College of Nursing

FACULTY HANDBOOK

August 2025

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1. **Introduction**

The richness and complexity of nursing education mandates professional scholarship, collegial partnership, and dedication to lifelong learning. This is best supported in an environment where trust and respect are central to all activities within the college. Such an environment is established and sustained by a framework of transparency, shared governance, and engagement.

The Radford University College of Nursing Faculty Handbook is based on policy, procedure, and evidence-based professional standards. It is the expectation that faculty model, support, and recognize the cultural and experiential influences necessary to improve teaching practices and ultimately transform and transmit knowledge. Changes are made in the faculty handbook based on assessed data, validated need, procedural changes, and/or professional standard updates. The handbook is designed to:

- Serve as a primary source for college policies, relevant operational and organizational practices, and standards of professional education procedures.
- Promote program excellence, foster cooperation, and enhance understanding of faculty expectations, resources, and knowledge of policies, procedures, and practices.
- Serve as a resource for the development and maintenance of program quality and evaluation. The CON operates within the established policies of Radford University and the shared governance of the T&R and AP Faculty Senates.

This handbook should be used in conjunction with the *Radford University Teaching and Research Faculty Handbook* and the CON Student Handbooks. Faculty members are held accountable and responsible for all policies, procedures, and standards of professional practice found within these foundational documents.

2. **Mission, Vision, Core Values**

2.1. **Mission**

Radford University College of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.

2.2. **Vision**

Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

2.3. **Core Values**

- Advocacy: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.
- Safe Caring: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.

- Cultural humility: We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.
- Excellence: We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates
- Interprofessionalism: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.
- Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.

Congruency of Radford University Vision, Mission, and Core Values with College of Nursing	
Radford University	**Radford University College of Nursing**
Vision	**Vision**
Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.	Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.
Mission	**Mission**
• As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. • As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. • We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. • We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation, and the world.	Radford University College of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.

Core Values	Core Values
• Student Empowerment and Success: We engage and support our students in the discovery and pursuit of their own unique paths. • Excellence: We expect our community to strive for the highest standards. • Inclusiveness: We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community. • Community: We foster relationships and a culture of service within and beyond our university community. • Intellectual Freedom: We encourage and defend a fearless exploration of knowledge in all its forms. • Innovation: We inspire and support creativity in research, scholarship, pedagogy and service. • Sustainability: We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.	• Advocacy: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways. • Safe Caring: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice. • Cultural humility: We honor traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve. • Excellence: We utilize rigorous evidence-based methodologies to instill competency and inspire professionalism and leadership in our graduates. • Interprofessionalism: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes. • Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.

3. **College of Nursing locations**

   Radford University Main Campus (RUM)
   Waldron Hall, 510 Jefferson St, Radford VA 24142
   Main: 540-831-7700 Fax: 540-831-7746

   Roanoke Higher Education Center (RHEC)
   108 N Jefferson St, Roanoke VA 24016
   Main: 540-767-6188 Fax: 540-767-6179

   JoAnn Bingham Clinical Simulation Center (CSC)
   Main Campus Site: Cook Hall - Third Floor, Main: 540-831-7175
   Roanoke Higher Education Center Site: 108 N Jefferson St, Suite 104A, Main: 540-767-6159

Radford University Carilion (RUC)
Carilion Roanoke Community Hospital, 101 Elm Ave, Roanoke VA 24013

4. **Degree Programs and Tracks**
All College of Nursing programs and tracks are taught online except for the Prelicensure BSN track, which is in person.

4.1. **Bachelor of Science in Nursing (BSN)**

4.1.1. *Prelicensure BSN track*
- **Traditional pathway**: fall and spring semester admission (academic year)
- **Accelerated pathway**: fall and spring semester admission (calendar year) during upper-division in-major courses

4.1.2. *Post-licensure RN to BSN track*
For students who already hold RN licensure; 7-week terms

4.2. **Master of Science in Nursing (MSN)**

4.2.1. *MSN Family Nurse Practitioner*
4.2.2. *MSN Nursing Administration*

4.3. **Doctor of Nursing Practice (DNP)**

4.3.1. *Family Nurse Practitioner track*
4.3.2. *Psychiatric Mental Health Nurse Practitioner track*
4.3.3. *Clinical Practice Leadership track*
4.3.4. *Nurse Leadership track*

4.4. **Post-Master's Certificate**

4.4.1. *Post-APRN Certificate - Psychiatric Mental Health Nurse Practitioner*
4.4.2. *Post Master's Certificate – Nursing Education (online)*

5. **Accreditation**
The State Council of Higher Education in Virginia has certified Radford University to operate in the Commonwealth of Virginia. The address for the university's main campus is Radford University, 801 East Main Street, Radford, Virginia, 24142

Radford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404- 679-4500 for questions about the accreditation of Radford University.

The baccalaureate degree program in nursing, the master's degree program in nursing, the Doctor of Nursing Practice program, and the post-APRN graduate certificate at Radford University's College of Nursing *are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.*
The College of Nursing is a member of the American Association of Colleges of Nursing (AACN).

6. College and Department Governance

6.1. College Administration

6.1.1. Dean

6.1.1.1. Selection
The process by which the Dean is selected is outlined in the *Teaching & Research Faculty Handbook.*

6.1.1.1. Responsibilities
The *Radford University Teaching & Research Faculty Handbook* describes the general administrative duties of all academic deans. The Dean of the College of Nursing has ultimate responsibility for all programs and activities of the college. The Dean of the College serves as the chief administrative officer reporting to the Vice President of Academic Affairs & Provost. The Dean provides visionary leadership and is accountable for the fiscal, operations, philanthropic activities, and personnel management of the College. When appropriate, the Dean seeks recommendations from faculty, staff, and/or students on matters involving budget, personnel and physical facility matters. The Dean is authorized to make final decisions related to activities in the college.

6.1.2. Associate Dean

6.1.2.1. Selection
The Associate Dean serves in a permanent 12-month Administrative and Professional (AP) Faculty position and is hired based on education, experience, and credentials in academic nursing and accreditation.

6.1.2.1. Responsibilities
The job description of the Associate Dean is provided in Appendix D. The Associate Dean supports the Dean, college, faculty, and staff in support of college initiatives while managing internal processes and compliance with accreditation and regulatory standards. The Associate Dean provides leadership for the college strategies in academic affairs.

6.1.3. *Executive Director, JoAnn Bingham Clinical Simulation Center*

6.1.3.1. Selection

The Executive Director serves in a permanent 12-month Administrative & Professional (AP) faculty position and is hired based on education, experience, and credentials in nursing and healthcare simulation.

6.1.3.1. Responsibilities

The job description of the Executive Director is provided in Appendix B. The Executive Director is accountable for the fiscal, operations, and personnel management of the Clinical Simulation Center's two sites, in Radford and Roanoke.

6.1.4. *Director, Nursing Undergraduate Retention, Success & Engagement (NURSE) Program*

6.1.4.1. Selection

The NURSE Program Director is a Teaching & Research Faculty position and is hired by the College of Nursing Dean based on education, experience, and credentials in undergraduate nursing education and student success experience.

6.1.4.1. Responsibilities

The job description of the NURSE Program Director is provided in Appendix B. The NURSE Program Director supports the recruitment and success of undergraduate prelicensure nursing students through multiple initiatives, such as recruitment events, the Nursing Living Learning Community, Quest, Highlander Days, nursing enrichment courses, and student advising. The NURSE Program Director works collaboratively with the Undergraduate Co-Chair for Prelicensure, the Highlander Success Center, and the Enrollment Management division staff of Radford University.

6.1.5. *Director of Research and Innovation*

6.1.5.1. Selection

The Director of Research and Innovation serves in a permanent 12-month Administrative & Professional (AP) faculty position and is hired by the College of Nursing Dean based on education, experience, and credentials in research, grant writing, mentorship, and successful innovative approaches to nursing and nursing education.

6.1.5.1. Responsibilities

The job description of the Director of Research and Innovation is provided in Appendix B. The Director of Research and Innovation serves to fulfill the strategic goals of the university and college by increasing college involvement in federal, state, and local nursing grants, expanding undergraduate opportunities for nursing research, seeking funding for innovative ideas (e.g., mobile health clinic), and to provide professional development and support for faculty on research and grant writing.

6.2. Faculty With Administrative Assignments

Administrative appointment job descriptions for faculty can be found in Appendix B.

6.2.1. Assistant Dean

The College of Nursing has two Assistant Deans:

- Assistant Dean for Undergraduate Nursing
- Assistant Dean for Graduate Nursing

6.2.1.1. Selection

The Assistant Dean is a member of faculty with an administrative appointment, selected by the Dean. The process by which the Assistant Dean is selected is outlined in the *Teaching & Research Faculty Handbook*.

6.2.1.1. Responsibilities

The Assistant Dean is responsible for leading all major initiatives in one of the college's departments. The primary responsibility will to be to provide oversight and leadership for curriculum changes in the unit. Although the Assistant Dean does not have supervisory authority per the T& R Handbook, the Assistant Dean works closely with the Chair to ensure administrative functions of the unit are supported.

6.2.2. Department Chair

The College of Nursing has three chairs:

- Co-Chair for Prelicensure, Undergraduate Nursing Department
- Co-Chair for Post-licensure, Undergraduate Nursing Department
- Chair, Graduate Nursing Department

6.2.2.1. Selection

The Department Chair is a member of faculty with an administrative appointment for provision of leadership for one of the two college departments/tracks.

The process for selection of department chairs is outlined in the *Radford University Teaching & Research Faculty Handbook*.

6.2.2.1. Responsibilities

The *Radford University Teaching & Research Faculty Handbook* describes the general administrative duties of all department chairs.

