



# College of Nursing

# Faculty Handbook

2021-2022

Georgia Baptist College of Nursing continues to improve its policies and practices during each academic year. As updates occur, edits are made to the College of Nursing “Shared drive”, with the notation of their source and date of adoption. Faculty should consult the “Shared drive” for the most recent version under the date and title, FACULTY HANDBOOK.

The [University Faculty Handbook](#) supersedes College, Department, or Program Faculty Handbook. The *University Faculty Handbook* is generated from the Office of the Provost.

---

Table of Contents

- I. Dean’s Welcome ..... 4
- II. Vision – Mission – Core Values..... 5
- III. Bylaws of the Faculty..... 6
- IV. Organization ..... 19
  - a. Administrative Structure ..... 19
  - b. Staff Support Members for the College of Nursing..... 21
  - c. Board of Visitors..... 22
  - d. Organizational Chart..... 24
- V. Faculty Policies ..... 25
  - a. Procedures for Promotion in Rank and Tenure Appointments ..... 25
  - b. Promotion Policies and Guidelines by Faculty Rank (Tenure Track) ..... 31
  - c. Dossier Components for Promotion and/or Tenure ..... 38
  - d. Rubric for Teaching Performance Levels – Tenure Track ..... 41
  - e. Rubric for Research/Scholarship Performance Levels – Tenure Track ..... 44
  - f. Rubric for Service Performance Levels – Tenure Track..... 45
  - g. Promotion Policies and Guidelines by Faculty Rank Clinical Track (Non-Tenure) ..... 47
  - h. Clinical Track Dossier Preparation for Promotion ..... 54
  - i. Rubric for Teaching Performance Levels – Clinical (Non-tenure) Track..... 57
  - j. Rubric for Research/Scholarship Performance Levels – Clinical (non-tenure) Track ..... 60
  - k. Rubric for Service Performance Levels –Clinical (non-tenure) Track..... 62
  - l. Termination of Faculty Appointment ..... 64
  - m. Faculty Office Hours ..... 64
  - n. Faculty Evaluations ..... 64
  - o. Faculty Orientation ..... 64
  - p. Faculty Workload Policy ..... 66
  - q. Time Away From Work..... 67
  - r. Faculty Sick Leave Policy ..... 69
  - s. Faculty Travel Policy..... 69
  - t. Mercer University Nurse Practitioner and Physician Assistant Faculty Practice Plan Policy ..... 71
  - u. Part-time Faculty Policy / Adjunct Clinical Faculty..... 73
  - v. Lecturer..... 73
  - w. Adjunct Faculty Appointments..... 73
  - x. Graduate Faculty Status ..... 74

y. Policy Prohibiting Sexual Harassment and Other Discriminatory Harassment.....	74
z. Policy Prohibiting Other Discriminatory Harassment .....	74
aa. Research Proposal Approval.....	74
bb. Curriculum Vitae .....	75
cc. Mentoring Program.....	76
dd. Peer Review of Teaching.....	77
ee. Faculty Awards .....	77
ff. Academic Advisement.....	79
gg. Conflict of Interest / Commitment Policy.....	80
hh. Health Policies .....	84
ii. Security of Student Records Policy .....	84
jj. Social Media and Social Networking .....	85
VI. Academic Policies .....	87
a. Canceled Classes / Clinical.....	87
b. Students with Disabilities .....	87
c. Student Course Evaluation Tools and Information.....	87
d. Course Coordinator Responsibilities .....	88
e. Course Materials .....	89
VII. Campus Services .....	90
a. Room Scheduling.....	90
b. Campus Health Care Services.....	90
c. Campus Facilities.....	90
d. Parking.....	90
e. Inclement Weather Policy.....	90
f. Campus Security .....	90
g. Emergency Procedures .....	91
EMERGENCY TELEPHONE NUMBERS: .....	91

## I. Dean's Welcome

The mission of Georgia Baptist College of Nursing (GBCN) is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College. The core values include **Excellence, Christian Caring, Compassion, Civility, Integrity, and Social Responsibility**. Members of the nursing faculty live this mission every day. The College also adopted a definition of diversity that embraces all people regardless of age, biological sex, sexual orientation, gender identity, race, ethnicity, cultural background, nationality, education, socioeconomics, politics, religion, ability, and beliefs. GBCN is committed to maintaining an inclusive environment of mutual respect and dignity. An environment of inclusiveness, equal opportunity, and acceptance for the similarities and differences in our community provides direct educational benefits and is essential for excellence in the fulfillment of our mission.

The *GBCN Faculty Handbook* is prepared to assist you in your role as a member of the faculty at the College of Nursing. The *Handbook* contains the policies and procedures specific to the College of Nursing. It can serve as a valuable resource to you during your years of service to the College. In addition, the Mercer University Faculty Handbook is located on the [Provost's web page of the University](#). The University Faculty Handbook describes the organizational structure and governance of the University, sets forth the major policies and procedures affecting faculty members, and describes faculty retirement and benefit plans, which are current as the date of publication. Because the University is a dynamic institution, it is inevitable that changes will occur, new policies and procedures will be adopted, and existing descriptions will be superseded. Although all handbooks are periodically revised, changes between handbook revisions will take effect as they are duly adopted. The *Mercer University Faculty Handbook* supersedes collegiate policies and procedures. Additional policies and procedures affecting all University employees are published in the *Employee Benefit Handbook*. Faculty should become familiar with the content of these Handbooks.

We are very fortunate to have outstanding faculty as we educate nurses through a variety of degree programs. Your expertise and contributions are essential to the achievement of our mission. One of the most powerful tools to change the world is to have a better understanding of it. As faculty, we empower our students by encouraging them to engage in the nursing profession with passion, compassion, knowledge, and excellence. For nearly 120 years, the College and School of Nursing has graduated more than 8,800 students. I am so very proud of the accomplishments of this nursing program but I am even more proud of the opportunities and endeavors that are yet to come. Thank you for joining me in continuing to build and promote simply the best nursing program in Georgia.

Linda A. Streit, Ph.D., RN  
Dean and Professor

## II. Vision – Mission – Core Values

### Vision Statement

Georgia Baptist College of Nursing of Mercer University will be nationally recognized for academic excellence and the development of professional nurses committed to scholarship, leadership, practice, research, and service.

### Mission Statement

The mission of Georgia Baptist College of Nursing is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College.

Georgia Baptist College of Nursing embraces the following core values:

*Excellence – Diligent pursuit of distinction*  
*Christian Caring – To value and support all persons*  
*Compassion – Response to suffering that motivates one to help*  
*Civility – Respectful behavior toward others*  
*Integrity – Steadfast adherence to honesty and fairness*  
*Collaboration – Working cooperatively to achieve shared goals*  
*Social Responsibility – Commitment to act for the benefit of society*

Mission, Vision, and Core Values approved by nursing faculty May 5, 2014

Core Value definitions approved by the nursing faculty November 2, 2015

### Diversity Statement

A diverse campus environment enhances teaching and learning, workforce preparedness, civic engagement, and social responsibility. Georgia Baptist College of Nursing (GBCN) graduates are intentionally prepared to enter the nursing workforce with the competence and confidence to advocate for the healthcare needs of a diverse population.

We adopt a definition of diversity that embraces all people regardless of age, biological sex, sexual orientation, gender identity, race, ethnicity, cultural background, nationality, education, socioeconomics, politics, religion, ability, and beliefs. In keeping with this definition and with the GBCN core values, we seek to recruit, nurture, and retain highly qualified students, faculty, and staff from diverse backgrounds.

GBCN is committed to maintaining an inclusive environment of mutual respect and dignity. We encourage and support a thriving and diverse community of students, faculty, staff, clinical partners, and clients. An environment of inclusiveness, equal opportunity, and acceptance for the similarities and differences in our community provides direct educational benefits and is essential for excellence in the fulfillment of our mission.

Approved by College of Nursing Faculty 05.07.2018

### **III. Bylaws of the Faculty**

#### **GEORGIA BAPTIST COLLEGE OF NURSING OF MERCER UNIVERSITY BYLAWS OF THE FACULTY**

##### **ARTICLE I. NAME**

Section 1. The name of this organization shall be the Faculty of Georgia Baptist College of Nursing of Mercer University, hereinafter referred to as the “Faculty.”

##### **ARTICLE II. PURPOSE AND FUNCTION**

Section 1. Purpose: The purpose of the Faculty is to facilitate the involvement of its members in supporting the mission of the Georgia Baptist College of Nursing of Mercer University, hereinafter referred to as the “College of Nursing.” This is accomplished through communication, joint planning, shared authority, and collaborative responsibility for decision making within the College of Nursing.

Section 2. Functions: The responsibilities of the Faculty shall include the following:

1. Matters pertaining to faculty policy;
2. Decisions relative to the admission, evaluation, and graduation of students;
3. Decisions relative to educational policies, curricula, programs, program evaluation, and learning resources of the College of Nursing;
4. The support of professional and personal development of faculty and students; and
5. The support of research activities by faculty and students.

##### **ARTICLE III. MEMBERSHIP**

Section 1. Members:  
The voting members of the Faculty include:

1. President of Mercer University;
2. Provost of Mercer University;
3. All full-time faculty holding appointments in the College of Nursing inclusive of all academic ranks and faculty working 50% of full-time or greater, hereafter referred to as “faculty members.” Members of the faculty not designated in the above categories are non-voting members; and
4. College of Nursing administrators (who hold faculty rank).

Section 2. Participation: All members of the faculty have the right of full participation. Voting members shall have the right to vote in all regular and special meetings of the Faculty.

## **ARTICLE IV. OFFICERS AND DELEGATES OF THE FACULTY**

Section 1. The officers of the Faculty shall be an elected Chair and Vice Chair. The Vice Chair will also function as Chair-elect and will assume the chair for the next academic year.

Section 2. The Vice Chair of the Faculty shall be elected annually by voting members of the Faculty. If there is no Vice Chair assuming the chair for the next academic year, the faculty will elect a Chair and Vice Chair. In the absence of the Chair, the Vice Chair presides at the meetings of the Faculty. In the absence of both the Chair and Vice Chair, a designee selected by the Chair shall preside at the meetings of the Faculty. The designee must meet the qualifications for Chair of the Faculty as set forth herein...

### Qualifications:

The Chair and Vice Chair of the Faculty shall be full-time faculty members.

### Election of the Chair and Vice Chair:

- a. In March, the Chair of the Faculty Affairs Committee shall solicit the members for nominations for Officers of the Faculty.
- b. Elections shall take place by secret ballot no later than the end of April of each year and announced at the May faculty meeting.
- c. The Chair of the Faculty Affairs Committee shall circulate a ballot as prepared by the Committee.
- d. The Faculty Affairs Committee shall follow established procedure for collection, tabulation, and disposition of ballots.

### Term of Office:

- a. August through July
- b. The Chair may not serve more than two (2) consecutive terms of office. An individual filling an unexpired term of twelve months or less may be elected Chair for two (2) consecutive terms.
- c. If, for any reason, the Chair is unable to fulfill the duties described herein, the Vice Chair shall serve the remainder of the term as the Chair.

### Duties of the Chair:

- a. Establish meeting schedule in May for the upcoming academic year;
- b. Prepare an agenda for all meetings of the Faculty;
- c. Distribute the agenda, with motions and supporting rationale, for all meetings of the Faculty at least five (5) working days prior to each meeting;
- d. Preside at the Faculty meetings in accordance with parliamentary procedure;
- e. Prepare and publish, in conjunction with the Dean of the College of Nursing, an annual list of standing committee, ad hoc committee, subcommittee, and University committee members including the term of appointment of each

- member, and the committee chair;
- f. Ascertain that a chair for each committee has been elected within four (4) weeks after committee membership is established; and
- g. Appoint three (3) tellers, a secretary, and a parliamentarian for each academic year, with duties as follows.

Duties of the Tellers:

- a. Collect and tally votes cast in all elections;
- b. Hold in confidence all votes cast in elections;
- c. Report the outcome of elections at Faculty meetings to the Chair of the Faculty, who announces the outcome to the membership; and
- d. Destroy ballots upon the direction of the Faculty Chair.

Duties of the Secretary:

- a. Record and verify accuracy of the minutes of all Faculty meetings. The secretary may delegate the recording duties to a staff member;
- b. Circulate the minutes to all members of the Faculty at least ten (10) working days prior to the next meeting; and
- c. Maintain the approved minutes and other associated documents on file at the College of Nursing.

Duties of the Parliamentarian:

- a. To facilitate Faculty meetings through interpretation of parliamentary procedure.

Duties of the Vice Chair:

- a. Preside at Faculty meetings in the absence of the Chair.

Section 3. The Faculty, at the March meeting, shall elect the requisite number of delegates to the University Faculty House of Delegates (HOD) for three-year terms. Those eligible for election shall be members of the full-time teaching faculty of the College of Nursing. Individuals holding full-time administrative appointments shall be eligible to serve as a member of the University Faculty House of Delegates. No delegate shall serve more than two successive terms. Delegates shall voice the will of the Faculty. Any faculty elected to serve on HOD is expected to serve over the entire academic year of 12-months.

Section 4. If the College of Nursing does not have representation on the University House of Delegates Executive Committee by virtue of one of the delegates from the College of Nursing being elected an officer of the House of Delegates Executive Committee, the delegate with the greatest number of votes elected pursuant to Article IV, Section 3, will represent the College of Nursing on the House of Delegates Executive Committee with the other delegate being an alternate.

## ARTICLE V. MEETINGS OF THE FACULTY

- Section 1. Regular Meetings:  
Regular meetings of the Faculty shall be held Fall and Spring Semesters during the academic year and as needed as determined by the Chair of the Faculty. The rules contained in the current edition of *Robert's Rules of Order (Robert's Rules of Order Newly Revised)*, shall govern all meetings to which they are applicable and in which they are not inconsistent with these Bylaws.
- Section 2. Called Meetings:  
Called meetings may be convened at the discretion of the Chair or upon written request to the Chair by five or more members of the Faculty. The purpose of the meeting and one or more items of business shall be specified in the call of the meeting.
- Section 3. Quorum:  
Fifty percent of the voting members shall constitute a quorum for any regular or called meeting of the Faculty. The person acting as Chair of the meeting shall determine if a quorum is present.
- Section 4. Agenda:  
The agenda shall be prepared by the Chair of the Faculty and distributed by the Chair of the Faculty. Any member of the Faculty may submit an agenda item ten (10) working days prior to the meeting. The agenda shall be distributed to each member of the Faculty at least five (5) working days prior to the Faculty meeting.
- Section 5. Motions:  
All motions are to be submitted as a written proposal and a copy thereof distributed to each member of the Faculty with the agenda for that meeting. Motions concerning matters specific in Article II, Section 2, for which previous notice has not been given, shall be introduced at the discretion of the person acting as Chair at the meeting. Such motions may be debated under "New Business." Action may be taken on such motions provided that 95% of the faculty members present vote to proceed. If action is not taken, such motions shall be deferred until the next regular meeting when such motions come to the floor as "Unfinished Business." Any other motions stated at Faculty meetings shall also be presented in writing to the Secretary at the meeting in which the motion is made.
- Section 6. Voting:  
Except as otherwise provided herein, decisions by a simple majority of the voting faculty members present at a meeting where there is a quorum shall constitute the action of the Faculty. The Chair shall declare the vote.

## ARTICLE VI. STANDING COMMITTEES

Section 1. The Standing Committees of the Faculty shall include:

1. Assessment and Evaluation Committee (A&EC);
2. Educational Resources and Technology Committee (ERTC);
3. Faculty Affairs Committee (FAC);
4. Faculty Appointment, Promotion, and Tenure Committee (FAPTC);
5. Graduate Programs Committee (GPC);
6. Honors, Research, and Scholarship Committee (HRSC);
7. Undergraduate Admission, Progression, and Readmission Committee (UGAPRC); and
8. Undergraduate Curriculum Committee (UCC).

Section 2. Membership on Standing Committees;

Representation on Standing Committees as specified herein.

1. Representatives of each Standing Committee shall be elected during the first Faculty meeting of the academic year.
2. Members of Standing Committees shall be elected for 2- or 3-year terms, based on the specified committee structure in Article VI, Section 6. Members will be elected in alternate years based on committee needs to maintain membership continuity and meet committee. No individual may serve more than two consecutive terms, with the exception of an individual who has filled an unexpired term of twelve (12) months or less. The faculty may vote to provide an exception to the Bylaws allowing a committee member to extend membership beyond two consecutive terms.
3. The Dean, Associate Dean for the Undergraduate Program, and Associate Dean for Graduate Programs shall serve as ex officio members on all Standing Committees. Ex officio members shall not have the right to vote. Administrators who are permanent members of a committee and not members in ex officio role will be voting members. Administrators are non-voting members only when ex officio members. The Dean, Associate Dean for the Undergraduate Program, and Associate Dean for Graduate Programs shall not be members of the Faculty Appointment, Promotion, and Tenure Committee.
4. Resource persons within the University may act, upon request, as a non-voting consultant with any Standing Committee.
5. If vacancies occur, new members shall be elected to fill such vacancies at the next regular Faculty meeting and in accordance with Article VI, Section 2.

Section 3. Officers of Standing Committees:

1. Chair:
  - a. The members of each Standing Committee shall elect a Chair at the first organizational meeting of the academic year except as provided herein.

- b. The term of the elected Chair shall be one year.
- c. The duties of the Chair shall include:
  - i. Preside over all meetings of the committee. In the absence of the Chair, a Chair Pro Tem shall be designated by the Committee Chair;
  - ii. Prepare and distribute an agenda five (5) working days prior to the meeting;
  - iii. Plan with the Chair of the Faculty for the presentation and discussion of the committee motions and supporting rationale, to include effective dates;
  - iv. Review and verify accuracy of committee minutes and identify items for follow up; and
  - v. Complete an annual report of the Committee following the approved template, and distribute to the Faculty Chair, post for Faculty access (maintaining faculty and student confidentiality per related policies), and provide a copy to the Office of the Dean by the end of the academic year.

2. Secretary:

- a. The Secretary (or Secretary Pro Tem) shall be selected by consensus of the Committee;
- b. The duties of the Secretary shall include:
  - i. Record, edit, and certify committee meeting minutes using the approved minutes template;
  - ii. Correct minutes as approved by the Committee;
  - iii. Circulate minutes to all members of the Committee at least five (5) working days prior to the next meeting; and
  - iv. Place an electronic copy of the corrected original minutes and other official documents in the Shared Drive for faculty access each month and one file with the Office of the Dean at the end of the academic year.

Section 4. Meetings of Standing Committees:

- 1. Each Standing Committee shall meet at least twice a semester or four times during the academic year, or more often as necessary.
- 2. A quorum for any meeting of a Standing Committee shall consist of a majority of its voting members;
- 3. Any policies developed or revised by a Standing Committee must be presented to the Faculty for a vote of approval;
- 4. The business year of Standing Committees shall coincide with the academic year unless otherwise specified herein;
- 5. All Standing Committees are responsible for annually reviewing their objectives, functions, and structure and recommending changes to the Faculty Affairs committee by April 1;

6. The appropriate Standing Committee shall review all policies and procedures biannually, even years. This shall be noted in minutes and in the policies; and
7. Subcommittees and Ad Hoc Committees:
  - a. Each Committee is authorized to create appropriate subcommittee(s) and ad hoc committee(s);
  - b. College of Nursing administrators and standing committees may create appropriate ad hoc committees of the Faculty;
  - c. Subcommittees and ad hoc committees:
    - i. Constituted Subcommittees will have a specified purpose, structure (membership), and function noted within the Standing Committee minutes. Subcommittees will provide minutes of meeting and an annual report to the Standing Committee. The Chair of the Standing Committee will notify the Chair of the Faculty of Subcommittee membership to include on the annual list of committee members.
    - ii. Constituted ad hoc committees will have a specified time-limited purpose, structure (membership), and function noted with the Standing Committee minutes. Ad hoc committees will be included on the annual list of committee members.
    - iii. Ad hoc committees constituted by the faculty or administrators independent of a Standing Committee will provide a summary report to the Faculty at the end of the specified timeframe or at the end of the academic year with recommendations for continuing or dissolving the committee.
  - d. A Standing Committee may ask other persons to serve as subcommittee or ad hoc committee members. Faculty members asked to serve on such committees may vote only on issues raised on those specific committees.

Section 5. Universal Assessment and Evaluation Functions of Standing Committees

1. Each standing committee is responsible for assessment and evaluation based on the objectives and functions of the committee as follows:
  - a. Analyze data from sources related to each committee objective.
  - b. Review and analyze expected and actual outcomes as identified in the Master Evaluation Plan (MEP).
  - c. Develop, initiate, and evaluate action plans when outcomes fall below the stated benchmark.
  - d. Document findings related to actual and expected outcomes in committee minutes.
  - e. Report findings to the faculty and the Assessment and Evaluation Committee (A&EC).
  - f. Make recommendations for benchmark revisions to the Master Evaluation Plan (MEP).

