul style="list-style-type: none">• If possible, enter an interior room with limited doors and windows above ground level.• Seal any opening, such as a vent or around the door with plastic or any available material for further protection.
Conduct a sweep of the assigned floor to ensure all occupants are notified.
Turn off or block ventilation systems. Facilities Service can assist with building HVAC systems. Call 946-7777 for assistance.
Remain in shelter but be prepared to evacuate if directed.

NEB Outside Chemical Release Shelter Areas

4th Floor Hallway



5. Fire

5.1 The University Evacuation Policy mandates that the building shall immediately be evacuated except in areas where special procedures have been developed because immediate evacuation presents a risk. All faculty, staff, students, and visitors will regard any activation of a fire alarm as a true fire emergency unless there has been previous notification of a fire alarm test.

5.2 Only if the fire is very small should an attempt be made to extinguish the fire. If the fire is not contained, involves flammable solvents, is spreading rapidly, is partially hidden behind a wall or ceiling, cannot be reached from a standing position, or if it becomes difficult to breathe in the room, DO NOT attempt to extinguish the fire. Evacuate immediately!

Fire
ACTION
Activate fire alarm for a fire.
Call 9-1-1 when safe to do so.
DO NOT USE THE ELEVATORS!
Evacuate, Collect valuables (purse, coat, cell phone, etc.) if time permits. Close all office doors upon leaving.
DO NOT RE-ENTER THE BUILDING UNTIL APPROPRIATE OFFICIALS GIVE APPROVAL.

6. Bomb Threat Checklist

6.1 A person may become aware of a bomb threat by either a telephone call or e-mail. The person receiving the threat shall immediately notify the UTPD at 974-3111. Keep an open line of communication with the caller for as long as possible. UTPD is to be contacted as soon as possible by dialing 974-3111 or 911. Campus police will determine the appropriate response after evaluating the threat.

Bomb threat by Phone	
1	Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2	Listen carefully. Be polite and show interest.
3	Try to keep the caller talking to learn more information.
4	If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5	If your phone has a display, copy the number and/or letters on the window display.
6	Complete the Bomb Threat Checklist immediately. Write down any details.

	as you can remember. Try to get exact words.
7	Immediately upon termination of the call, do not hang up, but from a different phone, contact UTPD immediately with information and await instructions.

Bomb Threat by Letter/Handwritten Note	
1.	Call UTPD.
2.	Handle the note minimally.

Bomb Threat by Email	
1.	Call UTPD.
2.	Do not delete email.

Signs of a Suspicious Package		
No return address	Poorly handwritten	Stains
Excessive postage	Misspelled words	Incorrect titles
Strange odor	Foreign postage	Strange sounds
Unexpected delivery	Restrictive notes	

Follow this [link](#) for a downloadable Bomb Threat Checklist.

7. Active Shooter

7.1 Response to an active shooter requires individual decision-making. The emergency notification from the campus will provide the last known location of the threat but the shooter might have moved. In most cases the best action is to barricade **(HIDE)** in response to a campus active shooter alert. You should evacuate **(RUN)** only if you are reasonably sure you know where the shooter is and you have a clear path to an exit. As a last resort and only if, your life is in danger **(FIGHT)**. Active shooter situations develop quickly and individual decision-making and action is likely going to be required. Each person must individually determine whether to run, hide, or fight. Call the UTPD at 974-3111 or call 911.

7.2 If you are inside a building and the shooter(s) location is unknown, the safest option is normally to barricade **(HIDE)**. If you are unsure that you can safely exit the building, secure the area by following these tips:

7.3 Be prepared for the police response. Police first response will be to neutralize the shooter, not attend to victims. Keep hands visible and follow all instructions.

Active Shooter
ACTION
Run:
<ul style="list-style-type: none"> If you are outside a building near the threat, go to the nearest cover

<p>immediately.</p> <ul style="list-style-type: none"> • If you are inside the building and you are confident you know the shooter's location and have a clear path to an exit, evacuate immediately, and take others with you if possible. • Keep your hands empty and visible and follow all instructions from police.
Hide:
<ul style="list-style-type: none"> ○ If you are unsure that you can safely exit the building, secure the area by following these tips: <ul style="list-style-type: none"> ▪ Lock and barricade doors ▪ Reduce signs of people in the room
Fight:
<p>As a last resort, and only if your life is in immediate danger, attempt to stop the attacker by:</p> <ul style="list-style-type: none"> • Working as a group if possible • Improvising weapons • Committing to your actions • Acting with physical aggression

NEB Lockable Rooms
All rooms are Lockable (Except bathrooms)

8. Earthquake

8.1 Earthquakes occur without warning. Once a significant earthquake begins, building occupants must take immediate individual emergency action! **DROP! COVER! HOLD ON!** Additional actions will be implemented after the quake stops.

8.2 When a significant earthquake occurs, immediately DROP! COVER! HOLD ON!

8.3 Once the shaking has stopped, gather valuables and quickly leave the building. Doors may be jammed, so exiting through another means may be necessary. **DO NOT USE ELEVATORS.** Avoid downed utility lines, trees, bridges or any structure that could fall. Evacuate if the building is damaged.

8.4 Be prepared for aftershocks. Although smaller than the main shock, aftershocks cause additional damage and may bring weakened structures down. Aftershocks can occur in the first hours, days, weeks, or even months after the quake. Follow the same procedures as for earthquakes.

