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HISTORY OF WRIGHT STATE UNIVERSITY

In 1964 Wright State University became the twelfth, state-assisted university in Ohio. In the early 1960s Dayton community leaders saw a need for higher education opportunities in the area and organized a community fund-raising effort to provide for the purchase of a wooded, 618-acre campus site. A short time later the first building, Allyn Hall, was constructed; and Wright State University opened its doors to students in 1964. In 1967, Wright State University became an independent state university. Named for Daytonians Orville and Wilbur Wright, the main university campus is located adjacent to Wright-Patterson Air Force Base and just northeast of Dayton. The Lake Campus occupies forty-one acres in Celina, Ohio.

Now over 17,000 students are enrolled in the Colleges of Business and Administration, Education and Human Services, Liberal Arts, Science and Mathematics and Engineering and Computer Science; and the Schools of Graduate Studies, Nursing, Medicine, and Professional Psychology. The university has more than 192 degree programs leading to associate, baccalaureate, graduate, doctoral, and professional degrees.

The first graduate programs at the university started in 1968. In the fall of 1976 the School of Medicine started its program, making the first professional doctorate at the university. In 1977 the university received authorization to establish a School of Professional Psychology, offering a doctoral-level program in clinical psychology. In that same year planning approval was granted for the first academic doctorate at the university. In January 1984, Wright State University was reviewed by the North Central Association of Colleges and Schools and received accreditation for the maximum term of ten years in 1985-86. The university also was extended accreditation at the doctoral level, clearing the way for Wright State to offer its first doctoral program in fall 1979.

Physical facilities also reflect the university's growth. When the university received initial accreditation in 1967, four buildings had been constructed. Three years later the residence hall opened, followed by the University Center and the president's house one year later. In 1973 four more buildings opened: the Creative Arts Center, the University Library, the Physical Education Building, and the Brehm Laboratory. The Biological Science Building and the Medical Science Building were completed in 1975 and 1976. In 1981, construction was completed on Rike Hall, housing the College of Business and Administration, and the Frederick A. White Center for Ambulatory Care, which is both a teaching facility and a center for health care services. Also in 1981, the fourth floor of Allyn Hall was remodeled to house the College of Nursing and Health. Two new buildings opened in 1984: the Health Sciences Building, which houses the School of Professional Psychology, and the Engineering and Mathematical Sciences Building, followed by the Library Annex. The Russ Center for the College of Engineering and Computer Science and the Student Union were completed in 1992. The College of Nursing and Health moved into the first floor and lower level of University Hall with state-of-the-art facilities in the spring of 1999. In April 2013, the Wright State University and Premier Health Neuroscience Institute groundbreaking occurred on a public-private partnership uniting the Dayton region’s most advanced biomedical research institution with the clinical resources of its largest hospital system. This has been designated as a University System of Ohio Center of Excellence.

Reaffirmed 9/09
Revised 02/12/14
WRIGHT STATE UNIVERSITY-MIAMI VALLEY
COLLEGE OF NURSING AND HEALTH

HISTORY OF CONH

In September 1973, following studies conducted in the 1960’s by interested community health care administrators and nurse educators revealing a need for a baccalaureate nursing program, Wright State University College of Nursing and Health started the first baccalaureate nursing program with sixty-one students. In 2013, about 700 undergraduate students are enrolled. The undergraduate programs include traditional, RN/BSN for licensed registered nurses who wish to pursue a Bachelor of Science degree in nursing, and most recently an accelerated option, Baccalaureate Entry Accelerates Career Opportunities in Nursing (BEACON). This allows students with a non-nursing bachelor’s degree to earn a BSN in 16 months. The College of Nursing and Health first received full accreditation from the National League for Nursing in May 1976. The latest full accreditation was awarded by Commission on Collegiate Nursing Education in April 2005 for the maximum of 10 years.

In January 1978, the College of Nursing and Health admitted the first students to its master’s program. Just a year and a half later, in June 1979, the first graduates completed the program. Within six months, the College received accreditation from the National League for Nursing for a period of eight years for the masters program. Currently, approximately 220 students are enrolled in the graduate program. Beginning in 1993, a number of graduate specialties were added to the master’s program, including Family Nurse Practitioner, Child and Adolescent Health, Acute Care Nurse Practitioner, Adult Health Clinical Nurse Specialist, Nursing Administration, and Nursing Education. In April 2005, the College of Nursing and Health received full accreditation from the Commission on Collegiate Nursing Education for 10 years. The Doctorate of Nursing Practice was started in January 2008. Two additional graduate programs, the Psychiatric-Mental Health Nurse Practitioner program began in Fall 2013, and a Neonatal Nurse Practitioner program will begin in Fall 2014.

In June 1984, the school entered into a collaborative agreement with the Division of Nursing at Miami Valley Hospital to form a Center for Excellence in nursing education. This agreement affords unique opportunities for research, clinical practice, and education. The College of Nursing and Health has contracts with 48 other agencies in the area which are used for clinical experiences and research.

In 1993, H.B. 478 established Wright State and Case Western Reserve universities as Advanced Practice Nursing pilot projects. This legislation allows advanced practice nurses to be reimbursed through the Ohio Department of Human Services and gives advanced practice nurses prescriptive authority. ODHS has established rules and regulations for reimbursement of advanced practice nurses. The bill requires a formulary committee of advanced practice nurses appointed by the Ohio Board of Nursing, MDs appointed by the Ohio Board of Medicine, a pharmacist appointed by the Ohio Board of Pharmacy and the State Commissioner of Health to recommend rules and regulations for prescriptive authority, develop a formulary, and approve prescriptive protocols for advanced practice nurses in the pilot projects.

Revised 2/12/14
Wright State University-Miami Valley
College of Nursing and Health

MISSION STATEMENT

The Wright State University-Miami Valley College of Nursing and Health provides excellence in innovative educational programs as the foundation for lifelong learning; serves our community locally, regionally, nationally, and internationally; performs scholarship that enriches and guides the profession of nursing; and empowers faculty, staff, students, and alumni to reach their full potential.

Revised 10/23/13

VISION STATEMENT

The Wright State University-Miami Valley College of Nursing and Health will be a leader in the transformation of the educational enterprise in Ohio and beyond through collaborative partnerships, civic engagement, and service, supported by scholarship to advance and empower nursing in an inclusive, respectful environment.

Revised 10/23/13
Bylaws

See the University websites for current bylaws:

Tenure-Eligible and Tenured Faculty

Non-Tenure-Eligible Faculty
http://www.wright.edu/administration/aaup/NTE-CBA.pdf
Faculty Handbook
Section B: Role
Wright State University-Miami Valley
College of Nursing and Health

DOCUMENTATION REQUIREMENTS

Health requirement
Faculty members are required to provide verification of good health by a physician or nurse practitioner to the Dean’s Office prior to the start of their initial semester of employment. Health requirements are based on Joint Commission recommendations to member hospitals. Those faculty members teaching in obstetrics must provide an annual re-evaluation (Ohio Administrative Code 3701-7-04) of their health status to the Office of the Dean. ALL faculty members must have an annual PPD skin test or TB clearance and provide the results to the Office of the Dean. See Section D for Report of Health History and Annual Health Update forms.

License
In accordance with the Rules and Regulations of the Ohio Board of Nursing, all nursing faculty must be currently licensed. The Office of the Dean will verify current Ohio license for all faculty and maintain a record of each faculty member’s name, license number, and license expiration date.

Liability insurance
The College provides professional liability insurance for all students, all full-time faculty members, and the College. This coverage also covers adjunct faculty when they are teaching CONH students. The "blanket" liability insurance policy provided through AON/NSO. The policy has been reviewed and approved by the University's risk management department and the Dean. Faculty members may choose to purchase additional professional liability insurance at their own expense.

CPR certification
Full-time faculty members must provide a copy of current cardiopulmonary resuscitation (CPR) certification to the Dean’s Office no later than the first day of Fall Semester classes and annually thereafter. Adjunct faculty members must provide a copy of CPR certification in the week prior to their first clinical day once a year.

Background check
All faculty members of the College of Nursing and Health are required to have an Ohio BCI&I and FBI background check. Wright State’s Educational Resource Center (116 Allyn Hall) fingerprints for both the Ohio BCI&I and FBI background checks. You may also go to your local police department to initiate the background checks. Results must be sent to:
  Office of the Dean
  Wright State University College of Nursing and Health
  160 University Hall
  Dayton, OH 45435-0001
HEPATITIS B VACCINATION DECLINATION STATEMENT

Faculty members who have not submitted evidence of Hepatitis B vaccination and protective anti-HBs titers must complete this form annually.

I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at my own personal expense. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring the Hepatitis B virus. I accept this as the consequence of my choice. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with the Hepatitis B vaccine, I can receive the vaccination series at my own expense.

Printed name: ______________________________   Date: ________________

Signature: _________________________________

IMMUNIZATION DECLINATION STATEMENT

Faculty members who have not submitted evidence of either vaccination OR protective antibody titers for the following diseases must complete this form.

I understand that, due to my allergic reaction to immunizations, I may be at risk of acquiring Diphtheria, Tetanus, Rubeola, Mumps, Rubella, and/or Varicella. I have been given the opportunity to be vaccinated at my own personal expense. However, I decline the immunization(s) at this time. I will accept any consequences resulting from my choice. If, in the future, I continue to be exposed to these diseases, I can receive the immunizations at my own personal expense.

If my teaching assignment occurs in schools or pediatric facilities, I will abide by the policies of the facility when supervising students.

Printed name: ______________________________   Date: ________________

Signature: _________________________________
HAZARD COMMUNICATION STANDARD (HCS) INFORMATION

Effective May 23, 1988, hospitals will be required to be in compliance with the provisions of the Hazard Communication Standard (29 Code of Federal Regulations 1910.1200), also known as the “right to know” regulations.

The HCS will require that all hospitals have an implemented, written hazard communication program which specifies how the HCS requirements will be met. Those requirements involve labeling and signage, collection by employers of material safety data sheets (MSDS), accessibility by employees of MSDS, and employee training. Hospitals will be subject to OSHA inspections for compliance with the HCS, and violations will be subject to administrative remedies, including civil fines.

The HCS applies to any chemical which is a physical or health hazard and is known to be present in the workplace in such a manner that employees may be exposed under normal conditions of use or in a foreseeable emergency.

The employer must maintain copies of the MSDS and make them readily accessible by employees.

Employers must ensure that each container of hazardous chemical(s) is labeled with the identity of the hazardous chemical and appropriate hazard warnings. Certain signage or other written materials may be substituted for labeling containers.

Employers are required to provide employees with information and training about the hazardous chemicals in their work area at the time of their initial assignment and whenever a new hazardous chemical is introduced into the work area.

Medicine: The rule includes an exemption for drugs when they are solid and are in final form for direct administration to the patient.

Workers who are exposed to hazardous chemicals as part of their assigned jobs would generally be covered under the rule, except for those who only encounter hazardous chemicals in non-routine, isolated instances.

“Hazard warning” means “any words, pictures, symbols, or combination thereof which conveys the hazard(s) of the chemical(s) in the container(s).” Any format may be used, as long as the label includes the information regarding the chemical hazards. If employees are exposed to a small number of chemicals, the employer may wish to discuss the particular hazards of each one. Where there are large numbers of chemicals, the training regarding hazards could be done on categories (e.g., flammable liquids, carcinogens), which employees being referred to substance-specific information on the labels and MSDS.

For additional information about occupational/non-occupational exposure to bloodborne pathogens, see Wright Way Policy 6034, online at www.wright.edu/wrightway/6034.html.
STANDARD PRECAUTIONS POLICY

Standard precautions include, but are not limited to, the following procedures.

1. **HANDS** should always be washed before and after contact with patients. Hands should be washed even when gloves have been used. If hands come in contact with blood, body fluids, or human tissue, they should be immediately washed with soap and water.

2. **GLOVES** should be worn when contact with blood, body fluid, tissues, or contaminated surfaces are anticipated.

3. **GOWNS** or plastic aprons are indicated if blood splattering is likely.

4. **MASKS** and **PROTECTIVE GOGGLES** should be worn if aerosolization or splattering is likely to occur such as in certain dental and surgical procedures, wound irrigation, post-mortem examination, and bronchoscopy.

5. To minimize the need for emergency mouth-to-moth resuscitation, mouth pieces, resuscitation bags, or other ventilation devices should be strategically located and available for use in areas where the need for resuscitation is predictable.

6. Sharp objects should be handled in such a manner to prevent accidental cuts or punctures. Used needles should not be bent, broken, reinserted into their original sheath, or unnecessarily handled. They should be discarded intact immediately after use into an impervious needle disposal box which should be readily accessible (placed in all clinical areas, including patient rooms.) All needle stick accidents, mucosal splashes, or contamination of open wounds with blood or body fluids should be reported immediately to the hospital/agency and to the College of Nursing and Health.

7. Blood spills should be cleaned up promptly with a disinfectant solution such as a 1:10 dilution of bleach.

8. All patients’ blood specimens should be considered biohazardous.

For additional information about occupational/non-occupational exposure to bloodborne pathogens, see Wright Way Policy 6034, online at [www.wright.edu/wrightway/6034.html](http://www.wright.edu/wrightway/6034.html).
RECRUITMENT AND HIRING POLICY

Policy
The College of Nursing and Health endorses the policies on Equal Educational and Employment Opportunities and the affirmative action program stated in Wright State University Policy 4001. In line with that policy, the College of Nursing and Health prohibits discrimination on the basis of race, color, religion, national origin, sex, age, or physical handicap.

This policy is also consistent with the requirements and objectives set forth by Title VII of the Civil Rights Act of 1964, the Ohio Fair Employment Practices Act enacted as Sections 4112.01 to 4112.99 of the Ohio Revised Code, and the City of Dayton Ordinances 22510 and 23275.

Procedures

Student Workers: Procedures will be in conformance with the Wright State University Office of Student Employment.

Graduate Assistants/Graduate Teaching Assistants: Procedures will be in conformance with the Wright State University School of Graduate Studies.

Non-Exempt (hourly) and Exempt (salaried) Employees: Procedures will be in conformance with the policies set by the Wright State University Office of Human Resources.

Faculty and Administrative Staff Positions:

1. For faculty positions, the search procedure will involve the Appointment and Annual Review Committee. For administrative staff positions, a search committee will be formed by nursing administration.

2. For each position to be filled, an announcement of position vacancy will be completed by nursing administration outlining the duties and responsibilities, title and/or rank, requisite experience, other credentials desired or acceptable, and salary/salary range. The announcement is submitted to the Offices of Human Resources and Affirmative Action.

3. Each position will be advertised in such a manner as to ensure broad coverage in order to reach minority candidates. Advertisements will be placed as needed in journals and newspapers by the Dean.
   a. Journals may include the Chronicle of Higher Education, Black Issues in Higher Education, and Nursing Education.
   b. Newspapers may include the Cincinnati Enquirer, Columbus, Dispatch, Dayton Daily News, and Dayton Weekly News.

4. Candidates must submit to the Dean a complete curriculum vitae/resume, copies of transcripts of all undergraduate and graduate educations, and names and mailing addresses of three references.

5. Candidate screening will be done according to the criteria in the position announcement. Faculty candidates must meet the minimum requirements of the College of Nursing and Health appointment guidelines.
6. An interview for qualified candidates who meet the needs of the college is arranged by the Office of the Dean. The candidates will meet with the Dean; Associates Deans; members of the Appointment and Annual Review Committee; Business Manager; and, when appropriate, other faculty and staff. Faculty interviews will include:
   a. At least one member of the Appointment and Annual Review Committee (unless scheduling prohibits the inclusion of a committee member).
   b. At least two other faculty members, one of whom is a member of the candidate’s nursing specialty group. All faculty members will have access to a candidate’s curriculum vitae/resume.
   c. At least one student (optional).

7. The Appointment and Annual Review Committee is responsible for reviewing all evaluations of the candidate and making a recommendation to the Dean as soon as possible. After receiving these recommendations, the Dean will make the final decision and share the recommendation with the candidate. At the academic year’s last meeting of the Appointment and Annual Review Committee, the Dean will share the hiring decisions if decisions have been made by that time. Otherwise, the Dean will notify the faculty by email when the process is completed.

8. A file will be maintained documenting the reason and rationale for actions taken.

9. The Office of Affirmative Action will be notified of actions taken regarding these positions.
# FACULTY APPOINTMENT SCREENING GUIDELINES

## REQUIREMENTS

Requirements are cumulative for subsequent rank.

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Clinical Instructor</th>
<th>Clinical Assistant Professor</th>
</tr>
</thead>
<tbody>
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<td>Earned doctorate with master’s degree in nursing with eligibility for Registered Nurse licensure in Ohio.</td>
<td>Earned doctorate with master’s degree in nursing with eligibility for Registered Nurse licensure in Ohio.</td>
<td>Earned doctorate with master’s degree in nursing with eligibility for Registered Nurse licensure in Ohio.</td>
<td>Master’s degree in nursing and licensure or eligibility for licensure as a Registered Nurse in Ohio.</td>
<td>Master’s degree in nursing and licensure or eligibility for licensure as a Registered Nurse in Ohio.</td>
</tr>
<tr>
<td>Minimum of two years experience in professional practice as a Registered Nurse.</td>
<td>Minimum of two years experience in professional practice as a Registered Nurse.</td>
<td>Minimum of two years experience in professional practice as a Registered Nurse.</td>
<td>Evidence of teaching experience with clients, peers, and/or nursing students, with baccalaureate level teaching preferred.</td>
<td>National specialty certification; Advanced Practice Nurse certification, if available.</td>
</tr>
<tr>
<td>Experience in the educator role or course work in education.</td>
<td>Minimum of three years at rank of Assistant Professor or higher at four-year college or university level.</td>
<td>Minimum of three years at rank of Associate Professor or higher at four-year college or university level.</td>
<td>Evidence of recognition by peers and/or supervisors of high quality of clinical practice.</td>
<td>Evidence of teaching in baccalaureate or higher degree nursing programs.</td>
</tr>
<tr>
<td>Evidence of professional service.</td>
<td>Evidence of leadership in professional service.</td>
<td>Sustained varied record of expert service.</td>
<td>Recognized for clinical expertise by others in the field.</td>
<td>Recognized for clinical expertise by others in the field.</td>
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GUIDELINES FOR FACULTY INTERVIEWS

Interview
Candidates applying for faculty positions will meet with the faculty, Dean, Associate Deans, Business Manager, and students (optional). Doctorally-prepared candidates will also meet with representatives from the Office of Research and Sponsored Programs and the University Library.