Section 6. Committee Objectives, Functions, and Structure:

1. Assessment and Evaluation Committee

Objectives: Determine the assessment and evaluation needs of the College in coordination with college of Nursing Administrators.

Oversee the assessment and evaluation process of the College.

Report survey results and implications to the faculty of the College of Nursing.

Review and revise the Master Evaluation Plan as it relates to specific committee functions in coordination with College of Nursing Administrators.

Functions:

1. Coordinate the collection, assessment, and evaluation of data via the MEP;
2. Provide support and recommendations for methods of assessment and evaluation used;
3. Collaborate with all standing committees with regard to the MEP process;
4. Report MEP outcomes to the faculty;
5. Review and revise the MEP in coordination with the College of Nursing administrators;
6. Facilitate GBCN roles and responsibilities for Mercer University assessment initiatives.

Structure: Membership shall consist of:

1. The following elected members of the faculty serve 3-year terms
  - a. One (1) faculty member shall represent the Graduate Programs Committee and shall be elected in odd years.
  - b. Two (2) faculty members at large shall be elected (one in odd years; one in even years).
2. The College representative to the University Assessment Council.
3. One member of administration designated by the Dean, or designee (voting).
4. Director of Admissions of the College of Nursing (non-voting).

2. Educational Resources and Technology Committee

Objectives: Function in an advisory and resource capacity to the faculty and serve as a forum for faculty input in the areas of information technology, educational media, media services, and library services.

Assure that the service of the areas above supports the College of Nursing's academic and research programs.

Functions:

1. Serve as liaison between College of Nursing faculty and the library and technology support staff to address educational needs of the College of Nursing;
2. Evaluate data from various sources to assess faculty curricular support needs, curriculum support services, make recommendations based on faculty needs, and communicate evaluation data to the faculty;

3. Develop an implementation plan for new technologies in collaboration with administration; and
4. Evaluate new technology implementation and report findings to faculty.

Structure: Membership shall consist of:

1. Swilley Library liaison for College of Nursing (non-voting);
2. Two representatives from IT Client Support Services (one from field support services and one audio/visual director) (non-voting);
3. College of Nursing Instructional Designer (non-voting); and
4. Three (3) faculty members from nursing (with one member being a faculty representative from the College Learning Resource Center).

### 3. Faculty Affairs Committee

Objectives: Develop and implement policy and operational procedure for faculty development, welfare, concerns, and faculty grievances.

Facilitate the development, implementation, and evaluation of Bylaws that guide faculty function.

Functions:

1. Recommend and coordinate a program of orientation for new faculty members;
2. Survey the faculty to determine development needs and implement a plan of action to address these needs;
3. Provide a mechanism for the recognition of accomplishments of faculty;
4. Review and make recommendations for revision of the Bylaws as necessary to meet the changing needs of the College of Nursing;
5. Review, for accuracy, the Faculty Section of the *College of Nursing Faculty Handbook*;
6. Review University Faculty Grievance Policy and, when needed, make recommendations for revision to the University Faculty House of Delegates;
7. Receive and review faculty concerns and present to faculty as the Committee deems appropriate; and
8. Solicit faculty members for nominations (in March) for officers of the faculty, and no later than the end of April, circulate the ballot as prepared by the Committee.

Structure: Membership shall consist of:

1. Five (5) faculty members with broad representation across programs.

### 4. Faculty Appointment, Promotion, and Tenure Committee

Objectives: Recommend and implement policies and operational procedures for faculty appointment, promotion, and tenure.

Functions:

1. Recommend academic rank for new faculty candidates;
2. Review documents for faculty seeking promotion and make recommendations to the Dean of the College of Nursing;

3. Recommend policy and supporting procedures for appointment, promotion, and tenure to the faculty for approval;
4. Review annually, and revise as necessary, policies and supporting procedures for faculty appointment, promotion, and tenure;
5. Oversee the process of mentorship in preparing faculty for promotion and/or tenure;
6. Initiate the 3<sup>rd</sup> year review process for faculty on the tenure track and initiate the review process for faculty seeking promotion in rank;
7. Review annually, and revise as necessary, faculty evaluation documents to reflect current academic rank criteria;
8. Initiate the procedure for evaluation of Associate Deans in the College of Nursing;
9. Solicit nominations annually, review supporting evidence, and submit nominations to the Dean for Adjunct Faculty appointments;
10. Annually review current Adjunct Faculty appointments regarding service to the College; and
11. Initiate the renewal procedure for continuation of Adjunct Faculty appointment, if appropriate, and make recommendations to the Dean.

Structure: Membership shall consist of:

1. Five (5) associate professor rank or higher.
  - a. Three (3) of the five (5) members must be tenured faculty.
  - b. Two (2) of the five (5) members must be clinical associate professor rank or higher.

5. Graduate Programs Committee

Objective: Oversee the development, implementation, and evaluation of the graduate nursing programs consistent with program outcomes.

Functions:

1. Comply with Universal Assessment and Evaluation functions in Article VI, Section 5 of the Bylaws;
2. Oversee the development and implementation of course offerings;
3. Participate in evaluation of graduate applicant interviews and writing assessments for admission;
4. Participate in the self-study process of the PhD and other graduate programs;
5. Serve as advisory committee to the Associate Dean for Graduate Programs relative to student progression that deviates from the curriculum plan;
6. Review annually:
  - a. Graduate curricula plans, including program and course outcomes, to assure consistency with the mission and philosophy.
  - b. Graduate program policies and procedures in the Graduate Student Handbooks and *Catalog*.
  - c. Data from various sources to assess effectiveness and relevance of graduate nursing curricula and recommend revisions to General Faculty for approval.

- d. Admission standards, applicant data sets, and progression of enrolled students annually, and recommend revisions to admission standards as needed to the General Faculty.

Structure: Membership shall consist of:

1. The Associate Dean for Graduate Programs will appoint a minimum of four (4) doctoral prepared faculty members (voting) ensuring representation from the MSN, DNP, and PhD programs and/or areas of concentration (members may be reappointed as necessary);
2. One (1) faculty-at-large (voting) with current teaching responsibilities in graduate courses (elected);
3. Graduate Program Coordinators (voting); and
4. Associate Dean for Graduate Programs (voting).

6. Honors, Research, and Scholarship Committee

Objectives: Facilitate and recognize the implementation of scholarly activities.

Functions:

1. Advise the College of Nursing members of College and University policies and procedures for development, implementation, and reporting of research and scholarship;
2. Review external research requests for participation by College of Nursing faculty and/or students for possible distribution with the College of Nursing;
3. Recognize scholarly activities of the College of Nursing members;
4. Facilitate the process to develop and communicate protocols for awards and honors;
5. Serve as liaison between the College of Nursing and Phi Kappa Phi; and
6. Foster collaborative research between the College of Nursing and other schools / colleges / agencies.

Structure: Membership shall consist of:

1. Four (4) faculty members;
2. Representative from the graduate program; and
3. Phi Kappa Phi liaison.

7. Undergraduate Admission, Progression, and Readmission Committee

Objectives: Assure the admission of qualified undergraduate applicants  
Formulate, review, and evaluate policies for progression and readmission of undergraduate students in the College of Nursing.

Functions:

1. Formulate, implement, and evaluate policies for admission, progression, and readmission of undergraduate students;
2. Serve in a collaborative relationship with the Office of Admissions of the College of Nursing; and

3. Determine a mechanism for conducting APR Committee business during the summer semester.

Structure: Membership shall consist of:

1. Director from the Office of Admissions of the College of Nursing (non-voting);
2. Five (5) faculty members; three (3) faculty representatives shall be elected in odd years and two (2) in even years; and
3. Associate Director of Admissions of the College of Nursing (non-voting).

#### 8. Undergraduate Curriculum Committee

Objectives: Facilitate the development, implementation, and evaluation of the undergraduate nursing curriculum consistent with the program outcomes.

Functions:

1. Review undergraduate nursing curriculum plan, and program, level, and course objectives to assure consistency with the College of Nursing mission and philosophy;
2. Oversee the development and implementation of new undergraduate nursing courses;
3. Forward recommendations for undergraduate nursing curriculum changes to the Faculty for approval;
4. Evaluate data from various sources to assess undergraduate nursing curriculum, suggest recommendations for revisions, monitor implementation, and communicate evaluation data to the faculty; and
5. Review bi-annually all undergraduate nursing curriculum policies and procedures, in even years.

Structure: Membership shall consist of:

1. Nine (9) faculty members (the following areas of expertise must be represented among these members: adult health, community, infants and children, maternal child, mental health nursing, a representative from the Center for Nursing Excellence, and a representative from the Learning Resource Center);
2. Associate Dean for the Undergraduate Program (voting);
3. Undergraduate program track coordinators (ex-officio);
4. Representative from the Office of Admissions (non-voting); and
5. Instructional Designer (non-voting).

### **ARTICLE VII. AMENDMENTS**

These Bylaws may be amended by a simple majority vote at any regular meeting of the Faculty, provided four (4) weeks advance written notice of the proposed amendment has been given to the voting members, or at any regular faculty meeting with five (5) working days advance written notice by a two-thirds majority of the voting members present, or at any faculty meeting with no advance written notice by a 95% vote of the members present.

## **ARTICLE VIII. UNIVERSITY BYLAWS**

These Bylaws are intended to supplement the Bylaws and approved policies and procedures of Mercer University. Where conflicts are identified, the Bylaws of Mercer University will prevail.

*"Bylaws" Adopted 2/12/2001*

*Approved by Provost, Health Affairs; University Counsel; President, University 07/2003*

*Approved by University Counsel 08/2004*

*Revised 8/2002; 2/2003; 4/2004; 9/2007; 5/2008; 2/2010; 5/2011; 09/2011; 11/07/2011; 12/12/2011; 10/22/2012; 11/11/2013; 4/2014; 08/2014; 04/2015; 04/2016; 5/2016; 05/2017; 5/2018; 7/2019; 11/2019; 2/2020*

*Editorial changes 07/2003; 08/2015; 05/2017; 8/2018; 7/2019; 6/2020; 7/2021*

## IV. Organization

### a. Administrative Structure

The administrative officers of the College of Nursing include the Dean and the Associate Deans. All administrative officers also serve as faculty of the College of Nursing. General descriptions of these positions are provided below.

#### **Dean**

The Dean serves as the chief operating and academic officer of the College. The Dean provides visionary leadership, advances the College to achieve the strategic plan of the College and University, and supports interprofessional activities associated with meeting the goals of the Mercer University Health Sciences Center. The Dean reports directly to the Provost.

#### **Associate Dean for the Undergraduate Program**

The Associate Dean for the Undergraduate Program provides leadership in the management of the undergraduate program to support overall advancement of the College, to achieve the goals within the strategic plan for the College and University, as well as support interprofessional activities associated with meeting the goals of the Mercer University Health Sciences Center. The Associate Dean for Undergraduate Program reports directly to the Dean for nursing.

#### **Associate Dean for Graduate Programs**

The Associate Dean for Graduate Programs provides leadership in the management of the graduate programs. The Associate Dean for Graduate Programs provides visionary leadership, to support overall advancement of the College, to achieve the goals within the strategic plan for the College and University, as well as support interprofessional activities associated with meeting the goals of the Mercer University Health Sciences Center. The Associate Dean for Graduate Programs reports directly to the Dean for nursing.

Additional support for the College of Nursing is provided through the following positions:

#### **Director of Admissions**

The Director of Admissions, reports to and is under the direct supervision of the Associate Dean for Graduate Programs, along with oversight of the Associate Dean for the Undergraduate Program, coordinates and participates in recruitment, advisement, and enrollment of qualified applicants for both the undergraduate and graduate programs. The person in this position oversees the day-to-day activities of the admissions office and the support staff. The person in this position develops recruitment and marketing strategies, coordinates activities to achieve objectives set by the office, and evaluates effectiveness.

#### **Doctor of Nursing Practice Coordinator**

The Doctor of Nursing Practice (DNP) Coordinator for the DNP program provides leadership in the development, implementation, supervision, and

evaluation of the program. The DNP Coordinator reports directly to the Associate Dean for Graduate Programs and collaborates closely with the Graduate Programs Committee and the Director of Admissions.

### **Nurse Practitioner Coordinator**

The Nurse Practitioner (NP) Coordinator oversees all nurse practitioner tracks provides leadership in the development, implementation, supervision, and evaluation of the MSN program. The NP Coordinator reports directly to the Associate Dean for Graduate Programs and collaborates closely with the Graduate Program Committee and the Director of Admissions.

### **RN-BSN Coordinator**

The RN-BSN Completion Coordinator collaborates with the Associate Dean for the Undergraduate Program to provide leadership and supervision for the planning, implementation and evaluation of the RN-BSN completion track in the undergraduate program. This individual also collaborates and works closely with the Director of Admissions for recruitment and admission to the track and reports to the Associate Dean for Undergraduate Programs.

### **Second Degree Accelerated BSN Coordinator**

The ABSN Coordinator teaches in the ABSN track and oversees the accelerated second degree BSN track. The coordinator provides leadership and coordination of the track, which includes a leadership role in hiring faculty. In conjunction with the Associate Dean for the Undergraduate Program, the ABSN coordinator is responsible for assuring the quality of instruction and ongoing development and success of the program reports to the Associate Dean for Undergraduate Programs.

### **Graduate Clinical Coordinator**

The Graduate Clinical Coordinator oversees the clinical (practicum) rotations for Nurse Practitioner students. Responsibilities include monitoring of student achievement of course outcomes, program progression, overseeing adherence to credentialing requirements, and monitoring of adjunct clinical faculty supervising practicums and reports to the Associate Dean for Graduate Programs.

### **Learning Resource Center Coordinator**

The Learning Resource Center (LRC) Coordinator provides oversight of the LRC in collaboration with course coordinators and associate deans. The LRC coordinator develops, implements, and evaluates student LRC activities to meet programmatic course outcomes. These learning activities include nursing skills, health assessment, hi-and low-fidelity simulations, standardized patients, virtual learning, and other curricular-focused student learning activities. This individual works closely with program coordinators and reports to the Associate Deans.

### **Contract and Clinical Placement Coordinator**

The Contract and Clinical Placement Coordinator (CCPC) is responsible for the oversight and securement of all GBCN clinical agency contracts, including facilitating new agency contracts and monitoring renewal of ongoing agency contracts. The CCPC collaborates with the associate dean for the undergraduate program with review of new and returning clinical adjunct faculty. The CCPC is responsible for facilitating the credentialing process of clinical adjunct faculty and provides oversight of credentialing requirements for all GBCN students. This coordinator also serves as a liaison with the clinical agencies, submits requests for undergraduate clinical agency rotations, and collaborates with course coordinators to ensure faculty and students meet clinical agency requirements.

### **Center for Nursing Excellence Coordinator**

The Center for Nursing Excellence (CNE) Coordinator provides leadership in the development, implementation, and evaluation of student retention and academic success strategies for undergraduate and graduate students. This individual works closely with the Dean, Director of Admissions, Associate Deans, course faculty and students. The CNE Coordinator reports directly to the Associate Deans.

### **Director of Development**

The Director of Development creates and oversees the implementation and approach to nursing fundraising, which may include major gifts, corporate donations, grant solicitation, and in-kind resources. In addition, the Director oversees relationships with the college's alumni, donors, friends, and community at large, including stewardship and communications with nursing alumni and donors.

### **Dean's Cabinet**

The Dean's Cabinet is an advisory committee to the Dean on all administrative and academic matters affecting the College of Nursing. The Committee consists of the Dean of the College who serves as Chairperson, Associate Deans, the Director of Admissions, and any other faculty members appointed at the discretion of the Dean. Committee service is by annual appointment. The Cabinet also facilitates support for the College Diversity, Equity, and Inclusion (DEI) Committee. The DEI Committee serves to facilitate a sustained diverse, equitable, and inclusive college culture where all faculty, staff, and students feel welcomed, respected, and supported.

## **b. Staff Support Members for the College of Nursing**

### **Instructional Design Specialist**

The Instructional Designer assists nursing faculty with designing and identifying teaching methods based on best practices and course outcomes; facilitating adaptation of instructional materials created for one format to another format; supporting the online learning environment through training and implementation; promoting the expanded use of educational software tools and learning

management systems; and instructing and supporting faculty on emerging and creative use of technology.

Additional support includes: LMS management and administration; administrative oversight of all online software technology; entering course information; assisting with student and faculty integration for course access.  
Position description: GBCN Shared drive under the title: INSTRUCTIONAL DESIGN SPECIALIST

**Support Staff to the Faculty** –

Administrative Assistant to the Dean –

Description of position is located on GBCN Shared drive under the title: ADMINISTRATIVE ASSISTANT TO THE DEAN –

Position Description

Administrative Secretaries –

Shared drive: ADMINISTRATIVE SECRETARY – Position Description

Shared drive: CREDENTIALING COORDINATOR – Position Description

**Members of Admissions:**

Director of Admissions

Assistant Director of Admissions

Admissions Counselor

Admissions Specialist

**c. Board of Visitors**

The purpose of the Georgia Baptist College of Nursing of Mercer University Board of Visitors, established in 2001, shall be to promote, assist, and support the Georgia Baptist College of Nursing of Mercer University in:

- Offering high-quality nursing education at the undergraduate and graduate levels;
- Offering research and clinical experiences appropriate to the needs of the College, the University, and society in general;
- Promoting faculty development as a means to achieve national prominence as a quality educational institution;
- Obtaining financial support from corporate and other sources throughout Georgia and the nation; and
- Serving the educational, business, and consulting needs of the healthcare community.
- In fulfilling this purpose, the Board of Visitors shall:
  - Provide counsel to the President of the University regarding the program for nursing education;
  - Advise the Dean of the College of Nursing and the University's Senior Vice President and Provost for Health Affairs on matters pertaining to education, research, and public service;
  - Serve as an ambassador for the University and the College of Nursing;
  - Assist in the College of Nursing regarding the recruiting and placement of students;

- Advise the University 's Senior Vice President of University Advancement and University Admissions in the planning and conducting of public campaigns for funds for the College of Nursing;
- and through the President, provide counsel to the Board of Trustees on issues pertaining to the operation and governance of the College of Nursing.

