

Nursing Unit Regular and Adjunct/Part-Time Nursing Faculty Handbook (Updated 2022)

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NOTE: This Handbook provides Nursing Unit-specific information as a supplement to the FIU Faculty Handbook. Please refer to the FIU Faculty Handbook Table of Contents for additional up-to-date information and policies/procedures related to regular and adjunct/part-time faculty employees.

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Dean
Chair of Graduate Nursing Department
Chair of Undergraduate Nursing Department

Professor
Clinical Professor
Associate Professor
Clinical Associate Professor
Assistant Professor
Clinical Assistant Professor
Instructor
Adjunct/Part-Time Instructor

Course Coordinator/Track Leader
BSN Clinical Preceptor
Chair of Admissions and Student Services – Nursing

DESCRIPTION OF THE UNIVERSITY

South Florida, with an estimated population of over four million people in Miami- Dade, Broward, and Monroe Counties in 2010, is one of the most artistically expressive, ethnically diverse, and cosmopolitan regions in the United States. As the gateway to Latin America and the Caribbean, it is a global center for trade, finance, manufacturing, tourism, and health care.

In this milieu, Florida International University (FIU) was chartered by the Florida Legislature in 1965 to offer upper division and graduate programs. FIU opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year upper-division school with limited graduate programs, FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. The University has two main campuses, the 344-acre Modesto A. Maidique (MMC) campus in western Miami-Dade County, and the 200-acre Biscayne Bay Campus (BBC) in northeast Miami-Dade County.

Committed to both high quality and access, FIU meets the educational needs of full- time and part-time undergraduate and graduate students, and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, FIU students are 61% Hispanic, 15% White, 13% Black, 4% Asian/Pacific Islander, and 7% other minorities.

FIU is a public research university offering a broad array of undergraduate, graduate, and professional programs in carrying out the University's mission of "high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" in eleven colleges and schools: College of Architecture and the Arts, College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering and Computing, College of Law, Herbert Wertheim College of Medicine, Nicole Wertheim College of Nursing and Health Sciences, Chaplin School of Hospitality and Tourism Management, School of Journalism and Mass Communication, and the Robert Stempel School of Public Health and Social Work.

Through these colleges and schools, FIU offers more than 175 bachelor, masters, and doctoral degree programs and conducts basic and applied research. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. Numerous programs are also offered at off-campus locations and online. With a student body of over 46,000, more than 800 full-time instructional faculty, and over 8,000 degrees awarded annually, FIU is the largest university in South Florida and one of the 25 largest public universities in the nation. More than 110,000 FIU alumni live and work in South Florida.

Ninety-seven percent of FIU full-time tenured or tenure-track instructional faculty members hold doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state to be a member of Phi Beta Kappa, the nation's oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. The University's annual research expenditures exceed \$100 million.

All academic programs of the University are approved by the Florida Board of Governors and the FIU Board of Trustees. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor, masters, and doctoral degrees. SACS reaffirmed FIU's accreditation in December 2010. Degree programs at FIU are accredited or approved by the appropriate specialized accreditation agency.

On August 28, 2009, Florida International University's fifth president, Mark B. Rosenberg, took the oath of office. Rosenberg is former chancellor of the State University System of Florida and the first FIU faculty member to ascend to the presidency of the University.

DESCRIPTION OF THE NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

Nursing was present on the FIU campus from 1972 to 1978 when a RN-BSN degree was offered through the School of Public Affairs and Services. In 1982 the School of Nursing was established on Biscayne Bay Campus (BBC) as an upper division unit through start-up funds provided by nine Miami hospitals. These institutions were concerned about the acute nursing shortage and were interested in providing baccalaureate education for qualified men and women who could assume beginning leadership positions in health care in the rapidly growing southeast Florida area.

During 1997, the School merged with the College of Health to create a new academic unit, the College of Health Sciences. The College of Health Sciences included the School of Nursing and the Departments of Physical Therapy, Occupational Therapy, Dietetics and Nutrition, Medical Laboratory Sciences, Public Health, Health Information Management, and Speech-Language Pathology. The rationale for the merger was to enhance one of the University's strategic themes, Health, through the consolidation of the health professions programs and development of interdisciplinary education and research.

During 1999, the merger of the College of Health Sciences with another academic unit, the College of Urban and Public Affairs, gave rise to a new college, the College of Health and Urban Affairs (CHUA). CHUA included four schools: School of Nursing; School of Health Sciences; School of Social Work, Policy, and Management; and Stempel School of Public Health. The purpose of the restructuring was to consolidate the health-related fields in one college and to enhance interdisciplinary education and research in these areas. Dr. Ronald Berkman was appointed Executive Dean of the College and Dr. Divina Grossman was appointed Dean of the School of Nursing.

In December 2004, the School of Nursing joined its sister schools in CHUA by relocating from the BBC to a newly constructed Health and Life Sciences II building at the Modesto A. Maidique Campus (MMC), a distance of approximately 20 miles.

The move to the MMC was part of an overall strategy to locate nursing with other health related units in the context of the proposed medical school and the development of the academic health sciences complex. The new building provided nursing classrooms, teaching laboratories, offices, and research space. To provide for expansion, the School retained offices, classrooms and laboratories at the BBC.

On October 1, 2006, the School of Nursing was transformed to the College of Nursing and Health Sciences (NWCNHS) when CHUA was disaggregated into three (3) autonomous units: the NWCNHS, the College of Social Work, Justice, and Public Affairs, and the Stempel School of Public Health (SSPH). The NWCNHS included Nursing and the Departments of Physical Therapy, Occupational Therapy, Health Information Management, Health Sciences, Communication Sciences and Disorders,

and Athletic Training. The disaggregation provided autonomy for the educational units as they sought accreditation or re-accreditation from their professional agencies and laid the foundation for the future health sciences complex. Dr. Divina Grossman was appointed Dean of the NWCNHS and reported to the Provost.

In August 2006, as part of FIU's Strategic Initiatives, a nursing program was re-established at the BBC. In December 2006, University administrators announced that a new NWCNHS building would be erected on the MMC. The \$34 million 113,000 sq. ft. building would house the College's combined disciplines that were scattered throughout two buildings and rapidly outgrowing them. The NWCNHS building (AHC 3), completed in December 2009, became part of the academic health sciences complex envisioned at the MMC.

In 2009, the University-wide budget cutting process required a feasibility review of all NWCNHS programs and tracks. Two College departments (Health Information Management and Health Sciences) were phased out as a result of the review. NWCNHS expansion re-occurred in 2011 with the assimilation of Health Services Administration, a baccalaureate level program previously housed in the Stempel College of Public Health. In February 2010, NWCNHS Dean Divina Grossman resigned; Dr. Sharon Pontious was appointed Interim Dean until July 1, 2011, when Dr. Ora Strickland was appointed NWCNHS Dean.

The College's undergraduate and graduate nursing programs are fully accredited by the Commission on Collegiate Nursing Education (initial accreditation occurred in 2008), the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs (re-accreditation occurred in 2010) and are approved by the Florida Board of Nursing (re-approval occurred in 2011). The nursing unit holds institutional memberships in the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Florida Nurses Association (FNA), the Nursing Shortage Consortium of South Florida, and the South Florida Hospital and Health Care Association. Nursing degree programs currently offered by the College are a bachelor's degree in nursing, a master's degree in nursing, and a doctoral degree in nursing. A post-master's degree, the Doctor of Nursing Practice, was implemented in January 2012.

Throughout the years, the College has continually delivered talented graduates to serve the nursing and healthcare workforce in the region and nationally. The College responded to urgent community needs and was highly engaged in community service throughout the COVID-19 pandemic. Community engagement included (1) providing vaccinations to more than 500 persons per week who met the requirements of the Executive Order by the Governor of the State of Florida at the COVID-19 vaccination site on campus; (2) testing more than 30,000 community residents; and (3) providing training and support to the Airforce Reserve and Florida National Guard for the field hospital in Miami Beach for overflow COVID-19 patients. In addition, since 2014, NWCNHS is the Miami Veterans Administration's (VA's) Nursing Academic Partner and has collaborated with the VA to launch Florida's only Psychiatric (Psych)-Mental Health Nurse Practitioner Residency Program under the VA's Nurse Residency Expansion Initiative.

In spring 2022, with significant support and endorsement from Interim President Kenneth Jessell, the Governor of the State of Florida approved the following special legislative appropriations directed to the Nicole Wertheim College of Nursing and Health Sciences: (1) \$500,000 in funding for a Sexual Assault Nurse Exam Center to be directed by Dr. Tami Thomas, Wertheim Endowed Chair, Associate Dean of Research and Faculty Development, and Director of the PhD Program; and, (2) \$4.8 million in Nursing PIPELINE (Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education) Funding recurring annually. The Florida House of Representatives proposed this

funding through a formula for distribution of funds to all nursing schools in the State University System (SUS) of Florida. Funds will be awarded annually based on nursing program performance on the following metrics: (a) number of nursing education program completers, and (b) first-time National Council of State Boards of Nursing Licensing Examination passage rate by program completers. In addition, the Governor approved the LINE (Linking Industry to Nursing Education) Fund, for \$6 million annually, which is a competitive grant program that provides matching state funds, on a dollar-to-dollar basis, to participating SUS nursing schools that partner with healthcare providers to recruit faculty and clinical preceptors, increase capacity of high-quality nursing education programs, and increase the number of nursing education program graduates who are prepared to enter the workforce.