6.2.3. Vice Chair, Undergraduate Nursing Department - Prelicensure track

The Undergraduate Nursing Department has two Vice-Chairs for the prelicensure BSN, one for each site (Radford and Roanoke).

6.2.3.1. Selection

The two faculty vice-chairs for the Prelicensure track, one for each site in Radford and Roanoke, are selected by the Dept Chair for Prelicensure and approved by the Dean. This position was created, and selection is made as per Other

Administrative Assignments in the *Radford University Teaching & Research Faculty Handbook.*

6.2.3.1. Responsibilities

The job description for the Vice Chair is provided in Appendix B. The Vice Chair represents the Undergraduate Nursing department to the university and community. The Vice Chair serves as a channel of communication for the Prelicensure BSN track at each site and whose primarily role is to support students related to admission, academic progression, clinical rotations, and graduation in the track and to ensure academic program assessment measures are reviewed and changes implemented as needed to maintain compliance.

The Vice Chair administers the department's site-specific course schedules each semester and provides input to the Chair for faculty evaluations. The Vice Chair represents the leadership in a supervisory role in the department in the absence of the Chair, Dean, and Associate Dean.

6.2.4. Track Coordinator

6.2.4.1. Selection

A Track Coordinator may be needed for a degree program (BSN, MSN, DNP, PMC) based on program enrollment and/or complexity. The Track Coordinator is a faculty member appointed by the Chair and approved by the Dean. This position was created, and selection is made as per Other Administrative Assignments in the *Radford University Teaching & Research Faculty Handbook.*

6.2.4.1. Responsibilities

The job description of the Track Coordinator is provided in Appendix B. The primary responsibilities of the Track Coordinator are to support students related to admission, academic progression, clinical rotations, and graduation in the track and to ensure academic program assessment measures are reviewed and changes implemented as needed to maintain compliance.

6.2.5. Lab Coordinator

6.2.5.1. Selection

A Lab Coordinator may be needed for the Prelicensure BSN track at one or both sites, Radford and Roanoke. The Lab Coordinator is a faculty member appointed by the Undergraduate Prelicensure Co-Chair and approved by the Dean. This position was created, and selection is made as per Other Administrative Assignments in the *Radford University Teaching & Research Faculty Handbook.*

6.2.5.1. Responsibilities

The job description of the Lab Coordinator is outlined in the *College of Nursing Faculty Handbook.* The primary responsibilities of the Lab Coordinator are to support student learning activities in the skills and health assessment labs through organization and ordering of supplies and ensuring that equipment is maintained and in working order.

7. **College of Nursing Community Advisory Board**
   The College of Nursing's Community Advisory Board exists to create a clinically competent workforce of practice ready nurse leaders to directly meet the nursing workforce needs of Southwest Virginia. It consists of invited academic partner members from our local communities in Radford and Roanoke. The Board meets for the following goals: competency, soft skills, clinical and preceptor opportunities and support, recruitment, transition to practice, expansion of partnerships, and advocacy.

8. **College Faculty**
   College of Nursing faculty positions by employment classification are described below. Details for each can be found in the *Radford University Teaching & Research Faculty Handbook.*

8.1. **Employment Classification**

   ### 8.1.1. *Tenured Faculty*
   Faculty who are granted tenure hold continuing full-time appointments which include rank and opportunity for promotion.
   A terminal degree (DNP, PhD, or EdD) is required for a tenure appointment.

   ### 8.1.2. *Tenure Track Faculty*
   Tenure-track faculty positions provide probationary appointments for one-year terms, subject to annual reappointment, with opportunity for promotion. A terminal degree (DNP, PhD, or EdD) is required for a tenure-track appointment. Faculty members are eligible for tenure at the conclusion of a six-year probationary period and will submit their application for tenure during the fall semester of their sixth year. Details for the criteria for tenure can be found in the *Radford University Teaching & Research Faculty Handbook* and this handbook.

   ### 8.1.3. *Special Purpose Faculty*
   Special purpose faculty hold full-time or part-time appointments, without eligibility for tenure, and may be reappointed for terms of 1, 2, or 3-years. Continuation of employment is contingent upon the need of the service, the availability of funds, and performance that meets or exceeds expectations. Such appointments carry rank with opportunity for promotion and carry full or part-time benefits, except in cases of certain leaves. Special purpose faculty must hold a minimum of an MSN degree. A doctoral degree in nursing is not required. Once hired to a tenure-track position, a faculty member cannot subsequently return to a special purpose faculty position.

   ### 8.1.4. *Full-Time Temporary Faculty*
   Full-time temporary faculty positions are authorized to supplement the college faculty whenever full-time teaching faculty are needed but a tenure-track position is not available. Full-time temporary faculty carry rank and hold appointments for one-year terms, without eligibility for tenure, renewable for a maximum of three years. A terminal degree (DNP, PhD, DNP) is generally required for a full-time temporary appointment**.**

8.1.5. Adjunct Faculty

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed and include those employed for part-time teaching for clinical supervision of students. A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline, the State Council of Higher Education for Virginia (SCHEV), and the Virginia Board of Nursing regulations.

8.2. Other faculty designations

8.2.1. Emeritus Faculty

Status that may be granted by the University President to retiring tenured and Special Purpose faculty.

Emeritus Faculty Privileges

Privileges include use of the library, use of faculty athletic facilities, use of a university computer account, a Radford University identification card and special event discounts available, and attendance at University functions that are open to all regular faculty. Emeritus faculty do not have privileges to attend or vote in College faculty meetings, without express approval by the Dean.

8.3. Faculty appointment and reappointment terms

8.3.1. Full-Time Faculty

College faculty may have either academic or calendar year appointments, depending on the needs of the College at the time of hire. Special Purpose faculty may be reappointed to either 1, 2, or 3 year terms, at the discretion of the dean. Changes to appointment terms are granted only by approval of the Dean and Provost based on College need.

8.3.2. Adjunct Faculty

Adjunct faculty hold renewable appointments for three years, during which they are eligible for but not guaranteed teaching assignments, as defined by their letter of appointment, without eligibility for tenure. There is no limit on the number of times that an adjunct may be reappointed. Reappointment is dependent upon demonstration of effective teaching and compliance with university, college, and department policies. Reappointment also may depend upon factors such as department need and availability of funding.

8.4. Faculty rank

Faculty are hired or promoted to the following ranks in the College of Nursing:

8.4.1. Professor

Holds a doctoral degree in Nursing (DNP, PhD, EdD) or an MSN and doctoral degree in a related field; meets the requirements of this rank according to university and college promotion guidelines.

8.4.2. Associate Professor
Holds a doctoral degree in Nursing (DNP, PhD, EdD) or an MSN and doctoral degree in a related field; meets the requirements of this rank according to university and college promotion guidelines.

8.4.3. Assistant Professor
Holds a doctoral degree in Nursing (DNP, PhD, EdD) or an MSN and doctoral degree in a related field.

8.4.4. Senior Instructor
Meets requirements of this rank according to university and college promotion guidelines.

8.4.5. Instructor
Holds a minimum of a graduate degree in Nursing (MSN).

8.5. College of Nursing Faculty Outcomes
- $\geq$ 90% of faculty receive $\geq$ 3.5 on teaching effectiveness on their annual review
- 100% of faculty complete 1 CE in teaching and 1 CE in their professional specialty
- $\geq$ 50% tenured & tenure-track faculty had at least one presentation at a local, state, national, or international event over the past three years.
- $\geq$ 50% tenured & tenure-track faculty published in at least one journal or authored a book or book chapter over the past five years.
- 100% of faculty serve on at least one department and/or college committee during the last year

9. FACULTY EXPECTATIONS

9.1. Required Faculty Personnel Documentation
1. The College of Nursing maintains a secure electronic database of each faculty's personnel information and current Curriculum Vitae data through the Project Concert online platform.
2. Faculty are responsible for maintaining updated certification, continuing education, and annual performance evaluation data in Project Concert.

9.2. Required Faculty Health Records
1. All faculty teaching in a clinical setting must maintain health records and license documentation through a third-party site.
2. Additional training and documentation may be required by our clinical partners.

Health Record Requirements:
1. Proof of current CPR certification.
2. Updated License and certification information
3. Flu and other vaccine documentation required by the clinical institution
4. TB testing (based on clinical workload)
    - Faculty with clinical assignment: TB or Quantiferon Gold testing documentation
    - Faculty without clinical assignment: TB screening form completion

9.3. **Extra Employment**

It is a university policy that no full-time faculty member may engage in other employment in a manner or to an extent that affects or is deemed likely to affect their usefulness as an employee of the University. For individuals on academic year (9-month) appointments, the policy applies during summer months only if and while they are employed by Radford University to teach in Summer Session.

The primary obligation of full-time faculty is to fulfill the duties of their positions with the University. Extra employment should in no way interfere with this responsibility. For the purpose of this policy, extra employment is defined as work with total compensation of over $1,500 annually from all sources performed outside of any relationship with Radford University. Attestation to Extra employment must be reported on an annual basis. At the beginning of each academic year all full-time faculty must complete an "Extra Employment Statement." The statement will allow the individual 1) to indicate that no extra employment is anticipated during the year, or 2) to describe the extra employment anticipated and to seek approval. The Dean of the College of Nursing may approve a 1 day per week practice day for nursing faculty, depending on workload and departmental activities. This practice day may not interfere with full-time college responsibilities.

Any changes to the information provided in the Extra Employment statement during the year for which it was prepared must be reported and approved in advance of any additional extra employment.

9.4. **Full-Time Faculty Workload**

The combination of teaching, professional contributions, and university service make up 100% of faculty's workload. Thus, per the *T&R Faculty Handbook*, the assigned teaching workload is only <u>one</u> component of the faculty's employment expectations.