Earthquake
Response
Seek shelter under a sturdy desk. If a desk is not available, move into a hallway or stand against an inside wall.
DROP, COVER, AND HOLD ON!
DO NOT exit the building—falling materials can be deadly.
DO NOT run down stairs. Stay clear of windows and heavy appliances.
DO NOT use the elevators.
Post-Earthquake Actions
Exit damaged buildings after the quake
Be prepared for aftershocks.

9. Self-Reporting

Individual self-reporting for accountability is critical to the response in a major campuswide emergency. This process helps focus resources where needed most and supports reunification efforts for family and loved ones. **All** students, faculty, and staff should initiate the self-reporting step listed below during a major emergency.

Self-report for Tracking

- Attempt to contact your immediate family. (It is good practice to designate a common point of contact that your family and friends know to call.)
- Provide information to university officials for rosters upon request.
- [Register on the emergency database \(RECONNECT\)](#) designed to share information in an emergency.

Appendix 1 – Floor Warden Information

1.0 Purpose. This appendix is included in the BEAP as added information for assigned floor wardens and others in a building that may have a role during a building emergency. Specifically, it provides clarification to the actions detailed in the BEAP. Your personal safety always comes first! You should perform these actions in an emergency only if safe to do so!

2.0 Floor Wardens Duties. Floor Wardens have been designated for this building. The floor wardens are responsible for assisting the Emergency Preparedness Sector Coordinator and implementing emergency procedures for their respective floors. The duties, as personal safety and time permits, include:

- Prior to an emergency, create a floor or department roster for accountability purposes. (*See Attachment B to Appendix 1*).
- Know where the recommended areas for shelter for severe weather and an outside chemical release are in the building.
- Prior to an emergency, solicit volunteers to assist individuals with functional needs.
- When an emergency occurs, direct floor occupants to evacuate/shelter, as dictated by the emergency.
- Assist employees, students or visitors with functional needs.
- Conduct a sweep of the floor/department and direct all occupants of the floor to evacuate or shelter.
- If evacuating, conduct accountability of all personnel assigned to your specific floor/department. Immediately report to an emergency responder any known missing person or a person that may require assistance evacuating.

3.0 Emergency Preparedness Sector Coordinator. Emergency Preparedness Sector Coordinators are assigned for connecting building emergency preparedness and response to the campus-wide effort. They are available to the building occupants to assist in planning, preparation and response coordination for emergencies. They may assist or serve in roles designated by the Department Head or his/her designee depending on the complexity of the building and operational specifics.

4.0 Warnings and notifications.

4.1 UTAAlert. The University employs a variety of methods to notify the campus community of dangerous situations and major interruptions in campus operations. Examples are:

- UTAAlert Text
- UTAAlert E-mail
- Emergency Blue Phones

- Computer monitor displays
- Building Digital Monitors
- Fire alarms annunciators

5.0 NATIONAL WEATHER SERVICE WEATHER WATCHES AND WARNINGS.

5.1 Watches. Tornado and severe thunderstorm watch is issued by the NWS when severe thunderstorms and tornadoes are possible in and near the watch area. It does not mean that they will occur. It only means they are possible.

5.2 Tornado Warnings. A Tornado Warning is issued when a tornado has been sighted or scene on radar. When a tornado warning is issued, seek safe shelter immediately
Note: When the National Weather Service (NWS) issues a tornado warning, it applies to the entire county. It is possible that when a NWS Tornado Warning is issued for Knox County that it will not generate a campus alert. Once the determination is made that the potential threat includes campus, a UTAAlert will be issued.

5.3 . Severe Weather Warning. A Severe Thunderstorm Warning is issued when severe thunderstorms are occurring or imminent in the warning area. *Note: Typically, a UTAAlert will not be issued for thunderstorms. To maintain situational awareness, monitor local weather advisories on weather apps, local news media, and a NOAA weather radio.*

6.0 SHELTERING AND EVACUATING

6.1 The first basic decision to take during an emergency is to shelter or evacuate. The decision will typically be directed from the university via UTAAlert however, immediate action may be required prior to an official announcement and instruction from the university. Understand that campus may not have complete information and building level response could be a lifesaving action.

6.2 **Sheltering.** For some events, it is safer to remain inside the building. The appropriate shelter may vary between floors. Locate and be familiar with the designated shelter areas. Shelter locations may vary based on the threat. For example, sheltering for a tornado and sheltering for an outdoor chemical release may be in different areas of the building. Here are examples of when to shelter inside a building:

- Tornado Warning
- Chemical Spill/Outside Release
- Active Shooter

6.3 **Evacuating.** A variety of emergencies may require the building to be evacuated. Prior to an evacuation be sure floor/department personnel are familiar with egress routes. Here are some examples when to evacuate:

- Fire
- Chemical release (indoor source, such as from a lab)

- Utility outage (Gas Leak)
- Bomb threat/Suspicious Package

7.0 ACCOUNTABILITY

7.1 A key element of the building emergency action plan is post incident accountability. Accountability is not only determined when the building occupants are safely gathered at the assembled area, but prior to the emergency and knowing some information about your office constituents in the building. For example, just being aware of who was in the building when you evacuated. Knowing this type of information helps when the building evacuation does occur, and accountability takes place. Having an accounting of others prior to an emergency may prevent an unnecessary rescue attempt in a burning building by first responders! Here are some items to include in your evacuation plan:

- Identify an area of rescue in your building. Ideally, this could be the landing of an interior stairwell.
- Develop a pre-filled out roster for your department or if it's a large building, develop the roster by floors (*See Attachment B to Appendix 1*).
- Prior to an evacuation, on your roster identify a person that might need assistance. Make a personal plan for them. This could mean taking them to the pre-identified area of rescue within the building or identifying a person(s) to assist them from the department. Know the area of rescue locations on your floor prior to the emergency!
- Assist visitors and account for them.
- If you are away from your building and become aware that your building has evacuated, self-report your location to the department floor warden or someone within your department.

