



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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COLLEGE OF NURSING

2022-2023

Faculty Handbook

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

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# The University of Tennessee, Knoxville, College of Nursing

## The University of Tennessee, Knoxville, College of Nursing

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Located on the flagship campus of the University of Tennessee, the University of Tennessee, Knoxville, College of Nursing (UT-CON) programs include: baccalaureate [traditional (TBSN), accelerated (ABSN), RN to BSN]; post-graduate certificates and doctoral [DNP and PhD]. The UT-CON was established in 1971 in response to the need for nurses to be prepared at the baccalaureate [BSN] level. The PhD nursing program began in 1989; in 2003, the BSN to PhD program was approved and opened for enrollment. Recognizing the need for clinical experts with doctoral preparation, the UT-CON obtained approval of the Doctor of Nursing Practice [DNP] program and began admitting students in 2012. This program admits both BSN to DNP and post-master's students.

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

## Vision, Mission, and Values of the College of Nursing

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### Vision

Leading Care. Creating Partnerships. Improving Health.

### Mission

We are catalysts for optimizing health through nurse-led care by integrating education, practice, research, and technology. We define health broadly and impact it by addressing policy and social issues through advocacy and leadership. Fueled by our commitment to communities, families, and individuals, we seek partnerships to create innovative solutions that improve health for all.

### Values

Valuing All	Originality	Leading with Integrity	Seeking Knowledge
We value diversity and inclusiveness.	We value innovative solutions to complex health issues.	We value exceptional leadership.	We value a spirit of inquiry.

[revised 2017]

## Philosophy

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

as well as evaluation of practice and translation of research. Our curriculum is based on the metaparadigmatic concepts of person, environment, and health as the focus of nursing practice and knowledge development.

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

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

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

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

[revised 12/04; 02/13; 07/2020]

## **UT-CON Diversity and Inclusion Mission Statement**

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At the College of Nursing, we believe diversity and inclusion are critical to fulfill our commitment to improving the health of communities, families, and individuals. We recognize individuals have multiple identities that affect their experiences. We value the intersectionality of these identities, which may include race, ethnicity, gender identity and/or expression, age, religion, nationality, culture, perspective, ability, sexual orientation, and socioeconomic status. Including and engaging a community of students, faculty, and staff that reflects the diversity of our local, national, and global society is essential to the success of the mission of the College of Nursing.

Our commitment requires us to examine both individual and systemic factors affecting inclusion in the learning environment and broader community. As catalysts for optimizing health through nurse-led care, we cultivate and empower a diverse body of nursing leaders who have the tools needed to build a more equitable, healthier society. We seek and nurture partnerships with individuals and organizations that promote diversity and inclusion throughout the state of Tennessee, nationally, and globally.

## **Code of Ethics**

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In accordance with their stated philosophy, the faculty and students of the University of Tennessee, Knoxville, College of Nursing, believe that nursing has as its central focus human beings, society, and wellness. To best function as faculty members and students in the promotion of wellness, prevention of illness, care and



rehabilitation of the sick, high ethical and professional standards must be maintained by those associated with the College of Nursing. These standards shall apply to the delivery of responsible nursing care, to faculty and student relationships, and to the maintenance of conduct that in no way detracts from the image of the profession or reputation of the College.

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

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

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

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

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

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

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

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

- a) Reporting to appropriate persons, student, faculty, or staff behavior that could adversely affect the client (including but not limited to alcohol or drug abuse)
  - b) Questioning a potentially harmful medical or nursing order
  - c) Seeking testing for potentially infectious diseases if participating in personal behaviors or professional activities that place the individual at risk
  - d) Withdrawing from professional activities that pose an identifiable risk of transmission of infection from the individual to the patient (according to CDC guidelines in effect at the time of the activity)
4. The faculty, students, and professional staff in the College of Nursing will avoid any conduct that would bring disrepute and disgrace to the students, faculty, College, or nursing profession or that would adversely affect the teaching/learning environment. Such conduct may include but is not limited to:
    - a) Commission of a misdemeanor or felony

- b) Fraud or deceit in filing an application
- c) Pilfering clinical or academic materials
- d) Acts which violate the accepted social norms regarding conduct of one person towards another; Social norms refer to the laws, written or unwritten, which protect the individual from unwanted acts of another, such as lying, slander, gossip, etc.

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

#### References:

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

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

## Strategic Plan

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The UT-CON Strategic Plan, congruent with the University of Tennessee, Knoxville, (UTK) campus plan (<http://top25.utk.edu/>), is an ongoing effort to measure progress towards our strategic imperatives using benchmarks. Major strengths of the UT-CON include education, practice, research, and technology.

## UT-CON Strategic Plan 2017-2022

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### Education

To create an educational system that is responsive to a changing interprofessional healthcare environment, we need to transform the culture within nursing education from one that is traditional and rooted in the past, to one that is innovative and guided by the future. *[Adapted from National Council of State Boards of Nursing [2008] Innovations in nursing education roundtable. Chicago, IL: Author.]*

- Align student learning [program] outcomes with healthcare industry needs and expectations while complying with regulatory [Board of Nursing] and accreditation [regional and national] standards
- Revise program curriculum content and delivery to meet professional standards and industry needs

### Practice

- Develop and encourage the proliferation of nurse managed care and clinics. Develop nursing leaders across all programs through innovative opportunities and clinical experiences

### Research

- Strengthen our capacity, productivity and recognition across our total portfolio of research, scholarship, creative activity, and engagement

### Technology

- Integrate processes to appropriately match technology solutions with desired educational outcomes

# Administration and Governance

See Appendix A: Organizational Chart

## Academic Administration

### Dean

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

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

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

### Associate Dean for Research [ADR]

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

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

## Associate Dean for Practice and Global Affairs

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

- Lead the strategic direction of the Center for Nursing Practice and the global affairs agenda in the College.
- Manage the budget for the Center for Nursing Practice and all practice sites
- Seek opportunities to advance the sustainability of the Center for Nursing Practice through innovative revenue generating programming and opportunities
- Work with health systems, community and global partners to advance the integration of evidence-based practice, as well as to advance research, scholarship, practice and education initiatives in clinical practice
- Serve as a leader in building and fostering interprofessional practice relationships and alliances
- Develop, implement and evaluate a faculty practice plan for the college
- Represent the College of Nursing to Chief Nursing Officers and other senior managers at UT Medical Center, Covenant Health, East Tennessee Children's Hospital, Tennova, Community Health Centers, Departments of Health and other partners and affiliates to foster the College's mission
- In collaboration with the Dean and others, create, implement and evaluate a plan for global experiences and exchanges for students and faculty
- Collaborate and engage with community/regional and clinical partners to identify faculty practice opportunities, clinical education experiences, and innovations in health delivery
- Collaborate with Associate Dean for Research in identifying research and funding sources for practice activities
- Collaborate with Associate Dean for Academics and Assistant Deans to ensure all practice sites provide educational opportunities that meet academic clinical experience needs standards
- Guide and mentor clinical faculty in pursuing scholarly endeavors that support practice activities in collaboration with Associate Deans
- Work with clinical partners to optimize RN and APRN roles in settings including residency programs, infrastructure development to optimize practice, stakeholder education on nursing practice, barrier to practice, and solutions for 21st century nursing practice models
- Communicate with and educate legislators, regulatory agencies, and third-party payers to positively impact health policy and quality of care at the local, state and national level
- Assist the Dean in developing collaborations with university leaders, public and private partners, and policy and political agencies to advance the College's practice/community/global engagement agenda
- Collaborate with the Dean, Associate Deans, Assistant Deans and other administrators in executing responsibilities and policies for practice including the allocation and utilization of collaborative practice sites, space, and resources appropriate to the practice mission
- Participate in external and internal review processes of the College of Nursing's accreditation and other reviews
- Advance scholarship in a focused area through grant writing, publications and professional presentations

## Executive Associate Dean for Academic Affairs [EADAA]

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

- Provide overall strategic direction, vision, and leadership for academic programs
- Hold ultimate responsibility for maintaining accreditation status of the UT-CON academic programs
- Coordinate activities of academic programs with campus/university academic support systems to ensure a well-integrated plan of operation compatible with the UT-CON vision, mission, and strategic plan
- Assume administrative accountability for ensuring the quality of the degree-granting educational programs
- Coordinate evaluation activities in accordance with the UT-CON evaluation plan
- Oversee the preparation of reports and summaries of evaluation data
- Create synergy across the responsibilities of the Undergraduate Chair, Graduate Chair, and Program Directors and Coordinators
- Oversee delivery of student services and evaluate the Director of Student Services
- Represent UT-CON interests internally on matters related to academic programs within UTK and externally to constituents
- Create a seamless data management system for monitoring and facilitating academic programs
- Be responsible for preparing all administrative reports bearing on academic programs
- Be accountable for implementing a continuous quality improvement process for monitoring academic outcomes
- Provide development, support, and guidance to administrators and staff for whom responsible
- Establish productivity and workload standards in consultation with faculty and other administrators
- Ensure recruitment and retention of qualified and diverse faculty and students
- Manage overall academic budget hiring of clinical faculty members
- Conduct annual review of clinical faculty and academic affairs staff
- Be responsible for all clinical affiliation agreements, adjunct faculty, and external academic reports and surveys
- Be responsible for all academic documents and processes including academic calendar, policies and procedures, master schedule, timetables, handbooks, and catalog
- Oversee continuing education
- Participate in the teaching, research, and service missions of the College
- Maintain personal academic faculty obligations in teaching, service, and research in accordance with area of expertise
- Perform other administrative tasks as delegated by the Dean

## **Assistant Dean, Undergraduate Programs**

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The Assistant Dean of Undergraduate Programs reports directly to the Executive Associate Dean for Academic Affairs and shall:

- Work closely with program chairs (TBSN, ABSN, RN-BSN, Nursing Honors) to ensure excellence in undergraduate education
- Lead admission processes for all applicants to undergraduate programs
- Support the Office of Student Services in their interactions with admitted students and those interested in seeking admission
- Lead the academic portion of freshman orientation for parents and students
- Represent the UT-CON on the UTK Undergraduate Council
- Lead curriculum direction for all undergraduate programs
- Provide recommendations to the leadership team regarding strategic program growth, direction, and organization for all undergraduate programs and initiatives
- Ensure all accreditation standards are met and maintained and the requirements mandated by the Board of Nursing are met
- Participate in college committees, work groups, task forces, as elected or appointed
- Serve as the undergraduate program representative on the Administrative Council for the college
- Recommend to the EADAA faculty workload assignments in relation to course assignments and clinical coverage for undergraduate programs
- Assist the EADAA in securing, interviewing and hiring clinical faculty
- Conduct annual evaluation of Clinical Undergraduate Faculty (as assigned by EADAA)
- Review all undergraduate course evaluations and makes recommendations for improvements
- Serve as a liaison to foster positive relationships with community clinical facilities and the development of new clinical sites
- Foster a positive work environment and maintains open communication for students and faculty members
- Maintain personal academic faculty obligations in teaching, service, and research in accordance with area of expertise
- Perform other administrative tasks as delegated by the Dean/Associate Deans

## **Chair, Traditional BSN [TBSN] Program**

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

- Serve as the TBSN program representative to the Dean's Leadership Council
- Be responsible for coordinating the development, implementation, and evaluation of the courses required for completion of the BSN degree
- Monitor and ensure consistent implementation of all UT-CON and UTK policies specific to the TBSN program
- Participate in program evaluation work groups, task forces, and committees as appropriate/assigned

- Collaborate with clinical faculty related to specialty clinical rotations
- Collaborate with Director of Student Services in recruiting and admission activities
- Collaborate with AA Manager in planning junior and senior orientation activities
- Maintain on-line communication strategies with TBSN faculty and students
- Collaborate and coordinate program development with University departments [Online Education, Office of Information Technology, Registrar/MyUTK, etc.]
- Communicate with the Undergraduate Assistant Dean on relevant course related matters related to individual student behavior and learning outcomes as appropriate
- Approve final student schedules
- Determine needed faculty resources for the clinicals, simulation/learning labs
- Responsible for holding Course Coordinator Meetings each semester
- Approve out of sequence students' (OOS) Academic Plans
- Assist with annual update of the Undergraduate Student Handbook
- Participate in the teaching, research, and service missions of the UT-CON
- Perform other administrative tasks as delegated by the Assistant or Associate Dean

## **Chair, RN to BSN Program**

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

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



## **Chair, Accelerated BSN [ABSN] Program**

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

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

## **Assistant Dean, Graduate Programs**

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The Assistant Dean of Graduate Programs reports directly to the Executive Associate Dean of Academic Affairs serving as a liaison between the UT-CON and the Graduate School in matters related to graduate education and shall:

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



professional meetings or functions as requested by the Dean

- Perform other administrative tasks as delegated by the Dean or Associate Deans

## **Chair, DNP Program**

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

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

## **Chair, PhD Program**

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

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

- Participate in the teaching, research, and service missions of the UT-CON
- Perform other administrative tasks as delegated by the Dean or Associate Deans

## **DNP Concentration Coordinators**

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

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

- Identify, solicit, and establish effective relationship with clinical preceptors
- Visit clinical sites and/or establish student evaluation sessions with preceptors
- Help arrange site-visits for out-of-state students in the specialty
- Collect student evaluation of clinical site and clinical preceptors
- Ensure all student clinical hours logs are complete and verified by preceptors at least monthly
- Communicate with the DNP Program Chair and Assistant Dean of Graduate Programs on all course related matters related to individual student behavior and program outcomes [e.g., deficient, inappropriate, or dangerous student behavior; inadequacies of classroom or clinical facilities; student or faculty difficulties which cannot be resolved at the course level]
- Participate in program evaluation work groups, task forces, and committees as assigned

## **Director, Simulation**

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The Simulation Director reports directly to the EADAA and shall:

- Support UT-CON simulation and learning lab activities
- Maintain HITS and Learning Lab inventory
- Maintain a safe learning environment
- Maintain the physical facility of labs
- Work in collaboration with UTK colleges and departments
- Collaborate in research and scholarship, particularly in Health Information Technology and Simulation
- Participate in international, national, regional, and state professional simulation organizations as a UT-CON representative
- Engage in scholarly activities related to simulation including continuing education, presentations, publications, and consultations
- Develop and maintain faculty and staff continuing education related to simulation
- Develop and implement evaluation plan for simulation programs
- Maintain compliance with Society for Simulation in Healthcare accreditation standards

## **Coordinator, Continuing Education**

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The Coordinator for Continuing Education reports directly to the Dean and shall:

- Provide leadership in administering all facets of the continuing education program
- Consult with the Dean of the UT-CON regarding continuing education decisions relative to planning, programming, and budgeting
- Serve as an ex-officio member of the Resource Development and Outreach Committee
- Work collaboratively with selected faculty on continuing education initiatives
- Ensure that continuing education offerings and marketing strategies are effectively planned, implemented, and evaluated

- Seek out opportunities for co-sponsorship of continuing education offerings with community agencies and institutions, professional associations, and University interdisciplinary colleagues
- Facilitate the generation of external support for continuing education offerings
- Maintain records of participants in continuing education offerings and program evaluation data
- Participate in the teaching, research/scholarship, and service missions of the College

## **Director, Student Services**

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The Director of Student Services reports directly to the EADAA and shall:

- Maintain accurate and complete records for all students consistent with UT-CON and UTK policies
- Oversee and participate in advisement services for undergraduate nursing students prior to progression to upper division nursing courses
- Participate in student recruitment activities and summer orientation program
- Process inquiries and requests for information for all programs
- Collaborate with the UT-CON Health Compliance Officer to administer the student health program
- Validate current licensure for registered nurse students
- Coordinate registration activities
- Provide student data requested by the Dean, the University, and professional organizations
- Prepare NCLEX-RN applications

## **Assistant Dean, Finance, Administration and Operations**

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The Assistant Dean for Finance, Administration and Operations [ADFAO], reports directly to the Dean and shall:

- Provide a key strategic link for resource planning and resource allocation across all academic programs and units and executive education operations
- Provide strategic coordination and direct oversight of fiscal, technological, and operational management College-wide
- Provide strategic leadership and supervision for all of the College administrative functions including:
  - Strategic & Scenario Planning
  - Data Management
  - Facilities and Operations
  - Information and Technology
  - Budgeting and Financial Planning
  - Human Resource Management
  - Creation of three-five year projections and metrics allowing the leadership team to make significant financial investments related to enrollment trends, teaching pedagogy and research composition of faculty

- Serve on various campus committees
- Attend professional meetings and represents the college/university with colleagues from other institutions
- Serve as the Dean's representative on campus committees in regard to university emergency response and facilities initiatives
- Provide representation for the College of Nursing in the absence of the Dean and the Executive Associate Dean for Academic Affairs

## **Director, Diversity, Equity and Inclusion (DEI)**

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The DEI Director reports directly to the Dean and shall:

- Provide vision, leadership, management, assessment, and strategic planning for the design and implementation of the CON DAP.
- Leads, as the Chairperson, the CON Diversity Advisory Council.
- Serves as a consultant to the Dean's Executive and Leadership Teams to support diversity, equity, and inclusion efforts in their areas.
- Responsible for DEI activities including Diversity Action Plans, Climate Surveys, Data Collection, Dash Boards and other initiatives.
- Serves as a resource for equitable and inclusive staff and faculty search processes (i.e., serve as an organizational change agent, coach the department members who serve on searches, pursue recruitment efforts, create a pipeline of professionals interested in pursuing opportunities at the CON).
- Report on routine and innovative college DEI initiatives and activities.
- Serve as a resource and support programming for CON on issues related to the recruitment and retention of diverse students.
- Actively participate in national diversity and inclusion organizations and network with colleagues to learn "best practices" that will inform the college's diversity/inclusion initiatives and faculty development (e.g. in the areas of teaching, research, and service and support and mentorship around all areas of faculty experience, in particular tenure acquisition, evaluation, etc.).
- Collaborate with other campus Diversity Directors (or the like) to create opportunities for sustained dialogue across campus, share existing practices and develop goals, objectives and actions for cultivating an enriched diverse, inclusive, and engaged CON community.
- Work in collaboration with the Office of the Provost and the Division of Diversity & Engagement to assist with special initiatives and projects/events, such as the Diversity Summit, as requested.
- Advance inclusive excellence as part of the culture of the University of Tennessee.
- Additional responsibilities, as determined by the Dean.

### **Position Eligibility:**

All full-time faculty who have achieved the rank of Assistant Professor or above or full-time staff members. This is a 50% FTE administrative appointment that will report directly to the Dean. Selected candidates will serve for a 2-year term, which is renewable based on performance and attainment of goals.

## Shared Governance

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

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

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

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

The UT-CON uses five (5) standing committees to perform various tasks. These committees include Undergraduate Curriculum, Graduate Curriculum, Undergraduate Student Affairs, Graduate Student Affairs, and Faculty Affairs. Subcommittees, ad hoc groups, and task forces are used by the UT-CON to complete the work of the College when necessary.

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

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

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

# Faculty

- HR0105 – Employment Status (<https://policy.tennessee.edu/ut-system-policies/human-resources/>)
- HR0130 – Personnel Files and Release of Information  
(<https://policy.tennessee.edu/ut-system-policies/human-resources/>)
- *UTK-UTIA Faculty Handbook* (<https://facultyhandbook.utk.edu/>)

## Academic Appointment

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

[pending UTK Faculty Senate Approval:] Nine-month faculty are expected to work 39 weeks over the academic year. This is equal to 9/12ths of a 52-week calendar year. Appointments begin 8/1 and conclude with the end of the spring semester, with a three-week break spanning December and January, inclusive of university closures.

## Tenure and Tenure-Track Faculty Appointments

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

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

- HR0102 – Emeritus Status (<https://policy.tennessee.edu/ut-system-policies/human-resources/>)
- Procedures for Terminating Tenured Faculty in *UTK-UTIA Faculty Handbook*, Chapter 3

## Non-Tenure Track Faculty Appointments

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Non-tenure track clinical faculty members are appointed to meet instructional needs and provide professional services. Non-tenure track appointments may be either full-time or part-time, depending on the needs of the UT-CON, and they are governed by the terms of their appointment letters. Appointments are renewable subject to availability of funds and satisfactory performance. Academic rank is initially assigned based on academic credential. Upon meeting criteria for a higher academic rank as specified in UT-CON documents, non-tenure track faculty may apply for promotion.

Renewal decisions will include consideration of available funding and the faculty member's performance. If a non-tenure-track appointment is not renewed in writing, it automatically expires at the end of the stated term. A



non-tenure-track appointment may be, by its nature, funding-limited; the compensation amounts for the position may be funded through a grant, contract, or restricted donation, and it may automatically expire when funding lapses. Whenever feasible, however, subject to available funding, a non-tenure-track faculty member's department head should give the faculty member at least (a) one month's written notice of termination of the faculty member's employment or (b) salary equivalent to that which would be paid in the event of one month's notice of the termination of the faculty member's employment. (*UTK-UTIA Faculty Handbook*, Chapter 4)

## Workload

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

## College of Nursing's Workload Assumptions

- The mission of the College drives the focus and priorities of faculty members and assists in identifying expectations about workloads.
- Faculty members' work is directed toward achieving two goals: [a] achieving the mission of the UT-CON and [b] building their careers.
- The model [teaching, scholarship, and service] used to guide faculty members' appointment, promotion, and tenure influences workload calculation.
- Workload calculations can be used to objectively measure productivity and individual contribution used as a basis for performance evaluations.
- Workload calculation is a complex activity reflecting an appreciation for the time necessary to fulfill the mission.
- It is necessary to assign the appropriate number of faculty members to adequately cover each course taught in the UT-CON in an equitable distribution based on faculty members' expertise and fairness.
- Building scholarship into an academic career requires protected time for reflection, writing, research, and practice.
- Building service into an academic career requires protected time to participate in activities at the local, regional, national, and international levels.
- Despite the fact that professionals are exempt from the strict guidelines of the Fair Labor Standards Act [FLSA], 40 clock hours is the norm accepted as a work week.
  - 12 credit hours represent 36-42 clock hours of activity per week.
  - A single credit is an estimate of the average length of time per week spent in completing the



required work. The actual amount of time required and spent may vary from individual to individual.

- While faculty input is valued [solicited and considered], the decisions regarding workload allocation resides in the office of the EADAA who collaborates and consults with the Dean, Associate/Assistant Deans, and program chairs in determining individual assignments based on UT-CON needs as well as individual faculty member expertise and performance. Clinical sites and schedules are assigned by the program chairs in conjunction with course coordinators.

[Revised May 2021; Approved 5/7/2021]

See Appendix C: General Principles for Workload Assignments

## **Mentoring Program**

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

As soon as the appointment is made, the Dean/Associate Deans assigns a mentor. Although it is deemed less critical for faculty appointed at Associate or Professor rank, assignment of a mentor is encouraged as a means to acclimate the new faculty to UT-CON. The Dean assigns mentors for tenure-track and tenured faculty, conducts all academic reviews of tenure track and tenured faculty, and ensures that all mentors have current information on the academic personnel processes at the UT-CON. The EADAA assigns mentors for all non-tenure track faculty, and conducts all academic reviews of non-tenure track faculty in conjunction with the Assistant Deans of Graduate and Undergraduate Programs.

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

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

The UT-CON has a formal mentoring program for teaching and scholarships that includes routine meetings between the mentor and mentee and with the Associate Dean of Research, documentation of goals, skills, strengths and areas for improvement. The mentoring programs for scholarship and teaching are outlined in Appendix D of this handbook.

## **Faculty Outcomes and Evaluation**

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### **Teaching**

UTK faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives

with appropriate evaluation tools and teaching methods (*UTK-UTIA Faculty Handbook*, Chapter 2).

UT-CON aggregate faculty outcomes for teaching are:

- End of Course Survey (TN Voice)
- SkyFactor Nursing Education End-of-Program Assessment

The End of Course Survey (EOCS), a service of the UT Office of Institutional Research and Assessment (OIRA), provides for student evaluation of teaching at the University. EOCS operates by a mandate of the Faculty Senate. Reports are available to faculty at <https://utk.campuslabs.com>.

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

Specific EOCS-evaluation criteria are set for UT-CON faculty by rank in both the Promotion and Tenure [tenure track] and the Promotion and Progression [clinical track] guidelines. Regardless of the track, Assistant Professors are expected to score a mean of 2.5 or above; Associate Professors a mean of 3.5 or above; and Professors a mean of 4.0 or above on a 5-point Likert scale.

### **Nursing Education End-of-Program Assessment**

Designed in partnership with the AACN, SkyFactor (formerly EBI) has developed end-of-program benchmarking assessments based on CCNE standards for accreditation. These measurements of student perception of their nursing program cover:

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

The UT-CON goal is for each program to score 5.5 on a 7-point Likert scale annually. Surveys are distributed electronically in the month preceding graduation.

In accordance with best practices for assessment and review of teaching endorsed by the University of Tennessee Faculty Senate in 2011, the College of Nursing requires all faculty providing classroom instruction, whether on-site or via distance education, to submit peer reviews at specified time intervals (<http://senate.utk.edu/wp-content/uploads/sites/16/2011/07/Resource-Manual-2012.pdf>).

See Appendix E: Peer Review Policy and Forms

## **Scholarship**

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

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

- The number of peer reviewed publications submitted by faculty (tenure/tenure track and clinical)
- The percentage of the tenured/tenure track faculty with at least 1 publication in peer-reviewed journals
- The number of external grant proposal submissions
- The total amount of external funding

## Service

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

UT-CON aggregate faculty outcomes for service are:

- percentage of full-time faculty participating on college committees
- percentage of full-time faculty serving on a university committee and
- percentage of full-time faculty participating in community and/or professional service

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

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

## Enhanced Post-Tenure Review

In its Policies on Academic Freedom, Responsibility, and Tenure (Board Policy BT0006), the Board of Trustees has recognized and affirmed the importance of tenure in protecting academic freedom and thus promoting the University’s principal mission of discovery and dissemination of knowledge through teaching, research, and service. The Board has also recognized its fiduciary responsibility to students, parents, and all citizens of Tennessee to ensure that faculty members effectively serve the needs of students and the University throughout their careers. In order to affirm the importance of tenure and carry out its fiduciary responsibilities, the Board revised BT0006 and established mandatory periodic comprehensive performance reviews for eligible tenured faculty. In compliance with this requirement, UTK, with the approval of the President and the Board, has established the procedures under which each eligible tenured faculty member shall receive a comprehensive performance review no less often than every six years. These procedures can be found at ([https://provost.utk.edu/wp-content/uploads/sites/10/2018/10/Knoxville\\_PPPR\\_Procedures\\_Final.pdf](https://provost.utk.edu/wp-content/uploads/sites/10/2018/10/Knoxville_PPPR_Procedures_Final.pdf)) .

# Faculty Rights

## Benefits

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

## Compensation

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

- HR0397 – Worker's Compensation (<https://policy.tennessee.edu/ut-system-policies/human-resources/>)

## Reimbursement for Travel to Clinical Sites

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

## Educational Assistance

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

- HR0335 – Educational Leave
- HR0330 – Educational Assistance (Fee Waiver)
- HR0331 – Educational Assistance (Student Fee Discount) for Spouses and Dependent Children of Employees

## Leave

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

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

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

## **Professional Development**

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

## **Professional Liability Insurance**

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

## **Views and Grievances**

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Faculty members are encouraged to express their views and opinions in committee, course, and general faculty meetings, and whenever else they desire to do so. Views and opinions may also be expressed in College of Nursing and university publications. Policies related to academic freedom and to appeals procedures are outlined in the *UTK-UTIA Faculty Handbook* (Chapter 2).

# Faculty Responsibilities

## Absence from Work

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When faculty and staff are anticipating absence from work longer than 2 business days, a request will be filed with the appropriate supervisor. The form is accessible on the College website, Finance & Administration link at <https://nursing.utk.edu> under FORMS.

## Annual Dues

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

## Background Checks

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

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

- HR0720 – Drug Free Campus and Workplace  
(<https://policy.tennessee.edu/ut-system-policies/human-resources/>)

## Clinical Photo IDs

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

Example:                Florence Nightingale, PhD, RN  
                              Professor

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

### Procedure for initial ID:

1. Upon assuming the role of clinical teaching or supervision, a clinical photo ID for that faculty member is ordered by the EADAA.

2. The ID will be prepared by the VolCard Office and retrieved by the EADAA administrative assistant.
3. The faculty member will be contacted when the ID is ready for pickup

#### **Procedure for replacement ID**

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

**NOTE:** For security reasons, nursing faculty clinical photo IDs can only be ordered by the EADAA.

## **Commencement and Graduate Hooding**

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Commencement ceremonies for undergraduate students are held twice a year [May and December]. In December, the ceremony includes all UTK colleges and schools. In May, each college holds an individual ceremony. The Graduate Hooding Ceremony is the recognition of the hard work that goes into the achievement of a Master's, Specialist in Education, or Doctoral Degree. Details regarding these ceremonies are provided to both students and faculty. Full-time UT-CON faculty members are expected to attend Commencement and/or Graduate Hooding as appropriate to their primary teaching assignment. Check with the [VolShop](#) Official Campus Store of the University of Tennessee for your graduation supplies including faculty & student regalia rental and purchase.