9.4.1. Teaching Workload
1. The College of Nursing uses credit equivalencies based on a workload calculation to ensure fairness and equity in teaching workload.
2. The assigned teaching workload each semester reflects a variety of factors such as the number of students enrolled in a course, clinical assignments, preparation required, and level of course taught.
3. Course credits assigned by the university account for faculty preparation and grading outside of class.

4. Each course is allocated sufficient faculty to align with the credit hours of the curriculum as well as Virginia Board of Nursing regulations and NTF/NONPF guidelines regarding maximum faculty-to-student ratios.
5. Teaching workload assignment each semester:
   - tenured or tenure-track faculty member: 12 credit hours (4/4 load)
   - special purpose faculty: 15 credit hours (5/5 load)
6. Every effort is made to allow for a minimum teaching load during the first semester of service.
7. The department chair meets with each returning faculty member during his/her annual evaluation and goal-setting meeting to discuss future workload assignments and begin plans for the next academic year. New faculty are invited to meet with the program chair upon hire to discuss workload.
8. Faculty members may negotiate their teaching workload in relation to scholarship and service annually with the department Chair. Negotiation of teaching workload includes "buying out" workload units from sponsored activities such as grant-funded scholarship. Since a reduced teaching workload requires prior approval by the program Chair, faculty wishing to apply for a university sponsored program or a state/federal grant with teaching reductions should receive prior approval before applying.
9. Faculty may also be reassigned from teaching time for administrative responsibilities and special assignments that meet the needs and goals of the department. Such reassignments will be determined by the Chair and Dean.
10. Faculty who carries more than 12-15 credits of teaching during one semester may negotiate a lighter assignment for the following semester to balance their annual workload.
11. 9-month faculty may receive additional reimbursement for workload assignments above a full-time load; however, prior approval by the Chair and Dean is required.

9.4.2. Teaching Workload Calculations

The following workload calculations weigh teaching expectations in terms of teaching load to show their equivalence to university course credits.
- Theory courses (1:1 ratio): 1 credit hour = 15 hours didactic = 1 credit teaching load
- Undergraduate Nursing Labs (2:1 ratio): 1 credit hour = 30 contact hours in lab each semester = 1 credit teaching load
- Undergraduate Nursing Clinical Supervision
  - 45 hours of clinical per semester = 2.5 credit teaching load
  - 90 hours of clinical per semester = 4 credits teaching load
- Graduate Nursing Clinical Supervision
  - 1 credit teaching load per credit (6 students)
- DNP Final Project & Residency Courses
  - NURS 820, 821, 822 = 0.5 credit teaching load per course credit hour
  - NURS 827, 829, 830 = 0.25 credit teaching load per student
- Undergraduate final honors project = 1 credit teaching load

- Independent study (optional – no credit allocated)

NOTE: Weighted workloads do not reflect actual loads or the student credit hours that are produced by teaching and are reported to the university administration for FTE calculations. These guidelines are internal to the College of Nursing and demonstrate equivalency to a standard full-time load within the university.

9.4.3. Overload for 9-month Faculty

There may be times when faculty elect to meet the academic and/or clinical needs of the department by assuming assignments above the set teaching load of 12-15 hours. Teaching overload compensation is available only to 9-month faculty and shall be authorized in cases where a course is essential and cannot be taught by qualified adjunct faculty or a faculty member within the department except by an overload. Any teaching overloads which result in additional compensation must be approved by the Chair, Dean, and Provost.

9.5. Adjunct Faculty Workload

9.5.1. Adjunct Faculty Workload

Specific responsibilities of adjunct faculty are given in their letter of appointment. Expectations for the teaching role include continuous quality improvement of all courses assigned, communication and collaboration with all other faculty members. Faculty are expected to maintain necessary and appropriate credentials for teaching expectations.

9.6. Acknowledgement of Compensation

Adjunct faculty and 9-month faculty with overload or summer teaching responsibilities must access the Faculty Load and Compensation (FLAC) system, a Self-Service Banner (SSB) tool, to accept their teaching assignments. Log on to OneCampus, using the username and password for your Radford University account. Once you have logged on, locate the Employees icon on one of the virtual shelves and click on it. Then look for the Banner SSB Employee Menu under Employee Tools. Clicking on the Banner SSB Employee Menu tab will bring you to a page with a link to Faculty Load and Compensation (FLAC), where you can accept your compensation.

About a week before the semester starts, an email will be sent to alert you that it is time to accept your teaching assignment (essentially, your contract for the semester). It is particularly important that you access FLAC to indicate your acceptance to avoid any delay in the processing of paychecks.

9.7. Chain of Communication for Faculty

9.7.1. Course/curriculum concerns
Step 1: Lead Course Faculty
Step 2: Department Chair
Step 3: Assistant Dean/Curriculum Chair

9.7.2. Personnel issues
Step 1: Department Chair
Step 2: Dean (Associate Dean in the absence of Dean)

9.7.3. Student issues
Step 1: Vice-Chair or Program Coordinator
Step 2: Department Chair
Step 3: Dean (Associate Dean in the absence of Dean)

9.8. Professional Conduct
The College of Nursing believes strongly to the American Nurses Association *Code of Ethics* and the National League of Nursing *Ethical Principles for Nursing Education*. We pride ourselves in excellence and uphold our core values with students, faculty, and others we engaged with at the university, with our clinical partners, and in the community.

Examples of unprofessional behavior:
- breach confidentiality or engage in defamatory statements about students or faculty
- discuss workload assignments with students, especially statements including how they are "overwhelmed" or "busy"
- refer to a teaching assignment as "not my course"

Concerns should be directly addressed to individual faculty members and follow the chain of communication for faculty. Speaking directly to an individual faculty member when there are concerns is the first step of action. If there are continuing unresolved issues, faculty should speak with the department chair.

9.9. Faculty Absence (planned and unplanned)

9.9.1. Absence from single Class/Lab/Clinical
When a faculty member is absent from a single scheduled class for any reason, the faculty shall notify their co-faculty and the department chair prior to the scheduled absence when possible. If the absence is due to illness, the faculty member shall notify both the co-faculty and department chair as soon as possible.

9.9.2. Course Coverage due to Illness
Full-time faculty who will miss an in-person lecture/lab/clinical are expected to either find coverage themselves from among department colleagues or reschedule the class/clinical. Clinical absences must be made up by the faculty to ensure students gain the number of direct clinical hours associated with the course. Part-time or adjunct faculty who miss a class should work closely with the lead faculty of the course to find coverage or reschedule the class. This may affect the adjunct's compensation, so it is important that adjunct faculty's absences be communicated to the department chair.

9.9.3. Extended Illness

It is critical that a faculty member who needs to be absent from work for an extended period due to illness/injury communicate immediately and frequently with the department chair. The HR benefits office will coordinate any short-term disability leave, and the department chair will find coverage for the faculty's teaching assignment.

Full-time faculty illness at beginning of semester
When a full-time faculty member has an extended illness from the beginning of the semester, temporary faculty may be hired and compensated according to standard policies.

Full-time faculty illness beginning mid-semester
When a full-time faculty member has an extended illness during a semester, another faculty member may pick up the uncovered portion of the course and be compensated on a prorated basis, or a qualified graduate student, under the supervision of a faculty member, may teach the course and be compensated either by stipend or through assistantship wages.

Adjunct faculty illness
When a part-time faculty member has an extended illness, his or her salary will be adjusted accordingly.

Returning after extended illness
When a faculty member returns after an extended illness, the department chair will work with the faculty member to facilitate the transition back to full-time service.

9.10. Closures / Inclement Weather

Teaching and Research Faculty are not required to report to work when classes are canceled and/or the university closes due to inclement weather. During periods of inclement weather, when the University is open, faculty are expected to make every effort to meet classes. If a faculty member cannot make it to campus or must leave campus to make it home safely due to weather conditions, the department chair must be notified, and every effort must be made to provide a substitute or to inform students.

Students in clinical in regions of Virginia or in other states not experiencing inclement weather may continue to attend clinical as scheduled.

9.11. Retention of Grades and Student Work

1. Student graded work should be submitted through D2L, and thus the D2L course shell and grade book will suffice as the permanent record for a course.
2. Hard copies (physical papers) of student assessments or any other documents that are part of the permanent record of a course (e.g., attendance) not submitted in D2L must be retained by the instructor for one year. Printed copies of documents already stored in D2L do not apply. These documents must be submitted to the department chair if a faculty leaves employment at Radford University before the end of the retention

period.

9.12. Office Hours

Faculty members, per the T&R handbook, will provide regularly scheduled, posted office hours. Faculty members shall allocate a minimum of one hour of office hours for each three semester hours of scheduled teaching. Office hours and semester schedules will be posted by the faculty, and the copy will be sent to the administrative support staff. Schedules and office hours must be posted outside faculty office doors.

9.13. Children and Pets in Class, Clinical and on Campus

Per university policy, faculty and students should not bring pets to offices, class/lab, or clinical. The College of Nursing does not permit children, family, or friends to attend classes, lab, or clinical. Visits from others when students are at clinical sites are strictly prohibited. If this behavior occurs, student course and program success may be compromised.

Children of faculty are welcome to attend university family events. Children may be allowed during faculty office work hours, but faculty must be mindful of the work environment and others who are working. Faculty are discouraged from bringing children to university, college, or department meetings.

9.14. Faculty Resources

There are many faculty resources located on the Radford University Academic Affairs webpage. This page provides a wealth of links for full-time and adjunct faculty, everything from on-campus offices such as the Department of Human Resources to off-campus resources such as Virginia Department of Accounts Payline. There are details on the evaluation process, the reappointment process, and instructions on how to acknowledge a class assignment in the Faculty Load and Compensation (FLAC) system. There are many other resources, such as the academic calendar, the holiday schedule, and the Teaching and Research Faculty Handbook. It is highly recommended that you spend some time familiarizing yourself with the information and links on this page.