*The Bylaws of the Board of Visitors (BOV) can be found on the shared drive of the College of Nursing under Board of Visitors file.*

**BOV Members**  
**2021-2022**  
**(Initial term indicated by year)**

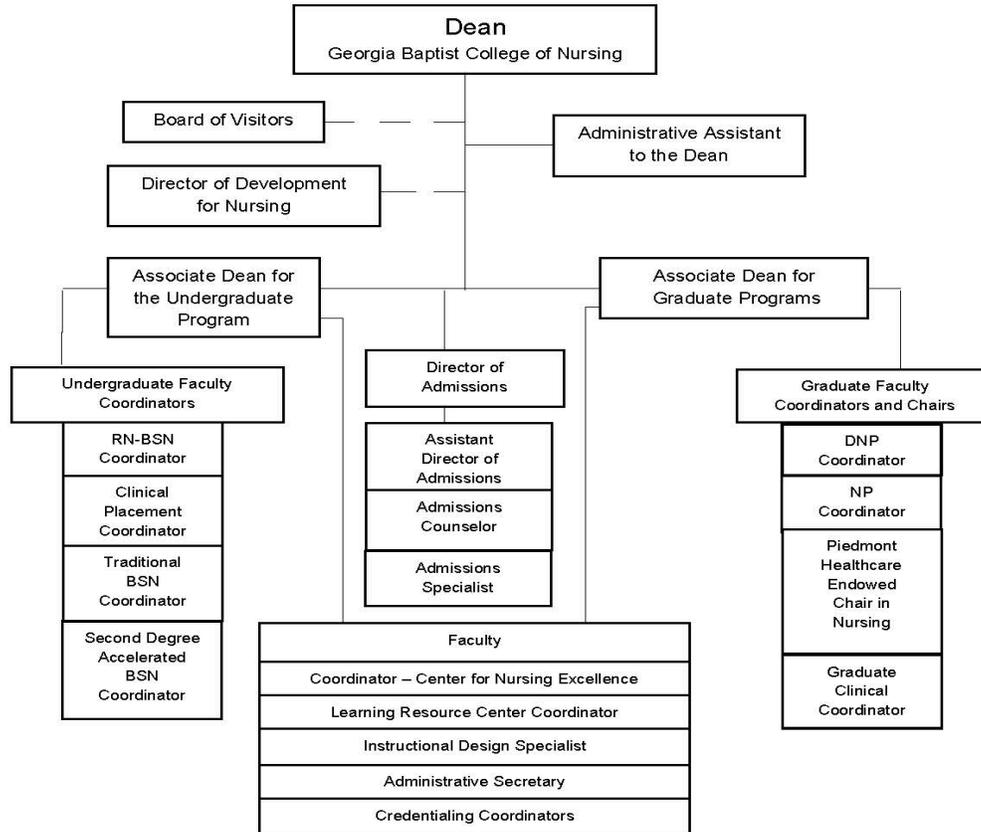
2017	John M. Britt (Vice Chair) JMB Consulting	2019	Jill Case-Wirth Senior Vice President and Chief Nurse Executive WellStar Health System
2018	Lynn Jackson, '95 (Chair) Administrator Northside Hospital, Forsyth	2017	Ann Patterson Luther, '70 Clinical Nurse Specialist Vanderbilt University Medical Center
2018	Sharon H. Cox, '66 Cox and Associates	2017	Betty Van Gerpen, '60 President and Founder, Menders, Inc.
2018	LaMae Williams, '71 Partner – Three Rivers Home Health Services, Inc.	2017	Dorothy M. Pryor Retired, Executive Director Woman’s Missionary Union, Georgia
2018	Brenda Hamlin Dugger, '68 and '97 – Retired, Senior VP, Patient Services, St. Mary’s Health Care System	2018	Sheri S. Webster, '06 Assistant Professor, Clemson University School of Nursing
2018	Catherine J. Futch, '67 Retired, Kaiser Permanente		

Updated 7/2021

**d. Organizational Chart**  
**Georgia Baptist College of Nursing of Mercer University**

**Georgia Baptist College of Nursing of Mercer University**

Organizational Chart



KEY  
 -----Cooperative Relationship

Updated  
 July 2021

## V. Faculty Policies

### a. Procedures for Promotion in Rank and Tenure Appointments

The procedures for promotion and tenure appointment outline the processes by which the faculty member, appropriate Associate Deans, Faculty Appointment, Promotion, and Tenure Committee (FAPTC), and Dean submit supporting documentation for review and decision. Through independent processes, the appropriate Associate Dean, Faculty Appointment, Promotion, and Tenure Committee (FAPTC), and the Dean of the College make recommendations for promotion and tenure to the University Provost and the President. Upon recommendation of the President, the Mercer University Board of Trustees makes final promotion and tenure decisions. All dossier reviews and recommendation letters are confidential; no feedback will be given to the candidate until *after final decision is made by the Board of Trustees, according to University policy.*

**NOTE: New procedures for both Promotion in Rank and Tenure Appointment became effective January 1, 2021** (Recommended by FAPTC and approved by Faculty April 13, 2020)

#### Procedures for Promotion in Rank

1. **January:** The Chair of the Faculty Appointment, Promotion, and Tenure Committee shall annually invite discussion of promotion procedures, and intent to progress toward promotion with eligible faculty members. \*\*All faculty intending to progress toward either promotion or tenure should have been engaged in faculty mentoring prior to submission of documents for formal review.
2. **February:** Faculty members eligible for promotion will submit a letter of intent to the Committee.
3. The Chair of the Faculty Appointment, Promotion, and Tenure Committee shall request an online management site or each candidate for the purpose of collecting candidate review materials. Only the candidate, members of the Faculty Appointment, Promotion, and Tenure Committee, appropriate Associate Dean, and Dean shall have access to the software site. Once the committee review begins, the candidate will no longer has access to the online site.
4. **July 15:** The faculty member will upload his/her dossier, according to “Components of Promotion and Tenure Dossier” or “Components of Clinical (non-tenure Track Promotion Dossier)” to the online site for confidential review. No changes can be made to review materials once all documents are posted and the review has begun. The due date for materials submissions will be announced by the Faculty Appointment, Promotion, and Tenure Committee.

The appropriate Associate Dean will review the dossier and prepare a written letter of recommendation with detailed justification to the FAPTC regarding the promotion.

The Associate Dean shall upload this recommendation to the dossier on the designated online platform site.

The Faculty Appointment, Promotion, and Tenure Committee, upon review of the dossier and letter of recommendation from the Associate Dean, will provide the Dean with a list of faculty members requesting promotion and proceed with dossier review(s).

5. **August 15<sup>th</sup>**: Members of the Faculty Appointment, Promotion, and Tenure committee will review each candidate's dossier. The Committee, after due deliberations, shall provide a written recommendation with detailed justification for the reasons thereof to the Dean regarding promotion. In addition, the Committee shall forward to the Dean, its recommendation and assure the Dean's access to candidate materials on the designated online platform site.
6. After due deliberation, the Dean shall decide regarding promotion of the candidate and send letter of review to the Provost. The Provost and President will also be given access to the online platform site, which contains the candidate's promotion materials.
7. The President's decision will be forwarded to the Board of Trustees for their consideration review and consideration for promotion.
8. In the event of final decision to deny promotion, the candidate has the right to request feedback, and to appeal the decision, according to the University Faculty Grievance Policy and the Mercer *University Faculty Handbook*.
9. The candidate may withdraw their name from consideration for promotion at any point in the process by notifying the appropriate individual(s) in writing.

### **Procedures for Tenure Appointment**

A tenure appointment is an attainment by a faculty member who has demonstrated the professional and personal qualifications required for acceptance as a permanent faculty member. It is the most significant reward by the University; therefore, it should be operated separately and independently of other reward systems such as promotion and salary systems.

A recommendation for tenure shall be made on the basis of demonstrated and documented sustained academic achievement, responsible participation in group deliberative processes, and professional responsibility and service to the college,

university, and community. Evaluation of documentation of achievements shall include teaching, scholarship, and service, as outlined in the rank specific rubric.

Under no circumstances will tenure be awarded at a rank below Associate Professor. In most instances, tenure is pursued along with promotion in rank. However, in extenuating circumstances tenure may be awarded within the Associate Professor or Professor rank to individuals who demonstrate sustained growth in teaching, research/scholarship, and service, and potential for long term contributions to the College.

Each recommendation for tenure should emphasize the contribution that the candidate has made to the educational needs of the College.

The rules of the University, as outlined in the Mercer *University Faculty Handbook*, will be followed in accordance with these policies. In the majority of cases, tenure must be awarded no later than the end of the sixth year of the probationary period to full-time faculty at the assistant professor level or above, with no prior tenure-relevant experience,\* subject only to the conditions of the appeals process. Faculty with prior tenure-relevant experience\* shall not receive tenure prior to a probationary period, as set by the Dean of the College, with one exception (see B5 below). In implementing this policy, the following procedures should be employed:

1. **January:** The Chair of the Faculty Appointment, Promotion, and Tenure Committee shall annually invite discussion of and intent to progress toward, tenure with eligible faculty members. \*\*All faculty intending to progress toward tenure should have been engaged in faculty mentoring prior to submission of documents for formal review.
2. **February:** Faculty members pursuing tenure will submit a letter of their intention to continue the tenure process (along with intent to pursue promotion in rank, if applicable) to the Committee.
3. The Chair of the Faculty Appointment, Promotion, and Tenure Committee shall request an online site for each candidate for the purpose of collecting candidate review materials.
4. **July 15:** The faculty member will upload a completed final dossier to the online site for confidential review. Dossier materials should include those listed in the Components of Promotion and Tenure Dossier. No changes can be made to review materials once all documents are posted and the review has begun. Only the candidate, appropriate Associate Dean, an FAPTC ad hoc committee of tenured faculty and the Dean shall have access to the online site. Once the committee review begins, the candidate will no longer has access to the online site.

The appropriate Associate Dean will review the dossier and prepare a written letter of recommendation with detailed justification to the FAPTC regarding a tenure appointment.

The Associate Dean shall upload this recommendation to the dossier on the designated online platform.

5. **August 15:** The Faculty Appointment, Promotion, and Tenure Committee, upon review of the dossier and letter of recommendation from the Associate Dean, will proceed with dossier review(s).

The Committee will constitute an ad hoc committee of its tenured members with additional tenured GBCN faculty, as needed, for review and evaluation of documents.

6. After due deliberation, the FAPTC tenured faculty ad hoc committee (and dissenting faculty reviewers) shall provide written recommendations with detailed justification of levels of performance and recommendation to the Dean regarding a tenured appointment for the candidate. In addition, the FAPTC shall forward to the Dean, along with its recommendation, the recommendation of the Associate Dean and the candidate's dossier.
7. After due deliberation, the Dean shall decide regarding the candidate's tenure appointment and send letter of review to the Senior Vice President for Health Sciences (as applicable), and to the Provost. All members reviewing the candidate will also be given access to the online platform site, which contains the candidate's promotion materials.
8. All information concerning the candidate, shall be forwarded to the University Provost and President, and ultimately the Board of Trustees for consideration for tenure.
9. The President reserves the right to meet with the Candidate, prior to forwarding a decision to the Board of Trustees.
10. Procedures for notification of decision will follow those listed in the Mercer *University Faculty Handbook*.
11. In the event of final decision to deny tenure, the candidate has the right to request feedback, and to appeal the decision, according to the University Faculty Grievance Policy and the Mercer *University Faculty Handbook*.

Approved by faculty 4/2020; added to 2020-2021 Faculty Handbook and effective January 1, 2021

A. Faculty with No Previous Tenure-Relevant Experience

\*According to the University Faculty Handbook, tenure-relevant experience is: “experience . . . counted only for full-time service at the rank of assistant professor or above” (Source: *University Faculty Handbook* | Revised 2021 | page 31 of 87).

1. Annual reviews of faculty seeking tenure take place at the college level.
2. The candidate shall prepare a Third Year Review dossier providing evidence and description of his or her progress toward tenure. The review is led by the FAPTC chair and includes additional review and/or counsel by other tenured faculty and the Dean.
  - a. The Third Year Review dossier is due by April of the third year.
3. The candidate shall be notified in writing by the FAPTC and the Dean of the Third Year Review assessment, and will meet with the Dean to review progress and areas in need of improvement (See also: Pre-promotion Third Year Review).
4. A final dossier and review of the candidate’s accomplishments with respect to tenure shall take place during October of the sixth (6th) year of service.
5. By May 15 of the sixth year, the faculty member shall be notified that he or she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period. Tenure becomes effective at the beginning of the seventh contract year.
6. In cases where promotion is awarded to a faculty member before his or her probationary period is completed, no promise of eventual tenure is implied by the promotion.
7. Faculty holding academic rank below Assistant Professor are not eligible for tenure, nor will time at the rank of Instructor be counted as service towards tenure.
8. The Faculty Appointment, Promotion, and Tenure Committee will make their recommendation to the Dean for consideration and recommendation to the Provost and the President for the spring Board of Trustees Meeting.

B. Faculty with Previous Tenure-Related Experience

1. The minimum probationary period of time for faculty with previous tenure-relevant experience is:
  - Professors – one year
  - Associate Professors – two years
  - Assistant Professors – three years
2. In all cases, the faculty member should have a total of at least six academic years of tenure-relevant experience at a comparable institution before tenure is recommended. “Tenure-relevant experience is counted only for full-time service at the rank of assistant professor or above” (*University Faculty Handbook* | Revised 2021). A new faculty member with previous tenure-relevant experience will normally undergo a final major review with respect to tenure as close as practical to the end of the probationary period at the College. At the end of this period of service, the faculty member will be notified that he/she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period.
3. In the case of new appointments, the Dean determines the amount of previous tenure-relevant experience and includes this information in the initial appointment letter.

4. The initial appointment letter includes the following elements:
  - (1) Effective date of appointment.
  - (2) Number of years toward tenure track appointment (if any)
  - (3) Anticipated year of tenure review.
  - (4) Anticipated effective date of tenure, if awarded.
5. In cases of very special merit, and only then with review and personal recommendation by the Dean of the College and the Provost, and the President, tenure may be awarded at any time before the expiration of the full probationary period.
6. Other criteria are the same as those listed for faculty with no previous tenure relevant experience.

C. Faculty Previously Tenured at Another University

A faculty member who holds the rank of Associate Professor or Professor and who was previously tenured at another University may request consideration of tenure at the time of hire. The Dean makes the determination of support of this request, along with review and feedback from the Faculty Appointment, Promotion, and Tenure Committee. The following information will be used in the review.

1. Curriculum Vitae of the applicant.
2. Letter of tenure previously awarded at the former university. (This includes the letters of support and the final award letter).

The President makes the final decision regarding tenure on hire.

**Pre-Tenure Third Year Review**

Pre-Tenure Third Year review is a part of the College's faculty development program. The purpose of the review is to obtain an assessment of the faculty member's progress toward tenure. The third-year review is to be prepared at the completion of the third (3rd) academic year of appointment in the tenure track in the College (inclusive of years toward tenure, if applicable), and again for final tenure review at the beginning of the sixth (6th) year. The third-year review may be waived in selected circumstances.

The procedures listed below for pre-tenure third year review outline the process by which the faculty member and Faculty Appointment, Promotion, and Tenure Committee submit appropriate documentation. The Committee determines if the faculty member is or is not making satisfactory progress toward tenure.

Procedures:

1. A dossier containing the items listed in the document "Components of Promotion and Tenure Dossier" will be prepared at the completion of the third year of appointment in the tenure track. Materials due date will be set by the FAPTC and will include materials included in the "Components of Promotion and Tenure Dossier."
2. The Faculty Appointment, Promotion, and Tenure Committee will review the dossier and send a letter to the Dean that addresses the areas of teaching, scholarship, and service separately. The letter will indicate if the faculty member's progress towards tenure in

each area as 1) above satisfactory, 2) satisfactory, 3) unsatisfactory but showing some progress, or 4) unsatisfactory showing no progress. The letter will provide justification.

3. The Chair of the Faculty Appointment, Promotion, and Tenure Committee will meet with the faculty member to discuss the letter from the Committee and to provide advice and mentoring, as needed. The Chair may also meet with the Dean, as appropriate, to discuss the letter. The candidate will meet with the Dean to review progress and areas in need of improvement.

### **Post-Tenure Review**

Methods of evaluating the effectiveness of faculty are consistently applied to all faculty of Georgia Baptist College of Nursing, regardless of tenure status. These methods include the following:

- (1) performance evaluations conducted at the end-point of each academic year; for tenured faculty, and at the discretion of the appropriate Associate Dean, performance evaluations may be conducted every three years (see Faculty Evaluations);
- (2) yearly student evaluation of instruction and courses (see Course and Instructional Evaluation by Students); and
- (3) peer review of teaching (see Peer Review of Teaching Form located on the shared drive).

### **b. Promotion Policies and Guidelines by Faculty Rank (Tenure Track)**

Promotion and tenure policies and procedures of Georgia Baptist College of Nursing are established to assist the faculty in professional development and promotion. This document provides definitions, performance levels, procedures, and general evaluation criteria from which an evaluation can be performed by a group of peers. **Effective communication, civility, and professional collaboration and demeanor are expectations of all faculty members regardless of rank and tenure.**

**Appointment:** The minimum rank of a tenure-earning faculty appointment in the College of Nursing is assistant professor. Consideration for appointment to the College of Nursing as an assistant professor requires an individual possess a doctorate in nursing or related discipline. A doctorate in a related discipline will only be considered if an individual also has an advanced degree in nursing with a developed area of nursing practice and/or national specialty certification.

This document is divided into three sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria.

#### **1. Definition of Rank**

The definition of rank describes the essential elements of each rank as well as minimum performance levels (Good, Excellent, Distinguished) required for advancement in rank. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered.

**A. Assistant Professor (tenure track)**

The rank of assistant professor requires the faculty possess a doctoral degree and show promise in the discipline of nursing. The requirement of a doctoral degree may be waived for faculty members with documented accomplishments in teaching, research, and/or service. Essential elements required for an assistant professor in nursing include:

1. Demonstrate competence in the practice of nursing
2. Express ideas about nursing in a scholarly forum
3. Identify an emerging program of research/scholarship or be poised to do so
4. Demonstrate expertise in conveying content to learners
5. Demonstrate strong evidence of commitment to nursing as a discipline, the advancement of nursing knowledge, and the dissemination and application of nursing-based knowledge.
6. Provide service to the College and University, and to the profession, and/or community

**B. Associate Professor (tenure track)**

The rank of associate professor requires the faculty member possess an earned doctorate in nursing or a related discipline. Essential elements required for an associate professor in nursing include:

1. Demonstrate knowledge and expertise in a subject area and comprehensive understanding of the discipline of nursing
2. Demonstrate consistent record of teaching effectiveness and active mentorship of student scholarship, practice, and/or service
3. Demonstrate curriculum development in an area of expertise to advance the College's teaching mission
4. Provide evidence of active mentorship of student and faculty scholarship, practice, and/or service
5. Contribute to the discovery or construction of new knowledge in the discipline of nursing and/or nursing education.
6. Sustain scholarly advancement of knowledge in the discipline and practice of nursing
7. Evidence progressive professional and scholarly development
8. Provide service to the college and university, and to the profession, and/or community

Appointment or promotion to the rank of associate professor is based on recognition that the person has made substantive contributions to advance and disseminate knowledge in the discipline; has demonstrated achievement in research/scholarship and teaching; and has demonstrated commitment to service in the College and University. Candidates for the rank of Associate Professor shall evidence willingness and ability to make significant and sustained contributions to the University, the College of Nursing, and the profession through teaching, research/scholarship, and service.

For promotion or appointment to the rank of Associate Professor, a faculty member must meet the criteria for the rank of assistant professor and attain minimum performance levels of two Excellent and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good. Application for promotion will be considered *only after completion of the fifth year* as an assistant professor. Earlier application may only be considered in exceptional cases.

Exceptional cases include, but are not limited to, evidence that an applicant has far exceeded expectations each year while in rank; been honored as the recipient of a prestigious national award in the discipline of nursing; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

C. **Professor (tenure track)**

The rank of professor requires the faculty member possess an earned doctorate in nursing or a related discipline. The rank of professor is among the highest honors that the University can bestow upon a faculty member. Therefore, it should be granted only to faculty who have distinguished themselves in nursing. Essential elements required for a professor in nursing:

1. Model teaching behaviors as an expert teacher
2. Demonstrate a consistent record of teaching effectiveness
3. Lead and mentor in the community of scholars on the local, national, and/or global level
4. Demonstrate consistent record of scholarly endeavors that have significantly influenced the discipline through the discovery and/or construction of new knowledge
5. Promote scholarly dialogue and collegiality within the college and broader nursing community
6. Sustain ongoing leadership as an active, caring member of the community of scholars within the College of Nursing, the discipline, and the University
7. Provide service to the college and university, and to the profession, and/or community

For promotion or appointment to the rank of professor, the faculty member must meet the criteria for the rank of associate professor and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good. Application for promotion may be considered *only after completion of the fifth year as an associate professor* and a *minimum of eight years* in a tenure track appointment. Earlier application may only be considered in exceptional cases.

Exceptional cases include, but are not limited to, evidence that the applicant has far exceeded expectations each year while in rank; been honored as the recipient of a prestigious national award in the discipline of nursing; and achieved

sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

## 2. **Performance Levels for Promotion and/or Tenure**

Levels of performance for teaching, research/scholarship, and service are illustrated in evaluation rubrics that follow, and are indicative of achievement for promotion. Performance levels are categorized as Adequate, Good, Excellent, and Distinguished and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

**Adequate:** Adequate is defined as the minimum expected performance in all assigned activities.

**Good:** This rating is characterized by a sustained ABOVE ADEQUATE performance.

**Excellent:** This rating is characterized by a sustained performance beyond that which meets the requirements for GOOD and leading to recognition within or beyond the University.

**Distinguished:** This rating is characterized by a sustained performance beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.

## 3. **Promotion Evaluation Criteria for Promotion and/or Tenure**

Evaluation criteria in the areas of teaching, research/scholarship, and service are general guidelines and apply to full-time faculty. Definitions of each area and examples of achievements in those areas are included below; they are not listed in order of significance and are not all-inclusive. Achievement within teaching, research/scholarship, and service will be evaluated both quantitatively and qualitatively. It is incumbent upon each faculty member to provide sufficient support and evidence for both promotion and tenure.

### **A. Teaching**

**Definition:** Teaching refers to classroom teaching of undergraduate and graduate students and/or their instruction in non-classroom situations such as simulation and clinical settings. Basic principles of teaching and learning are integrated into organization of content, meeting learners where they are. Effective use of delivery approaches, and responsiveness to and evaluation of student learning are essential. Teaching also includes pursuing professional development activities to improve teaching skills; advising and supervising undergraduate and graduate students in research/scholarly projects; providing continuing education lectures; publications and presentations concerning instructional techniques or curriculum development; and development of teaching materials and new instructional methods. The faculty member must demonstrate satisfactory didactic and/or experiential/clinical teaching as indicated by student and peer evaluations.