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) program was approved in 1982 by the Board of Regents of the State University System. Upon completion of the BSN program, the basic (generic) student graduate is eligible to become licensed as a registered nurse. The nursing unit also offers an RN-BSN completion track. Graduates of the BSN program are eligible for master's level studies. In addition to the generic BSN program, the nursing unit offers a track for foreign-educated physicians (FEPs) to complete the BSN. The FEP-BSN track, the first of its kind in the nation, enables foreign-educated physicians who are unemployed or underemployed, to complete a BSN. In 2010 the FEP-BSN track was transformed to an accelerated combined BSN/MSN track; FEP students who qualify for admission to the Master of Science in Nursing (MSN) program continue into the nurse practitioner specialty tracks; students not admitted to the MSN program complete the BSN degree.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program was approved by the Board of Regents in 1992. The MSN program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, and Anesthesiology Nursing. Two specialty tracks (Advanced Psychiatric-Mental Health Nursing and Nursing Administration) are under moratorium for admissions because of low enrollments. Graduates of the program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner graduates who are nationally certified can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Graduates of the MSN program are eligible for doctoral level studies.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program was approved for implementation by the FIU Board of Trustees and Florida Board of Governors in 2010. The DNP program is a post-masters plan of study for the registered nurse with specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives). DNP graduates exit the program with advanced skills and competency in 1) analyzing, designing, implementing, managing, and evaluating health care practice, policy, and delivery systems; 2) facilitating the application and integration of research into clinical practice using innovative approaches across multiple settings to improve health care, patient outcomes, and health care systems; and 3) preparing to assume leadership roles in practice, education, and management.

Doctor of Philosophy in Nursing (PhD)

The Doctor of Philosophy in Nursing (PhD) program was approved by the Florida Board of Governors in 2003. The program's purpose is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice. Graduates have the knowledge and skills to conduct research in the health care field, and direct and guide application of other evidence-based health care findings to improve the health of people from diverse cultures and underserved populations. In 2009 a BSN-PhD track was added for students who demonstrate outstanding academic accomplishment in their undergraduate courses. The BSN-PhD track builds on student's nursing knowledge and skills at the baccalaureate level, includes master's level courses to prepare students for advanced practice roles, and provides the foundation for students to engage in a program of intellectual inquiry at the doctoral level.

THE 2018 FACULTY SENATE BILL OF COLLECTIVE RIGHTS AND PRINCIPLES OF GOVERNANCE

Every unit in the University shall guarantee explicitly these rights in their governance documents and observe these rights in the future:

- *Academic freedom refers to the freedom and responsibility of faculty in their role as teachers, researchers, citizens in the academic community, and participants in the collegial governance systems and processes. They are entitled to pursue a course of study, carry out research, publish findings, teach, artistically create, and speak out in matters of controversy without fear of reprisal or censorship, and unhindered by pressures from internal or external groups.*
- *Through collegial governance, University faculty members decide and develop the curriculum which will be offered to students within the limits established by state rules and regulations. Faculty members are the academic authorities of the University.*
- *Each freestanding school or college must have a democratically established collegial governance system. These governance systems and their governing documents may only be revised by democratic vote of the college or school faculty.*
- *The faculty of each unit have the right to participate in the selection and appointment of their administrators. In particular, department chairperson and school Chairs may only be appointed following a free and fair election.*
- *The faculty of each unit of the University have the right to participate in the evaluation of their administrators. This right includes participation in the creation of evaluative criteria. Evaluations shall be conducted annually in a process which protects the anonymity of the evaluators. Those to be evaluated include department chairs and school Chairs, deans, the Provost and the President. Faculty have the right to see the results.*
- *The faculty of each academic unit, including departments, schools or colleges and the University as a whole, have the right and responsibility to conduct a vote of confidence in their leadership at any time they see fit.*
- *The Faculty Senate may censure individuals and any formal, organized units when it determines they have violated these rights and principles.*

Faculty Senate, 2018

NURSING FACULTY EMPLOYMENT INFORMATION

Sign-on Procedures

The NWCNHS Office of Administrative Affairs provides specific instructions and information about signing-on with the University. New FIU employees must attend an orientation to obtain information about NWCNHS mission, vision, goals & ethos statement, policies/procedures, benefits, wages, and accessing University programs and software. Paychecks are direct deposit and there may be a 4–6-week delay for the first check. Sign-on procedures are posted on the **FIU Human Resources** website.

Panthercard ID and Email Account

All faculty (fulltime and adjunct/part-time) members must obtain a picture identification card (Panthercard) that is valid for the term of employment. The process for obtaining an identification card will be explained during the sign-on procedure. In the clinical area, nursing faculty must wear an ID that identifies her/him as a faculty member with the nursing unit. The FIU picture ID can be slipped into a plastic sleeve and pinned to clothes where it is easily seen. The Panthercard also serves as a library card. All faculty members have library privileges during the term(s) they are on contract.

A University e-mail account is activated for every faculty member. E-mail accounts provide an additional mechanism for communicating with students, faculty, and University staff. Instructions for obtaining an email account are provided in orientation.

Personnel Folders

The NWCNHS Office of Administrative Affairs maintains personnel folders for both full-time and adjunct/part-time faculty. Faculty and faculty administrators may add to and update the file as the occasion arises, such as the annual evaluation. Faculty members have the right to review their personnel file at any time. See the **BOT-UFF Collective Bargaining Agreement** for additional information.

Report on Outside Activity

Full-time nursing faculty members often are employed or practice outside the University to maintain their clinical skills. The University requires a report from all employees who engage in outside activities. These activities include any private practice, private consulting, additional teaching and research, or any other activity (compensated or uncompensated) which is not part of the employee's assigned duties and for which the University receives no compensation. Conflicts of interest, including those arising from university or outside activities, are prohibited. It is the responsibility of the employee to submit an online **Faculty Outside Activities and Conflict of Interest Report**. See the policy the additional information.

FIU Employee Tuition Fee Waivers

Full-time faculty members who have been continuously employed for at least six months by the University and who meet academic requirements can enroll for up to six credit hours of on-campus instruction per term without payment of the registration fee. This benefit is granted on a space-available basis and cannot be used for thesis, dissertation, independent study, and practicum. The FIU Employee Fee Waiver form is available on the FIU Human Resources website. The form must be completed by the employee and the approved supervisor(s) prior to being presented to the Cashier's office. Allow sufficient time (at least three weeks) for approvals to be completed by all parties.

Termination of Employment

When a faculty member terminates employment with the NWCNHS, the letter of resignation to the Dean should include the date of the last working day and a brief statement of the reason for resignation. The Dean will schedule an "exit" interview as required by the University. On the last working day, the employee shall return all office, desk, file keys, and NWCNHS ID badge to the NWCNHS Office of Administrative Affairs. The employee should also provide the Dean's Office with a forwarding address and his/her grade book.

NURSING FACULTY TEACHING/ADVISEMENT INFORMATION

Before the Semester Begins

Policies/Procedures Related to Teaching

FIU policies/procedures that are of special interest to faculty members are related to student conduct and academic misconduct. These policies and others (e.g., disabled student, sexual harassment, etc.) are described more fully in the FIU Student Handbook and the nursing student policies/procedures manuals. Instances of academic dishonesty occur, and faculty members must follow the procedures correctly. Discuss any possible student violations of policies with the Program Chair immediately.

Students have the right to file a grievance related to academic decisions and issues, such as grades, course requirements, and program progression. The NWCNHS has posted the academic grievance policy/procedures on the website to assist students, faculty members and administrators with the process.

Faculty Office Schedule

Each semester, nursing faculty members must complete a weekly schedule card and post it outside their office door. Office hours are to be posted with a minimum of six (6) hours per week during usual student class days. Secretaries may schedule appointments with faculty during their scheduled office hours. A copy of the schedule should also be filed with the Program Coordinator.

Course Syllabus

Faculty members are required to provide students with a detailed syllabus at the first class meeting. For faculty members who have not taught the course previously, the Course Coordinator/Track Leader or the Program Chair can provide a recent syllabus. If revising the syllabus, please discuss the revisions with the Course Coordinator/Track Leader before distributing it to the students. Course syllabi must follow a standard template and include specific information. The course objectives cannot be changed.

Textbook Orders

Selecting and ordering textbooks, including adjunct/part-time faculty textbooks, are the responsibility of full-time faculty members in consultation with the Program Chair. Book orders can be ordered online through the FIU Bookstore. The faculty member must complete the request at least 45 days before the start of the term or the announced deadline. If a faculty member is asked to teach a course shortly before the semester begins, they can ask the bookstore to place a "rush" order on the selected textbook. However, the textbook order usually takes 3-4 weeks to arrive, so the faculty member should plan accordingly.

Copying/Typing

A Work Request form for copies must be processed by the Program secretary who has been assigned to the faculty member. Copy requests should be made at least one week in advance (the more lead time, the better) and typing requests at least two weeks in advance.

If a faculty member needs a small number of copies (less than 10), a copy machine is available in the nursing office suite. A copy key keeps track of the number of copies (Copies made on this machine are expensive!). Students are not allowed to use the office copy machine.

Reserving Materials in Library

Faculty desiring to place books or other materials on reserve may do so by taking them to the library or having the librarian place them on reserve from the stacks. Books on reserve must be renewed each semester. The librarian should be consulted about specific policies and procedures related to placing copyrighted materials (such as copies of journal articles) on reserve.

Student Advisees

Each faculty member is assigned current student advisees. Faculty are encouraged to contact their advisees for course registration, update the student's academic progression form, and assist the student in resolving admission and progression problems. The advisor should also provide support and referrals for students having academic or personal difficulties.

During the Semester

Course Enrollment Lists

The University's software provides faculty with "real time" course enrollment numbers and enrolled student name lists. Faculty should consult with the Program Chair about obtaining current student enrollment information from the University web site. New faculty will need a Panthersoft ID to access the site. Students who do not show up on the course registration list or show a "drop" and continue to attend class should be informed about the discrepancy. It is the student's responsibility to resolve the problem.

Students with Disabilities

In congruence with the American Disabilities Act (ADA), faculty members (using the syllabus) must inform students with disabilities who may need special accommodations to register with the Office of Disability Services. Current documentation of disability is required to receive services. Students should be encouraged to contact each instructor so that arrangements can be made to accommodate their needs. Personnel in the **Office of Disability Services for Students** will provide a written statement regarding any necessary accommodation.

