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Introduction

As the University System of Georgia flagship College of Nursing, we are dedicated to providing an exceptional education for the next generation of nurses. Employing the latest innovations in instructional design and technology, GRU College of Nursing offers an education that is second to none. Integrating education, research service, and practice, the GRU College of Nursing is setting the standard for nursing education that will shape the future of healthcare and advance the profession.

Handbook Policy Statement

Procedures stated in this handbook require continued review, updating, and approval. Review and revision are especially important as we Transition Forward following a rapid consolidation process that ended in January 2013. All statements herein reflect policies in existence at the time this handbook was published. The College of Nursing and Georgia Regents University reserve the right to change policies. All faculty members in the College of Nursing will be alerted to changes in the handbook as they occur.

The College of Nursing Mission, Vision, and Philosophy

Mission Statement
Our mission is to prepare caring and futuristic clinicians, scholars, and researchers to lead and transform nursing in dynamic, diverse, complex and global health care environments.

Vision Statement
Our vision is to be a top-tier college that educates individuals to become nurse leaders in the discovery, delivery and transformation of health care.

Philosophy
The College of Nursing as an integral part of Georgia Regents University of the State of Georgia, conducts academic programs at the graduate and undergraduate levels congruent with the purpose, mission, and goals of the university.

Core Concepts and Organizing Framework

Core Values
Faculty in the College of Nursing (CON) function as a faculty of the whole, including the distance sites, to develop curricula based on an Organizing Framework (see Figure 1) and incorporating the CON Core Values:

- **Collegiality**: reflected in collaboration, partnership, commitment to community and teamwork.
- **Compassion**: reflected in caring, advocacy, empathy, service and social responsibility.
- **Excellence**: reflected in distinction, effectiveness, efficiency, enthusiasm, passion, quality and scholarship.
- **Inclusivity**: reflected in diversity, equality, fairness, impartiality and respect.
- **Integrity**: reflected in accountability, ethical behavior, trust, honesty and reliability.
- **Leadership**: reflected in courage, honor, professionalism, transparency and vision.
Organizing Framework
The development of curricula incorporates the CON Core Values that all CON graduates will possess. In addition, all curricula incorporate the following Core Concepts that are evident in each CON program.

**Scientific/Social/Psychological Foundation**
Educational preparation that promotes a wide range of knowledge across multiple fields of study, high-level intellectual and practice skills, an active commitment to personal and social responsibility, and the ability to engage in complex problem-solving.

**Safe Quality Care within Healthcare Systems**
Safe quality patient care is timely, efficient, and patient-centered based on current evidence and standards of practice delivered in an environment that actively seeks to prevent harm by eliminating accidental or preventable injuries produced by the healthcare experience.

**Evidence Based Practice/Research**
The discovery, dissemination and delivery/application of evidence to clinical practice and knowledge development.

**Healthcare Technology/Informatics**
Use of technology and informatics to plan, deliver, monitor or evaluate health care.

**Health Care Policy**
Analysis of health care policies from the local to the international level and advocacy for policies that improve health care outcomes and the nursing profession.

**Interprofessional Collaboration/Communication**
Multiple healthcare professions working and interacting together to deliver the highest quality of care.

**Population Health**
Knowledge and skills from public health science and professional nursing practice to promote the health of populations.

**Professional Practice**
An environment that enables the utilization of the knowledge, skills and values of the profession to direct/guide the provision of clinical care and influence health outcomes

Source: CON Office of Academic Affairs – 01.14
Illustration of the CON Organizing Framework
Figure 1
Summary of Educational Goals

Undergraduate Education
The Baccalaureate of Science in Nursing (BSN) program prepares the baccalaureate graduate for general professional nursing practice and future leadership roles. The undergraduate program builds on related coursework in the physical and social sciences which provide strong foundations for nursing science and clinical practice courses.

Instruction progresses from simple to complex, and the curriculum is sequentially organized using core concepts. The core concepts central to content development are 1) Scientific, Social and Psychological Foundation; 2) Safe Quality Care within Healthcare Systems; 3) Evidence-Based Practice/Research; 4) Healthcare Technology/Informatics; 5) Health Care Policy; 6) Interprofessional Collaboration/Communication; 7) Population Health; and 8) Professional Practice. Interwoven with the core concepts are CON Core Values (collegiality, compassion, excellence, inclusivity, integrity, and leadership) that are dominant and inherent for all graduates.

Graduates of the BSN program are prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), as well as pursue graduate degrees in nursing.

Outcomes: The purpose of the pre-licensure program is to prepare graduates to provide quality health care that should be safe, effective, patient/client-centered, timely, efficient, equitable, and evidence-based. Upon completion of the Baccalaureate Nursing Program, the graduate will:

- Synthesize knowledge, skills, and attitudes acquired in humanities, natural, and behavioral sciences to deliver safe, comprehensive care.
- Demonstrate leadership, accountability, and competence as a beginning professional nurse.
- Apply evidence-based research to improve health and reduce health disparities in a global society.
- Demonstrate interprofessional collaboration and clinical reasoning when caring for individuals, families and communities.
- Demonstrates values that exemplify the caring, professional nurse.
- Pursue knowledge as a lifelong learner to promote professional growth.

Source: UP Programs Leadership, 09.2012

Graduate Education
Graduate education at the master's level builds on the knowledge and competencies acquired in baccalaureate education and upper division level nursing education. Graduate master's education includes two MSN tracks, the generalist clinical nurse leader and the specialist advanced practice nurse tracks. Graduates are prepared for outcomes-based practice as highly skilled clinicians in diverse health care settings. Graduate education provides an understanding of health care policy, organization, and financing of health care systems, enabling evolving responses to a changing health care environment. An increased focus on global awareness and culturally and linguistically appropriate care helps students develop an understanding and appreciation of human diversity in health and illness. Integrating and applying communication and inquiry skills to applied research and theory broadens the foundation for a comprehensive and holistic approach to care. Professionalism in the graduate program, exploring autonomy in practice, and evolving ethical situations furnishes the framework for decision making in clinical nursing practice. Clinical Nurse Leader (CNL) graduates are nursing professionals for generalist practice. They are prepared to integrate the core and process...
concepts as leaders in a variety of health care settings. In addition to integrating core and process concepts, graduates of advanced practice nursing education are prepared to demonstrate competencies for specialty practice. Provision of quality care is inherent in master's outcomes-based practice.

**Outcomes:** The purpose of the generalist clinical nurse leader program in nursing is to prepare graduates to address the fragmentation of patient care and to promote accountability for healthcare outcomes. Graduates are able to:

- Demonstrate safe, accountable and comprehensive nursing care to individuals, families and communities.
- Assume a leadership role in identifying, synthesizing, resolving, and evaluating issues that have an actual or potential impact on nursing and health care.
- Evaluate and apply theories and research findings to the advanced generalist practice of nursing.
- Collaborate with health care providers and consumers to design and initiate strategies to promote wellness, reduce risk, and influence the nature and outcomes of population-appropriate health care services.
- Demonstrate critical thinking and decision making in health care situations.
- Engage is advanced generalist practice based on legal and ethical principles and professional standards of practice.

Source: CNL Program Leadership, 09.2011

**Outcomes:** The purpose of the graduate programs in nursing is to prepare graduates to assume positions as advanced practice nurses in a variety of clinical settings. Graduates are able to:

- Evaluate and apply theories and research finding to the advanced practice of nursing.
- Collaborate with health care providers and consumers to design and initiate strategies to influence the nature and outcomes of health care services.
- Engage in advanced practice based on legal and ethical principles and professional standards of practice.
- Assume a leadership role in identifying and resolving issues that have an actual or potential impact on nursing and health care.
- Demonstrate the knowledge and skills of an advanced practice nurse in a variety of client care situations.
- Continue to acquire knowledge and skills requisite to maintaining and enhancing advanced practice expertise.

**Doctoral Education**

Doctoral education in nursing builds on practice, theory and research skills gained in baccalaureate and master's education in nursing and health care. The Doctor of Nursing Practice program offers advanced coursework and mentored experiences that assist students in using the core and process concepts, with a specific focus on applying research knowledge and methods to create, implement, and evaluate evidence-based nursing practice to develop quality health care delivery systems.

**DNP Program Outcomes:** The purpose of the Doctor of Nursing Practice (DNP) program is to prepare graduate level nurses for expert evidence-based practice in leadership and clinical roles. DNP graduates will be able to:
• Demonstrate advanced knowledge of evidence-based practice and scholarship in nursing practice.
• Systematically assess and appraise a focused area of nursing practice to advance the science of nursing.
• Demonstrate the ability to evaluate, synthesize and apply theory, models, and research to impact health care of diverse populations.
• Assume and create leadership roles in clinical practice, advocacy/policy, and education.
• Model exemplary professional values and ethical decision-making.
• Investigate the social, economic, political and policy context of health care and related systems which affect patient care outcomes.

Source: DNP Program Leadership, 02.2013

The PhD program offers advanced coursework and mentored experiences that assist students in analyzing, using, and translating central and process concepts in building a research program. Doctoral programs emphasize interdisciplinary experiences to create and implement knowledge to support quality health care. Nurses prepared at the doctoral level contribute to an improved quality of teaching, research, practice and a published body of knowledge that comprise nursing science.

**PhD Program Outcomes:** The purpose of the PhD Program in Nursing is to prepare researchers who will contribute both to the development and application of knowledge in nursing. PhD graduates will be able to:

• Critically evaluate behavioral and biological theories of health and illness.
• Generate, test, and extend knowledge of linkages between behavioral and biological dimensions of health and illness.
• Design basic and clinical nursing studies to investigate behavioral and biological phenomena within a selected area.
• Participate in interdisciplinary approaches to the generation and application of scientific knowledge.
• Apply leadership strategies to address ethical, political, economic, and socio-cultural issues in nursing.

Source: PHD Program Leadership, 06.2013
## Congruence of Concepts and Expected Program Outcomes