### **Suggested Sources of Support Evidence for Evaluation Criteria**

- Peer evaluations of teaching (i.e. copies of original reports)
- Student evaluations of teaching (i.e. copies of original reports)
- Annual faculty evaluation by Associate Dean
- Teaching philosophy
- Team taught courses for which faculty serves as course coordinator
- Practice experiences in which faculty precepted students
- MSN capstone advisor
- DNP scholarly project chair
- PhD dissertation chair
- Students supervised in special projects classes
- Continuing education presentations (submit title, date, audience, sponsor, and evaluations)
- New courses/practice experiences developed
- New lecture series developed
- New instructional techniques and methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
- Interprofessional education-focused activity developed and implemented
- Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
- Evidence of impact on the professional careers of former students, colleagues, and faculty
- Evidence of activities undertaken to improve teaching skills
- Nominated or receipt of honors and awards in recognition of outstanding teaching
- Guest lecturer in course(s)
- Invitations to serve as a consultant in educational programs and methods
- Other

### **B. Research / Scholarship**

**Definition:** **Research** is the systematic collection and analysis of information for the generation of new knowledge. The definition of **Scholarship** encompasses Ernest L. Boyer's (1990) belief that to be a scholar means, "A recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching" (p. 24). Thus, Georgia Baptist College of Nursing embraces \*Boyer's four integrated functions of scholarship: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching. Competence and accomplishment in research/scholarship are primarily documented in the tenure track by publications, presentations, and submission/acquisition of grants. The faculty member must demonstrate the ability to conduct independent original research /scholarship and grantsmanship. Research conducted prior to receiving the doctoral degree is generally not considered promotion-relevant. Research/scholarship should be publicly disseminated, if appropriate.

### **Suggested Sources of Support Evidence for Evaluation Criteria**

- Publications of original research/scholarship articles as a primary author in refereed journals
- Publications of original research/scholarship articles as a contributing co-author in refereed journals. Additional consideration given to group authorship.
- Presentation of original research/scholarship at international, national, and regional conferences
- Publication of chapters in textbooks, review articles, monographs, letters, CE publications, book reviews, modules, videos, and the like
- Publications or presentations on new courses, instructional techniques, and interprofessional education activities
- Scholarly reputation of the journals in which publication appear, including the reputation of publishers, books, and monographs
- Published evaluation of research (as in book reviews, responses in print)
- Evidence that research/scholarship has stimulated the work of other researchers or scholars, or has provided new breakthroughs in the field
- Citations of faculty research/scholarship by authors in other publications
- Peer reviewed presentations for regional, national, or international conferences
- Reputation of conferences in which research/scholarship is presented
- Nominations or honors/awards in recognition of outstanding achievement in the \*scholarship of discovery, integration, application/practice, and/or teaching (Boyer, 1990) *see examples of each below*
- Development of interprofessional education (IPE) teaching/learning materials
- Student-facilitated work (capstone, article, conference presentation, DNP scholarly project, PhD dissertation)
- Committee-related scholarly work
- Grants/contracts associated with research activities and/or major programmatic initiatives. Indicate whether participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I).  
Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
- Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- Grants and contracts favorably reviewed/awarded
- Other

**\*Examples of Boyer’s (1990) scholarship of discovery, integration, application/practice, and teaching**

**Discovery:** systematic inquiry, research, construction of new knowledge;

**Integration:** making connections across disciplines; interpretation and synthesis of knowledge across disciplines; use of methods from other disciplines to develop methods for nursing; giving new meanings to isolated facts;

**Application/practice:** connecting theory and practice; applying knowledge to significant problems in nursing; assisting users to integrate findings into their practices;

**Teaching:** teaching that extends beyond the classroom (e.g. development of simulations, books, games, and podcasts); making teaching and learning public through dissemination; conducting research about teaching and learning.

**C. Service**

**Definition:** **Service** is defined as development and participation in professional activities that enhance the program, College, University, profession, and/or community. Service includes contributions to the mission and goals of the program, College, or University, service to professional organizations and community activities. Service also includes administrative roles in the program, College, University, and profession. Membership and leadership on committees both within the University and outside will also be evaluated. Involvement in the College and the University is expected.

**Suggested Sources of Support Evidence for Evaluation Criteria**

• **Program, College, and University Service**

- Committee membership (Include status, if indicated)
- Committee chair
- Special service activities
- Administrative service
- College-sponsored interprofessional education facilitation
- College-sponsored continuing education presentations
- Clinical site presentations (e.g. in-services)
- Service as mentor to faculty
- Advisor to student organization
- Academic advisor

• **Service to the Profession**

- Offices held in professional societies or associations
- Committee activities in professional societies or associations
- Representing College at association meetings (i.e. podium or poster presentations, association responsibilities, etc.)
- Publication reviewer, editor, etc.
- Obtain/maintain advanced professional credentials/certifications
- Election or appointment to national or international professional organizations in recognition of outstanding research/scholarly accomplishments
- Service as an editor or reviewer (e.g. peer-reviewed publication, grant evaluation)
- Service on scientific review or advisory committees which are based on research accomplishments

- Appointment to serve as a research consultant
- Accreditation reviewer
  - Professional Service in the Community
- Committee assignments (e.g. Advisory Board, human research committee)
- Consulting (pro-bono or contracted to the University)
- Service-oriented publications (e.g., newsletters, special publications, etc.)
- Presentations or individual consultation to community groups in areas relevant to professional expertise
- Volunteer activities relevant to nursing
- Education or health care planning programs
  - Evidence that activities have resulted in creation or development of systems for improvement in the health sciences
  - Evidence that contributions have had important effects on the policies and programs of organizations
  - Evidence that new knowledge, methods or policies derived from the service have diffused to organizations or committees
  - Nominated or receipt of honors and awards in recognition of outstanding service contributions
  - Invitations from other institutions/organizations or departments within Mercer, to make presentations, advise, or serve on panels, etc.
  - Invitations from other institutions/organizations or departments within Mercer to help plan, organize, or review presentations, abstracts, or conference proceedings.
  - Other

FAPTC: Tenure Track Guidelines. Approved April 15, 2015; Revision 4-1-2016  
 Effective: 2015; 2016.  
 Date: August 3, 2016  
 Edits: August 2017; July 2021

### **c. Dossier Components for Promotion and/or Tenure**

This section contains materials needed for dossier preparation for promotion, third year tenure review, and final tenure review. The following electronic documents should be uploaded to an online shell, developed specifically as a personal repository for tenure documents, as directed by the Faculty Appointment, Promotion, and Tenure Committee.

**Components of Promotion and Tenure Dossier**

The following electronic documents should be uploaded to a limited access online platform, developed specifically as a personal repository for tenure and/or promotion documents, as directed by the FAPTC.

**NOTE: Bolded elements are required items.**

<p>Section with CANVAS Note: sections do not need to be numbered, just separate areas for each of the different types of documents</p>	<p><b>Label with required elements [in bold]</b> and content of each section as table of contents</p>
<p>Section 1</p>	<p><b>Jane Smith, PhD, RN, CCRN</b> Example:  <ol style="list-style-type: none"> <li>1. <i>Review for Promotion to Associate Professor with Tenure</i> or</li> <li>2. <i>Review for Promotion to Professor</i> or</li> <li>3. <i>Review for Tenure Associate Professor (no promotion)</i></li> </ol></p>
<p>Section 2</p>	<p><b>Candidate letter*</b></p>
<p>Section 3</p>	<p><b>Dean’s letter</b> (follows FAPTC review &amp; recommendation)</p>
<p>Section 4</p>	<p><b>Associate Dean’s letter</b> (precedes FAPTC review &amp; recommendation)</p>
<p>Section 5</p>	<p><b>Curriculum Vitae</b></p>
<p>Section 6</p>	<p><b>All Associate Dean’s Annual Evaluations</b> (load each letter separately and label according to year) 2018 Associate Dean Evaluation; 2017 Associate Dean Evaluation etc.</p>
<p>Section 7</p>	<p><b><u>Teaching</u></b>  <b>A. Statement of teaching philosophy (one page)</b>  <ol style="list-style-type: none"> <li>1. <b>List of courses taught and coordinated to date</b> (include all teaching, including required, elective, didactic, clinical, and /or learning lab. Undergraduate, graduate, and doctoral programs should be included).</li> <li>2. <b>Copies of original reports of peer and student evaluations of teaching</b> <ol style="list-style-type: none"> <li>a. <b>Student evaluations</b></li> <li>b. <b>Peer teaching evaluations</b></li> <li>c. <b>Brief summary paragraphs for student and peer reviews.</b></li> </ol> </li> <li>3. Evidence of new course development with example syllabi, lesson plans, lectures, etc. (optional)</li> <li>4. Evidence of teaching innovations (optional)</li> <li>5. Continuing education activities (optional- would be used if had served as a provider of continuing education around teaching)</li> </ol></p>

	6. Teaching acknowledgments (awards, nominations, or significant letters of recognition of teaching effectiveness. (Optional, but encouraged to include if evidence is strong.
Section 8	<p><b>Research/Scholarship</b></p> <ol style="list-style-type: none"> <li>1. <b>Primary author in peer reviewed journals, book chapters, books, monographs, and other refereed publications (published and in press)</b></li> <li>2. <b>Contributing author in peer reviewed journals</b></li> <li>3. <b>Presentations of original research/scholarship</b></li> <li>4. <b>Research grants (submitted, funded, non-funded, or in review)</b></li> <li>5. Evidence of research impact (# of citations in the literature of publications) or other similar evidence (optional, but would definitely include if evidence is strong)</li> <li>6. Scholarship acknowledgments (awards, nominations, or external letters of recognition of scholarship). (optional, but encouraged to include if evidence is strong)</li> </ol>
Section 9	<p><b>Service</b></p> <ol style="list-style-type: none"> <li>1. <b>Service to College</b></li> <li>2. <b>Service to the University</b></li> <li>3. <b>Service to the profession</b></li> <li>4. <b>Service to profession as journal reviewer or grant reviewer</b></li> <li>5. <b>Service to the community</b></li> <li>6. Service acknowledgments (awards, nominations, or external letters of recognition of service). (optional, but encouraged to include if evidence is strong)</li> </ol>

\*Candidate letter: Candidate summary letter outlining accomplishments in teaching, research/scholarship, and service, illustrating the case for being awarded tenure according to experience, sustained accomplishments, and College and University policies.

- Candidate’s letter addresses the following: performance levels achieved (distinguished, excellent, good, adequate) in three areas: teaching, research/scholarly activity, and service. For tenure review, letter should address how candidate has sustained requirements of scholarship, leadership, and service to the College/University. **Note:** this section should be a thorough overview of performance. Consideration of content should also include:
  - Self-reflections associated with:
    - Strength in teaching
      - Professional and graduate courses taught by the faculty member for the evaluation period
    - Strength in scholarship/program of research
    - Strength of service to the University
- Justification of performance levels indicated includes quantitative and/or qualitative expectations according to GBCN promotion and tenure guidelines and rubrics, such as range and average of peer and student evaluations, and other levels of evidence to make the case for indicated and sustained performance.

**d. Rubric for Teaching Performance Levels – Tenure Track**

**Note:** Teaching Rubric for Tenure Track mirrors the Teaching Rubric for Non-Tenure (Clinical) Track

Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure Committee (FAPTC) as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with **“Promotion Policies and Guidelines by Faculty Rank.”** Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

Criteria	Adequate Minimum expected performance consistent with rank	Good Sustained performance that is beyond that which meets ADEQUATE for rank	Excellent Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	Distinguished Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
1. Knowledge and skills in course/curriculum development and delivery.	<ul style="list-style-type: none"> <li>a. Implements course that includes a thorough and organized syllabus</li> <li>b. Functions effectively as course team member</li> <li>c. Develops effective curriculum materials and/or delivery approaches</li> <li>d. Demonstrates effective skills in clinical teaching &amp;/or facility relationships</li> </ul>	<ul style="list-style-type: none"> <li>a. Redesigns course per a thorough and organized syllabus</li> <li>b. Plans and organizes learning experiences which support attainment of objectives</li> <li>c. Develops effective curriculum materials and/or delivery approaches</li> <li>d. Verbalizes pedagogical design of the course/curriculum</li> <li>e. Demonstrates efficient course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<ul style="list-style-type: none"> <li>a. Designs new course class that includes a thorough and organized syllabus</li> <li>b. Develops innovative curriculum materials and/or delivery approaches with evidence of application usefulness</li> <li>c. Documents study of curricular and pedagogical issues, and incorporation of this information into the classroom</li> <li>d. Demonstrates efficient, independent course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<ul style="list-style-type: none"> <li>a. Initiates and leads the development of new collaborative courses, programs, and curricular design</li> <li>b. Provides leadership in program planning, implementation, and instructional materials, and evaluation</li> <li>c. Bases curricular planning and implementation on selection of sound pedagogical practices</li> <li>d. Utilizes expertise from professional practice to develop visionary curriculum addressing future trends in practice</li> <li>e. Maintains participation in innovative course development, delivery, and implementation in area of expertise</li> </ul>

Criteria	<b>Adequate</b> Minimum expected performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
2. Demonstrates knowledge and skills in teaching	<ul style="list-style-type: none"> <li>a. Average of 3.75 (5.0 scale) student evaluations of teaching effectiveness</li> <li>b. Average of 3.0 (4.0 scale) peer evaluations of teaching effectiveness</li> <li>c. Generally positive attitude toward students</li> <li>d. Teaching strategies are appropriate to course and clinical objectives (if indicated) and student needs</li> <li>e. Demonstrates openness to constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>a. Average of <math>\geq 3.75</math> (5.0 scale) student evaluations of overall teaching effectiveness</li> <li>b. Average of <math>\geq 3.0</math> (4.0 scale) on peer evaluation of teaching effectiveness</li> <li>c. Analyzes student and peer evaluations including evidence of changes and improvements in teaching</li> <li>d. Implements a variety of teaching methods</li> <li>e. Organizes classroom experiences appropriate to course objectives and learning styles of students</li> </ul>	<ul style="list-style-type: none"> <li>a. Average of <math>\geq 4.0</math> (5.0 scale) on student evaluations of overall teaching effectiveness.</li> <li>b. Average of <math>\geq 3.5</math> (4.0 scale) on peer evaluation of teaching effectiveness</li> <li>c. Designs innovative teaching methods based on learner needs</li> <li>d. Creates safe, stimulating classroom environments for teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognized as an expert teacher by faculty, students, and/or professional colleagues</li> <li>b. Receives university, state, regional, or national award for teaching excellence</li> <li>c. Designs, tests, and evaluates innovative teaching methods</li> <li>d. Demonstrates adaptability and interactive approaches within the teaching/learning environment</li> </ul>

Criteria	Adequate Minimum expected performance consistent with rank	Good Sustained performance that is beyond that which meets ADEQUATE for rank	Excellent Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	Distinguished Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
3. Knowledge and skills in student assessment	<ul style="list-style-type: none"> <li>a. Accurate assessment of student learning</li> <li>b. Assessments of student performance are objective, timely, &amp; fair</li> </ul>	<ul style="list-style-type: none"> <li>a. Uses a variety of methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities</li> <li>b. Demonstrates effective evaluation strategies in student writing, examination, and return demonstration, and clinical guidance.</li> <li>c. Provides academic direction for students' special projects, capstone, independent studies, or other scholarly work</li> </ul>	<ul style="list-style-type: none"> <li>a. Provides consultation to colleagues in matters of student assessment</li> <li>b. Uses effective methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities, consistent with standards of nursing education and current research findings</li> <li>c. Provides student advisement on capstone, scholarly project, dissertation, or other scholarly work resulting in submission to a peer-reviewed publication or national presentation</li> </ul>	<ul style="list-style-type: none"> <li>a. Disseminates knowledge in the area of teaching/instructional assessment</li> <li>b. Creates theoretically sound evaluation strategies for student assessment</li> <li>c. Serves as chair of scholarly projects or dissertations, serves as advisor for capstone projects, or provides assistance for other scholarly work that results in peer-reviewed publication or national presentation</li> </ul>
4. Professional development in teaching/evaluation	<ul style="list-style-type: none"> <li>a. Pursues professional development opportunities for teaching and evaluation</li> </ul>		<ul style="list-style-type: none"> <li>a. Develops and implements seminars/workshops for professional peers and practitioners related to teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Sustained development and execution of seminars/workshops for professional peers and practitioners related to teaching/learning</li> </ul>

**e. Rubric for Research/Scholarship Performance Levels – Tenure Track**

Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure (FAPTC) committee as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with “Promotion Policies and Guidelines by Faculty Rank.” Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

<b>Criteria</b>	<b>Adequate</b> Minimum expected performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
1. Peer reviewed publications (groups or co-authored) manuscript, modules, video, computer-based learning book chapters	1-2 examples	Assistant to Associate Professor: 3 Associate Professor to Professor: 5	Assistant to Associate Professor: 6 Associate Professor to Professor: 10	Assistant to Associate Professor: 12 Associate Professor to Professor: 20
2. Peer reviewed publications as first/primary author	1 example	Assistant to Associate Professor: 2 Associate Professor to Professor: 4	Assistant to Associate Professor: 4 Associate Professor to Professor: 8	Assistant to Associate Professor: 8 Associate Professor to Professor: 12
3. Total number of grants/contracts favorably reviewed or funded	1 example	Assistant to Associate Professor: 2 Associate Professor to Professor: 4	Assistant to Associate Professor: 4 Associate Professor to Professor: 6	Assistant to Associate Professor: 6 Associate Professor to Professor: 8
4. *Grants as principal investigator (PI) favorably reviewed or funded	N/A	Assistant to Associate Professor: 1 Associate Professor to Professor: 2	Assistant to Associate Professor: 2 Associate Professor to Professor: 3	Assistant to Associate Professor: 3 Associate Professor to Professor: 4
Other	Student-facilitated work (articles, presentations, etc.) Scholarly presentations	Invited podium presentation	Nominations or honors/awards in recognition of outstanding achievement in the scholarship of discovery, integration, application, and/or teaching	

**IMPORTANT NOTES:** \* Types of grants at faculty member’s discretion (i.e. foundations, associations, government, internal, other sources, etc.). “Favorably reviewed” refers to having been *approved* for funding or competitively scored, though the grant may not actually be funded. Publications are those within the last six years, or evidence of recent sustained publication productivity.

**f. Rubric for Service Performance Levels – Tenure Track**

**Note:** Service Rubric for Tenure Track mirrors the Teaching Rubric for Non-Tenure (Clinical) Track  
 Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure (FAPTC) committee as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with **“Promotion Policies and Guidelines by Faculty Rank.”** Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

<b>Criteria</b>	<b>Adequate</b> Minimum expected Performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
<b>Examples of Evidence of Service to the Program, College, and University</b>				
1.College / University	a. Fulfills committee assignments / administrative appointments (2) within the College	a. Fulfills committee assignments / administrative appointments (3-5) within the College	a. Fulfills committee assignments / administrative appointments (6-8) within the College or University	a. Fulfills committee assignments / administrative appointments (>8) within the College
			b. Serves as Chair of a College committee (1-2)	b. Serves as Chair of a College committee (>2)
	c. Participates in events promoting the College		c. Contributes to organization of events for College continuing education	c. Serves as Chair of a University Committee
<b>Examples of Evidence of Service to the Profession</b>				
2. Profession		a. Serves on committees (≥1) in professional organizations at the local, state, national, or international level	a. Serves on committees (2 – 4) in professional organizations at the local/state level or higher	a. Serves in elected/appointed leadership role in professional organizations at the local/state, national, or international level
			b. Serves as peer reviewer for professional journals	b. Serves as guest editor for professional journal and/or reviewer for external grants
<b>Evidence of Service to the Community</b>				

3. Community	a. Contributes professionally to activities within the community	a. Demonstrates active membership in activities of community organizations at the local, state, national, or international level	a. Serves on committees in community organizations at the local, state, national, or international level	a. Serves in positions of leadership in community organizations at the local, state, national, or international level
--------------	--	--	--	---

## **g. Promotion Policies and Guidelines by Faculty Rank Clinical Track (Non-Tenure)**

These guidelines refer to those individuals who receive a non-tenure track academic appointment from Georgia Baptist College of Nursing. The promotion policy of Georgia Baptist College of Nursing for non-tenured track appointments is established to assist the faculty in professional development and promotion. Guidelines provide definitions, performance levels, procedures, and general evaluation criteria from which an evaluation can be performed by a group of peers. **Effective communication, civility, and professional collaboration and demeanor are expectations of all faculty members regardless of rank and tenure.**

This document is divided into three sections: 1) Definition of Rank; 2) Performance Levels; and 3) Evaluation Criteria

**Appointment:** The minimum rank of a clinical track (non-tenure) faculty appointment in the College is instructor. Consideration for appointment to the College of Nursing as an instructor requires an individual possess a master's degree in nursing. For faculty who wish to change from clinical (non-tenure) track to tenure track, promotion to clinical assistant professor (non-tenured) precedes change to tenure track with entry as assistant professor.

### **1. Definition of Rank**

The definition of rank includes the essential elements required for each non-tenure track rank in nursing and describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered. All non-tenure track faculty will use the term "clinical" preceding their rank.