Classroom Environment and Equipment

Small classroom supplies (such as chalk and markers) are kept in the office supply cabinet/closet. If a classroom needs cleaning, the Program secretary should be notified. Absolutely no food or drink is permitted in the classrooms or laboratories. This is a university policy. If special equipment is needed for the classroom, the faculty member should contact the Coordinator of the STAR Center (clinical-related requests) or the Program Coordinator (other requests). Broken equipment should be reported to the STAR Center Coordinator or Program Coordinator.

Illnesses/Emergencies

Faculty. In the event of illness or other emergency during a scheduled class time, faculty members shall call their immediate supervisor (usually the Program Chair) and the Program secretary Coordinator immediately so alternative arrangements can be made. If a Chair becomes ill or has an emergency, they shall contact the NWCNHS Associate Dean of Academic Affairs.

If clinical or classroom activities must be cancelled, the faculty member, Program Coordinator and/or the Program Chair should decide how the students will be notified (such as placing a notice on the wall by the classroom door and answering student inquiries). Faculty who must cancel a class at a clinical site should notify a supervisor located at the site who can inform the arriving students.

The faculty member and the Program Chair will evaluate the effect on the students' total learning. A decision will then be made regarding make-up time for students. Any make-up times need to be arranged at the convenience of the students.

Students. Students may become ill or experience an incident in the clinical site, laboratory, or the classroom. First, take care of the student. If the illness is minor, a faculty member can send the student home with instructions to see his/her private health care provider or go to the campus clinic. If the student experiences a health emergency, the student may have to be seen in the emergency room. Since students are required to carry health insurance, the NWCNHS has no financial obligation to the health care facility or the student.

Second, notify the NWCNHS. If the illness is minor, contact the Course Coordinator or Track Leader within 48 hours of the clinical experience. If a student experiences a health emergency or incident (needlestick, fall, etc.), the Course Coordinator or Track Leader must be notified immediately. If unable to reach the Course Coordinator or Track Leader, contact the Program Chair.

Grade Posting

Grades cannot be posted in public halls or doors and cannot be posted by social security number, Panther ID number, or any portion thereof. Faculty should consult the Program Chair on suggested methods for communicating grades (secretaries cannot report grades to students). Once submitted and posted at the end of the semester, final grades can be accessed by students (with their PIN and identification #) on the University's web site.

Examinations

The exam schedule and percentage toward grade must be included in the syllabus. Exams must be taken on the scheduled day. If the student is unable to take the exam because of an emergency/illness, the policies/procedures in the student policies/procedures manual and/or syllabus must be followed. If the classroom size compromises test security, consult with the Program Chair or Program secretary about moving the class to a larger room for the exam or obtaining an additional proctor. Failed exams cannot be retaken. Final examinations must be given during the scheduled final examination week (not earlier) and may be at a different time, day, or room to accommodate all students. The final exam schedule is published in the semester **FIU Class Schedule**.

Security on Examinations

Faculty may want to remind students at the beginning of the semester and in the syllabus that students caught cheating can be charged with academic misconduct and may be dismissed from the University. To practice extra security with examinations, include the following:

- Number all exams and handouts, including paper for calculations, and ensure that they are all collected at the end of the exam.
- Change exam questions routinely. It may not be necessary to change the entire question, but rather to refocus the question so that a different answer is correct. If it is a drug question, change the drug or the dose.
- Create multiple formats of the same exam so that “wandering eyes” are not enabled by looking at another student’s answer sheet or computer screen.
- Implement planned seating which changes with each exam so that friends don’t sit near friends and potential cheaters don’t know where they will be.
- Do not allow students to leave the exam once they have started. Remind students prior to the beginning of the exam in case they need a quick bathroom break. Once the exam has started, if the student leaves, they have finished the exam.
- Do not allow multiple students to crowd you when they are turning in their exams. Students have been seen putting in additional answers while supposedly standing in line waiting to turn in their exam.
- Online exams are a special problem. Students have voiced that they do online exams together by signing in first on one student’s name, completing that exam, and then going on to the next.
- Be vigilant during exams. If you see wandering eyes, move the student during the exam to a more isolated area of the room. (I know it is hard when classrooms are crowded, but the message becomes clear to everyone).
- Require students to cover their answer sheets. If after being reminded once to cover answer sheets and student does not do so, enforce a penalty.

Clinical Supervision of Nursing Students

Clinical faculty members are essential for the success of nursing students. It is impossible to learn nursing without effective clinical experiences provided in an environment that provides support and respect for students while they learn the art and science of nursing.

Clinical Faculty Dress

Clinical faculty should follow the general guidelines for dress established for students in street clothes, i.e., lab coats, appropriate shoes. If scrubs are worn, please wear an ID that identifies you as a faculty member with the nursing unit. You can slip your FIU picture ID into a plastic sleeve and pin it to your scrubs.

Purpose of Clinical Experiences

The clinical environment is an educational environment for nursing students. While students are expected to apply the knowledge, practice the skills, and demonstrate professional attitudes consistent with professional nursing practice, it must be emphasized that clinical experience is a learning or “practice” experience for students not a “performance” experience. Clinical experiences provide the opportunity for students to:

- Apply the theoretical concepts learned in the classroom.
- Practice skills learned in the nursing laboratory in a variety of clinical situations (e.g., hygiene, medication administration, nursing interventions, etc.).
- Demonstrate skills that cannot be fully experienced in the nursing laboratory (e.g., assessment of clients with health alterations).
- Practice communication skills with clients, their families, colleagues, and other health professionals.
- Increase problem-solving and clinical decision-making skills.
- Practice clinical organization and time management skills, including determining clinical priorities for individual and multiple clients.
- Socialize professionally in the clinical nursing environments of hospital and community practice settings.
- Socialize to the profession during observational and professional activities (e.g., attendance at professional meetings, observation of community resources for client support and care, etc.)

Alternative Clinical Experiences

In many courses, alternative clinical experiences may be assigned to enhance student learning. Alternative learning experiences should not simply be a way to decrease the number of students on the nursing unit or a way to “reward” good students, but rather planned activities with specific objectives and available to all students. Alternative experiences may include observational activities (e.g., operating suite, emergency department, outpatient clinic, etc.), interaction activities (e.g., interviews of well persons, health care clients, interdisciplinary health professionals, etc.), attendance at professional conferences or meetings (e.g., FSNA, NSNA, FNA, etc.) or other instructional activities.

Alternative learning experiences should be cleared with the Course Coordinator so that all students have consistent learning activities. When alternative learning activities are assigned, there should be clearly written learning objectives for the activity and a method of evaluating the student’s learning from the activity.

Learning Objectives

For clinical experiences to be effective:

- **Learning objectives must be clear and concise.** Learning objectives must be written in a manner that is clearly understood by all students. The Course Coordinator for the course should review clinical learning objectives with students and clinical faculty so that all members of the instructional team understand student requirements.
- **Learning objectives must be consistent for all students in each course regardless of clinical setting and clinical instructor.** The Course Coordinator for the course should review clinical learning objectives with students and clinical faculty so that all members of the instructional team are consistent in their requirements. Students in each course talk to each other and can be confused if different clinical faculty members have different requirements for student success (# of nursing care plans, observation guidelines, written requirements, etc.).

Respect for Students as Persons

For many students, clinical experiences are frightening because of the interaction with real patients with real health problems. Students should never be reprimanded in front of patients, other students, or staff members. Students should be counseled in private when their performance is unacceptable. If the clinical instructor feels that a witness is necessary when counseling a student with deficiencies, the Course Coordinator, or Chair are preferred witnesses rather than clinical agency staff.

The FIU nursing unit is proud of the diversity of its students, staff, and faculty. Such diversity can result in misunderstanding between students and faculty regarding student expectations. Diverse cultural understandings of male/female roles, teacher/student roles, and nurse/patient roles may result in behavior that is interpreted as disrespectful. All faculty members are expected to be role models of cultural competence during their interactions with students, patients, and agency staff.

Written Evaluation of Student Progress

Students should receive a written evaluation of their progress at mid-semester and at the completion of the semester. Students who are deficient at mid-semester must be informed in writing of the specific deficiencies (e.g., inadequate preparation, lack of knowledge about their patient needs, absenteeism or lateness, unprofessional behavior, etc.). Failure to provide written mid-semester evaluation for students with deficiencies may require that the student receive a passing grade for the clinical course.

Continuous Remediation and Reward

Students require continuous feedback regarding their performance. For students who are not meeting clinical objectives/standards, clinical faculty should counsel students promptly with a plan for remediation. For students who are meeting or exceeding clinical objectives/standards, praise for their work should also be given opportunities for greater learning challenges discussed. Faculty should guide and nurture students to the highest ability.

Opportunities for Remediation

Students who demonstrate deficient or unsafe practice must be provided with opportunities during the clinical experience for remediation and demonstration for improvement. Students may be referred to the nursing laboratory, the STAR Center, the Course Coordinator, or the Program Chair for remediation or guidance for improvement. When making such referrals there must be verbal or written communication between the clinical instructor and the person for whom the student is referred.

Components of Clinical Experiences

Student Assignments. Student assignments may be made the evening before clinical or two hours before the starting time of clinical depending upon the agency and nursing unit. Faculty may make assignments the evening before for nursing units where client turnover is not frequent, such as long-term care facilities, or general nursing units. For student experiences on nursing units with rapid turnover, such as intensive care units, assignments may be made two hours prior to the start time of the clinical activity. Assignments must be made allowing sufficient time for student preparation prior to the beginning of the clinical time.

Client/patient assignments may be made by the clinical instructor, by the students, or by the instructor and students together. Assignments should be made based on student learning needs; thus, clinical instructors must know what prior experiences students had and what experiences they need. Having the theory class schedule assists the instructor in assigning appropriate clients/patients to enhance learning. For example, if students are studying the respiratory system in Pathophysiology, respiratory drugs in Pharmacology, and nursing care of clients with respiratory problems in Adult Nursing, then the clinical assignment should include clients with respiratory problems. If a student has not had an opportunity to perform a specific nursing procedure on a "live" client, the instructor might assign a client who requires that procedure.