<table>
<thead>
<tr>
<th>Concept</th>
<th>Baccalaureate Nursing Program&lt;sup&gt;1&lt;/sup&gt;</th>
<th>MSN- CNL&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Master’s Nursing Program&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Practice Doctorate (DNP)&lt;sup&gt;4&lt;/sup&gt;</th>
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<td>Program Terminal Outcome/Objective</td>
<td>Synthesize knowledge, skills, and attitudes acquired in the humanities, natural, and behavioral sciences to deliver safe, comprehensive care.</td>
<td>Demonstrate safe, accountable, and comprehensive nursing care to individuals, families, and communities.</td>
<td>Demonstrate the knowledge and skills of an advanced practice nurse in a variety of client care situations.</td>
<td>Demonstrate advanced knowledge of evidence-based practice and scholarship in nursing practice.</td>
<td>Generate, test, and extend knowledge of linkages between behavioral and biological dimensions of health and illness.</td>
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<td>I. Background for Practice from Sciences and Humanities</td>
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<td>Program Terminal Outcome/Objective</td>
<td>Demonstrate leadership, accountability, and competence as a beginning professional nurse.</td>
<td>Assume a leadership role in identifying, synthesizing, resolving, and evaluating issues that have an actual or potential impact on nursing and health care.</td>
<td>Assume a leadership role in identifying and resolving issues that have an actual or potential impact on nursing and health care.</td>
<td>Systematically assess and appraise a focused area of nursing practice to advance the science of nursing.</td>
<td>Critically evaluate behavioral and biological theories of health and illness.</td>
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<td>Essentials/Competencies/Pathways</td>
<td>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
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<td>Program Terminal Outcome/Objective</td>
<td>Demonstrates values that exemplify the caring, professional nurse. Pursue knowledge as a lifelong learner to promote professional growth.</td>
<td>Demonstrate critical thinking and decision making in health care situations. Engage in advanced generalist practice based on legal and ethical principles and professional standards of practice.</td>
<td>Engage in advanced practice based on legal and ethical principles and professional standards of practice. Continue to acquire knowledge and skills required to maintaining and enhancing advanced practice expertise.</td>
<td>Model exemplary professional values and ethical decision-making.</td>
<td>Generate, test, and extend knowledge of linkages between behavioral and biological dimensions of health and illness.</td>
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<td>VIII. Professionalism and Professional Values IX. Baccalaureate Generalist Nursing Practice</td>
<td>IX. Master’s-Level Nursing Practice</td>
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<td>VIII. Advanced Nursing Practice</td>
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<td>Program Terminal Outcome/Objective</td>
<td>Apply evidence-based research to improve health and reduce health disparities in a global society.</td>
<td>Collaborate with health care providers and consumers to design and initiate strategies to promote wellness, reduce risk, and influence the nature and outcomes of population-appropriate health care services.</td>
<td>Collaborate with health care providers and consumers to design and initiate strategies to influence the nature and outcomes of health care services.</td>
<td>Investigate the social, economic, political and policy context of health care and related systems which affect patient care outcomes.</td>
<td>Critically evaluate behavioral and biological theories of health and wellness. Generate, test, and extend knowledge of linkages between behavioral and biological dimensions of health and illness.</td>
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<td>VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
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<td>VIII. Clinical Prevention and Population Health for Improving Health</td>
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<td>VII. Clinical Prevention and Population Health for Improving the Nation’s Health</td>
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¹ Baccalaureate Nursing Program
² MSN- CNL
³ Master’s Nursing Program
⁴ Practice Doctorate (DNP)
⁵ Research Doctorate (PhD)
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<th>Concept</th>
<th>Baccalaureate Nursing Program⁴</th>
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<td>Program Terminal Outcome/Objective</td>
<td>Synthesize knowledge, skills, and attitudes acquired in the humanities, natural, and behavioral sciences to deliver safe, comprehensive care.</td>
<td>Collaborate with health care providers and consumers to design and initiate strategies to promote wellness, reduce risk, and influence the nature and outcomes of population-appropriate health care services.</td>
<td>Continue to acquire knowledge and skills required to maintaining and enhancing advanced practice expertise.</td>
<td>Model exemplary professional values and ethical decision-making. Demonstrate the ability to evaluate, synthesize and apply theory, models, and research to impact health care of diverse populations.</td>
<td>Participate in interdisciplinary approaches to generate and apply scientific knowledge.</td>
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<td>Program Terminal Outcome/Objective</td>
<td>Demonstrate leadership, accountability, and competence as a beginning professional nurse.</td>
<td>Assume a leadership role in identifying, synthesizing, resolving, and evaluating issues that have an impact on practice.</td>
<td>Engage in advanced practice based on legal and ethical principles and professional standards of practice.</td>
<td>Assume and create leadership roles in clinical practice, advocacy/policy and education.</td>
<td>Apply leadership strategies to address ethical, political, economic and socio-cultural issues in nursing.</td>
</tr>
<tr>
<td>Concept</td>
<td>Baccalaureate Nursing Program(^1)</td>
<td>MSN- CNL(^2)</td>
<td>Master’s Nursing Program(^3)</td>
<td>Practice Doctorate (DNP)(^4)</td>
<td>Research Doctorate (PhD)(^5)</td>
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</table>
| Essentials/Competencies/Pathways | V. Healthcare Policy, Finance, and Regulatory Environments | VI. Health Policy and Advocacy | VI. Health Policy and Advocacy | V. Health Care Policy for Advocacy in Health Care | • Develop the science  
• Steward the Discipline  
• Educate the Next Generation |

Notes:
2. *The Essentials of Master’s Education in Nursing* (AACN, 2011) and *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice* (AACN, 2013)
3. *The Essentials of Master’s Education in Nursing* (AACN, 2011)
5. *The Research-Focused Doctoral Program in Nursing Pathways to Excellence* (AACN, 2010)

Adapted from CCNE Self Study – CON Office of Academic Affairs, 2014.
History of Georgia Regents University College of Nursing

The complete history of Georgia Regents University College of Nursing is available at http://www.gru.edu/nursing/history.php.

The Early Years
In response to the wartime need for additional nurses, the University System of Georgia voted on August 11, 1943 to offer courses in nursing education. This participation in the US Cadet Nurse Corps paved the way for the establishment of a department of nursing at the University of Georgia in the fall of 1943.

The early years were devoted to establishing a sound curriculum and obtaining adequate clinical experiences. The support of the Atlanta hospitals, such as Georgia Baptist, Crawford Long, and Piedmont, and the state nursing organizations was essential to the program’s survival during this developmental period.

The Move to Augusta
The transfer of the nursing program from the University of Georgia to the Medical College of Georgia created conflicts and opportunities. The incorporation of an all female school into the predominantly male medical college led to changes in student life.

As the faculty dealt with the changes, they also dedicated themselves to ensuring the best possible nursing care at the new Eugene Talmadge Memorial Hospital by developing the nursing policies and procedures for the hospital. After the move to Augusta, educational offerings were continued in Atlanta until June of 1970.

Consolidation
In January 2012, the Board of Regents announced plans to consolidate Augusta State University and Georgia Health Sciences University (Medical College of Georgia). This decision greatly impacted nursing as it was the only duplicate program between the two institutions. That year, the administrative staff set to work  mapping out strategies and setting policies to ensure a smooth transition. The Health Sciences Building was deemed the official home of the combined program and ASU faculty joined the GHSU faculty on the Health Sciences campus in December 2012. A new undergraduate curriculum was developed and plans set in motion to teach out the ASU and GHSU undergraduate nursing programs. In January 2013, the university officially became Georgia Regents University, and the College of Nursing became the largest producer of nursing graduates (at all levels) in the state.

Expanding Nursing Education Opportunities for Georgians
The College of Nursing (GRU and legacy programs) affirmed its commitment to providing Georgia health care by expanding opportunities for nursing education.

1967: Augusta College Associate Degree in Nursing approved by Board of Regents. This coincides with the discontinuation of the Barrett School of Nursing and the Lamar School of Nursing supported by University Hospital.

1968: Medical College of Georgia established Master’s programs.

1974: Satellite programs opened in Athens and Savannah (since closed).
1986: Medical College of Georgia established PhD program.
1995: Medical College of Georgia School of Nursing first distance program, RN-BSN program at Gordon College, is approved.
1998: Medical College of Georgia School of Nursing established FNP distance program.
2005: Medical College of Georgia School of Nursing offered first Doctor of Nursing Program in the state.
2006: Offered first Clinical Nurse Leader (accelerated master’s entry) program in the state.
2008: Augusta State College receives approval to offer Bachelors of Science in Nursing Program by Georgia Board of Regents.
2010: Medical College of Georgia School of Nursing offered the DNP Acute Care Nurse Practitioner (CNS) Program, later renamed the DNP-Adult Gerontology Acute Care Nurse Practitioner Program (2013).
2013: Georgia Regents University College of Nursing offered the DNP-Family Nurse Practitioner and DNP-Pediatric Nurse Practitioner programs, replacing the FNP and PNP master’s programs.
2013: The University System of Georgia and the Georgia Regents University College of Nursing reinstated the RN-BSN Program and reactivated the RN-CNL (MSN) and BSN-CNL (MSN) Programs in response to the IOM’s recommendation for more nurses with advanced education.

**Commitment to Scholarship**

The College of Nursing, with a strong commitment to research, developed a university-based nursing program. To assist faculty with research, an essential component in graduate education, Dean Mary Conway established the Center for Nursing Research (CNR) in 1987. The CNR advanced the research and scholarship mission of the College of Nursing with a focus on facilitating the efforts of students and faculty to obtain external funding to support research as well as educational and service/demonstration projects. The CNR coordinated student and faculty access to a wide range of support services available within the College of Nursing and the Medical College of Georgia.

Today, the CNR includes an associate dean for research, who has the overall responsibility for the CNR and is instrumental in providing research mentoring for CON faculty and coordinating funding opportunities for them; an assistant dean for research, who oversees the CNR’s operations; a grant development specialist, who provides assistance with preparing and submitting grant applications; a data manager, who provides data management and statistical services for CON faculty and DNP students, and a research associate, who provides research administrative support for the CNR and CON faculty. The CNR also includes a part-time biostatistician from the Department of Biostatistics and Epidemiology (DBE), who provides statistical support for CON faculty and PhD students, and a part-time librarian, who provides literature support for all CON faculty and students.

In 2008, Dean Lucy Marion and Dr. Sunita Dodani, Assistant Dean for Research, launched the Nurse Scientist Incubator. Faculty members assigned to the Incubator are immersed in the research environment to encourage pursuit of their research interests and related scholarly activities. Incubator researcher offices are physically located adjacent to the Center for Nursing Research (CNR) to ensure ready access to support services that will increase their productivity and success in securing extramural funding for their studies and projects. As part of this plan, the College of Nursing also pursued partnerships with major research universities to connect NSI faculty with research mentors and resources.
Historical Highlights

The following historical timeline represents a compilation of the histories of the nursing departments at Augusta College and Augusta State University and the College (School) of Nursing at the Medical College of Georgia and Georgia Health Sciences University. This combined history represents a complete overview of the progression of nursing education at Georgia Regents University.

1943: UGA: Department of Nursing Education within the College of Education at the University of Georgia (UGA) established.

1944: UGA: The University System of Georgia (USG) Board of Regents (BOR) authorized the establishment of a department of nursing at UGA.

1945: UGA: First two graduates receive BSNE degrees at UGA.

1956: MCG: Department of Nursing transfers from the UGA to the Medical College of Georgia (MCG) and becomes a School of Nursing. E. Louise Grant becomes the first dean.

1957: AC: A contractual agreement is made with Augusta College (AC) for instruction in the basic sciences for the Barrett School of Nursing, University Hospital. A similar arrangement is made with Paine College for the students of the Lamar School of Nursing, University Hospital.

1958: MCG: First undergraduate nursing students graduate from the MCG.

1963: MCG: The BSN program is granted initial accreditation by the National League for Nursing.

1967: AC: The USG BOR approves Associate Of Science in Nursing (ASN) Degree in Nursing Program. This coincides with the discontinuation of the Barrett School of Nursing and the Lamar School of Nursing supported by University Hospital.

1968: AC: Professor Louise D. Bryant appointed Director of Nursing Education.

1968: MCG: MSN program begins. (Granted initial accreditation by the NLN in 1973.)

1969: AC: First students are admitted to the Augusta College ASN Program.

1971: AC: The ASN Program has 25 students in its first graduating class. The Augusta College nursing program granted full accreditation by the National League of Nursing.

1974: MCG: The School of Nursing at Athens (SONAT) opens.

1974: MCG: The Beta Omicron chapter of Sigma Theta Tau is chartered.

1986: MCG: the PhD program in Nursing approved by the USG BOR.