9.15. Contributing to the Nursing Systematic Evaluation Plan

9.15.1. Definition and Expectations

The Systematic Evaluation Plan (SEP) is an essential guiding document to assess the effectiveness of our programs and processes. Although it is required by our accreditors, it is document used by the departments and college to continuously assess and improve our programs. The current SEP, created by and approved by all faculty, is posted in Project Concert. All faculty are expected to thoughtfully contribute to the SEP as CCNE accreditation rests firmly on the contents of this document.

9.15.2. SEP reporting

The SEP requires periodic reports from the Committee Chairs, Program Coordinators, Department Chairs, Associate Dean, and Dean. It is essential that each faculty member contributes to the SEP reports when vital information is requested.

9.16. Participation in University Shared Governance

Another means of participation in shared governance for College of Nursing faculty is through involvement in the Teaching & Research (T&R) Faculty Senate or an internal governance committee. It is important that faculty understand the role of the Faculty Senate in shared governance, which is outlined by the *Constitution of the Faculty Senate*.

The College of Nursing has faculty representation in shared governance on the T&R Faculty Senate via:
1. one senator from each college department
2. one at large college senator
3. faculty participation on the following internal governance committees:

Shared Governance Committee	College of Nursing representation
Academic Policies & Procedures (APPC)	• Dean • one T&R faculty from each undergraduate college (appointed by Faculty Senate Executive Council (FESC))
Academic Program Review & Enhancement (APRE)	• Dean • Associate or Full Professor (elected by college faculty)
REAL Council	Two T&R faculty (elected by college faculty)
Graduate Affairs Council (GAC)	Coordinator from each graduate program (MSN Nursing Admin, MSN FNP, DNP)
Faculty Appeals	Two tenured T&R faculty (elected by college faculty) – one principal and one alternate
Faculty Awards	Most recent winner of each faculty award employed at the university (if no recent winner, appointed by dean)
Faculty Grievance	Two tenured T&R faculty (elected by college faculty) – one principal and one alternate
Intellectual Property	One T&R faculty (appointed by FSEC)
Scholarly Activities	One full-time faculty researcher (appointed by Dean)
Student Evaluations of Faculty (SEF)	One T&R faculty (appointed by FSEC)

10. College and Department Meetings

College of Nursing meetings are held at the beginning of each academic year and as determined by the dean during the academic year. Attendance at these meetings is considered a professional obligation for college faculty and staff. It is considered professional conduct for faculty and staff who are unable to attend a mandatory meeting to contact their supervisor prior to the scheduled meeting.

Department meetings are held regularly each semester and as determined by the department chair(s) throughout the academic year. These meetings are a professional obligation for college faculty who are not teaching in-person classes during the time of the meeting.

11. Department Shared Governance Committees

In addition to teaching responsibilities, all full-time faculty members of the College participate in departmental shared governance and actively participate in university service through major planning, implementation, and evaluation of department degree programs and tracks.

The *T&R Faculty Handbook* states that each department shall have the following shared governance committees:

### 11.1.	Department Curriculum Committee

The membership and authority of the department Curriculum committee are outlined by the *Radford University Teaching and Research Faculty Handbook*.

11.1.1. Authority

The Department Curriculum Committee has authority over the programs/tracks in the department

11.1.2. Responsibilities

1. Recommends course and curriculum proposals and revisions for which it has authority to the College Curriculum Committee.
2. Recommends curriculum policies to the Department.
3. Evaluates department courses at least every two years on a rotating schedule and the following semester after the assignment of a new faculty course lead. Provides the faculty course lead and department Chair with a course evaluation report.
4. Establishes and notifies faculty of the rotating schedule for course evaluations.
5. Reviews reports on assessments of student learning from the department PQ&E committee, considers the curricular implications of such reports, and shares recommendations for curricular improvements to the department chair and faculty.
6. Reviews and analyzes clinical and agency evaluations, submitted by clinical course lead faculty each semester

11.1.3. Membership

1. The Assistant Dean for the department will serve as the committee chair.
2. Five or more faculty members with >50% annual teaching workload in the department, for a minimum of two-year terms
3. A minimum of one student representative from each program/track. For prelicensure BSN: one junior and one senior from each Radford and Roanoke; the Committee Chair will facilitate the nomination or selection of student representatives through vote by student peers.
4. Department chair
5. Vice Chairs/Coordinators

11.2. Department Personnel Committee

11.2.1. Authority and Responsibilities
The authority and responsibilities of the Department Personnel Committee (DPC) are outlined by the *Radford University Teaching and Research Faculty Handbook*.

1. Recruits and recommend the hiring of all full-time faculty for the department.
2. Recommends reappointment or non-reappointment of non-tenured faculty.
3. Recommends granting or denial of tenure for tenure-track faculty.
4. Convenes a Promotion Committee for each department to recommend the promotion of a faculty member within the department. The Promotion Committee shall be composed of all faculty members within the department holding the rank sought or higher, except for the Chair.
5. Administers student evaluations of all faculty teaching for the department.
6. Evaluates the Chair, both as a faculty member and as a chairperson
7. Hears and reviews student grievances against faculty teaching or advising in the department.

11.2.2. Membership
Members of the Personnel Committee consist of all tenured faculty, excluding the Dean and department chairs.

12. College-Wide Shared Governance Committee

12.1. College Curriculum Committee
The membership and authority of the College Curriculum committee are outlined by the *Radford University Teaching and Research Faculty Handbook*.

12.1.1. Authority and Responsibilities
1. Review and approval of course and curriculum proposals and revisions, forwarded by the department chair(s) for adherence to regulatory, accreditation, and licensure standards and for congruence among college programs.
2. Submission of all curricular changes to the next university committee or individual per the Academic Affairs approval flowchart.

12.1.2. Membership
- Associate Dean (designee of Dean)
- One elected faculty member from graduate nursing dept
- Two elected faculty members from the undergraduate nursing dept: one each from prelicensure and post-licensure
- Two (2) students with majors in the College
- Secretary: Executive Assistant to the Dean, non-voting member

13. Other College and Department Committees
The college has also determined the need for additional departmental shared governance committees due to the complexity of its nursing programs and admission criteria. These are:

13.1. College Executive Team Committee

13.1.1. Authority and Responsibilities
The Executive Team meets frequently during the calendar year to ensure appropriate communication, planning, and implementation of the strategic plan and initiatives of the college. Each member retains the authority of their position on the committee.

13.1.2. Membership
- Dean
- Associate Dean
- Assistant Dean of Undergraduate Nursing
- Assistant Dean of Graduate Nursing
- Executive Director of the JoAnn Bingham Clinical Simulation Center
- Director of Research and Innovation
- Chair, Graduate Nursing Department
- Co-Chair - Prelicensure, Undergraduate Nursing Department
- Co-Chair – Post-licensure (RN to BSN), Undergraduate Nursing Department
- Secretary: Executive Assistant to the Dean, non-voting member

13.2. College Leadership Council

13.2.1. Authority and Responsibilities
The Leadership Council meets regularly during the calendar year to ensure detailed communication, planning, and implementation of the strategic plan and initiatives of the college are communicated with the faculty. Each member retains the authority of their position on the committee.

13.2.2. Membership
- Dean
- Associate Dean
- Assistant Dean of Undergraduate Nursing
- Assistant Dean of Graduate Nursing
- Executive Director of the JoAnn Bingham Clinical Simulation Center
- Director of Research and Innovation
- Chair, Graduate Nursing Department
- Co-Chair - Prelicensure, Undergraduate Nursing Department
- Co-Chair – Post-licensure (RN to BSN), Undergraduate Nursing Department
- Track Coordinators and Vice Chairs
- Secretary: Executive Assistant to the Dean, non-voting member

13.3. Department Program Quality & Evaluation (PQ&E) Committee

13.3.1. Authority and Responsibilities
1. Oversees the implementation and evaluation of the department's Systematic Evaluation Plan (SEP).
2. Makes recommendations to appropriate department committees from results of SEP evaluation.

3. Reviews the SEP annually at the beginning of the academic year and revises as needed to align with the college Strategic Plan.
4. Ensures the implementation of the Radford University Quality Enhancement Plan (QEP).
5. Evaluates graduating student exit, alumni, and employer surveys per the SEP timeline.
6. Notifies department committees of submission deadlines for committee Annual Reports to PQ&E.
7. Provides an annual SEP report to the department chair(s), associate dean, and dean.
8. Provides additional program evaluation reports as needed for accreditation (self-study, progress reports, site visits, and University academic program review).
9. Collaborates with college committees and stakeholders to develop and implement surveys to obtain data required for continuous quality improvement.
10. Monitor changes from the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE), the Virginia Board of Nursing (VBON), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the National Organization of Nurse Practitioner Faculties (NONPF), and other guiding organizations, such as the American Organization for Nursing Leadership (AONL), to ensure required changes are incorporated into the College's programs.

13.3.2. Membership
- Chair: Associate Dean
- Department Chair(s)
- Department Vice Chairs/Coordinators
- Two (2) faculty members, for a minimum term of two years

13.4. Department Admission, Progression, and Graduation (APG) Committee

13.4.1. Authority
The department APG Committee has authority to implement the policies and procedures related to student admission, progression, and graduation established for the department.

13.4.2. Responsibilities
1. Review and approve/deny admission to applicants to department programs.
2. Review student progression concerns and letters submitted by students for alternative sequencing of courses.
3. Review graduating student lists and assist with resolution of any barriers to graduation.
4. Recommend changes to APG policies to the department faculty
5. Recommend student requests for exceptions to APG policies.
6. Conduct ongoing SEP evaluation responsibilities.