#### **A. Clinical Instructor**

The rank of Clinical Instructor should be used for faculty who do not possess a doctoral degree. This rank may also be used for the faculty member who possesses a doctoral degree but has limited post-graduate experience.

Essential elements required for a clinical instructor in nursing:

1. Demonstrate competence in the practice of nursing
2. Express ideas clearly, logically, and accurately in written form and oral presentation
3. Demonstrate expertise in content presented
4. Integrate basic principles of teaching and learning
5. Use current sources in presentation
6. Provide service to the College and University, and to the profession, and/or community

#### **B. Clinical Assistant Professor**

The rank of clinical assistant professor requires a faculty member to possess an earned doctorate in nursing or a related discipline, and show promise in the discipline of nursing. The requirement of a doctoral degree may be waived for faculty members with documented accomplishments in teaching,

research/scholarship, and service. Promotion to the rank of clinical assistant professor requires attainment of a minimum performance level of Good in each of the three categories: teaching, research/scholarship and service. Essential elements required for a clinical assistant professor in nursing rank:

1. Demonstrate competence in the practice of nursing
2. Express ideas about nursing in a scholarly forum
3. Identify an emerging program of research/scholarship
4. Demonstrate expertise in conveying content to learners
5. Demonstrate strong evidence of commitment to nursing as a discipline, the advancement of nursing knowledge, and the dissemination and application of nursing-based knowledge
6. Provide service to the college and university, and to the profession and/or community

**NOTE:** Faculty requesting change from clinical non-tenure track to tenure track, promotion to clinical assistant professor (non-tenured) precedes change to tenure track with entry as assistant professor. In addition, a faculty member must make application to an open tenure track line.

**C. Clinical Associate Professor**

The rank of clinical associate professor requires a faculty member to possess an earned doctorate in nursing or a related discipline. Essential elements required for a clinical associate professor in nursing rank:

1. Demonstrate knowledge and expertise in a subject area and comprehensive understanding of the discipline of nursing
2. Demonstrate a consistent record of teaching effectiveness
3. Demonstrate curriculum development in an area of expertise to advance the College's teaching mission
4. Provide evidence of active mentorship of student and faculty scholarship, practice, and/or service
5. Demonstrate the scholarship of teaching, discovery, integration, and/or application.
6. Sustain scholarly advancement of knowledge in the discipline and practice of nursing
7. Evidence progressive professional and scholarly development
8. Provide service to the college and university, and to the profession, and/or community

For promotion or appointment to the rank of clinical associate professor, a faculty member must meet the criteria for the rank of clinical assistant professor and attain minimum performance levels of two Excellent and one Good in each of the three categories: teaching, research/scholarship, and service. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good.

Application for promotion will be considered *after completion of the fifth year* as clinical assistant professor. Earlier application may be considered only in exceptional cases.

Exceptional cases include, but are not limited to, the applicant who has far exceeded expectations each year while in rank; been honored as the recipient of a prestigious national award in the discipline of nursing; and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

**D. Clinical Professor**

The rank of professor requires the faculty member possess an earned doctorate in nursing or a related discipline. The rank of professor is among the highest honors that the University can bestow upon a non-tenure track faculty member. Therefore, it should be granted only to faculty who have distinguished themselves in nursing. Essential elements required for a professor in nursing:

1. Model teaching behaviors as an expert teacher
2. Demonstrate a consistent record of teaching effectiveness
3. Lead and mentor in the community of scholars on the local, national, and/or global level
4. Demonstrate consistent record of scholarly endeavors that have significantly influenced the discipline through the discovery and/or construction of new knowledge
5. Promote scholarly dialogue and collegiality within the college and broader nursing community
6. Sustain ongoing leadership as an active, caring member of the community of scholars within the College, the discipline, and the University
7. Provide service to the college and university, and to the profession, and/or community

For promotion or appointment to the rank of clinical professor, the faculty member must meet the criteria for the rank of clinical associate professor and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good in each of the three categories: teaching, research/scholarship, and service. Application for promotion will be considered *after completion of the fifth year* as clinical associate professor and a minimum of eight years in an academic ranked appointment. Earlier application may be considered only in exceptional cases.

Exceptional cases include, but are not limited to, the applicant who has far exceeded expectations each year while in rank, been honored as the recipient of a prestigious national award in the discipline of nursing, and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

## 2. Performance Levels for Promotion

Levels of performance for teaching, research/scholarship, and service are illustrated in evaluation rubrics that follow, and are indicative of achievement for promotion. Performance levels are categorized as Adequate, Good, Excellent, and Distinguished and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion

**Adequate:** Adequate is defined as the *minimum expected performance* in all assigned activities

**Good:** This rating is characterized by a sustained ABOVE ADEQUATE performance.

**Excellent:** This rating is characterized by a sustained performance beyond that meeting the requirements for GOOD and leading to recognition within or beyond the University.

**Distinguished:** This rating is characterized by a sustained performance beyond that meeting the requirements for EXCELLENT and leading to recognition beyond the University.

## 3. Promotion Evaluation Criteria

Evaluation criteria in the areas of teaching, research/scholarship, and service are general guidelines and apply to full-time faculty. Definitions of each area and examples of achievements in those areas are included below; they are not listed in order of significance and are not all-inclusive. Achievement within teaching, research/scholarship, and service will be evaluated both quantitatively and qualitatively. It is incumbent upon each faculty member to provide sufficient support and evidence for promotion.

### **A. Teaching**

**Definition:** **Teaching** refers to classroom teaching of undergraduate and graduate students and/or their instruction in non-classroom situations such as simulation and clinical settings. Basic principles of teaching and learning are integrated into organization of content, meeting learners where they are. Effective use of delivery approaches, and responsiveness to and evaluation of student learning are essential. Teaching also includes pursuing professional development activities to improve teaching skills; advising and supervising undergraduate and graduate students in research/scholarly projects; providing continuing education lectures; publications and presentations concerning instructional techniques or curriculum development; and development of teaching materials and new instructional methods. The faculty member must demonstrate satisfactory didactic and/or experiential/clinical teaching as indicated by student and peer evaluations.

### **Suggested Sources of Support Evidence for Evaluation Criteria**

- Peer evaluations of teaching (i.e. copies of original reports)
- Student evaluations of teaching (i.e. copies of original reports)
- Annual faculty evaluation by Associate Dean

- Teaching philosophy
- Self-reflections on teaching
- Professional and graduate courses taught by the faculty member for the evaluation period
- Team taught courses for which faculty serves as course coordinator
- Practice experiences in which faculty precepted students
- MSN capstone advisor
- DNP scholarly project chair
- PhD dissertation chair
- Students supervised in special projects classes
- Continuing education presentations (submit title, date, audience, sponsor, and evaluations)
- New courses/practice experiences developed
- New lecture series developed
- New instructional techniques and methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
- Interprofessional education-focused activity developed and implemented
- Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
- Evidence of impact on the professional careers of former students, colleagues, and faculty
- Evidence of activities undertaken to improve teaching skills
- Nominated or receipt of honors and awards in recognition of outstanding teaching
- Invitations to serve as a consultant about educational programs and methods
- Guest lecturer in course(s)
- Other

## **B. Research / Scholarship**

**Definition:** **Research** deals with the systematic collection and analysis of information for the generation of new knowledge. The definition of **Scholarship** encompasses Ernest L. Boyer's (1990) belief that to be a scholar means "a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching" (p. 24). Thus, Georgia Baptist College of Nursing embraces \*Boyer's four integrated functions of scholarship (see definitions and examples below): the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching. Competence and accomplishments in **research/scholarship** are primarily documented by peer reviewed publications, presentations, student-facilitated scholarly work, scholarly committee work, submission/acquisitions of grants, and other work as noted by examples below. Research / Scholarship activities conducted prior to receiving the terminal degree are generally not considered promotion-relevant. Research/scholarship should be publicly disseminated, if appropriate.

### **Suggested Sources of Support Evidence for Evaluation Criteria**

- Publications of original research/scholarship articles as a primary author in refereed journals

- Publications of original research/scholarship articles as a contributing author in refereed journals. Additional consideration given to group authorship.
- Presentation of original research/scholarship at international, national, and regional conferences
- Publications of chapters in textbooks, review articles, monographs, letters, CE publications
- Publications or presentations on new courses, instructional techniques, and interprofessional education activities
- Scholarly reputation of the journals in which publication appear, including the reputation of publishers, books, and monographs
- Published evaluation of research (as in book reviews, responses in print)
- Evidence that research/scholarship has stimulated the work of other researchers or scholars, or has provided new breakthroughs in the field
- Citations of research/scholarship in other publications
- Publications of chapters, book reviews, review articles, modules, videos, and the like
- Reputation of peer reviewed conferences in which research/scholarship is presented
- Nominations or honors/awards in recognition of outstanding achievement in the scholarship of discovery, integration, application, and/or teaching (Boyer, 1990) *see examples below:*
- Development of IPE teaching/learning materials
- Student-facilitated work (capstone, article, conference presentation, DNP scholarly project, PhD dissertation)
- Committee-related scholarly work
- Grants/contracts associated with research activities and/or major programmatic initiatives. Indicate whether participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
- Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- Grants and contracts favorably reviewed/awarded.
- Other

**\*Examples of Boyer's (1990) scholarship of discovery, integration, application/practice, and teaching**

**Discovery:** systematic inquiry, research, construction of new knowledge;

**Integration:** making connections across disciplines; interpretation and synthesis of knowledge across disciplines; use of methods from other disciplines to develop methods for nursing; giving new meanings to isolated facts;

**Application/practice:** connecting theory and practice; applying knowledge to significant problems in nursing; assisting users to integrate findings into their practices;

**Teaching:** teaching that extends beyond the classroom (e.g. development of simulations, books, games, podcasts); making teaching and learning public through dissemination; conducting research about teaching and learning

### **C. Service**

**Definition:** **Service** is defined as development and participation in professional activities that enhance the program, College, University, profession, and/or community. Service includes contributions to the mission and goals of the program, College, or University, service to professional organizations, and community activities. Service also includes administrative roles in the program, College, University, and profession. Membership and leadership on committees both within the University and outside will also be evaluated.

### **Suggested Sources of Support Evidence for Evaluation Criteria**

#### **• Program, College, and University Service**

- Committee membership (Include status, if indicated)
- Committee chair
- Special service activities
- Administrative service
- College-sponsored interprofessional education facilitation
- College-sponsored continuing education presentations
- Clinical site presentations (e.g. in-services)
- Service as mentor to faculty
- Advisor to student organization
- Academic advisor

#### **• Service to the Profession**

- Offices held in professional societies or associations
- Committee activities in professional societies or associations
- Representing College at association meetings
- Obtain/maintain advanced professional credentials/certifications
- Election or appointment to national or international professional organizations in recognition of outstanding research/scholarly accomplishments
- Service as an editor, editorial board, or reviewer (e.g. peer-reviewed publication, grant evaluation)
- Service on scientific review or advisory committees which are based on research accomplishments
- Appointment to serve as a research consultant
- Accreditation visitor/reviewer

#### **• Professional Service in the Community**

- Committee assignments (e.g., Advisory Board, human research committee)
- Consulting (pro-bono or contracted to the University)
- Service-oriented publications (e.g., newsletters, special publications, etc.)
- Presentations or individual consultation to community groups in areas relevant to professional expertise
- Volunteer activities relevant to nursing

- Education or health care planning programs
  - Evidence that activities have resulted in creation or development of systems for improvement in the health sciences
  - Evidence that contributions have had important effects on the policies and programs of organizations
  - Evidence that new knowledge, methods or policies derived from the service have diffused to organizations or committees
  - Nominated or receipt of honors and awards in recognition of outstanding service contributions
  - Invitations from other institutions/organizations or departments within Mercer, to make presentations, advise, or serve on panels, etc.
  - Invitations from other institutions/organizations or departments within Mercer to help plan, organize, or review presentations, abstracts, or conference proceedings
  - Other

FAPT: Clinical track (non-tenure) Guidelines. Revision 4-1-2016;  
 Effective: Fall 2016  
 Date: August 3, 2016  
 Reviewed: August 2017  
 Edits: July 2021

**h. Clinical Track Dossier Preparation for Promotion**

Materials needed for promotion review are included in the table below titled *Components of Clinical (non-tenure) Track Promotion Dossier*. Pre-promotion review is a part of the College’s faculty development program, the purpose of which is to assess the faculty member’s progress toward promotion, and to provide guidance and direction as needed.

The following electronic documents should be uploaded to a limited access online site, developed specifically as a personal repository for promotion documents, as directed by the Faculty Appointment, Promotion, and Tenure Committee.

<b>Components of Promotion Clinical (Non-Tenure Track) Dossier</b>	
The following electronic documents should be uploaded to a limited access online platform, developed specifically as a personal repository for tenure and/or promotion documents, as directed by the FAPTC.	
<b>NOTE: Bolded elements are required items.</b>	
Section with CANVAS Note: sections do not need to be numbered, just separate areas for each of the different types of documents	<b>Label with required elements [in bold]</b> and content of each section as table of contents

Section 1	<p><b>Jane Smith, PhD, RN, CCRN</b>  Example:</p> <ol style="list-style-type: none"> <li>1. <i>Review for Promotion to Clinical Assistant Professor</i></li> <li>2. <i>Review for Promotion to Clinical Associate Professor</i></li> </ol>
Section 2	<b>Candidate letter*</b>
Section 3	<b>Dean’s letter</b> (follows FAPTC review & recommendation)
Section 4	<b>Associate Dean’s letter</b> (precedes FAPTC review & recommendation)
Section 5	<b>Curriculum Vitae</b>
Section 6	<b>All Associate Dean’s Annual Evaluations</b> (load each letter separately and label according to year) 2018 Associate Dean Evaluation; 2017 Associate Dean Evaluation etc.
Section 7	<p><b><u>Teaching</u></b></p> <p><b>A. Statement of teaching philosophy (one page)</b></p> <ol style="list-style-type: none"> <li>1. <b>List of courses taught and coordinated to date</b>  (include all teaching, including required, elective, didactic, clinical, and /or learning lab. Undergraduate, graduate, and doctoral programs should be included).</li> <li>2. <b>Copies of original reports of peer and student evaluations of teaching</b> <ol style="list-style-type: none"> <li>a. <b>Student evaluations</b></li> <li>b. <b>Peer teaching evaluations</b></li> <li>c. <b>Brief summary paragraphs for student and peer reviews.</b></li> </ol> </li> <li>3. Evidence of new course development with example syllabi, lesson plans, lectures, etc. (optional)</li> <li>4. Evidence of teaching innovations (optional)</li> <li>5. Continuing education activities (optional- would be used if had served as a provider of continuing education around teaching)</li> <li>6. Teaching acknowledgments (awards, nominations, or significant letters of recognition of teaching effectiveness. (Optional, but encouraged to include if evidence is strong).</li> </ol>
Section 8	<p><b>Research/Scholarship</b></p> <ol style="list-style-type: none"> <li>1. <b>Primary author in peer reviewed journals, book chapters, books, monographs, and other refereed publications (published and in press)</b></li> <li>2. <b>Contributing author in peer reviewed journals</b></li> <li>3. <b>Presentations of original research/scholarship</b></li> <li>4. <b>Research grants (submitted, funded, non-funded, or in review)</b></li> <li>5. Evidence of research impact (# of citations in the literature of publications) or other similar evidence (optional, but would definitely include if evidence is strong)</li> <li>6. Scholarship acknowledgments (awards, nominations, or external letters of recognition of scholarship). (Optional, but encouraged to include if evidence is strong)</li> </ol>

Section 9	<p><b>Service</b></p> <ol style="list-style-type: none"> <li>1. <b>Service to College</b></li> <li>2. <b>Service to the University</b></li> <li>3. <b>Service to the profession</b></li> <li>4. <b>Service to profession as journal reviewer or grant reviewer</b></li> <li>5. <b>Service to the community</b></li> <li>6. Service acknowledgments (awards, nominations, or external letters of recognition of service). (Optional, but encouraged to include if evidence is strong)</li> </ol>
-----------	---

\*Candidate letter: Candidate summary letter outlining accomplishments in teaching, research/scholarship, and service, illustrating the case for being awarded tenure according to experience, sustained accomplishments, and College and University policies.

- Candidate’s letter addresses the following: performance levels achieved (distinguished, excellent, good, adequate) in three areas: teaching, research/scholarly activity, and service.

**Note:** this section should be a thorough overview of performance. Consideration of content should also include:

- Self-reflections associated with:
  - Strength in teaching
    - Professional and graduate courses taught by the faculty member for the evaluation period
  - Strength in scholarship/program of research
  - Strength of service to the University
- Justification of performance levels indicated includes quantitative and/or qualitative expectations according to GBCN promotion guidelines and rubrics, such as range and average of peer and student evaluations, and other levels of evidence to make the case for indicated and sustained performance.

**i. Rubric for Teaching Performance Levels – Clinical (Non-tenure) Track**

Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure (FAPTC) committee as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with “**Promotion Policies and Guidelines by Faculty Rank.**” Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

Criteria	Adequate Minimum expected performance consistent with rank	Good Sustained performance that is beyond that which meets ADEQUATE for rank	Excellent Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	Distinguished Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
1. Knowledge and skills in course/curriculum development and delivery	<ul style="list-style-type: none"> <li>a. Implements course that includes a thorough and organized syllabus</li> <li>b. Functions effectively as course team member</li> <li>c. Develops effective curriculum materials and/or delivery approaches</li> <li>d. Demonstrates effective skills in clinical teaching &amp;/or facility relationships</li> </ul>	<ul style="list-style-type: none"> <li>a. Redesigns course per a thorough and organized syllabus</li> <li>b. Plans and organizes learning experiences which support attainment of objectives</li> <li>c. Develops effective curriculum materials and/or delivery approaches</li> <li>d. Verbalizes pedagogical design of the course/curriculum</li> <li>e. Demonstrates efficient course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<ul style="list-style-type: none"> <li>a. Designs new course class that includes a thorough and organized syllabus</li> <li>b. Develops innovative curriculum materials and/or delivery approaches with evidence of application usefulness</li> <li>c. Documents study of curricular and pedagogical issues, and incorporation of this information into the classroom</li> <li>d. Demonstrates efficient, independent course coordination (e.g., guest lecturers, examinations, timely correspondence with students, feedback)</li> </ul>	<ul style="list-style-type: none"> <li>a. Initiates and leads the development of new collaborative courses, programs, and curricular design</li> <li>b. Provides leadership in program planning, implementation, and instructional materials, and evaluation</li> <li>c. Bases curricular planning and implementation on selection of sound pedagogical practices</li> <li>d. Utilizes expertise from professional practice to develop visionary curriculum addressing future trends in practice</li> <li>e. Maintains participation in innovative course development, delivery, and implementation in area of expertise</li> </ul>

Criteria	Adequate Minimum expected performance consistent with rank	Good Sustained performance that is beyond that which meets ADEQUATE for rank	Excellent Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	Distinguished Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
2. Knowledge and skills in teaching	<ul style="list-style-type: none"> <li>a. Average of 3.75 (5.0 scale) student evaluations of teaching effectiveness</li> <li>b. Average of 3.0 (4.0 scale) peer evaluations of teaching effectiveness</li> <li>c. Generally positive attitude toward students</li> <li>d. Teaching strategies are appropriate to course and clinical (if indicated) objectives and student needs</li> <li>e. Demonstrates openness to constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>a. Average of <math>\geq 3.75</math> (5.0 scale) student evaluations of overall teaching effectiveness</li> <li>b. Average of <math>\geq 3.0</math> (4.0 scale) on peer evaluation of teaching effectiveness</li> <li>c. Analyzes student and peer evaluations including evidence of changes and improvements in teaching</li> <li>d. Implements a variety of teaching methods</li> <li>e. Organizes classroom experiences appropriate to course objectives and learning styles of students</li> </ul>	<ul style="list-style-type: none"> <li>a. Average of <math>\geq 4.0</math> (5.0 scale) on student evaluations of overall teaching effectiveness.</li> <li>b. Average of <math>\geq 3.5</math> (4.0 scale) on peer evaluation of teaching effectiveness</li> <li>c. Designs innovative teaching methods based on learner needs</li> <li>d. Creates safe, stimulating classroom environments for teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognized as an expert teacher by faculty, students, and/or professional colleagues</li> <li>b. Receives university, state, regional, or national award for teaching excellence</li> <li>c. Designs, tests, and evaluates innovative teaching methods</li> <li>d. Demonstrates adaptability and interactive approaches within the teaching/learning environment</li> </ul>