1987: MCG: The Center for Nursing Research is established at the School of Nursing.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1994</td>
<td>MCG: the USG BOR approved the state's only Nursing Anesthesia Program (NAP).</td>
</tr>
<tr>
<td>1995</td>
<td>MCG: The USG BOR approved the School of Nursing's first distance program, RN-BSN at Gordon College.</td>
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<tr>
<td>1996</td>
<td>AC-to Augusta State University (ASU). The University System of Georgia switches from a quarter to a semester system which prompts changes in program philosophy, learning and educational outcomes for the nursing program.</td>
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<tr>
<td>1997</td>
<td>MCG: USG BOR approved the RN to MSN/MN program for implementation in Fall, 1998.</td>
</tr>
<tr>
<td>1998</td>
<td>ASU: The Department of Nursing adopts more rigorous standards for program admission.</td>
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<tr>
<td>1998</td>
<td>MCG: Dr. Samual Kellett establishes the first Endowed Chair of Nursing, the Kellett Chair of Nursing.</td>
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<tr>
<td>2000</td>
<td>MCG: The RN to BSN Program is offered online.</td>
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<tr>
<td>2000</td>
<td>ASU: The Department of Nursing established an exchange program with Takarazuka Hospital School of Nursing and Kobe College School of Nursing Japan.</td>
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<tr>
<td>2001</td>
<td>ASU offers the first LPN Transition Course in conjunction with St. Joseph's Hospital (now Trinity Hospital).</td>
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<tr>
<td>2003</td>
<td>MCG: The Nursing Faculty Practice Plan approved.</td>
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<td>2003</td>
<td>MCG: Dr. Katherine Nugent appointed interim dean, School of Nursing.</td>
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<tr>
<td>2005</td>
<td>MCG: Doctor of Nursing Practice (DNP program approved, becoming only the tenth DNP in the nation.</td>
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<tr>
<td>2005</td>
<td>ASU: LPN to RN Fast Track Programs is offered.</td>
</tr>
<tr>
<td>2006</td>
<td>MCG: Clinical Nurse Leader Program (Master’s entry) is approved (one of the first in the region).</td>
</tr>
<tr>
<td>2006</td>
<td>MCG: SON moves into the Health Sciences Building, a multi-million dollar, state of the art facility.</td>
</tr>
<tr>
<td>2008</td>
<td>ASU: The Georgia Board of Nursing grants approval for a Bachelors of Science in Nursing Program.</td>
</tr>
<tr>
<td>2009</td>
<td>MCG: RN-MSN (CNL) and BSN-MSN (CNL) programs are offered.</td>
</tr>
<tr>
<td>2010</td>
<td>MCG receives approval to offer the DNP-Acute Care Nurse Practitioner (CNS) Program.</td>
</tr>
<tr>
<td>2011</td>
<td>GHUS: SON becomes a College of Nursing (CON) coinciding with university name change to Georgia Health Sciences University.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>2011</td>
<td>ASU: First BSN students receive degrees.</td>
</tr>
<tr>
<td>2012</td>
<td>Efforts begin to consolidate the ASU Nursing Department and GHSU College of Nursing.</td>
</tr>
<tr>
<td>2013</td>
<td>GRU: The nursing programs are consolidated to become the GRU College of Nursing.</td>
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<tr>
<td>2013</td>
<td>GRU: The newly-designed GRU BSN program is launched.</td>
</tr>
<tr>
<td>2013</td>
<td>GRU: DNP-ACNP Program is renamed the DNP-Adult Gerontology Acute Care Nurse Practitioner Program.</td>
</tr>
<tr>
<td>2013</td>
<td>GRU: The CON receives approval to add the DNP-Family Nurse Practitioner and DNP-Pediatric Nurse Practitioner programs, replacing the FNP and PNP master’s programs.</td>
</tr>
<tr>
<td>2013</td>
<td>GRU: The College of Nursing re-initiates RN-bridge programs: RN-BSN, RN-CNL, and BSN-CNL.</td>
</tr>
</tbody>
</table>

Sources: Linda A. Ellis, EdD, Vickie A. Lambert, DNSc, Katherine E. Nugent, PhD
College of Nursing Bylaws

I. Georgia Regents University Employee Manual
   To review the Georgia Regents University Employee Manual, visit
   http://www.gru.edu/hr/employee_manuals.php

II. General Faculty Bylaws of the College of Nursing

Article I. Name

   Section 1: Name
   The name of this organization is Georgia Regents University, College of Nursing (CON) Faculty Senate, hereinafter referred to as the CON Faculty Senate.

Article II. Purpose and Functions

   Section 1: Purpose
   Faculty governance is critical to satisfying the requirements of accreditation for the College of Nursing. In Section 3 of the Comprehensive Standards for the Southern Association of Colleges and Schools, Commission on Colleges publication The Principles of Accreditation: Foundations for Quality Enhancement document (2012 edition) it clearly states that institutions in compliance should have a clear structure for faculty governance. “The institution publishes policies on the responsibility and authority of faculty in academic and governance matters” (3.7.5). The Southern Association of Colleges and Schools, Commission on Colleges recognizes a “tradition of shared governance within American higher education” and “the importance of both faculty and administrative involvement in the approval of educational programs,” “curriculum development,” and a “role in both academic and governance matters” (Resource Manual for the Principles of Accreditation, March 2012).

   Principles of shared governance strengthen all of the best higher education institutions in America today. Through a system of representative participation in a college of nursing’s decision-making processes concerning all key academic and faculty matters, the college is able to work as a cohesive body—empowering faculty at all levels to take part in the development of continued excellence in teaching, learning, outreach to the community, research, and scholarship, which all advance the mission of the college and university.

   The CON Faculty Senate is a vehicle through which faculty share in the operation and management of the College of Nursing. The shared governance practice of consultative decision-making between the CON Faculty Senate and the College of Nursing administration at every level underscores the belief that faculty are at the heart of the academic mission of teaching, research, and service. This concept is critical to maintaining quality academic programs and the mission of the college and larger university.
Section 2. Functions
The responsibility of the CON Faculty Senate in the operation and administration of the CON shall be in accordance with the Bylaws of the Board of Regents, Article VI, Section B-5, and the Bylaws and Statutes of the Georgia Regents University. These responsibilities include but are not limited to the following:

- Decision-making and advisement in matters pertaining to CON faculty affairs.
- Decision-making related to the admissions, evaluation, promotion and graduation of students.
- Decision-making pertaining to educational policies, programs, and curricula of the CON.
- Fostering an atmosphere conducive to the professional and personal development of faculty and students.
- Advising the administration on other matters pertinent to the CON.

Article III. Membership

Section 1. Members
The voting members of the CON Faculty Senate include full-time and part-time faculty greater than or equal to .5 FTE who hold academic rank (instructor through professor). Those holding 9-month faculty appointments are considered full voting members.

Section 2. Participation
All voting faculty members of the CON have the right and responsibility to full participation and voting in regular and special meetings of the CON Faculty Senate.

Article IV. Officers of the CON Faculty Senate

Section 1. Officers
The officers of the CON Faculty Senate shall be a Chair and Vice-Chair.

Section 2. Chair
The Chair of the CON Faculty Senate shall be elected by members of the CON Faculty Senate.

Terms of Office:
The term of office will be two years with the term beginning on July 1 and ending two years later on June 30. The Chair will be limited to two consecutive terms in office. If for any reason the Chair is unable to fulfill the duties described herein, the vice Chair will assume the office of Chair. A special election will be held to fill the unexpired term of the vice Chair.

Duties:
- Prepare agenda for all CON Faculty Senate meetings.
- Preside at CON Faculty Senate meetings faculty meetings in accordance with Robert’s Rules.
- Circulate the minutes to all members of the CON Faculty Senate.
- Collaborate with committee Chairs to assure that the directives of the CON Faculty Senate are followed.
- Represent CON Faculty Senate at Leadership Team meetings.
• Facilitate faculty communication and information.
• Represent CON Faculty Senate at GRU University Faculty Senate and share information as applicable.
• Meet regularly with the Dean and other administrative officers to discuss faculty issues as needed.
• Chair the Steering Committee.
• Other duties as applicable to the office.

Qualifications:
• The Chair shall be a full voting member of the CON Faculty Senate.
• The Chair shall have been a member of the CON Faculty Senate during the previous academic year.

Section 3. Vice-Chair
The Vice-Chair shall be elected by members of the CON Faculty Senate.

Terms of office:
The term of office of the Vice-Chair will be two years with the term beginning on July 1 and ending two years later on June 30. The Vice-Chair will be limited to two consecutive terms in office. If for any reason the Vice-Chair is unable to fulfill the duties described herein, a special election will be held to fill the unexpired term of the Vice-Chair.

Duties:
• Assist the Chair in the preparation of the agenda for CON Faculty Senate meetings.
• Preside at CON Faculty Senate meetings in the absence of the Chair.
• Assume the Chair at CON Faculty Senate meetings at the request of the Chair.
• Attend CON committee meetings in the absence of the Chair.
• Assist the Chair with administrative duties for CON Faculty Senate.
• Serve as Parliamentarian for CON Faculty Senate meetings.
• Solicit nominations for election to CON standing committee, University standing committees, and the officers of the CON Faculty Senate.
• Conduct the election for membership on CON standing committees and University standing committees and officers of the CON Faculty Senate.
• Conduct email votes concerning motions of the CON Faculty Senate.
• Other duties as applicable to the office.

Qualifications:
• The Vice-Chair shall be a full voting member of the CON Faculty Senate.
• The Vice-Chair shall have been a member of the CON Faculty Senate during the previous academic year.

Section 4. Recording Secretary
A staff associate shall be designated by the Dean to serve as secretary of the CON Faculty Senate.

Term of Office:
Indefinite or until changed by the Dean.
Duties:

- Circulate attendance rosters at CON Faculty Senate meetings and verify accuracy.
- Record and sign the minutes of the CON Faculty Senate meetings.
- Prepare and deliver the minutes to Chair of the CON Faculty Senate within ten (10) working days following each meeting.
- Maintain minutes and other official documents of the CON Faculty Senate in secure filing system.
- Other duties as applicable to the office.

Article V. Meetings of the CON Faculty Senate

Section I. Regular Meetings

Four (4) regular meetings of the CON Faculty Senate shall be held during the academic year in the months of August, November, January, and April. The dates of the meetings shall be published in the Academic and College of Nursing Calendars.

Regular and special meetings can be held using electronic communications media as long as all the members may simultaneously hear each other and participate during the meeting.

Section 2. Special Meetings

Special meetings of the CON Faculty Senate may be called by the Chair at the Chair’s discretion, by the Dean, or upon written request of ten or more faculty members. The purpose of the meeting and one or more items of business shall be specified in the call of the meeting.

Notice of called meeting must be given at least 5 business days prior to the meeting.

Section 3. Quorum

Fifty percent of the voting members shall be considered a quorum for any regular or special meetings of the CON Faculty Senate. The parliamentarian shall designate a quorum.

Section 4. Agenda

- The proposed agenda shall be prepared by the Chair and distributed by the recording secretary prior to each scheduled meeting.
- Agenda items will be solicited by the Chair prior to each meeting.
- A matter may be included in the agenda at the request of any committee or any member of the faculty.
- All agenda items, including attachments, must be submitted to the Faculty Chair one week (7 days) prior to the scheduled meeting.
- The agenda will be distributed to each member of the CON Faculty Senate prior to the meeting.
Section 5. Notice of Motion

To be acted upon at a meeting, any substantive motion is to be submitted as a written proposal to the Chair who will distribute the motion to each member of the CON Faculty Senate at least five (5) working days in advance of the meeting.

Motions on matters specified in special meetings (Article V Section 2), for which sufficient previous notice has not been given shall be introduced at the discretion of the Chair. Such motions may be debated under "New Business" but cannot be voted upon. Final action on such motions shall be deferred until the next regular meeting when they come to the floor as Unfinished Business. Motions debated during special meetings can also be decided by electronic mail voting if the matter requires urgent action.

Section 6. Voting

Voting shall occur during a meeting orally, by show of hands or by ballot, and be decided by a simple majority of the quorum present. The Chair will determine the outcome of these votes and will declare the results. Voting by electronic mail ballot following a meeting shall occur if the vote concerns an issue that was identified on the circulated agenda; and that was discussed in that faculty meeting.

- a quorum is not present.
- a majority of members present request it.
- a majority of members request a non-public vote.
- a majority of members request a vote with documented results.

The Vice-Chair will conduct the electronic/email voting. The Vice-Chair will submit the approved motion(s) via University email to all voting faculty within two working days after the meeting where the motion was made. Voting will occur via email sent to the Vice-Chair, A voting deadline will be included in the original email. The deadline will not exceed 5 business days but will not be less than two business days. Results will be reported to the Chair and hard copy records of the voting will be maintained by the Vice-Chair for the remainder of the academic year at which time they will be destroyed.

Article VI. Standing Committees

Section 1. Standing Committees

The Standing Committees of the CON Faculty Senate shall be:

- CON Steering Committee
- Faculty Appointment, Promotion and Tenure Committee
- Bachelor of Science in Nursing (BSN) Program Committee
- Clinical Nurse Leader (CNL) Program Committee
- Doctor of Nursing Practice (DNP) Program Committee
- Doctor of Philosophy Program /Admissions Committee
- Nurse Anesthesia Programs/Admissions Committee
- Bachelor of Science in Nursing Admission Committee
- Clinical Nurse Leader Admission Committee
- Doctor of Nursing Practice Admissions Committee
• Outcomes Assessment Committee
• Scholarship and Awards Committee
• Promotion & Tenure Committee

Section 2. Membership, Standing Committees

• All voting members of the CON Faculty Senate are eligible to serve on committees.