Responsibilities

1. Office of the Dean
   a. Collect application materials.
   b. Identify recruiting priorities.
   c. Develop interview schedule, notify faculty, and provide curriculum vitae of each candidate to be interviewed.
   d. Coordinate visit including advance mailings with candidate.
   e. Schedule lodging as needed.
   f. Explain Wright State University benefits.
   g. Conduct tour of Wright State University.
   h. Handle all affirmative action paperwork.
   i. Follow up with a letter to the candidate regarding the decision to hire/not hire.
   j. Provide a summary of evaluation for each candidate interviewed to the Appointment, Promotion, Tenure, and Annual Review Committee.

2. Appointment and Annual Review Committee
   a. Provide representative(s) to meet with candidates.
   b. Review the summary of evaluation for each candidate and provide a recommendation to the Dean.

3. Faculty involved in the interview process will complete a faculty candidate evaluation form and return it at the end of the interview to the Office of the Dean. See Section D for Evaluation of Faculty Candidate form.
WELCOME to the College of Nursing and Health at Wright State University. To help minimize your stress as much as possible during your first weeks, the college has developed a list of “helpful and pertinent information” to orient you to the college and university. The entire list of information is important; however, remember that you MUST go to the Office of Human Resources in 115 Medical Sciences to complete the required paperwork for employee benefits. You must also schedule an appointment with the college’s Business Manager to learn your office arrangement and obtain computer access.

**Office of Human Resources** (115 Medical Sciences Building; 937-775-2120)
- Health, life, dental insurance benefit forms and information
- Information on the confidential Employee Assistance Program
- Information on sick leave and family leave policies
- I-9 form
- Retirement benefit information
- Flexible spending account
- Federal, state, and local tax deduction forms
- Payroll direct deposit forms
- Schedule appointment for benefits orientation

**College of Nursing and Health** (160 University Hall; 937-775-3131)
- Office and telephone assignments
- Keys for assigned office and faculty workroom
- Location of mailbox
- Computer account. Pick up computer account information from the Computing and Telecommunications Services (CaTS) in 025 Library Annex; be sure to have your picture ID with you. Once you have a computer account, you will be able to connect to the internet and university email systems. CaTS support staff can assist with orientation to your office computer and email program as well as access to the CoNH website.
- Copies of the CoNH *Faculty Handbook* and *Curriculum Handbook*
- Review of travel/continuing education reimbursement forms
- Faculty social dues
- Orientation to administrative and support staff
- Questions regarding your contract or reimbursement
- Code for college copy machine. Student workers are also available to make copies for you.

**Schedule an appointment with the Dean to learn more about:**
- Faculty responsibilities such as scholarship and service
- Distribution of workload
- Any concerns regarding assigned teaching schedule or future teaching assignments
Annual review process
All faculty members in the college undergo an annual review by the Appointment, Promotion, Tenure, and Annual Review Committee. Annual review documents are submitted by faculty members in January. Written feedback is provided by the committee in the February-March timeframe.

Graduate faculty status
Tenure-eligible and tenured faculty members are encouraged to apply for graduate faculty membership in the university.

Support services within the College of Nursing and Health
- The faculty administrative assistants will explain their roles and orient you to the filing system in their offices. Please note that course syllabi, exams, and handouts are required to be on file for accreditation purposes.
- The faculty administrative assistants are responsible for ordering business cards. Please contact them to confirm the content on your card.
- The Faculty Workroom (111 University Hall) houses the copier, faculty mailboxes, and graduate assistant mailbox. Become familiar with how to request graduate assistants.
- The Director of Student and Alumni Affairs will explain the advising process and student records.
- The Administrative Assistant for Student and Alumni Affairs clears students for clinical in regard to health, insurance, and background check requirements and schedules college meeting rooms for faculty use.
- The Administrative Assistant to the Dean is responsible for keeping personnel files, including health requirements and professional credentials.
- The administrative assistant to the Associate Dean for the Undergraduate Program is responsible for distributing evaluation forms to faculty each semester and compiling the written comments.
- A computer lab is available in 009 University Hall for student and faculty use. Become familiar with resources and lab hours.
- The Director of the Learning Resource Center (025 University Hall) will explain services provided to students and courses.
- The Director of the Center for Nursing and Health Research will explain resources and hours for the Center for Nursing and Health Resources.

Support services within Wright State University
- Become familiar with the university library. There are training sessions scheduled at the beginning of each semester that will help familiarize new faculty to the library computer system so they can do database searches for research or teaching information. Faculty may also make an individual appointment to learn the library’s computer system.
- Become familiar with the resources provided by the Center for Teaching and Learning (CTL) located in 023 Dunbar Library. The center provides a host of information for new faculty and provides educational opportunities/workshops throughout the year. The center also provides instructional support for distance learning, classroom teaching, and multimedia design and production. Media Services (x3162) provides computer presentation stations and other resources.
- Visit the website for the Office of Research and Sponsored Programs at www.wright.edursp. The website will explain the role of that office.
GUIDELINES FOR MENTORS

Upon notification of hiring, the Dean, with input from the Faculty Affairs Committee, arranges a faculty mentor for each new faculty member. The mentor’s purpose is to facilitate a smooth adjustment of new members to the college. The mentor will usually be from the same clinical area as the new faculty member. The following checklist provides a list of suggested services offered by the mentor.

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<tr>
<th>Mentor service</th>
<th>Examples, if applicable</th>
<th>Date of service</th>
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<td>Goals for teaching, scholarship, and service</td>
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<td>If tenure-eligible or tenured, acquisition of graduate status</td>
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<td>Orientation to use of PILOT</td>
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Faculty member ________________________________________________________________

Faculty mentor ________________________________________________________________

Reviewed 8/15/12
Revised 02/12/14
GUIDELINES FOR FACULTY TEACHING LOAD
AND RELEASE TIME FOR RESEARCH AND GRANT ACTIVITIES

The guidelines for distribution of workload are based on the following assumptions:

1. The learning needs of nursing students differ from those of other students in baccalaureate programs, and this difference is reflected in the faculty workload requirements.

2. All full-time faculty and administrators in a university setting are expected to carry responsibility for teaching, university and community service, and scholarship consistent with the goals of higher education. Scholarship expectations differ for tenure-eligible and tenured faculty and non-tenure-eligible faculty. Tenure-eligible and tenured faculty scholarship is focused on conducting research and developing new knowledge, whereas non-tenure-eligible faculty scholarship is focused on utilization and application of research to advance clinical practice. Clinical faculty will negotiate with the administration for percentage of scholarship.

3. Each person's load must be individualized, taking into account the person's background and experience, promotion and tenure goals, personal strengths, and expertise which best meet the goals and mission of the college and the university.

4. An assignment to teach a clinical course involves the following time commitments:
   a. Attendance at scheduled lecture/class periods
   b. Direct supervision of all assigned clinical experiences
   c. Time for preparation for class and clinical teaching
   d. Evaluation of student work
   e. Assistance with exam proctoring
   f. Scheduled office hours for student conferences
   g. Team meetings

The following guidelines are based on percentages of time. Individual faculty members and administrators, in determining an individual faculty member's assignment, negotiate with the assumptions stated above and determine which specific duties are to be assigned using the full-time percentage estimates in the distribution of workload.
Wright State University-Miami Valley
College of Nursing and Health

DISTRIBUTION OF WORKLOAD

As professional teachers, scholars, and practitioners, all faculty members of the College of Nursing and Health are expected to be involved in the various aspects of university life. They share a common responsibility for the fundamental components of the university faculty role: teaching, scholarship, and service. Consistent with the mission of the university, faculty members have primary responsibility for teaching and academic programs. Tenure-eligible and tenured faculty members also are expected to make scholarly contributions to their discipline through traditional, creative, or applied research and to share the results of their efforts with students and colleagues through professional presentations, publications, and scholarly products. All faculty members are expected to participate in service activities on behalf of the College, the university, the larger community, and the profession. For nursing faculty, service may also include professional practice and outreach, which are essential to the nature of the profession. The interdependent and multidimensional tasks of pursuing, sharing, and applying knowledge are fundamental to the faculty role; therefore, all three areas are reflected in their workloads.

Workloads are determined by the Dean, who, in conjunction with the Associate Dean for Graduate Programs and the Associate Dean for Undergraduate Programs, determines the distribution of faculty responsibilities that most effectively uses the expertise and unique talents of each faculty member to meet changing university, college, student, and faculty needs. When possible, faculty service and research commitments will be taken into account, but, in all cases, the needs of the college and the students take precedence over other commitments.

Teaching

Student learning is the primary objective of the university and the college. Therefore, teaching is the primary responsibility of the College of Nursing and Health faculty, and approximately two-thirds of total faculty effort will be devoted to teaching-related activities. All faculty members in all ranks are involved in undergraduate teaching. Faculty members teach theory and clinical courses to undergraduate and graduate students enrolled in the nursing major as well as courses open to pre-nursing and interdisciplinary courses.

Teaching-related activities constitute the largest part of a faculty member’s workload. Typically, a fully affiliated, tenure-eligible or tenured faculty member dedicates 60-70% effort and a non-tenure-eligible faculty member dedicates a 75-85% effort to teaching-related activities.

Office hours. Faculty members maintain a sufficient number of regular office hours each week. Faculty members teaching clinical courses and working with multiple theses, independent study, and honors students spend many hours per week working individually with students. All faculty members shall maintain office hours that are published and meet the needs of their students, at least two times per week, and to publish their availability widely.

Course loads. Generally, faculty members engaged in lecture courses spend at least two hours preparing for every hour they spend working directly with students in the classroom. Faculty teaching clinical courses may spend four or more hours preparing for each clinical day, making assignments, preparing for clinical teaching by such activities as reading charts, visiting clients, reviewing data relevant to clients assigned to students, evaluating and providing
students with feedback post-experience, etc. Because of the nature of clinical teaching within the college, faculty teaching assignments must be expressed in points. Also considered in determining equitable distribution of teaching-related activities for each faculty member are number of theses chaired, committee membership on DNP projects, and/or number of independent study or honors projects supervised. Because they typically have less responsibility for scholarship and service, non-tenure eligible faculty usually have higher teaching loads per week.

The specific number of courses comprising a faculty member's workload may vary based on a number of factors, including, but not limited to, the following: class enrollment, clinical versus classroom teaching, new course development, administrative assignments, special projects, funded research, service activities, and involvement in faculty practice. Faculty release time from teaching to work on a grant project is dependent on grant funding to purchase a replacement for teaching time. Actual release time from courses is dependent on the teaching needs of the college, not the preference of the faculty member.

Scholarship, service, and practice

Scholarship, service, and practice enhance faculty members' teaching; stimulate professional growth and competency development; contribute to the development and use of knowledge; and benefit the university, metropolitan, and larger communities. Together, these activities constitute approximately one-third of total faculty efforts in the college. Typically, faculty efforts committed to the activities vary from 30-40% for fully affiliated tenure-eligible and tenured faculty and from 15-25% for non-tenure-eligible faculty. Attendance at elected or assigned committee meetings is an important component of the annual evaluation. Professional service commitments or other activities that require extended time away from campus (more than one day per week) during any semester in which faculty members are employed full time require prior written approval from the Dean.

Variations in individual faculty responsibilities

Teaching, scholarship, service, and/or practice define the areas of faculty responsibility and activity. The two-thirds/one-third ratio for total faculty effort establishes a norm for their distribution, but individual workloads may vary from the norm. Some faculty members, for example, are hired primarily as teachers and are not expected to make scholarship, service, or practice a significant component of their workloads. Faculty involved in major research, service, or practice commitments may have less than two-thirds of their time assigned to teaching-related activities, while other faculty may be more effectively used by increasing their commitment to teaching. Such variations reflect the best interests of the college, the needs of the academic programs and students, and the talents, goals, and current activities of individual faculty members.
GUIDELINES FOR MEETING FACULTY RESPONSIBILITIES

All faculty members, regardless of rank, are expected to:

1. Be available for service at the university from the first day of Fall semester through Spring commencement, except for holidays and periods between semesters.
2. Demonstrate knowledge of professional issues in nursing, health care, and health policy.
3. Demonstrate knowledge and expertise in area(s) of specialization/expertise.
4. Develop and offer organized learning experiences in area(s) of specialization/expertise.
5. Implement the College of Nursing and Health’s philosophy and curricula.
6. Participate in program and curriculum planning, development, implementation, and evaluation.
7. Provide copies of all course materials used to the faculty administrative assistants for course files.
8. Meet the scheduled classes throughout the semester at the scheduled time.
9. Use the final exam period for its intended purpose. Schedule exams and other culminating class experiences during the time period designated by the Registrar.
10. Implement teaching assignments consistent with program curricula.
11. Seek and use evaluation data to revise/enhance course content and teaching methodologies.
12. Offer, as appropriate, elective courses, independent studies, thesis, and/or honors advising.
13. Commit the appropriate effort to teaching-related activities based on workload policy and teaching assignment.
15. Provide advising for students and participate in recruitment, retention, progression, and graduation activities.
16. Participate in professional practice activities, which are activities for faculty to maintain skill/expertise for credibility in whatever they teaching.
17. Participate in professional development experiences.
18. Role model acceptance and appreciation of diversity.
19. Contribute to student-centered learning climate.
Tenure-eligible and tenured faculty and non-tenure-eligible faculty should refer to the respective Collective Bargaining Agreement for specific details regarding faculty responsibilities.
GRADUATE FACULTY STATUS APPLICATION GUIDELINES

These guidelines will serve to identify the process for approval of applicants for regular graduate faculty status. Regular graduate faculty status is necessary to serve as a chair of a DNP/thesis/scholarly project committee.

Application
There are two key points where a faculty member should be considered for graduate faculty status; these points are at the time of hire and following annual review. Faculty members may also request their applications be considered at any regularly scheduled Promotion and Tenure Committee meeting.

a. Time of hire: Applicants may submit a graduate faculty status application form and curriculum vitae for consideration by the Promotion and Tenure Committee. The form can be found at https://www.wright.edu/sites/default/files/page/attachements/Grad_Faculty_Form.pdf.

b. Annual review: At the time of annual review, applicants may submit a graduate faculty status application form with an updated curriculum vitae, for consideration by the Promotion and Tenure Committee. The form can be found at https://www.wright.edu/sites/default/files/page/attachements/Grad_Faculty_Form.pdf.

c. Faculty members may also submit applications using the same process to any regularly scheduled meeting of the Promotion and Tenure Committee.

Applicants are encouraged to submit evidence of scholarship. Submitted scholarship will be reviewed for demonstration of necessary experience for DNP/thesis/scholarly project advisement. Recommendations regarding graduate faculty status will be forwarded by the Promotion and Tenure Committee to the Dean and, subsequently, the WSU Graduate Council.
COURSE COORDINATOR POSITION DESCRIPTION

The role of the course coordinator in the College of Nursing and Health is to work with the appropriate Program Director (Traditional BSN, BEACON, RN-to-BSN), the Associate Dean for Undergraduate Programs, and the faculty assigned to the course to implement and evaluate assigned nursing courses.

Qualifications

- Full-time faculty status, preferably tenured or tenure-eligible with full-time teaching responsibilities.
- At least one year of teaching experience within the College and team membership in that course.
- Rank of Assistant Professor or higher preferred

Role Responsibilities

The course coordinator:

1. Plans, guides, implements, and evaluate the course based upon the approved course objectives and content map. Ensures classes are held in accordance with scheduled times and dates.

2. Calls and directs team meetings before, during, and after the course is taught to ensure consistency among all faculty teaching the course and to evaluate course effectiveness.

3. Facilitates communication with clinical faculty throughout the term by face to face, phone, or electronic measures.

4. Ensures that the course syllabus is based on team discussion and is complete and posted, preferably, before the first day of classes unless there are legitimate reasons this cannot happen. In accordance with the Collective Bargaining Agreement, the syllabus must be available to students by the end of the first week of classes. The course coordinator will submit a copy of the syllabus to the Associate Dean and the faculty secretary by the end of the first week of classes.

5. Provides recommendation to the Undergraduate Curriculum Committee for course books and other required teaching materials.

6. Collaborates with the Associate Dean for Undergraduate Programs and the Student Affairs office in the arranging of classroom space.

7. Works with Clinical Placement Coordinator and the appropriate Program Director to coordinate clinical and simulation experiences.

8. Works with advising staff in assigning students to specific clinical groups.

9. Provides orientation and mentoring to new faculty assigned to the course, as well as provides supervision to teaching assistants, if applicable.
10. Serves as first line for communication to all course clinical faculty.

11. Facilitates the resolution of faculty and/or student problems involving the appropriate Program Director and the Associate Dean, as necessary.

12. Ensures the course grades are completed and submitted on time.

13. Submits course report to the appropriate Associate Dean.

14. Evaluates adjunct faculty, using the approved Undergraduate Adjunct Faculty Evaluation form.

15. Facilitates evaluation of the appropriateness of clinical agency settings to meet course outcomes.

Updated: 7/17/12
Revised: 2/12/14
GUIDELINES AND PROCEDURE FOR DEVELOPING ELECTIVES

Each full-time faculty member is encouraged to teach an elective course once every three years. The course may be already developed or a new one.