Criteria	<b>Adequate</b> Minimum expected performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
	<b>Evidence to support criteria</b>	<b>Evidence to support criteria</b>	<b>Evidence to support criteria</b>	<b>Evidence to support criteria</b>
3. Knowledge and skills in student assessment	<ul style="list-style-type: none"> <li>a. Accurate assessment of student learning</li> <li>b. Assessments of student performance are objective, timely, &amp; fair</li> </ul>	<ul style="list-style-type: none"> <li>a. Uses a variety of methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities</li> <li>b. Demonstrates effective evaluation strategies in student writing, examination, and return demonstration, and clinical guidance</li> <li>c. Provides academic direction for students' special projects, capstone, independent studies, or other scholarly work</li> </ul>	<ul style="list-style-type: none"> <li>a. Provides consultation to colleagues in matters of student assessment</li> <li>b. Uses effective methods to measure knowledge and application, behavioral skills, and/or psychomotor abilities, consistent with standards of nursing education and current research findings</li> <li>c. Provides student advisement on capstone, scholarly project, dissertation, or other scholarly work resulting in submission to a peer-reviewed publication or national presentation</li> </ul>	<ul style="list-style-type: none"> <li>a. Disseminates knowledge in the area of teaching/instructional assessment</li> <li>b. Creates theoretically sound evaluation strategies for student assessment</li> <li>c. Serves as chair of a scholarly project or dissertation, serves as advisor for multiple capstone projects, or provides assistance for other scholarly work that results in peer-reviewed publication or national presentation</li> </ul>

**j. Rubric for Research/Scholarship Performance Levels – Clinical (non-tenure) Track**

Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure (FAPTC) committee as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with **“Promotion Policies and Guidelines by Faculty Rank.”** Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

<b>Criteria</b>	<b>Adequate</b> Minimum Expected Performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University
	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria	Evidence to support criteria
1. Trajectory of Scholarship/Research	Articulates areas of interest for scholarship/research	Demonstrates beginning trajectory of scholarship/research in a focused area of inquiry	Demonstrates progressively building program of scholarship/research in a focused area of inquiry	Demonstrates peer recognition (nominations, honors, awards, etc. from within or outside the College of Nursing) for program of Scholarship/research in a focused area of inquiry
2. Peer reviewed publications (group or co-authored) Manuscript, modules, video, computer-based learning, book reviews, book chapters, etc.)		Instructor to Clinical Assistant Professor: 1  Clinical Assistant to Clinical Associate: 2  Clinical Associate to Clinical Professor: 4	Instructor to Clinical Assistant Professor: 2  Clinical Assistant to Clinical Associate: 3  Clinical Associate to Clinical Professor: 5	Instructor to Clinical Assistant Professor: 3  Clinical Assistant to Clinical Associate: 4  Clinical Associate to Clinical Professor: 6

3. Peer reviewed national or international conference presentations (poster or podium)		Instructor to Clinical Assistant Professor: 1  Clinical Assistant to Clinical Associate: 2  Clinical Associate to Clinical Professor: 4	Instructor to Clinical Assistant Professor: 2  Clinical Assistant to Clinical Associate: 3  Clinical Associate to Clinical Professor: 5	Instructor to Clinical Assistant Professor: 3  Clinical Assistant to Clinical Associate: 4  Clinical Associate to Clinical Professor: 6
4. Student-facilitated work (Capstone, article, conference presentation, DNP scholarly project, PhD dissertation, etc.)		1 example	3 examples	8 examples
5. Committee-related scholarly work		Task force, curriculum revision, etc., requiring review of literature and synthesis	Interdisciplinary integration of ideas and materials (e.g. campus-wide IPE design and materials)	
6. Total number of grants/contracts favorably reviewed or funded (may be group authored) *	N/A	Instructor to Clinical Assistant: (N/A)  Clinical Assistant to Clinical Associate: 1  Clinical Associate to Clinical Professor: 3	Clinical Assistant to Clinical Associate: 2  Clinical Associate to Clinical Professor: 4	Clinical Assistant to Clinical Associate: 3  Clinical Associate to Clinical Professor: 5

**IMPORTANT NOTES:** \* Types of grants at faculty member’s discretion (i.e. foundations, associations, government, internal, other sources, etc.). “Favorably reviewed” refers to having been *approved* for funding or competitively scored, though the grant may not actually be funded. Publications are those within the last five years, or evidence of recent sustained publication productivity within rank.

**k. Rubric for Service Performance Levels –Clinical (non-tenure) Track**

Rubrics are for guidance purposes only, and should not be used or interpreted by members of the faculty or the Faculty Appointment, Promotion, and Tenure (FAPTC) committee as definitive or exhaustive requirements for promotion. Quantitative guidelines should be used in conjunction with **“Promotion Policies and Guidelines by Faculty Rank.”** Effort should be sustained throughout the five years completed in rank; accomplishments are cumulative.

<b>Criteria</b>	<b>Adequate</b> Minimum expected Performance consistent with rank	<b>Good</b> Sustained performance that is beyond that which meets ADEQUATE for rank	<b>Excellent</b> Sustained performance that is beyond that which meets the requirements for GOOD and leading to recognition within and beyond the University.	<b>Distinguished</b> Sustained performance that is beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.
<b>Examples of Evidence of Service to the Program, College, and University</b>				
1.Collge / University	a. Fulfills committee assignments / administrative appointments (2) within the College	a. Fulfills committee assignments / administrative appointments (3-5) within the College	a. Fulfills committee assignments / administrative appointments (6-8) within the College or University	a. Fulfills committee assignments / administrative appointments (> 8) within the College or University
	b. Participates in evens promoting the College		b. Serves as Chair of a College committee (1-2)	b. Serves as Chair of a College committee (>2)
			c. Contributes to organization of events for the College continuing education presentations	c. Serves as Chair of a University committee
<b>Examples of Evidence of Service to the Profession</b>				
2.Profession		a. Serves on committees (≥1) in professional organizations at the local, state, national, or international level	a. Serves on committees (2 – 4) in professional organizations at the local/state level or higher	a. Serves in elected/appointed leadership role in professional organizations at the local/state, national, or international level
			b. Serves as peer reviewer for professional journals	b. Serves as guest editor for professional journal and/or reviewer for external grants

**Examples of Evidence of Service to the Community**

3.Community	a. Contributes professionally to activities within the community	a. Demonstrates active membership in activities of community organizations at the local, state, national, or international level	a. Serves on committees in community organizations at the local, state, national, or international level	a. Serves in positions of leadership in community organizations at the local, state, national, or international level
-------------	--	--	--	---

## **l. Termination of Faculty Appointment**

GBCN follows the policy of Mercer University as stated in the *University Faculty Handbook*.

## **m. Faculty Office Hours**

Full-time faculty are expected to post and adhere to a minimum of four (4) hours per week of availability to students (without a necessary student appointment). Part time faculty office hours shall be as follows: half time or more a minimum of two (2) hours per week; and less than half time a minimum of one (1) hour per week. Part time faculty teaching in online courses may allow for virtual office hours. Office hours should be posted on office doors using a form designed for this purpose. Office hours should not be set up exclusively between 12 pm and 1 pm. Faculty teaching online courses must list office hours on the course syllabus.

Course syllabi should reflect the following for faculty teaching in the course: name, email, and office phone number. This same information is also provided on each faculty web page. Contact information for adjunct clinical faculty should be available on the Canvas Course (LMS) page but not necessarily on the syllabus.

## **n. Faculty Evaluations**

On appointment, faculty are expected to develop specific goals for the academic year. Goals should address the areas of teaching, scholarship/research, and service. When developing goals, faculty are encouraged to reflect upon the overall strategic plan of the College and University. Faculty goals are reviewed at the time of evaluation and can be considered in determining salary, promotion, tenure (if applicable), and merit consideration. Faculty evaluations are completed by calendar year. Evaluations include areas of teaching, research/scholarship, service, and collegiality. In February, faculty conduct a self-evaluation using Activity Insight and preferably meet with the designated Associate Dean in March/April. Each faculty member will discuss and document achievement of goals for the calendar year, as well as projected goals for the next calendar year in an annual evaluation conference with the Associate Dean(s).

Tenured faculty are evaluated every three years. Tenured faculty document achievement of goals for the calendar year, as well as projected goals for the next calendar year. Tenured faculty submit this information to the Associate Dean(s).

## **o. Faculty Orientation**

Faculty orientation is offered to all new faculty joining the College and University. A University faculty orientation is held at the beginning of the academic year. This orientation is coordinated through the Human Resources office. The Human Resources office also offers additional orientations for faculty arriving in months other than August.

The Faculty Affairs Committee provides a structured orientation at the beginning of each fall semester. This orientation includes information specific to the College, such as:

1. Providing a list of all faculty, staff, and administrative personnel.
2. Providing information on electronic access to the *University Faculty Handbook* and the *College of Nursing Handbook*.
3. Acquaint the faculty member with his/her responsibilities for teaching, research or scholarship, and service.
4. Discuss College and University policies, including but not limited to:
  - a. Adherence to mission, vision, core values
  - b. GBCN commitment to diversity.
  - c. The importance of maintaining office hours that allow students and colleagues to meet with faculty.
  - d. Vacation requests by 12-month faculty; holiday schedule for 9-month faculty; Out of Office Request for 9 or 12-month faculty (i.e. when attending conferences, external meetings, etc.).
  - e. Outlook listing of important dates calendar for the College.
  - f. Discussion of the College and University organizational structure
  - g. Review of Promotion and Tenure documents; establishment of a process mentor for tenure track faculty.
  - h. Responsibilities for attending College and University functions. (i.e. such as, Faculty Retreat, White Coat Ceremony, Hooding/Pinning, Commencement, Faculty Meetings)
  - i. Responsibilities for service on committees (provide a list of all committees). Faculty may be expected to serve on 4+ committees.
  - j. Course member responsibilities.
  - k. If the faculty member is appointed at the Instructor, Clinical Instructor, Assistant Professor, or Clinical Assistant Professor rank, discuss faculty mentor opportunities.
  - l. Discuss faculty opportunities and expectations for grant writing.
  - m. Discuss faculty participation on externally funded activities and the policy on Conflict of Interest/Commitment.
5. Provide information for access to Student Handbooks.
6. Direct the faculty member to make an appointment with the Associate Dean to discuss the Honor Code, the Student Grievance Process, and any other pertinent student policies.
7. Discuss the process for obtaining class roles and submitting grades.
8. Orient the faculty member to the classrooms and arrange with media to discuss the audiovisual set up.
9. Discuss peer review of teaching.
10. Discuss the practice plan option, which is available to nurse practitioner faculty who meet criteria.
11. Provide copies of reading materials on active learning, the scholarship of teaching, and the health sciences professions.
12. Direct faculty member to make an appointment with the Dean to discuss the school's mission, vision, values, and strategic plan.
13. Remind faculty of HIPAA training, FERPA training, and CITI research training. HIPAA and FERPA training sessions are conducted during University Orientation but they are reinforced within the College.

Responsibilities of Administrative Assistant to the Dean for new faculty orientation:

1. Obtain the necessary office supplies, furniture, equipment, etc. for the faculty member. Provide faculty with links to *Catalog*.
2. Orient the new faculty member to the following:
  - a. Telephone. Obtain a telephone code from Telecommunications for long distance calls. Provide telecommunications with directory information.
  - b. Demonstrate E-mail, Internet and request a password from the computer center.
  - c. Review code procedure for using the department copier
  - d. Set up an appointment with the Library Director and have the faculty ID card validated for check out.
  - e. Discuss secretarial support and priorities.
  - f. Discuss ordering of supplies, equipment, etc.
  - g. Arrange for a faculty ID card.
  - h. Discuss procedures for reserving conference rooms/classrooms.
  - i. Discuss forms, including: Request for Payment, Travel Expense Vouchers, Calculation of mileage, Requisitions, Purchase Orders, etc.

**p. Faculty Workload Policy**

The Associate Deans are responsible for assigning faculty teaching workload. Decisions are made based on the faculty’s area of expertise, curriculum need, faculty rank, and tenure status. In general, GBCN faculty teach across programs to the extent that their professional preparation and expertise allow. Workload guidelines are expressed as average credits per semester and focus on teaching responsibilities and curriculum delivery within the College. Each faculty member’s workload is reviewed for both the full academic year and each semester to evaluate workload balance for individual faculty.

General teaching workload guidelines:

TRACK AND RANK	Teaching credits/semester*
Tenured Faculty	10-12 credits
Tenure Track appointment	8-10 credits
Clinical Track appointment	11-14 credits

\*NOTE: All credit ranges are subject to change and based on the needs of the College.

For courses shared by faculty, the delivery of content and student evaluation of course outcomes are shared by all faculty assigned to course. Therefore, total classroom course credits are divided by total faculty members assigned to course. For example, a 6 (classroom) credit course with 3 faculty members equates to a 2-credit teaching workload for each faculty member. An exception is a lab course, such as NUR 602, that requires all faculty to facilitate the lab at each session; all faculty receive full teaching credit for the lab portion of the course.

Although exceptions can be made at the discretion of the associate deans, the guidelines account for variations in courses and faculty roles, as noted in the table below.

General teaching responsibilities and workload\*

TEACHING RESPONSIBILITIES	TEACHING WORKLOAD CREDIT
Course Coordination	UG Course with Clinical Rotations: 3 credits UG Course without Clinical: 2 credit Masters Didactic Course: 1 credit
Program Coordination (DNP, NP, RN-BSN)	Up to 6 credits
Course development (first time taught in program)	1 credit
Dissertations and Scholarly Projects	Chair 1.0 credit pre-proposal & 0.5 credit post-proposal to completion 2 <sup>nd</sup> committee member 0.25 credit
Capstones (groups consist of 2 or 3 students)	1 credit per group Exception – no credit if summer contract negotiated for 9-month faculty
Select Committee Chair/Faculty Chair	0.5 credit As annually reviewed by administration (10+ meetings/year; time intensive annual outcomes)
GBANS Advisor	0.5 credit
Special Projects (such as CCNE Report Section Leader, Other)	variable credits

\*Changes to teaching workload calculations may be made at the discretion of administration after review.

Time spent on scholarly activity, professional development, and service to the community and the College is generally not calculated into the faculty workload. However, participation in these areas is considered as part of the annual evaluation data and criteria for reappointment.

Lecturer positions within the College are dedicated to the ABSN track, which holds a high percentage of online teaching. Full-time faculty with the appointment of Lecturer title hold a higher teaching load, which can range from 13-17 credits or more per semester.

**q. Time away from work –**

[Click here](#) for time away from work policies or cut/paste this link:

<http://benefitpayroll.mercer.edu/benefits/pto.cfm>

NOTE: vacation time only applies to professional, administrative, and 12-month faculty.

All vacation/leave must be requested on a Vacation and Absence Authorization Request Form and approved by the Associate Dean and the Dean before leave. Vacation leave will be granted based on teaching, research, and service responsibilities. Fractions-of-days' vacation, likewise, will not be approved. Should

it be necessary for a faculty member to be away from the College for a portion of the day between the hours of 8 am and 4:30 pm, he or she should notify his or her Associate Dean of the expected absence. Every effort is made to allow for a vacation and with minimum disruption to the needs of the students, other College faculty, and the University. In order to facilitate/approve a vacation request, planning is essential.

If a faculty member is requesting five (5) or fewer days of consecutive vacation days, requests are submitted to the Associate Dean a minimum of two weeks prior to the start of the first requested day. This allows for a one-week turn-around of the response by the Dean.

If the five (5) requested days are joined by University Holidays and weekend days, the faculty member must submit the request a minimum of four weeks prior to the start of the first requested day. A faculty member requesting greater than five (5) consecutive business days of vacation is expected to submit the request two months prior to the start of the semester where the vacation days will fall.

University Holidays are not considered vacation days for faculty. For calendar access to University holidays, [CLICK HERE](https://benefitspayroll.mercer.edu/benefits/pto.cfm) or cut/paste this link: <https://benefitspayroll.mercer.edu/benefits/pto.cfm>

Faculty must realize that not all vacation dates may be approved. The faculty member is not guaranteed 22 days of vacation, but has up to 22 days available per year. Although every effort will be made to confirm approval/disapproval within five (5) business days, at times this may not be possible. To begin the process of review, faculty must submit all requests initially to the Associate Dean(s). The Associate Dean will stamp a time, date of receipt, and begin the routing for determination of approval. 12-month faculty requesting to be away from the office for other reasons must also complete the same form.

Nine-month faculty (or any fraction thereof) do not accrue vacation days. Faculty who do not qualify for vacation days must adhere to their contract of employment for start and end date. During contracted time, 9-month faculty adhere to days off associated with Fall break, Thanksgiving break, Christmas break, and Spring break. Additional days off include University Holidays that fall in the 9-month contracted time period (New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, and Labor Day). Days off between fall and spring semesters coincide with College faculty end and start dates, distributed by administration. Requests to be absent during faculty work day(s) requires completion of the *Out of Office Authorization Request Form* for 9-month employees. This form is located on the nursing shared drive under the same name.

Faculty are encouraged to visit the Human Resources web site title, *Time Away from Work*. Policies and procedures associated with University Leave are detailed on this web site.

**r. Faculty Sick Leave Policy**

The College will follow the sick leave policy of the University as outlined in the University Faculty Handbook, Section 2.17.4. Faculty members must notify the appropriate Associate Dean if they must be absent because of illness or injury. If the illness or injury incapacitates the faculty member for more than several days, his or her responsibilities may be assigned to other members of the College, if needed. The University may continue full or partial salary (and fringe benefits) for a faculty member for brief periods in the event of the faculty member's illness or temporary disability (including pregnancy). Leave must be approved by the Associate Dean, and negotiated by the Dean, in consultation with Human Resources.

**s. Faculty Travel Policy**

The College will make every effort to fund all reasonable travel expenses for any invited presentations, papers, or posters accepted, if the professional organization or other sponsor does not reimburse expenses. The papers and posters presented are an important component of scholarly activity that represent and provide recognition for the College. With the approval of funding for travel, the College expects that the faculty member will submit his/her presentation or poster for publication within one year. Faculty are encouraged to seek outside funding for travel expenses.

Faculty serving as official representatives of the college (e.g., Georgia Board of Nursing; GNA; ANA; SREB; AACN) may have reasonable expenses reimbursed.

As available, Faculty will be reimbursed for travel expenses to University committee meetings outside Atlanta, as allowed by the University. Additionally, faculty serving on College-related professional committees will have reasonable expenses paid, when possible.

Attendance at selected professional meetings that will enhance the faculty member's teaching and/or research will be considered as Faculty Development and may be reimbursed, as approved by the Associate Dean and Dean. Some professional travel that does not involve a professional presentation may be reimbursed near the end of the fiscal year, if development money remains available.

The process of receiving approval for travel is to complete a Travel Authorization Request Form, which is available from the shared drive under TRAVEL or through the Administrative Secretary to the Dean. The faculty member must also complete an out of office form. These forms should be completed with dates of travel, explanation of travel, and an estimate of expenses. It is required that the faculty member resolve any conflicts with teaching, research and/or service responsibilities during the leave and prior to submitting the request for leave. The Associate Dean and Dean must approve the travel. A copy of the approved and signed request form will be forwarded to the faculty member. Faculty should make every effort to minimize expenses (e.g., on-time registration, early booking of airfare, sharing rooms). Rental cars will be approved only if necessary to attend a meeting and if equivalent or less than commercial travel (e.g., cab). Faculty must adhere to

University regulations associated with rental cars. The College does not reimburse for alcoholic beverages, entertainment, or pay-for-TV movies out of its operational budget. The College does not reimburse for any food items while traveling.

**Expenses reimbursed by an outside agency must be deducted from the amount billed to the University.** Faculty may be required to submit documentation from the outside agency outlining expenses and/or honoraria received. The approved amount should be considered an expense cap.

Funds from grants for travel can only be spent on behalf of the faculty member. All reimbursements for travel from University funds must be submitted and detailed on a Travel Expense Voucher. Detailed receipts must be attached to the expense voucher. This form is reviewed and approved for reimbursement by the Associate Dean and Dean before being forwarded to the Director for Finance and Administration for processing. Faculty must submit reimbursement requests via the Travel Expense Reconciliation Form *within 10 business days from return of travel in order to be reimbursed*. NOTE: Whenever staying in a Georgia hotel, the faculty member is responsible for taking hotel tax-exempt forms. Additional tax-exempt hotels and information can be found on the Mercer website, Office of Purchasing, <https://purchasing.mercer.edu/forms/>. Failure to complete and submit these forms to the hotel during the hotel stay may result in hotel taxation, which will not be reimbursable. This will result in the faculty member bearing the cost of the state hotel taxes.

Travel expenses will not be reimbursed for practice faculty traveling between their primary service site and the College. The College will reimburse for clinical course travel for NUR 404 Leadership and Role Practicum; approved NP clinical practicum visits; and approved evaluation of DNP clinical mentor visits. The faculty member must submit the clinical travel forms located on the nursing shared drive under TRAVEL. Faculty submitting requests for reimbursement of course coordinator oversight of adjunct clinical visits may be considered if funds are available at the end of the academic year. For consideration of travel outside of the pre-approved travel, the request for reimbursement should be submitted each month and will be evaluated near the end of the academic year; reimbursement will depend upon the availability of travel funds.