• Terms of new service on standing committees will begin July 1 of the next academic year or at the first scheduled meeting of the new academic year.

• Members of standing committees shall be elected for two year staggered terms, except as specified in these bylaws, with half of the members elected in one year and half the following year. For the initial election to populate all standing committees, half of the members will be elected for a one year term to allow for staggered terms subsequently.

• A special election may be held if no one candidate receives a majority vote (a run off) OR to fill a vacancy on any committee.

• Individuals who are not committee members may be asked to advise any committee but may not vote.

• Ex-officio members are not voting members unless otherwise specified in the committee description.

Section 3. Officers, Standing Committees

Chair
The members of each standing committee shall elect a Chair at the first meeting of the academic year, except as specified in these bylaws.

Duties of the Chair:
• Chair committee meetings.
• Prepare the agenda.
• Prepare reports and forward committee reports, as required.
• Plan with the committee and Chair of the CON Faculty Senate for the presentation and discussion of committee motions and reports to the CON Faculty Senate.
• Any other matters pertaining to committee business.
• Serve on the CON Steering Committee.
• Other duties as applicable to the office.

Secretary
A secretary of each standing committee shall be selected by consensus if the role is not filled by a staff associate assigned by the CON Associate Dean for Academic Affairs.

Duties of the Secretary:
• Prepare minutes of committee meetings.
Section 4. Meetings, Standing Committee

- Each standing committee shall meet at least once a semester and more often if desired by the committee or as needed to complete business in a timely manner.

- Each committee is authorized to create appropriate subcommittees or ad hoc committees or task forces.

- Committee meetings will be conducted in accordance with the most current edition of Robert’s Rules of Order.

- Other faculty members not on the standing committee may be requested to serve as subcommittee or ad hoc committee/task force members. Faculty members asked to serve on such committees may vote only on issues raised in those specifically formed committees.

- A quorum for any meeting of a standing committee shall consist of a majority of the voting members. A member of a standing committee who will be absent from a regularly scheduled meeting may designate a substitute to attend in his/her place. The substitute will have the same voting rights as the regular committee member.

- A member who misses two (2) consecutive meetings without sending a substitute may be removed for nonparticipation by a majority vote of the committee.

- Standing committees and special committees are authorized to meet by telephone conference or through other electronic communications media so long as all the members may simultaneously hear each other and participate during the meeting.

Section 5. Functions, Standing Committees

College of Nursing Steering Committee

Charge
The charge of the College of Nursing Steering Committee is to serve as a liaison between the faculty of the College of Nursing and the administration and other groups or entities outside the College to achieve the goals and pursue the mission of the College of Nursing and to facilitate communication within the CON.

Functions
- Serve as a conduit of information and communication between faculty and administration.
• Annually, review and make recommendations for changes to the CON Faculty Senate bylaws.
• Advise the administration on matters requiring the coordination of budgetary decisions, academic programs and policies, and educational resources.
• Serve as a liaison with the University Faculty Senate, submitting such proposals to the University Faculty Senate, as it deems appropriate.
• Make contributions and recommendations to the appropriate search committees for the appointment of the administrative leaders of the College.

Schedule of Meetings
At least once during the Fall and Spring semesters and more often as determined by members of the committee.

Chair
The Committee will be chaired by the Chair of the CON Faculty Senate.

Membership
Membership of the Steering Committee shall consist of the officers of the CON Faculty Senate and the Chairs of each of the standing committees. All members are full voting members.

Bachelor of Science in Nursing (BSN) Program Committee

Charge
The charge of the BSN Program Committee is to review and revise all aspects of the BSN curriculum and to assure congruence with policies and standards of the College of Nursing.

Functions
• Develop standards for undergraduate admission, progression, and graduation requirements.
• Establish academic policies for the BSN program.
• Regularly review of the curriculum to ensure content is current, consistent with AACN standards and delivery methods and processes are appropriate.
• Submit all substantial curricular changes to the faculty senate for approval.
• Consult with the CON Office of Academic and Student Affairs to develop an annual recruitment and marketing plan.

Term
Each member will serve a 2 year term of office with approximately half of the membership completing service each year.

Schedule of Meetings
At least twice per semester (Fall and Spring) and more frequently as determined by the committee.
Membership
Seven (7) individuals who actively teach and are affiliated with the BSN programs in the CON; plus one (1) junior student; and one (1) senior student.

Ex Officio Members: Dean, CON Dean; CON Associate Dean for Academic Affairs; CON Assistant Dean for Student Affairs.

Voting Ex Officio Member: Assistant Director of the BSN Program, Program coordinator for RN-BSN.

Clinical Nurse Leader (CNL) Program Committee

Charge
The charge of the CNL Program Committee is to monitor all aspects of the CNL program in the CON and to assure congruence with policies and standards of the College of Graduate Studies.

Functions
- Develop standards for CNL admission, progression, and graduation requirements.
- Establish academic policies for the CNL program.
- Regularly review of the curriculum to ensure content is current, consistent with AACN standards and delivery methods and processes are appropriate.
- Report curricular recommendations to the CON Faculty Senate.
- Make curricular recommendations to the CON Associate Dean of Academic Affairs who will prepare and submit the recommendations to the College of Graduate Studies and Graduate Council.
- Consult with the CON Office of Academic and Student Affairs to develop an annual recruitment and marketing plan.

Term
Each member will serve a 2 year term of office with approximately half of the membership completing service each year.

Schedule of Meetings
At least twice per semester (Fall and Spring) and more frequently as determined by the committee.

Membership
Five (5) individuals who actively teach and are affiliated with the CNL program in the CON; plus one (1) student for the duration of their program [two (2) students in the fall semester].

Ex Officio Members: CON Dean; CON Associate Dean for Academic Affairs; CON Assistant Dean for Student Affairs; Associate Dean, College of Graduate Studies.

Voting Ex Officio Member: Assistant Director of the CNL Program.
Nurse Anesthesia Program/Admission Committee

Charge

The charge of the CRNA Committee is to monitor all aspects of the CRNA curriculum and to assure congruence with policies and standards of the College of Nursing.

Functions

- Develop standards for admission, progression, and graduation requirements.
- Establish academic policies for the CRNA program.
- Regularly review of the curriculum to ensure content is current, consistent with Council on Accreditation of Nurse Anesthesia Educational Programs (COA) standards and delivery methods and processes are appropriate.
- Report curricular recommendations to the CON Faculty Senate.
- Make curricular recommendations to the CON Associate Dean of Academic Affairs who will prepare and submit the recommendations to the College of Graduate Studies and Graduate Council.
- Develop, review and revise policies concerning Nurse Anesthesia admissions.
- Select and recommend to the CON Assistant Dean for Student Affairs, qualified applicants for admission to the Nurse Anesthesia Program.
- Consult with the CON Office of Academic and Student Affairs to develop an annual recruitment and marketing plan.

Term:

Each member will serve on the committee as long as their primary teaching responsibility is in the Nurse Anesthesia Program.

Membership

Membership will be composed of those CON faculty who’s primary teaching responsibility are in the Nursing Anesthesia program plus one CRNA students from each class cohort.

Ex Officio Members: CON Dean; CON Associate Dean for Academic Affairs; CON Assistant Dean for Student Affairs; CON Associate Dean for Research; Associate Dean, College of Graduate Studies.

Voting Ex Officio Member: Nurse Anesthesia Program Assistant Director

Doctor of Nursing Practice Program Committee

Charge

To monitor all aspects of the Doctor of Nursing Practice program and concentrations and to assure congruence with policies and standards of the College of Graduate Studies.

Functions

- Establish academic policies for the Doctor of Nursing Practice program.
• Report curricular recommendations to the CON Faculty Senate.
• Make curricular recommendations to the CON Associate Dean of Academic Affairs who will prepare and submit the recommendations to the College of Graduate Studies and Graduate Council.
• Regularly review of the curriculum to ensure content is current, consistent with AACN and NONPF standards and delivery methods and processes are appropriate.
• Develop policies and procedures for admission, progression, and graduation for Doctor of Nursing Practice.
• Consult with the CON Office of Academic and Student Affairs to develop an annual recruitment and marketing plan.

Term
Each member will serve a 2 year term of office with approximately half of the membership completing service each year.

Schedule of Meetings
At least twice per semester (Fall and Spring) and more frequently as determined by the committee.

Membership
The membership will consist of five (5) elected members who actively teach in the DNP program. Each concentration (FNP, PNP, ACNP and PMH and post masters) will have one elected representative plus two students; one currently enrolled in the traditional DNP program and one student from one of the concentration areas.

Ex Officio Members: CON Dean; CON Associate Dean for Academic Affairs; Associate Dean for Research, CON Assistant Dean for Student Affairs; Associate Dean, College of Graduate Studies.

Voting Ex Officio Members: DNP Program Director Primary Care Track and DNP Program Director Acute Care Track (Amended 08/13/13).

Doctor of Philosophy Program/Admissions Committee

Charge
To monitor all aspects of the Doctor of Philosophy with a Major in Nursing program and to assure congruence with policies and standards of the College of Graduate Studies.

Functions
• Develop policies and procedures for recruitment, admission, progression, and graduation of Doctor of Philosophy with a Major in Nursing program students.
• Make curricular recommendations to the CON Associate Dean of Academic Affairs who will prepare and submit the recommendations to the College of Graduate Studies and Graduate Council.
• Report to the CON Faculty Senate any curriculum recommendations sent forward to the College of Graduate Studies Graduate Council.
• Participate in continuing improvement of the Doctor of Philosophy with a Major in Nursing program curriculum through review of evaluation data.
• Select and recommend to the CON Assistant Dean for Student Affairs, qualified applicants for admission to Doctor of Philosophy with a Major in Nursing program.
• Consult with the CON Office of Academic and Student Affairs to develop an annual recruitment and marketing plan.

**Term**
Each member will serve a 2 year term of office with approximately half of the membership completing service each year.

**Schedule of Meetings**
At least twice per semester (Fall and Spring) and more frequently as determined by the committee.

**Chair:**
The Doctor of Philosophy with a Major in Nursing program will serve as Chair and voting member of the committee.

**Membership**
Five (5) elected CON faculty members. Three elected members must have a College of Graduate Studies appointment. In addition to elected members, one Doctor of Philosophy with a Major in Nursing program student in good standing will be appointed annually by the program director and one Doctor of Nursing Practice faculty member will be appointed from the Doctor of Nursing Practice Committee.

**Ex Officio Members:** CON Dean, Associate Dean for Academic Affairs, Associate Dean for Research, Assistant Dean for Student Affairs and the College of Graduate Studies Associate Dean.

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**The Scholarship and Awards Committee**

**Charge**
The charge of the Scholarship and Awards Committee is to determine the procedures for nominating and selecting recipients, oversee the awarding and notification of the recipients and non-recipients, and report the results to the CON Business Office for processing of paperwork for distribution of funds.

**Functions**
• Solicit nominations and select recipient for “Outstanding Faculty of the Year”.
• Develop and periodically reviewing criteria for selection for faculty and student awards.
• Formulate and oversee the implementation of policies governing the allocation of scholarships to students when policy is not stipulated by the donor or granting agency.
• Develop timeline and system for disseminating scholarship information and collecting applications.
• Assist with soliciting nominations.
• Screen all applications to ensure they meet the established criteria.
• Based on established criteria, determine recipients for the CON scholarship / awards, and any other GRU Augusta wide (i.e. Faculty / Spouse Club) or community scholarships available to the CON students.
• Notify the student recipients and non-recipients.
• Notify the CON Business Office of recipients for processing the forms for distribution of funds.
• Collaborate with the CON Development Officer in pursuing possible scholarship activity which may provide additional financial assistance to the CON students.