Guidelines
1. Elective courses are developed using the College of Nursing and Health philosophy.
2. Elective courses should be consistent with the faculty member’s own interests and area of expertise.
3. Fully affiliated faculty members are responsible for facilitating all elective courses.
4. Electives are planned on an academic year basis to balance offerings throughout the year. Faculty members inform the Associate Deans during the spring semester of the approved offerings for the upcoming academic year.

Procedure
1. Submit the proposed course syllabus to the Undergraduate or Graduate Curriculum Committee for approval. If the elective will be offered to both undergraduate and graduate students, a complete syllabus for both levels must be submitted. All electives offered for graduate credit must be taught by a faculty member with graduate faculty membership. Faculty members are encouraged to attend the committee meeting when their syllabi are being considered for approval.
2. Syllabi for electives that include a clinical component must include a plan for evaluation of clinical performance of students. The faculty/student ratio will be consistent with the level of the learner and provide for client safety. Clinical electives may be offered only if they are approved through the office of the Associate Dean for Undergraduate Programs. Opportunities for clinical electives are limited to areas where students would not otherwise have an experience. Therefore, electives in areas of regularly offered course experiences, e.g., pediatrics, obstetrics, psychiatric-mental health, medical-surgical, or in an area that may interfere with other students’ opportunities to obtain preceptors (such as NUR 4460 or 4640) do not qualify.
3. If the elective has additional prerequisites, the faculty member must sign all permission-to-register forms.

NOTE: Elective course numbers:
NUR 4140: Undergraduate level; special topics; open only to students enrolled in nursing.
NUR 6114: Graduate level; special topics; open to nursing and non-nursing majors.
NUR 7114: Graduate level; special topics; open only to students enrolled in nursing.
GUIDELINES FOR CANCELLED CLASSES AND FACULTY ABSENCES

All of the following (except for the section on University closing) are guidelines to ensure the smooth functioning of the nursing program.

University closing
1. From the Wright Way Policy: An emergency closing of Wright State University will be implemented only under severe and extreme circumstances. All employees are expected to report to work unless they specifically hear otherwise. Every effort will be made to maintain classes. However, when weather conditions and/or a declared state of emergency due to other factors warrants, the university may delay the opening of the university or implement an emergency closing of the university. The decision to close for a full day or to delay the opening of the university, excluding the Ervin J. Nutter Center unless specifically mentioned, should be made by 5:00 a.m. If the need to close is identified during the day, the decision will be communicated throughout the campus and through the designated media. (See www.wright.edu/aboutwsu/inclement.html#notify.) Individuals may also call the general university number, (937) 775-3500, for further information. NOTE: Do NOT call campus police; that line must be kept open for emergency use.

2. In the event the university officially closes and the faculty member and all/any of the students are already in the clinical agency, the clinical experience may continue if deemed appropriate by the faculty member. As long as the faculty member is working as an agent of the university in the course of employment by the university, s/he is legally covered. However, if the clinical experience should continue under such circumstances, any students who were not present could not be penalized for being absent.

3. When the university officially closes in sufficient time for clinical to be cancelled, the faculty member should confirm with the clinical agency and the manager(s) of the unit(s) being used for clinical experience that there will not be clinical that day.

Short-term emergency absence (illness, inclement weather, or other emergency)
1. During inclement weather, individual faculty members and students must make their own decision about whether they can travel to the university or clinical agency.

2. If the faculty member cannot come to class or clinical for any reason, s/he must:
   a. Notify the course coordinator and appropriate Program Director.
   b. Try to find another faculty member who may be able to cover the class or clinical. (Weather conditions vary in different places.) Every effort should be made by faculty members to cover for one another for one-day absences so that students will not be deprived of learning.
c. Notify the clinical agency and the manager(s) of the unit(s) being used for clinical experiences.

d. Notify a faculty administrative assistant as soon as possible.

e. If the University is not closed, the clinical must be made up.
Planned absence
1. For travel to professional meetings, the faculty member must have a completed College of Nursing and Health Travel Request Form approved by the team and the Dean.

2. For any other planned absences from class or clinical commitments, the faculty member must have the change approved by the team and Associate Dean.

3. For any planned absence, the faculty member will arrange for another faculty member to teach classes/clinical, or clinicals will be taught at another time agreeable to all students involved.

Extended absence
1. The faculty member must discuss the situation with the Dean and Office of Human Resources.

2. Appropriate coverage for classes and clinicals will be arranged by the appropriate Associate Dean.
FACULTY DUES

All full-time faculty members pay dues of $15 per year made payable to the College of Nursing and Health. Payment by adjunct faculty is optional.

The Business Manager collects and deposits funds in the Faculty Affairs account.

Dues are used for a variety of things, including but not limited to birthday cards, baby congratulation cards, flowers if ill in hospital, flowers or contribution for death in immediate family (spouse, sibling, parents, children), going-away gifts, and faculty-staff social activities.

The Faculty Affairs Committee members assist in the planning of social activities, sending of cards, and purchasing of going-away gifts.

The Business Manager pays bills as directed by the Faculty Affairs Committee Chair with funds from the Faculty Affairs account.

If funds are depleted before the end of the year, donations will be solicited by the Faculty Affairs Committee Chair.
STATEMENT ON ETHICS

The faculty of the College of Nursing and Health endorses the Wright State University Statement on Professional Ethics as a basis for professional conduct.

In addition, the faculty of the College of Nursing and Health identifies the following as having specific relevance to the nursing program.

1. Provision of an environment, which supports respect for human dignity and uniqueness of each student and each other.
2. Participation in professional peer review in order to maintain academic excellence.
3. Participation in the profession's efforts to maintain the integrity and autonomy of nursing education.
4. Collaboration with other professionals and citizens in promoting community and national efforts to meet the health needs of the public.
5. The use of established criteria for progressive evaluation of the students' performance in the nursing program.
6. Participation in scholarship and research activities.
7. Contribution of professional service to the community.
9. The faculty's absolute and inherent right and responsibility to design, plan, implement, and evaluate the curriculum consistent with quality in academic programs.

Wright State University’s Statement on Professional Ethics can be found in the Wright State University Faculty Handbook located at www.wright.edu/employee/faculty-handbook.

Faculty members are also expected to know and abide by Ohio Board of Nursing Law and Rules related to professional ethics.
Criteria and Guidelines for the Courtesy Faculty Title
(as updated by the Appointment and Annual Review Committee on 3/7/11)

Introduction
The Wright State University-Miami Valley College of Nursing and Health offers a Courtesy Faculty title to practicing professionals who contribute to the college’s mission of providing excellent educational programs, encouraging research endeavors appropriate for a practice discipline, and providing professional service which helps to meet the health care needs of the Greater Miami Valley. Courtesy faculty members serve the college in a volunteer (uncompensated) capacity. Activities of courtesy faculty may include clinical and administrative preceptorships; assistance in student research endeavors; collaborative research with College of Nursing and Health faculty members; and participation in lecture, seminar, and clinical activities. The purpose of the Courtesy Faculty title is to provide a formal relationship between the faculty in the College of Nursing and Health and qualified healthcare professionals in other community agencies.

Criteria for Eligibility
Applicants must demonstrate expertise in the areas of research, teaching, administration, or clinical services. The applicant must possess an earned master’s or doctorate and demonstrate a significant interest in the education of Wright State University nursing students. The applicant must have the written recommendation of a full-time faculty member of the College of Nursing and Health. Other individuals who have made extraordinary contributions will be considered on a case-by-case basis.

Terms of Appointment
Individuals appointed to the College of Nursing and Health Courtesy Faculty title will hold a three-year appointment.

Process of Appointment
Applicants for the Courtesy Faculty title must submit a letter of application, a curriculum vita, and the supporting letter from a CoNH full-time faculty member to the dean of the College of Nursing and Health. The application should be sent to:

Dean, College of Nursing and Health
Wright State University
160 University Hall
Dayton, OH 45435

The dean will forward the application materials to the college’s Appointment and Annual Review Committee. The committee will review the applications at its next regularly scheduled meeting and will make recommendations to the dean. The dean will then provide a written response to the applicant. The dean’s letter will state that appointments are made at the discretion of the college for a three-year period and entail no commitment to renew the appointment beyond that period.
**Process of Reappointment**

Applications for reappointment will be reviewed every three years. Courtesy faculty members seeking reappointment must summarize and evaluate their contributions for the past three years and provide an updated curriculum vita to:

Dean, College of Nursing and Health  
Wright State University  
160 University Hall  
Dayton, OH  45435

Application for reappointment must be submitted before March 31st. The dean will forward the summary materials to the college's Appointment and Annual Review Committee for review. The committee will review the reappointment applications annually at its April meeting and will make recommendations to the dean.

**Responsibilities**

Responsibilities of the academic year appointment shall be mutually determined in consultation as appropriate with College of Nursing and Health faculty, the courtesy faculty member, and the dean. Suggested areas for responsibilities may include:

- Participates in academic work with students or faculty.
- Assists with the contract between the clinical agency and the College of Nursing and Health.
- Facilitates research endeavors by students and/or faculty in a clinical agency.
- Supervises direct patient care by students and provides written evaluations of these students’ performances.
- Serves as a role model for students in the College of Nursing and Health.
- Collaborates with faculty members in research endeavors.
- Provides guest presentations as appropriate.
- Serves as a resource person to students completing scholarly projects or theses.

**Privileges of Courtesy Faculty**

The College of Nursing and Health wishes to express its appreciation of courtesy faculty by offering the following privileges:

- Use of the College of Nursing and Health Courtesy Faculty title.
- Attendance at College of Nursing and Health sponsored continuing education programs at a reduced rate.
- WSU email and campus account for period of three years.
- Checkout of library materials (for details, go to [http://www.libraries.wright.edu/information/policies/borrowing_friends.html](http://www.libraries.wright.edu/information/policies/borrowing_friends.html)).
• Proxy server authorization (enables off-campus access to WSU Library and OhioLink resources).

Persons holding the *Courtesy Faculty* title are not eligible for tenure and may not vote at any level of governance.

*As approved by the Appointment and Annual Review Committee on 4/2/07 and 3/7/11*
A preceptor is an individual possessing knowledge and skill in nursing or a health area who serves as a teacher, positive role model, and resource person for nursing students. The preceptor’s role is to increase the student’s professional autonomy while the student pursues self-directed learning. See Preceptor Data Form in Section D.

Criteria for Selection

1. Possesses an unencumbered Registered Nurse license in the state of Ohio.
2. Baccalaureate degree preferred; certification requested for non-BSN preceptor.
3. Documentation of clinical specialty expertise and possession of current skills.
4. Recommendation of clinical setting supervisor and approval of faculty.
5. Employed in nursing for at least two years and on unit for at least six months.
6. Receptiveness to students and resourcefulness in providing learning opportunities; willingness to share knowledge and expertise.
7. Effective communication skills.
8. Understanding of purpose, focus, and goals of preceptorship.
10. Willingness to help assess patients, set patient-care objectives, initiate nursing interventions, and evaluate patient outcomes of care.
11. Agreement to follow through with paperwork associated with preceptorships.

Preceptor Responsibilities

1. Model professional nursing role to the best of ability.
2. Ensure quality and safety of patient care.
3. Facilitate and guide the clinical experiences of the student under the supervision of the clinical faculty.
4. Make student patient assignments consistent with the student’s knowledge and skill level.
5. Assist and supervise new experiences.
6. Support the student in progressive independence.

7. Review student charting.

8. Follow agency guidelines for resolving incidents.

9. Provide timely communication with the faculty member throughout the experience regarding any incidents, student or preceptor concerns.

10. Provide a written mid-term and final evaluation of student clinical performance and at other times as needed.

11. Read the preceptor orientation materials provided by the CONH prior to beginning the clinical experience with the student.

12. May not precept more than 2 students at a time.
Regular faculty members on two-semester-year contracts who have completed the two semesters of service specified in their contracts will be paid according to the university:

*The basic pay rate per semester credit hour for full-time assignment is 1/36th the faculty member’s base salary for the preceding two semesters. Salary for teaching in excess of full-time assignment will be calculated at the overload rate.*

In keeping with university policy, the College of Nursing and Health will pay 1/36 of the full-time faculty member’s annual salary for each credit hour, up to 12, taught in summer session. The only exceptions are graduate practicum courses, the pay for which is three credit hours. Any faculty member teaching more than 12 credit hours will be paid at the overload rate for all credit hours over 12. In addition, faculty members are paid $50 for each thesis student enrolled by the 14th day of summer session.

For courses that are team-taught, credit hours for lecture will be prorated. The lecture hours for each employee (not including guest lecturers) will be totaled and a percentage for each employee determined by dividing the employee’s lecture hours by the total. The total credit hours will then be multiplied by the percentage for each employee to determine the credit hours allocated to each employee. These credit hours will be compensated per the university policy.

Tenure-eligible and tenured faculty members have the first opportunity to teach summer courses that they taught in the previous two semesters.

When enrollment in an undergraduate course is less than 20 or enrollment in a graduate course is less than 10, the salary may be prorated for the enrollment in the course.

*Tenure-eligible and tenured faculty and non-tenure-eligible faculty should refer to the respective Collective Bargaining Agreement for specific details about summer teaching.*
CONTINUING EDUCATION STANDARDS AND GUIDELINES

Standards
The Wright State University-Miami Valley College of Nursing and Health subscribes to the definition and standards of continuing education in nursing as set forth by professional organizations. Information regarding these standards is available to interested faculty from the American Nurses Association, Ohio Nurses Association, and the College of Nursing and Health.

Continuing Education Units (CEUs) for programs sponsored by the college are, for the most part, awarded through the Ohio Nurses Association.

Guidelines for faculty

1. Faculty members interested in presenting relevant workshops should discuss their ideas with the Director of the Nursing Institute. Programs are planned at least six months prior to the presentation date.

2. Continuing education presentations should be planned so as not to conflict with expected faculty responsibilities in the college.

3. The procedures for developing and providing a continuing education offering are prescribed by the Ohio Nurses Association and available from the Director of the Nursing Institute, who will guide and assist faculty through the process.
Faculty Handbook
Section C: Resources
STAFF SUPPORT SERVICES

Faculty responsibilities

1. On the first day of each semester, faculty will provide administrative assistants their weekly or monthly schedule, including contact person and telephone number if assigned to a large agency. The faculty administrative assistants will make copies for other staff members.

2. Faculty must post office hours for students by the end of the first week of the semester. Students requesting appointments will be directed to contact the faculty member.

3. Faculty will proofread and sign material word-processed per your request.

4. Faculty will inform students as to when and how grades will be posted.

5. Faculty will inform undergraduate students that papers not picked up two weeks after the semester ends will be discarded.

6. Faculty will inform graduate students to contact faculty members for papers not picked up two weeks after the semester ends.

7. When requesting staff members to collect RSVPs or handle professional/social events, faculty will provide a copy of the agenda, invitation, or other method of providing information as to time, place, topic, and speaker.

Faculty administrative assistant responsibilities

Faculty administrative assistants will:

1. Type and proofread all materials for typographical errors (not content).

2. Maintain college files in orderly fashion. These include course materials, forms, and faculty correspondence.

3. Maintain college equipment in good working order.

4. Supervise student workers utilizing office equipment.

5. Courteously answer incoming calls for faculty and take messages.


7. Ensure that all faculty members have mailboxes.

8. Maintain inventory of supplies.

Photocopying
1. Faculty will complete a word processing/duplicating request form and place with the material to be photocopied in the designated area. Please allow one working day for completion.

2. Each college employee has an individual code for the photocopier and may make his/her own copies.

3. Photocopying should be kept to a minimum (10 copies). If handouts/materials for class are needed, faculty members must prepare a course packet to be sold at the Campus Bookstore.

4. Material sent to Printing Services must be printed on standard paper.

5. Personal materials can be copied at a cost. Please contact the Business Manager for cost and payment.

6. Students are not permitted to use the photocopier nor can they be provided with materials for class projects. The Educational Resource Center in 116 Allyn Hall has materials at a nominal cost.
Word processing

1. Faculty administrative assistants are responsible for word processing pertaining directly to the faculty role encompassing teaching, research, service, and publication.

2. Manuscripts are word-processed only after all academic typing is completed.

3. Material is to be presented to the faculty administrative assistants in an organized and legible format and in the exact manner in which the material is to be word-processed.

4. The college word processing/duplicating request form must be attached to all submitted materials.

5. Please allow three working days for the word processing of short items (correspondence, minutes, brief reports, essay exams), five working days for lengthy items (multiple choice exams and lengthy reports), and seven working days for manuscripts over eight pages.
Wright State University-Miami Valley
College of Nursing and Health

SCHOLARLY RESOURCES

Various resources of the college and university are provided to faculty members to facilitate their scholarly productivity. The following are provided as budget and other resources permit.

Research and publications

1. Assistance with development of research proposals is provided by the Director of the Center for Nursing and Health Research.

2. The college employs graduate research assistants to assist faculty with tasks such as literature reviews and coding of data. If the faculty member has project funding, graduate students may also assist with data collection.

3. Statistical consulting services are provided by the college for all faculty members. Researchers pay for data entry by Statistical Consulting Center staff. If the study is funded, both data entry and consulting services are paid from the grant.

4. Word processing of manuscripts is provided by faculty administrative assistants after all academic typing is completed.

5. Critiquing of written work is provided by many of the nursing faculty.

6. Copying services are provided for professional journal manuscripts up to the minimum number required by the publisher.

7. The cost of photocopying entire book chapters and book manuscripts, as well as mailing costs, will be assumed by the author when payment is received for those services from the publisher.

Presentations

1. Travel funds to present research and to stay current in academic and scholarly areas of interest are allocated annually.

2. Faculty members are allocated funds annually for the development of posters for presentations. If graduate student assistance is needed, please allow at least three weeks’ advance notice.

Grants

1. Assistance with development of proposal submissions is provided by the Director of the Center for Nursing and Health Research.

2. Critiquing of written work is provided by many of the nursing faculty.
3. The University’s Office of Research and Sponsored Programs also provides assistance with proposal and budget development and submission.