8.0 SEVERE WEATHER AND TORNADOES

8.1 This section of the BEAP will be activated in the event of a severe weather situation that represents an imminent threat to campus. The university will remain open except in the most severe weather conditions; however, departments shall review its operations and determine if there is a need to adjust or cancel outdoor activities and events even if the university remains open.

8.1.2 THUNDERSTORM WARNING. Once notified of a thunderstorm, continue to monitor and prepared for conditions to deteriorate. Exceptions are for outdoor activities and events. Execute departmental mitigation procedures to protect against flying debris and expensive electronic equipment.

8.1.3 TORNADO WARNING. All occupants should take cover in the designated severe weather shelter area for their floor.

8.1.4 Any occupant who encounters a student or visitor should direct or take them to the appropriate location. In addition, be prepared to assist a person with functional needs and assist that individual to the severe weather shelter areas.

8.1.5 If injuries or building damage occurs, notify the UTPD at 974-3111 or call 911. When possible will conduct accountability.

9.0 MEDICAL EMERGENCIES.

9.1 Implement these actions for any injury or illness that requires more than simple first aid.

9.2 Any person aware of a medical emergency must immediately contact the UTPD at 974-3111 or call 911 and report the emergency.

9.3 When reporting the emergency, provide the following information:

- Type of emergency
- Location of the victim
- Condition of the victim
- Any dangerous conditions

9.4 Capable people can provide first aid, CPR, and operate the Automated External Defibrillator (AED). Victims should be comforted, but do not move the victim unless it is life threatening to leave the person in place.

9.5 Dispatch an individual outside the building (provide a specific location if possible) to direct EMS when they reach the vicinity of the building.

9.6 Normal worker injury reporting procedures should be followed after the victim has been cared for and transported.

10.0 FIRE

10.1 Any faculty, staff, student or visitor that becomes aware of a fire shall immediately activate the building fire alarm system. The University Evacuation Policy mandates that the building shall immediately be evacuated except in areas where special procedures have been developed because immediate evacuation presents a risk. All faculty, staff, students, and visitors will regard any activation of a fire alarm as a true fire emergency unless there has been previous notification of a fire alarm test.

10.2 In addition to activating the fire alarm, dial 9-1-1 and advise the dispatcher of the situation.

10.3 Only occupants comfortable operating a fire extinguisher should attempt to extinguish the fire.

10.4 Only if the fire is very small should an attempt be made to extinguish the fire. If the fire is not contained, involves flammable solvents, is spreading rapidly, is partially hidden behind a wall or ceiling, cannot be reached from a standing position, or if it becomes difficult to breathe in the room, DO NOT attempt to extinguish the fire. Evacuate immediately!

10.5 DO NOT USE THE ELEVATORS!

10.6 All occupants will immediately evacuate the building utilizing the posted building evacuation routes. Collect valuables (purse, coat, cell phone, etc.) if time permits. Close all office doors upon leaving. Any occupant who comes into contact with a student or visitor will direct them to evacuate the building.

10.7 Upon evacuation completion, conduct a roll call and account for all personnel. Those known to have been present and are unaccounted for should be reported immediately to a first responder. This is not necessary for false alarms. Provide first responders with any additional information that will help them respond, such as, people that need assistance, location of fire, and known hazards.

10.8 No employee should re-enter the building or leave the campus, until advised to do so by appropriate authorities.

11.0 ACTIVE SHOOTER

11.1 Follow individual protective actions and direct others to take appropriate action.

12.0 CHEMICAL ACCIDENT

12.1 CHEMICAL SPILL/OUTSIDE RELEASE. In the event of a hazardous materials release effecting the campus, a UTAAlert will be issued directing personnel to seek appropriate shelter, pending the Knoxville Fire Department's (KFD) evaluation of the threat. It would severely hamper the response efforts for the campus to self-evacuate from locations not in the threatened area and could potentially expose those trying to evacuate without the guidance of response agencies. This notification will advise building occupants to either seek appropriate shelter, evacuate, or as directed by the KFD.

12.2 Notify facilities emergency line 946-7777 to shut down the HVAC systems for the building. All offices with any form of controls will manually shutoff their office heating/cooling systems prior to exiting.

12.3 Be prepared to evacuate should KFD direct it or as part of a larger phase campus evacuation. If emergency responders direct an immediate evacuation, follow their directions! Only take personal vehicles if directed by response authorities.

12.4 Direct any personnel who believe they have been exposed to a hazardous material or feel unusual to seek medical attention as soon as possible. They may be directed to a specific facility or a temporary decontamination site.

13.0 EARTHQUAKE

13.1 Earthquakes occur without warning. Take immediate individual emergency action! **DROP! COVER! HOLD ON!** Additional actions will be implemented after the quake stops.

13.2 Once the shaking has stopped, direct people to gather valuables and quickly leave damaged buildings. Avoid downed utility lines, trees, bridges or any structure that could fall. Evacuate to the building.

13.3 Consider the effects of aftershocks.

14.0 BOMB THREAT / SUSPICIOUS PACKAGE

14.1 BOMB THREAT. Only evacuate the building if you believe there is an immediate credible threat.

14.2 Coordinate with UTPD to assist in a discreet search of evacuation if directed. In many cases, UTPD will determine that the threat is not credible and/or that conducting a measured response is safer than evacuation. Floor Wardens can assist by identifying unfamiliar objects that might not be recognized by other searches. Occupants are more likely to identify something out of place or unusual but should wait for police to arrive on the scene before conducting any type of search.