Term
Each member will serve a 2 year term of office with approximately half of the membership completing service each year.

Schedule of Meetings
As determined by Committee and at least twice a year.

Chair
The committee will be chaired by the Assistant Dean of Student Services.

Membership
Six (6) elected faculty members (preferred representatives include a minimum of 1 faculty member from Athens, 2 from Augusta, 1 from the BSN program, 1 from the CNL program, and 1 for graduate programs).

Ex Officio Members: CON Dean; CON Associate Dean for Academic Affairs; CON Assistant Dean for Student Affairs; CON; Program Directors (BSN, CNL, NP, CRNA, DNP, PhD); Administrator, Academic and Student Affairs.

CON BSN Admissions Committee

Charge
To develop, implement, and evaluate policies for admission to the undergraduate programs.

Functions
• Participate in the development, and revision of policies concerning BSN admissions.
• Select and recommend to the CON Assistant Dean for Student Affairs, qualified applicants for admission to the BSN programs, according to criteria established by the faculty.

Term
Each member will serve a 3 year term of office with approximately one third of the membership completing service each year.

**Schedule of Meetings**
- Admissions: Meetings are scheduled as needed to review applications and select students for admission for the next year.
- Business: A meeting is scheduled as needed, not in conjunction with applicant review.

**Chair**
The BSN Program Director will serve as Chair and voting member of the committee.

**Membership**
The committee will consist of nine (9) elected members. Faculty elected should have primary teaching responsibility in the Undergraduate Program. At least two elected members must be from the Athens campus.

**Ex Officio Members:** CON Associate Dean for Academic Affairs and the CON Assistant Dean for Student Affairs.

**Voting Ex Officio Members:** Assistant Director for Undergraduate Programs, Program coordinator for RN-BSN.

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**CON Clinical Nurse Leader (CNL) Admissions Committee**

**Charge**
To develop, implement, and evaluate policies for admission to the CNL program.

**Functions**
- Participate in the development, and revision of policies concerning CNL admissions.
- Select and recommend to the CON Assistant Dean for Student Affairs qualified applicants for admission to the CNL program.

**Term**
Each member will serve a 3 year term of office with approximately one third of the membership completing service each year.

**Schedule of Meetings**
- Admissions: Meetings are scheduled as needed to review applications and select students for admission for the next year.
- Business: A meeting is scheduled as needed, not in conjunction with applicant review.

**Chair**
The CNL Program Director will serve as Chair and voting member of the committee.

**Membership**
The committee will consist of 6 elected members. Faculty elected should have primary teaching responsibility in the CNL Program. At least two elected members must be from the Athens campus.

**Ex Officio Members:** CON Associate Dean for Academic Affairs and the CON Assistant Dean for Student Affairs.

**Voting Ex Officio Members:** Assistant Director of the CNL Program

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**CON Doctorate of Nursing Practice (DNP) Admissions Committee**

**Charge**
To develop, implement, and evaluate policies for admission to the DNP programs.

**Functions**
- Participate in the development, and revision of policies concerning DNP admissions.
- Select and recommend to the CON Assistant Dean for Student Affairs, qualified applicants for admission to the DNP programs.

**Term**
Each member will serve a 3 year term of office with approximately one third of the membership completing service each year.

**Schedule of Meetings**
- Admissions: Meetings are scheduled as needed to review applications and select students for admission for the next year.
- Business: A meeting is scheduled as needed, not in conjunction with applicant review.

**Chair**
The Chair position will alternate each term (two years) between the DNP Primary Care Director and the DNP Acute Care Director.

**Membership**
The committee will consist of a single elected member from each area of concentration and one from the traditional DNP. Faculty elected should have primary teaching responsibility in the area of concentration.

**Ex Officio Members:** CON Associate Dean for Academic Affairs and the CON Assistant Dean for Student Affairs.

**Voting Ex Officio Members:** Program Director for DNP Primary Care and Acute Care Programs.
Outcomes Assessment Committee

Charge
To monitor all aspects of CON program evaluation and outcomes assessment in collaboration with program committees, program coordinators, faculty, students, and administrators.

Functions
- Develop forms and procedures to evaluate educational processes including course evaluation, program outcomes and teaching effectiveness;
- Develop, implement, monitor and revise an ongoing system for evaluation;
- Report findings to appropriate individuals or faculty committee for action.

Schedule of Meetings
As determined by the Outcomes Assessment Committee and at least twice each semester.

Membership
The Chair of the BSN, CNL, and DNP Program Committee; the Program Directors (or designee i.e. Assistant Program Directors, Track/Program Coordinators); CON Assistant Dean CONAT; two faculty members at large elected from the CON faculty and 3 students appointed by the program committees (Undergraduate, Masters, Doctoral).

Voting Ex Officio Members: Associate Dean for Academic Affairs who will Chair the committee; Assistant Dean for Student Affairs; Department Chairs. (Amended 08/13/13).

Promotion & Tenure Committee

Charge
The charge of the Promotion and Tenure Committee is to recommend and implement policy and operational procedure for faculty evaluation for the purpose of recommending faculty for promotion and tenure to the Dean, CON.

Functions
- Recommend faculty members for promotion and tenure to the Dean, CON.
- Periodically review and recommend changes as needed to criteria for faculty promotion and tenure as set forth in the policies of the Board of Regents, Georgia Regents University, other institutions of higher learning and the American Association of University Professors.
- Review and recommend policy and supporting procedures for consideration by the Dean and Faculty Senate.
- Annually review and revise as necessary the criteria for faculty promotion and tenure and recommend necessary changes to the Faculty Senate for adoption.
- Submit a calendar of meetings for the forthcoming academic year.

Membership
No individual can serve on more than one Promotion and Tenure (P & T) Committee at different levels (department, college, university). No faculty member in a position at or above the level of department chair shall serve on any Promotion and Tenure committee.
All committee members shall adhere to the Georgia Regents University Individual Conflicts of Interest Policy:
http://policy.georgiahealth.edu/2012/09/23/individual-conflicts-of-interest-policy/

The College of Nursing Promotion and Tenure Committee will consist of 7 members of which 5 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The 7 members will represent the departments of Physiological Technical Nursing, Biobehavioral Nursing, Distance learning campuses, undergraduate and graduate education. Exceptions to this committee membership policy may be appealed by the CON P & T committee to the Dean and then to the Provost. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the CON P & T committee in consultation with the Dean to serve on the College Promotion and Tenure Committee. When outside members are appointed to the college P & T committee, every effort shall be made to solicit members who have some understanding of the nursing disciplines contained within the college and some familiarity with those discipline's norms for excellence and the understanding that their appointment is only for one year. The procedures used to place outside members on the committee must be harmonious with the elected proportions described above. The Provost will review the college membership annually. Approximately one-third of committee membership will be elected each year. Initial committee members will be elected to one-, two-, three-year terms. Members will not serve consecutive terms.

The Departmental P & T committees will consist of 5 members of which 3 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The five members will be elected by the respective department with the respective Chair conducting the election process. Exceptions to this committee membership policy may be appealed by the departmental P & T committee to the Dean and then to the Provost. The Provost will review the college membership annually. Approximately one-third of committee of the departmental membership will be elected each year. Initial committee members will be elected to one-, two-, three-year terms. Members will not serve consecutive terms. (Amended 08/13/13).
Article VII: Parliamentary Authority

The current edition of Robert’s Rules of Order Newly Revised shall be the parliamentary authority. The rules contained in these School of Nursing Faculty Bylaws shall govern the faculty in all cases to which they are applicable and in which they are not consistent with the bylaws or special rules of order of this University.

Article VIII. Amendments

These Bylaws may be amended by a majority vote at any regular meeting of the CON Faculty Senate providing four (4) weeks advance notice of the proposed amendment has been given, or, at any regular meeting with five (5) days advance notice, by a 2/3 majority of the voting members present.

Adopted Update as approved: 03.16.2013
Amended 08/13/13
# College of Nursing Faculty Senate Officer Positions

**FY 2015**

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair (1)</td>
<td>2</td>
<td>Corey Peterson</td>
</tr>
<tr>
<td>Vice-Chair (1)</td>
<td>2</td>
<td>Jeanette Merriweather</td>
</tr>
</tbody>
</table>

## College of Nursing Standing Committee Positions

### BSN Program Committee
(must actively teach in the BSN Program)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Beth Paul</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Kitty Garrett</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Susan Dougherty</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Diane Robillard</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>OPEN</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Beverly Collins (1 year left in term)</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>Deborah Smith (1 year left in term)</td>
</tr>
</tbody>
</table>

### CNL Program Committee
(must actively teach in the CNL Program)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Amber McCall</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Sandra Inglett</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>OPEN</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Annette Bourgault (1 year left in term)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Judy Glaser (1 year left in term)</td>
</tr>
</tbody>
</table>

### DNP Program Committee
(must actively teach in the area of concentration specified)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Concentration</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>FNP</td>
<td>Martha Jennings</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>PNP</td>
<td>Rene Flippo</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>ACNP</td>
<td>Beth McLear (1 year left in term)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>PMH</td>
<td>Judy Glaser (1 year left in term)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Post Masters</td>
<td>Nancy Stark (1 year left in term)</td>
</tr>
</tbody>
</table>
### College of Nursing Standing Committee Positions (continued)

#### PhD Program /Admissions Committee
(Selected positions must hold appointment in the College of Graduate Studies)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Appointment</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>CGS</td>
<td>Mary Ellen Quinn</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>None required</td>
<td>Jane Garvin</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>None required</td>
<td>Julie Zadinsky (1 year left in term)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>CGS</td>
<td>Marlene Rosenkoetter (1 year left in term)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>CGS</td>
<td>Cynthia Chernecy (1 year left in term)</td>
</tr>
</tbody>
</table>

#### DNP Admissions Committee
(Must actively teach in the area of concentration specified)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Concentration</th>
<th>Name</th>
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<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>ACNP</td>
<td>Beth McLear</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>PMH</td>
<td>Caroline McKinnon</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>FNP</td>
<td>Denotra Gaillard (2 years left in term)</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>PNP</td>
<td>OPEN</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Post Masters</td>
<td>Stephen Gilliam (2 years left in term)</td>
</tr>
</tbody>
</table>

#### BSN Admissions Committee
(Must primarily teach responsibilities in the BSN Program)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Location</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Any</td>
<td>Kitty Garrett</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Any</td>
<td>Lovoria Williams</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Any</td>
<td>Laura Newman</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Any</td>
<td>Linda Heller (1 year left in term)</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Any</td>
<td>Tamara McKethan (1 year left in term)</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Any</td>
<td>Sharon Lorenti (1 year left in term)</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Athens</td>
<td>Sonya Allen (2 years left in term)</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Any</td>
<td>Dawn Langley-Brady (2 years left in term)</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>Any</td>
<td>Rebecca Rule</td>
</tr>
</tbody>
</table>

#### CNL Admissions Committee
(Must primarily teaching responsibilities in the CNL Program)

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Location</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Any</td>
<td>Sandra Inglett</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Any</td>
<td>Nancy Stark</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Athens</td>
<td>Susan Doughtery (1 year left in term)</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Any</td>
<td>Amber McCall (1 year left in term)</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Athens</td>
<td>Judy Glazer</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Any</td>
<td>Jeanette Merriweather</td>
</tr>
</tbody>
</table>
## College of Nursing Standing Committee Positions (continued)

### Scholarship & Awards Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in years</th>
<th>Name</th>
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<tr>
<td>1</td>
<td>2</td>
<td>Christy Berding</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Julie Zadinsky</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Caroline McKinnon</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Denotra Gaillard (2 years left in term)</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>OPEN</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Stephen Gilliam (2 years left in term)</td>
</tr>
</tbody>
</table>

### Outcomes Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in Years</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>Amy Masiongale (2 years left in term)</td>
</tr>
</tbody>
</table>

### University Faculty Senate Representative

<table>
<thead>
<tr>
<th>Position</th>
<th>Term in Years</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Autumn Schumacher (1 year left in term)</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Beth Nesmith</td>
</tr>
</tbody>
</table>
Guidelines and Criteria for Promotion and Tenure

Approved by CON Faculty Senate: May 30, 2013
Approved by CON Dean: May 31, 2013
Drafted February 2013
Revised May 2013

GRU Guidelines for Faculty Promotion and Tenure

University System of Georgia Board of Regents Policy Manual
http://www.usg.edu/policymanual/

Updated August 22, 2013 per Provost Request.
Guidelines and Criteria for Promotion and Tenure

These guidelines are intended to assist the College of Nursing (CON) individual faculty member, the department chairs, dean, and the promotion and tenure committee members in (i) selecting the appropriate pathway and track for their appointment, (ii) developing a personal career plan, (iii) assessing the faculty member's readiness to be considered for promotion and/or tenure, and (iv) preparing the promotion and/or tenure document.