Reference books and desk copies

1. The college cannot purchase reference books for individual faculty members unless the faculty member has grant funds. Faculty will make a request to the University Libraries for reference books for which no funding is available.

2. The faculty administrative assistants request desk copies of required textbooks for faculty use. When faculty members leave the university, these books are retained by the college to provide new faculty with the resources necessary to teach.
Academic work

In general, the university considers further personal academic work to be the responsibility of the faculty member. However, some services and resources are provided by the college; other services are available at minimum cost to the faculty member.

1. Release time or individualized scheduling. Whenever possible, the Associate Deans plan teaching assignments to be conducive to a faculty member’s personal academic work.

2. Wright State University pre-paid postage envelopes are available for faculty members requiring questionnaires to be returned by mail.

3. Costs for doctoral study (fees, books, tuition, and research) are the responsibility of the faculty member.
Wright State University-Miami Valley
College of Nursing and Health

GRADUATE RESEARCH ASSISTANT SUPPORT

Research
1. Conduct literature searches. Graduate Research Assistants (GRAs) conduct online searches of databases available through the University Libraries and provide the requester a printout of available titles. GRAs obtain the articles requested by the faculty member by either computer printout or submitting interlibrary loan requests.

2. Organize bibliographical data.

3. Assist with data gathering for research projects. GRAs may also help with conducting of interviews, observations, videotaping, etc. Faculty conducting research should not assume that GRAs will be available to collect all of the research data.

4. Assist with data analysis. GRAs can code data for submission to the Statistical Consulting Center or input the data into a database program.

Classroom assistance
GRAs can:
1. Show a film/video to a class.

2. Administer or proctor exams.

3. Supervise a clinical group on a prescheduled basis. Prior approval from the Associate Dean for Undergraduate Programs must be obtained by the faculty member.

Other
GRAs can:
1. Assist with administrative projects assigned by the Dean or Associate Deans.

2. Assist with special events such as continuing education programs, distinguished lectures, and other events sponsored by the college.

3. Assist the college’s student affairs staff with student recruitment.
Wright State University-Miami Valley
College of Nursing and Health

JOB REQUEST FOR GRADUATE RESEARCH ASSISTANT (GRA)
Must be completed before any work is given to GRA

Faculty member ___________________________  Date of request ________

Best time to contact faculty member ________________________________

Date needed ________________  Estimated time required ______________

1. Is this job request for a course?  ___ No  ___ Yes; course number __________

2. Is this job request for a research grant proposal?  ___ No  ___ Yes
   Title of proposal ________________________________

3. Is this job request for non-funded research?  ___ No  ___ Yes
   Title of research ________________________________

4. Please indicate the type of job request
   ___ Literature search/photocopying  ___ Literature summary
   ___ Proposal writing  ___ Data collection
   ___ Data management and analysis  ___ Poster/paper presentation

5. Additional instructions/comments:

Date completed ________________  Completed by _______________________

GRA comments:
LOCAL TRAVEL POLICY

Travel for authorized University business, including clinical teaching, is reimbursable. However, travel is authorized only if the vehicle owner is insured as described in the Wright Way Policy 5601.5.a.1 (online at www.wright.edu/wrightway/5601.html).

Travel from the home to the University or to the first point of duty is considered commuting and, therefore, does NOT qualify for mileage reimbursement, as is travel from the last point of duty to the home. Any additional mileage is reimbursable.

The reimbursable mileage will normally be the actual mileage from the University to the agency or other point of duty and return to the University. Mileage to Wright State’s Lake Campus is also reimbursable.

Miscellaneous expenses, such as fees for parking for off-site meetings, are also reimbursable. However, receipts for parking must be submitted with the expense form in order to receive reimbursement.

The current mileage reimbursement rate for the use of a personal automobile for University business is found in the Wright Way Policy 5601.5.a.3 (online at www.wright.edu/wrightway/5601.html).

The travel expense forms are completed on a monthly basis, beginning with the first day of each month. To receive reimbursement, the forms must be submitted on or before the 10th of each month. (Example: September travel expenses are to be submitted by October 10th.) See Monthly Local Travel Expense Log in Section D.
FACULTY DEVELOPMENT FUNDING POLICY

College funds

1. College funds for faculty travel are limited, and the funds available for faculty travel vary. Guidelines for professional development for tenure-track faculty are included in the Collective Bargaining Agreement between Wright State University and the Wright State University Chapter of the American Association of University Professors. (See Article 18, Institutional Environment.)

2. Faculty requests to attend or present at a conference must be submitted for approval by the Dean on a college Travel Request Form at least three weeks prior to the event. After approval by the Dean, the Business Manager will prepare the Travel Authorization Form for faculty signature. See Section D for Travel Request Form.

3. Preference for out-of-state travel funds is given to full-time faculty or to those making a presentation.

4. Guidelines for reimbursement for travel expenses are included in the Wright Way Policy 5601.06 (Allowable Living Expenses, www.wright.edu/wrightway/5601). The Provost or Dean can impose additional limits or restrictions.

5. The balance of travel costs in excess of the predetermined allotment will be paid by the faculty member making the request. Faculty members will be accountable for non-refundable fees already paid if they decide not to attend the conference.

6. Depending on cost and budgetary restrictions, funds may be available for materials used in faculty presentations.

Faculty development fund principles

1. The small amount of funds available should be distributed to benefit the largest number of faculty. First priority will be given to expenditures incurred for speakers invited to the college to address college-wide issues.

2. Funds can also be spent to send faculty to continuing education offerings that have college-wide implications. However, faculty development funds should be used only to supplement university travel funds, not as a substitute for them.
LEARNING/TEACHING RESOURCES AND EQUIPMENT

Library
To simplify matters for both faculty and students, the University Libraries will process requests that include audio-visual viewing room needs, reserves of print and audio-visual materials, and interlibrary loans. All faculty and students are required to have an valid WSU ID card to use the facilities.

1. **Reserve materials.** Only course readings and course-related materials may be placed on reserve, in either hard copy or online format. A request must be sent by the instructor/team each semester because all materials are re-catalogued at the end of the semester, except those on permanent reserve. Each request must be completed by individual faculty members, because the request requires a faculty signature. Teams are requested to include all team members’ names on the request forms to aid students in finding materials or tell students how they will be listed. Information about placing items on reserve can be found at [www.libraries.wright.edu/services/forms/reserve](http://www.libraries.wright.edu/services/forms/reserve).

2. **Interlibrary loan.** Books and journal articles can be secured from libraries participating in the interlibrary loan service or directly OhioLINK. Information about placing items on reserve can be found at [https://wright.illiad.oclc.org/illiad/logon.html](https://wright.illiad.oclc.org/illiad/logon.html).

3. **Copyright policy.** See Wright Way Policy 2303, online at [www.wright.edu/wrightway/2303.html](http://www.wright.edu/wrightway/2303.html).

4. **Media preview.** The Media Collection, located in the Dunbar Library, provides faculty and students the opportunity to view audio-visual materials at their convenience. Materials required for a course must be requested by the team each semester because all materials are re-catalogued at the end of the semester. Faculty members are requested to inform students at the beginning of the semester to immediately notify the library worker if any media resources are malfunctioning.

5. **Database searches.** Literature searching services are available to all nursing faculty at no charge. A faculty member can request a search via the electronic reference assistance request form at [www.libraries.wright.edu/services/forms/literature](http://www.libraries.wright.edu/services/forms/literature). Turnaround time for a search request is usually one to two days unless an urgency is indicated. Faculty members have access through the libraries’ website to about 130 databases covering a broad range of topics. Specifically, databases covering nursing, clinical medicine, psychology, sociology, education, and business can be easily located at [www.libraries.wright.edu/databases](http://www.libraries.wright.edu/databases).

6. **Media software (DVDs, 16mm films, slides, audiotapes).** Contact the Media Collection at x3029. Requests must be received at least 48 hours prior to the needed time to assure availability. Students are also permitted to order software. They must show a valid WSU photo ID when picking up their order.
Center for Teaching and Learning

The Center for Teaching and Learning (CTL) provides a variety of services for faculty.

1. **Workshops.** CTL offers workshops on various teaching-related topics on a regular basis. CTL also offers assistance to faculty for development of multimedia presentations for classroom use, the integration of online instruction into classes, and online course management with PILOT software. Contact the CTL (x4522) for training sessions in use of the multimedia software. CTL staff members are available to assist faculty in the actual production of multimedia presentations. CTL staff can also attend the first class in which a multimedia presentation is being used, if a faculty member submits a request to CTL (x3100).

2. **Media hardware (all types of projectors, podiums, microphones).** Faculty will contact CTL Media Services at x3162 at least one full working day in advance or at least two days for complex orders; CTL will deliver the requested equipment. Equipment ordered with less than 24 hours’ notice must be picked up by the instructor. There is a fee for off-campus use. If multimedia equipment is to be used in the classroom, the request must be submitted at least a month prior to the beginning of the semester, and an appropriate classroom must be reserved. Students are also permitted to order hardware. They must show a valid WSU photo ID when picking up their order.

3. **Multimedia presentations.** Faculty members planning to use multimedia presentations in the classroom must notify the Director of Student and Alumni Affairs several months in advance, as there are a limited number of classrooms in which the equipment can be used. These classrooms must be reserved at least five months prior to the beginning of the desired semester. Also, there are a limited number of portable multimedia units to serve these classrooms, so these must be reserved well in advance, too. The rooms can be reserved from CTL (x3162).

4. **Videotaping and audiotaping.** Because there is a cost involved, these services are available ONLY with the permission of an Associate Dean.

5. **Graphic and photographic services.** CTL provides design consultation and can make graphs, charts, illustrations, and computer-generated slides. CTL can also assist with photography, print-making, and slide duplication. In addition, a variety of materials are available for sale to faculty. However, there is a charge for all of these services, so budgetary approval must be obtained from an Associate Dean before proceeding with any project.
Center for Nursing and Health Research

The Center for Nursing and Health Research (CNHR) is available to nursing students and faculty. A variety of resources are available including reference books, pamphlets, research studies, and research tools. To facilitate the research process, computers with a variety of statistical, research, and health-oriented software programs are available in the CoNH Computer Lab. There is also a statistician available (at a charge) to assist faculty, as well as graduate research assistants. Faculty may request graduate research assistance by completing the Graduate Research Assistant Job Request Form. The most common CNHR services include: 1) library work (literature searches, literature photocopying, interlibrary loans, books renewals, and checkouts); 2) data collection; 3) data management and analysis; 4) assistance with paper/poster presentations (including creation of handouts and PowerPoint slides); and 5) assistance with grant/proposal writing.

College of Nursing and Health Learning Resource Center

The College of Nursing and Health Learning Resource Center (LRC), located in 025 University Hall, is available to all nursing students and provides students the opportunity to learn and practice nursing skills. Additionally, the LRC provides simulation experiences that attempt to reflect realistic health care situations. In addition, the LRC includes ten examination rooms used in CONH physical assessment courses. Laboratory classes are scheduled at various times each semester. Students are welcome to use the LRC during open lab time to practice and receive feedback with skill development. Open lab time is posted each semester by the Director of the LRC. The LRC is staffed by part-time faculty members and graduate assistants. Course teams will contact the Director of the Learning Resource Center at least two weeks in advance for equipment and supplies.

College of Nursing and Health Student Computer Lab

The College of Nursing and Health Student Computer Lab, located in 009 UH, consists of 30 computers on a local network and black-and-white and color printers. Students and faculty have access to a variety of application programs, such as MicroSoft Office (Access, Excel, PowerPoint, Publisher) and statistical programs of SAS and SPSS. Students can access the Internet, WSU libraries, and OhioLINK to search for information. The lab is open during the weekdays; however, evening hours are limited, and the lab is closed on weekends. All students have 24-hour access to University computer labs in the University Libraries, Millett Hall, and Rike Hall. The CoNH Computer Lab is also scheduled for nursing courses, testing, and meetings. Contact the Administrative Support Coordinator for the Associate Dean for Undergraduate Programs (x3134) to schedule the computer lab.
Educational Resource Center

The Educational Resource Center, located in 116 Allyn Hall, has a wide variety of materials for instructional use available for faculty to create their own graphs, charts, and illustrations. The Center provides print and non-print resources that may be used in classrooms. In addition, OhioLINK materials may be picked up at the main desk in the ERC. Some materials are available free of charge. For those services where there is a charge, budgetary approval must first be obtained from an Associate Dean. The Center also offers electronic fingerprinting scanning for civilian criminal background checks. For more information, go to www.cehs.wright.edu/resources/erc.

Student Technology Assistance Center (STAC)

The Student Technology Assistance Center (STAC), located in the University Libraries, provides students with the tools to make productive use of new information technologies. Using trained student mentors, the Center provides a unique peer-to-peer learning environment where students can always find assistance with their projects. For more information, go to www.libraries.wright.edu/stac.
Library privileges are available to affiliated students of schools/colleges of nursing and allied health programs at the Hospital Libraries and Special Health Sciences Libraries in the Miami Valley Association of Health Sciences Libraries.

1. Affiliate students* of schools/colleges of nursing and allied health programs may use library material (books, journals, etc.) within the confines of each hospital library.

2. Students will be able to borrow material from each hospital library and special library only through the mechanism of interlibrary loan. The American Library Association interlibrary loan forms will be required by all the lending libraries.

3. If the affiliate student is not on current clinical assignment within a particular hospital, an appointment to use any of the hospital and special libraries may be required. Appointments should be made 24 hours in advance.

4. Each hospital library may reserve the right to request that affiliate students who are not on current clinical assignment within that particular hospital present student identification cards and/or register their names and addresses at the desk in each hospital library.

5. Individual hospital libraries may provide a specific briefing or orientation of their library facilities for all affiliate students. Attendance for these special classes may be required. The specific date and time of instruction will be planned by the instructor and director of each hospital library.

6. Photocopies may be provided for affiliate students. The actual copying will be controlled by established hospital policy and completed within time periods determined by the individual library. Changes for photocopies will be based on individual library policy.

*The affiliate is a student enrolled at an area school or university who periodically will be assigned to a specific hospital for clinical practice.
UNIVERSITY STATISTICAL CONSULTING CENTER

Services

The Statistical Consulting Center, located in 130 Math and Microbiological Sciences, has a formal mechanism for providing statistical assistance to fully-affiliated faculty and supervised graduate students doing research. Special arrangement may be made for all other faculty and undergraduate students. All users are charged per hour for data entry. There is also a data management fee (per hour) to set up the data in the proper format for analysis. If the research is supported by a grant or contract, a separate per-hour fee is charged for consulting and analysis. Available services include planning of experiments, methods of analysis, use of statistical computer programs, and interpretation of results for research and instructional activities involving statistics. Assistance with designing data coding forms is also available.

For more information about the Center, go to www.wright.edu/cosm/departments/math/statisticalconsultingcenter. The Center encourages scheduling of appointments as early in the research project as possible. Appointments can be scheduled at x4205.
The Exams and Analysis Program uses information marked in the student name field and the student’s UID number for identification of the student on the computer printout. If the student does not know his/her UID number, the student can create a number. Examination responses recorded on the standard exam answer page are graded and analyzed by the program.

The program will handle up to 160 questions per student (up to 6,000 students). Only one answer per question can be considered correct.

A University Computing Services Faculty Assistant will review the procedure for submission of exams with faculty. Steps will include the following.

1. The Request to Scan Exams form is available in the CoNH Faculty Copy Room and online at [http://www.wright.edu/cats/scanning/pdf/request_scan_new_exams.pdf](http://www.wright.edu/cats/scanning/pdf/request_scan_new_exams.pdf).
2. Complete the Request to Scan Exams form and check the “Exam System II Grader” portion and indicate the requested reports. Note that the “Export Features” section is optional and is rarely used.
3. Instruct the students to mark their names, UID numbers, and exam responses in the appropriate areas on the Scantron/exam page in pencil. Do not put any marks, folds, or staples in the top right-hand corner of the sheets.
4. Complete the Test Header Sheet. The form and instructions for completion are available in the CoNH Faculty Copy Room.
5. Mark the correct response for each test item on a scantron form and label as “test key. The form and instructions for completion are available in the CoNH Faculty Copy Room.
6. Place the Request to Scan Exams form, the header sheet, and the key on top of the exams. It is very important that all the answer sheets are in a neat stack and all the sheets are facing the same direction.

Graded and analyzed exams will normally be available within 24 hours.
Request to Scan EXAMS Tests
Computing and Telecommunication Services

Instructor's Last Name/Contact: ________________________________
Name of Department: __________________________________________
Campus Number/Person to Call When Completed: ________________
Number of Keys: _____________ Date Submitted: _____/_____/_____

☐ SAS GRADER

☐ EXAM SYSTEM II GRADER

Reports Requested
☐ Individual Test Results (Names omitted from report automatically-only last 5 UID displayed)
☐ Break into Mastery vs. Non
☐ Individual Item Response - Narrative
☐ Print 1 page per student
☐ Item Analysis (Shows weighting if used)
☐ Relative Frequency Distribution
☐ Absolute Frequency Distribution
☐ Test Score Distribution

Sort Options
☐ Student Name (Alphabetically) DEFAULT
☐ Student UID (Alphanumeric)
☐ Raw Score (Descending)
☐ Scanned Sequence (no sort)

Special Weighting
The default weight is "1" per question, if you wish to change the weighting factor for one or more questions, please complete the back side.

Formula Scoring - Review handout

EXPORT FEATURES (Available for either Grader)
☐ EMAIL ☐ COPY TO DISK

Specify Password: ____________________________ (Case Sensitive)

EXCEL File? An EXCEL file can be emailed to the instructor only at his/her WSU address or it can be saved to a floppy disk. This file will have a password assigned to it that is pre-defined by the instructor. If the instructor does not specify a password, one will be assigned and must be picked up with the exam. Once a campus wide encryption solution is available, other formats of output may be available. You may fill out a form to have a preset password kept in CatS if you wish to use the same password and do not want to specify it on this request.