The number of clients assigned may vary with the type of clients and the ability of the student. First semester nursing students may be assigned one client at the beginning of clinical experiences and assigned two or more clients as they become more confident and skilled. In some environments such as an intensive care unit, the student may be assigned one client. It is also effective to assign two students to provide care to one or more clients together. This can reinforce the concept of collaboration in client care.

Pre-Conference. During pre-conference, planning of client care continues. This is an opportunity for students to ask questions about their assigned clients and for the instructor to assess students' preparation. It also provides students with an opportunity to organize their day and establish priorities of care. If students are expected to participate in change of shift report, pre-conference should finish so that students are on time for the report.

Clinical Practice. After pre-conference and report, students may start assessing their clients and providing care in collaboration with the registered nurse responsible for the client. While the instructor is responsible for the care given by all students, the instructor may spend the most time with students who require intense instruction or guidance. For this reason, not all students may administer medications every clinical day, especially when beginning students are developing proficiency and confidence in this skill. Similarly, for students who are demonstrating a nursing procedure for the first time on a "live" client, the instructor must be available to guide the student in successful performance of the skill. It is understood that students must be informed prior to the clinical experience that they will be performing these procedures so they can prepare adequately.

Opportunities for leadership and practice of delegation skills are also important. One strategy for providing these experiences is to assign one or two students the team leader role with other students being members of their team. In this way, the “team leader” interacts with the “team members” under the guidance of the instructor to ensure that client needs are met.

Clinical instructors must be active participants in nursing students’ learning. They must be readily available to students for guidance, answers, and support throughout the clinical day. If students are off the primary nursing unit for observational experiences, the clinical instructor should make telephone contact to ensure that the student is achieving the objectives of the observational experience.

Post-Conference. Post conference is a time to analyze and synthesize the events of the clinical day. It is essential to summarize the day’s experiences and set goals for future clinical days.

There are many strategies for creating a successful post conference. Often, post conference is used to process student feelings about some critical event of the day, such as the death of a client, a successful CPR (Cardiopulmonary Resuscitation), a client’s diagnosis of a terminal condition, or a client’s hostile or belligerent behavior. Post conference may also be used for students to present their client/patient using a “nursing rounds” model. All students can then participate in discussions about the care provided and alternatives to that care. Such discussion can be used to challenge students to defend the care they planned. Sometimes, post conference may be used for specialized health professionals, such as the infection control nurse, social worker, or respiratory therapist or chaplain to discuss their role in client care.

Post-conference should always be done in an environment where client confidentiality is maintained. The activities of post conference can help students synthesize the events of the clinical day through critical analysis of their client care.

At the End of the Semester

Course Evaluations

University policy requires that all students have an opportunity to, and are encouraged to, evaluate each of their courses and faculty. The Student Perceptions of Teaching Survey (SPOTs) (<https://opir.fiu.edu/spotspolicy.htm>) will be administered online via my.fiu.edu or the FIU Mobile App. Students and instructors will receive an email on the day SPOTs open with instructions on how to access and complete the surveys.

Students will be given the opportunity to evaluate every instructor listed in the Panthersoft course schedule under the following roles: Primary Instructor, Secondary Instructor, and Course Assistant. Course schedulers and Administrators will not be assessed. Class time should be provided for students to complete the SPOTs. However, the instructor should not be present in class while the SPOTs is being completed.

Grade Reports

Students in academic jeopardy for program progression are notified by their faculty advisor or the Program Chair at the end of the semester. Specific policies/procedures related to academic progression and dismissal are described in the student policies/procedures manuals.

Faculty shall complete and submit grade reports through the Panthersoft system by the specified date.

The Panther Success Network (PSN) platform shall be used by faculty to communicate with the at-risk student, and members of their FIU Success Team, such as their Academic Advisor, Success Coaches, Career Coaches and Tutors. Faculty members can submit an at-risk report anytime during the semester in the PSN system.

Incomplete Grades

An incomplete grade (IN) is a temporary symbol given at the discretion of the instructor for work not completed, because of a serious interruption not caused by the student's own negligence. An "I" grade must be reported to the Program Chair. When entering a grade of "IN" for a student on my.fiu.edu, the faculty shall complete the Student Incomplete Form to report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of (IN)

An incomplete grade must be made up as quickly as possible, but no later than two semesters or it will automatically default to the earned grade or F.

The student must not register again for the course to make up the incomplete. Students who receive an incomplete grade and have applied for graduation at the end of that term must complete the incomplete grade by the end of the fourth week of that term to graduate.

ADJUNCT/PART-TIME FACULTY INFORMATION

Introduction

Adjunct/Part-Time faculty negotiate a complex bureaucratic system that is often perplexing, frustrating, and full of impediments. However, there is assistance along the way:

First, read this manual. The information provides an overview of the Florida International University (FIU), the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS), and the nursing unit and its programs. The sections also list University, College, and nursing unit documents where information can be found and describe general faculty information and faculty policies/procedures.

Second, explore the FIU, NWCNHS, and nursing web sites. Just start clicking on links. Many of the documents referred to in the Nursing Faculty Handbook are found on the web sites along with other valuable information.

Third, attend (if possible) the general orientation session for adjunct/part-time faculty held at the beginning of the semester. The orientation session provides you with the “nuts and bolts” of signing on and functioning as an adjunct/part-time instructor.

Fourth, identify FIU personnel who can assist you:

- Personnel in the Office of Administrative Affairs answer your “sign-on,” “contract” and “paycheck” questions. Please provide the Office with the following documents:
 - A copy of your updated curriculum vitae or resume.
 - A copy of your nursing license; and
 - Final transcripts of your undergraduate and graduate degrees.
 - These documents are mandated by university policy and FIU/nursing unit accrediting bodies.
- The FIU faculty member coordinating your course (Course Coordinator/Track Leader) will give you specific information and pertinent forms and schedules related to the course. They can answer questions about the course syllabi, course requirements, policies/procedures, and student evaluations. The Course Coordinator/Track Leader will provide you with their phone number or email so you can call, text, or email if questions or problems arise during the semester.
- If you need to contact someone immediately and are unable to reach your Course Coordinator/Track Leader, you can contact the Program Chair. The Chairs are usually in the nursing unit office during the day or they can be contacted via the Program Coordinator or the Dean’s Office.
- The Program Program Coordinators are valuable resource people. They can answer questions related to semester deadlines, grade reports, registration lists, book orders, etc. If they can’t answer a question, they will refer you to your faculty Course Coordinator/Track Leader or the appropriate Chair.

Fifth, review the role description for the Adjunct/Part-Time Instructor and the general information for adjunct/part-time faculty. That gives you information that can get you started and on your way.

The University recognizes that, although adjunct/part-time faculty members provide an important service to the University, their situation is sometimes a difficult one. Therefore, the University Administration and the United Faculty of Florida (UFF) have jointly created a Committee on Adjunct/Part-Time Faculty. The Committee provides a voice for adjunct/part-time faculty concerns and has successfully won new benefits through its efforts.

Office Space, Keys, Telephones, and Mail Slot

Office space is at a premium and often difficult to find. If you are teaching on campus, you may be able to share an office (or a desk or table) with a willing faculty member or another adjunct/part-time faculty member. If you are assigned a space, make sure that you have a key to access the area. If a Program Coordinator is available in the evening, they may be able to provide access.

You are entitled to have access to a telephone on campus for making and receiving work-related calls. If you are rarely on campus, the Program Coordinators can take messages for you. Call the secretary on a regular basis to retrieve your messages. To reduce "telephone tag," many adjunct/part-time faculty members use beepers and/or cell phones that allow students to contact them directly.

Only you, staff, faculty, and administrators should have access to your mail slot.

Parking

Every car must have a virtual decal (except for metered parking) in order to park on the FIU campuses. If you are teaching for only one semester, you can purchase a one- semester parking decal. For information on where to obtain a decal and the cost, contact FIU Parking Services or go to their website. Failure to obtain a decal can result in expensive parking tickets.

Benefits

Although adjunct/part-time faculty members are not entitled to university employee health benefits or other employee benefits, they are eligible for the health plan available to alumni. If you are interested, ask about the plan during the sign-on process.

NURSING UNIT CLASSROOM VISIT/OBSERVATION GUIDELINES

The following guidelines assist the evaluator and the faculty member during a classroom visitation/observation of a faculty member. Since classes vary according to the program, the course level, and the topic, these guidelines must be considered within the context of the overall course/class objectives. (i.e., all items may not be addressed, or additional/alternate items may be addressed):

Teaching/Learning Objectives: Classroom or clinical teaching/learning objectives are communicated in writing, clearly explicated, appropriate to level of course, and related to the specific content being taught.

Class Preparation: Class preparation reflects planning as evidenced by a course topical outline, a course schedule, clinical assignments, pertinent announcements, a class outline, appropriate handouts, and management of teaching time.

Teaching Strategies: Teaching strategies utilized are appropriate to the content area.

Classroom Environment: Order and discipline are maintained in the classroom.

Organization and Presentation of Content: Content is well organized and easy to follow.

Quality of Presentation Materials: Materials are error-free (spelling, grammar), legible, simple, concise, and visually appealing. References are current and in APA style.

Learning Environment: The faculty member fosters a learning environment that encourages questions, expression of ideas, and discussion of disagreements.

Knowledge of Content: The faculty member demonstrates knowledge and mastery of the content area. Appropriate research findings are incorporated into the content.

Presentation: The presentation is clear, understandable, with minimal use of notes, and the use of appropriate vocabulary.

Presentation of Concepts: Abstract ideas, concepts, and theories are clearly interpreted.

Involvement of Students: The faculty member consistently commands the attention, interest, and involvement of students.

Attitude Toward Students: The faculty member proactively seeks ways to assist students.

NURSING RANKS AND POSITIONS

Nursing unit administrators and faculty have developed role descriptions for faculty and administrative appointments, and academic support personnel. The following role descriptions outline the qualifications and major responsibilities for each nursing position and are used as a basis for evaluations.