## **Committee and Faculty Meetings**

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

## **Licensure**

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It is the responsibility of each Registered Nurse faculty member to maintain current licensure for professional nursing in the State of Tennessee. Faculty whose permanent residence is in a state that belongs to the interstate compact must hold their license in that state; however, if the faculty member's permanent residence is in Tennessee, he/she must hold a Tennessee license. New faculty members who are licensed in other states when they are appointed to the faculty must take the necessary steps to obtain a Tennessee license at their earliest convenience.

## **Professional Conduct**

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Within the university, faculty members treat colleagues, staff, and students with respect and fairness. They listen to the views of others, work constructively as members of the diverse academic community, and safeguard the recognition of achievements of others, including those in subordinate positions. Faculty honesty in financial and personal matters is expected. Beyond the university, individual faculty members are



representatives to the wider community, which they treat with respect and fairness (*UTK-UTIA Faculty Handbook* 2021, Chapter 2).

- HR0580 – Code of Conduct (<https://policy.tennessee.edu/ut-system-policies/human-resources>)

## Email Signature and Branding

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Every email that comes from the university reflects upon the institution. Using one simple, branded email signature across campus helps strengthen the university's visual identity. There are a multitude of email clients, all of which render HTML slightly differently and some of which don't render HTML at all. Also, using various fonts and images in your signature can cause display issues when your messages are delivered. To create a properly branded email signature, visit <https://brandassets.utk.edu/downloads/signature/>. This university webpage will generate a signature for you to utilize. Any questions should be directed to the College of Nursing's Director of Public Relations and External Affairs.



# Responsibilities and Information Related to Teaching

## Availability to Students

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

## Academic Advising

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The purpose of the academic advising program in the UT-CON Office of Student Services [OSS] is to support, guide, and assist enrolled and prospective nursing students with regard to admission and progression, academic planning, career exploration, records and licensure/certification, and resource referrals within the UTK community. In the UT-CON, the advisor is a professional staff member who is knowledgeable in admissions process and curriculum of the nursing programs, university support services and all functions of the UT-CON OSS. Our professional advisors hold advanced degrees in practitioner-oriented programs designed to prepare student personnel administrators to serve the student and administrative needs of colleges and universities.

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

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Prior to enrolling for the first time at the university, all degree-seeking first-year students and transfer students are required to meet with an academic advisor during new student orientation. Readmitted students must also meet with an academic advisor prior to re-enrolling. Our distance education students are provided with the same high-quality support as our traditional students. The advising policy applies to all students, with our distance students provided alternative means for in-person appointments, including email, phone and web-based meeting systems. Accelerated and distance students will take part in a UT-CON orientation prior to the beginning of the program. All students are encouraged to consult with their advisors at any time. The student, not the advisor, bears the ultimate responsibility for educational planning, selecting courses, meeting course prerequisites, and adhering to policies and procedures.

## Graduate Student Advising

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

The student should make an appointment with their faculty advisor each semester, prior to registration, to review and confirm the next semester's courses based on the program of study at the time of admission, unless an individualized program of study has been approved by the Assistant Dean of Graduate Programs. Potential modifications to the program of study should be discussed with the faculty advisor and requests for modifications to programs of study should be routed through the faculty advisor to the Assistant Dean of Graduate Programs for review and approval. If approved, the Assistant Dean of Graduate Programs will work with the Office of Student Services Academic Advisor to create the revised documentation, which will be saved to the student's academic file and copies sent to the faculty advisor and the student.

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

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

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

Students who desire part-time enrollment must request a part-time academic plan from their faculty advisor. The request for part-time enrollment must be approved by the Assistant Dean of Graduate Programs, who then will direct the Office of Student Services Academic Advisor to create a custom academic plan that meets the student's needs. The plan will be developed in consultation with the faculty advisor. The academic plan is filed in the student's record.

**DNP Students:** Each student's Concentration Coordinator [CRNA, FNP, NEP, PNP, PMHNP] serves as their initial point of contact for questions related to the DNP coursework. The Concentration Coordinator will also assist the student in selection of clinical experiences. Students will also be assigned to a nursing faculty chair whose scholarly interests align with the student's during the second semester. The concentration coordinator and the faculty chair may or may not be the same individual.

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

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

## Course Coordinator Responsibilities

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The course coordinator is responsible for coordinating the development, implementation, and evaluation of the course to which she/he is assigned. In collaboration with all other faculty assigned to the course, the coordinator has the following specific responsibilities:

- Provides leadership in the development/revision of course content
- Prepares materials for syllabus including course description, objectives, class and clinical schedules, methods of student and course evaluation, quizzes and examinations, learning materials, reading lists, and course requirements
- Identifies appropriate clinical facilities to be used for clinical laboratory experiences for students. (Coordinators refer all requests for undergraduate student clinical placement to the Undergraduate Academic Affairs Coordinator who coordinates placement of students in specified areas within clinical settings)
- Delineates specific responsibilities for each faculty member assigned to the course
- Communicates with the appropriate chairperson on all course related matters of which the chairperson should be aware, (i.e. persistent weakness or inappropriate or dangerous student behavior, inadequacies of classroom or clinical facilities, student or faculty difficulties which cannot be resolved at

the course level)

- Prepares textbook requisitions for students and faculty members by the specified deadline for ordering textbooks
- Arranges clinical coverage or reschedules classes for ill or bereaving faculty
- Orders appropriate student evaluation forms for all faculty members in the course

## Eligibility to Teach Graduate Courses

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Courses numbered at the 500-level, and 400-level courses approved for graduate credit, shall be taught by faculty members who 1) meet the criteria of assistant professor or above as defined in the *UTK-UTIA Faculty Handbook* and 2) have been designated by the chairperson as being appropriate. Courses at the 600-level are taught by faculty who have been approved by the Executive Associate Dean for Academic Affairs and the Chairs of the doctoral programs to do so.

## Student Handbooks

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Faculty members should be thoroughly familiar with the academic policies, procedures, and other information pertaining to students as found in the College's student handbooks. These handbooks are revised annually and faculty members are responsible for interpreting the most current policies and procedures to students and implementing them.

## Student Records

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

## Papers, Writing Style and Plagiarism

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

## Writing Deficiencies

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To aid students in developing and improving their writing skills the university operates a Writing Center

(<http://writingcenter.utk.edu/support-for-faculty/>). Students who have successfully completed the English Composition sequence may voluntarily visit the Laboratory at any time for diagnostic help with their writing problems.

The Undergraduate Catalog includes the following passage about the “IW” grade:

*If a student cannot fulfill the requirements for a course because of an inability to communicate in writing, the instructor will give an “IW” to designate “Incomplete due to writing.” Student work requiring revision shall be sent to the Writing Center Director. Any student who receives an “IW” should contact the Writing Center Director for instruction. The Writing Center will determine the appropriate requirement for remediation. Upon the Writing Center Director’s recommendation, it will be returned to the instructor who will change the student’s grade accordingly. As with other incompletes, the student will have one calendar year to make up the deficiency before the grade automatically changes to reflect failure for the course.*

Should you determine that a student in your course has demonstrated sufficient mastery of course material but demonstrates insufficient written communication skills, the IW may be an option. When you assign the IW grade, send the Writing Center an [IW-Referral-Form](#). This form includes instructions and the information we need from you about the terms you have established for the student to work on in order to remove the IW.

## Student Grades

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

## Proficiency Exams

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The following procedures should be followed by faculty and students in the processing of proficiency exams.

1. A student who wishes to challenge a nursing course must complete a form entitled "Application for Proficiency Examination." The student is emailed the application to fill out and digitally sign from the Registrar's Office, 209 Student Services Building.
2. The form must be signed by the program chair or Executive Associate Dean for Academic Affairs who, before signing, ascertains that the student is eligible to take the examination.
3. The form is then emailed to the Bursar's Office so the charge can be placed on the student's account. Once the student has made payment, the Bursar's Office digitally signs the form and returns it to the Registrar's Office.
4. The Registrar's Office puts the credits on to the student's record after receiving a Supplementary Grade Change form from the department, giving the grade earned. The Registrar's Office signs the form digitally and forwards copies of both forms back to the department for their records.
5. If the challenge is unsuccessful, the faculty member should write "Challenge Unsuccessful" on the upper right-hand corner of the form, sign his or her name, add the date the exam was graded and place the form in the student's folder in the Student Services Office. If the challenge is successful, the faculty member should record the final grade on a grade form, have it co-signed by the program chairperson, send the original to the appropriate Records Office, and place a copy in the student's folder. Grade

reports for undergraduate and graduate students should be sent to 215 Student Services Building.

6. This procedure applies to both graduate and undergraduate students. A graduate student's grade must be reported on a "Graduate Student Supplementary Grade Report" even if the course challenged is an undergraduate course. Grades for undergraduate students must be reported on an "Undergraduate Supplementary Grade Report. Both of these forms can be obtained from the College of Nursing Student Services Office.

## **References for Students and Graduates**

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

## **Scholarships and Awards**

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

## **Social Media Policy**

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

### **ANA's Principles for Social Networking**

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

## **Student/Client Audiotapes, Videotapes, Photographs**

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Whenever an interaction with a client is to be recorded:

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

3. The purpose of the recording will be explained to the client(s).
4. The client will be informed that he/she may decline from being recorded, before or during the recording, without consequences.

## **Graduate Assistantships**

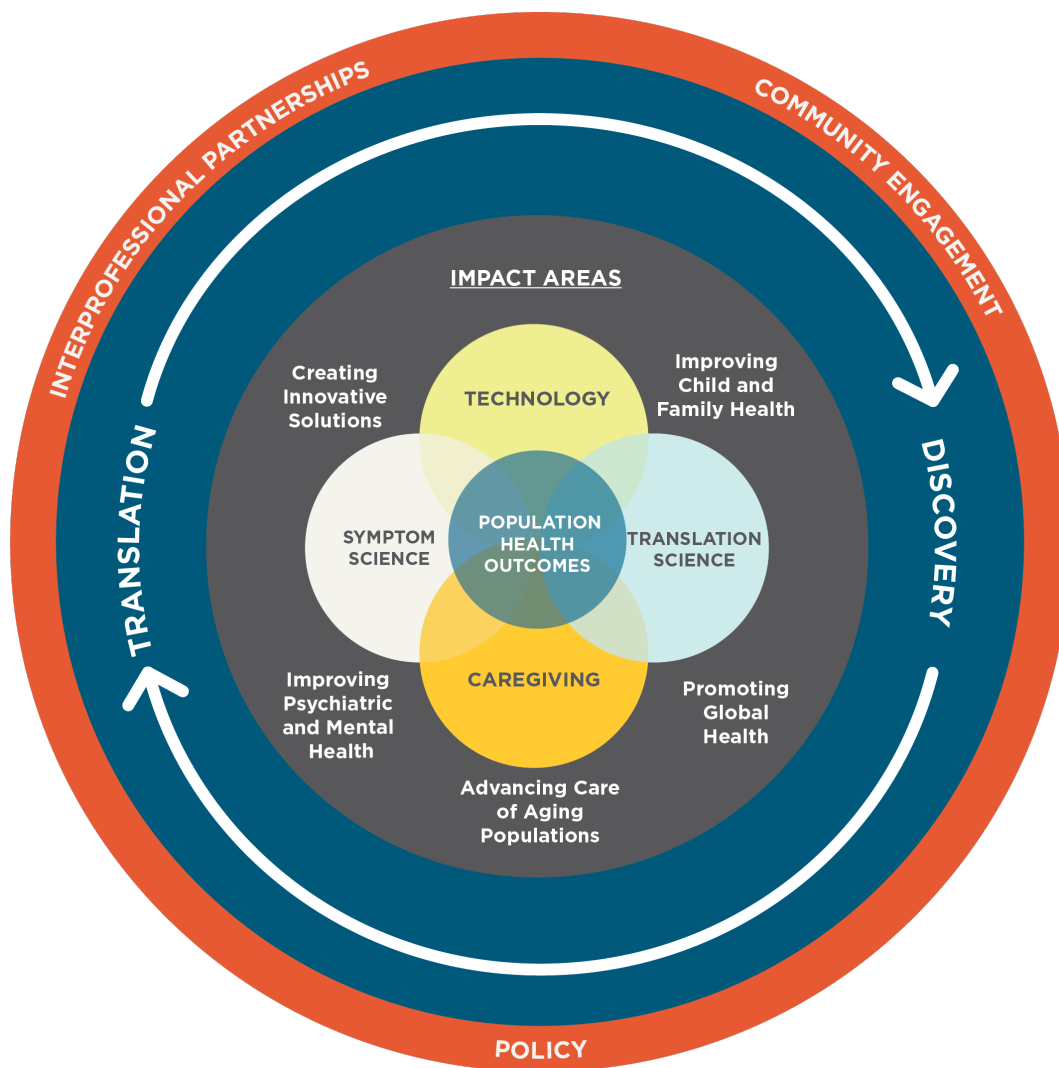
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Graduate assistantships are the primary source of funding for graduate students at UT and are offered by academic departments and administrative offices of the university. An assistantship is a financial award to a graduate student for part-time work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

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

## Responsibilities and Information Related to Research and Dissemination

Research is a systematic investigation designed to develop or contribute to generalizable knowledge. Tenured and tenure-track faculty are expected to generate funded research and participate in group research activities. Research by faculty and staff in the College of Nursing focuses on cutting-edge design and methodologies that support clinical and translational research in individual and population health. The interrelated circles in the model guide the College of Nursing scholarship. The five impact areas-Improving Child and Family Health, Promoting Global Health, Advancing Care of Aging Populations, Improving Psychiatric and Mental Health and Creating Innovative Solutions-reflect the research of Faculty. The College's research and scholarship is represented in the model below.



The College of Nursing embraces the cyclical nature of research from discovery to translation, engaging scientists and clinical experts. All scholarship uses a team science approach with interprofessional partnerships, community engagement, and also emphasizes policy.