I. Faculty Appointments

Full-time faculty in the CON will be appointed to either the tenure or to the non-tenure track at the rank of Instructor, Assistant Professor, Associate Professor or Professor. For those appointed to the Instructor rank, upon completion of a terminal degree the faculty member will be promoted to Assistant Professor regardless of time within the Instructor rank*. Recommendations will be made by the CON P & T committee to the Dean and will be made in accordance with the Georgia Regents University (GRU) statues and all appointments must comply with GRU and University System of Georgia (USG) policies.

*Waiver on file with the Provost for the CON, See Appendix A.

II. Faculty Development

The CON embraces, supports, and expects faculty activities aimed at obtaining distinction or merit for the faculty member in the areas of scholarship, teaching, and service and for the CON and the University. Faculty are expected to develop a five-year career development plan with their respective chair at time of initial goal setting and review the plan and update as necessary at the time of annual evaluation. While there is no standard workload assignment across the institution, faculty workload assignment is usually a mix of time assigned to scholarship (including research), teaching, and service and is mutually developed between the faculty and department chair. For the research investigator, the Associate Dean of Research will be a part of this collaborative effort. It is recognized that a comprehensive university will have faculty with varied areas of expertise and responsibilities and, therefore, the percent of effort in each of these areas will not be consistent across faculty members. Percent effort or activity reporting will be allocated for each faculty member based on college of nursing and individual career and professional goals as set forth by university policy and USG guidelines. The evidence put forth by the candidate will be assessed in terms of the candidate's chair-assigned effort distribution in the respective areas of scholarship, teaching and service. When a faculty member’s effort allocation is changed to meet the needs of the CON, the respective chair will place a letter indicating the change and the redistribution of effort that may draw a faculty member away from their intended trajectory for promotion and/or tenure within the faculty member’s file. A copy of this redistribution is given to the faculty member.

All academic faculty will be evaluated every five years by the CON P & T committee for scholarship/research, teaching, and service in meeting the needs of the mission of the CON.
administrative faculty will be evaluated every five years by the CON P & T committee in the areas of teaching and service. These evaluations will commence from hire date and are not subject to change based on changes in track appointments or movement to administrative roles. This evaluation is to assess and encourage merit in all areas. A letter from the chair of the CON P & T committee will be given to the departmental chair or academic unit for placement in the faculty file with a copy given to the faculty member who was reviewed.

Definitions of scholarship, teaching and service were adapted from University System of Georgia’s Academic Affairs Handbook by the Georgia Regents University P & T committee. The website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service. Glossary is in Appendix B. Also see information at the link below:

http://www.usg.edu/academic_affairs_handbook/section4

Furthermore, the College of Nursing embraces Boyer’s Model of Scholarship. Boyer's definitions and that of practice can be found in Appendix C.

III. Promotion and Tenure

As required by the USG and GRU policies, the CON sets forth the following guidelines for the award of promotion and tenure. See Figures 1 and 2. These guidelines specify three areas of assessment:

1. Scholarship
2. Teaching
3. Service

It is expected that faculty will contribute substantially in all three of these areas. Exemplary contributions in at least one of the first two areas must be made for non-tenure track faculty and in both of the first two areas for tenure track faculty. It is expected that all faculty engage in professional development that will enhance their scholarship, teaching and service responsibilities and meets the mission of the CON. General expectations for each area are presented and will be reviewed with the faculty at each annual agreement.

A. Promotion- General Criteria and Expectations for Promotion

There are two tracks for promotion: Tenure Track and Non-Tenure Track. Time in rank for promotion is equal to or greater than the minimum time given below, as described in the USG Academic and Student Affairs Handbook, 4.5 Award of Promotion:

http://www.usg.edu/academic_affairs_handbook/section4/C689

Years for service for promotion and tenure are based on a July 1 to June 30 fiscal year. Faculty hired between July 1 and October 1 will be credited with a year of service on the next July 1. Those hired after October 1 will begin their first year of credited service the following July 1.
<table>
<thead>
<tr>
<th>For Promotion to</th>
<th>Minimum Service in Rank*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>3 years as Instructor**</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4 years as Assistant Professor</td>
</tr>
<tr>
<td>Professor</td>
<td>5 years as Associate Professor</td>
</tr>
</tbody>
</table>

*As of the effective promotion date

**Waiver on file for CON, see Faculty Appointments.

Achieving years of service in rank is not sole justification for promotion. Part-time appointments do not count towards the minimum time requirement. If a faculty member moves between tracks, only years of service that are negotiated at the time of the move may be counted towards probationary credit towards promotion.

A candidate for promotion who is on the non-tenure track has a choice of being exemplary in either Scholarship or Teaching with substantial contributions in the other as well as Service. The area of exemplary focus should be aligned with the candidate's effort reporting.

A candidate for promotion who is on the tenure track must be exemplary in both Scholarship and Teaching with substantial contributions in Service.

A candidate for promotion must meet the expectations of the CON made explicit in annual agreements between the faculty member and chair in their annual evaluation.

In the case of administrators (Chairs and above) being considered for promotion, the individual's superior will appoint a 3-person committee to review the portfolio and make a recommendation on their administrative role. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching, and service by the CON P & T committee. The recommendation is made to the Dean.

In the case of cross-departmental appointments within one college, the Dean shall designate the applicant's primary department for the purposes of this process upon hire and shall establish a procedure for appropriate consultation between the primary department and the other department in which the candidate holds appointment. Once established, the normal procedures for promotion will be followed. In the case of cross-college appointments, the Vice President for Academic Affairs or Provost shall designate the applicant’s primary department for the purposes of this process, establish a procedure for appropriate consultation between the primary college and other college(s) in which the candidate holds appointment, and notify deans and chairs of departmental P & T committees of the appropriate colleges as to the manner in which they should share the responsibility of making a recommendation on the candidate.

See Appendix D for criteria for promotion within ranks.

**Minimal General Requirements for Rank Appointment:**

**Instructor** - the instructor will hold a master's degree in nursing or certification as an advanced practice registered nurse and an active license to practice nursing in the state of Georgia. The instructor should demonstrate the potential for growth in clinical practice and instruction.
**Assistant Professor** - The assistant professor will hold a terminal degree relevant to the area of practice, i.e. EdD, DNP, PhD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The assistant professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of contribution appropriate to the profession and recognition at the local level.

**Associate Professor** - The associate professor will hold a terminal degree relevant to the area of practice, i.e. EdD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The associate professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of substantial commitments in practice, instruction, and/or scholarship at the local and regional level.

**Professor** - The full professor will hold a terminal degree relevant to the area of practice, i.e. EdD if clinical educator, DNP if in clinical or research tracks, PhD in clinical or research tracks. The full professor will have an active license to practice nursing in the state of Georgia and demonstrate evidence of exemplary commitments in practice, instruction, and/or scholarship at the national and/or international level.

**B. Tenure- General Criteria and Expectations for Tenure**

Tenure may be granted to those eligible faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles and uphold the strategic goals and mission of the GRU. Eligibility is determined by BOR8.3.7.4"Award of Tenure". The criteria for promotion and tenure are similar, but not identical.

Tenure is awarded to those who demonstrate exemplary scholarship, exemplary teaching, and substantial service. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued distinction throughout the individual's professional career. GRU will not confer tenure unless the faculty member achieves or demonstrates strong promise of achieving promotion in rank. See Appendix E: College of Nursing Criteria for Tenure within Ranks.

Tenure may be awarded, upon approval of the president, upon completion of a probationary period of at least five (5) years, and no more than seven (7) years, of full-time service at the rank of assistant professor or higher (BoR Minutes, August 2007). In order to be favorably considered for the award of tenure in the CON as an Assistant Professor, the candidate must be considered favorably for promotion to Associate Professor at the same time. For exceptional cases and probationary extensions see pg 17 of GRU Guidelines for Faculty Promotion and Tenure, http://gru.edu/universitysenate

1. **Pre-tenure Review**

   The purpose of the pre-tenure review shall be to provide the faculty member with a clear understanding of those areas of strength and development if the candidate is to continue progress toward successfully achieving tenure.

   a. **Review Timing**

      Annually by August 1st, the Office of Faculty Affairs will provide the Dean a list of faculty who are not yet tenured and have completed their third year on the tenure track. The respective CON department will provide a comprehensive
pre-tenure review of each faculty member on their list. This review shall be completed prior to January of the faculty member’s 4th year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the faculty member has been hired with prior credit. Assuming a tenure review normally occurs in the 6th year of service, this mid-course review shall occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). The purpose of this review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue his or her progress toward successfully achieving tenure.

b. **Review Process**

This review will be conducted by a committee of at least three tenured faculty members from the candidate's department. If an insufficient number of tenured faculty exist within the department, tenured faculty from a related field may serve on the committee (e.g. for nursing, a member from the College of Allied Health would be considered); however, the candidate must consent to the appropriateness of the appointments. This may be the departmental P & T Committee.

c. **Basis of Review**

The committee shall review the candidate's progress toward the completion of the requirements of tenure as outlined in the Policy Library. The approved criteria for the CON shall be used for these reviews. The content and format for the pre-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved GRU promotion and tenure calendar.

The CON P & T committee is to review the above materials to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the candidate's accomplishments and address in detail any areas of weakness that the candidate should address as well as change in orientation or activities that might aid the candidate in meeting the requirements for tenure. The committee will prepare a written report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee's comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee's recommendations will not alone guarantee a positive tenure review. The faculty member is encouraged to continue working with his/her departmental chair.

d. **Reporting and Follow-Up**

Upon completion of the review the CON P & T committee will produce a written summary of its recommendations, a copy of which shall be delivered to the candidate and the candidate’s departmental chair. The candidate and chair will review the document together. This document should be submitted to the Dean for consideration and approval. The CON Dean's office will submit to the Office of the Provost a copy of the approved review document and advancement plan.
signed by the faculty member, chair, and Dean. The Provost will review with the Dean the faculty members that are not achieving suitable progress towards tenure. The Provost will review with the Dean faculty members that are not achieving suitable progress towards tenure.

2. **Application Process**
The list of faculty eligible for promotion is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion and/or tenure. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. Once decided, the faculty member needs to notify the Chair of his or her decision to apply and follow the guidelines for application and for the development of a portfolio found in section III, C.

Candidate portfolios will be examined by two unbiased and unpaid external reviewers at the same rank, practice and research focus at comparable institutes. The candidate may provide one reference whereas the other will be solicited by the chair of the departmental P & T committee. These reviews will include a check list for the external reviewer to complete and submit with a letter of report to the CON P & T committee. See Appendix F for sample letter of invitation to review.

3. **Post-tenure Review**
The CON is required to conduct an every five year, regularly scheduled review of tenured faculty to provide ongoing assessment of scholarship, teaching and service activities of individuals after they have been granted tenure. A Post-Tenure Development Plan (PTDP) will be developed if any performance areas are found to be deficient.

a. **Review Timing**
The review process for an individual shall be conducted five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion. The review shall be completed no later than the end of that academic year. If an individual is on leave at the time of the review, the member will be reviewed during the first academic year after his/her return.

b. **Review Process**
All tenured faculty will be reviewed with the following exception: tenured faculty members with a primary administrative appointment (greater than 50% time commitment) at the level of Assistant Dean and above will not be subject to post-tenure review. If such an individual leaves that administrative position and returns to a primary academic position, he/she will then become subject to post-tenure review according to the guidelines within the CON. The first review will occur at the end of three years of service in the primary academic appointment.
The review will be conducted by at least three tenured faculty in the CON. A representative of the individual's department may be included as a non-voting member of the review committee.