Intercampus roundtrip (RT) mileage rates between campuses are limited to:

Atlanta to/from Macon: 191 miles

Atlanta to/from Henry County Regional Academic Center: 84 miles

Macon to/from Henry County Regional Academic Center: 57 miles

Additional mileage rates for clinical facilities can be found on the shared drive under TRAVEL.

## **Car Travel Policy (Nursing) added 12/9/2019**

### **Mileage reimbursement**

If an employee is seeking mileage reimbursement for personal car travel > 250 miles, the employee must provide pre-travel documentation of 1) the actual mileage (e.g., driving directions from Google Maps) and 2) the estimated cost of roundtrip airfare. Contact Judy Mosteller if assistance is needed to estimate the cost of airfare. The College reimburses at the current per-mile federal government rate, up to the cost of a roundtrip coach/economy airline ticket selected by the College.

The College will not cover the cost of mileage to and from the airport.

If the employee is approved for driving a personal vehicle, the College will reimburse mileage, parking, and tolls. The employee must provide documentation of the actual mileage driven (e.g., driving directions from Google Maps) and receipts for parking and tolls.

### **Travel outside the contiguous United States:**

Faculty must adhere to University policy for travel outside the contiguous United States. At the time of this writing, the current policy (and registry) can be found here: <https://international.mercer.edu/study-abroad/register-my-travel/>. Once the information is submitted, the Office for International Travel will information regarding the emergency travel assistance policy. It is up to the faculty member to receive this information in a timely manner. Travel outside the United States may have little or no financial support from the College.

University approved and effective 12/9/2019

## **t. Mercer University Nurse Practitioner and Physician Assistant Faculty Practice Plan Policy**

### **Introduction**

The College of Nursing and College of Health Professions at Mercer University offer 12-month faculty (1.0 FTE) a practice plan option, workload permitting. Faculty participating in the practice plan must continue to meet their teaching workload assignment, as well as research/scholarship and service expectations associated with faculty status. This Practice Plan Policy applies to faculty with nurse practitioner certification in the College of Nursing and faculty in the Department of Physician Assistant Studies in the College of Health Professions.

### **Definitions**

1. Clinical practice – The process of providing direct patient services that contributes to the promotion, maintenance, and rehabilitation of health in individuals, families, communities, and organizations.
2. Faculty practice – Faculty practice roles, which may include but are not limited to, direct and indirect provision of healthcare services.

## **Objectives**

The objectives set forth for the Practice Plan Policy are as follows:

1. To provide an opportunity for faculty practice.
2. To enrich classroom and experiential teaching through enhancement of clinical knowledge.
3. To improve clinical practice by promoting professional dialogue and collaborative endeavors between faculty and outside clinicians.
4. To promote opportunities for demonstration of clinical expertise while serving as role models for health science students.
5. To enhance the recruitment and retention of highly capable and qualified faculty members.

## **General Policy Statements**

While the Practice Plan Policy allows qualified faculty to engage in clinical practice, faculty must abide by the Mercer University Faculty Handbook policies and expectations.

1. Eligibility – Mercer University faculty employed at 1.0 FTE (full-time) in the College of Nursing or College of Health Professions and currently licensed to practice in Georgia. License and/or certification (if applicable) must be in one of the following areas:
  - a. Nurse Practitioner
  - b. Physician Assistant, or
  - c. Medical Doctor.
2. Scheduling Practice Dates – This Practice Plan Policy refers to clinical practice work occurring during normal University work hours, which are typically Monday-Friday between 8 a.m. to 5 p.m. Faculty may provide clinical practice work for a maximum of one day per week. There will be no reduction in faculty workload to allow for clinical practice work and the faculty member must ensure that the clinical practice does not conflict with their other Mercer University faculty responsibilities. Practice dates must be adjusted to accommodate College- or University-level planned events (e.g., faculty meetings, College ceremonies, new student orientation). Effort will be made by the College to provide adequate notice of required events. The clinical practice work (including days and hours) and practice site must be approved by the Dean. A log of clinical practice work must be maintained by the faculty and submitted to the Dean at the end of each month.
3. Conflict of Interest – The faculty member must complete an annual conflict of interest/commitment form. Faculty must update forms annually and as changes occur.
4. Income Management – Income generated from clinical practice belongs to the faculty member.
5. Malpractice Insurance – Faculty in the practice plan are practicing as an independent contractor. There is no liability coverage provided by the University or the College of record.

6. Failure to comply with the Practice Plan Policy may result in revocation of privileges to participate in the practice plan.

*Approved by Provost 4.19.2018*

*Qualified faculty should visit the shared drive folder labeled: Practice Plan*

#### **u. Part-time Faculty Policy / Adjunct Clinical Faculty**

While the College does not generally hire part-time faculty, the College does hire Adjunct Clinical Faculty. Adjunct Clinical Faculty are employed for specific courses, clinical coverage, Learning Resource Center coverage, and lectures when full-time faculty are unavailable. They are selected based on their expertise in the subject area and, in most cases hold a minimum of a master's degree. Adjunct Clinical Faculty are expected to adhere to appropriate/necessary credentialing and certification. The Associate Dean, associated with the program course, evaluates the credentials of the faculty member. A recommendation to appoint the faculty member as an adjunct clinical faculty member is then presented to the Dean. The requirements for teaching the course/lecture are discussed with the Associate Dean, clinical placement coordinator, and course coordinator. The teaching effectiveness of the Adjunct Clinical Faculty member is evaluated in the same manner as full-time faculty. Adjunct Clinical Faculty and part time faculty do not have service or research requirements. Associate Deans should submit requests to the Dean at least 30 days prior to the applicable semester. The Dean furnishes the Adjunct Clinical Faculty with a contract letter that provides salary information and responsibilities.

Adjunct Clinical Faculty teaching in the second degree accelerated BSN program are evaluated by the coordinator for the program. The Associate Dean for the Undergraduate Program may participate in the review process.

#### **v. Lecturer**

The lecturer title is used to designate a full-time faculty appointment which coincides to a specific full-time teaching need within the College. This appointment is a non-tenure track faculty position. Teaching responsibilities will be exclusively in the second degree accelerated BSN track (90%), along with a percentage of time allocated for service (10%). Promotion is not available for the faculty member hired for the duties associated with a Lecturer position title. The lecturer appointment is reviewed annually.

*Administrative policy 7/2019; updated 07/2020*

#### **w. Adjunct Faculty Appointments**

The title "Adjunct Faculty" (different from the position of Adjunct Clinical Faculty) shall be an honorary one, which may be conferred on qualified individuals who provide services to the College or educational experiences to the students. This honorary position is unpaid and is granted for a three-year period. Persons holding an Adjunct Faculty appointment may be contracted for services.

#### **Qualifications**

Adjunct faculty should hold a minimum of a master's degree in nursing or other field, and have demonstrated competence in area of expertise/practice. Special

consideration may be given to individuals who demonstrate exceptional expertise in their profession in lieu of formal academic preparation. The adjunct faculty member's expertise and practice or educational leadership offers qualify learning experiences and superior role modeling for students.

### **Selection and Appointment**

College faculty and administration may identify potential adjunct faculty. When nominated, a letter of recommendation, vitae, copy of professional license (if applicable), and official graduate transcript(s) will be submitted to the Faculty Appointment, Promotion, and Tenure Committee (FAPTC) chair for consideration for recommendation. Following review, the FAPTC will submit a recommendation regarding appointment to the Dean. The Dean will write a letter inviting new adjunct faculty nominees to the College or denying appointment to the nominee. The Dean will notify the FAPTC chair of her decision.

### **Annual Review and Renewal**

All adjunct faculty will be reviewed annually at the March FAPTC meeting regardless of the date of appointment. At expiration of a three-year period of appointment, the FAPTC will write a letter notifying the adjunct faculty member of termination; the member may be invited to reapply for a three-year continuation of adjunct faculty appointment after submission of a letter recommending renewal, current vitae, updated transcript (if applicable), and professional license (if applicable). Recommendation for renewal of adjunct faculty status will be forwarded to the Dean after FAPTC review and the Dean will write a letter to inform the member of renewal or non-renewal. A copy of the letter will be forwarded to the FAPTC chair.

Approved by FAPTC and reviewed by Faculty Committee 10/5/98; Reviewed 07/2020

#### **x. Graduate Faculty Status**

The College does not award graduate faculty status title. Teaching in a graduate program is based on academic and experiential qualifications in accordance with accreditation, as well as professional nursing standards.

#### **y. Policy Prohibiting Sexual Harassment and Other Discriminatory Harassment**

The rules of the University, as outlined in the University Faculty Handbook section 2.14 will be followed by the College of Nursing.

#### **z. Policy Prohibiting Other Discriminatory Harassment**

The rules of the University, as outlined in the University Faculty Handbook section 2.15, will be followed by the College of Nursing.

#### **aa. Research Proposal Approval**

All faculty IRB applications are reviewed by the Dean (or designee).

All proposed research projects requesting external funding must be approved by the Dean. Faculty should complete a Proposal Transmittal Form (PTF), available on the GRANTS page of the Mercer University web site

[<https://grants.mercer.edu/pre-award/forms-and-guidelines/>]. No faculty member should apply for any form of grant funding prior to completing the PTF. PTFs must be on file PRIOR to submission of a grant. Grants are submitted via the Grants and Contracts Office (GCO). Faculty interested in applying for grant funding must work closely with the GCO.

## **bb. Curriculum Vitae**

All nursing faculty are expected to adhere to a College developed Curriculum Vitae template. This template can be found on the nursing shared drive under the file name FACULTY CV.

***NOTE:*** *The College CV format continues to be under review.*

### Guidelines for Preparation of Curriculum Vitae:

The curriculum vitae (CV) for all faculty of the Georgia Baptist College of Nursing of Mercer University must be prepared and revised according to the following format. To ensure consistency among faculty, the CV headings, subheadings, and content should conform to these guidelines.

#### Header

On page 1, CURRICULUM VITAE, should appear centered at the top of the page in all caps.

Beginning on page 2, a running head as follows should appear:

CURRICULUM VITAE      Your Name (upper and lowercase)      Page #

Example:

CURRICULUM VITAE      Jane C. Doe      Page 2

#### Formatting

The remainder of the CV is formatted left justified:

Use your full name with credentials, title, University and address, phone, FAX, and email. Do not include personal telephone numbers, date of birth, Social Security number, marital status, children's names or ages, or any other personal information in this section.

Section Headings, in order of presentation:

Use the following section headings (bold, underlined, and all caps). Subheadings, when applicable, are listed later in this document under respective headings.

**EDUCATION**

**LICENSES**

**CERTIFICATION HONORS and AWARDS**

**PROFESSIONAL POSITIONS**

**TEACHING RESPONSIBILITIES PUBLICATIONS**

**RESEARCH GRANTS**

**EDUCATIONAL, TRAINING, and PROGRAM GRANTS MEMBERSHIP IN**

**PROFESSIONAL ORGANIZATIONS PROFESSIONAL ACTIVITIES**

EDITORIAL BOARDS  
MANUSCRIPT REVIEWER CONSULTATION  
SCHOLARLY PRESENTATIONS  
UNIVERSITY, COLLEGE, and COMMUNITY SERVICE

**cc. Mentoring Program**

The purpose of a mentoring program is to assist in the mentoring process for new College of Nursing faculty. The mission of this endeavor is to provide a structured relationship between a faculty member with experience (mentor) and a new faculty members (mentees) who desires to gain that experience.

Goals of the mentoring program include:

1. To provide an effective program that will assist new faculty with learning their academic responsibilities.
2. To provide the necessary understanding of the academic process for promotion and tenure for those faculty in tenure track positions.
3. To provide the necessary understanding of the academic process for promotion for those faculty in non-tenure track positions.
4. To provide the mentee with regular feedback regarding their development.
5. To assist the mentee with balancing their academic responsibilities.
6. To assist the mentee in becoming an effective teacher.

Associate Deans will request faculty to consider mentorship of new faculty. The Dean may also provide contracted emeriti faculty mentorship. The mentor must have an interest and desire to mentor new faculty. Mentors must be willing to make a time commitment to mentee(s). Serving as a mentor is voluntary. The Associate Deans, in collaboration with the Faculty Affairs Committee, will develop a structured new faculty program for the year, which includes providing faculty expectations in areas of teaching, scholarship, and service. Continuing faculty with five or more years of service will be asked to express their interest in serving in one of these focus groups. Faculty members serving on the teaching group must have demonstrated an ability to be an effective teacher. Faculty members on the service group must have demonstrated a commitment to service. Faculty members serving on the research group must have demonstrated an ability to do research and be in a tenure-track or tenured position.

The mentoring program for GBCN new faculty is structured using a group mentorship model. Monthly group mentoring sessions are organized based on the needs of group, as well as the focused areas of teaching, scholarship, and service. All new faculty are encouraged to participate in the mentorship process.

Financial support will dictate whether outside members of the College can be utilized for the mentoring program. The Associate Deans will be responsible for securing mentorship opportunities for newly hired faculty, especially those with limited academic teaching experience.

#### **dd. Peer Review of Teaching**

Purpose: The purpose of peer review of teaching (PRT) is to promote high quality teaching practices as defined by teaching and pedagogical experts in education. This process assists faculty with continuous quality improvement and life-long learning as an educator.

Policy: Each full-time, teaching, faculty member of the Georgia Baptist College of Nursing has a PRT annually during the first three years of a faculty appointment. Thereafter, PRT will occur at least every three years. Additionally, PRT may be conducted at the request of the Associate Dean. PRT will be completed by a faculty member with at least three years teaching experience who is at or above the rank of the person being reviewed.

Process: PRT for new faculty will be conducted in Year 1 by the appointed new faculty mentor. After Year 1, faculty are responsible for initiating the PRT by inviting an appropriate reviewer and scheduling the review. The process for PRT consists of three parts:

1. Pre-observation assessment  
To determine the class content, purpose, and outcomes for the lesson, the invited reviewer will obtain access to the course in the learning management system (LMS), lesson handouts, a copy of the course syllabus, and test questions pertaining to the lesson.
2. Observation  
The reviewer will observe the class as designated by the faculty being reviewed and complete the modified Reformed Teaching Observation Protocol (RTOP) reflecting three main areas: lesson design and implementation, content, and classroom culture.
3. The reviewer will discuss the modified RTOP and recommendations in each of the three areas, effective aspects to be continued, and suggestions for improvement with the faculty being reviewed. Space for any additional comments is provided.

The updated PEER REVIEW OF FACULTY document reflects materials approved by faculty (May 7, 2018). The Form can also be found on the nursing shared drive under PEER REVIEW OF FACULTY. Faculty should maintain a copy of the review and provide a copy of the review to the designated Associate Dean during the yearly faculty evaluation.

#### **ee. Faculty Awards**

##### **Faculty Daisy Award –**

The purpose of this program is to provide a national recognition program where academic institutions with nursing programs can demonstrate appreciation to nursing faculty for their commitment and inspirational influence on their students. The Faculty Award was created to recognize and celebrate the contributions faculty make to the future of nursing.

- Must be a faculty teaching in the undergraduate program at GBCN
- Embraces the vision and mission of GBCN, and embodies the core values of GBCN of Excellence, Caring, Compassion, Civility, Integrity, Collaboration, and Social Responsibility
- Demonstrates enthusiasm for teaching and facilitating quality learning experiences
- Exhibits fairness and integrity through unbiased treatment of students, Colleagues, and patients
- Displays a passion for life-long learning and the advancement of nursing practice
- Expresses a personal commitment to GBCN through service, leadership, and mentoring of colleagues and students
- Promotes the advancement of the art and science of nursing
- Demonstrates expertise in nursing knowledge and skills
- Models nursing excellence in patient care and compassion

The honoree receives a certificate and a DAISY sculpted piece.

**Distinguished Faculty of the Year Award –**

- Faculty nominated for this award should excel in at least one of the following areas: 1) teaching; 2) scholarly activities; or 3) service to the College and/or community.

Procedure

- The chairperson or designee of the Faculty Affairs Committee will request nominations for this award from faculty members in the spring semester of each academic year.
- Members of the faculty will submit names of nominees within the designated time period set by the members of the Faculty Affairs Committee.
- The faculty member who nominates a colleague will submit a one-page statement of accomplishment(s) to the chairperson or designee of the Faculty Affairs Committee.
- The Faculty Affairs Committee members will submit ballots and statements of accomplishment(s) to faculty members along with a designated deadline for return.
- The Faculty Affairs Committee members will tabulate the ballots by March 1st.
- The recipient will be announced at the end of the Spring Semester.
- The award is presented at the Annual April Faculty Awards Ceremony in Macon. The award includes a plaque/plate and a \$500 honorarium from the College.

## **Nomination of Faculty for University Award / Recognition**

- **Joe and Jean Hendricks Award** –  
The Hendricks Award recognizes a full-time teacher in one of Mercer's twelve schools and colleges who best exemplifies the qualities that distinguished Joe Hendricks and his sister Jean Hendricks as teachers and mentors to generations of Mercer students:
  - challenging and inspiring teaching in and out of the classroom;
  - active engagement of students in the process of learning, discovery, and leadership; and
  - caring mentoring to motivate students to achieve their highest aspirations and to support junior faculty in becoming exemplary teachers.The Award carries with it a \$5,000 stipend, and the recipient will be honored at Commencement. Associate deans and chairs are eligible to be nominated, as long as their duties include substantial teaching responsibilities on a continuing basis. The nursing representative to this University Committee shall be the Chair of the Faculty Affairs Committee.
- **Faculty Emeritus/Emerita Status Eligibility Criteria**. The rules of the University, as outlined in the University Faculty Handbook section 2.04.4, will be followed by the College of Nursing for selection of faculty for emeritus/emera status. The College does not offer office space, mailbox, business cards, name tags/badges, stationary/mailling, or other items to emerita faculty. Consideration of these items may be offered for sustained part-time teaching appointment, as available and necessary for their service.
- **Other University Awards** – The Dean will forward criteria for additional University-based awards to faculty for their consideration in application. (e.g. Innovations Award – Sponsored by Vulcan Materials)

### **ff. Academic Advisement**

Student advisement is an important component of faculty-student relationships at Georgia Baptist College of Nursing of Mercer University. Each student is assigned a faculty advisor. Students are required to contact their faculty advisors each semester prior to registration to review curriculum progression and to choose courses for the next semester. Students are not permitted to register prior to collaborating with their advisor. Progression through the curriculum plan is ultimately the responsibility of the student.

Faculty advisors are notified when an advisee has received a midterm warning or an unsatisfactory for clinical performance. Faculty advisors are also notified when an advisee has been unsuccessful in a course. These students are urged to plan conferences with their advisors to discuss ways in which they can improve their academic performance.

### Faculty advisement responsibilities:

- Display office hours and out of office messages on phone/email when scheduled away for conferences or unavailable; message should refer with immediate need to the Center for Nursing Excellence or appropriate associate dean for further assistance with urgent academic matters
- Conduct session to advise enrolled nursing students each semester prior to registration, reviewing their curriculum plan and academic progress towards meeting graduation requirements. For the ABSN, RN-BSN track and graduate programs, advising sessions may be online, by phone, or teleconference
- Notify the appropriate associate dean if any delays are noted in academic progression and/or meeting graduation requirements
- Once advising session completed, remove registration hold from the CampusNexus system for undergraduate students. For all students, document summary of advising session in CampusNexus notes
- Complete a degree audit form on students scheduled to graduate the following semester
- If a student plans to withdraw from a course or the program, the student must meet with the appropriate associate dean and/or program coordinator. The faculty advisor will notify the appropriate associate dean and/or program coordinator of the student's plan to withdraw.
- Answer any questions about academic standing, dropping courses, or enrollment issues
- Collaborate with faculty, administration, university resource centers, Center for Nursing Excellence and others to ensure academic success by helping students gain access to necessary resources
- Although faculty advisors should be responsive and willing to assist students to the best of their ability, advisors are not expected to be an expert in all areas and should not hesitate to refer the student to the appropriate associate dean or the Center for Nursing Excellence when necessary

### **gg. Conflict of Interest / Commitment Policy**

#### **Conflict of Interest Policy**

##### PART I. General Policy on Conflict of Interest

##### A. Introduction

This policy is based on the University Policy on Conflict of Interest for Government-Sponsored Programs and, like the University policy, is intended to comply with the National Science Foundation (NSF) Investigator Financial Disclosure Policy [Fed. Reg. 60, no. 132, pp. 35820-35823 (July 11, 1995)] and the final regulations of the Department of Health and Human Services (DHHS) dealing with investigator conflicts of interest. Modifications of this policy may be necessary or advisable once other agencies adopt conflict of interest rules or once further guidance is received from NSF and HHS.