Faculty members are appointed to a specific rank by the Dean. This appointment is based on the faculty member's academic credentials, research, publications, teaching, and other experiences. Faculty role descriptions are the basis for annual evaluations, tenure and promotion decisions, and merit recommendations. Further information related to faculty rank and position may be found in the **BOT/UFF Collective Bargaining Agreement and the FIU/NWCNHS/Nursing Unit Tenure and Promotion Policies/Procedures.**

DEAN

I. Role Description

The Dean reports directly to the Provost of the University. The Dean provides leadership and facilitates the development of a vision for the nursing unit. The Dean carries out (a) general administrative functions; (b) general academic functions; (c) development and administration of the budget to support academic programs; (d) initiation and implementation of policies and programs related to the academic functions of the nursing unit, (e) coordination and recruitment, selection, appointment, and evaluation of employees; and (f) representation of the nursing unit within the College and University as well as external agencies, constituent groups, appropriate policy and advisory boards or committees, and the public.

II. Qualifications

An earned doctorate and five years recognized administrative leadership in the field and seven years of teaching experience in an institution of higher education. Tenure is required. The faculty member will assume the roles and responsibilities commensurate with his/her academic rank. The Dean is required to be licensed as a registered nurse (RN) in the State of Florida.

III. Administrative Line of Authority

The Dean is first in command within the College and nursing unit.

IV. Administrative Responsibilities

1. Administers the overall operation of the nursing unit competently.
2. Defines short- and long-term goals for the development of the nursing unit.
3. Demonstrates futuristic, creative abilities.
4. Plans effectively for achieving the goals and objectives of the nursing unit.
5. Utilizes outcome measures for making improvements in the nursing unit.
6. Demonstrates a proactive stance.
7. Develops and maintains an effective Administrative Council.
8. Supports collegiality among faculty, administrators, and staff.
9. Interacts with administrators, faculty, staff and students fairly & consistently.
10. Solicits administrator and faculty approval on important matters.
11. Elicits suggestions for program improvement.
12. Initiates and directs successful courses of action.
13. Solves problems professionally.
14. Explains the rationale in decision making.
15. Suggests mechanisms for reducing, preventing, and resolving conflicts.
16. Communicates deadlines to others in an expedient manner.
17. Completes assignments on time.
18. Responds to administrator, faculty and student concerns in a timely fashion.
19. Is readily available.
20. Chairs meetings effectively.

V. Academic Responsibilities

1. Stimulates research and scholarly activity.
2. Conducts research.
3. Publishes consistently.
4. Presents scholarly papers regularly.
5. Maintains effective teaching skills.

VI. Responsibilities Related to Budget Development and Administration

1. Demonstrates competence in the budgetary process.
2. Articulates effectively in the procurement of resources.
3. Facilitates obtaining grants and contracts from extramural sources.
4. Allocates resources in a fiscally responsible manner.
5. Allocates available resources to administrators, faculty and staff equitably.
6. Collaborates with the College Chair of Development in obtaining donations.

VII. Responsibilities Related to Initiation and Implementation of Academic Policies and Programs

1. Communicates policies and program information clearly to faculty, staff, students, and the external community.
2. Communicates College and University administration expectations to the NWCNHS Administrative Council and faculty.
3. Communicates administrator and faculty expectations to the College and University administration.
4. Facilitates the initiation of and revision of policies and programs.
5. Informs administrators and faculty of new and changed policies.

VIII. Responsibilities Related to Recruitment, Selection, Appointment and Evaluation of Faculty and Staff

1. Collaborates with faculty and administrators on recruitment recommendations.
2. Builds a cohesive team of faculty, administrators, and staff.
3. Assigns appropriate workloads to administrators, faculty and staff.
4. Oversees the faculty and staff evaluation process.
5. Delegates responsibility and authority appropriately.
6. Promotes faculty and staff development efforts.
7. Maintains consistent quality in standards of performance.
8. Makes appropriate recommendation on personnel actions.

IX. Responsibilities Related to Representation of the Nursing Unit

1. Maintains high visibility and effective liaisons at College and University level.
2. Maintains liaisons/contacts with the nursing unit's off-campus public.
3. Enhances the program's image and reputation in the University and community.

X. Performance Evaluation

Evaluation will be based on the role description criteria.

CHAIR OF GRADUATE NURSING DEPARTMENT

I. Role Description

The faculty member holds the title Graduate Program (MSN/DNP) Chair. The major responsibilities of the position are administering the Graduate Nursing Program in the areas of (a) governance; (b) curriculum and instruction; (c) faculty affairs; (d) student affairs; (e) communication (f) budget and resources; (g) office/physical plant management; and (h) professional development. Administrative responsibilities constitute 75% of the assignment; the remaining 25% includes teaching and/or scholarly activities.

II. Qualifications

An earned doctorate, preferably in nursing, and an MSN degree with three years of recognized administrative leadership in the field and a record of research and graduate teaching in accredited institution(s) of higher education. The Chair will assume the faculty roles and responsibilities commensurate with their respective rank. Must be RN licensed in the State of Florida and certified as an Advanced Practice Registered Nurse Practitioner (APRN).

III. Administrative Line of Authority

Accountable to the Dean in development and implementation of the Graduate Nursing Program. Is a member of the Dean's Administrative Council.

IV. Program Responsibilities

Governance

1. Conducts Graduate Program meetings.
2. Establishes Graduate Program committees and task forces.
3. Promotes effective Graduate Program committee/task force processes and outcomes.
4. Develops Graduate Program short-range and long-range program goals, objectives, and action plans in collaboration with the Dean and the Program faculty.
5. Implements Program goals, plans and policies in collaboration with the Dean, the Program faculty, Chairs, Associate/Assistant Deans for Admissions and Student Services, and Coordinators (i.e., IT, STAR Center, Evaluation).
6. Prepares the Program faculty for accreditation, regulatory, and evaluation processes.
7. Serves as an advocate for the Graduate Program and its faculty.
8. Monitors library acquisitions in collaboration with the Program faculty and the nursing unit Library Representative.
9. Delegates Program administrative responsibilities to individuals and committees, as appropriate.
10. Encourages faculty members to communicate ideas for improving the Graduate Program.
11. Consults with Program faculty on services provided to the University and the community.

Curriculum and Instruction

1. Collaborates with Program faculty and the Curriculum Committee to ensure that graduate curriculum and clinical placement revisions are made in light of current trends in health care and achievement of Program purposes.
2. Oversees the posting of faculty office hours.
3. Prepares and oversees the class schedule for the Graduate Program in collaboration with the Dean and the Chair of the Undergraduate Program.
4. Supervises off-campus Graduate Program offerings.
5. Oversees Graduate Program examinations.
6. Monitors theses, Doctor of Nursing Practice, master's papers, prospectuses, and programs of study for graduate students.
7. Serves as ex-officio member of all nursing committees and the Nursing Advisory Council.

Faculty Affairs

1. Recruits and recommends faculty members in collaboration with the Search and Screen Committee.
2. Assigns Graduate faculty responsibilities, such as teaching, research/scholarly activity, and service in collaboration with the Chair of the Undergraduate Program and the Dean.
3. Collaborates with the Chair of the Undergraduate Program in faculty- related responsibilities for faculty who have assignments in both the Graduate and Undergraduate programs.
4. Promotes Graduate Program faculty productivity in teaching, research/scholarly activity, and service.
5. Conducts formative and summative evaluations of Graduate Program faculty in compliance with the BOT-UFF Collective Bargaining Agreement.
6. Makes merit recommendations in collaboration with the Dean and in compliance with the BOT-UFF Collective Bargaining Agreement.
7. Informs the faculty of Program, College and University plans, activities, and expectations.
8. Promotes and maintains a positive work environment for faculty and staff in collaboration with the Chair of the Undergraduate Program and Dean.
9. Encourages faculty participation in Graduate Program activities.

Student Affairs

1. Oversees recruitment, selection, and administration of students for the Graduate Program in collaboration with the Associate/Assistant Deans/Chair of Admissions/Student Services and the Student Affairs Committee.
2. Serves as a liaison to university students and support services.
3. Oversees registration processes and procedures.
4. Oversees the advisory processes for students entering and matriculating through the Program.
5. Advises and counsels Graduate students when the problem cannot be resolved by the student's advisor and/or faculty member.
6. Facilitates academic enrichment and honors programs.
7. Advises and counsels students on matters pertinent to student life and the Program.

Communication

1. Communicates Graduate Program needs to the Dean.
2. Improves and maintains the Graduate Program's image and reputation.
3. Coordinates Graduate Program activities with activities within the University and the community.
4. Completes forms and surveys related to Graduate Program activities and performance in collaboration with the Evaluation Coordinator.
5. Initiates and maintains a liaison with external agencies and institutions.

Budget/Resources

1. Encourages faculty members to submit proposals for contracts and grants to public and private agencies in collaboration with the Office of Research and Dean.
2. Assists the Dean in planning the Graduate Program budget.
3. Seeks outside funding to support the Graduate Program and students in collaboration with the Dean.
4. Assists the Dean in administering the Graduate Program budget.
5. Prepares annual budgetary reports related to the Graduate Program activities in collaboration with the Office of Budget and Operations and the Dean.

Office/Physical Plant Management

1. Oversees Graduate Program facilities and equipment, including maintenance and control of inventory in collaboration with the Coordinator, STAR Center and Associate/Assistant Deans, and Instructional Technology.
2. Assists the Dean in supervising and evaluating support staff in the Graduate Program.
3. Maintains essential Graduate Program records, including student records.

Professional Development

1. Fosters development of Graduate Program faculty members' talents and interests.
2. Fosters effective teaching of faculty in the Graduate Program.
3. Stimulates Graduate Program faculty research and publications in collaboration with the Research Coordinator.
4. Promotes affirmative action.
5. Encourages Graduate Program faculty members to participate in regional and national professional meetings.
6. Represents the Graduate Program and the School at meetings of learned and professional societies.

CHAIR OF UNDERGRADUATE NURSING DEPARTMENT

I. Role Description

The faculty member holds the title Chair of Undergraduate Nursing Department. The major responsibilities of the position are administering the Undergraduate (MSN) Nursing Program in the areas of (a) governance; (b) curriculum and instruction; (c) faculty affairs; (d) student affairs; (e) communication (f) budget and resources; (g) office/physical plant management; and (h) professional development. Administrative responsibilities constitute 75% of the assignment; the remaining 25% includes teaching and/or scholarly activities.