Email address: ____________________________@wright.edu

Deliver and Pick Up Exams in 035 Library Annex

Special Requests / Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Time Submitted: ____________________________
Initials: ___________________________________
Pickup Signature: ____________________________
Date: ______/____/____

- For Computer Center Use Only -

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<thead>
<tr>
<th>SAS Name</th>
<th>EXSysII Number</th>
<th>Comment</th>
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PRIVACY AND RELEASE OF STUDENT EDUCATIONAL RECORDS

The handling of student educational records is a serious responsibility, and the policy is governed by several laws and regulations. It is necessary for faculty to be familiar with the University’s policy, which can be found in the Wright Way Policy 4010 at www.wright.edu/wrightway/4010.html.
CRITERIA FOR SELECTION OF CLINICAL AGENCIES

The selection of facilities for clinical experiences shall be made on the basis of an adequate number of patients with a sufficient variety of nursing care needs to meet the learning outcomes established for the experience and to meet the needs of the number of students present.

1. The agency must provide the quality and variety of experiences, which will assure the fulfillment of the course outcomes.
2. The agency must be approved by the appropriate accrediting agencies.
3. The agency must be within reasonable commuting distance for the students and faculty.
4. The philosophy and purpose of the agency are compatible with those of the College of Nursing and Health.
5. The agency must assure the faculty freedom to control the educational experiences of the student.
6. The standard of nursing service must be such as to provide a satisfactory learning environment for the students.
7. The agency’s environment must be conducive to student learning.
8. Nursing service personnel in the agency must be qualified and sufficient in number to provide safe and competent nursing care.
9. The average census of the nursing unit should be adequate for the assigned number of students.
10. The agency must provide space for conferences and space for personal items.
11. There is a written agreement between the Wright State University-Miami Valley College of Nursing and Health and the cooperating agency. This agreement is reviewed periodically, revised as necessary, and kept in the office of the Associate Dean for Undergraduate Programs.
12. An agreement with new clinical agencies can be initiated by contacting the office of the Associate Dean for Undergraduate Programs a semester before the experience is needed.
Wright State University-Miami Valley
College of Nursing and Health

ACCOMMODATIONS FOR A DISABLED STUDENT

The Office of Disability Services is available to provide faculty and staff with information about various disability-related concerns. See the Wright State University Faculty Handbook available online at www.wright.edu/academics/fhandbook for Disability Services and policies related to academic procedures.
Faculty Handbook
Section D: Forms
FACULTY WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>NAME</th>
<th>SEMESTER</th>
<th>COURSES TEACHING</th>
<th>NUR</th>
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CLINICAL AGENCY NAME AND UNIT(s)

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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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Home phone #: 
Cell phone #: 

Faculty Handbook 2013-2014

D-66
FIRST DAY OF CLINICAL INFORMATION SHEET
Semester / Year Spring 2014

Clinical Faculty: 

Check one: _____ home _____ cell _____ office _____ other (via email please)

Phone No. to reach Clinical Faculty: 

Course: NUR Section 

Clinical Day & Date(s):

Where to meet:

(include exact location):

Time to meet:

What to wear:

What to bring:

Directions:

Miscellaneous:

_____ Post to Pilot Page _________________ (Date to remove from Pilot Page)

_____ Do NOT Post to Pilot Page

Thank You!
Wright State University-Miami Valley  
College of Nursing & Health  
NUR ###

Course Title:

Credit Hours: 
# credits/ # cr. didactic (## class clock hrs); 
# cr lab/clinical (## clock hrs) Clinical includes ## hours of lab.

Catalog Description: Incorporates self-directed activities to promote maximum health in self and others. Development of a systematic approach to obtaining a complete health history and performing physical assessment to determine health and illness in adults.

Prerequisites:

Corequisites:

Restrictions:

Faculty: Name with credentials /contact info and office hours

Student Learning Outcomes

Required Course Materials

[books, readings]  
[UGC approved]

Recommended: [books, readings]

Method of Instruction

Evaluation

Grading Scale

Assignments and Weighting

Academic Integrity: Your assignments are to be done as an individual effort unless otherwise stated. The University Guidelines for Academic Integrity apply to all work for the class. Please refer to your student handbook (college and university, university Code of Conduct) for general policy and procedures regarding student conduct. You are responsible for knowing these policies.

Grading Policy

Disability Statement
## Assignments and Course Outline

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<thead>
<tr>
<th>Week</th>
<th>Content Outline</th>
<th>Learning activities</th>
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Approved UG Curr: 11/13/13
Wright State University-Miami Valley
College of Nursing and Health

CLINICAL AGENCY EVALUATION

At the end of the clinical experience, all clinical faculty will complete the Clinical Agency Evaluation form and submit this form to the Course Coordinator.

<table>
<thead>
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<th>Date:</th>
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<tbody>
<tr>
<td>Course #:</td>
<td>Semester/Year:</td>
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<tr>
<td>Faculty Name:</td>
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<tr>
<td>Agency:</td>
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<tr>
<td>Contact Person(s):</td>
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</table>

What positive experiences did you have in this agency?

What suggestions would you make to improve the environment and student learning?

Instructions: Place an “X” in the space which most clearly describes your evaluation in relation to each item listed below along with any comments.

Key:  4 = Always; 3 = Usually; 2 = Seldom; 1 = Never

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The agency staff was friendly, knowledgeable, and willing to assist the student.</td>
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<tr>
<td>2. The professional staff members were useful role models.</td>
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<tr>
<td>3. The agency provided a climate conducive to learning.</td>
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<tr>
<td>4. Client information was readily available and current.</td>
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<tr>
<td>5. The agency provided learning experiences to meet course outcomes.*</td>
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<tr>
<td>6. Client population was appropriate for meeting course outcomes.**</td>
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</tr>
</tbody>
</table>

*Describe acuity level
**Describe client population

R:\off_conh-restricted\staff\Undergrad Programs\Clin Agency Eval.docx
COURSE EVALUATION POLICY & PROCESS

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Wright State University-Miami Valley  
College of Nursing and Health  

ANNUAL UNDERGRADUATE COURSE REPORT  
TERM/YEAR  

Course Number and Title:  

<table>
<thead>
<tr>
<th>Faculty on teaching team</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students enrolled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students completing course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students dropped course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRADE DISTRIBUTION  

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;A&quot;</td>
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<tr>
<td>&quot;B&quot;</td>
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<td>&quot;I&quot;</td>
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<tr>
<td>&quot;X&quot;</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was this course’s relationship to the total curriculum discussed with the students?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
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<td></td>
</tr>
</tbody>
</table>

Was this course an Intensive Writing Course?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

GUEST LECTURES  

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Presented</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please identify and describe how course evaluation criteria were used to meet the program outcomes:

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a solid base in liberal education that provides the cornerstone for the practice and education of nurses. (Essential I)</td>
<td></td>
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</tr>
<tr>
<td>2. Demonstrate knowledge and skills in leadership, quality improvement, and patient safety necessary to provide high-quality health care. (Essential II)</td>
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<tr>
<td>3. Applies current evidence using clinical reasoning in one’s professional nursing practice. (Essential III)</td>
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<tr>
<td>4. Demonstrate knowledge and skills in information management and patient care technology which are critical in the delivery of quality patient care. (Essential IV)</td>
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</tr>
<tr>
<td>5. Demonstrate knowledge regarding healthcare policies, including financial and regulatory, which directly and indirectly influence the nature and functioning of the healthcare system. (Essential V)</td>
<td></td>
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<tr>
<td>6. Communicate and collaborate with the healthcare professionals critical to delivering high quality and safe patient care. (Essential VI)</td>
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<tr>
<td>7. Demonstrate knowledge and skills in health promotion and disease prevention at the individual and population level necessary to improve population health. (Essential VII)</td>
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<tr>
<td>8. Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing. (Essential VIII)</td>
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<tr>
<td>9. Demonstrate knowledge,</td>
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<tr>
<td>OUTCOMES</td>
<td>FALL</td>
<td>SPRING</td>
<td>SUMMER</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>skills, and attitudes necessary to care for patients, including</td>
<td></td>
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<tr>
<td>individuals, families, groups, communities, and populations across the</td>
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<tr>
<td>lifespan and across the continuum of healthcare environments.</td>
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<tr>
<td>(Essential IX)</td>
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<tr>
<td>10. Understand and respect the variations of care, the increased</td>
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<tr>
<td>complexity, and the increased use of healthcare resources inherent in</td>
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<tr>
<td>caring for patients. (Essential IX)</td>
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</table>

Accomplishments/strengths in the course (include what went well in the course):

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____________________________________________________       _________________
Signature of course Coordinator (on behalf of the team)                                         Date

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Revised: 12/11/13
Wright State University-Miami Valley  
College of Nursing and Health

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TERM/YEAR

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Faculty on teaching team

# of students enrolled

# of students completing course

# of students dropped course

GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A”</td>
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<tr>
<td>“B”</td>
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<tr>
<td>Total</td>
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</tr>
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</table>

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<thead>
<tr>
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</tr>
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<td>Fall</td>
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<tr>
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<td></td>
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<tr>
<td>Summer</td>
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</tbody>
</table>

Was this course an Intensive Writing Course? YES ☐ NO ☐

GUEST LECTURES

<table>
<thead>
<tr>
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<th>Summer</th>
</tr>
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<tr>
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<th>FALL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Examine scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings. (Essential I)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to promote high quality and safe patient care. (Essential II)</td>
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<tr>
<td>3. Apply quality principles within an organization and articulate the methods, tools, performance measures, and standards related to quality. (Essential III)</td>
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</tr>
<tr>
<td>4. Apply evidence-based outcomes within the practice setting, resolving practice problems, working as a change agent, and disseminating results. (Essential IV)</td>
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</tr>
<tr>
<td>5. Use communication strategies and patient-care technologies to integrate, coordinate, deliver and enhance care. (Essential V)</td>
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<tr>
<td>6. Examine the policy development process</td>
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<td></td>
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</tr>
<tr>
<td>OUTCOMES</td>
<td>FALL</td>
<td>SPRING</td>
<td>SUMMER</td>
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</tr>
<tr>
<td>and advocacy strategies to intervene at the system level to influence health and health care. (Essential VI)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Use communication strategies necessary for interprofessional collaboration and consultation to manage and coordinate care. (Essential VII)</td>
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<td></td>
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</tr>
<tr>
<td>8. Integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. (Essential VIII)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Demonstrate advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into proactice including both direct and indirect care components that influence healthcare outcomes for individuals, populations, or systems. (Essential IX)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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R:\off_conh-restricted\staff\Crse Report GRAD Template.docx
Revised: 12/0
### Undergraduate Adjunct Faculty Evaluation

<table>
<thead>
<tr>
<th>Instructor Self-Evaluation</th>
<th>Scale (Numeric Value)</th>
<th>Course Coordinator, Program Director, Associate Dean Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>My performance exceeds expectations in this area.</td>
<td>(4)</td>
<td>The instructor exceeds expectations in this area.</td>
</tr>
<tr>
<td>My performance meets expectations in this area.</td>
<td>(3)</td>
<td>The instructor meets expectations in this area.</td>
</tr>
<tr>
<td>My performance is below expectations in this area.</td>
<td>(2)</td>
<td>The instructor’s performance is below expectations in this area.</td>
</tr>
<tr>
<td>My performance is unsatisfactory in this area.</td>
<td>(1)</td>
<td>The instructor’s performance is unsatisfactory in this area.</td>
</tr>
<tr>
<td>Not applicable</td>
<td>(NA)</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

### Performance Criteria for All Adjunct Instructors

<table>
<thead>
<tr>
<th>Performance Criteria for All Adjunct Instructors</th>
<th>Instructor Self-Evaluation</th>
<th>Course Coordinator Evaluation</th>
<th>Program Director Evaluation</th>
<th>Associate Dean Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teaching Performance</strong> –</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Instructor treats students with respect, shows enthusiasm, encourages questions, and demonstrates flexibility in dealing with diverse learning styles.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Plans and conducts pre and post conference.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Assists students in correlating practice and theory.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Supervises students at an appropriate level in the delivery of safe, effective care</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Encourages students to use self-evaluation as a means of promoting professional growth.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Refers students to appropriate resources (skills lab, library, videos, CAIs) as necessary.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Refers students to appropriate resources (course coordinator, The Wellness Center, Disability Services) as necessary.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
<tr>
<td>• Completes orientation at clinical agency with students.</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
<td>4 3 2 1 NA</td>
</tr>
</tbody>
</table>
2. **Coverage of Course Content**
   - Instructor covers information in the approved course outline.
   - Communicates high expectations for student performance by giving relevant and challenging assignments.
   - Sets clear deadlines for assignments and adheres to those deadlines.

3. **Clinical Enrichment**
   - Instructor participates in and requires students to participate in focused and meaningful discussions.
   - Instructor encourages and provides opportunities for active learning and critical thinking.

4. **Support of Student**
   - Instructor provides help to students outside of class through office hours and email and responds to emails, discussion postings (online course), and phone messages within a timely manner.

5. **Professional Collaboration/Behavior**
   - Models professionalism for students through appearance, attitude, and behavior.
   - Demonstrates clinical nursing competence in the area assigned.
   - Collaborates with clinical and management staff in identifying and resolving issues involving students.
   - Works effectively with instruction team.
   - Models professional communication with other members of the healthcare team.
   - Keeps course coordinator informed of any atypical situations.
   - Demonstrates knowledge of and compliance with agency policies.
   - Documents and implements student evaluations and counseling sessions in a timely, professional manner.
   - Submits all student documentation to course coordinator at the end of the semester.
   - Maintains confidentiality.
   - Attends and participates in team planning meetings.
   - Is in compliance with the policies of the CoNH.
Instructor Comments (Please add any comments or suggestions):

Course Coordinator’s Comments (It is required that you explain any of the criteria not meeting a satisfactory level):

Program Director’s Comments (It is required that you explain any of the criteria not meeting a satisfactory level):

Associate Dean’s Comments (It is required that you explain any of the criteria not meeting a satisfactory level):

Opportunities for growth and improvement: (Use bullets)

Goals for next academic year: (Use bullets)

Instructor’s Signature: _____________________________ Date: _________
(Your signature indicates you have read the Program Director’s rating and comments, but does not imply you agree or disagree with them).

Course Coordinator’s Signature: _____________________________ Date: _________

Program Director’s Signature: _____________________________ Date: _________

Associate Dean’s Signature: _____________________________ Date: _________

Approved AAR: 03/04/13
Wright State University-Miami Valley College of Nursing & Health
PRECEPTOR DATA FORM

SECTION 1:  PLEASE PRINT ALL

Preceptor Full Legal Name (Print): ____________________________________________

Preceptor’s Title: ____________________________________________________________

Hospital/Agency Name: _______________________________________________________

Your area of clinical practice ___________________________ Unit (if applicable): ________

Preceptor’s contact #: cell: ________________________________ Work: ____________________

    *include area code

Preceptor’s E-mail: ____________________________________________________________

<table>
<thead>
<tr>
<th>Degree</th>
<th>Name of School &amp; City/State</th>
<th>Graduation Mo/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td></td>
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</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
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<tr>
<td>Bachelor’s</td>
<td></td>
<td></td>
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<tr>
<td>Masters</td>
<td></td>
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</tr>
</tbody>
</table>

List Years | List Months

Years of Experience as an RN

Years of Experience as an LPN

COMPLETE EITHER SECTION 2 OR SECTION 3 OR BOTH & MUST COMPLETE SECTION 4 (other side)

SECTION 2:  Current Specialty Certification (if applicable)

<table>
<thead>
<tr>
<th>Name of Specialty Certification</th>
<th>Certifying Organization</th>
<th>Certification valid through</th>
</tr>
</thead>
</table>

SECTION 3:  Describe your competency in the area of clinical practice in which you will be a preceptor.

<table>
<thead>
<tr>
<th>Type of Licensure (i.e., RN, LPN)</th>
<th>State of Licensure</th>
<th>*License #</th>
<th>Expiration Date</th>
<th>Verified by WSU Staff</th>
</tr>
</thead>
</table>

*RN license is considered public information and should be shared for license verification purposes.
SECTION 4: EMPLOYMENT: The preceptor may attach current resume or curriculum vitae. Each preceptor must demonstrate at least two years of nursing practice.

<table>
<thead>
<tr>
<th>Employer Name</th>
<th>Employer Location</th>
<th>Dates of Employment Mo/Yr to Mo/Yr</th>
<th>Unit or area of practice</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

SECTION V: VERIFICATION OF LICENSURE – The education program is required to maintain documentation of license verification for each preceptor.

SECTION VI: OHIO ADMINISTRATIVE CODE (OAC) RULES
Rule 4723-5-10(A)(5), OAC, specifies that a preceptor for an RN nursing education program shall have (a) Completed an approved registered nursing education program; (b) have experience for at least two years in the practice of nursing as an RN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an RN. A BSN is preferred.

Rule 4723-5-20(F), OAC, specifies that the teaching assistant or preceptor providing supervision of a nursing student shall at least:
(1) Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;
(2) Design, at the direction of a faculty member the student’s experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
(3) (Clarify with the faculty member
   a) The role of the teaching assistant or preceptor;
   b) The responsibilities of the faculty member;
   c) The course and clinical objectives or outcomes;
   d) The clinical experience evaluation tool; and
(4) Contribute to the evaluation of the student’s performance by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes.