## Research & Scholarship Support

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There are various means by which research and scholarship efforts can be facilitated, funded, or supported internally. A description of these opportunities and services can be found on-line at <http://www.utk.edu/research/>. The Associate Dean for Research [ADR] provides assistance and consultation to faculty who are developing research and scholarship proposals. Faculty members are strongly encouraged to facilitate undergraduate and graduate student participation in their research to advance their own scholarship and to mentor students.

## UT-CON Office of Research & Scholarship (ORS)

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

The ORS is a resource in the UT-CON to facilitate research and scholarship endeavors of faculty and students including a competitive pilot-funding program to prepare researchers for nationally competitive research proposals. The College of Nursing, Office of Research & Scholarship supports:

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

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

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<http://research.utk.edu>

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



## Research Computing Support

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

Computing services are shared across campus and are developed and maintained by the Office of Information Technology (OIT). Resources include internet access, e-mail and data transfer facilities, and specialized computing packages. Additionally, OIT provides system administration of various services to the University of Tennessee Knoxville campus and the University Wide Administration. Centrally provided and managed software applications include standard mathematical and statistical software such as Mathematica, Matlab, SPSS, SAS, and STATA, as are GIS applications, including ArcGIS and ATLAS.ti. A central Oracle database server and campus-wide Oracle site license can be used to provide backend database capabilities for applications. By relying on OIT to maintain the hardware, security environment and software builds of computing systems, researchers are free to devote their time to science and research rather than to system administration. The proposed project will take advantage of computing resources either directly on campus or through virtual computer laboratory linkages.

## Statistical Consulting Center

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

## Health Innovation, Technology, and Simulation [HITS] Lab

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

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

## Qualitative Research Equipment

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The UT-CON owns equipment to support qualitative research including portable digital voice recorders with PC connection & memory stick; (3) Omnidirectional conference microphones; (1) Panasonic Digital camcorder PV-

DV102; (2) Olympus C-750 4 MP Digital Camera with 10x Optical Zoom; (1) Digital transcriber with foot control and headset. NVivo is available at no additional charge to faculty, staff and students at all UT campuses for installation on university-owned and personally-owned Windows PCs and Macs.

## Reimbursement for Travel to Professional Meetings

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

Presentation of research findings and other scholarly papers by faculty is strongly encouraged. These opportunities not only promote faculty development, but also provide visibility for the UT-CON on the international, national, regional, and local levels. [See current Travel Policy at <https://universitytennessee.policytech.com/dotNet/documents/?docid=779&public=true>] Start-up funds must be used before seeking additional funding.

## College of Nursing Research Advisory Committee (RAC)

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The RAC is a College of Nursing committee representing the needs of researchers and scholars in the College of Nursing and the Office of Research Services. The RAC meets monthly to discuss various topics including intramural funding and resources to promote and advance research and scholarship of faculty in an equitable and advantageous way.

## Human Subjects

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In accordance with the UTK definitions, all research and related activities involving human subjects conducted by a member of the University must be reviewed and approved by the IRB prior to initiation. Research proposals developed in the UT-CON require review and approval by the Department Review Chair (DRC) and Department Head before being submitted to the University Institutional Review Board [IRB]. It should be noted the submission of a Proposal Intent Form to the College committee is needed for all externally funded research. Each investigator should be thoroughly familiar with UTK policies and ORS procedures for the review of research involving human subjects prior to submitting a proposal for review. Specific questions should be addressed to the DRC and/or ADR. The Office of Research, Innovation and Economic Development (ORIED) has a detailed IRB Guidebook on its website for reference and clarification (<https://irb.utk.edu/research-guidelines/>). All University procedures are in accordance with applicable regulations of federal agencies. All IRB applications must be submitted through iMedRIS.

## Projects off UTK Campus

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If a faculty member intends to engage in research or scholarship with another institution that has an IRB, then the IRB of record (the IRB to review and oversee the project/research) needs to be determined before the worksheet mentioned above is completed. To decide the IRB of record, visit <https://research.utk.edu/research-integrity/human-research-protection-program/for-researchers/before-you-begin-2/reliance-agreements/>

## Faculty Publications & Proposals

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Faculty members are expected to contribute to the knowledge base for nursing science and share knowledge, expertise, and ideas with others through publication of their work and through research proposals to advance

their research. Published books, chapters, articles, audio-visual software, computer programs, etc. bring recognition to the individual faculty member as well as to the College and the University. Faculty should maintain an ongoing record of their published materials in Elements and ORCID as required by the University. The Office of Research & Scholarship will assist with proposal development and align faculty with resources at the Office of Research, Innovation and Economic Development. Plan ahead when working on proposals to ensure resources are available and plan to speak with your program officer once you have clear specific aims of your project.

## Responsibilities and Information Related to Service

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

### Conflict of Interest

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

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

A Financial Conflict of Interest or Financial Disclosure form must be updated annually. This form can be obtained at (<https://app.perfectforms.com/player.htm?f=32QDggAo>).

# General Information

## Bulletin Boards

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

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

## Business Cards

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Business cards are provided to faculty, at no cost, by the UT-CON. The cards may be requested from the Finance, Administration and Operations Office through the ORF process; the request should include the following information:

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

## Classrooms

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

## Computers

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Faculty and staff members are assigned a computer to use to conduct their work. This computer will have access to a network printer, office software, the Internet (wireless and/or wired), and other software needed for teaching, research, service and administrative tasks. Difficulties with computers, printers or other technology should be reported to the Director of Technology or college IT staff for assistance. If needed, laptops and other small equipment may be checked out to faculty or staff from the college IT office.

## Copier Use

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A copier is available in the faculty workroom, Room 104, for making limited numbers of copies of individual items. For a large volume of copies, generally more than 50 copies of a single sheet, University duplicating services should be used. **All copyright laws are to be observed by both faculty members and staff.**

## Mail Services

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A mailbox for each faculty and staff member is located in the faculty workroom, Room 104. All mail will be placed in these boxes as soon as it arrives. All CON related materials to be sent by campus or US Mail should be placed in the mail out-box outside of room 240. The mailing address for the College of Nursing is:

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

## Inclement Weather

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It is the policy of the University to not close due to inclement weather except in the most severe conditions. Any official closing is announced through the media. Each faculty member of the College of Nursing is advised to use his/her own judgment regarding clinical or class schedules during severe weather. The safety of both faculty and student must be the prime concern in deciding whether or not to cancel an academic session. Clinical and classroom time may be rescheduled if canceled due to weather conditions.

## Offices

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

## Administrative Services

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

- The EADAA administrative assistant processes the timetable and adjunct faculty applications
- The Academic Affairs Manager and undergraduate/graduate Clinical Coordinators process letters of agreement/contracts
- Continuing Education is managed by the Center for Nursing Practice Coordinator

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

## Supplies and Textbooks

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

In most cases textbooks for faculty use can be obtained by requisitioning desk copies directly from the publisher. The Desk Copy Request Procedure and Desk Copy Request form are available from the appropriate program administrative assistant, or via the Finance & Administration Office website (<https://nursing.utk.edu/finance-administration/>) under the Textbook Process section. If the course textbook has been requested as a complimentary copy but has not arrived on time, please see the program administrative assistant who will work with the Finance & Administration Office to purchase a copy of the text. Information on ordering textbook adoptions can be found at (<https://provost.utk.edu/textbook-memo/>). Be sure to pay special attention to the due dates.

## Telephone Services

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

Some of the features of RingCentral are:

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

- Long-distance calling available (excluding international)

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

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

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

## **College Organizations and Publications**

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### **Tennessee Association of Student Nurses**

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

### **Sigma**

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

### **VolNurse Magazine**

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

### **UT-CON Web Site**

Information to be placed on College's web site will be screened, appropriately formatted, and maintained by the UT-CON Director of Communications. New information for the web or revisions to materials on the web should be submitted via the communication intake form.



# Safety and Security

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

- **Emergency:** 911 (\*when dialing from a campus extension, dial 8-911)
- **UT Police (Emergency):** 974-3111
- **UT Police (Main Line):** 974-3114
- **Campus Emergency Management Information:** <https://prepare.utk.edu/emergency-management/>

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

## Office and Building Security

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

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

## Fire Safety

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

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

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

## Emergent Situations

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

1. The individual making the assessment of an emergent situation will attempt to have the assessment confirmed by one of the following: a UT-CON faculty member, a UT-CON staff member, a member of

the Department of Safety and Security, and/or an emergency services dispatch operator from E-911.

2. The individual making the assessment will implement whatever intervention is felt to be the least invasive/intrusive, but which provides safety for all concerned.
3. The individual making this decision will be responsible to report the action to the course coordinator, program chair, and the associate dean (if a student) or immediate superior (if a faculty member or staff member) as soon as the situation under action allows.
4. Student situations of an emergent nature must be reported to the University Office of Student Affairs by the Associate Dean for Academic Affairs and/or the Dean.

## Appendix A: College of Nursing Organizational Chart

Please visit (<https://nursing.utk.edu/about/college-of-nursing-organizational-chart/>) to view the College of Nursing Organizational Chart.

## Appendix B: Bylaws Amendment Form

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



UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF NURSING

Proposed Bylaws Amendments Submission Form

*Proposed bylaw amendment should be submitted to the Faculty Assembly Chair who then forwards the proposed change(s) to the Faculty Affairs Committee. The Faculty Affairs Committee will consider, edit, and/or correlate such amendments as they are referred to it by duly authorized members of the faculty. Upon completion of the Faculty Affairs Committee review, the Faculty Assembly Chair will then place the proposed amendments on the agenda of the next regularly scheduled Faculty and Directors Meeting for consideration. Once this process has been completed, the faculty will vote upon the proposed changes. An affirmative vote by a majority of the voting faculty shall be required to adopt the proposed amendment. The faculty will be informed in writing or electronically of the amendment, when it is enacted. The Dean and the Associate/Assistant Deans, as directed in the CON Bylaws, may temporarily approve emergency proposals for change.*

**Directions:** Complete each section of the form. The proposed change will not be considered unless the form is complete in all respects. NOTE: A separate form must be completed for each proposed change.

**Submit the completed form(s) via email to:**

**Faculty Assembly Administrative Assistant for the attention of Faculty Assembly Chair**

***For Faculty Assembly Chair Use Only***

Date Received: \_\_\_\_\_

Action:

\_\_\_\_\_ Returned to author(s) for clarification/correction and resubmission

Date: \_\_\_\_\_

\_\_\_\_\_ Provided to Dean for recommendations

Date: \_\_\_\_\_

\_\_\_\_\_ Provided to Faculty Affairs

Date: \_\_\_\_\_

\_\_\_\_\_ Added to agenda of Faculty and Directors Assembly meeting:

Date: \_\_\_\_\_

Submitting Faculty Member Name(s):

Print

Sign

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Primary Contact Information: E-mail: \_\_\_\_\_

I/We would like to speak at the Faculty and Directors Meeting in support of this submission.

\_\_\_ Yes

\_\_\_ No

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

Article: \_\_\_\_\_

Section: \_\_\_\_\_

Page #: \_\_\_\_\_

Bylaw currently reads: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rationale for change: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROPOSED WORDING OF AMENDMENT:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty Action:      \_\_\_\_\_ Support      \_\_\_\_\_ Oppose

Comment:

\_\_\_\_\_

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\_\_\_\_\_

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

Form Revised: April 27, 2020

# Appendix C: General Principles for Workload Assignments

## General Principles for Workload Assignments

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Academic Year 2022-2023

Definitions of the terms *teaching*, *research/scholarship/creative activity*, and *service* are found in the *UTK-UTIA Faculty Handbook*. Specific performance requirements for each faculty rank are found in College of Nursing Faculty Handbook *Promotion & Tenure* guidelines [tenured/tenure track faculty] and *Promotion & Progress* guidelines [non-tenure/ clinical track].

Annual performance evaluation meetings with either Dean or Associate Dean[s] is the recommended time to discuss the faculty member's workload in relation to changes in workload assignments as interests/qualifications evolve. Teaching preferences are elicited from faculty each Spring for the next academic year using an online database called TAMS. Teaching assignments are determined collaboratively between the Executive Associate Dean, Assistant Deans, and faculty member.

Full-time faculty expectations include attendance at: [1] faculty meetings; [2] individual course meetings; [3] assigned committee meetings; [4] commencement. Office hours (including virtual office hours) are to be posted at the beginning of each semester and accessible to students. Faculty are expected to respond to e-mails from faculty/staff and students in a timely manner (in general, within 2 business days). Faculty are encouraged to set expectations around timelines for email responses.

## Teaching

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*Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. Faculty members design courses to achieve clearly defined learning objectives with appropriate evaluation tools and teaching methods. Advising and mentoring undergraduate and graduate students concerning educational and professional opportunities, degree plans, and career goals are also important. Faculty members may educate students through distance learning. Faculty members may pursue the scholarship of education, so as to improve teaching of faculty members and other educators, such as primary and secondary teachers, or extension agents. Other faculty members through outreach instruct non-traditional audiences in off-campus settings to improve professional expertise and public understanding. [UTK-UTIA Faculty Handbook, Chapter 2]*

1. Faculty are not asked to teach in more than two [2] programs in the same semester excluding courses that are offered for both DNP and PhD students.
2. Undergraduate course coordinators (TBSN/ABSN) receive one additional credit for didactic course coordination and may receive additional credit(s) for clinical course coordination.
3. Graduate course coordinators may receive one additional credit for high enrollment didactic course coordination.
4. Graduate faculty teaching in the PhD program who provide research practicum [N609]; chair/serve on dissertation committees will receive one [1] workload credit for all PhD student supervision in addition to any course assignment.
5. Graduate Faculty assigned groups of students to oversee as DNP Scholarly Project Chairperson will

receive workload credit for a period of three consecutive terms proportional to the number of students in the group.

6. DNP concentration and certificate coordinators will receive 1-3 workload credits based on the number of students in the concentration per year.

- 10 or fewer per year = 1 credit per semester
- 11 - 20 per year = 2 credits per semester
- 21 or greater = 3 credits per semester.

7. Teaching workload [by rank] Credit:

a) Tenured/tenure track faculty:

- PhD prepared tenured/tenure track faculty will be assigned to at least one course, based on their area of expertise and/or the teaching needs of the CON.
- Tenure-track faculty will carry no more than 6 teaching credits annually the first two years after hire and no more than 12 teaching credits annually thereafter until tenure.
- Tenured faculty without grant support may carry up to 9 credits of teaching per semester.
- Workloads are subject to adjustment during the academic year based on funding awards or shifts in assignments in the three prongs of the faculty role (teaching, scholarship, and service).

b) Non-Tenure/Clinical track faculty:

- Full-time clinical faculty may carry up to 10 credits of teaching per semester.
- Part-time faculty/lecturer teaching credits will be determined based on percent employment [i.e., 75% = 9 credits; 50% = 6 credits; 25% = 3 credits].