14.3 EXPLOSION. If an explosion does occur, building occupants should leave the building using the same evacuation plan and procedures as they would for a fire.

15.0 ACTIONS TO TAKE AFTER THE EMERGENCY

15.1 For short operational interruptions, the Dean/Head of the Department or Director may adjust work assignments as necessary to ensure safety, pending a determination of the impact and anticipated length of an emergency disruption. Academic Departments have the discretion of adjusting class schedules in accordance with the procedures outlined in the Inclement Weather Policy. For major interruptions, campus schedule adjustments will be made by the Chancellor or their representative.

15.2 Buildings impacted by an emergency will not be reopened to occupants until released by emergency responders, damage assessment team, and a safety officer. Environmental Health and Safety will coordinate the mitigation in the event of a spill and notification to governmental agencies. The Risk Management Office will coordinate all insurance and reimbursement claims.

15.3 The EP Sector Coordinator and Floor Wardens should review building procedures regarding the emergency and develop a corrective action plan as necessary. The corrective action plan will be distributed to UT Office of Emergency Management and Environmental Health and Safety.

15.4 Building occupants will be made aware of changes to the BEAP that resulted from the corrective action plan.

16.0 Procedures for Providing Assistance to People with Functional Needs

16.1 It is University Policy that all occupants must evacuate the building when the fire alarm is activated.

16.2 Departments should develop specific plans for assisting people with functional needs that are frequently in the building.

16.3 Exit stairwells are fire rated and are protected by self-closing/self-latching doors. These are the safest areas during an emergency. Physically impaired persons are advised to proceed to them immediately.

16.4 Corridors leading to the exit stairwells must be maintained clear and unobstructed at all times.

16.5 If there is no imminent danger and there are no special problems evacuating the person, place the individual into or next to the stairwell. Tell responders the location of the person needing evacuation assistance.

16.6 Visually Impaired Persons

16.6.1 Tell the person the nature of the emergency and offer your arm for guidance. This is the preferred method when acting as a "sighted guide."

16.6.2 As you walk, tell the person where you are and where obstacles are located.

16.6.3 When you reach safety, orient the person to the location and ask if further assistance is needed.

16.7 Hearing Impaired Persons

16.7.1 Some campus buildings are equipped with audible fire alarms, which should be activated during an emergency. However, hearing impaired individuals may not receive the audible signal. Use an alternative warning system. Several methods can be used, including:

- Write a note. (Sample script: "FIRE! Go out the rear door on your right. NOW. Meet outside on the front lawn.")
- Turn the light switch on and off to gain their attention and then indicate through gestures or in writing what is happening and what to do. Do not use the light switch technique if you smell natural gas in the area.

16.8 Mobility impaired

16.8.1 It is safer and preferred that trained responders assist evacuating people with functional needs; however, if the situation does not permit to wait for responder to evacuate them, ask the person if they want evacuation assistance and the best way to help (see 16.8.5). Carrying options include using a two-person, lock-arm position or having the individual sit on a sturdy chair (preferably with arms) which is then lifted and carried.

16.8.2 Most non-ambulatory persons will be able to exit safely without assistance if they are on the ground floor.

16.8.3 If you are assisting a non-ambulatory person, be aware that some people have minimal ability to move and lifting them may be dangerous to their well-being. Some individuals have very little upper trunk and neck strength.

16.8.4 Frequently, non-ambulatory persons have respiratory complications. Remove them from smoke and vapors immediately. Some people who use wheelchairs may have electrical respirators. Give them priority assistance, as their ability to breathe may be seriously in danger.

16.8.5 The needs and preferences of non-ambulatory individuals vary. Always consult with the person as to his or her preference regarding:

- Ways of being moved.
- The number of people necessary for assistance. If carrying a person more than three flights, a relay team will be needed.
- Whether to extend or move extremities when lifting because of pain, braces, etc.
- Whether a seat cushion or pad should be brought along.
- Being carried forward or backward on stairs.
- Aftercare, if removed from the wheel chair.
- Remember to check the intended route for obstructions before transporting the individual. Delegate others to bring the wheelchair. When the wheelchair is left behind, remove it from the stairwell and place it so it does not obstruct the egress of others. Reunite the person with their wheelchair as soon as it is safe to do so.

16.8.6 Wheelchairs have many movable or weak parts, which were not constructed to withstand the stress of lifting (i.e., seat bar, footplates, wheels, movable armrests, etc.). If the chair is battery-powered, remove the batteries before moving it. Make sure the footrests are locked and the motor is off. If a seatbelt is available, secure the person in the chair.

Attachment A to Appendix 1 – Floor Warden Emergency Checklists

Tornado
ACTION
Monitor local radio/television for weather conditions.
Forward significant weather UT Alerts and other notifications to department personnel.
Direct department personnel to best available shelter.
Report to shelter area.
Conduct a sweep of the assigned floor to ensure all occupants are notified and accounted for.
Check pre-identified areas of rescue for functional needs persons.
Conduct Accountability.
Determine extent of injuries, if any, and request assistance.
Remain in shelter until an all clear is received from UT Alert.