Rule 4723-5-20(G), OAC, specifies that a preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

Preceptor Signature (attesting to the accuracy of information) ____________________________ Date ____________________________

Name of student precepted: __________________________________________________________

Name of WSU Clinical Instructor: ______________________________________________________

WSU Course #: NUR_________ Semester: ________________
FORMAT FOR COMMITTEE AGENDA AND MINUTES

Wright State University-Miami Valley
College of Nursing and Health

(Committee Name)
(Date)
(Time) (Room)

AGENDA

I. Call to order
II. Minutes of (date)
III. Old Business
IV. New Business

author's initials/typist's initials

Wright State University-Miami Valley
College of Nursing and Health

(Committee Name)
(Date)

MINUTES

Members present:
Members absent:

I. The meeting was called to order at (time) by (person).
II. The minutes of the date meeting were approved (as distributed/with the following correction(s):
III. Old Business
   A. Topic:
      Discussion:
      Action:
      (etc.)
IV. New Business
   A. Topic:
      Discussion:
      Action:
      (etc.)
V. Announcements

There being no further business, the meeting was adjourned at (time).

Submitted by:
(Signature)
(Name typed)
author's initials/typist's initials
COMMITTEE ANNUAL REPORT FORMAT

The report must be submitted to the Dean’s Assistant by July 15 of each year.

I. Committee members

II. Accomplishments (goals and progress made in achieving them)

III. Unresolved issues

IV. Suggested goals for next year

Signature of committee chair
Wright State University-Miami Valley
College of Nursing and Health

TRAVEL REQUEST FORM

<table>
<thead>
<tr>
<th>Traveler Name</th>
<th>Conference</th>
<th>Conference location</th>
<th>Dates (including travel time)</th>
<th>Presenting a paper/poster?</th>
<th>Paper?</th>
<th>No</th>
<th>Poster?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

| Registration cost | $________ | (Attach copy of conference schedule) |
| Airfare cost | $________ |
| Local travel | $________ | ($_______ miles x $0.56) (The university reimburses mileage @ $.505 per mile) |
| Airport parking / Cab Fare | $________ |
| Hotel (room rate per night) | $________ | ($_______ nights x _______ per night) (suggested room rate per college guidelines is $120 per night + tax) |
| Meals | $________ | ($_______ days x $35/$43) Breakfast: $7 ($9) Lunch: $10 ($11) Dinner: $18 ($23) |
| Other (please explain) | $________ |

TOTAL COST $ _________  TOTAL REQUESTED $ _________

Reimbursement to come from (please circle): Grant CBA Start-up Other (specify: ____________________)

Exact classes to be missed (days, dates, & time) _____________________________

What arrangements have you made for class coverage? __________________________

Exact clinicals to be missed (days, dates, & time) _____________________________

What arrangements have you made for clinical coverage? ________________________

TEAM APPROVAL __________________________ Date ________________

PLEASE NOTE: The allowance for meals is as follows: breakfast - $7 ($9), lunch - $10 ($11), dinner - $18 ($23). You must have receipts for anything in excess of $5.00, i.e., taxi cabs, limos. The only exception to this is the meal allowance which follows the previously mentioned guidelines.

After approval by the dean, please return this form to the Business Officer at least two weeks before the actual travel date. Then a Travel Authorization form will be typed for you to sign. Thank you.

DEAN’S APPROVAL __________________________ Date ______________________
The College of Nursing & Health pays up to ______________ of authorized expenses. Receipts must be submitted for reimbursement. The signee agrees to pay all expenses over the ______________ limit and any unauthorized expenses.

TRAVELER'S SIGNATURE ________________________________

Date ______________________________
Monthly Local
Travel Expense Log

(See other side for instructions)

If $100 or under, attach this form to WSU petty cash voucher and process through Bursar. If over $100, attach this form to WSU departmental purchase order and process through accounts payable.

<table>
<thead>
<tr>
<th>Traveler’s name</th>
<th>Department</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>From/To/Return</td>
<td>Trip miles</td>
<td>Miscellaneous expense item</td>
</tr>
<tr>
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</tbody>
</table>

Total miles _________  Total Miscellaneous $ ____________  

Total miles x _________¢ per mile = $ ____________

_________________________________      __________________            Total reimbursement$ ____________

Traveler’s signature                                      Date

374000/1095-01/JY01/1M

Faculty Handbook 2013-2014

D-90
Request for Approval of Outside Employment for Pay to Faculty Member

1. Name of faculty member: ___________________________________________

2. Company or agency name (specify which): _____________________________
   __________________________________________________________________

3. Address of company or agency name __________________________________
   __________________________________________________________________

4. Description of activity: _____________________________________________
   __________________________________________________________________
   __________________________________________________________________

5. Percentage of time spent in this activity weekly: ________________

6. If time limited, time required and dates of activity. ______________________
   __________________________________________________________________
   __________________________________________________________________
   ________________________________________________________________

Signature of faculty member __________________________ Date __________

Approval

Dean __________________________ Date __________
REPORT OF HEALTH HISTORY

Name ___________________________________________ Date _____________

Examination Report
To Examiner: Please review the health history and complete the physical examination. Please comment on any health problems that may 1) interfere with the ability to perform nursing care or 2) be a source of contamination for a nurse in close client contact. This information is strictly for the use of the College of Nursing and Health and will not be released without the client's consent. Please administer needed immunizations.

Describe relevant health problems:

Laboratory Reports
Annually
PPD Skin Test Date _______ Results
If indicated:
Chest X-ray Date _______ Results

#INH chemoprophylaxis (if given) Date ___________________________

Immunizations  (Note: History of disease is not considered reliable)
First year of employment only

Diptheria/Tetanus (within the last 10 years) Date __________________________

MMR vaccine*                           ** Date
Date ______

Hepatitis B (series of three) Date
Date ______   Date ______

Titers, if applicable Date _____
Date ______

Examiner's signature ___________________________ Date __________________

*If born before 1957, you may be assumed to be non-susceptible.
**If vaccination is given, it is crucial that you are not nor plan (within three months) to become pregnant as this vaccination can cause fetal damage. If any doubt, postpone the vaccination until after the next menstrual period.
Wright State University-Miami Valley
College of Nursing and Health

ANNUAL HEALTH UPDATE

Faculty Member: ________________________________

Please circle one: Tuberculin Skin Test  QuantiFERON-TB Gold Test  Chest X-Ray

Date ___________________________  Results ___________________________

The person identified above has current Tdap/Td immunization

YES ___________________________  NO ___________________________

For obstetrical faculty only:

Physical exam results, describing relevant health problems:

Name of Examiner: ________________________________  Date: ___________________________

Reaffirmed 9/08
Wright State University-Miami Valley
College of Nursing and Health

Evaluation of Faculty Candidate*

_____ Tenure Track _____ Non-Tenure Track (clinical) _____ Adjunct

Candidate ___________________________ Date __________________

Please use this format to review each candidate. Rank the candidate using the following scale of 1 to 4. (NOTE: NO half-scores will be tabulated.)

<table>
<thead>
<tr>
<th>Criteria and Comments</th>
<th>Poor</th>
<th>Fair</th>
<th>Above average</th>
<th>Excellent</th>
<th>Unable to determine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Scholarship</td>
<td></td>
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<tr>
<td>3. Clinical competence</td>
<td></td>
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<tr>
<td>4. Classroom teaching experience</td>
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<tr>
<td>5. Clinical teaching experience</td>
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</tr>
</tbody>
</table>

6. Identify the assets and strengths of this candidate.

7. Identify any liabilities or weaknesses of this candidate.

8. Would you recommend hiring this candidate? [ ] Yes [ ] No

9. Other comments:

*Evaluation based on (check ALL that apply): [ ] Interview [ ] Curriculum Vitae [ ] References [ ] Personal experience [ ] Other: Please specify: ________

Signature ________________________________

Please return this form to the Dean’s office. The scores will be tabulated and the comments summarized in confidence without names. These findings will be shared with the search committee and nursing administration. Forms will be shredded after the hiring decision.
**Wright State University-Miami Valley**  
**College of Nursing and Health**  
**EVALUATION and QUALITY IMPROVEMENT PLAN**

<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| STANDARDS I. PROGRAM QUALITY: MISSION AND GOVERNANCE | The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality. | Every 5 years Fall | University Bulletins  
CoNH Student Handbooks  
Faculty Curriculum Handbook  
Minutes of Curriculum Committees  
Academic & Strategic Planning Board minutes  
Dean's Student Advisory Board minutes | Dean  
Associate Deans  
Curriculum Committees  
Faculty Organization  
Program Assessment  
Academic & Strategic Planning Board  
Dean's Student Advisory Board | Faculty and administrators make appropriate changes in mission, goals, and expected student and faculty outcomes to be consistent with parent institution and identified standards. |

|          | University mission/goals                   |                     | University Bulletins  
CoNH Student Handbooks  
Faculty Curriculum Handbook  
Minutes of Curriculum Committees  
Academic & Strategic Planning Board minutes  
Dean's Student Advisory Board minutes |                     |                       |
<p>|          | CoNH mission/goals                         |                     |                                            |                         |                   |
|          | Ohio Nurse Practice Act                    |                     |                                            |                         |                   |
|          | AACN Essentials of Baccalaureate Education for Professional Nursing Practice |                     |                                            |                         |                   |
|          | AACN Essentials of Master’s Education for Advanced Practice Nursing         |                     |                                            |                         |                   |
|          | AACN Essentials of Doctoral Education for Advanced Nursing Practice          |                     |                                            |                         |                   |
|          | AACN Essential Clinical Resources           |                     |                                            |                         |                   |
|          | ANA Standards for Professional Practice    |                     |                                            |                         |                   |
|          | Specialty organization standards for graduate education                      |                     |                                            |                         |                   |
|          | CCNE Accreditation of Baccalaureate and Graduate Nursing Programs              |                     |                                            |                         |                   |
|          | Ohio Board of Nursing (OBN) 4723-5-9      |                     |                                            |                         |                   |
|          | OBN 4723-5-13                            |                     |                                            |                         |                   |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| Faculty Outcomes in Teaching, Scholarship, Service, & Practice (I-C) | • AAUP Collective Bargaining Agreement  
• CoNH Bylaws  
• CoNH Appointment, promotion, and tenure policies  
• Faculty Handbook  
• OBN 4723-5-10  
• OBN 4723-5-21 | Annually | Faculty Annual Self Evaluations  
Annual Summary of Faculty Accomplishments  
- Peer evaluation of teaching  
- Faculty teaching awards  
- Attendance at CE and faculty development activities  
- Grants / Awards  
- Peer-reviewed publications  
- Professional presentations  
- Service activities  
- Practice activities | Dean  
Associate Deans  
AAR Committee  
Promotion & Tenure Committee  
Faculty | Faculty teaching, scholarship, service, and practice are clearly identified and are congruent with mission, goals, and expected faculty outcomes consistent with parent institution and identified standards. |
| Roles of faculty and students in governance (I-D) | • Faculty Constitution  
• AAUP Collective Bargaining Agreement  
  • College Bylaws  
• University mission/goals  
• CoNH mission/goals  
• Ohio Board of Nursing  
• CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
• OBN 4723-5-13 | Annually | WSU & CoNH Organizational Charts  
Faculty handbook  
Student handbooks  
Minutes of all CoNH Committees | Dean  
Associate Deans  
Faculty Affairs Committee  
Student Affairs Committee  
Dean’s Student Advisory Board | Faculty participate in program governance by making appropriate changes in governance documents. Students participate in program governance by |
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| Documents and Publications (I-E, I-F) | ▪ Student Handbook  
▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ Specialty organization standards for graduate education  
▪ OBN 4723-5-12 | Annually | University/CoNH Web Site  
University Bulletins  
Recruitment brochures  
Student Handbooks  
Student Affairs Quarterly  
Student official Transcripts  
▪ APRN transcripts document role & population focus  
Course syllabi | Dean  
Associate Deans  
Associate directors (graduate)  
Program Director (DNP)  
Program Directors (undergraduate)  
Student Affairs Committee | Accurate and consistent information is provided in catalogs, brochures, and other printed materials.  
Academic policies of the parent institution and the nursing program are congruent. |

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

| Fiscal & Physical Resources (II-A) | University Budget  
CoNH Budget  
AAUP Collective Bargaining Agreement  
OBN 4723-5-09  
OBN 4723-5-13  
OBN 4723-5-17  
CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
State Standards for: | Every 2 years | Inventory  
University classroom group reports  
LRC evaluations  
Computer lab data  
Faculty/student ratios  
EBI survey  
Agency Agreement files | Provost  
Dean  
Associate Deans  
Business Manager III  
Executive Director for Operations & Strategic Initiatives | The fiscal resources are adequate to support the CoNH goals.  
Physical resources are adequate to support the CoNH goals. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Faculty office space</td>
<td></td>
<td>and summary table University Building &amp; Grounds committee minutes Student Evaluations CoNH Course Reports</td>
<td>Faculty CaTs- Computing and Telecommunications Services</td>
<td>Learning resources (LRC, computers, software) are comprehensive, current, developed with faculty input, and available and accessible to faculty and students.</td>
</tr>
<tr>
<td></td>
<td>▪ Learning Resource Center (LRC)</td>
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<td></td>
<td>▪ Classrooms</td>
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<td>▪ Computer services and labs</td>
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<td>▪ Clinical Agencies</td>
<td></td>
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<tr>
<td></td>
<td>▪ Higher Learning Commission</td>
<td>Every 2 years</td>
<td>CTL Reports Library evaluation Student Advisement Reports</td>
<td>CTL-Center for Teaching &amp; Learning Library personnel Disability Services Student Affairs Staff Student Success Coordinator Clinical Placement Coordinator</td>
<td>Academic support services (library, CTL, disability services) are adequate to meet the CoNH’s needs. Academic Advising services are adequate to meet the CoNH’s needs. Administrative support is adequate to meet the CoNH’s needs.</td>
</tr>
<tr>
<td></td>
<td>▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs</td>
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<tr>
<td></td>
<td>▪ Specialty organization standards for graduate education</td>
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<tr>
<td></td>
<td>▪ AAUP Collective Bargaining Agreement</td>
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<td></td>
<td>▪ Ohio Nurse Practice Act</td>
<td>Every 5 years</td>
<td>Curriculum Vitae of Dean Dean’s Annual Self Evaluation</td>
<td>Provost Dean</td>
<td>The Dean (Chief nurse administrator) possesses appropriate qualifications.</td>
</tr>
<tr>
<td></td>
<td>▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs</td>
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<tr>
<td></td>
<td>▪ OBN 4723-5-10</td>
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<tr>
<td>Element</td>
<td>Standards</td>
<td>Timeline</td>
<td>Data Source</td>
<td>Locus of Responsibility</td>
<td>Expected Outcomes</td>
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<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Faculty (II-D) | ▪ AAUP Collective Bargaining Agreement  
▪ CoNH Bylaws  
▪ Specialty organization standards for graduate education  
▪ OBN Law & Rule  
▪ Ohio Nurse Practice Act  
▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ OBR Subsidy Model FTE  
▪ OBN 4723-5-10 | Annually | Faculty Personnel Files  
Curricula Vitae of Faculty  
Faculty Annual Self Evaluations | Dean  
Associate Deans  
Business Manager  
III Faculty | Faculty members are academically and professionally qualified and maintain expertise appropriate to their responsibilities.  
Sufficient number of faculty are employed to accomplish mission, goals, and expected student and faculty outcomes. |
| Preceptors (II-E) | ▪ Ohio Nurse Practice Act  
▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ OBN 4723-5-10  
▪ Specialty organization standards for graduate education  
▪ OBN Law & Rule | Tri-annually | Preceptor Qualification Form  
Preceptor Evaluation Form | Dean  
Associate Deans  
Faculty | Preceptors are academically and professionally qualified and maintain expertise appropriate to their responsibilities. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment Supportive of Faculty</td>
<td>• WSU AAUP Collective Bargaining Agreement</td>
<td>Annually</td>
<td>Curricula Vitae of Faculty Faculty Annual Self Evaluations</td>
<td>Dean Associate Deans Faculty AAR Committee Promotion and Tenure Committee Business Manager III Director of Nursing Research CTL</td>
<td>WSU and the CoNH provide and support an environment that encourages faculty teaching, scholarship, service, and practice.</td>
</tr>
<tr>
<td>Teaching, Scholarship, Service, &amp; Practice</td>
<td>• CoNH Bylaws</td>
<td></td>
<td>• Faculty development activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• University Budget</td>
<td></td>
<td>• Faculty teaching activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(II-E, II-F)</td>
<td>• CoNH Budget</td>
<td></td>
<td>• Faculty scholarship activities</td>
<td></td>
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<tr>
<td></td>
<td>• OBN 4723-5-10</td>
<td></td>
<td>• Faculty service activities</td>
<td></td>
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<tr>
<td></td>
<td>• OBN 4723-5-21</td>
<td></td>
<td>• Faculty practice activities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CoNH Annual Report</td>
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</tbody>
</table>

**STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES**

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of the expected student outcomes.

<table>
<thead>
<tr>
<th>Curriculum: Development, Implementation &amp; Revision reflect mission, goals, and expected student outcomes (III-A, III-B)</th>
<th>University mission/goals</th>
<th>Undergraduate Curricula - odd years</th>
<th>Curriculum Handbook Minutes of Curriculum Committees</th>
<th>CoNH curricula are developed, implemented, and revised by faculty as appropriate. CoNH curricula are congruent with the program’s mission, goals, and expected student outcomes and</th>
<th>CoNH curricula are congruent with the program’s mission, goals, and expected student outcomes and</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CoNH mission/goals</td>
<td>WSU Program Outcomes of the Graduate</td>
<td>Graduate Curricula - even years</td>
<td>Course syllabi / reports Examples of student work Comprehensive Testing (EVOLVE / HESI)</td>
<td></td>
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</tr>
<tr>
<td>Element</td>
<td>Standards</td>
<td>Timeline</td>
<td>Data Source</td>
<td>Locus of Responsibility</td>
<td>Expected Outcomes</td>
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</tr>
<tr>
<td>Education for Advanced Nursing Practice</td>
<td>WSU General Education Core</td>
<td>Undergraduate Curricula - odd years</td>
<td>CoNH Curriculum Handbook</td>
<td>Curriculum Committees</td>
<td>reflect relevant professional nursing standards and guidelines.</td>
</tr>
<tr>
<td>- AACN Essential Clinical Resources</td>
<td>CoNH Nursing Curriculum Model</td>
<td></td>
<td>Minutes of Curriculum Committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ANA Standards for Professional Practice</td>
<td>AACN Essentials of Baccalaureate Education for Professional Nursing Practice</td>
<td></td>
<td>Student evaluations</td>
<td></td>
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</tr>
<tr>
<td>- Specialty organization standards for graduate education</td>
<td>AACN Essentials of Master’s Education for Advanced Practice Nursing</td>
<td></td>
<td>End-of-program evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CCNE Accreditation of Baccalaureate and Graduate Nursing Programs</td>
<td>AACN Essentials of Doctoral Education for Advanced Nursing Practice</td>
<td></td>
<td>Examples of student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OBN 4723-5-13</td>
<td>AACN Essential Clinical Resources</td>
<td></td>
<td>Student transcripts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- OBN 4723-5-19</td>
<td>ANA Standards for Professional Practice</td>
<td></td>
<td></td>
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<tr>
<td>- Specialty organization standards for graduate education</td>
<td>OBN 4723-5-21</td>
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</tbody>
</table>

BSN builds on foundation of arts, sciences and humanities.