The review will encompass teaching, research/scholarly achievement, and service. It will be based upon the faculty member's current job description, faculty evaluations and post-tenure review portfolio.

c. Review Documents
The approved criteria for the CON shall be used for these reviews. The content and format for the post-tenure portfolio should be similar to that specified by the CON for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The portfolio should include evidence of scholarship, teaching, and service consistent with chair-assigned effort. Other reports/forms as appropriate for the last five years and Curriculum Vitae consistent with the GRU format are included. Competence in all three areas is expected as is excellence in the areas of primary activity. Lack of activity in an area for three years shall be deemed unsatisfactory.

d. Review Report Follow Up
Upon completion of the review the committee will produce a written summary of its recommendations of which a copy shall be submitted to the faculty member and the member's departmental chair. The Chair and the review committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.

The faculty member and chair will, then, review the document together. The individual faculty member will be provided with a written copy of the report at least five working days prior to the meeting. The faculty member and Chair will sign the document after review. The faculty member, if he/she desires, may prepare a written response. The Chair will then transmit the report and any response to the Dean. In the case of reviews of Department Chairs the results will be communicated directly to the Dean. After review by the Dean, the CON Dean’s office will submit to the Provost and Executive Vice President for Academic Affairs the report and any response with a recommendation for further action or no further action.

In instances where areas of deficiency are noted and further action required, the Chair is responsible, in consultation with the faculty member, departmental P & T committee, and Dean, for establishing a Post-Tenure Development Plan (PTDP) directly related to the findings of the post-tenure review and identifying appropriate resources for completion of the PTDP. If a PTDP is required for a Chair, it will be developed by the Dean in consultation with the Chair and the departmental P & T committee. The PTDP shall be included in the post-tenure report and submitted to the Executive Vice President for Academic Affairs and Provost.

e. Post-Tenure Development Plan (PTDP)
The PTDP will:

• specify goals or outcomes that are required by the faculty member to overcome identified deficiencies.
• outline specific activities that will be undertaken to achieve the goals and outcomes.
• set appropriate times within which the goals or outcomes will be accomplished (which should not exceed 3 years).
• indicate the criteria by which progress will be monitored, and include a plan to monitor progress and reassess the plan annually as part of the faculty member's annual evaluation.

The Dean will be responsible for financial arrangements associated with the PTDP. If the nature or scope of the PTDP is such that an individual cannot carry out other duties, the Chair and the Dean will make other arrangements for these duties to be completed.

At the end of the PTDP the faculty member shall be reviewed by a three-member review committee. If the same committee members are not available, the departmental P & T committee should have members upon whom the faculty and departmental P & T committee chair agree. Results of the review will be submitted in writing to the department Chair. The Chair and the committee will come to an agreement on the content of the review. If they cannot come to an agreement, the Dean will be consulted.
1) Upon satisfactory completion of the PTDP the faculty member shall continue with five-year reviews, such time commencing with the next academic year after completion of the PTDP.

2) If completion of the PTDP is deemed unsatisfactory by the review committee, the Chair and the Dean, this decision with a recommendation from the Chair and Dean will be referred to the President for further action.

f. Review Appeals
Faculty members shall have an avenue for appeal of decisions made from annual review or post-tenure review, or for disagreement with a PTDP, or any other subsequent actions resulting from the evaluation process.
1) Decisions by the departmental review committee or departmental Chair may be appealed to the CON P & T committee within 10 days of written notification of a decision, action or finalization of a PTDP. Decisions by the CON P & T committee may be appealed to the Dean within 10 days of written notification of a decision, action or finalization of a PTDP.

2) Decisions by the Dean may be appealed to the President within 10 days of the written notification of the decision. The President shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the FADPT Subcommittee of the Faculty senate and four corps of instruction members to be named by the President, two of whom must be members of the Faculty Senate, one of whom must be from the College of the appellant, and in the case of post-tenure review appeals, three of whom shall hold tenure. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The President shall inform the Dean and the Executive Vice President for Academic Affairs and Provost that an appeal has been
submitted and is under review. The findings and recommendations of the ad hoc Appeals Committee shall be made to the President. The appellant will be notified of the President’s decision with copies to the Dean and Executive Vice President for Academic Affairs and Provost.

3) Decisions by the President may be appealed in writing to the Board of Regents within 20 days of notification of the President's action.

4. Exceptions to Tenure expectations
   a. Administrators - In the case of administrators (Chairs and above) being considered for tenure, the individual’s superior will appoint a 3-person committee to review the portfolio and make a recommendation on their administrative role. The three individuals will have the same or higher rank and tenure status for which the candidate is being considered. The candidate will be reviewed in the areas of scholarship, teaching, and service by the CON P & T committee. The recommendation is made to the Dean.

   b. Cross-Departmental and Cross-College Appointments (Adjunct Faculty) - In the case of cross-departmental appointments within one college, the dean shall designate the applicant’s primary department for the purposes of this process upon hire and shall establish a procedure for appropriate consultation between the primary department and the other department in which the candidate holds appointment. Once established, the normal procedures for tenure review will be followed. In the case of cross-college appointments, the Vice President for Academic Affairs shall designate the applicant’s primary department for the purposes of this process, establish a procedure for appropriate consultation between the primary college and other college(s) in which the candidate holds appointment, and notify deans and chairs of departmental P & T committees of the appropriate colleges as to the manner in which they should share the responsibility of making a recommendation on the applicant.

C. Portfolio Guidelines for Promotion and/or Tenure
These guidelines detail the portfolio format and contents that must accompany the request for promotion and/or tenure. Departments may require or request additional information to help them make their decisions, but these materials remain at the departmental level.

1. Required Organization and Format of the Portfolio
   The applicant will prepare the document electronically. The portfolio shall be organized as follows. The details of the following list of items are described in section B below.

   1) Application Form(s)
   2) Curriculum Vitae
   3) Letters of Recommendation
   4) Annual Performance Evaluation Forms provided by Human Resources.
   5) Statement of Scholarship
6) Achievement of Scholarship Summary
7) Statement of Teaching
8) Achievement in Teaching Summary
9) Statement of Service
10) Achievement of Service Summary
11) Appendix A

No other materials shall be included in the portfolio when submitted to the University P & T Committee.

2. Details of the Portfolio
1) Application Forms(s). A candidate for promotion and tenure should submit separate forms. The forms can be found at http://www.gru.edu/hr/faculty-support-ser/procedures/promotionandtenure.php.

2) Curriculum Vitae. The candidate should include a Curriculum Vitae in the prescribed format found at http://www.gru.edu/hr/faculty-support-ser/procedures/promotionandtenure.php.

3) CON Percent effort reports/activity reports. The candidate should include the last 3 years of semester percent effort reports/activity reports including any changes made based on the CON's need. This is not included in portfolio when it advances to the University P & T Committee.

4) Letters of Recommendation. Candidates applying for promotion to Assistant Professor and above and the awards of tenure will include external letters of recommendation. The candidate may recommend external colleagues with national or international standing from other institutes that have sufficient knowledge of his or her work. The recommendations are given to the P & T Departmental Committee Chair who will solicit the letters. The following table describes the number of external letters of recommendation required for each rank and tenure.

<table>
<thead>
<tr>
<th>Rank Being Promoted to</th>
<th>College Minimum Number of External Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
</tr>
<tr>
<td>Tenure</td>
<td>5</td>
</tr>
</tbody>
</table>

The College of Nursing also requires two internal letters of recommendation solicited by the faculty member in addition to the external letters that required. These letters are forwarded to the chair of the departmental P & T committee by the person designated by the faculty member.

5) Annual Performance Evaluation Form provided by Human Resources. The summary page(s) since the time of the last review or promotion are needed.
6) **Statement of Scholarship.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the significance of the candidate’s scholarship, including publications, presentations and other examples of scholarship. The candidate should explain how his or her scholarship contributes to regional, national or international prominence, appropriate to rank.

7) **Achievement of Scholarship Summary.** The candidate should present information that best supports their candidacy based on expectations of their discipline since the time of their last review or promotion. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

   a. Faculty member’s publications that explicitly designates peer-reviewed material from his or her publications including the Scholarship of Teaching and Learning, and the Scholarship of Engagement, and any evidence consistent with USG 4.7.2: The Scholarship of Discovery.

   b. All funded research activities.

   c. All grants, fellowships, and scholarships with funding amounts. List all non-funded grants applied for.

   d. Invited seminars and presentations.

   e. Refereed conference presentations.

   f. Up to 10 of the candidate's most significant publications since the time of appointment or the last promotion may be included. This does not imply that every publication is of equal intellectual merit. The candidate should define and make the case for what is significant.

8) **Statement of Teaching.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate’s teaching philosophy, methods and procedures and how these contribute to student learning as well as highlight the candidate’s contributions to student advising and mentoring.

9) **Achievement in Teaching Summary.** The candidate should present information that best supports their candidacy based on expectations of their discipline since the time of their last review or promotion. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

   a. Summary sheets of faculty and course evaluations and other teaching forums for the past 5 years are required.

   b. Evidence of Peer Review, including letters from peers who have observed the candidate’s teaching are required.
c. Advisors of graduate student projects should include communications from up to 5 graduate students, advisees, etc. that address the quality of the supervision that the student received.

d. A list of examples of student achievements such as projects, awards, honors theses, publications, presentations, time to degree for graduate students, etc.

e. List of course and evaluation development activities.

f. Evidence that the candidate assesses whether or not there has been success in increasing student learning outcomes.

g. An annotated list of pedagogical literature and instructional development sessions that have influenced the faculty member’s teaching and how the faculty member has addressed this information in planning his or her classes and instructional strategies.

h. Student performance on standardized examinations pertinent to nursing and/or student performance in subsequent courses.

10) **Statement of Service.** This is a maximum of one page, single-spaced document completed in Calibri 12 point. This narrative will highlight the candidate’s service to the community, profession, his or her department, college, GRU and/or USG.

11) **Achievement in Service Summary.** The candidate should present information that best supports their candidacy. This information should be presented in the most concise manner possible using lists, tables and diagrams. The following are examples that can be included:

a. International, national, or regional professional committees, including any office held.

b. USG, GRU, college or departmental committees, organized by level indicating any leadership roles.

c. Evidence that the faculty member links his or her work in some way to public contemporary issues and/or to improving quality of life.

d. Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs.

e. Evidence that the faculty member contributes to the continuous improvement of public higher education.

f. Evidence that the faculty member contributes in some way to the public good.
g. Evidence that the faculty member has served his or her profession through professional organization and/or other professionally oriented entities.

h. Evidence that the faculty member has participated in clinical patient care.

Appendix A: Waiver for Instructors Earning Terminal Degrees
Once the initial application has been made, a candidate may not subsequently submit additional materials or rebuttal documents without prior written consent of the chair of the college P & T committee. In unusual circumstances, the committee may initiate a request for the candidate to submit supplementary or rebuttal documents.

D. Promotion and Tenure Appeals
The College of Nursing will follow the GRU guidelines on promotion and tenure appeals. The guidelines are listed below:

1. Georgia Regents University Promotion Appeals

a. Recommendations by the departmental review committee or departmental Chair may be appealed to the CON P & T committee and then to the Dean through the CON's established channel for appeal.

b. Decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the University Promotion and Tenure Committee and four additional members to be named by the Provost, two of whom must have served on the University Faculty Senate. The committee members must be at rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the ad hoc Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision. The appellant will be notified of the President's decision with copies to the Dean, Executive Vice President for Academic Affairs and Provost.
c. Recommendations of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.