II. Qualifications

An earned doctorate, preferably in nursing, and an MSN degree with three years of recognized administrative leadership in the field and a record of research and undergraduate teaching in accredited institution(s) of higher education. The Chair will assume the faculty roles and responsibilities commensurate with his/her respective rank. Must be RN licensed in the State of Florida.

III. Administrative Line of Authority

Accountable to the Dean in development and implementation of the Undergraduate Program. Is a member of the Dean's Administrative Council.

IV. Program Responsibilities

Governance

1. Conducts Undergraduate Program meetings.
2. Establishes Undergraduate Program committees and task forces.
3. Promotes effective Undergraduate Program committee/task force processes and outcomes.
4. Develops Undergraduate Program short-range and long-range goals, objectives, and action plans in collaboration with the Dean and the Program faculty.
5. Implements Program goals, plans and policies in collaboration with the Dean, the Program faculty, Chairs, Associate/Assistant Deans for Admissions and Student Services, and Coordinators (i.e., IT, STAR Center, Evaluation).
6. Prepares the Program faculty for accreditation, regulatory, and evaluation processes.
7. Serves as an advocate for the Undergraduate Program and its faculty.
8. Monitors library acquisitions in collaboration with the Program faculty and the nursing unit Library Representative.
9. Delegates Program administrative responsibilities to individuals and committees, as appropriate.
10. Encourages faculty members to communicate ideas for improving the Undergraduate Program.
11. Consults with Program faculty on services provided to the University and the community.

Curriculum and Instruction

1. Collaborates with Program faculty and the Curriculum Committee to ensure that undergraduate curriculum and clinical placement revisions are made in light of current trends in health care and achievement of Program purposes.
2. Oversees the posting of faculty office hours.
3. Prepares and oversees the class schedule for the Undergraduate Program in collaboration with the Dean and the Chair of the Graduate Nursing Department.
4. Supervises off-campus Undergraduate Program offerings.

5. Oversees Undergraduate Program examinations.
6. Serves as ex-officio member of all nursing committees and the Nursing Advisory Council.

Faculty Affairs

1. Recruits and recommends faculty members in collaboration with the Search and Screen Committee.
2. Assigns Undergraduate faculty responsibilities, such as teaching, research/scholarly activity, and service in collaboration with the Chair of the Graduate Program and the Dean.
3. Collaborates with the Chair of the Graduate Program in faculty-related responsibilities for faculty who have assignments in both the Graduate and Undergraduate programs.
4. Promotes Program faculty productivity in teaching, research/scholarly activity, and service.
5. Conducts formative and summative evaluations of Undergraduate Program faculty in compliance with the BOR-UFF Collective Bargaining Agreement.
6. Makes merit recommendations in collaboration with the Dean and in compliance with the BOT-UFF Collective Bargaining Agreement.
7. Informs the faculty of Program, School and University plans, activities, and expectations.
8. Promotes and maintains a positive work environment for faculty and staff in collaboration with the Chair of the Graduate Program and Dean.
9. Encourages faculty participation in Undergraduate Program activities.

Student Affairs

1. Oversees recruitment, selection, and administration of students for the Undergraduate Program in collaboration with the Chair of Admissions and Student Services and the Student Affairs Committee.
2. Serves as a liaison to university, student, and support services.
3. Oversees registration processes and procedures.
4. Oversees the advisory processes for students entering and matriculating through the Program.
5. Advises and counsels Undergraduate students when the problem cannot be resolved by the student's advisor and/or faculty member.
6. Facilitates academic enrichment and honors programs.
7. Advises and counsels students on matters pertinent to student life and the Program.

Communication

1. Communicates Undergraduate Program needs to the Dean.
2. Improves and maintains the Undergraduate Program's image and reputation.
3. Coordinates Undergraduate Program activities with activities within the University and the community.
4. Completes forms and surveys related to Undergraduate Program activities and performance in collaboration with the Evaluation Coordinator.
5. Initiates and maintains a liaison with external agencies and institutions.

Budget/Resource

1. Encourages faculty members to submit proposals for contracts and grants to public and private agencies in collaboration with the Office of Research and Dean.
2. Assists the Dean in planning the Undergraduate Program budget.

3. Seeks outside funding to support the Undergraduate Program and students in collaboration with the Dean.
4. Assists the Dean in administering the Undergraduate Program budget.
5. Prepares annual budgetary reports related to the Undergraduate Program activities in collaboration with the Office of Budget and Operations and the Dean.

Office/Physical Plant Management

1. Oversees Graduate Program facilities and equipment, including maintenance and control of inventory in collaboration with the Coordinator, STAR Center and Associate/Assistant Deans, and Instructional Technology.
2. Assists the Dean in supervising and evaluating support staff in the Undergraduate Program.
3. Maintains essential Undergraduate Program records, including student records.

Professional Development

1. Fosters development of Undergraduate Program faculty members' talents and interests.
2. Fosters effective teaching of faculty in the Undergraduate Program.
3. Stimulates Undergraduate Program faculty research and publications in collaboration with the Research Coordinator.
4. Promotes affirmative action.
5. Encourages Program faculty members to participate in regional and national professional meetings.
6. Represents the Undergraduate Program and the School at meetings of learned and professional societies.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

PROFESSOR

I. Role Description

This faculty member holds the academic rank of professor. The major responsibilities of the position are leadership in teaching undergraduate and/or graduate students, service, research and/or other creative activities.

II. Qualifications

An earned doctorate and recognized leadership in the field of specialization with five years of teaching experience in an institution of higher education or equivalent professional experience. An MS in Nursing is required. Must be RN licensed in the State of Florida.

III. Administrative Line of Authority

Directly responsible to the person indicated in the nursing unit organizational chart in meeting program responsibilities.

IV. Program Responsibilities

General

1. Effectively teaches knowledge, skills and values related to course objectives.
2. Stimulates critical thinking and creative ability of students and colleagues.
3. Exemplifies standards of professional conduct toward students and colleagues in carrying out responsibilities.
4. Utilizes creative and effective approaches to develop, implement and evaluate instructional programs through consultation and collaboration with colleagues and appropriate individuals.
5. Provides consultation as appropriate to junior faculty.
6. Chairs and/or serves as a member on students' scholarly papers/theses/dissertation committees.
7. Provides leadership in supporting the mission and philosophy of the nursing unit, College, and University.

Governance

Provides leadership to the nursing unit, College, and University by chairing committees, task forces, and providing consultation to colleagues as appropriate.

Instructional Responsibilities

1. Delivers lectures to the nursing unit and other University students.
2. Provides leadership and consultation in developing, implementing, and evaluating effective instructional materials.
3. Provides leadership in fostering faculty development of effective instructional and evaluation methods.
4. Initiates program development, implementation, and evaluation.
5. Incorporates research findings in teaching and practice.

Clinical Teaching

1. Serves as a clinical role model to colleagues and students.
2. Effectively teaches knowledge, skills, and values relative to clinical practice.

3. Provides leadership in stimulating students' critical thinking and creative abilities relative to clinical practice.
4. Provides leadership in developing effective clinical teaching and evaluation methods.
5. Provides leadership in fostering agency relationships with the nursing unit, College, and University.

Academic Advisement

1. Participates in academic advisement.
2. Provides leadership in the advisement process.

Academic Advisement

1. Participates in academic advisement.
2. Provides leadership in the advisement process.

Research, Grants, and Publications

1. Initiates programs to enhance research and/or creative activities, and the research capabilities of students, faculty, and others.
2. Provides leadership in developing research competencies in colleagues and students.
3. Represents research interests and activities in the University and public.
4. Publishes articles, texts, and other scholarly works in national and/or international forums.
5. Provides leadership in developing proposals and/or administering grants.
6. Conducts clinical, educational, or evaluation research studies.
7. Presents scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. Consults with agencies, institutions, and other groups or individuals.
3. Presents and/or develops continuing education programs.
4. Assists colleagues in presenting and/or developing continuing education programs.
5. Assists colleagues in developing greater professional visibility.
6. Promotes and interprets the nursing profession and the nursing unit to the College, University, and the public.

Professional Development

1. Attends and participates in continuing education programs, professional meetings, conferences, and workshops in national/international forums.
2. Reads scholarly journals, books, and other publications.
3. May take courses as appropriate.
4. Promotes and fosters the professional growth of colleagues and students.
5. Achieves local and state recognition for professional work and contributions.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

CLINICAL PROFESSOR

I. Role Description

This faculty member holds the academic rank of clinical professor. The major responsibilities of the position are teaching undergraduate and graduate students, and leadership in service to the program/nursing unit/college and the University, as well as to the community. This is not a tenure accruing position.

II. Qualifications

An earned doctorate and recognized leadership in the field of specialization with five years of teaching experience in an institution of higher education or equivalent professional experience. A MS in Nursing is required. Certification in the faculty member's area of expertise is required. Must be RN licensed in the State of Florida

III. Administrative Line of Authority

Directly responsible to the person indicated in the nursing unit organizational chart in meeting program responsibilities.

IV. Program Responsibilities

General

1. Effectively teaches knowledge, skills and values related to course objectives.
2. Stimulates critical thinking and creative ability of students and colleagues.
3. Exemplifies standards of professional conduct toward students and colleagues in carrying out responsibilities.
4. Utilizes creative and effective approaches to develop, implement, and evaluate instructional programs through consultation and collaboration with colleagues and other appropriate individuals.
5. Provides consultation as appropriate to junior faculty.
6. Chairs and/or serves as a member on nursing unit students' scholarly papers, thesis/dissertation committees.
7. Provides leadership in supporting the mission and philosophy of the nursing unit, College, and University.

Governance

Provides leadership to the nursing unit, College and University by chairing committees and task forces, serving on committees and task forces, and providing consultation to colleagues as appropriate.