CHEMICAL ACCIDENT – OUTDOOR
ACTION
Forward significant announcements and alerts department personnel.
Personnel will be notified by UT Alert to either seek appropriate shelter, evacuate, or other actions as directed by the KFD.
If sheltering is announced and directed for all campus buildings, direct floor occupants to their shelter. <ul style="list-style-type: none"> • If possible, enter an interior room with limited doors and windows. • Seal any opening, such as a vent or around the door with plastic or any available material for further protection.
Conduct a sweep of the assigned floor to ensure all occupants are notified.
Notify facilities emergency line 946-7777 to shut down the HVAC systems for the building.
Conduct Accountability.
Determine extent of injuries, if any, and request assistance
Remain in shelter until the situation ends or directed to evacuate.

Fire
ACTION
Activate fire alarm for a fire.
Call 9-1-1 when safe to do so.
DO NOT USE THE ELEVATORS!
Evacuate, collect valuables (purse, coat, cell phone, etc.) if time permits. Close all office doors upon leaving.

If sheltering is announced and directed for all campus buildings, direct floor occupants to their shelter. If possible, enter an interior room with limited doors and windows. Seal any opening, such as a vent or around the door with plastic or any available material for further protection.
Conduct a sweep of the assigned floor to ensure all occupants are notified.
Notify facilities emergency line 946-7777 to shut down the HVAC systems for the building.
Conduct Accountability.
DO NOT RE-ENTER THE BUILDING UNTIL APPROPRIATE OFFICIALS GIVE APPROVAL.

Bomb Threat by Phone
Only evacuate the building if you believe there is an immediate credible threat.
Coordinate with UTPD immediately
Be prepared to assist UTPD in coordinating a discreet search if they determine that is a safer response than evacuation.
Conduct accountability and share key info with UTPD

Active Shooter
Active Shooter on Campus
Forward significant announcements and alerts to building occupants.
If safe to do so, direct personnel to rooms with lockable doors. Lock doors, turn off lights, and silence cell phones.
Remain in safe location until directed otherwise by response personnel.
Active Shooter in Building
Take individual protective actions.

Earthquake
Response
Follow individual protective actions
Post-Earthquake Actions
Once the shaking has stopped, evacuate the building if concerned about structural damage. Doors may be jammed, so exiting through another means may be necessary.
Forward significant announcements and alerts to building occupants and key personnel.
Conduct a sweep of the assigned floor to ensure all occupants are notified.
Conduct Accountability.
Determine extent of injuries, if any, and request assistance.
Be prepared for aftershocks.

Attachment C to Appendix 1 – Important links

[UT Emergency Management](#)

[UT Environmental Safety and Health](#)

[UT Police Department](#)

[UT Alert](#)

[Campus Safety App](#)

[Reconnect](#)

[Tennessee Emergency Management Agency](#)

[Federal Emergency Management Agency](#)

[Red Cross](#)

Appendix E: Peer Review of Teaching

Policy Statement

In accordance with best practices for assessment and review of teaching endorsed by the University of Tennessee, Knoxville, Faculty Senate in 2011, the College of Nursing requires all faculty providing classroom instruction, whether on-site or via distance education, to submit peer reviews at specified time intervals.

Purpose

Peer review provides faculty members with feedback that will assist them in identifying strengths and areas for improvement in teaching-learning strategies.

Specific goals of the review process [identified in the *Resources Manual* approved for inclusion in the *UTK-UTIA Faculty Handbook* by the Faculty Senate] include:

- improve the quality and emphasize the importance of teaching,
- recognize and reward excellence in teaching with positive incentives,
- promote the scholarship of teaching,
- recognize teaching as one aspect of outreach,
- foster the connection between teaching and research, and
- promote high standards of excellence in the university community.

Faculty Ranks

All policies and procedures for appointment, evaluation, promotion, and tenure printed in the *UTK-UTIA Faculty Handbook* apply to tenure track faculty of the CON. Teaching criteria for assistant/associate/professor ranks are articulated in the *CON Evaluation, Promotion, and Tenure Guidelines*.

Clinical faculty positions are non-tenure-track positions; clinical faculty members are not eligible for tenure. The term “clinical faculty” is used in accordance with the use of the term in Chapter 4 of the *UTK-UTIA Faculty Handbook* entitled “Non-Tenure-Track Faculty.” The following ranks or titles may be assigned to non-tenure-track clinical faculty: clinical instructor, clinical assistant professor, clinical associate professor, and clinical professor. Teaching criteria for all ranks are identified in the *CON Promotion & Progression Guidelines*.

Timing of Reviews

Reviews occur as regularly planned events during the promotion progression of a faculty member or after reaching the senior rank for his/her faculty appointment. Reviews may also occur as part of a faculty improvement plan or cumulative performance review, and as such would be added into the set of needed reviews for a given academic year with the previously planned reviews. Faculty improvement plans are developed during scheduled performance evaluation meetings when teaching outcomes for rank are not met as indicated by student assessments or unmet student learning outcomes.

The recommended frequency of the planned review for Instructors and Assistant Professors (Clinical and Tenure-track faculty) is annually for the first 2 years of service then every 2 years. After a period of 6 years of teaching, if peer evaluations, at a minimum, meet expectations for rank, then peer evaluations can be done every 3 years.

The recommended frequency of the planned review for Associate Professors (Clinical and Tenure-track faculty) is annually for the first 2 years, then every 3 years thereafter.

The recommended frequency of the planned review for Professors (Clinical and Tenure-track faculty) is once during the first year of service, then every 5 years thereafter.

Review Team Composition

A pool of peer reviewers will be established by the Dean and/or Executive Associate Dean of Academic Affairs. The expectation is that these faculty members are respected and knowledgeable teachers who will bring value and perspective to the teaching review process. Selection of team members will be based on teaching experience, credentials, and background.