13.4.3. Membership
1. Department Chair
2. Track Coordinators and Vice Chairs

3. Undergraduate Dept: Director of NURSE program
4. One faculty member from department, as requested by chair

13.5. Undergraduate Nursing Department: Student Success Committee

13.5.1. Authority and Responsibilities
1. Participate in student recruitment, success, and retention activities for the College throughout the academic and calendar year.
2. Recommend student recruitment, success, and retention strategic initiatives to the Executive Team.
3. Conduct evaluations of students, faculty, and external stakeholders related to student success initiatives, as needed.

13.5.2. Membership
- Chair: NURSE Program Director
- Five or more faculty members for unlimited terms
- Undergraduate Chairs, ex-officio
- Undergraduate Vice Chairs, ex-officio

13.6. Faculty Development and Success

13.6.1. Authority and Responsibilities
1. Facilitate, coordinate, and lead faculty continuing education opportunities as a Virginia Nurses Association Nurse Planner for CEs the College throughout the calendar year.
2. Facilitate faculty development opportunities through non-CE events and activities.
3. Plan and attend faculty events for social opportunities and faculty awards/recognition.
4. Recommend faculty development and success strategic initiatives to the Executive Team that require budgetary support.

13.6.2. Membership
- Four or more faculty members for unlimited terms

14. Structure and Function of Committees

14.1. Committee Membership

14.1.1. Committee Appointments and terms of service
1. Faculty shall either volunteer or be appointed to any of the college or department committees by the department chair, except for the Personnel Committee, which is solely comprised of tenured faculty in the department.
2. Committee appointments will be decided no later than the first College meeting of the academic year.

3. Terms of service on each committee will be staggered based on years of service so that no more than half of the membership rotates off the committee annually and no more than half of the committee membership is comprised of new members.
4. Changes in membership to committees due to faculty vacancies shall be made by the department chairs.

14.1.2. Committee Chair Election and Responsibilities
1. Each committee shall elect a chair who has at least two years of service on the committee and has expertise in the charges of the committee, unless otherwise noted.
2. Chair elections shall be held by secret ballot, with a runoff required if no candidate receives a majority of the votes cast.
3. If the committee members cannot come to a consensus, the department chair will appoint the committee chair and/or vice-chair.
4. The committee chair will serve for a two-year term, or longer upon committee request and election.
5. The committee chair shall regularly convene meetings to ensure the responsibilities of the committee are fulfilled and the prompt distribution of minutes occurs within one week of the committee meeting.
6. The committee chair may also convene a subcommittee or task force to fulfill specific committee responsibilities; the subcommittee or task force will report to the full committee and provide documentation of completed responsibilities to the membership. The subcommittee or task force does not have authority to make decisions on behalf of the committee but provides recommendations which may be voted on by the membership.

14.1.3. Committee Vice-Chair: Election and Responsibilities
1. Each committee shall elect a Vice-Chair who will assist the committee chair in fulfilling the duties of the committee.
2. The Vice-Chair shall fulfill the role of Committee Chair upon the Committee Chair's absence at any committee meeting.

14.1.4. Secretary: Election and Responsibilities
1. Unless otherwise stated, each committee shall select a Secretary, the method of which shall rest with the committee.
2. The Secretary will record the minutes and distribute those minutes to the committee members within one week after the meeting.
3. The Secretary will present the meeting minutes at the next meeting for approval of the membership. Once approved, the Secretary will file the minutes in the committee folder in Project Concert.
4. Committee minutes shall be made available to all members of the faculty, except for the Personnel Committee minutes, which are kept in a secure file accessible only to the Personnel Committee.

14.1.5. Ex-Officio Membership
1. The Dean will determine the ex-officio members of each committee except Personnel Committee.

2. Other non-voting ex-officio members may be added to the committee for consultation and collaboration with other department, organizations, or community partners.

14.1.6. Student Membership
1. Students serve as non-voting members on the Curriculum Committee but provide valuable input about the program curriculum.
2. Student members shall serve as a representative of their student cohort and shall seek peer input when providing reports to the Curriculum Committee.
3. Students will serve for one academic year or as their circumstances permit. If unable to serve for a full-term, the student will notify the Committee Chair as soon as possible so another student representative can be selected.

14.1.7. Ad hoc Committees
1. Ad hoc committees with charges outside of the standing committees noted above may be established by the Dean, Associate Dean, or Assistant Dean as deemed necessary.
2. Ad Hoc Committee Chairs will be appointed by the Dean, Associate Dean, or Assistant Dean.
3. The membership of ad hoc committees will consist of volunteers, elected members or members appointed by the Dean.

14.2. Committee Meetings

14.2.1. Regularly scheduled meetings
1. Regular committee meetings shall be scheduled by the Committee Chair during each semester of the academic year. Additional meetings may be called by the Chair as needed.
2. The Committee Chair shall generate the meeting agenda and convene the meeting.
3. Meetings may be held during the summer months as deemed necessary.
4. Each member of the committee shall receive written notification at least five days prior of the meeting time, date, place, and business to be considered.
5. The order of business shall be determined by the committee chair based on the needs of the committee.
6. Items may be requested to be placed on the agenda under New Business at the written request of any member to the committee secretary and chair.
7. Unless urgent, motions for vote shall be provided at least one week prior to committee meetings.

14.2.2. Committee Attendance
1. Faculty shall accept professional responsibility for performing those functions essential to the maintenance and conduct of college degree programs/tracks and activities through mandatory attendance and participation at all college, departmental, and committee meetings to which they are assigned.
2. It is considered professional conduct for faculty members who are unable to attend a mandatory meeting to contact the department or committee chair prior to the scheduled meeting.

3. Any guest who has an interest in the topics to be discussed at the meeting may submit a request to the department chair or dean to attend the meeting.

14.2.3. Quorum
Majority (50%+1) of the membership shall constitute a quorum for voting on motions at any meeting of the department or college.

14.2.4. Parliamentary procedure
Roberts Rules, Newly Revised, will be used as parliamentary procedure during college, department, and committee meetings.

14.2.5. Motions and Voting
1. Motions may be submitted to the committee under New Business for consideration by members of the committee.
2. If a quorum is not established, motions may be sent forward electronically to all voting members for an electronic vote as deemed appropriate by the committee chair.
3. Any vote shall be made by electronic vote or secret ballot if requested by a committee member.
4. Policy recommendations by the committee are subject to approval by the Dean, Provost, and additional committees or persons identified in the College of Nursing Policy Approval Pathway (Appendix D).

14.2.6. Meeting Minutes
1. The Secretary will maintain the committee meeting minutes.
2. Committee minutes will be made available to all members within one week following the meeting and will be submitted for approval at the next committee meeting.
3. The Standing Committees Chairs will ensure that all committee minutes are submitted to the committee folder in Project Concert and accessible for review by the faculty.
4. Personnel Committee minutes will be kept in a secure file to be accessed only by the Personnel Committee.

15. TEACHING

15.1. Teaching Expectations
The rights and responsibilities of faculty in teaching are outlined in the *Radford University Teaching and Research Faculty Handbook*, usually referred to as the "T&R Handbook." Teaching responsibilities includes all activities that contribute directly and indirectly to student learning in any academic setting (didactic, online learning, lab, or clinical).

Expectations for the teaching role also include:
- continuous quality improvement of all courses assigned
- communication and collaboration with all other faculty members
- timely feedback to students on all graded work

15.2. Instructional Roles & Responsibilities

15.2.1. Instructional Roles

Regardless of role, the pairing of a lead and co-lead faculty is one of collegiality and professionalism to accomplish the responsibilities of the course and meet course objectives. This also includes clinical/adjunct faculty when teaching in a clinical course. When multiple sections of a course are taught, whether online or at separate campuses, it is essential that faculty work collaboratively to ensure consistency in teaching across course sections.

15.2.1.1. Lead Faculty Role

The lead faculty is the primary course instructor and bears the greatest administrative responsibilities for the course. The lead supervises all delegated responsibilities of the course and ensures they are complete by semester deadlines.

15.2.1.1. Co-Lead Faculty Role

The faculty co-lead has equal teaching and course advising responsibilities as the lead faculty. The co-lead is responsible for completing all delegated responsibilities for the course.

15.2.2. Instructional Responsibilities

15.2.2.1. Lead Faculty Responsibilities

1. Syllabus. The course syllabus is a contract between the faculty and student and may not be changed once the semester starts without department chair approval. Update course syllabi as appropriate and distribute to department chair no later than one week prior to the start of classes. Compare and ensure the syllabus for the term is congruent with the official course syllabi from the master D2L shell.
2. Course Schedule. Prepare the course schedule (lectures, assessment measures, and associated due dates). Do not include the course schedule in the syllabus since the schedule may be subject to change.
3. Learning Management System (LMS). Modify D2L course shell for the semester (copied from the master D2L shell).
   - dates of lectures and tests/quizzes
   - assignment/assessment due dates
   - instructor information
4. Space Reservations. Request classroom/lab reservations from the department administrative assistant if needed outside of regular class times. Faculty should not contact Trisha Calhoun at RHEC or other university offices themselves for classroom reservations.
5. Textbooks and Course Resources. Select and order textbook(s) by due dates established by the bookstore. Faculty can request a desk copy of a text directly from a publisher representative for review. Requests to change textbooks or course materials must be approved by the Curriculum committee.