MS builds on competencies of BSN and focuses on advanced nursing roles.

DNP curricula build on BSN and/or MS foundation.

Post-graduate APRN certificate programs build on graduate level nursing competencies &

CoNH curricula are logically structured to achieve expected student outcomes.
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| knowledge (III-B, III-C) | ▪ WSU General Education Core  
▪ CoNH Nursing Curriculum Model  
▪ AACN Essentials of Baccalaureate Education for Professional Nursing Practice  
▪ AACN Essentials of Master’s Education for Advanced Practice Nursing  
▪ AACN Essentials of Doctoral Education for Advanced Nursing Practice  
▪ AACN Essential Clinical Resources  
▪ ANA Standards for Professional Practice  
▪ Specialty organization standards for graduate education  
▪ OBN 4723-5-19  
▪ OBN 4723-5-20  
▪ WSU AAUP Collective Bargaining Agreement  
▪ Academic & Strategic Planning Board  
▪ Greater Dayton Area Hospital Association | Undergraduate Curricula - odd years  
Graduate Curricula - even years | Course syllabi  
Student evaluations of course/faculty  
End-of-program evaluations  
EBI survey data  
Course Reports  
Examples of student work  
Clinical agency evaluations  
Clinical agency affiliation agreements  
Minutes of Curriculum Committees | Curriculum Committees  
Program Assessment Committee | Teaching-learning practices and environments support the achievement of expected student outcomes, consider the needs and expectations of the student population, and are evaluated on an ongoing basis. |
| Student performance (III-G, III-H) | ▪ Student Handbook  
▪ OBN 4723-5-21  
▪ AACN Essentials of Baccalaureate | Undergraduate Curricula - odd | Minutes of Curriculum Committees  
Course Grades | Dean  
Associate Deans  
Faculty | Criteria for evaluating student performance are clearly defined for |
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for Professional Nursing Practice</td>
<td>AACN Essentials of Master’s Education for Advanced Practice Nursing</td>
<td>years</td>
<td>End-of-program evaluations</td>
<td>Curriculum Committees</td>
<td>each course and are applied consistently, reflecting achievement of expected individual student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>AACN Essentials of Doctoral Education for Advanced Nursing Practice</td>
<td>Graduate Curricula - even years</td>
<td>Examples of student work</td>
<td>Student Success Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AACN Essential Clinical Resources</td>
<td></td>
<td>Comprehensive Testing Program results (EVOVE / HESI)</td>
<td>Program Assessment Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANA Standards for Professional Practice</td>
<td></td>
<td>Clinical evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialty organization standards for graduate education</td>
<td></td>
<td>Course Syllabi</td>
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<td></td>
</tr>
</tbody>
</table>

**STANDARD IV. PROGRAM EFFECTIVENESS: AGGREGATE STUDENT AND FACULTY OUTCOMES**

The program is effective in fulfilling its mission and goals as evidenced by achieving program outcomes. Program outcomes include student outcomes, faulty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

**Program Effectiveness (IV-A, IV-H)**

- CCNE Accreditation of Baccalaureate and Graduate Nursing Programs
- US Department of Education

At end of program
End-of-program evaluations
EBI graduation survey

Dean
Associate Deans
Associate Directors
Program Assessment Committee

Overall program effectiveness ≥ 4.5 (EBI)

**Alumni Satisfaction (IV-E)**

- CCNE Accreditation of Baccalaureate and Graduate Nursing Programs

Annually
1-3-5 yr. EBI alumni surveys

Associate Deans

Trends show alumni satisfaction with education program

**Employer Satisfaction**

- CCNE Accreditation of Baccalaureate and Graduate Nursing Programs

Annually
Employer surveys

Dean
Associate Deans

Trends show employer
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IV-E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>satisfaction with graduates</td>
</tr>
<tr>
<td>Completion Rates (IV-B)</td>
<td>▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs</td>
<td>Annually</td>
<td>Graduation Rates Tables</td>
<td>Dean, Associate Dean, Associate Directors, Office of Student and Alumni Affairs, Student Success Coordinator</td>
<td>BSN: ≥70% within 4 calendar years of first nursing course BEACON: ≥70% within 3 calendar years of first nursing course RN to BSN: ≥70% within 5 years MS: ≥70% within 7 calendar years of first nursing course Post MS Certificate: ≥70% within 7 calendar years of first nursing course Post MS-DNP: ≥70% within 7 calendar years of first nursing course</td>
</tr>
<tr>
<td>NCLEX-RN Pass Rates (IV-C)</td>
<td>▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs</td>
<td>Annually</td>
<td>OBN NCLEX Reports, NCLEX Program Reports, ANCC Reports, PNCB Reports</td>
<td>Dean, Associate Dean for Undergraduate Student Success</td>
<td>&gt;80% for first-time test takers for the most recent calendar year.</td>
</tr>
<tr>
<td>Element</td>
<td>Standards</td>
<td>Timeline</td>
<td>Data Source</td>
<td>Locus of Responsibility</td>
<td>Expected Outcomes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty Organization minutes</td>
<td>Coordinator</td>
<td>≥95% of the national average for first-time candidates in a calendar year</td>
</tr>
</tbody>
</table>
| Certification Pass Rates (IV-C) | ▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ Specialty organization standards for graduate education | Annually | Certification Reports | Associate Dean for Graduate Program Graduate Track Directors | ≥ 80% Certification pass rate for first time test takers. |
| Employment Rates (IV-D) | ▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ OBN 4723-5-15 | Annually | EBI Alumni Survey – 1 year following graduation | Office of Student & Alumni Affairs | ≥ 70% within 12 months of program completion of BSN  
≥ 70% within 12 months of program completion of MS  
≥ 70% within 12 months of program completion of DNP |
| Faculty Outcomes (IV-F) | ▪ AAUP Collective Bargaining Agreement  
▪ CoNH Bylaws  
▪ CoNH Appointment, promotion, and tenure policies  
▪ Faculty Handbook | Annually | Faculty Annual Self Evaluations  
Annual Summary of Faculty Accomplishments  
Annual CoNH Report | Dean  
Associate Deans  
AAR Committee  
Promotion & Tenure Committee  
Faculty | The program demonstrates achievements of expected faculty outcomes. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Standards</th>
<th>Timeline</th>
<th>Data Source</th>
<th>Locus of Responsibility</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| Formal Complaints (IV-G)| ▪ WSU AAUP Collective Bargaining Agreement  
▪ CCNE Accreditation of Baccalaureate and Graduate Nursing Programs  
▪ OBN 4723-5-12 | Annually          | Student Handbook Mediation Policy  
CoNH Petitions and Progression committee minutes  
University Petitions and Progression committee minutes | Dean  
Associate Deans  
Student Affairs  
Curriculum Committees  
Petitions and Progression Committee  
▪ CoNH  
▪ University AAUP | Mediation, grievances, and arbitrations are handled by applicable policy. |

F:\Program Assessment\EQUIP\EQIP_with CCNE_UGC_approved.doc  
FACULTY EVALUATIONS BY STUDENTS

Each Semester faculty members are required to obtain student feedback and evaluation regarding instruction and the course. The procedure is:

1. Evaluation forms and Scantron sheets are placed in faculty mailboxes by the Administrative Support Coordinator. The evaluation of classroom and clinical teaching is done at the end of the term. Course evaluation is done during the last class meeting, NOT the final exam period.

2. Students must use a No. 2 pencil to fill in the demographic information, as well as the evaluation responses.

3. Tenured faculty place the red header sheet, provided by AAUP, in the instructor evaluation envelope and instruct the student volunteer charged with collecting evaluation forms to place it in front of the evaluation forms in the envelope. Non-tenured tenure track and non-tenure track (clinical) faculty give the evaluations to the student volunteer to distribute to the class.

4. Faculty members leave the room while the evaluations are being completed. The student volunteer collects the completed course and faculty evaluations. They are delivered in sealed envelopes to the Administrative Support Coordinator in 160 UH.

5. The Administrative Support Coordinator types the written comments for the course, non-tenured tenure track, and non-tenure track (clinical) faculty evaluations and sends the evaluations to the University Computing Services (UCS) for tabulation. For the tenured faculty, the instructor evaluations are first sent in the sealed envelopes to UCS for tabulation and UCS sends back only the section with written comments, which the Administrative Support Coordinator then types. The Administrative Support Coordinator distributes copies of printouts and comments to non-tenured tenure track and non-tenure track (clinical) faculty for their own evaluations. The tenured faculty receives copies of comments only, as AAUP sends the printouts to them. Adjunct faculty evaluation results are mailed to the adjunct faculty member’s home by the Associate Dean’s Administrative Support Coordinator.

6. Completed course evaluations are reviewed by the appropriate Associate Dean and by the appropriate Curriculum Committee. Course coordinators receive copies of the printouts and typed comments for the course.

7. The originals of non-tenured tenure track and non-tenure track (clinical) faculty evaluations and typed comments are kept in the Office of the Associate Dean for Undergraduate Programs.

NOTE: Exams have priority over evaluations, so it may take some time for evaluations to be completed.
Student Evaluation of Instruction

To Students:

Your responses are voluntary and anonymous. Responses from these forms are used both by your instructors in improving their teaching and by departments when making personnel decisions concerning salary increases, promotion and tenure.

The instructor must NOT be present as you complete this form.

Please complete both sides. Thank you.

I. Demographic Information

<table>
<thead>
<tr>
<th>Course number / Title:</th>
<th>Your college/school is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University College</td>
</tr>
<tr>
<td></td>
<td>Business and Administration</td>
</tr>
<tr>
<td></td>
<td>Engineering &amp; Computer Science</td>
</tr>
<tr>
<td></td>
<td>Education and Human Services</td>
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<td></td>
<td>Liberal Arts</td>
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<td></td>
<td>Nursing and Health</td>
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<tr>
<td></td>
<td>Science and Mathematics</td>
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<td></td>
<td>School of Medicine</td>
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<tr>
<td></td>
<td>School of Professional Psychology</td>
</tr>
<tr>
<td></td>
<td>Lake Campus</td>
</tr>
</tbody>
</table>

You are taking this course as a(n)

| General Education requirement |
| Majo/minor requirement        |
| College requirement           |
| Elective                      |

The grade you expect to get in this course is:

II. Numeric Responses

A = Strongly Agree
B = Somewhat Agree
C = Neutral
D = Somewhat Disagree
E = Strongly Disagree

1. The instructor was available for consultation.
   - A  B  C  D  E

2. Student responsibilities for this course were well defined.
   - A  B  C  D  E

3. Class time was well spent.
   - A  B  C  D  E

4. I learned a lot from the instructor in this course.
   - A  B  C  D  E

5. Course materials contributed to my learning.
   - A  B  C  D  E

6. I was challenged in this course.
   - A  B  C  D  E

7. Coming into this course I was motivated to learn this subject.
   - A  B  C  D  E
Peer Evaluation of Faculty Teaching Effectiveness in Clinical/Lab Settings

Faculty Name ________________________________
Course __________________________ Semester/Year __________________
Evaluated by: _______________________________

I had the opportunity on ____________________ (date) to conduct a peer evaluation of your teaching as described in the agreement between WSU and AAUP-WSU and the CONH bylaws. The evaluation consisted of ________________________________.

SA=Strongly Agree, A= Agree, D= Disagree, SD=Strongly Disagree, NA= Not Applicable

<table>
<thead>
<tr>
<th>Expectations</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides guidance and clinical teaching</td>
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<tr>
<td>2. Defines expectations and assesses knowledge</td>
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<tr>
<td>3. Promotes motivation and provides support</td>
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<td>4. Completes evaluations and provides feedback</td>
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<tr>
<td>5. Maintains positive relationships with clinical sites</td>
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<td>6. Conducts appropriate interactive pre/post conference</td>
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<tr>
<td>7. Provides effective activities for students to bridge classroom content and clinical experiences</td>
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</tbody>
</table>

OVER
Summary of observation:

Strengths:

Suggestions for improvement:
Faculty Expectations for Effective Role Performance while Teaching Clinical

I. Provides guidance and clinical teaching
   Examples:
   • Prepares for clinical situations and potential difficulties that might occur
   • Gives clear directions for clinical assignments
   • Demonstrates clinical skill in patient care
   • Demonstrates clinical procedures and techniques as needed
   • Provides guidance with technical skills
   • Uses clear explanations and information to relate theory to practice
   • Assists students in finding learning experiences
   • Answers students’ questions or refers them to an appropriate source

II. Defines expectations and assesses knowledge
   Examples:
   • Apprises students of what is expected in relation to performance
   • Keeps students informed of their progress
   • Questions students to elicit adequacy of knowledge and rationale for actions
   • Allows students to function independently appropriate to their developmental level

III. Promotes motivation and provides support
   Examples:
   • Enjoys teaching and demonstrates enthusiasm
   • Encourages questions and expression of ideas
   • Motivates students to function to the best of their ability
   • Provides professional support and encouragement
   • Promotes a climate of mutual respect
   • Encourages ethical and professional behaviors
   • Maintains a professional ethic in communication, actions, and dress

IV. Completes evaluations and provides feedback
   Examples:
   • Is available for consultation as needed
   • Is receptive to questions and different viewpoints
   • Discusses progress with students on a regular basis
   • Completes written evaluations in a timely manner
   • Provides constructive ways to improve performance
   • Maintains confidentiality

V. Maintains positive relationships with clinical sites
   Examples:
   • Maintains contact with agency administration on a regular basis
   • Provides problem solving to help agency integrate student practice
   • Provides syllabi, student outcomes, and information related to student experience
   • Organized and efficient
Wright State University—Miami Valley
College of Nursing and Health

PEER EVALUATION OF FACULTY TEACHING EFFECTIVENESS

Faculty Name: ____________________________________________
Course _____________________________________ Semester/Year ____________
Evaluated by: __________________________________________________________________

This form may be used for faculty annual evaluation and professional development. It may also be used as the basis for a letter for the merit evaluation and/or the promotion/tenure process if requested. Additional comments may be attached.

SA=strongly agree, A=agree, D=disagree, SD=strongly disagree, NA=not applicable

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM EFFECTIVENESS</td>
<td></td>
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</tr>
<tr>
<td>1. Presents content appropriate to course and class objectives.</td>
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<tr>
<td>2. Demonstrates knowledge of subject matter and incorporates current research.</td>
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<tr>
<td>3. Uses appropriate teaching methods that stimulate engagement of the learner.</td>
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<td>4. Communicates clearly, both verbally and through multimedia material provided for classroom use.</td>
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<td>5. Responds appropriately to students’ questions and comments.</td>
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<tr>
<th>SUPPORTING MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>1. Syllabus: Clarity of content</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Syllabus: Clarity of evaluation methods</td>
<td></td>
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<tr>
<td>3. Course packet (if available)</td>
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<tr>
<td>4. Class handouts (if available)</td>
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<td>5. Web pages (if available)</td>
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<td>6. Library resources (if available)</td>
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<td>7. Other (specify):</td>
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<td>8. Other (specify):</td>
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</tbody>
</table>

Comments regarding strengths, recommendations, etc. (May continue on reverse side of paper.)

Suggestions for Didactic
Suggestions for Course Materials
Wright State University-Miami Valley  
College of Nursing and Health

ANNUAL EVALUATION PROCEDURE

1. Each tenure-eligible and tenured faculty member completes a self report. The report must follow the self-evaluation document format developed by the College of Nursing and Health Promotion and Tenure Committee, after being approved by the Dean.

   Typically self-evaluation documents include those activities from the beginning of Spring semester through the end of the following Fall semester (three Semesters of an academic year contract) or one calendar year.

2. Two hard copies of the self report and one hard copy of supporting evidence are submitted to the Dean's Administrative Assistant (for the Dean and the Promotion and Tenure (P & T) Committee chair). The P & T committee will not review late documents. In addition, an electronic copy of the self report is submitted to the Pilot dropbox under Continuous Year: CONH. The P & T committee members review the information and develop recommendations regarding guidance for promotion and tenure.

3. The faculty member can respond to the Dean's and/or CoNH P & T Committee's evaluations. The response must be in writing and submitted to the Dean. Written responses become part of that year's file. The faculty member may also meet with the Dean to discuss the evaluation.

4. The Dean utilizes all the information to determine performance ratings for teaching, scholarship, and service on which appropriate merit raises to individual faculty members are made. Note that bargaining unit faculty member raises are compliant with the latest AAUP contract.

5. Faculty who taught for less than three Semesters should also submit an annual evaluation document to demonstrate quality of contribution in the three traditional areas for the semesters in which they were employed. Faculty on professional development leave (PDL) may have less than three semesters to contribute to school functioning; however, their document would reflect their PDL work, as well as their teaching semesters.