The peer review team will consist of two faculty members: one chosen by the EADAA and one by the faculty member.

Review Criteria

The completed review document submitted by each reviewer will consider

- appropriateness of content and expected skill development to meet course objectives and student learning outcomes for degree program,
- whether grading system and assessment tools are consistent with content and student learning outcomes,
- effectiveness of teaching methods/strategies, and
- innovative teaching methods/strategies of the faculty member if applicable.

Review Process & Outcomes

Reviewers will review course materials [syllabus, example tests, assignments, and other evaluation tools used to assess student learning outcomes] prior to observing classroom instruction. The faculty member being reviewed has the option to supply a teaching philosophy or teaching self-assessment to the review team.

The reviewer will be granted access to the on-line course site by the faculty being reviewed. Reviewers will schedule attendance for in-class observation with the faculty member being reviewed.

A review report identifying strengths and areas for improvement will be prepared by each member of the review team and submitted prior to the end of the semester to conaa@utk.edu. The EADAA will send reviews to the faculty member being reviewed and to the Dean for tenure-track faculty. The faculty member being reviewed has the option to respond to the report in writing. The report will be discussed during the faculty member's scheduled performance evaluation meeting.

Peer Review – Course Materials

Instructions: In reviewing the instructor's teaching material or portfolio, provide specific feedback on strengths and areas for improvement in the following areas. Include examples from your observation as much as possible. Prompts are given to aid your review; all questions may not be applicable in a given review.

Rating Scale

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
N/A = Not applicable

Course Number & Semester/Year:	
Course Name:	
Faculty Name:	
CRITERIA	SCORE
Course Syllabus: Does the syllabus: <ul style="list-style-type: none"> include goals and objectives of the course? include course policies, descriptions of assignments and exams? support rapport with students and reflect a positive, motivating approach? communicate high expectations for the students? reinforce the importance of student responsibility for learning? include a statement regarding the importance of active, engaged learning in class? 	
Course Materials: (objectives, recommended text(s) or readings, notes or handouts, presentations, videos, or other teaching aids) <ul style="list-style-type: none"> Are the materials organized clearly? Is the format appropriate (acceptable, readable, attractive)? Does the material match the goals of the instructor, course, and program? Are the learning objectives clear, specific, and measurable? Is the content accurate, current? At an appropriate level for students? 	

<ul style="list-style-type: none"> Does the content attempt to engage student interest? Do the active learning exercises attempt to engage student interest? Does the material reflect creativity in teaching? 			
Assignments and Examinations: <ul style="list-style-type: none"> Are the directions in exams clear? Is the exam format and length appropriate for time available? Does the exam material match the course goals and content? Are the grading methods appropriate? Does the examination include assessment of higher order thinking skills (application, assessment, analysis, synthesis)? Reflect an appropriate level of challenge? Are homework/class assignments clear, challenging, and reflective of the course content? Does the instructor employ grading rubrics to aid the students in understanding expectations for performance? 			
Comments/Examples/Opportunities for Improvement:			
Evaluator Name (Printed):		Date:	
Signature (Evaluator):			

Peer Review - Classroom Observation

During the class, the reviewer should consider the instructor's:

- Knowledge of the Subject
- Enthusiasm
- Sensitivity toward students
- Preparation and Organization
- Clarity and Comprehensibility

Rating Scale

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
N/A = Not applicable

Course Number & Semester/Year:	
Course Name:	
Faculty Name:	
Date of Observation:	
CRITERIA	SCORE
Content presented was consistent with expected outcomes: <ul style="list-style-type: none">• Does content reflect current research/knowledge of discipline?• Is the content consistent with the course syllabus?• Was the session thought provoking and stimulating?	
Presentation was clear, well-organized including beginning and ending on time: Beginning Time: End Time:	
Teaching methods used were appropriate: <ul style="list-style-type: none">• Are transitions between ideas smooth?• Are relevant examples given and used to clarify concepts?• Is the presentation organized?	

<ul style="list-style-type: none"> Is the instructor enthusiastic about the subject? Is material adapted to student needs? Are supplemental materials/visual aids/technology used effectively? 	
Avoided distracting mannerisms (i.e., excessive reading of notes/other distracting styles):	
Examples support content presented:	
Answered and posed questions: <ul style="list-style-type: none"> Does the instructor demonstrate command of subject matter? Does the instructor notice and adapt to student feedback accordingly? 	
Participation of students was encouraged: <ul style="list-style-type: none"> Do students seem engaged with the topic? Does the instructor encourage questions and check-in with students? 	
Comments/Examples/Opportunities for Improvement:	
Evaluator Name (Printed):	Date:
Signature (Evaluator):	

Peer Review – Online Instruction

[Adapted from *Best Practices for developing and delivering online instruction at the University of Tennessee, Knoxville*, Teaching & Learning Innovation]

Rating Scale

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
N/A = Not applicable

Course & Semester/Year:	
Course Name:	
Instructor:	
CRITERIA	SCORE
Student Information: <ul style="list-style-type: none"> There is a welcome statement on the site from the instructor that includes clear instructions on how to get started and where to find various course components. The instructor provides a brief biography, photograph, and appropriate self-introduction which presents the instructor as approachable and engaging. Course contains specific instructor contact information [phone, e-mail, office hours]. Expectations for course participation are clearly stated. 	
Functionality: <ul style="list-style-type: none"> Layout of course is visually and functionally consistent [e.g., content is organized by day or week in similar manner]. All of the hyperlinks work and point to up-to-date information. Course uses appropriate formatting [font size, type, color, contrast, etc.] to maximize readability. If synchronous session, instructor begins class on time, records the session, ends class on time, and publishes/archives the session. If synchronous session, instructor states the policy for text chat use and, if necessary, asks for volunteers to assist in monitoring text chat for questions. If synchronous session, instructor describes the nonverbal cues available for use by students. 	