Instructional Responsibilities

1. Delivers lectures to nursing unit and other University students.
2. Provides leadership and consultation in developing, implementing, and evaluating effective instructional materials for advanced clinical practice.
3. Provides leadership in fostering faculty development of effective instructional and evaluation methods for advanced clinical practice.
4. Initiates program development, implementation, and evaluation for advanced clinical practice.
5. Incorporates research findings in teaching and practice.

Clinical Teaching

1. Serves as a advanced practice clinical role model to colleagues and students.
2. Effectively teaches knowledge, skills and values relative to advanced clinical practice.
3. Provides leadership in stimulating students' critical thinking and creative abilities relative to advanced clinical practice.
4. Provides leadership in developing effective teaching and evaluation methods for advanced clinical practice.
5. Provides leadership in fostering agency relationships with the nursing unit, College, and University.

Academic Advisement

1. Participates in academic advisement.
2. Provides leadership in the advisement process.

Creative Activities

1. Initiates programs to enhance clinical-focused creative activities.
2. Represents clinical-focused interests and activities in the University and public.
3. Publishes articles, texts, and other scholarly works in national and/or international forums.
4. Provides leadership in developing clinical-focused proposals and/or administering grants.
5. May conduct clinical-focused and educational research studies.
6. Presents scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. Consults with agencies, institutions, and other groups or individuals.
3. Presents and/or develops continuing education programs.
4. Assists colleagues in presenting and/or developing continuing education programs.
5. Assists colleagues in developing greater professional visibility.
6. Promotes and interprets the nursing profession and the nursing unit to the University and the public.

Professional Development

1. Attends and participates in continuing education programs, professional meetings, conferences, and workshops in national/international forums.
2. May take courses as appropriate.
3. Reads scholarly journals, books, and other publications.
4. Promotes and fosters the professional growth of colleagues and students.
5. Achieves local and state recognition for professional work and contributions.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

ASSOCIATE PROFESSOR

I. Role Description

This faculty member holds the academic rank of associate professor. The major responsibilities of this position are teaching undergraduates and/or graduate students, service, and research or other creative activities. This is a tenure accruing position.

II. Qualifications

An earned doctorate with three years of teaching in an institution of higher learning or equivalent professional experience. A MS in Nursing is required. Must be RN licensed in the State of Florida.

III. Administrative Line of Authority

Directly responsible to the person indicated on the nursing unit organizational chart in meeting program obligations.

IV. Program Responsibilities

General

1. Effectively teaches knowledge, skills and values related to course objectives.
2. Stimulates critical thinking and creative ability of students.
3. Exemplifies standards of professional conduct toward students and colleagues in carrying out responsibilities.
4. Assists in providing leadership in development, implementation, and evaluation of instructional programs.
5. Assists in providing leadership to support the mission and philosophy of the nursing unit, College, and University.
6. Chairs and/or serves as a member on students' scholarly papers/theses/dissertation committees.

Governance

Assists in providing leadership to the nursing unit, College, and University by chairing committees and task forces, serving on committees and task forces, and providing consultation to colleagues as appropriate.

Instructional Responsibilities

1. Delivers lectures to nursing unit and other University students.
2. Collaborates and consults with colleagues and others in developing, implementing, and evaluating instructional programs.
3. Collaborates and consults with colleagues in developing effective instructional Collaborates and consults with colleagues in developing effective instructional.
4. Incorporates research findings in teaching and practice.

Clinical Teaching

1. Serves as a clinical role model to colleagues and students.
2. Effectively teaches knowledge, skills and values relative to the clinical setting.
3. Stimulates students' critical thinking and creative abilities relative to clinical practice.

4. Collaborates and consults with colleagues and others in developing effective clinical teaching and evaluation methods.
5. Assists in providing leadership in developing effective clinical skills in students.
6. Assists in providing leadership in fostering agency relationships with the nursing unit, College, and University.

Academic Advisement

1. Participates in academic advisement.
2. Assists in providing leadership to improve the advisement process.

Research, Grants, and Publications

1. Conducts clinical, educational, administrative, or evaluation research studies.
2. Assists in developing programs to enhance research competencies in colleagues and students.
3. Serves as a research role model to colleagues and students.
4. Publishes articles, texts, and other scholarly works in regional and/or national forums.
5. Presents research interests and activities to the University and public.
6. Presents scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. Provides leadership through consultation with agencies, institutions, and other groups or individuals.
3. Shares specialized knowledge by presenting and/or developing continuing education programs.
4. Fosters the professional visibility of faculty.
5. Promotes and interprets the nursing profession and the nursing unit to the College, University, and the public.

Professional Development

1. Attends and participates in continuing education programs for professional meetings, conferences, and workshops in regional and/or national forums.
2. May take courses as appropriate.
3. Reads scholarly journals, books, and other publications.
4. Promotes and fosters the professional growth of colleagues and students.
5. Achieves local, state, and national recognition for professional work and contributions.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

CLINICAL ASSOCIATE PROFESSOR

I. Role Description

This faculty member holds the academic rank of associate professor. The major responsibilities of this position are teaching undergraduates and/or graduate students when appropriate, service to the program/nursing unit/college and the University, as well as to the community. This is not a tenure accruing position.

II. Qualifications

An earned doctorate with three years of teaching in an institution of higher learning or equivalent professional experience. A MS in Nursing is required. Certification in the faculty member's area of expertise is required. Must be RN licensed in the State of Florida.

III. Administrative Line of Authority

Directly responsible to the person indicated on the nursing unit organizational chart in meeting program obligations.

IV. Program Responsibilities

General

1. Effectively teaches knowledge, skills and values related to course objectives.
2. Stimulates critical thinking and creative ability of students.
3. Exemplifies standards of professional conduct toward students and colleagues in meeting responsibilities.
4. Assists in providing leadership in development, implementation, and evaluation of instructional programs.
5. Assists in providing leadership to support the mission and philosophy of the nursing unit, College, and University.
6. Chairs and/or serves as a member on students' scholarly papers/theses/dissertation committees.

Governance

Assists in providing leadership to the nursing unit, College and University by chairing committees and task forces, serving on committees and task forces, and providing consultation to colleagues as appropriate.

Instructional Responsibilities

1. Delivers lectures to nursing unit and other University students.
2. Collaborates and consults with colleagues and others in developing, implementing, and evaluating instructional programs.
3. Collaborates and consults with colleagues in developing effective instructional and evaluation methods.
4. Incorporates research findings in teaching practice.

Clinical Teaching

1. Serves as a clinical role model to colleagues and students.
2. Effectively teaches knowledge, skills and values relative to the clinical setting.

3. Stimulates students' critical thinking and creative abilities relative to clinical practice.
4. Collaborates and consults with colleagues and others in developing effective clinical teaching and evaluation methods.
5. Assists in providing leadership in fostering agency relationships with the nursing unit, College, and University.

Academic Advisement

1. Participates in academic advisement.
2. Assists in providing leadership to improve the advisement process.

Creative Activities

1. May conduct clinical-focused and educational research studies.
2. Assists in developing programs to enhance clinical competencies in colleagues and students.
3. Publishes articles, texts, and other scholarly works in regional and/or national forums.
4. Presents clinical-focused interests and activities to the University and public.
5. Presents scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. Provides leadership through consultation with agencies, institutions, and other groups or individuals.
3. Shares specialized knowledge by presenting and/or developing continuing education programs.
4. Fosters the professional visibility of faculty.
5. Promotes and interprets the nursing profession and nursing unit to the University and public.

Professional Development

1. Attends and participates in continuing education programs for professional meetings, conferences, and workshops in regional and/or national forums.
2. May take courses as appropriate.
3. Reads scholarly journals, books, and other publications.
4. Promotes and fosters the professional growth of colleagues and students.
5. Achieves local, state, and national recognition for professional work and contributions.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments

ASSISTANT PROFESSOR

I. Role Description

This faculty member holds the academic rank of assistant professor. The major responsibilities of the position are teaching undergraduate and/or graduate students, service, research, or other creative activities. This is a tenure accruing position.

II. Qualifications

An earned doctorate with three years of teaching in an institution of higher learning or equivalent professional experience. A MS in Nursing is required. Must be RN licensed in the State of Florida.

III. Administrative Lines of Authority

Directly responsible to the person indicated in the nursing unit organizational chart.

IV. Program Responsibilities

Governance

1. Serves on nursing unit, College, and University committees.
2. May chair nursing unit and College committees and task forces.

Instructional Responsibilities

1. Effectively teaches knowledge, skills and values related to course objectives.
2. Teaches in different settings, such as lecture and clinical areas.
3. Promotes a facilitative learning climate.
4. Improves methods of instruction and evaluation of students.
5. Encourages critical thinking and creative ability of students.
6. Collaborates with colleagues and others in developing, implementing, and evaluating instructional programs.
7. Supports the mission and philosophy of the nursing unit, College and the University.
8. Serves as a member on students' scholarly papers/theses committees.

Clinical Teaching

1. Serves as a clinical role model to students.
2. Effectively teaches knowledge, skills and values related to the clinical setting.
3. Stimulates students' critical thinking and creative abilities relative to clinical practice.
4. Improves own clinical teaching methods and clinical skills.
5. Fosters agency relationships with the nursing unit, College, and University.

Academic Advisement

1. Participates in academic advisement.
2. Assists in improving the advisement process.

Research, Grants, and Publications

1. Participates in and/or conducts clinical or educational research studies.
2. Participates in programs to develop own research competencies.
3. Assists in developing proposals and/or administering grants.

4. May present scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. May provide consultation to agencies, institutions, and other groups.
3. May present and/or develop continuing education programs.
4. Promotes and interprets the nursing profession and the nursing unit to the University and the public.

Professional Development

1. Attends and participates in continuing education programs, professional meetings, conferences, and workshops.
2. May take courses as appropriate.
3. Reads scholarly journals, books, and other publications.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

CLINICAL ASSISTANT PROFESSOR

I. Role Description

This faculty member holds the academic rank of clinical assistant professor. The major responsibilities of the position are teaching undergraduate and/or graduate students when appropriate, and service to the program/nursing unit/college and the University, as well as to the community. This is not a tenure accruing position.