   Submission of the annual evaluation document is optional for part-time faculty. However, consequences of not submitting an annual evaluation document at the specified time include:
   a) no salary increase based on merit
   b) annual evaluation by the Dean without the benefit of annual evaluation document information.

6. To assist in the writing of the annual self-evaluation and the preparation of the promotion and tenure document, faculty are encouraged to develop a teaching portfolio. The format and recommendations for compiling the portfolio are provided by the Center for Teaching and Learning.

7. Promotion and tenure is a separate process from the merit process. Each process has separate documents and different deadlines. The merit process is limited to recognition for the contribution made for a specific year.

8. The faculty file at the end of the process includes:
   - Self- evaluation
   - P & T committee recommendations related to promotion and/or tenure
   - Appropriate Associate Dean’s review
   - Dean’s review
   - If appropriate, faculty member’s response to committee letter or Dean’s written comments

9. For Tenure-Eligible Tenured Faculty, the Collective Bargaining Agreement and fully approved CONH bylaws take precedence over this document if there is a conflict in the process.
ANNUAL REVIEW DOCUMENT FORMAT

The self-report is divided into two sections: description of teaching and curriculum vitae.

DESCRIPTION OF TEACHING

A. Courses taught at Wright State University during the review period.
   List all courses taught with the Semester, course number, course title, lecture or clinical, number of lectures you taught, number of students.

B. "Student Evaluation of Instruction" forms administered during this review period.
   For each of the classroom and clinical courses you taught, include evaluation data and attach comments from students. Include computer printout of evaluations and written comments in manila envelope.

C. Aggregate summary for distribution of all grades in graduate and undergraduate courses you taught.

D. Theses and scholarly projects supervised and/or completed during the review period.
   List by student name, topic, and date completed. List theses/projects chaired and those for which you were a committee member separately.

   Honors projects supervised and/or completed during the review period. List by student name, topic, date completed.

   Independent studies supervised and completed during the review period. List by student name, topic, and date completed.

E. Teaching Awards/Recognition

F. Other, e.g.,
   1. Professional Practice to Enhance Teaching
   2. Development of New Courses and Teaching Strategies
   3. Collaboration to Enhance Teaching and Practice
   4. Interdisciplinary Activities to Promote Learning

CURRICULUM VITAE

Full name, address and telephone number

EDUCATION: Institution, concentration, degree/date

ACADEMIC EXPERIENCE: Institution, position, dates

OTHER PROFESSIONAL EXPERIENCE: Institution, position, dates

CURRENT LICENSURE AND CERTIFICATION: Title, source, dates

PROFESSIONAL MEMBERSHIP (* if elected): association, status, dates

PROFESSIONAL AWARDS/HONORS: Title of award/honor, granting association, date
PRINTED SCHOLARSHIP  (Use APA format citing from most recent to past)

Books  
Articles  (Include if refereed ®) or non-refereed (N) at end of citation.
Chapters in Books/Monographs
Book Reviews
Abstracts
Newsletters
Grants and Contracts (Title, project director, project number, funder, dates, amount, role)
Clinical Practice (Site, role, dates)
Clinical Scholarship (Examples, role, dates)
Papers Given at Professional Conferences
   International/National
   State
   Local
Creative Works

SERVICE AND ACADEMIC OUTREACH *elected
University Service: Committee, position, dates
College of Nursing and Health Service: Committee, role, dates
Professional and Community Service: Organization, role, dates

GENERAL CRITERIA FOR PROFESSIONAL RANK AND TENURE

The evaluation of a faculty member's performance for merit is consistent with the University specifications for evaluation of teaching, scholarship, and service for promotion and tenure. Contribution is expected in each of these areas. While faculty members may prioritize the areas in which they wish to concentrate, they should recognize that productivity in scholarship, as reflected in research and publication, tends to be highly valued at the University level. Annual evaluations (by self, merit committee, and administrators) will be made using the following point scale:

1. Unsatisfactory
2. Satisfactory
3. Meritorious
4. Outstanding
### Annual Review of TEACHING, per TET Bylaws Criteria

<table>
<thead>
<tr>
<th>Teaching Criteria</th>
<th>Self-report</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0. TEACHING: HAS NOT MET THE MINIMUM REQUIREMENTS FOR “ADEQUATE”</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>1. TEACHING: ADEQUATE.</strong> Has demonstrated through course materials and student or peer evaluation. (Must meet ALL.)**</td>
<td></td>
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<tr>
<td>1.1 Collaborates with faculty for achieving course objectives and learning goals</td>
<td>✔</td>
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<tr>
<td>1.2 Enthusiastic for subject matter</td>
<td>✔</td>
<td></td>
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<tr>
<td>1.3 Responsible in course management and/or delivery</td>
<td>✔</td>
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<tr>
<td>1.4 Prepares course syllabus/ material/exam consistent with curriculum</td>
<td>✔</td>
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<tr>
<td>1.5 Uses appropriate teaching methods</td>
<td>✔</td>
<td></td>
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<tr>
<td>1.6 Flexible in meeting student needs</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>1.7 Presents subject matter that is current and evidence-based</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>1.8 Available during office hours</td>
<td>✔</td>
<td></td>
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</tr>
<tr>
<td><strong>2. TEACHING: MERITORIOUS.</strong> Has demonstrated through course materials and student or peer evaluations that indicate effective teaching. Has met “adequate” requirements and at least two of the following.**</td>
<td></td>
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</tr>
<tr>
<td>2.1 Attends teaching workshops on campus.</td>
<td>✔</td>
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<tr>
<td>2.2 Prepares thorough/challenging syllabi, course materials, and exams.</td>
<td>✔</td>
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<tr>
<td>2.3 Tries new pedagogical methods and technologies</td>
<td>✔</td>
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<tr>
<td>2.4 Changes course/clinical presentation in response to self, peer, or student evaluations or a change in practice or research</td>
<td>✔</td>
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<tr>
<td>2.5 Effectively coordinates a clinical course</td>
<td>✔</td>
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<tr>
<td>2.6 Effectively supervises independent study/thesis/scholarly project/research experience or teaches a university honors course</td>
<td>✔</td>
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<tr>
<td>2.7 Or the equivalent</td>
<td>✔</td>
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<tr>
<td><strong>3. TEACHING: OUTSTANDING.</strong> Has met “meritorious” requirements and at least two of the following.**</td>
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</tr>
<tr>
<td>3.1 Recipient of college teaching award</td>
<td>✔</td>
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<tr>
<td>3.2 Develops programs within the college</td>
<td>✔</td>
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<tr>
<td>3.3 Develops new courses/major revision</td>
<td>✔</td>
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<tr>
<td>3.4 Teaching mentor to other faculty</td>
<td>✔</td>
<td></td>
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<tr>
<td>3.5 Or the equivalent</td>
<td>✔</td>
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<tr>
<td><strong>4. TEACHING: EXTRAORDINARY.</strong> Has met the requirements of “outstanding” and at least one of the following.**</td>
<td></td>
<td></td>
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<tr>
<td>4.1 Recipient of teaching award external to the college</td>
<td>✔</td>
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<tr>
<td>4.2 Identifies problem and solution; leads in course design, development, and implementation</td>
<td>✔</td>
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<tr>
<td>4.3 Or the equivalent</td>
<td>✔</td>
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</tbody>
</table>

**LEVEL OF TEACHING PERFORMANCE IN 2013**

Faculty member’s score:
<table>
<thead>
<tr>
<th>SCHOLARSHIP Criteria</th>
<th>Self-report</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0. SCHOLARSHIP: HAS NOT MET THE MINIMUM REQUIREMENTS FOR “ADEQUATE”.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>1. SCHOLARSHIP: ADEQUATE.</strong> Has documented at least two of the following.</td>
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<tr>
<td>1.1 Attendance at one professional conference</td>
<td>✔</td>
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<tr>
<td>1.2 Respond (paper/manuscript) in professional forum</td>
<td>✔</td>
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<tr>
<td>1.3 Submission of a manuscript to a non-peer-reviewed professional venue (e.g., AJN, RN)</td>
<td>✔</td>
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<tr>
<td>1.4 Submission of a non-professional manuscript</td>
<td>✔</td>
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<tr>
<td>1.5 Active participation in ongoing research</td>
<td>✔</td>
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<td></td>
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<tr>
<td>1.6 Or the equivalent</td>
<td>✔</td>
<td></td>
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<tr>
<td><strong>2. SCHOLARSHIP: MERITORIOUS.</strong> Has documented serious efforts at scholarship by meeting “adequate” and at least three of the following.</td>
<td></td>
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<tr>
<td>2.1 Submission of a manuscript to a professional venue</td>
<td>✔</td>
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<tr>
<td>2.2 Same as 1.4</td>
<td>✔</td>
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<tr>
<td>2.3 Same as 1.2</td>
<td>✔</td>
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<tr>
<td>2.4 Publication of a book review</td>
<td>✔</td>
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<tr>
<td>2.5 Preparation of a manuscript for book</td>
<td>✔</td>
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<tr>
<td>2.6 Receipt of a college seed grant</td>
<td>✔</td>
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<tr>
<td>2.7 Present paper/poster at local/state professional forums</td>
<td>✔</td>
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<tr>
<td>2.8 Receipt of a local scholarship award</td>
<td>✔</td>
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<tr>
<td>2.9 Or the equivalent</td>
<td>✔</td>
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<tr>
<td><strong>3. SCHOLARSHIP: OUTSTANDING.</strong> Has documented sustained effort toward scholarship by meeting “meritorious” and at least two of the following.</td>
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</tr>
<tr>
<td>3.1 Acceptance of a manuscript in a peer-reviewed venue</td>
<td>✔</td>
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<tr>
<td>3.2 Submission of a manuscript for a non-edited book</td>
<td>✔</td>
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<tr>
<td>3.3 Acceptance of a new chapter in an edited professional book for publication</td>
<td>✔</td>
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<tr>
<td>3.4 Production of creative scholarly work for college use (e.g., CD-ROM, video)</td>
<td>✔</td>
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<tr>
<td>3.5 Receipt of a WSU grant external to the college</td>
<td>✔</td>
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<tr>
<td>3.6 Presentation of paper/poster at a regional/national professional forum</td>
<td>✔</td>
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<tr>
<td>3.7 Receipt of state, national, or international scholarship award</td>
<td>✔</td>
<td></td>
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<tr>
<td>3.8 Presentation of poster at an international professional forum</td>
<td>✔</td>
<td></td>
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<tr>
<td>3.9 Or the equivalent</td>
<td>✔</td>
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<tr>
<td><strong>4. SCHOLARSHIP: EXTRAORDINARY.</strong> Has documented comprehensive efforts toward scholarship by meeting “outstanding” and such activities as the following.</td>
<td></td>
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</tr>
<tr>
<td>4.1 Acceptance of two or more manuscripts to peer-reviewed professional venues</td>
<td>✔</td>
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<td></td>
</tr>
<tr>
<td>4.2 Acceptance of manuscript for non-edited professional book</td>
<td>✔</td>
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<tr>
<td>4.3 Receipt of an external grant</td>
<td>✔</td>
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<tr>
<td>4.4 Presentation of more than three papers/posters at regional/national professional forums</td>
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<tr>
<td>4.5 Presentation of a paper at an international professional forum</td>
<td>✔</td>
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<tr>
<td>4.6 Editor of a book or journal</td>
<td>✔</td>
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<tr>
<td>4.7 Or the equivalent</td>
<td>✔</td>
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</tr>
</tbody>
</table>

**LEVEL OF SCHOLARSHIP PERFORMANCE IN 2013**

Faculty member’s score:
<table>
<thead>
<tr>
<th>SERVICE Criteria</th>
<th>Self-report</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0. SERVICE: HAS NOT MET THE MINIMUM REQUIREMENTS FOR “ADEQUATE”</strong>.</td>
<td></td>
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</tr>
<tr>
<td><strong>1. SERVICE: ADEQUATE.</strong> Has participated in the following activities.</td>
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</tr>
<tr>
<td>1.1 Member and participant on college and/or university committee(s)</td>
<td>✔</td>
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<tr>
<td>1.2 Maintains membership in professional organizations</td>
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<tr>
<td><strong>2. SERVICE: MERITORIOUS.</strong> Has met “adequate” and at least two of the following.</td>
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<tr>
<td>2.1 Chair of a college committee</td>
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<tr>
<td>2.2 Member of university and/or community-based committees</td>
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<tr>
<td>2.3 Service in a leadership capacity on college task forces or special projects</td>
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<tr>
<td>2.4 Participation in student or alumni recruitment/retention activities</td>
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<tr>
<td>2.5 Participation in local, state, regional, or international professional meetings or special events</td>
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<tr>
<td>2.6 Reviewer of scholarly work for colleagues</td>
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<tr>
<td>2.7 Other equivalent service</td>
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<tr>
<td><strong>3. SERVICE: OUTSTANDING.</strong> Has met the requirements of “meritorious” and has at least two of the following.</td>
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</tr>
<tr>
<td>3.1 Chair of a university committee</td>
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<tr>
<td>3.2 Recipient of a college service award</td>
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<tr>
<td>3.3 Service in a leadership/consultant role on a university or community-based task force or project</td>
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<tr>
<td>3.4 Leader on interdisciplinary health-related projects</td>
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<tr>
<td>3.5 Reviewer of abstracts, grants, or articles on a local, state, or regional level</td>
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<tr>
<td>3.6 Officer of a local professional organization</td>
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<tr>
<td>3.7 Mentor to students, community-based healthcare practitioners, and junior faculty in service roles for a local, state, or regional organization</td>
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<tr>
<td>3.8 Recipient of service award from a local, state, or regional organization</td>
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<tr>
<td>3.9 Other equivalent service</td>
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<tr>
<td><strong>4. SERVICE: EXTRAORDINARY.</strong> Has met the requirements of “outstanding” and at least two of the following.</td>
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<tr>
<td>4.1 Officer of state/regional/national/international professional organization</td>
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<tr>
<td>4.2 Reviewer of grants or articles on a national or international level</td>
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<tr>
<td>4.3 Invited consultant on a national or international service project</td>
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<tr>
<td>4.4 Organizer of professional projects at the state/regional/national/international level</td>
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<tr>
<td>4.5 Mentor of upcoming leaders in major professional organizations</td>
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<tr>
<td>4.6 Recipient of university service award</td>
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<tr>
<td>4.7 Recipient of external service award from a state/regional/national/international organization</td>
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<tr>
<td>4.8 Other equivalent service</td>
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</tbody>
</table>

**LEVEL OF SERVICE PERFORMANCE IN 2013**

Faculty member’s score:
The purpose of CONH Faculty Excellence Award is to honor several teachers, each from a different work category, who best demonstrate teaching excellence in that category:

- Graduate faculty
- Undergraduate classroom faculty (traditional, BEACON, and RN-to-BSN)
- Undergraduate clinical faculty and skills lab faculty (traditional, BEACON, and RN-to-BSN)

Nominations may be made by all graduate and undergraduate College of Nursing and Health students or any full or part-time faculty member with a continuing appointment.

**Award Criteria**

1. A nomination process adapted from one published in *American Nurse*, October, 1991 will be used for the awards.
2. All graduate faculty are eligible for the graduate award.
3. All full-time undergraduate faculty are eligible for the undergraduate classroom award.
4. All clinical faculty and skills lab faculty are eligible for the undergraduate clinical award.
5. Candidates who were recipients the prior year will not be eligible for selection the following academic year.

**Procedure**

1. The process is under the purview of the Faculty Affairs Committee. Nomination forms will be distributed to qualified students and faculty in late March. The members of the Faculty Affairs Committee will determine with the course coordinators of the undergraduate courses a suitable time to distribute forms in those courses. Nomination forms will be sent to the graduate faculty to distribute to graduate students. Instructions will accompany each mailed form.
2. Nominations will be due by the second week of April. The nominations will be turned into the CONH receptionist.
3. The Faculty Affairs Committee and recipients from the prior year will evaluate received nominations and determine awards.
FACULTY EXCELLENCE AWARD NOMINATION FORM

Instructions
Use this form to nominate one faculty member for teaching excellence. There are four categories: graduate faculty, undergraduate classroom faculty, and undergraduate clinical faculty. Nominations may be made by all graduate and undergraduate students in the College of Nursing and Health and any full or part-time faculty member with a continuing appointment. Nominations must be submitted to the CONH receptionist, 160 University Hall, in a sealed envelope.

Name of Nominee: _____________________________________________

Nomination for:
___________________________________________________________ Graduate faculty
___________________________________________________________ Traditional program classroom faculty
___________________________________________________________ BEACON program classroom faculty
___________________________________________________________ RN-to-BSN program classroom faculty
___________________________________________________________ Traditional program clinical faculty
___________________________________________________________ BEACON program clinical faculty
___________________________________________________________ RN-to-BSN program clinical faculty

Courses or clinical taken from nominee: ____________________________

______________________________________________________________

______________________________________________________________

Reason for nomination:
Describe how this nominee made a difference; how he/she represents teaching excellence. Give specific examples.

______________________________________________________________

______________________________________________________________
Wright State University-Miami Valley
College of Nursing and Health

FACULTY EXCELLENCE AWARD NOMINATION FORM (cont.)

Rate candidate from 1 - 5 on each of the following characteristics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellence in Practice</strong></td>
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<tr>
<td><strong>Teaching Ability</strong></td>
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<tr>
<td>▪ Class/Clinical Presentation</td>
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<td>▪ Enthusiasm for Subject</td>
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<tr>
<td>▪ Stimulation of Thinking</td>
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<tr>
<td><strong>Leadership</strong></td>
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<td><strong>Professionalism</strong></td>
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<td><strong>Interpersonal Skills</strong></td>
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<tr>
<td><strong>Ability to Work as Part of a Team</strong></td>
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</table>

Additional Comments (related to characteristics):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name of person submitting nomination: _____________________________________

Relationship to nominee: □ Student □ Faculty

Form adapted from one published in American Nurse, October 1991.