8. Faculty to student ratios

a) Undergraduate Programs:

- BSN didactic
  - faculty: student ratios for didactic courses are negotiated between the administrative team and faculty members and are based on enrollment, course content, and pedagogy
- BSN clinicals
  - In accordance with the Tennessee Board of Nursing, faculty to student ratio will be no more than 1:8 per section.
  - A CON academic affairs representative will negotiate with the clinical institution, unit, or agency each semester to determine faculty the student to ratios for specific facilities.
  - Faculty in clinical sections in any setting will be given credits based on the number of clinical groups and hours of direct supervision. This includes pre-planning, evaluating students' clinical performance, and grading of any clinical papers/assignments.
- RN to BSN on-line didactic courses:
  - Faculty to student ratio will be approximately 1:20 per section



## b) Graduate Programs

- When multiple faculty members are assigned to traditional lecture only courses, each faculty member will be assigned to separate sections within the course.
- DNP and PhD didactic courses
  1. Faculty to student ratios for didactic courses are negotiated between the administrative team and faculty members and are based on enrollment, course content, and pedagogy.
  2. DNP clinical concentrations: faculty to student ratio is 1:6 per section. Workload credit is dependent on the number of clinical hours and course requirements, negotiated with concentration coordinators.

## Research & Scholarship

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

1. Credits for funded research/scholarship:
2. Credits for funded research/scholarship is based upon grant award workload percentage.
3. Tenure-leading faculty will have at least 5 credits of scholarship the first two years after hire and 3 credits of scholarship in the subsequent years while seeking tenure. Tenure-leading faculty are eligible for additional scholarship credit based on their scholarly activities and goals.
4. All tenured faculty will receive 2 credits of scholarship to secure funding based on their annual evaluation scholarship productivity. Once funding is secured, the scholarship workload credit will be based on the effort funded by the award. Additional scholarship credit will be considered based on teaching needs and faculty's scholarship goals.
5. All clinical professors (assistant, associate, and full) are expected to engage in scholarly activities to support the mission of the CON. Clinical faculty will receive 1 credit of scholarship based on their annual evaluation scholarship productivity. Additional scholarship credit will be considered based on teaching needs and faculty's scholarship goals.
6. Faculty participating in scholarly clinical practice may be granted additional workload credit. The contract and salary support agreed upon with the agency is negotiated through the College's Center for Nursing Practice.

## Service

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*Faculty members should participate in department, college, and university governance. Faculty members serve their disciplines by providing leadership in appropriate public, private, professional, and governmental organizations. Faculty members benefit the community beyond the institution by lending their professional*

*expertise to aid or lead organizations that create beneficial linkages between the university and the community.*  
[UTK-UTIA Faculty Handbook, Chapter 2]

1. All full-time faculty [tenure and non-tenure track] receive a minimum of 1 workload credit for service. This includes CON committee and faculty mentoring program assignments.
2. Program chairs will receive a minimum of 3 workload credits for administrative responsibilities. Additional credits may be provided based on program enrollment.
3. Faculty with special service assignments to the CON [e.g., Faculty Chairperson, Health/Compliance Officer; SNA advisors] or the university [e.g., Faculty Senate officer] may receive 1-3 credits based on the assignment requirements and expectations.

[Revised May 2021; Approved 05/07/2021]

# TORCHBEARER MENTORING NETWORK PROGRAM

Leading Care. Creating Partnerships. Improving Health.

University of Tennessee Knoxville, College of Nursing



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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COLLEGE OF NURSING

## **Torchbearer Mentoring Network Program**

The University of Tennessee, College of Nursing aims to lead care, create partnerships and improve health. Mentoring is a strong component in the college, and we believe it builds faculty, academics, leaders, educators, and a culture of excellence and innovation. Experts claim mentoring is continuous and develops professional relationships and networks, faculty careers, and institutional success. According to *Forbes* writer, Patricia Duchene, an effective mentor or mentoring program, can be the catalyst to career development and success (2019). Strong mentoring programs include mentors who are, authentic, accessible resourceful, objective, and commit to continuously learn and improve. Mentees are receptive to feedback, confident, have positive attitudes, communicate their needs clearly, and aim to continuously learn and improve. As successful mentoring relationships mature, it becomes reciprocal to the mentee and all of his/her mentoring network members.

Mentoring is valuable to the overall stability and health of an organization. It is critical for the future leadership that will in turn nurture future junior colleagues. Let's begin our discovery of the College of Nursing's Torchbearer Mentoring Network program by defining characteristics and roles of mentors and mentees, types of mentoring, and roles of

mentoring. Next will be a brief review of evidence about mentoring and outcomes. Since this is a mentoring guide, considerations will be offered including resources, ideas, and techniques. Lastly, this guide includes checklists, worksheets, and references to toolkits for mentors and mentees.

## I. Definitions

**Advising:** ensuring a recipient follows a defined set of standards.

<b>Audit:</b>	Periodically review progress
<b>Progression:</b>	Following prescribed standards in prescribed order
<b>Share:</b>	Sharing knowledge about the prescribed standards; not a sharing of experiences, interests, or lessons

**C<sup>6</sup>S<sup>2</sup> of Mentorship:** <sup>c1</sup>**consultant**, <sup>c2</sup>**counselor**,  
<sup>c3</sup>**cheerleader**, <sup>c4</sup>**coach**, <sup>c5</sup>**critique**,  
<sup>c6</sup>**connector**, <sup>s1</sup>**social and**  
**professional support**, <sup>s2</sup>**sponsor**

<b>Foundations:</b>	Trust, mutual respect, confidentiality, and sensitivity
<b>Advocate:</b>	Speak on behalf of the mentee when he/she cannot
<b>Phases:</b>	Prepare, negotiate, enable growth, closure
<b>Agreement:</b>	Negotiate communication, goals, actions, contracts
<b>Potential:</b>	Maximize skills and talents, advance performance
<b>Goals:</b>	Encourage developing own goals based on talents, abilities, growth
<b>Promote:</b>	Seek opportunities to advance, reward, recognize mentee

**Coaching:** one-on-one training to improve a specific skill or set of skills

Practice::	Improving skills or tasks in the present
Observe::	Watching performance and evaluating outcome
Opportunities::	Aligning with resources and experiences to improve skills

**Mentee:** person who is advised, trained, or counseled by a mentor

A strong mentor and mentee relationship requires mentee accountability and functions.

Goal-Oriented::	Place high value on setting and meeting goals
Openness::	Willingness to accept feedback and try new approaches
Trust::	Knowing the mentor is interested in the mentee's success
Responsiveness::	Acting upon recommendations or engaging in strategic planning to meet goals
Seek Challenges::	Push beyond the norm or standard to grow
Initiate::	Do not passively wait for opportunities or challenges
Curious::	Never satisfied with one's current knowledge and asks questions
Committed::	Values the mentoring relationship and works to foster a reciprocating relationship as it matures
Accountability::	being responsible for your own career development

## Mentor: an experienced and trusted advisor

According to the seminal work of Kram, (1986), there are career and psychosocial functions of mentoring. Career functions help develop careers and includes:

Coaching::	Providing positive feedback and constructive criticism
Protection::	Providing support in various situations while taking responsibility for actions
Exposure::	Creating opportunities for junior colleagues or mentees
Challenging::	Delegating assignments that stretch and grow the mentee
Role-modeling::	Demonstrating desired and valued behavior, attitudes, and skills that lead to competence, confidence and a professional identity
Counseling::	Providing a confidential safe climate to explore personal and professional situations or dilemmas. Counseling includes listening skills, trust, and rapport to promote development
Acceptance::	Providing ongoing support, respect and compassion to promote self-confidence and self-image
Friendship::	Mutual caring between the mentor and mentee that leads to sharing experiences inside and outside the professional setting

## Mentoring and Diversity:|: sensitivity to differences

Mindfulness::	Awareness of mentees needs
Sensitivity::	Sensitivity to differences including race, ethnicity, class, gender, sexuality, age, abilities, preferences
Alignment::	Assist mentee with locating diverse support based on needs, social, professional, personal, spiritual
Openness::	Speak candidly with mentee and encourage mentee to be candid about needs, observations, concerns

## Safeguarding:|: protecting the rights and welfare of the mentee

Observe::	Carefully assess and evaluate the environment as it relates to the mentee
Workload::	Advocate for fair and equitable workload commensurate with new junior faculty
Balance::	Assist mentee with adjusting teaching, service and research priorities based on promotion and tenure guidelines
Promote::	Seek opportunities to advance, reward, recognize mentee



## **II. Evidence about Mentoring**

Mentoring has long been known to support professionals in their new roles. In academics, mentoring has been used as part of a hiring package to incentivize new talented professors. In nursing, mentoring programs include mentorship in teaching, scholarship, research, service and integration into the academic community including leadership (Nick, Delahoyde, Del Prato, Mitchell, Ortiz, Ottley, Young, Cannon, Lasater, Reising, & Siktberg; 2012). Nick and her colleagues examined mentoring programs in nursing and interviewed nursing faculty to discuss their experiences with mentoring programs. After a thorough review of the literature and analyzing the interviews using content analysis, they discovered six best practices in mentoring programs and are depicted in Figure 1. Under each specified best practice are techniques and strategies to accomplish the best practices.

The characteristics, traits and habits of effective mentors have also been examined. Cho, Ramanan and Feldman included 29 faculty in their study. Overwhelmingly, effective mentors had desirable professional and personal characteristics, helped guide mentee careers, dedicated time to their mentees, helped mentees find a personal and professional balance, and left a mentoring legacy. The characteristics of mentors were selfless, warm, humble, generous, honest and their professional characteristics were collegial, collaborative, accessible and resourceful to name a few. Effective mentors also helped mentees plan their career, individualize the plans according to talents and interests, and offered opportunities through sponsorship and collaborative projects.

Effective mentors also role-modeled personal and professional life balance helping mentees identify healthy and unhealthy habits related to stress and improper balance. This is not to say it is necessary for mentors and mentees to engage in personal life activities but helping the mentee frame his/her personal life is key to personal and professional balance (Cho, et al; 2011).

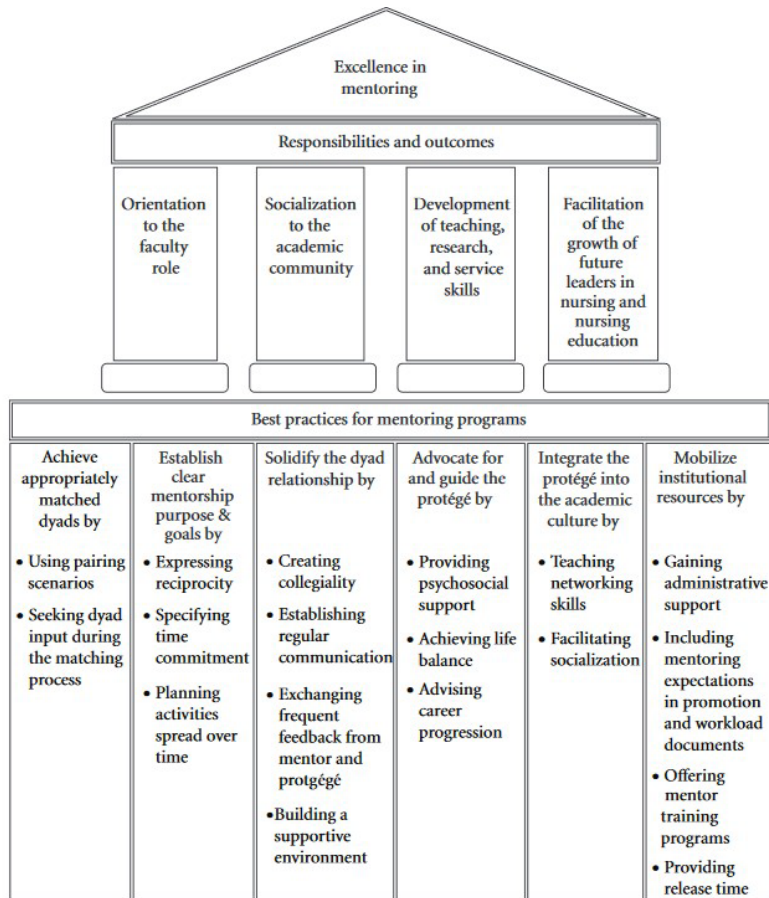


FIGURE 1: The model: *Best Practices in Academic Mentoring: A Model for Excellence*. Fourth Cohort, NLN/Johnson & Johnson Faculty Leadership and Mentoring Program.

## Successful Mentoring

There are varying opinions about whether mentors should be assigned or if the relationship should grow organically from common interests in personal and professional endeavors. Some mentoring relationships are life-long or prescribed for an established period of time. Whether arranged or a relationship that grows from common interest, the relationship must mature, be built on trust, and become mutually-beneficial over time to be successful. Further, both mentee and mentor must be dedicated to and responsible for one another's success, engaged in one another's career path, and celebrate successes.

There are several key principles of effective mentoring according to Columbia University's Best Practices in Mentoring Guidelines (2016). Mentoring should be a collaborative learning process. The relationship is supportive, reciprocal and a creative partnership of equals. It requires active engagement by both parties and is dependent on the willingness of both parties. In traditional mentoring models, a junior faculty is paired with a more senior faculty, but the mentee is not required to engage the mentor as assigned only. A mentee should seek mentors and resources that are meaningful and help him/her meet goals.

One of the more challenging roles of the mentor is to offer honest and constructive feedback to the mentee. But the constructive feedback should not be limited to a one-way constructive feedback. In fact, a reciprocal mentorship includes feedback of all parties—even if a mentee has a network of mentors.

Mentoring is a pattern of formal and informal behaviors. Collegial relationships must be comfortable and have formality such as establishing goals, timelines, expectations and an established method of communication. A communication agreement may include the method of communication or the frequency of communication and when communication is shared with others. Lastly, mentoring relationships evolve over time based on needs of the mentee and the mentor. The plan of action should be evaluated routinely along with expectations and goals. Janasz and Sullivan (2004) offer knowing competencies to help guide the mentoring partners toward appropriate expectations and goals based on career rank and experiences. The following table is an adapted version.