II. Qualifications

An MS in Nursing with three years of teaching in an institution of higher learning or equivalent professional experience is required. An earned doctorate is preferred. Certification in the faculty member's area of expertise is preferred. Must be RN licensed in the State of Florida.

III. Administrative Lines of Authority

Directly responsible to the person indicated in the nursing unit organizational chart.

IV. Program Responsibilities

Governance

1. Serves on nursing unit, College, and University committees.
2. May chair nursing unit and College committees and task forces.

Instructional Responsibilities

1. Effectively teaches knowledge, skills, and values related to course objectives.
2. Teaches in different settings, such as lecture and clinical areas.
3. Promotes a facilitative learning climate.
4. Improves methods of instruction and evaluation of students.
5. Encourages critical thinking and creative ability of students.
6. Collaborates with colleagues and others in developing, implementing, and evaluating the instructional program.
7. Supports the mission and philosophy of the nursing unit, College, and the University.
8. Serves as a member on students' scholarly papers/theses committees.
9. Incorporates research findings in teaching and practice.

Clinical Teaching

1. Serves as a clinical role model to students.
2. Effectively teaches knowledge, skills and values relative to the clinical setting.
3. Stimulates students' critical thinking and creative abilities relative to clinical practice.
4. Improves own clinical teaching methods and clinical skills.
5. Fosters agency relationships with the nursing unit, College and University.

Academic Advisement

1. Participates in academic advisement.
2. Assists in improving the advisement process.

Creative Activities

1. May participate in and/or conduct clinical-focused and educational research studies.
2. May participate in programs to develop own research competencies.
3. May assist in developing proposals and/or administering grants.
4. May present scholarly papers to professional groups.

Service

1. Shares specialized knowledge through clinical or other professional practice.
2. May provide consultation to agencies, institutions, and other groups.
3. May present and/or develop continuing education programs.
4. Promotes and interprets the nursing profession and the nursing unit to the University and the public.

Professional Development

1. Attends and participates in continuing education programs, professional meetings, conferences, and workshops.
2. May take courses as appropriate.
3. Reads scholarly journals, books, and other publications.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

INSTRUCTOR

I. Role Description

This faculty member holds the academic rank of instructor. The major responsibility of the position is teaching undergraduate students. This is non-tenure accruing position.

II. Qualifications

A Master's degree in nursing with a minimum of one year of teaching in an institution of higher learning or equivalent professional experience. Must be RN licensed in the State of Florida.

III. Administrative Lines of Authority

Directly responsible to the person indicated on the nursing unit organizational chart.

IV. Program Responsibilities

Instructional Responsibilities

1. Promotes a climate which facilitates student learning.
2. Teachers in different settings, e.g., lecture, clinical.
3. Improves own methods of instruction and evaluation of students.
4. Works collaboratively with peers (staff and faculty) for implementation of the education program for which the faculty member was appointed.
5. Carries out assigned responsibilities for course planning and student evaluation.
6. May initiate course and program development.

Research, Grants, and Publications

1. Reads research and incorporates findings into teaching and practice.
2. May participate in research and/or other creative activities.

Service

Participates in nursing unit, College, and University activities.

Other Responsibilities

May participate in academic advisement.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.

ADJUNCT/PART-TIME INSTRUCTOR

I. Role Description

This faculty member holds the academic rank of adjunct/part-time instructor. The major responsibility of the position is teaching undergraduate or graduate students during the contract period appointment.

II. Qualifications

A Master's degree in nursing with a minimum of one (1) year of teaching in an institution of higher learning or equivalent professional experience is preferred. For teaching graduate students, a doctorate is preferred.

III. Administrative Lines of Authority

Directly responsible to the Chair of the Program.

IV. Program Responsibilities

1. Collaborates with peers (faculty and staff) for implementation of the education program for which the faculty member was appointed.
2. Promotes a climate which facilitates student learning.
3. Teaches in various educational settings, e.g., theory, clinical, practicum.
4. Carries out assigned responsibilities for course planning and student evaluation.
5. Reads and incorporates research findings into teaching and practice.
6. May participate in research and/or other creative activities.
7. May participate in nursing unit activities.

V. Performance Evaluation

Evaluation is based on established criteria for the instructor rank/position.

NURSING COURSE COORDINATOR/TRACK LEADER

I. Role Description

This faculty member holds a minimum academic rank of instructor. The major responsibility of the position is the coordination of a course or courses.

II. Qualifications

A Master's degree in nursing with a minimum of one (1) year of teaching in an institution of higher learning or equivalent professional experience. Faculty members within the nursing unit are required to be RN licensed in the State of Florida.

III. Administrative Lines of Authority

Directly responsible to the Chair of the respective department.

IV. Program Responsibilities

Clinical/Practicum Course Coordinator/Track Leader

1. Selects textbooks and reference materials with input from adjunct/part-time instructors/preceptors.
2. Reviews and updates the clinical course syllabi and module(s).
3. Specifies learning resources needed for classes.
4. Identifies potential clinical/practicum sites.
5. Identifies student learning experiences in clinical/practicum sites.
6. Identifies potential adjunct/part-time instructors/preceptors for the Program Chair.
7. Conducts coordinator meetings with the assigned faculty.
8. Maintains a master list of students registered for the clinical course.
9. Ensures that clinical/practicum site requirements are met.
10. Assigns students to clinical rotations.
11. Assists students in identifying and implementing remediation as appropriate.
12. Schedules and monitors clinical examinations, as appropriate.
13. Notifies students in academic jeopardy at midterm.
14. Ensures course/instructor/clinical site evaluation by students.
15. Ensures student evaluation by adjunct/part-time instructors/preceptors.
16. Provides input into the evaluation process of adjunct/part-time instructors/preceptors.
17. Evaluates clinical learning experiences with adjunct/part-time instructor/preceptor input.

Theory Course Coordinator/Track Leader

1. Selects textbooks and reference materials.
2. Reviews and updates the course syllabus and module(s).
3. Specifies learning resources needed for course.
4. Conducts coordination meetings.
5. Maintains a master grade roll of students enrolled in course.
6. Identifies student learning experiences in course.
7. Assists students in identifying and implementing remediation as appropriate.
8. Plans and prepares course assignments.
9. Schedules and monitors course examinations, as appropriate.
10. Notifies students in academic jeopardy at midterm.
11. Ensures student evaluation of course/instructor.

BSN CLINICAL PRECEPTOR

I. Role Description

The major responsibility of the position is teaching undergraduate students in a clinical area. This is not a tenure earning position.

II. Qualifications

A minimum of a baccalaureate degree or additional education in an expanded role with a committed belief in the expanded role of the professional nurse and exhibited expertise in the field of preparation. Must be RN licensed in the State of Florida.

III. Administrative Lines of Authority

Directly responsible to the supervising faculty member or administrator.

IV. Program Responsibilities

1. Provides opportunities for the student to pursue individual learning objectives within the parameters of the facility and in accord with the nursing role assumed by the preceptor.
2. Allows the student the freedom to independently and/or collaboratively apply the skills of assessing, diagnosing, planning, implementing, and evaluating own nursing practice.
3. Provides opportunities for the student to assume a leadership role as a learning experience within the confines of the practice setting.
4. Serves as a resource person, consultant, and supervisor for the student's clinical nursing experience.
5. Requires a written composite copy of the student's objectives prior to allowing student to begin clinical experience in the facility.
6. Assumes responsibility for making student assignments for dependent interdependent, and dependent practice with careful attention given to the scope of the student's knowledge and skills.
7. Provides student evaluations which include documentation of the accomplishment of each objective.
8. Assists clinical faculty in evaluating the preceptorship experience and discussion of revisions.

V. Performance Evaluation

Evaluation is based on established criteria for the clinical preceptor.

CHAIR OF ADMISSIONS AND STUDENT SERVICES – NURSING

I. Role Description

This support staff member (who may also hold a faculty member rank) holds the title Chair of Admissions and Student Services. The major responsibilities of the position are in the areas of (a) student services; (b) recruitment; (c), advisement; (d) registration; (e) and graduation. Responsibilities as the Chair for Admissions and Student Services constitute 100% of the faculty assignment.

II. Qualifications

A Bachelor's degree is required, and a master's degree is preferred. In addition, appropriate experience in academic administration/advisement is preferable.

III. Administrative Lines of Authority

Reports directly to the Dean and is a member of the Dean's Administrative Council.

IV. Program Responsibilities,

General Student Services

1. Serves as a liaison for student support services within the nursing unit and College.
2. Serves as a liaison with university personnel who provide student support services.
3. Serves as a member of the nursing unit Student Affairs Committee.

Recruitment

1. Develops and maintains audiovisual and printed materials for recruitment purposes in collaboration with the Dean and Chairs.
2. Maintains a calendar of recruitment events and activities.
3. Represents the nursing unit at College/University recruitment events and activities.
4. Participates in recruitment activities in the community and at professional organization events.
5. Coordinates an annual job fair for nursing students.

Advisement

1. Assists with individual and group advisement for pre-nursing and incoming undergraduate and graduate students.
2. Organizes, updates, and maintains files on pre-nursing and incoming undergraduate and graduate students.
3. Prepares application files for review by the Admissions Committee.
4. Coordinates program orientations for incoming undergraduate and graduate students in collaboration with the Chairs.
5. Develops and maintains student advisement and admission databases.
6. Prepares admission and advisement reports for administrators.
7. Screens applications, transcripts, admission evaluations, changes in major, and re-admits, and makes referrals to the appropriate administrator or committee.
8. Maintains a database for financial aid/scholarship resources and assists students in applying.
9. Coordinates student enrollment databases with the nursing unit Evaluation Coordinator.

Registration

1. Assists in conducting on-site registration for incoming and current students.
2. Assists students who encounter problems during the admission and registration process.

Graduation

Assists in developing and coordinating graduation verification procedures with the Chairs.

V. Performance Evaluation

Evaluation will be based on the role description criteria and annual assignments.