Accessibility:

- Course provides a statement telling students how to access ADA services on campus.
- In conjunction with Office of Disability Services, the course adapts learning materials and activities to meet the needs of students with disabilities.
- Instructor lists virtual office hours and mechanism and preferred method of contact for questions [e.g., discussion board, e-mail].
- If synchronous session, video capabilities are available when applicable.

Comments/Examples/Opportunities for Improvement:**Learner Support:**

- A statement describes the technical skills required of the student for successful course completion.
- There are instructions on how and where to receive technical assistance.
- If synchronous session, instructor provides time for students to practice logging into a session; “test flights” are scheduled by OIT if appropriate.
- Information/tutorials on how to use software required by course assignments is included.
- Information is included on where assignments can be completed and/or submitted.

Comments/Examples/Opportunities for Improvement:

Resources:

- Library or research assignments are based on current library offerings and services.
- Instructions for locating and using library materials, both print and electronic, are provided.
- Guidelines for formatting papers and citations with links to style manuals and tools are provided.
- Students are instructed to complete plagiarism tutorial.

Comments/Examples/Opportunities for Improvement:**Instructional Design and Delivery:**

- The syllabus is easily located and provides complete and clear information on course objectives, course structure, grading, instructor contact information, required materials, and any other course policies.
- The UTK and CON Common Syllabus is included.
- Learning objectives clearly state what the students will be able to do at the end of the course and are properly sequenced.
- All written material is concise with no spelling errors.
- Audio and video clips are generally short and relevant to course content.
- A variety of learning activities using different online tools are incorporated into the course [e.g., online discussion, synchronous meetings, e-mail, podcasting, group assignments.
- Each course assignment/requirement includes the due date, instructions on how to submit it, and the estimated time needed for completion.
- Specific criteria are provided for evaluation of student work and participation [e.g., rubrics]
- The instructor provides clear expectations for student feedback of performance.
- The course contains a formative evaluation soliciting student feedback regarding course quality.

Comments/Examples/Opportunities for Improvement:

Learner Engagement:

- Students are encouraged to introduce themselves to the class/instructor [e.g., e-mail, discussion board, or blog].
- Learning activities promote achievement of stated learning objectives.
- Clearly defined statements inform students of what to expect in terms of instructor role, availability, and response time.
- Learning activities foster instructor-student, student-student, and student-content interaction.
- Course design prompts instructor to be actively engaged with students.
- Instructor takes active role in moderating discussions and providing feedback.
- Course design provides opportunity for students to reflect on the learning process.
- There is a deliberate attempt to create a learning community through activities and communication [e.g., synchronous sessions, discussion boards, videoconferencing, blogs, wikis, e-mail, or social networking].
- If synchronous session, instructor engages students using online classroom tools such as application sharing, web tour, microphone control, whiteboard, breakout rooms, etc.
- If synchronous session, classes of duration > 90 minutes include a break.
- Protocols explain appropriate communication norms.
- Quantity, quality, and relevance of discussion board participation clearly defined [e.g., rubric].

Comments/Examples/Opportunities for Improvement:**Evaluator Name
(Printed):****Date:****Signature (Evaluator):**

Peer Review – Clinical Instruction

Instructions: In reviewing the instructor's teaching material or portfolio, provide specific feedback on strengths and areas for improvement in the following areas. Include examples from your observation as much as possible. Prompts are given to aid your review; all questions may not be applicable in a given review.

Rating Scale

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor
N/A = Not applicable

Course & Semester/Year:	
Course Name:	
Instructor:	
CRITERIA	SCORE
Knowledge and Nursing Competence: The faculty member: <ul style="list-style-type: none"> Displays profession knowledge and clinical expertise to promote learning Demonstrates clinical skill and judgement Is a positive role model Demonstrates a commitment to ethical principles 	
Rapport, Communication, and Interactions: The faculty member: <ul style="list-style-type: none"> Interacts with students and staff throughout the clinical experience Models enthusiasm and general interest in the clinical experience Is respectful of students, colleagues, and patients Establishes a safe, positive, and inclusive environment Encourages students to ask questions Clearly available throughout the clinical experience 	
Teaching: The faculty member: <ul style="list-style-type: none"> Clinical assignments align with expected student learning outcomes 	

- Expectations for the clinical experience are clearly communicated to the student
- Encourages critical reasoning and decision-making by questioning students to elicit underlying reasoning
- Identifies and assigns additional learning experiences for students
- Explanations are clear and emphasize what is important
- Guides students' development of clinical skills
- Encourages active participation in discussions
- Guides instruction to student's level of readiness
- Helps students organize their thoughts about patient problem
- Promotes student independence

Evaluation and Feedback:

The faculty member:

- Observes student performance throughout clinical experience
- Frequently provides constructive oral feedback throughout the clinical experience
- Evaluates students' skill attainment
- Corrects students' mistakes without belittling them
- Does not criticize students in front of others
- Provides constructive written feedback on care plan/care maps and other assignments

Comments/Examples/Opportunities for Improvement:

**Evaluator Name
(Printed):**

Date:

Signature (Evaluator):