15.2.2.1. Shared Lead & Co-Lead Responsibilities

1. Develop and revise grading rubrics for all written student assignments.
2. Consistency in grading of assignments.
3. Ensure that all students going to clinical experiences have completed clinical clearance requirements.
4. Orient clinical and new faculty to course and clinical responsibilities. Help facilitate faculty orientations at facilities where they will do clinical. Assure that all faculty on the course are adhering to course objectives and expectations.
5. Serve as a resource for all courses and clinical faculty and students in the course. Assume primary responsibility for administering and grading course exams and entering grades into D2L. Enter students' final course grade into Banner.
6. Collaborate with clinical faculty when students fail to meet clinical performance standards.
7. Manage all student clinical and course data
   - Ensure all students on clinical probation have progressive evaluation plans in place (Lead and co- faculty)
   - Provide written course and clinical evaluations to PQE committee/ Curriculum committee at the end of the course each semester.
   - Teach the course in accordance with the Course Mapping and syllabus approved by the Curriculum Committee.
   - Prelicensure BSN Track: Use and administer all ATI products applicable for course. All courses will use an ATI Content Mastery Assessment, if available for the course.
   - Assure that all clinical schedules are accurate, distributed to students and maintain the required number of clinical hours.
   - Graduate Programs: Use and administer Project Concert for clinical documentation in all graduate clinical courses.
8. Conduct course meeting times as specified in the course schedule.
9. Provide ongoing feedback to students on any course work with submission requirements. Ensure all graded written work is returned in a timely manner.
10. Develop clinical schedules and/or provides oversight and final approval of clinical schedules created by clinical faculty.
11. Communicate any requested changes to clinical hours (direct care, observation, other) due to weather, etc. to Department Chair as soon as possible.
12. Participate in curricular review of course and completion of course evaluation and mapping.
13. Development of testing, clinical grading, paper grading, rubrics, etc.

15.2.2.1. Clinical Faculty

1. Attends all meetings about the course called by the Lead faculty.
2. Instructs and supervises students assigned to you in clinical.
   a. Adhere to all course objectives and expectations.
   b. Direct supervision of students as appropriate for the course.

       c.   Remains on the unit to supervise students as appropriate for course.

3. Provides student progress documentation to lead faculty for clinical.
    a. Provides ongoing evaluation of students and provides regular feedback for improvement.
    b. Seeks guidance and support from lead faculty in a proactive manner when conduct or disciplinary action is needed.
    c. If a student's performance is unsatisfactory, the student is placed on clinical probation and a written notification of probation status and student improvement plan is written. A meeting is held with the student and the probation and improvement form is signed and uploaded to Project Concert.
4. Conducts final written clinical evaluations of all students in clinical.
5. Grades all clinical work in a timely fashion and provide feedback to students.
6. Adheres to grading rubrics.

15.2.3. Academic Coaches

Academic coaches may be utilized within the online Fast Track courses to support the Faculty of Record. Direction of the course and delivery of the curriculum is the responsibility of the Faculty of Record. Academic Coaches grade assignments, manage discussion threads, handle announcements, and manage the day-to-day issues as directed by the faculty. Faculty and students will evaluate the academic coach at the end of each session.

15.2.3.1.   Request Process for Academic Coach

Fast Track courses with 25 students or more qualify for an academic coach. If course registration is 70 students or more, two academic coaches may be requested. The department chair or program coordinator will direct the department administrative assistant to secure a purchase order for academic coaches 2-3 sessions ahead of the scheduled course. The Academic Coach Request Form should be submitted 8-10 weeks prior to a new course start date and 4-6 weeks prior for repeat courses. The chair or program coordinator will work with the lead coach to assign coaches to qualifying courses. Eligible coaches must have a graduate degree in nursing and their resume reviewed by the chair or program coordinator prior to their first assignment.

15.2.3.1.   Access and Training

The department chair will submit the Contract Services User Account Request Form to RU Human Resources for D2L access for each coach. The request form should be sent via the Send Secure link. A copy of the RN-to-BSN Student Handbook will be provided to each coach, as well as an orientation to D2L. The chair or coordinator will request textbooks for the coaches.

15.2.3.1.   Faculty and Coach Meetings

A minimum of 3 phone call meetings between the faculty and coach should be

scheduled during each session. Faculty should schedule a course orientation meeting with the coach before the session begins. At this meeting, the faculty and coach should negotiate the grading workload, with faculty grading approximately 25% of the course assignments. Faculty should communicate clear grading expectations such as grading completed within 72 hours and substantial comments be provided on assignments. The coach will be invited to attend the virtual course orientation held by faculty. Faculty and coach should respond to emails within 24 hours.

15.2.3.1.   Coach Evaluation

Faculty should complete the online coach's evaluation at the end of each session and send a copy to the department chair and coordinator. Students will be provided the opportunity to evaluate the coach at the end of each session through an electronic anonymous survey.

15.3. Course Requirements

15.3.1. Course Syllabus

Faculty are expected to use the master course syllabi approved by the Curriculum Committee. Current templates may be obtained from the respective Curriculum Committee chairs. All college faculty are expected to make their course syllabus available to students no later than the Friday prior to the semester starting date.

Faculty members will inform students, orally and in writing (syllabus), of their course requirements, attendance, and grading policies during the first week of the semester.

15.3.2. Course Components

Prelicensure BSN courses
- 50% of an undergraduate course must be proctored testing
- The course grade is separated into two components:
    1) theory grade and
    2) clinical grade/other assessments.

    All theory grade assessments must be proctored by faculty (tests, quizzes, final exam). Scores from these assessments will stand alone as the course grade if an overall theory grade is less than 80%. Written Papers, projects and other course work will not be calculated into the overall course grade until the minimum score of 80% is achieved.
- A comprehensive final exam is required in undergraduate courses.
- No faculty member may change the time of a scheduled final examination without the permission of the Department Chair.
- Students must take the examinations with their class at the regularly scheduled time unless a significant emergency has occurred and only when prior permission for alternative arrangements is obtained from the Lead Faculty and approved by the Chair.

For all courses
Final grades must be entered into Banner according to the Radford University
Academic Calendar.

15.3.3. Course Textbooks

Choosing course texts is a collaborative effort between faculty teaching the course, the department curriculum committee, and the department chair. The goal is to reduce the cost of texts and duplication of material. Course texts should be included in the course syllabus and marked as to whether they are required or recommended. Faculty teaching the same course are required to use the same textbooks.

Course textbooks must be ordered by lead faculty through the Radford University Bookstore. To do so, access the "Faculty Textbook Adoption" link located within OneCampus.

15.3.4. Undergraduate Grading Scale

Letter Grade	Numeric Grade
A	93.00 to 100
A-	90.00 to 92.99
B+	87.00 to 89.99
B	83.00 to 86.99
B-	80.00 to 82.99
C+	77.00 to 79.99
C	73.00 to 76.99
C-	70.00 to 72.99
D+	67.00 to 69.99
D	63.00 to 66.99
D-	60.00 to 62.99
F	59.99 and lower

15.3.5. Graduate Grading Scale

Numeric Grade	Letter Grade
90-100	A
80-89.9	B
70-79.9	C
0.69.99	F

15.3.6. Course Grading
The course lead faculty will establish how the students will be assessed in the course and the percentage each assessment will count towards the final grade.

- Faculty will utilize clearly measurable assessment instruments, such as rubrics, for each writing or project assessment.
- All test grades should be posted within 72 hours of completion.
- Students must be provided with the opportunity to both examine all course assessments used in the grading process and discuss these with the course faculty.
- Original works prepared at student expense must be made available to the student at the conclusion of the semester during which the work was submitted.

15.3.7. Grades: Standards and Expectations for Course and Assignments
The College of Nursing's Undergraduate and Graduate Grading Systems are outlined in the program handbooks and indicate the minimum grade for passing a course. Course grades should reflect explicit standards or expectations as stated in the syllabus.

Students find it helpful if standards and expectations are articulated in instructions for individual assignments. Make every effort to grade in a fashion that is consistent with those standards and expectations. Keep an up-to-date copy of the class's grade book, with all items clearly marked.

15.3.8. Posting Student Grades
The public posting of grades, whether by the student's name, id number, or whole or partial social security number is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses. The most secure and practical way to post grades is through D2L. Emailing/texting grades to students is prohibited.

15.3.9. Midterm Grades
Midterm grades are required for all students. The beneficiaries of midterm grades include not only students but also advisors and other individuals who participate in Radford University's retention efforts. Midterm grades will be due during the eighth week of the semester. At this point, your evaluation of student work presumably would be sufficient to provide students with meaningful feedback on their overall progress. Please watch for email announcements and reminders of the deadline for midterm dates.

To report midterm grades, log in to OneCampus and click on the following: Banner SSB Faculty and Advisor Menu > Midterm Grades > Select a Term. After you select a term, you will be able to select a course and bring up a grade entry page that will show you which students need to have their midterm grades entered. The Registrar's

office also provides directions on how to enter midterm grades when they announce that access to midterm grade rosters is open.

Note: Midterm grades are not the same thing as the Midterm Progress Surveys that Starfish prompts you to submit. These are two completely different things. Any information you enter in Starfish will not be shared with the Registrar, just with the student, the student's advisor, and any other support person authorized to see the information.

15.3.10. Final Grades

Final Grades are due by 10 a.m. on the Monday following finals week. You will receive an email from the Registrar's office when the Final Grade Rosters are available. To report final grades, log into the OneCampus Portal and click on the following: Banner SSB Faculty and Advisor Menu > Final Grades > Select a Term. After you select a term, you will be able to select a course and bring up a grade entry page. The Registrar's office also provides directions on how to enter final grades when they announce that access to final grade rosters is open.

If your final grades are not entered before the rosters close, you will have to submit Change of Grade forms (one for each student) to get final grades assigned.
If a student stops attending your class but never withdraws, you will need to assign them the grade they earned, however low it may be and then indicate the date (or approximate date) on which they stopped attending.