B. General Philosophy

Mercer University and the College of Nursing recognize that external consulting, research, and educational or other scholarly activities are a proper and common feature of academic employment, contributing to the professional development of the individual and extending the University's missions of teaching, research, and service. The University and College of Nursing permit and indeed encourage a limited amount of such activities where they (1) provide the individual employee with experience and knowledge valuable to teaching, research, or scholarship, (2) involve suitable research or scholarship through which the individual may make a worthy contribution to knowledge, or (3) constitute a public service, as long as they do not present unacceptable conflicts of interests or create conflicts of commitment with respect to the individual's obligations to the University or the College of Nursing and performance of University and College duties.

C. Basic Principles

Full-time members of the faculty and professional and administrative staff owe their primary professional responsibility to Mercer University College of Nursing and their primary commitment of time and intellectual effort should be to their institutional responsibilities assigned and/or approved by the Dean of the College. Part-time employees are obligated to the College in proportion to the terms of their employment. Outside activities may not interfere with the individual's institutional responsibilities.

1. Mercer University College of Nursing does not permit full-time employment at another establishment.
2. No outside activities should result in any conflict of interest with or compromise of commitment to the individual's responsibilities to Mercer University College of Nursing.
3. Mercer University College of Nursing resources (including space, facilities, equipment, and support staff) may not be used for outside activities without prior approval and appropriate payment to Mercer University College of Nursing.
4. Faculty members naturally identify themselves professionally in terms of their institutional affiliation. Care shall be exercised to ensure that external professional involvements do not imply University sponsorship or sanction.
5. Faculty members who believe their consulting, research, educational, or other paid outside activities will result in a conflict of interest or commitment must obtain prior approval from the Dean of the College or her designee. Professional or administrative staff that wish to arrange consulting, research, educational, or other paid outside activities must obtain prior approval from the appropriate supervisor.

D. Annual Disclosure

In order to prevent conflicts of interest and commitment, it is the policy of the College of Nursing that upon employment and each year, each faculty member will complete a Conflict of Interest/Commitment Form and will return with their annual contract renewal to the Dean, which will be made a matter of record. It is

incumbent upon the faculty member to complete a new Conflict of Interest/Commitment Form during the academic year, if warranted. All faculty can access this form under the shared drive under the title: Conflict of Interest and Commitment Form.

## PART II. Specific Policy on Financial Conflicts of Interest (applies only to NSF or DHHS grants).

### A. Definitions

1. Investigator means the principal investigator, co-principal investigators, and any other person employed full or part-time by Mercer University College of Nursing who is responsible for the design, conduct, or reporting of consulting, research, education, or other professional activities funded or proposed for funding.
2. Significant financial interest means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights). The term does not include:
  - a. Salary, royalties, or other remuneration from the University of any ownership rights held by the University, if the College or University is an applicant for or recipient of funding under the Small Business Innovation Research Program or Small Business Technology Transfer Program;
  - b. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;
  - c. Income from service on advisory committees of review panels for public or nonprofit entities;
  - d. An equity interest that when aggregated for the investigator and the investigator's spouse and dependent children, meets both the following tests: does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value and does not represent more than a 5% ownership interest in any single entity; or
  - e. Salary, royalties, or other payments that, when aggregated for the investigator and the investigator's spouse and dependent children, are not expected to exceed \$10,000 during the next twelve-month period.

### B. Required Financial Disclosures

1. Each investigator must disclose to the Dean all significant financial interests of the investigator (including those of the investigator's spouse and dependent children) (1) that would reasonably appear to be affected by the consulting, research, educational, or other professional activities funded or proposed for funding by any source within or outside the University or (2) in entities whose financial interests would reasonably appear to be affected by such activities.

2. The financial disclosures required above must be provided prior to the time a proposal for funding is submitted to an agency external to the University. Such financial disclosures must be updated during the period of the award, either on an annual basis or as new reportable significant financial interests are obtained.

C. Determination and Management of Conflicts of Interest

1. The Dean will review the financial disclosures, will determine whether a conflict of interest exists, and will determine what conditions or restrictions, if any, should be imposed by Mercer University College of Nursing to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the Dean reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of consulting, research, educational, or other professional activities.
2. Examples of conditions or restrictions that might be imposed to manage, reduce, or eliminate conflicts of interest include, but are not limited to:
  - a. Public disclosure of significant financial interests;
  - b. Monitoring of consulting, research, educational, or other professional activities by independent reviewers;
  - c. Modification of the consulting, research, educational, or other proposed plan;
  - d. Disqualification from participation in the portion of the sponsored consulting, research, education, or other professional activity that would be affected by the significant financial interests;
  - e. Divestiture of significant financial interests; or
  - f. Severance of relationships that create conflicts.
3. If the Dean determines that imposing conditions or restrictions would be either ineffective or inequitable and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of educational or scientific progress, technology transfer, or the public health and welfare, then the Dean may recommend that the consulting, research, education, or other professional activity be allowed to go forward without imposing such conditions or restrictions. Such a recommendation will be forwarded to the Provost for review and approval.
4. If the Dean determines that a conflict of interest cannot be satisfactorily managed, the Dean will promptly notify the University's General Counsel, who will assure that the funding agency is kept appropriately informed in accordance with the applicable regulations.
5. Any investigator who disagrees with any determination made by the Dean under this policy may appeal to the Provost, whose decision shall be final.

D. Certification of Compliance

1. Each investigator must certify that he or she has read and understands this policy, that all required disclosures have been made, and that the investigator will comply with any conditions or restrictions imposed by

Mercer University College of Nursing to manage, reduce or eliminate conflicts of interest. Certification of compliance by the investigator shall be by signature on the University routing form for grant applications. Disclosure of significant financial interests shall be by completion of the University form “Investigator Financial Disclosure”, which must accompany all proposals for acquiring financial support for projects.

2. The University is required to certify in proposals for funding made to certain governmental agencies, including NSF and HHS, that the University has implemented a written and enforced conflict of interest policy that is consistent with applicable requirements imposed by the agency; that to the best of its knowledge all financial disclosures required by that conflict of interest policy have been made; and that all identified conflicts of interest will have been satisfactorily managed, reduced, or eliminated prior to the University’s expenditure of any funds awarded by the agency, in accordance with the conflict of interest policy. The University will rely on the investigators’ certifications in making its certifications to the governmental agencies.

E. Enforcement

The failure of any investigator to comply with this policy shall constitute grounds for disciplinary action, consistent with the procedures set forth in the University Faculty Handbook, the Employee Handbook for Non-faculty Employees, or other applicable disciplinary policies and procedures.

F. Records

Records of all financial disclosures and of all actions taken to manage conflicts of interest shall be retained until at least three years beyond the termination or completion of the government- sponsored project to which they relate, or until the resolution of any government action involving those records, whichever is longer.

**hh. Health Policies**

All faculty members born January 1, 1957 or later must receive one additional dose of MMR vaccine or have a letter from their physician or health department documenting previous immunization with at least two doses of MMR or measles vaccine.

All faculty who participate in patient care activities are required to have a current PPD skin test for tuberculosis.

All faculty who have patient contact must comply with OSHA training, as required by the agency.

**ii. Security of Student Records Policy**

Confidential student records may include official academic records, advising records, teaching records, financial records, financial aid records, judicial records, health records, disability records, student activity records, and personally identifiable information, such as social security numbers.

All confidential data (electronic and hard copy) are to be maintained in such a manner that only authorized personnel have access. Paper copies containing confidential information are locked in files and/or closets. Offices are locked after hours or when staff is not present. Keys to confidential files and offices are kept only by appropriate staff and use of confidential files is supervised by full time staff. Any electronic records maintained in separate databases from the University student information system are also password protected. All employees, including student workers, temporary, and permanent staff, sign a confidentiality statement when hired, regardless of the types of records to which they may have access.

Old files are destroyed after industry standard recommended times and all old electronic media are cleared of data.

Individual employee computers are password protected and locked when staff members are away from the computer. Individual usernames and passwords are not shared.

Each office maintains and makes available to employees a guide of policies and procedures for the security of records that contains any specific instructions appropriate to that office.

#### **jj. Social Media and Social Networking**

Online blogs, public mailing lists, and social network sites and applications including but not limited to Facebook, Twitter, MySpace, Pinterest, LinkedIn, Instagram (hereafter collectively referred to as social media) are increasingly popular tools for professional communication and social interaction. Georgia Baptist College of Nursing (GBCN) recognizes social media as excellent opportunities for students, faculty, and staff to interact both personally and professionally with the latter known as e-Professionalism. While these sites have become a great means of communicating, as health care professionals, GBCN students, faculty, and staff have the responsibility of being fully aware that use of social media is a potential forum for lapses in professional and ethical conduct. Online social network sites are not a place where someone can say and do whatever they want without repercussions. Internet postings may be traceable forever.

It is the responsibility of each GBCN student, faculty, and staff to understand that posting certain information is not only unprofessional and/or unethical, but can also be illegal. Public postings on social media may have legal ramifications if comments are made concerning patient or student privacy, or if the student, faculty or staff member creating the posting portray themselves, other students, faculty, staff, clinical instructors, or other colleagues in an unprofessional manner. The courts or professional licensing boards in the process of decision-making can use postings. Students, faculty, and staff must be aware that violation of existing statutes and administrative regulations may expose the offender to criminal and/or civil liability, and punishment for violations may include fines and imprisonment. Students, faculty, and staff must also be aware that offenders may be subject to adverse actions including, but not limited to, a Code of Professional Conduct violation, removal from

a clinical/ experiential site, failure of a course, removal from a position, loss of rank, or reprimand.

The College does not actively monitor online activities of the student, faculty, and staff; however, unprofessional issues could be, and have been, brought to the attention of the faculty, Admissions Office, Office of the Dean, or Associate Deans through a variety of mechanisms. The College of Nursing students, faculty, and staff must understand that by identifying themselves publicly using social media, they are creating perceptions about GBCN, a clinical/experiential site, and their chosen health profession, and thereby must assure that all content is consistent with the values and professional standards of Mercer University, the GBCN community, and their profession.

### Internet Postings

As a rule, faculty should consider the impact of their extension of “friend” or other “following” requests of their current students. Students in the past have expressed concern about refusing faculty invitations for fear of offending individuals with discretion over grading. Students who initiate social media contact with faculty are opting in, and this is less intimidating to the students. As a rule, many faculty will not accept friend requests of students actively involved in coursework at the College. If a faculty member has a policy regarding student social media interaction, faculty may wish to include this in their syllabi. If a faculty member wishes to invite the entire class into a discussion group, and if this is a part of the requirements for the course, it may not be seen as intimidating to individual students.

The following actions are strictly forbidden:

- Reporting personal health information of other individuals. Removal of an individual’s name does not constitute proper-de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, photographs, or type of treatment may still allow the reader to recognize the identity of a specific individual.
- Reporting private (protected) academic information of another student or trainee. Such information might include, but is not limited to course grades, narrative evaluations, examination scores, or adverse academic actions.
- Representing one’s self inappropriately or as another person.
- Utilizing websites and/or applications in a manner that interferes with learning while on a clinical/ experiential site.
- Posting any information that could identify a clinical/experiential site, a preceptor, or a patient at a site.
- Knowingly distribute false evidence, statements or charges against another student, faculty, staff, preceptor, or a clinical/experiential site of the College of Nursing.
- Using social media as a means of communicating inappropriate, uncivil or insulting comments or threats of violence regarding peers, faculty, staff, preceptors, or a clinical/experiential site of the College of Nursing.

- Students, faculty, and staff should also refer to and abide by the Social Media Guidelines of Mercer University. This information can be found on by searching the Mercer website under the topic: social media guidelines.

Faculty are advised to use the following disclaimer on their social media profiles: “I am an employee of Mercer University, but this social media platform is for personal use and my statements here don’t reflect the opinions of the University itself.”

## **VI. Academic Policies**

### **a. Canceled Classes / Clinical**

In the event that the University must cancel classes or clinical due to inclement weather or unforeseen circumstances, administration will post any closings or delays on the home page of the nursing website and/or distribute course announcements. Campus closings (affecting class delay or cancellation) is an official closing, which is announced through WSB radio and through University mobile phone text messages. However, clinical cancellation may not coincide with classroom cancellation. Decisions regarding clinical cancellation or delay are made by the Associate Deans and are communicated by email, telephone, and/or course announcements. Course coordinators will reinforce decisions with students, course faculty, and adjunct clinical faculty by posting on the course announcement forum of the learning management system, emailing, and telephoning, if necessary. Online class sessions (graduate and undergraduate) will proceed with asynchronous online delivery without interruption.

Course coordinators, in coordination with the associate deans, will determine and notify students, faculty, and adjunct clinical faculty on how missed classes, clinical, and/or assignments will be made up. In the event of an unplanned cancellation of class/clinical, the faculty member will arrange to notify students, the course coordinator, and the associate deans.

Faculty can subscribe to the emergency alert text messages on their mobile phones. This includes weather-related events. Faculty can subscribe through the link by following faculty instructions under [MyMercer](#): or cut/paste this link: <https://my.mercer.edu/>

### **b. Students with Disabilities**

Refer to the Georgia Baptist College of Nursing Undergraduate or Graduate Student Handbook for additional information regarding the ACCESS and Accommodation Statement.

### **c. Student Course Evaluation Tools and Information**

A variety of tools are used online to evaluate the didactic and clinical components of teaching at Georgia Baptist College of Nursing of Mercer University. These tools evaluate the effectiveness of overall courses, classroom and clinical teaching by individual faculty, student experiences at clinical facilities, and other areas.

#### d. Course Coordinator Responsibilities

The Course Coordinator is considered a position of responsibility and leadership in planning, implementing, and evaluating courses. Utilizing the collaborative decision-making, the course coordinator assists a team of faculty assigned to the course assigned by the Associate Deans to meet course expectations.

##### Responsibilities:

The course coordinator, in collaboration with other faculty, contributes to planning of a designated course by:

- Submitting an electronic copy of the syllabus to the administrative secretary of the respective program.
- Submitting a request for required course textbooks to the bookstore representative at least two months prior to the beginning of the course or by the time designated by the bookstore.

**NOTE:** *Effective Fall 2010 the Higher Education Opportunity Act of 2008 (HEOA) requires all institutions receiving federal financial aid to "publish," in time for registration, a list of all required and recommended books and other course materials for all classes offered at the institution. This includes all schools - undergraduate, graduate and professional. The items we must display are:*

- ✓ Book title, including edition
- ✓ Book author(s)
- ✓ ISBN number
- ✓ Retail price (this will be provided to students by the bookstore)
- Planning a course calendar outlining teaching topics, faculty presenting the topic, and test dates.
- Negotiating lecture and clinical/seminar schedules among course faculty.
- Ensuring the posting of materials on the course LMS platform, including: syllabus, lesson plans, course requirements, guidelines for papers/projects, grading policies, course and clinical/lab/seminar calendar, and class/clinical and teaching evaluation forms, clinical groups (if applicable), mission, vision, core values, and honor code.
- Meeting with other Course Coordinators to assure continuity of content among courses.

In addition, the Course Coordinator of nursing courses, in collaboration with other faculty, also contributes to the planning of a designated course by:

- Integrating core values within the course.
- Collaborating with the Learning Resource Center Coordinator to plan skills lab activities.
- Recommending facilities for clinical use to the Clinical Placement Coordinator, who is ultimately responsible for clinical placements.

The Course Coordinator contributes to implementation of a designated course by:

- Participating in faculty orientation to the course.

- Maintaining course notebooks and the course minute book according to Curriculum Committee guidelines.
  - Scheduling and presiding over course group meetings.
  - Communicating with the Associate Deans on a regular basis concerning course progress and team activities. This includes notifying Associate Deans of students needing success plans, as well as student outcomes resulting in course failures.
  - Communicating with student academic advisors regarding hindrances or concerns with student academic success. Coordinators also notify academic advisors of any course outcomes resulting in lack of success.
  - Notifying students of midterm failure warnings and sending copies of the letters to the academic advisors and the Associate Dean(s). Coordinators are directly responsible for referring students to CNE for additional academic success support.
- Additional responsibilities for coordinators of courses with a clinical component:
- Orient adjunct clinical faculty to course expectations and role.
  - Provide ongoing coaching and support of adjunct clinical faculty during the semester.
  - Conduct clinical site visits, as needed, to evaluate and mentor adjunct clinical faculty for facilitation of clinical student learning

The Course Coordinator contributes to the evaluation of the designated course by:

- Facilitating end-of-semester course evaluations.
- Utilizing evaluation materials to revise and/or strengthen the designated course.
- Completing the Course Data Summary Form and returning it to the appropriate Curriculum Committee. This includes submitting an electronic Course Data Summary Form to the administrative secretary of the respective program and the Chair of the respective Curriculum Committee (graduate or undergraduate).
- In addition to the Course Summary Data Form, the course coordinator will send (1) a list of students who failed courses and (2) a list of students who withdrew from the course along with their course averages at the time of withdrawal to both the Associate Dean for the Undergraduate Program and the Chair of the ARP Committee.
- Administering achievement tests as deemed appropriate by the Undergraduate Curriculum Committee

**e. Course Materials (standards for archiving and evidence)**

An electronic course book will be compiled for each course within each semester the course is taught. An electronic course notebook procedure can be found on the shared drive under the file COURSE NOTEBOOKS. The procedure outlines required documents, including:

- Course syllabus
- Course schedule/calendar

- Assignment guidelines and Rubric(s)
- Course Summary Data Form
- Comprehensive Course Evaluation

## VII. Campus Services

### a. Room Scheduling

Classroom assignments for all courses are made by the Registrar's Office and distributed prior to the beginning of each semester, along with class schedule. Classes should be held only in those rooms.

### b. Campus Health Care Services

Employees may utilize Campus Health Care Services if they become sick or if they are injured on campus. Additional services may be offered and a fee may be charged.

### c. Campus Facilities

#### 1. Swilley Library Book and Journal Selection

Faculty are encouraged to review the [policies and links on the Library](#) website regarding the following topic areas:

- Requesting items
- Circulation
- Reserve and E-Reserve

#### 2. Sheffield Center

Athletic facilities, including a swimming pool, basketball court, and a fully equipped gymnasium are located in the Sheffield Center. All faculty members have access to these and other facilities in the building as long as they present a valid identification card at the time of use.

### d. Parking

On-campus parking is provided free of charge for all faculty members. Parking decals are required; decals are issued annually and must be affixed to all vehicles. Penalties are assessed for parking in unauthorized spaces.

### e. Inclement Weather Policy

In the event of inclement weather, a decision will be made to cancel classes for all or a portion of a day. Announcements regarding college closings are broadcast by radio and posted on the University's Web site. Employees may elect to receive emergency alerts. [Click here](#) or use this link for information: [http://it.mercer.edu/faculty/telecommunications/emergency\\_alert\\_registration.htm](http://it.mercer.edu/faculty/telecommunications/emergency_alert_registration.htm)

### f. Campus Security

Mercer University maintains security presence 24 hours per day/7 days per week. The campus police department located in the basement of the Pharmacy Administration and Cafeteria building. Mercer Police should be advised of all incidents involving breach of security. They should also be contacted in cases of accident, injury, or other related emergencies.

**g. Emergency Procedures**

The following steps should be followed when an accident, injury, or other related emergency occurs.

1. Notify the MERCER POLICE OFFICE immediately by picking up a red phone nearest you or by dialing 6911 from ANY telephone nearest you.
2. Give the location of the injured person and briefly describe the apparent injury. The MERCER POLICE OFFICE will then
  - i. place the call and then
  - ii. dispatch an officer to the scene and direct a bystander to guide any emergency vehicles to the scene on campus. No employee should assume the responsibility of transporting an injured or ill person.
3. If there is difficulty in reaching the MERCER POLICE by telephone send another person to the MERCER POLICE DEPARTMENT. Assist the MERCER POLICE in filling out an injury report after the injured or ill person has been treated.
4. Any attempt to render first aid or other treatment by an untrained party should be limited to only those steps necessary to sustain life and make the injured person as comfortable as possible.
5. Remain with the injured party at all times until professional medical aid arrives. A police officer trained in first aid will be on hand as soon as possible to maintain order and render whatever assistance possible.
6. After the injured person has been removed or treated by trained medical personnel, give the police officer on the scene as accurate a description as possible of the apparent cause of the accident and the nature of the injury.
7. By expediting professional medical treatment through a standard emergency procedure, the victim of a serious injury or illness stands a much greater chance of survival and avoidance of serious after-effects.

**EMERGENCY TELEPHONE NUMBERS:**

Mercer Police Emergency .....	678-547-6911
Ambulance/DeKalb County Fire/DeKalb County Police .....	678-547-6911
Campus Health Care Services.....	678-547-6130
Poison Control Center.....	404-589-4400