Peer Review - Assessment of Simulation Competency

UTKCON Simulation Faculty Competency Rubric

Date: _____

Course: _____

Faculty: _____

Evaluator: _____

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPONENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
FACILITATION	Focus	Focused on self (phone, paperwork) or one component of SCE (skill, event)		Places full attention on participants and SCE	Switches tasks as needed to provide cues, evaluate comprehension, note behaviors		
		1	2		4	5	
	Guidance	Rescues participants and does not allow scenario to be learner led		Intervenes in SCE when appropriate based on level of participant and objectives	Allows SCE to progress through unexpected errors, allowing participants to problem solve		
		1	2		4	5	
	Engagements of Participants	Recognizes when all participants are not involved in the SCE		Provides appropriate cues or prompts as part of the SCE in an effort to engage all participants	Uses a variety of methods to involve disengaged participants		
		1	2		4	5	

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPONENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
	Performance	Identifies participants with poor performance		Identifies strengths and weaknesses of participants	Ascertains potential causes for both strengths and weaknesses		
		1	2	3	4	5	
FACILITATION	Time/Length	Continues through scenario as written without regard to time management		Stops scenario prior to finish, if necessary, in order to have time for debriefing	Adapts, during the experience, to address all learning objectives within time constraints		
		1	2	3	4	5	
	Evaluate	Determines whether the SCE progresses as intended		Identifies components of the SCE that need to be addresses during the debriefing	Develops a holistic reaction to the scenario that will guide debriefing		
		1	2	3	4	5	
SCORES	Total Column						
FACILITATION SECTION SCORE GUIDE FOR TOTAL OF ALL THREE COLUMNS: 0-12 = Beginner to Advanced Beginner (Requires Mentoring by Proficient to Expert Facilitator) 13-23 = Competent 24-30 = Proficient to Expert (May Provide Mentoring to Beginner to Advanced Beginner Facilitator)							

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
DEBRIEFING	Model/Plan	Discussion is randomly organized.		Uses an established model or plan to facilitate debriefing.	Uses the parts of a model or plan that are most useful for the current learning situation and participants.		
		1	2	3	4	5	
DEBRIEFING	Facilitation Reflection	Reviews simulation activity with participants.		Explores with participants the rationale for their decisions.	Facilitates in-depth analysis of decision-making processes and higher order thinking.		
		1	2	3	4	5	
	Engagement	Recognizes that not everyone is involved in discussions.		Guides discussion to keep everyone engaged.	Uses a variety of methods to engage all participants.		
		1	2	3	4	5	
	Active Listening	Contributes more to discussion than the participants do.		Provides prompts or cues only to obtain needed information.	Demonstrates comfort with silence to allow participants to think and process.		
		1	2	3	4	5	
	Performance Feedback	Shares positive observations with participants.		Guides discussion of positive performance and analysis of areas for improvement.	Facilitates self-reflection and peer analysis of performance.		
		1	2	3	4	5	

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
DEBRIEFING	Learning Objectives	Focuses on scenario events.		Determines whether learning objectives were met.	Assists participants to determine level of attainment of learning objectives.		
		1	2	3	4	5	
	Transfer of Learning	Tells participants how SCE can be used in traditional clinical environments.		Facilitates discussion of how SCE can be used to improve patient care.	Guides participants to determine how both positive and negative lessons can be applied to patient care.		
		1	2	3	4	5	
	Summary	Abruptly ends SCE without summarizing learning experiences.		Summarizes the SCE for the participants.	Supports the participants as they summarize the SCE.		
		1	2	3	4	5	
SCORES	Total Column						
DEBRIEFING SECTION SCORE GUIDE FOR TOTAL OF ALL THREE COLUMNS: 0-16 = Beginner to Advanced Beginner (Requires Mentoring by Proficient to Expert Facilitator) 17-31 = Competent 32-40 = Proficient to Expert (May Provide Mentoring to Beginner to Advanced Beginner Facilitator)							

References: (Modified version of FCR by Leighton)

Leighton, K., Mudra, V., & Gilbert, G. E. (2018). Development and psychometric evaluation of the Facilitator Competency Rubric. *Nursing Education Perspectives*, 39(6), E3-E9. doi: 10.1097/01.NEP.0000000000000409 <https://tinyurl.com/ya2tepcv>

Leighton, K, Mudra, V., & Gilbert, G. E. (2018). Facilitator Competency Rubric. Retrieved from <https://sites.google.com/view/evaluatinghealthcaresimulation/fcr>

Appendix F: Dean's Travel Award Policy 2023-2025

Policy

- The CON will sponsor travel for one person to attend the AACN meetings [Baccalaureate, Masters, and Doctoral Programs; BONUS and Development conferences].
- The CON will fund in full faculty who accompany students on health mission trips including Costa Rica, Red Bird, Cherokee, TNA, Legislative Day, and other approved student experiences.
- The CON will fund in full travel for faculty who receive national awards.
- The CON will fund individual faculty for up to \$2000 total for travel for faculty development between August 1, 2023, and June 30, 2025.

Guidelines for \$2,000 faculty funds:

- Faculty must be full-time and employed in the CON for at least 12 months.
- Travel needs to be approved prior to going via completion of travel request form.
- Travel must relate to professional nursing development and faculty members are highly encouraged to present papers or posters at state, regional, or national conferences.
- Travel must occur between August 1, 2023, and June 30, 2025.
- Faculty NOT eligible to receive funds include:
 - Those with current start-up funds
 - Part-time faculty
 - Those teaching at the CON for less than one year
 - Faculty who are funded 100% on grants or other non-E&G funds

**** Prior to traveling, please check with the Office of Finance and Administration about any existing travel restrictions. ****