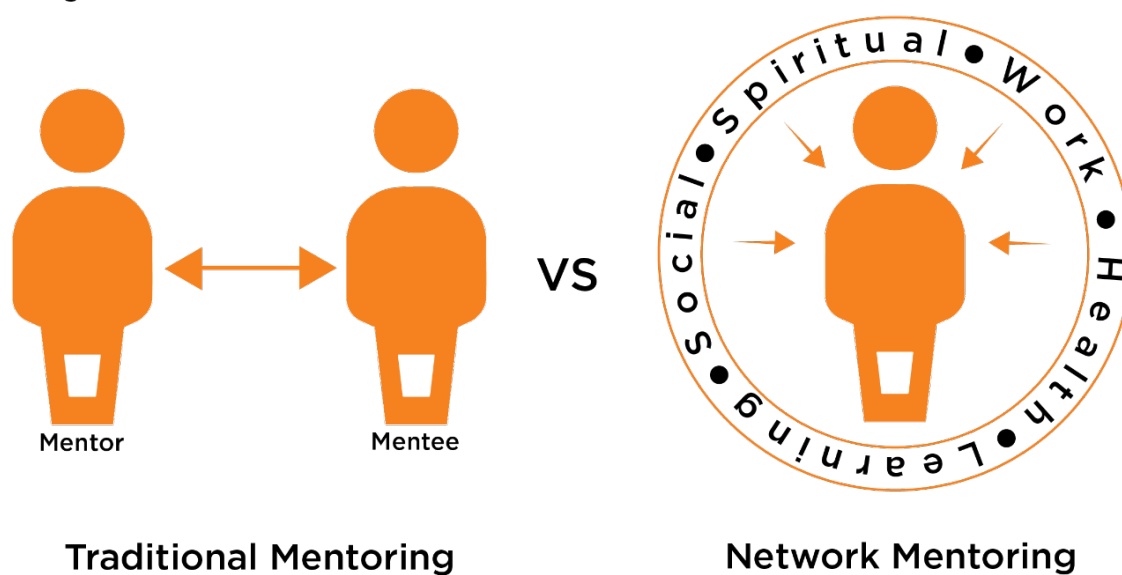
## Knowing Competencies Across Career Ranks

Career Rank	Knowing Why	Knowing How	Knowing Whom
Doctoral Student	Is this what I want?	Need to acquire skills to conduct scholarship and teach	Need to network with professional colleagues to obtain academic job
Assistant Professor	Did I make the right choice? What changes should I make?	Increase skills in teaching, scholarship, and service	Network with members of the institution to learn through whom decisions are made and how work is assigned
Associate Professor	How can I balance my life and work after obtaining tenure/promotion?	Increase skills in coaching others (e.g. junior faculty, doctoral students), increase skills in new technologies and pedagogies	Network with professional colleagues for collaboration
Full Professor	What is my legacy?	Increase skills in leadership and service to the community/profession	Network with junior colleagues to provide mentorship by sharing the benefit of their acquired skills

\*Adapted from de Janasz, S. & Sullivan, S. (2004). Multiple Mentoring in Academe: Developing the Professorial Network. *Journal of Vocational Behavior*, 64 263-283.

Columbia University's best practice guidelines also describes types of mentoring. The traditional model of mentoring with a junior mentee and a senior mentor is often assigned and used for early career faculty. The peer mentoring is usually less formal with mentors selected by the mentee. The mentoring may be in groups or is usually during one-to-one meetings between one mentor and the mentee. Alternatively, group mentoring is more structured with a cluster of experienced or senior faculty assigned to mentees. This method is usually a short-term solution and can be used for all levels of faculty. The network of mentors includes a variety of mentors at different levels and within different departments depending on their respective talents, expertise and interests (See Figure 2). The network of mentors serves to assist mentees across the units while attending to the needs of the mentee. Lastly, a sponsorship type of mentoring's main purpose is to offer opportunities for the mentee. The table below describes the various types of mentoring as presented by Columbia University.

Figure 2



Adapted from Dr. Linda Phillips-Jones *Strategies for Getting the mentoring You Need*

MENTORING MODELS					
	TRADITIONAL	PEER AND NEAR PEER	GROUP	MENTORING NETWORKS	SPONSORSHIP
STRUCTURE	Hierarchical Often assigned, highly structured	Peer, near peer Often mentee initiated, may be facilitated by school/department	Hierarchical Often time limited	May include any level of faculty. May be mentee or mentor initiated or facilitated by school/department	Hierarchical-highly influential senior faculty who provide key opportunities
FORMAT	One mentee with one mentor or team of mentors	One-to-one or small collaborative group Nonhierarchical power dynamic Reciprocal information sharing and psychosocial support	One or small number of mentors for specific skills, training, or information distribution	Multiple relationships with a variety of advisors. Variable duration, scope, and nature of support	Can be single or intermittent actions not associated with ongoing mentorship
TYPICAL CAREER STAGE OF MENTEE	Early	All career stages	All career stages	All career stages	Junior
TYPICAL CAREER STAGE OF MENTOR	Mid or senior	All career stages	All career stages	All career stages	Senior

Adapted from Bland et al., 2009

At the University of Tennessee, College of Nursing, we follow a combined traditional and network model of mentoring. Each new doctorally-prepared faculty is assigned a senior mentor upon hire who will meet with the mentee upon their arrival. The role of the mentor is to advocate, coach, role model, and invest in the mentee's success. A mentor and mentee are assigned to one another for the period up to the first four years after the hire date. Recognizing, however, that assigned mentor/mentee relationships may evolve and the needs may differ than what was anticipated, any mentee or mentor can negotiate roles and open communication about the changes are encouraged. A new mentor or mentee can be negotiated before the end of the four years but should be discussed first and foremost between one another before making the formal request to the supervising administrator (Executive Associate Dean of Academic Affairs for the clinical faculty and the Dean of the College of Nursing for the tenure-seeking faculty).

Along with an assigned mentor, a mentee may consider any mentor in the College of Nursing their resource for information. All senior faculty assume responsibility for offering guidance and mentoring to each junior and newly hired faculty member. Each individual in the College has their own unique attributes and talents. It is incumbent upon the mentee to seek out the resources, mentors, and opportunities to ensure their success at the University of Tennessee.

### **III. Considerations**

In 2006, the journal *Nature* invited mentees to submit applications nominating their mentors for a mentoring award. In 2007, a group of individuals published an article in which they distilled from the applications a list of characteristics of strong mentors (Lee, Dennis, & Campbell, 2007). While these responses often focus on research, many can be applied to all areas of academic mentoring.

#### **Characteristics of Effective Academic Mentors**

The top characteristic was open door policy, but this can be operationalized several ways. It can be through email, text messaging, phone calls and establishing when a matter is urgent or deserves priority. Sometimes, a quick turnaround is necessary, but the matters

should be negotiated in advance. It is also key to establish regular meeting times in addition to the open-door policy.

Optimism and enthusiasm for the mentee was another characteristic of successful mentoring. Optimism toward failures and determining the best course of action is most commonly cited as showing interest in the mentee's success. Keeping an eye on the big picture is necessary during setbacks.

There is a fine balance between independence and seeking guidance or "direction and self-direction". This delicate balance will be nimble and move based on the skillset, the action, the confidence level of the mentee, the situation, and the degree of success the mentee has experienced in any given tasks. The level of guidance and direction should be openly discussed with expectations set for each desirable outcome during the mentoring relationship.

Effective mentors listen to mentees and inquire with deliberate questions to help seek answers and solutions that are determined by the mentee—not necessarily the mentor. Mentors who provide answers and advice in the absence of cueing and probing is a missed opportunity for the mentee to gain independence and self-direction.

Effective mentors are wildly receptive to the latest research on the shared interests of the mentor and mentee. Share new findings by summarizing the findings during meetings, share electronic copies of studies with mentees and invite mentees to collaborate on projects as opportunities arise.

Effective mentors help mentees scale expectations and projects and guide mentees to projects and investigations that align with the mentee's talents and experience level. A project that is large (costly, extensive time, large group, etc.) may discourage a new faculty and lead to failures that are costly in time.

As has been mentioned previously in these guidelines, helping mentees to establish their work life balance is a key aspect of mentoring. The mentor should model appropriate work-life balance and helping the mentee establish a personal life in their new community.

Effective mentors also celebrate milestones and accomplishments with their mentees along the journey. These celebrations are meaningful and do not always need to be luncheon events or parties. Cards and acknowledging accomplishments via social media are equally rewarding for mentees.

## Characteristics of Effective Academic Mentees

Mentees and mentors should develop a communication plan with regularly scheduled meetings as well as impromptu meetings as needed. There are always matters that can be discussed with a review of goals and future activities toward long term goals.

Mentors and mentees must be clear about expectations of the relationship, the needs of one another including communication, work, and constructive feedback expectations. Both parties should not expect to work solely with one another. Mentors and mentees can access other persons, resources, workshops and opportunities to fulfill the needs of the mentee.

The mentoring pair should have a clear feedback plan. This may include constructive criticism in writing, during meetings along with an agreed upon action for revisions, changes, and a timeline. Both parties must be receptive to feedback and both parties should be clear about expectations and the actions to occur after feedback is offered.

New faculty may be anxious, have fears about their new roles and may have unrealistic expectations of themselves and the mentor. Establish expectations and keep expectations in alignment with the level of experience of the mentee. An overzealous project can kill enthusiasm and motivation of a mentee resulting in panic and fear that immobilizes them leading to unrealized goals.

Mentors and mentees should recognize signs of distress that are unique to the mentee and those signs shared among many new faculty. Isolation, loneliness, and lack of support all common perceptions of new faculty and should be thwarted by offering



feedback, genuine attention to mentees, rewards and recognition and advocating on behalf of the new faculty.

Both mentors and mentees must commit to an agreed-upon work plan with goals. These work plans are negotiated between the two parties and are flexible. The plans should be revisited regularly based on milestone, challenges, new interests and new opportunities.

Mentees should commit to the work and recognize the time, dedication and commitment a mentor makes to a strong mentoring relationship. When possible, celebrate one another and work toward a common goal that is mutually beneficial to one another.

## College of Nursing Guidelines for Mentor | Mentee Relationships

Within the University of Tennessee, Knoxville campus, all faculty are evaluated on their responsibilities to mentoring on an annual basis. Refer to the evaluation guidelines to learn more about faculty and mentoring evaluations.

1. Mentors and Mentees should have no less than 3 formal meetings during an academic year and as many impromptu or regularly scheduled meetings as needed for the success of the mentee.
  - a. **August-September:** establish goals, strategize and develop action plans that create opportunities (or review progress during the summer months).
  - b. **December-January:** review progress toward goals, modify as needed. Review the successes of the mentoring relationship, acknowledge challenges and establish a plan of action to improve outcomes including the mentoring relationship.
  - c. **April-May:** review academic year progress toward goals, modify as needed. Review the mentoring relationship and develop plan of action to continue or improve outcomes.
2. Discuss problems or concerns right away regarding career plans or about the mentoring relationship. Consider ways to give and receive feedback.
3. Incorporate professional development into the work plan.
  - a. Identify resources on campus, in the community, within networks, and in the profession. Resources are available through the Office of Research and

Engagement, Office of Information Technology, K@TE, LinkedIn, free webinars offered through the Teaching and Learning Center, workshops across campus, a campus-wide mentoring program, funding agency workshops and webinars.

- b. The Office of Research Services will routinely share professional development opportunities with clinical and research faculty. Share these resources freely with one another. The most effective method of communication from ORS is through the Monday Morning Memo (M3).
4. Focus the relationship on performance and professional development. Social and personal relationships will evolve with trust, interest and career successes.
  - a. Focus on finding community, campus, and discipline specific resources along with the mentee—even if the area of expertise differs between the mentor and mentee.
    - i. Join listservs
    - ii. Share special announcements, speaker opportunities with mentee
    - iii. Act as their sponsor for special workshops and events that enhance the mentees professional development
    - iv. Invite mentees to events and gatherings and introduce the mentee to possible networks and collaborators.
5. Champion one another inside and outside the institution and showcase work.
  - a. Work toward interdisciplinary team science and help mentee find network among campus, within the College of Nursing, among the discipline.
6. Be patient with one another as any relationship requires an initiation or “getting to know one another” phase, a cultivation or warm up phase, a working phase and a re-alignment phase.
7. Work toward getting to know one another with both parties taking initiative to create opportunities.
8. Always be focused on progression toward short term and long-term goals.

## Mentoring Scholarship and Research

A key element to successful mentoring is aligning mentees with immediate resources to advance the mentee’s scholarship and research. These resources may be individuals,

departments, services, or other agencies (e.g. statistical consulting center, consultants in a field, other researchers across campus, healthcare agencies and leaders in those facilities, interdisciplinary research or scholarship teams, Office of Information Technology.) The key is “sharing”, sharing of time, information, knowledge, resources, opportunities, feedback, recognition and milestones. Sharing takes time and dedication along with a willingness and goal to see the mentee succeed. There are occasions when the expertise of the mentor and mentee do not align. In these instances, the mentor must work harder to seek out others who can help the mentee connect to like-minded faculty and those who have a similar interests or career paths.

Initially, the mentoring team must review the expectations as outlined in the evaluation manual to help the mentee establish the work plan and realistic short term and long-term goals. The team should discuss the mechanisms and the resources necessary to meet each of the goals and develop the action plan and list of “to do” for the mentor and mentee. The team should revisit the work plan frequently and routinely to identify areas that need to be adjusted and goals that may need modification. Working toward open and honest communication about expectations and progression is key while developing contingency plans if goals are not being met. Feedback from the mentor is critical for scholarship and research because unlike teaching, scholarship and research endeavors there are no formative evaluation methods (peer evaluation and student evaluation) beyond the yearly evaluation from one’s immediate supervising administrator. This is also the case for Service and Leadership Mentoring.

## Mentoring Service and Leadership

As with all successful mentoring relationships and programs, guidance results from nearly any professional relationship. Service and leadership is expected of the new faculty at various levels: within the department/college, within the University, within the community and within the profession. Along with this level of service, it is expected the new faculty will develop his/her leadership skills and commitment to service within his/her expertise and domain. Service and leadership goals and actions should be integrated into the work plan. The role of the mentor is to align the mentee with opportunities to serve within each of these domains with each service aligning to the next most logical step in service and leadership. The plan for service and leadership should be as strategic and planned as

scholarship/research and teaching. The mentee should identify those service areas within the department and university that either align with his/her career trajectory, specific talents, or those areas where growth and development are needed. For example, if a new faculty is seeking collaborative partners in other disciplines across campus, serving on the research council for the campus will serve to keep the college informed of university wide initiatives and news but also introduce the mentee to other faculty and their expertise across campus.