15.3.11. Incomplete Grades

At the instructor's discretion, a grade of "I" (Incomplete) may be assigned if a student has completed all but a small portion of course work and is unable to complete the remainder before the end of the semester because of circumstances beyond their control that create a clear hardship for the student. Discuss potential grades of "I" with program coordinators. Examples of such circumstances might be a disabling accident or illness or a family-related emergency.

Incompletes are also given when there is no time to resolve an Academic Integrity issue that arose at the very end of the semester.

When you enter an incomplete grade into the online Grade Roster, you will need to fill in the incomplete grade form that pops up when you click to submit the roster.
For unfinished work, indicate the assignment(s) the student needs to complete. You also may specify the final date by which the assignments must be submitted. If you do not specify a date, the default will be the end of the fourteenth week of the next regular semester.

In the case of an Academic Integrity issue, type in that the course grade is an "I" to indicate a pending resolution for the Academic Integrity issue.

Once the student has completed their coursework (or the Academic Integrity Issue has been resolved), you must submit a Change of Grade form. Do so by the beginning of exam week or the grade will automatically change from an I to an F.

Note: In the case of a graduating senior in the undergraduate department, a different deadline applies for reporting the resolution of an Incomplete. Degrees cannot be awarded with Incomplete grades. The deadline in this case is the census date of the next regular semester. If the resolution of the Incomplete is not reported by that census date, the student's degree cannot be awarded, and they will need to reapply for graduation in a new term.

15.3.12. Change of Grade
Change of Grade forms are available on the Registrar's website and must be signed by the Department Chair.

15.3.13. Grade Appeals
Radford University's grade appeal procedure only applies to a student's final grade in a course. If a student feels their final grade was given in an arbitrary or capricious manner, he or she may appeal it through the Grade Appeal Process on the Registrar's webpage.
To appeal successfully, the student must prove at least one of the following:
- The student has been assigned a grade based on something other than their performance in the course.
- Standards used in determining the student's grade are more exacting or demanding than those applied to other students in the course.
- The grade is based on standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.

15.4. Classroom Management

15.4.1. Starting and Ending In-Person Classes/Clinical
Faculty should conduct all classes at the time and place indicated on the university class schedule unless approval to change has been granted in advance by the department chair. Faculty should begin and end lecture/lab/clinical at the times as indicated on the University and course class schedule.

Considerations should be made to arrive early enough to prepare classroom technology and/or student assignments for an on-time start. Faculty preparation for all learning experiences should be thorough and take up the entire scheduled time. Faculty should not end classes/lab/clinical early as per university policy and accreditation standards.

15.4.2. Rescheduling of Classes
All instructors are expected to meet during every class, including those scheduled before breaks. No university class session may be "canceled" because such

cancellation implies that students are not receiving required instruction.

Any time you do not meet your class at the regular time and place, it is important to reschedule the class via arranging appropriate alternative activities that all students are able to attend, even if not at a time or place that the class usually meets.
If these dates appear on your syllabus, you do not need to notify anyone of rescheduled classes.

Note: Instructors who need to reschedule class on a date or in a location not listed in their syllabus must request permission from their department chair.

15.4.3. Campus Emergencies & Inclement Weather

Radford University uses multiple means of communication (email, calls, texts, notification on university computers) to quickly notify students, faculty, staff, and visitors of a perceived threat, emergency, or weather closings that may directly impact the campus community. Faculty, staff, and students are automatically enrolled in these notifications. For more information visit the Office of Emergency Management. Refer to the College of Nursing Closing and Delays Policy on the college website.

16. STUDENTS

16.1. Standards of Student Conduct

It is essential that faculty stress the importance of Radford University's honor code and the expectation that students avoid violations of Academic Integrity. Faculty are required by the University to include the Honor Pledge in their syllabus.

The Office of Student Standards and Conduct has guidelines for students and faculty, which are available on their website. To report a conduct incident please go to the same website and follow the instructions listed.

Student Honor Pledge
I shall uphold the values and ideas of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards.

16.2. Family Educational Rights and Privacy Act (FERPA)

FERPA requires that we, as employees of the university, only share educational information about students with other university employees who need this information to do their job in furthering the mission of the university as it pertains to individual students. Information might be shared, for example, in the context of advising or counseling or for reasons of financial aid or in furtherance of a student's job placement. Information that may be shared includes grades, student id and social security numbers, enrollment or attendance

information, class schedules, and classroom performance.

For most instructors, the practical consequence of FERPA is that if a student is an adult (18 or older) we cannot share information about their academic performance with their parents or guardians without permission from the student. Permission must take the form of a FERPA Release signed by the student. Unless the university has such a FERPA release on file, you cannot share information about grades, classroom performance, class schedules, or attendance. You can certainly talk to a parent if they want to share information about the student's situation or if you share general information about your course and strategies that students could employ to be successful. Refer to the [Radford University FERPA Policy](), for detailed information.

To find out whether a student has a FERPA release on file, you can contact the Registrar's office or Dean of Students Office.

To avoid violations of FERPA rules, DO NOT:
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.
- Circulate a printed class list with student name and social security number (whole or partial) or grades as an attendance roster.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students • Use the social security number (whole or partial) or student id number of a student in a public posting of grades.
- Link the name of a student with that student's social security number (whole or partial) in any public manner.
- Provide anyone with lists of students enrolled in your classes for any commercial purpose.
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.

16.3. Chain of Communication for Students
The college encourages all students who have questions or concerns about a specific course to speak directly with the faculty of the course/clinical. If this does not resolve the question or concern, follow the chain of communication as outlined below. Students should proceed to the next level in this chain of communication only if further discussion of the problem is necessary.
1. Student's assigned course/lab/clinical faculty
2. Lead Faculty of the course (if different than above)
3. Program Coordinator/Vice Chair
4. Department Chair
5. Dean (Associate Dean in Dean's absence)

16.4. Starfish Documentation for Undergraduate Students
Starfish is a system that lets you flag undergraduate students who may need assistance for many reasons. It could be that a student has been absent excessively or has been failing to

turn in assignments. You may become aware that the student is dealing with a family or fiscal crisis. It could be that the student is disruptive in class, a situation that may signal that the student is in distress. By flagging a student who may need assistance, you will bring that student to the attention of staff who will try to put the student in contact with supportive services.

To access Starfish, log in to OneCampus and click on the Starfish icon. Initially, you will see a page that allows you to list your office hours and office locations. You will also see a Search for Students box in the upper right-hand corner. You may search either by name or ID number, and clicking on the results will bring up the student page. This page contains several useful items of information, such as whether the student has filed a FERPA form allowing you to share information with parents/guardians. It also allows you to take several actions, including communicating concerns about the student by clicking on the button with the flag icon and word Flag. The resulting drop box allows you to report concerns under the categories of:

- Attendance Concern
- In Danger of Failing
- Missing/Late Assignments
- Never Attended
- Social Concern*
- Wellness Concern**
- Behavior of Concern***

*Student appears to be disengaged, homesick, or having difficulty fitting in.
**Student fails to respond to, for example, multiple emails or appointment requests.
***For examples of Behaviors of Concern, please visit Warning Signs and Students in Distress. By clicking on the link to the Behavior of Concern Reporting Form, which you will find under Student Information. *This is not the same thing as the Behavioral Consultation Team Reporting Form described in the previous section. If you are alarmed rather than concerned, i.e., feel that the situation may be serious enough to require an especially swift intervention, please see Priorities 1 and 2 above under Behavioral Consultation Team.*

16.5. Gift Giving/Showing Gratitude
Faculty are discouraged from accepting any gifts from students. Students can be encouraged to write a note of thanks if they wish to show gratitude. Students may provide a small token of appreciation to a unit preceptor during the practicum experience. Clinical groups may provide a token of appreciation to a clinical unit at the end of the rotation if desired.

17. SERVICE

17.1. Faculty College Committee Requirements
All Tenured, Tenure Track, and Special Purpose faculty are required to attend all Faculty Organization meetings and serve on **one** unit/department/college committee as assigned by their Chair.

- Faculty who are unable to attend any Faculty Organization meeting must receive prior approval from the Chair.
- If the faculty is unable to attend a regularly scheduled Committee meeting, they must notify the Committee Chair.
- Missing more than two Committee meetings in an academic year must be discussed with the Chair for committee membership consideration.

17.2. Attendance at University and College Functions

All faculty are expected to attend:
- One commencement ceremony each academic year.
- Faculty convocation in the fall semester
- Undergraduate Pinning ceremony each semester (Undergraduate and RN-to-BSN faculty required)
- Graduate Hooding ceremony each semester (Graduate faculty required)
- Graduate Capstone and Research presentations (Graduate faculty required)

Faculty are encouraged to attend:
- Student Success Committee activities, including open houses, Living Learning Community events, homecoming weekend, Quest, etc.
- Induction ceremony Epsilon Psi Chapter of Sigma Theta Tau International Induction Ceremonies
- Student Nursing Organization community service events
- Receptions and other official University functions

17.3. Other types of University Service
- serving on University committees/councils
- sponsoring student organizations/publications
- academic advising
- teaching overloads
- participating in department and campus programs
- participating in Quest
- recruiting students
- serving in the student judicial system
- giving lectures/performances/tours/etc. in one's discipline to community groups
- serving in the Faculty Senate
- serving on the Foundation Board
- sharing in departmental duties
- developing and participating in programs that enhance alumni relation
- faculty development efforts toward enhancing one's ability to advise students or complete committee or administrative responsibilities
- providing community service in one's field of specialty

18. Faculty Mentorship

18.1. General Principles

Mentoring refers to a supportive relationship designed to assist the successful transition of this new role for new faculty members, to guide integration of new faculty into an organization and to enhance the subsequent ability of those members to add value to the organization (Bland et al., 2009; Mott, 2002; Zellers et al., 2008).