## Mentoring Teaching

Mentoring in teaching should include periodic discussions about teaching, the sharing of assignments and techniques, and reciprocal classroom visits (with peer teaching evaluations incorporated). Some points for discussion about teaching could include:

- What is the focus area/topic for development of teaching?
- What students will you be primarily teaching? What will your primary teaching venues be (classroom, small group discussions, online, clinical)?
- How will teaching be evaluated in these venues? What skills may need to be developed based on previous teaching experiences?
- How does your teaching align with the college and university mission statements?
- What are the teaching expectations of your rank (TT/NTT) and where are you in the timeline for promotion?
- What type of evidence should be included in professional portfolio that address accomplishment in teaching?
  - What type of teaching honors or awards are available?

## Benefits of Faculty Mentoring Network for Teaching

- Discover new activities, lab modules, or educational resources
- Get expert advice from mentors with experience in pedagogy, content, and delivery skills
- Exchange teaching stories with faculty peers as they implement new approaches in the classroom

- Develop more comfort teaching challenging topics to students
- Engage with participating professional organizations, gaining recognition for the advancement of your teaching

## **IV. Resources**

The following pages include worksheets, checklists, and activities to help strengthen the roles of the mentor and mentee and establish a working relationship. Use any of the resources to help frame a work or action plan including short term and long-term goals, timelines, meeting schedules, and actions along with each goal. Remember to be flexible with plans according to opportunities and talents, communicate often and freely, offer constructive feedback for the benefit of one another and the relationship, and work efficiently within each stage of the mentoring: establishing a relationship, working toward goals, and graduating to colleagues with independent self-directed careers.

## Guidelines for Meeting with Your Mentor

The purpose of the meetings (virtual or face-to-face) with your mentor is to provide an environment of open communication where you can discuss any and all aspects of your transition in your program of study and becoming a scholarly leader. You are encouraged to make the most of these meetings by sharing your thoughts, issues, and questions with your mentor. The following guidelines will assist you in making your mentoring experience beneficial to you and your mentor.

For each meeting with your mentor, you should fill in your goals on the Mentoring Meeting Agenda form. You and your mentor will fill out the rest of the agenda form at each meeting. Also, have your calendar at each meeting so you may schedule your next meeting with your mentor. Your mentor has volunteered to participate in this important relationship. She/he is available to support you in your role development. It is up to you to set goals and the agenda for each meeting with your mentor.

### Agenda Preparation

When you are ready to prepare your Mentoring Meeting Agenda, you might consider the following:

- 🕒 Share your career path and your purpose in pursuing doctoral work.
- 🕒 Your immediate needs for the next few weeks or months
- 🕒 The current demands of your work
- 🕒 Feedback received from others
- 🕒 Something that went wrong recently
- 🕒 Something that went very well that you would like to use more often
- 🕒 Short-term goals
- 🕒 Long-term goals
- 🕒 Questions
- 🕒 Concerns or issues
- 🕒 Wishes
- 🕒 Boundaries
- 🕒 Meeting Frequency
  - Yearly – Broader vision
  - 6 months – temperature gauge
  - Monthly - routine conversation
  - Day-to-day communication per

### Tips for A Successful Mentor-Mentee Relationship

- 🕒 Be comfortable with the uncertainty of this type of new relationship.
- 🕒 Meet in an environment where there will be few, if any, interruptions.
- 🕒 Clarify roles, responsibilities, and confidentiality with your mentor.
- 🕒 Utilize the relationship as a growth and development opportunity. Refrain from saying, "Oh I don't have any issues, problems, or development needs this week or month, so we don't need to meet."
- 🕒 Make appointments in advance and keep them. If you need to cancel, re-schedule immediately.
- 🕒 Hang in there...as you know, good relationships take time. It is the consistent, quality time together that can build a relationship of trust, wherein positive development and success can occur.
- 🕒 Agree to a no-fault termination of the relationship, when the relationship is not working or when the time is not right.

- Mentor Self-Assessment form: Ask your mentor to assess him/herself and identify areas of strength to assist your professional growth.
- “Remember When” Exercise: Ask your mentor to complete to share personal insights for success in doctoral study.
- Guidelines for meeting with your mentee form: Ask your mentor to review in preparation for your first meeting together. Inform she/he that you will be reviewing your guidelines as well.
- Guidelines for meeting with your mentor form: Prepare for successful meetings with mentor. Provides great tips.
- Mentoring Meeting Agenda form: Create an agenda for meetings with mentor.
- Mentee skill assessment form: Complete initial self-assessment and then yearly. Review together with mentor and use to formulate your strategic plan for development.
- Mentoring Plan with Mentee Strategic Development form: Mentor and mentee collaboratively develop plan to foster mentee progression in doctoral study and becoming a scholarly leader.

## Guidelines for Meeting with Your Mentee

The purpose of the meetings (virtual or face-to-face) with your mentee is to provide an environment of open communication where you can discuss any, and all, aspects of your mentee's transition through doctoral studies. The overall goal of this relationship is mentorship to develop scholarly leaders.

Encourage your mentee to make the most of these meetings by sharing his/her thoughts, issues, and questions. The following guidelines will assist you in making your mentoring experience beneficial to you and your mentee. For each meeting with your mentee, encourage your mentee to complete the goals and topics to discuss sections of the of the Mentoring Meeting Agenda form. You and your mentee will fill out the rest of the agenda form at each meeting. Also have your calendar at each virtual meeting so you may schedule your next meeting with your mentee.

### Agenda Topics

The following are topics you and your mentee may discuss during your meetings.

- ⌚ Begin with asking the mentee to describe his/her previous career path and purpose of pursuing doctoral work
- ⌚ Your mentee's immediate needs for the next few weeks or months
- ⌚ Items your mentee has identified from the tools provided with this program
- ⌚ The current demands of your mentee's work
- ⌚ Feedback received from others
- ⌚ Something that went wrong recently
- ⌚ Something that went very well that your mentee should utilize more often
- ⌚ Short-term goals
- ⌚ Long-term goals
- ⌚ Questions
- ⌚ Concerns or issues
- ⌚ Wishes
- ⌚ Boundaries

### Tips for the First Meeting

You will be establishing the tone of the relationship in this first meeting. Remember that the mentee will be uncertain and may feel intimidated prior to meeting you.

- ⌚ Be friendly, welcoming, reassuring, and encouraging.
- ⌚ Ask the mentee to describe his/her previous career path and purpose for pursuing doctoral work.
- ⌚ Ask about the mentee's experiences of the first weeks or month.
- ⌚ Share something from your first weeks, month, or day as a doctoral student.
- ⌚ Clarify your role. Describe why you are investing this time as a mentor
- ⌚ Encourage your mentee to ask questions about the doctoral program.
- ⌚ Remind your mentee of his/her responsibility in keeping appointments, and in having a Mentoring Meeting Agenda at each appointment.
- ⌚ Discuss the confidential basis of the mentoring relationship.
- ⌚ Agree to a no-fault termination of the relationship, when the relationship is not working or when the time is not right.



## Subsequent Meetings

- ⌚ Begin by spending time developing the relationship aspects further [how has it been going; share something about yourself, etc.]
- ⌚ Review the Mentee's Plan and the Mentoring Meeting Agenda.
- ⌚ Continue to review the mentee's self-assessment and other tools and analyze results for feedback and guidance.
- ⌚ Explore some of the following points if your mentee is having difficulty in formulating the meeting agendas:
  - ❖ What kind of experiences have you had in graduate school?
  - ❖ Have you had a mentor before?
  - ❖ Have you had any ideal role models?
  - ❖ How did your mentors or role models help you?
  - ❖ What specific behaviors of your role models did you like?
  - ❖ What did you find easy to emulate?
  - ❖ What have you found that you wanted to emulate but have not been able to do? What gets in your way?
  - ❖ What would help you implement your wishes?
  - ❖ Share some challenges you have had and describe how you handled them

***Remember to use open-ended questions with your mentee to further develop conversation***

## Suggested Mentor/Mentee Form Use:

- Mentor Self-Assessment form: Use initially to assess yourself and identify areas for improving your mentoring effectiveness. Use periodically for continued growth.
- "Remember When" Exercise: Use to remember what it was like to be a doctoral student
- Guidelines for meeting with your mentee form: Prepare for successful meetings with mentee. Provides great tips
- Guidelines for meeting with your mentor form: Ask mentee to review this form before meeting.
- Mentoring Meeting Agenda form: Ask mentee to create an agenda for meetings with mentor.
- Mentee skill assessment form: Ask mentee to complete initial self-assessment and then yearly. Review together. Use to formulate mentee strategic plan for development.
- Mentoring Plan with Mentee Strategic Development form: Mentor and mentee collaboratively develop plan to foster mentee progression in doctoral study and becoming a scholarly leader.

## Mentor Form

### Tips for Successful Mentoring

- 🕒 Be comfortable with the uncertainty of this type of a new relationship.
- 🕒 Present the mentoring relationship as a growth and development opportunity. Use adult learning principles.
- 🕒 Behavior exemplifies a role model.
- 🕒 Be interested. Do not appear rushed.
- 🕒 Be clear about the necessity of meeting on a regular basis, even if your mentee does not appear to have any issues, problems, or development needs. Expect your mentee to actively participate.
- 🕒 Make appointments in advance and keep them.
- 🕒 Meet in an environment where there will be few, if any, interruptions.
- 🕒 Introduce your mentee to colleagues, and other significant individuals.
- 🕒 Offer guidance in the customs and culture of the college, the university and the nursing profession.
- 🕒 Remember, it is the consistent interest, friendliness, and quality time that will build a relationship of trust, wherein positive development occurs.
- 🕒 Publicly praise your mentee's accomplishments and abilities.
- 🕒 Recognize and encourage your mentee's potential.
- 🕒 Provide support in times of personal crises or problems.
- 🕒 Monitor your mentee's progress through documentation on appropriate forms and place in the mentee's portfolio.
- 🕒 Assist in making decisions through listening, support, and feedback.
- 🕒 As a novice, provide specific direction to the mentee as needed. Allow and encourage independence when ready, while continuing to provide the proper amount of guidance.
- 🕒 Share appropriate life experiences to personalize and enrich the mentoring experience. Describing mistakes made in a humorous way can be especially helpful ["You would not believe what I did/said..."].
- 🕒 Encourage the mentee to take risks and learn from mistakes.
- 🕒 Agree to a no-fault termination of the relationship, when the relationship is not working or when the time to end the relationship is right.

Mentor: \_\_\_\_\_ Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

## Mentor and Mentee Form

### Timeline Checklist

The mentor and mentee will use this timeline to organize and coordinate the mentoring program.

<b>Date Completed</b>	<b>Mentor Activity</b>
	1. Meets with mentee
	a. Exchange background and contact information with mentee. Discusses significant life experiences and expertise
	b. Discusses the self-assessment & ideal mentor
	c. Jointly develops/revises a program of study with the mentee. Uses the results of the following tools completed by the mentee:
	i. Self-Assessment
	ii. Ideal Mentor Exercise
	d. Establishes a schedule for mentoring meetings

<b>Date Completed</b>	<b>Mentee Activity</b>
	1. Meets with mentor
	a. Follows the Mentoring Meeting Agenda
	b. Exchanges background and contact information with mentor Discusses significant life experiences
	c. Jointly develops the program of study with the mentor. Uses the results of the following tools completed by the mentee:
	i. Self-assessment
	ii. Ideal Mentor Exercise

Mentor: \_\_\_\_\_ Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

## Mentoring Meeting Agenda

The mentee can create an agenda using this tool for meetings with the mentor.

1. Goals for this meeting

2. Topics and Issues to Discuss

3. Accomplishments during This Meeting

4. Review of Portfolio

5. Tentative Goals for Next Meeting

6. Next Meeting Date and Time

## Mentor Self-Assessment

The purpose of this tool is to provide a self-assessment of the mentor's skills. Complete and use the tool to evaluate strengths and areas for improving your mentor effectiveness. Read each mentor behavior and, using the scale below, circle your assessment of your skills in each area.

After scoring the behaviors, look at those areas in which you circled an 'S' or 'L'. These are your areas for improvement. Begin developing your personal development plan to increase your mentoring effectiveness. You may consider discussing your areas for improvement with a person who has successfully functioned in the mentor role.

**Note:** If you have functioned as a mentor before, base your responses on past experience. If you have not previously functioned as a mentor, base your responses on how you have helped others learn and how you would most likely interact with a mentee.