Mentorship is based on the reciprocal, creative, supportive, intellectually challenging relationship rather than the traditional, hierarchical, dyadic mentoring relationship. The traditional, hierarchical, dyadic mentorship may be enriched by an additional network of individuals providing very specific guidance in areas of professional development that may not be addressed within a single dyadic relationship.

18.2. Types of Mentorships

Faculty mentors guide and support the assigned faculty mentees for the teaching, scholarly and professional development, and university services, using her/his expertise and leadership in clinical practice, academic and research/scholarship and resources, and university administration and service.

Full-time faculty members may be asked to help mentor a new faculty member or request to be mentored themselves. This mentor-mentee relationship can be considered formal or informal.

18.2.1. Formal Mentorship

18.2.1.1. Tenure Track Faculty

Every new tenure track faculty in the College of Nursing will be paired with a tenured faculty for mentorship towards achievement of tenure. A separate mentor may be assigned specifically for mentorship in teaching and/or service.

18.2.1.1. Special Purpose Faculty

Every Special Purpose faculty with less than five years of teaching at Radford University will be assigned to a faculty colleague for mentorship in teaching and/or service.

18.2.2. Informal Mentorship

Informal mentorship can focus on career transitions or changes in responsibilities, such as teaching/committee assignments. Mentorship of this type may include professional "coaching" and group-taught skills acquisition, either facilitated by individual mentor(s) or by the department.

All senior faculty can informally mentor junior faculty members by providing advice regarding research, teaching, and department responsibilities.

18.2.2.1. Mentorship in teaching

All lead course faculty will mentor new faculty members to their course and

guide the new faculty member with their teaching and clinical responsibilities. Teaching mentors assist faculty in successfully acquiring the key competencies of teaching/advising, including instructional (didactic and clinical), and technology skills, including the required instructional and documentation platforms.

18.2.2.1.   Mentorship in service (committee membership)
Committee chairs will mentor all new committee members to the committee's charges and responsibilities.

18.3. Selecting a Mentor

18.3.1. Choosing a Formal Mentor
The formal mentor assignment will be based mutually on the mentor and mentee's preference, teaching assignment, specialty, campus location, and tenure/career goals. This will be a collaborative process between the faculty member, the department chair, and the potential mentor.

18.3.2. Changing of Mentor
If the mentor-mentee relationship does not meet the expectation of either party, the department chair should be consulted to help mediate for resolution. At any time, either the mentee or mentor may request a change of mentor or mentee. The identification of a new mentor assignment will be made as a collaborative process as outlined above.

18.4. Being a Mentor

18.4.1. Mentor Role
The mentor should:
- Collaborate with the mentee to set the obtainable goals, meeting schedules, and measures of progress
- Provide guidance when setting objectives and developing a mentoring plan including strategies for the specific scope/ type of guidance, resources for developing necessary academic competencies, relationships, and measurement of progress to attain the goals.
- Meet regularly with mentee(s) to evaluate their progress, to reassess any emerging issues/ needs, to guide their progression toward academic and scholarly independence, and to guide their progression toward promotion and tenure.
- Commit to and honor the time scheduled with the mentee
- Direct mentee(s) to other appropriate resources/ personnel to achieve their specific goals when the specific needs of the mentee(s) cannot be addressed by the mentors.
- Support and advocate for the mentee in development of informal collegial relationships in the college and across the institution to provide a safe and productive career environment.
- Promote scholarly values, professional integrity, diversity, equity, and inclusion
- Promote intellectual challenges.
- Be sensitive and receptive to perceptions of isolation/exclusion or disproportionate service burden.

- Assess their own skills and determine their professional developmental needs in mentorship.

18.4.2. Regularly scheduled meetings
- Since an effective mentoring relationship develops over time as trust is gained, a minimum of two (2) mentorship meetings per semester is recommended. Guidance may focus on a specific area or include several elements required for career success depending on the career stage of the mentee.

18.4.3. Mentor strategies
Mentors may:
- Provide resources or exemplar works to assist mentee in understanding roles and responsibilities.
- Invite mentee to their lectures or other activities and provide a post-activity debrief.
- Provide a letter on mentee's progress to the Department Chair to contribute to the faculty's annual assessment.
- Include their mentorship activities on their Faculty Annual Report (FAR) under University Services.

18.5. Mentee Roles & Responsibilities

18.5.1. Mentee Role

A mentee should:
- Identify their own needs/interests and create career goals and objectives. These should be provided to the mentor with any supporting materials.
- Be responsible for collaboratively developing appropriate goals and meeting expectations.
- Be respectful of their mentors' time and prepare for meetings with questions and materials.
- Be responsible for being actively engaged in the mentoring relationship, having a willingness to work outside of their comfort zone, identifying specific developmental goals for which guidance is sought, initiation of meetings, adequate preparation for meetings, seeking feedback, a willingness to listen to both positive and negative feedback, and taking responsibility for developing academic and scholarly independence.
- Be actively engaged in developing a broad network of relationships that foster career development.

18.6. Mentorship Reporting
The mentor submits an informal report of mentoring activities and/or achievements to the department chair at the end of the academic year and documents these activities and achievements in the FAR.

19. Faculty Evaluation

19.1. Evaluation Overview

According to Radford University's *Teaching and Research Faculty Handbook* (section 1.4), faculty evaluations form the basis for reward/recognition, provide feedback and aid faculty development. The evaluation provides the basis for decisions regarding reappointment, merit pay, tenure, and promotion.

Faculty are evaluated in **three primary areas** and two **additional area** of faculty development and professionalism:
1. **teaching**
2. **professional contributions**
3. **university service**.

Annually, the Department Chair shall prepare evaluations of all faculty based on the activities of the previous academic year for teaching and university service and the past three years for scholarly and professional activities. The Department Chair shall use the three previous years' student evaluations in the annual teaching evaluation of each tenured faculty member.

The *Teaching and Research Faculty Handbook* (section 1.4) also contains details on the process for evaluation of department chairs, assistant and associate deans, and college deans.

19.2. Evaluation Guidelines

The purpose of these guidelines is to:
- Communicate specific Nursing expectations for faculty effort, consistent with the University's expectations described in the *T & R Faculty Handbook* Section 1.4.1.4: Faculty Evaluation Procedures.
- Ensure that CCNE accreditation Standard II-E & II-G, regarding faculty adequacy and qualification (academically and experientially), faculty professional development efforts, and institutional support, are met during the faculty evaluation process.
- Provide practical assistance to faculty preparing for annual evaluation, tenure, or promotion.

19.3. Faculty Evaluation

The faculty evaluation is completed according to the policies and procedures in section 1.4 of the *T & R Faculty Handbook.*

19.3.1. The Faculty Annual Report (FAR)

The FAR is a reflective, evidence-based collection of materials that documents the previous year's performance and professional development goals for the current year. In the College of Nursing, the faculty submits their supporting data for the FAR into Project Concert throughout the academic year.

19.3.2. Faculty FAR Submission Cycle

19.3.2.1.   Faculty in Years 2 and beyond
By mid-August every year (generally on August 15), each returning full-time faculty member completes and downloads their FAR report from Project Concert and uploads it to the Watermark Employee Performance Dashboard for review by the department chair. The due date of submission of the FAR is based on the published Radford University Personnel Timeline.

19.3.2.1.   Faculty in Year 1
Faculty in their first year in the college do not need to complete FAR. Those faculty only need to submit their goals for the academic year in Project Concert. This should include goals and action steps for the year, developed in collaboration with the department chair.

19.3.3. How to document in Project Concert and submit the FAR report in Watermark
- In Project Concert, click on information on the left-hand side. Click on information edit.
- In each tab, complete the relevant information.
    - Make sure you are in the correct tab when entering information. Also make sure you save information as you are entering.
    - Please update each tab and put end dates in previous entries for those that are no longer relevant.
    - Course, curriculum, or program development, innovative delivery strategies, etc. can go under the program/curriculum development tab.
    - For the CE tab, you can enter your CEs individually. In each entry, it will ask if you uploaded verification/documentation. You must go under the separate documents tab to upload the actual certificates.
    - Use the Documents tab to upload CE verification, certificates, etc.
    - In the performance goals tab, you can edit the previous entries you put in last year and describe how you met the goal for the academic year.
    - Within the performance goals tab, make sure to enter a goal for teaching, professional development, and university service for the academic year.
- Run the FAR report in Project Concert and download it:
    - On the left-hand side, click Reports
    - Click on "generate" in the "Faculty Passport"
    - In the drop-down box, you will see "faculty accreditation passport". Select next
    - Keep PDF selected and select generate
    - Download it to computer and save with the format Lastname_(academic year)_facultyreport

- Submitting your FAR report in Watermark
  - In the space marked as upload your revised FAR, please upload your PDF file (above) from Project Concert and submit.
  - Also upload your Student Evaluations of Faculty for all courses taught in the previous academic year in the space provided.

20. Sunshine Fund

The Sunshine fund is used to pay for flowers or "donations in memory of" or gift cards for food or dinner for faculty or staff that have lost immediate family members. In addition, we give small mementos to department members that have obtained their doctoral degree or to those that are retiring. The faculty has the option of donating $10.00 per semester to the fund. The administrative assistants assist with faculty donations.

Appendix A. College of Nursing Policy Approval Pathway

Faculty member proposing new or change to policy

↓

Department Committee (review & recommend)

↓

Department (decision)

↓

Department Chair (review & recommend)

↓

College Leadership Team (decision)

↓

Dean (final decision)