<b>Scale:</b> E=Experienced   S=Some Experience, Could Learn More   L=Little to No Experience and Need to Learn				
<b>Mentor Behaviors</b>				
1.	I encourage mentees to express their honest feelings about their experiences. I maintain a nonjudgmental, but supportive attitude.	E	S	L
2.	I initiate periodic progress reports to determine mentees' perceptions of their learning and progress toward goal achievement.	E	S	L
3.	I refer mentees to other individuals who may offer information and guidance in areas that I may not have the expertise.	E	S	L
4.	I use eye contact when meeting with mentees.	E	S	L
5.	I share my life experiences to help mentees learn from practical experience.	E	S	L
6.	I encourage mentees to refer to the organization's mission, values when communicating, and making decisions.	E	S	L
7.	I encourage mentees to gather all the facts and define the problem before attempting to solve a problem.	E	S	L
8.	I ask probing questions and encourage mentees to reach their own conclusions and solve problems while providing helpful support. I try not to solve problems for them.	E	S	L
9.	I link mentees with learning resources (human and material) to expand their knowledge and skills.	E	S	L
10.	I encourage mentees to challenge the way things have always been done and "color outside the lines."	E	S	L
11.	I point out inconsistencies in mentees' rationale for their actions and assist them in clearly thinking about their behaviors.	E	S	L
12.	I encourage mentees who are upset or discouraged about a mistake, failure, or negative experience to identify what went wrong, determine reasons why and what could be done differently next time, and to learn from the experience.	E	S	L
13.	I provide negative feedback privately and at times when I think mentees are ready or able to constructively receive this information.	E	S	L
14.	I provide negative feedback to mentees by a. making a positive comment b. stating the undesired behavior or action c. discussing ways to correct the situation and/or ways to improve in the future, and d. ending on a positive note, affirmation of the mentees' skills and abilities.	E	S	L
15.	I assist mentees in viewing and managing change as a positive opportunity for growth.	E	S	L

**Scale: E=Experienced S=Some Experience, Could Learn More L=Little to No Experience and Need to Learn**

<b>Mentor Behaviors</b>				
16.	When mentees are in a position to institute change, I encourage them to involve all individuals who will be affected by the change and attempt to obtain their “buy-in” prior to instituting the change.	E	S	L
17.	I encourage mentees to continually assess their learning needs and provide guidance in meeting those needs.	E	S	L
18.	I try to stimulate mentees to critically think about the long-range implications of their actions and goals.	E	S	L
19.	I provide systematic guidance and direction to mentees when they are performing a task they have never done before. I provide feedback on their performance afterwards.	E	S	L
20.	I look for situations, projects, or advancement opportunities for mentees to gain experience and demonstrate their expertise.	E	S	L
21.	I guide mentees’ actions in a way that is politically correct within the unit and organization.	E	S	L
22.	I assist mentees to identify and make appropriate decisions about situations that pose ethical dilemmas.	E	S	L
23.	I communicate my concerns when the mentees’ verbal and nonverbal behavior is not in agreement.	E	S	L
24.	I share personal example of difficulties and how I overcame them, either in my personal life or in my experiences within the association, as a method to provide insight and learning for mentees.	E	S	L
25.	I express my personal confidence in mentees’ abilities to succeed and their competence as adult learners.	E	S	L
26.	I confront mentees with the reality of potential consequences in a direct, but supportive, manner if they are avoiding dealing with problems or not demonstrating accountability in fulfilling their responsibilities.	E	S	L
27.	I encourage mentees to use me as a sounding board when handling difficulties. I listen and allow mentees to vent their feelings and frustrations. I then help mentees in exploring ways to deal effectively with their difficulties.	E	S	L
28.	I am proud of my mentees’ successes and publicly praise them for their accomplishments.	E	S	L
29.	I encourage mentees to display a positive attitude and a confident manner when interacting with patients and colleagues.	E	S	L
30.	I encourage mentees to provide me with feedback about how I am doing as a mentor and how I am contributing, or not contributing, to their learning.	E	S	L
31.	I establish with the mentees expectations or ground rules for our relationship. I periodically review these expectations with mentees to determine how well we are meeting them.	E	S	L
32.	I discuss and clarify my role as a mentor as often as needed.	E	S	L
33.	I encourage mentees to become progressively independent, but remain available as a coach and a facilitator of their continued learning.	E	S	L
34.	I recognize and value the expertise that mentees bring to the relationship. I am open to learn from my mentees.	E	S	L
35.	When engaging in dialogue and decision-making, I encourage mentees to separate facts from feelings, interpretations, and opinions.	E	S	L
36.	I can be trusted with sensitive information and I maintain confidentiality	E	S	L
37.	I lead a balanced life, making time for important interests including board service.	E	S	L

## **Mentor Worksheet**

### **“Remember When” Exercise**

In preparing to meet with your mentee, answer the following questions to help you remember in a personal, realistic way, what it was like to be new faculty.

#### **Questions**

1. When you first started at UTK, what was difficult for you?
2. What were some of your immediate fears?
3. What were some of your needs as faculty?
4. Was there a person who was especially helpful to you?
5. What did that person do that was so helpful?
6. What particular strengths did you have that helped you?
7. What motivates you to perform?

# Scholarship Resources

Mentor: \_\_\_\_\_ Mentee: \_\_\_\_\_ Date: \_\_\_\_\_

## Mentoring Plan

### Completed by the Mentor and Mentee

The purpose of this plan is to set and provide continued direction for the progress of this mentoring relationship and the mentee's progression in his/her doctoral studies. The mentor and mentee develop the plan collaboratively. The mentee's self-assessment results should be used as baseline data to determine the mentee's learning needs. This tool serves as a guide to develop goals and expectations, and a method for communication. Complete your responses to each of the sections.

#### GOALS:

What do you both want to achieve from your mentor/mentee?

What do you want your outcomes to be?

**EXPECTATIONS:** What are your expectations of each other?

*I expect my mentor to...*

*I expect my mentee to...*

**COMMUNICATION AGREEMENT:** By what methods[s] and how often will you communicate with each other?

**EVALUATION:** Determine periodic points at which you will discuss the progress of the mentee. Develop future actions and renegotiate this plan as needed.

**MENTOR/MENTEE RELATIONSHIP EVALUATION:** Determine periodic points at which you will discuss the mentee/mentor relationship. Develop future actions and renegotiate this plan as needed.



### Mentee Strategic Plan for Development

Developing Objectives What are the areas you want to focus on in the next <b>three – six months</b> ?	Actions For each objective, what actions can you take that will help you achieve your goals?	Timeline What is your timeline for completing each action?	Mentoring/Resources What help do you need to be successful?	Outcome Metrics For each of these actions, what will be the standard for measuring success?
1.				
2.				
3.				
4.				
5.				

Woods, N. F. (Jan 2014). Guiding students through the dissertation process: Mentorship for a scholarly career. Presented at the AACN 2014 Doctoral Education Conference: Transforming the Discipline through Doctoral Education. Naples Florida  
Revised for UTK-CON use 8.2014

# Scholarship Resources

## Mentee's Skills Assessment

The purpose of this survey is to determine how one's mentor may assist you in accomplishing your career goals. Students develop skills over the course of their doctoral study. Please conduct formative evaluation each year.

Please be sure to circle one answer for each question. For each of the skills listed below, please rate how skilled and/or knowledgeable you are and how important you feel this skill is to achieving your career goals using the following scales:

### Competence

- 1 = Do not possess this skill
- 2 = Minimally competent
- 3 = Moderately competent
- 4 = Quite competent
- 5 = Very competent

### Importance

- 1 = Not important
- 2 = Minimally important
- 3 = Moderately important
- 4 = Quite important
- 5 = Very important

<u>Competence</u>	<u>Importance</u>	<u>Scholarly leadership skills</u>
1 2 3 4 5	1 2 3 4 5	Awareness of research sponsors/funding agencies
1 2 3 4 5	1 2 3 4 5	Using the Internet to locate information
1 2 3 4 5	1 2 3 4 5	Using the Internet to identify research opportunities
1 2 3 4 5	1 2 3 4 5	Conducting a PubMed or CINAHL search
1 2 3 4 5	1 2 3 4 5	Identifying and locating hard to find material
1 2 3 4 5	1 2 3 4 5	Articulating a feasible research question
1 2 3 4 5	1 2 3 4 5	Identifying relevant study design options
1 2 3 4 5	1 2 3 4 5	Designing a survey instrument/interview
1 2 3 4 5	1 2 3 4 5	Sampling procedures and choosing the best options
1 2 3 4 5	1 2 3 4 5	Conducting power calculations
1 2 3 4 5	1 2 3 4 5	Dealing with IRBs/Human subjects issues and procedures
1 2 3 4 5	1 2 3 4 5	Developing a codebook and entering research data
1 2 3 4 5	1 2 3 4 5	Data cleaning and quality control procedures
1 2 3 4 5	1 2 3 4 5	Understanding analytic strategies specific to questions of interest
1 2 3 4 5	1 2 3 4 5	Conducting qualitative analyses
1 2 3 4 5	1 2 3 4 5	Hands-on experience using NVivo or equivalent software
1 2 3 4 5	1 2 3 4 5	Conducting quantitative statistical analyses
1 2 3 4 5	1 2 3 4 5	Hands-on experience using SPSS or equivalent software
1 2 3 4 5	1 2 3 4 5	Using relational data bases
1 2 3 4 5	1 2 3 4 5	Creating relational data bases
1 2 3 4 5	1 2 3 4 5	Using spreadsheets
1 2 3 4 5	1 2 3 4 5	Managing budgets
1 2 3 4 5	1 2 3 4 5	Managing personnel/staff
1 2 3 4 5	1 2 3 4 5	Preparing slides/presentations/graphs using PowerPoint
1 2 3 4 5	1 2 3 4 5	Preparing an NIH research Grant
1 2 3 4 5	1 2 3 4 5	Crafting a scientific abstract
1 2 3 4 5	1 2 3 4 5	Writing for scientific publication
1 2 3 4 5	1 2 3 4 5	Developing and delivering a poster session
1 2 3 4 5	1 2 3 4 5	Developing a scientific presentation

1 2 3 4 5	1 2 3 4 5	Anticipating and working with community expectations
1 2 3 4 5	1 2 3 4 5	Giving a public presentation to a lay audience
1 2 3 4 5	1 2 3 4 5	Drafting a press release
1 2 3 4 5	1 2 3 4 5	Interviewing with the media
1 2 3 4 5	1 2 3 4 5	Reviewing of grant application for a research sponsor
1 2 3 4 5	1 2 3 4 5	Applying for federal funding
1 2 3 4 5	1 2 3 4 5	Reviewing a manuscript for a peer-reviewed journal
1 2 3 4 5	1 2 3 4 5	Working as a member of and leading collaborative teams
1 2 3 4 5	1 2 3 4 5	Using advanced instructional technologies to teach
1 2 3 4 5	1 2 3 4 5	Knowing your institution's policies and procedures
1 2 3 4 5	1 2 3 4 5	Serving on departmental or university-wide committees
1 2 3 4 5	1 2 3 4 5	Serving a professional organization thru committee work
1 2 3 4 5	1 2 3 4 5	Managing time effectively
1 2 3 4 5	1 2 3 4 5	Balancing personal and professional demands
1 2 3 4 5	1 2 3 4 5	Having a clear roadmap for developing your career
1 2 3 4 5	1 2 3 4 5	Being culturally competent
1 2 3 4 5	1 2 3 4 5	Knowing how to advise and mentor others
1 2 3 4 5	1 2 3 4 5	Managing a budget
1 2 3 4 5	1 2 3 4 5	Developing emotional intelligence
1 2 3 4 5	1 2 3 4 5	Communicate and resolve conflicts effectively
1 2 3 4 5	1 2 3 4 5	Building a network of collaborators
1 2 3 4 5	1 2 3 4 5	Strategic planning
1 2 3 4 5	1 2 3 4 5	Other:
1 2 3 4 5	1 2 3 4 5	Other:

## Teaching Resources

UTK Teaching Learning Innovation: <https://teaching.utk.edu/>

New Faculty Teaching Institute: <https://teaching.utk.edu/nfti/>

TLI Faculty Support Network: <https://teaching.utk.edu/fsn/>

UTK Best Practices in Teaching: <https://gradschool.utk.edu/training-and-mentorship/bpit/>  
(Course Assessment, Experiential Learning Assessment,  
Inclusive Teaching, and Teaching Evaluation Strategies)

NLN Mentoring of Nurse Faculty  
Toolkit: <https://www.nln.org/docs/default-source/default-document-library/nln-mentoring-toolkit-2022.pdf>

## References

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# Appendix E: Peer Review of Teaching

## Policy Statement

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

## Purpose

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

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

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

## Faculty Ranks

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

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

## Timing of Reviews

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

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

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

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

## Review Team Composition

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

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

## Review Criteria

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The completed review document submitted by each reviewer will consider

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

## Review Process & Outcomes

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

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

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

## Peer Review – Course Materials

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

### Rating Scale

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

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



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

# Peer Review - Classroom Observation

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

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

## Rating Scale

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

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

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

## Peer Review – Online Instruction

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

### Rating Scale

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

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

**Accessibility:**

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

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

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

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

**Resources:**

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

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

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

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

**Learner Engagement:**

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

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

# Peer Review - Assessment of Simulation Competency

## UTKCON Simulation Faculty Competency Rubric

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Faculty: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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



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

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
DEBRIEFING	Model/Plan	Discussion is randomly organized.		Uses an established model or plan to facilitate debriefing.	Uses the parts of a model or plan that are most useful for the current learning situation and participants.		
		1	2	3	4	5	

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	COMMENTS
DEBRIEFING	Facilitation Reflection	Reviews simulation activity with participants.	Explores with participants the rationale for their decisions.	Facilitates in-depth analysis of decision-making processes and higher order thinking.	
		12	3	45	
	Engagement	Recognizes that not everyone is involved in discussions.	Guides discussion to keep everyone engaged.	Uses a variety of methods to engage all participants.	
		12	3	45	
	Active Listening	Contributes more to discussion than the participants do.	Provides prompts or cues only to obtain needed information.	Demonstrates comfort with silence to allow participants to think and process.	
		12	3	45	
	Performance Feedback	Shares positive observations with participants.	Guides discussion of positive performance and analysis of areas for improvement.	Facilitates self-reflection and peer analysis of performance.	
		12	3	45	
	Learning Objectives	Focuses on scenario events.	Determines whether learning objectives were met.	Assists participants to determine level of attainment of learning objectives.	
		12	3	45	
DEBRIEFING	Transfer of Learning	Tells participants how SCE can be used in traditional clinical environment.	Facilitates discussion of how SCE can be used to improve patient care.	Guides participants to determine how both positive and negative lessons can be applied to patient care.	

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)		COMMENTS
		1	2	3	4	5	
	Summary	Abruptly ends SCE without summarizing learning experiences.		Summarizes the SCE for the participants.	Supports the participants as they summarize the SCE.		
		1	2	3	4	5	
SCORES	Total Column						
<b>DEBRIEFING SECTION SCORE GUIDE FOR TOTAL OF ALL THREE COLUMNS:</b> 0-16 = Beginner to Advanced Beginner (Requires Mentoring by Proficient to Expert Facilitator) 17-31 = Competent 32-40 = Proficient to Expert (May Provide Mentoring to Beginner to Advanced Beginner Facilitator)							

References: (Modified version of FCR by Leighton)

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

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

## Appendix F: Dean's Travel Award Policy 2021-2023

### Policy

- UT-CON will sponsor travel for one person to attend the AACN meetings [Baccalaureate, Masters, and Doctoral Programs; BONUS and Development conferences]
- UT-CON will fund in full faculty who accompany students on health mission trips including Costa Rica, Red Bird, Cherokee, TNA, Legislative Day, and other approved student experiences
- UT-CON will fund in full travel for faculty who receive national awards
- UT-CON will fund individual faculty for up to \$2000 total for travel for faculty development between August 1, 2021 and June 30, 2023

Guidelines for \$2,000 faculty funds:

- Faculty must be full-time and employed in UT-CON for at least 12 months
- Travel needs to be approved prior to going via completion of travel request form
- Travel must relate to professional nursing development and faculty members are highly encouraged to present papers or posters at state, regional, or national conferences
- Travel must occur between August 1, 2021 and June 30, 2023
- Faculty NOT eligible to receive funds include:
  - Those with current start-up funds
  - Part-time faculty
  - Those teaching at the UT-CON for less than one year
  - Faculty who are funded 100% on grants or other non-E&G funds

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