2. Georgia Regents University Tenure Appeals

I. The individual faculty member shall have an avenue for appeal of recommended decisions at each level of the promotion review process within 10 business days from the date of communication of the decision to the candidate. The appeal should be made in writing to the appropriate individual in the next level of the appeal process (See Tenure Appeal Process document). The letter of appeal must contain the rationale for appealing the decision.

Notification of the recommended decision made by the appellate body will be made electronically as well as in written form. The letter of notification must include the rationale for the decision.

a. Recommendations by the departmental review committee or departmental Chair may be appealed to the Dean through the CON's established channel for appeal.

b. Decisions by the Dean may be appealed to the Provost within 10 business days of the written notification of the decision. The Provost shall refer the appeal to an ad hoc Appeals Committee composed of the Chair of the University Promotion and Tenure Committee and four additional members to be named by the Provost, two of whom must have served on the University Faculty Senate. The committee members must be at rank the candidate is being considered for promotion to or higher. The appellant has the right to strike for cause one member of the ad hoc Appeals Committee. The Provost shall inform the Dean that an appeal has been submitted and is under review. The findings and recommendations of the Appeals Committee shall be made to the Provost. The Provost makes a recommendation to the President who makes the final decision. The appellant will be notified of the President's decision with copies to the Dean, Executive Vice President for Academic Affairs and Provost.

c. Recommendations of the President may be appealed in writing to the Board of Regents within 20 business days of notification of the President's action.

II. The procedures for appeal at each level shall be available through the department and through the Dean's office. The appeal decision must be returned to the recommending body.
E. Records of Promotion and Tenure Reviews
All records of reviews will be retained by the Dean's office. At the end of each academic year the College of Nursing must forward to the office of the Executive Vice President of Academic Affairs and the Provost the names of faculty members reviewed that year, the results, and the names of each member of the review committees.

IV. Promotion and Tenure Committee Guidelines
Promotion and tenure committee chairs at each level (department and college) will provide a brief written summary of each committee recommendation for promotion and/or tenure. The summary will address scholarship, teaching, and service. This summary will be added to the promotion/tenure portfolio as it moves to the next level of review.

Committee Membership:
No individual can serve on more than one Promotion and Tenure (P & T) Committee at different levels (department, college, university). No faculty member in a position at or above the level of department chair shall serve on any Promotion and Tenure committee. All committee members shall adhere to the Georgia Regents University Individual Conflicts of Interest Policy:
http://policy.georgiahealth.edu/2012/09/23/individual-conflicts-of-interest-policy/

1. The College of Nursing Promotion and Tenure Committee will consist of 7 members of which 5 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The 7 members will represent the departments of Physiological Technical Nursing, Biobehavioral Nursing, Distance learning campuses, undergraduate and graduate education. Exceptions to this committee membership policy may be appealed by the CON P & T committee to the Dean and then to the Provost. The Provost will review the college membership annually.

2. Approximately one-third of committee membership will be elected each year. Initial committee members will be elected to one-, two-, and three-year terms. Members will not serve consecutive terms.

3. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A minimum of five tenured individuals on the committee are required for a vote on tenure.

4. A quorum will consist of 75% of those eligible to vote who must be physically present or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as no vote.

5. In the event that a sufficient number of qualifying faculty is not available in the college, faculty outside the college shall be appointed by the CON P & T committee in consultation with the Dean to serve on the College Promotion and Tenure Committee. When outside members are appointed to the college P & T committee, every effort shall be made to solicit members who have some understanding of the nursing disciplines contained within the college and some familiarity with those discipline’s norms for excellence and the understanding that their appointment is only for one
year. The procedures used to place outside members on the committee must be harmonious with the elected proportions described in 1.

6. Appeals of the College Promotion and Tenure Committee decisions are to be made in accordance with the GRU Promotion and Tenure Appeals procedures.

7. If a committee member who is serving at any level can be perceived as having a conflict of interest with a faculty member under review, the committee member must recuse their duties. If there are not enough members to compose the appropriate requirements to fulfill the duties of the P & T committee, a temporary committee member maybe appointed by the chair of the respective committee in collaboration with the Dean of the College of Nursing.

8. The **Departmental P & T committees** will consist of 5 members of which 3 members will be tenured. Each CON member will have full-time faculty appointments and will hold the rank of Associate Professor or Professor. The five members will be elected by the respective department with the respective Chair conducting the election process. Exceptions to this committee membership policy may be appealed by the departmental P & T committee to the Dean and then to the Provost. The Provost will review the college membership annually.

9. Approximately one-third of committee of the departmental membership will be elected each year. Initial committee members will be elected to one-, two-, three-year terms. Members will not serve consecutive terms.

10. All committee members vote on promotion decisions. Only tenured members of the committee shall vote on tenure decisions. A minimum of three tenured individuals on the committee are required for a vote on tenure.

11. A quorum will consist of 75% of those eligible to vote who must be physically present or real-time virtually present at the meeting. A 60% majority vote of those present physically and real-time virtually will be required to pass a motion to promote or tenure. Since the vote required is 60% of the members present, an abstention will have the same effect as no vote.
Figure 1
Promotion Process for the College of Nursing Adapted from Georgia Regents University Process

The list of faculty eligible for promotion is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue promotion. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. (See GRU Guidelines for Faculty P & T, page 7)
Figure 2
Tenure Process for the College of Nursing Adapted from
Georgia Regents University Process

The list of faculty eligible for tenure is generated by HR-Faculty Affairs and sent to the Dean of the College of Nursing. The Dean distributes the list of candidates to the appropriate departments. The department chair informs the faculty member. The faculty member makes the decision to pursue tenure. The faculty member has the right and is encouraged to discuss this decision with his or her chair before making a decision to submit a portfolio for consideration. Appeal of the recommended decision may be made by the candidate at each level of the process. (See GRU Guidelines for Faculty P & T, page 8)
Appendix A
Waiver for Instructors Earning Terminal Degrees

-----Original Message-----
From: Bettie Horne [mailto:bettie.horne@usg.edu] 
Sent: Wednesday, October 18, 2006 5:35 PM 
To: Goldstein, Barry 
Subject: reply to your letter regarding Doctor of Nurs Practice Degree Program at MCG

Dr. Goldstein,

Dr. Butler has asked me to forward to you his opinion on this matter. Because completion of this doctoral degree supports an exception to the promotion policy which requires three years at the rank of instructor, we therefore authorize the institution to submit the names of these individuals for promotion when they complete the Doctor of Nurse Practice.

The responsibility for transmitting these names to us will remain with your office, of course, since we have no way to track them.

Thank you for bringing this matter to our attention for resolution.

br
--
Dr. Bettie Rose Horne
Interim Associate Vice Chancellor for Faculty Affairs The University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334
telephone: 404 - 656 - 0764
FAX: 404 - 651 - 7160
cell: 864 - 554 – 7811

************************************************************************************

>>> Barry Goldstein 10/18/2006 8:52 PM >>>
It means... We can promote them when they complete the degree.

-----Original Message-----
From: Lucy Marion
To: Goldstein, Barry < BDGOLD@mail.mcg.edu >
Creation Date: 10/18 5:50 pm
Subject: Re: Fw: reply to your letter regarding Doctor of Nurs Practice Degree Program at MCG

I am confused by this but I can ask you tomorrow about it. Thanks Lucy

Lucy N. Marion, PhD, RN, FAAN
Dean and Professor
School of Nursing, Medical College of Georgia
997 St. Sebastian Way
Augusta, GA 30912
O 706 721 3771
F 706 721 6258

>>> Barry Goldstein 10/18/2006 5:41 PM >>>
FYI
Appendix B
Georgia Regents University Glossary of Promotion and Tenure Terms

This Glossary of Promotion and Tenure Terms was adapted from relevant University System of Georgia policies, including the USG’s Academic Affairs Handbook. It defines the terms used in the Georgia Regents University Promotion and Tenure document.

Regular, full-time: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months. The term “full-time” denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Only regular, full-time faculty can be employed in a position that is on the tenure track.

Regular, part-time: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment between .5 FTE and .99 FTE for a continuous period that is expected to exceed six (6) months. Regular, part-time faculty are not eligible for tenure and cannot hold a position that is on the tenure track.

Special exception to the above: Faculty who hold a professorial rank in a tenure track position of assistant professor or above, and who also hold a part-time or full-time appointment with the Veteran’s Administration Medical Center-Augusta (VA) shall be eligible for the award of tenure in accordance with Section 8.3.7.9 of the policy of the Board of Regents of the University System of Georgia. The tenure of a faculty member who also holds a VA appointment shall apply only to that portion of the faculty member’s salary and benefits that are provided directly by the University. In no event shall the award of tenure to faculty holding such joint appointments obligate the University to assume any portion of the salary or other benefits provided by the VA.

Regular-Limited Term, full-time: Regular-Limited Term, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six (6) months but whose positions are intended to have a limited-term that is generally not to exceed more than three successive one (1) year appointments. The term “full-time” denotes service on a 100% workload basis for at least two (2) out of three (3) consecutive academic terms. Regular – Limited Term, full-time faculty can only be employed in a position that is not on the tenure track, and time served in a Limited Term appointment cannot generally be used as credit toward tenure at a later date.

Temporary, part-time: Temporary, part-time faculty are employed at a work commitment of .49 FTE or less, generally on a per course basis. Temporary, part-time faculty are not eligible for tenure.

Appointment unit: This is faculty member’s academic home, the academic unit or department to which the faculty member is assigned for tenure and promotion purposes and wherein his/her primary faculty appointment resides. The academic home also serves as the “tenure home” for those faculty who are in a tenure-track position.

For the terms, "Teaching," "Scholarship," and "Service", the website below contains the entire document including illustrative cases of faculty work in teaching, the various types of scholarship, and in service.

http://www.usg.edu/academic_affairs_handbook/docs/cases_of_faculty_work.pdf
TEACHING

Definition: Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible.¹

Evidence of Scholarly Teaching:
- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in his/her own discipline and then branches out to the broader pedagogical literature.
- Evidence that the faculty member tries some of the teaching methods from the literature/instructional development sessions in his/her own classes.
- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with his/her students, adjusting his/her approach, asking a peer to come into the class to review the changes h/she has implemented.

SCHOLARSHIP

The Scholarship of Teaching and Learning
Definition: The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community” .²

Evidence of the Scholarship of Teaching and Learning:
- Evidence that the faculty member’s scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member’s scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement
Definition: The Scholarship of Engagement in schools is characterized by the following:
- It is to be conducted as an academic engagement with the public schools;
- It is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems;
- It should test a research question or hypothesis;
- One must be able to use the results to improve practice and inform further questions; and
- Resulting work should be available for dissemination for peer review of results.

Evidence of the Scholarship of Engagement:
- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
• Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
• Evidence that the faculty member assesses the impact of the engagement.
• Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the “pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead”. It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:
• Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
• Evidence that the faculty member’s research represents quality, rather than mere quantity.
• Evidence of the faculty member’s publications in high quality refereed journals and the quality and quantity of citations and reprints of h/her research publications. If appropriate for the discipline, evidence of the ability to attract extramural funding.
• Evidence of invited seminars and presentations (abstracts), if travel funds are provided, are also an indication of the Scholarship of Discovery.

SERVICE

Definition: Service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

Evidence of Service:
• Evidence that the faculty member links his/her work in some way to public contemporary issues and/or to improving the quality of life.
• Evidence that the faculty member, either through his/her scholarly work and/or service, applies h/her knowledge toward solutions to complex societal problems and human needs.
• Evidence that the faculty member contributes to the continuous improvement of public higher education.
• Evidence that the faculty member contributes in some way to the public good.
REFERENCES


Appendix C
Supplemental College of Nursing Glossary of Promotion and Tenure Terms

The CON faculty embraces Boyer’s Model of Scholarship as further evidence of scholarly activities:

The Scholarship of Discovery - build new knowledge through traditional research
- Publishing in peer-reviewed forums.
- Producing and/or performing creative work within established field.
- Creating infrastructure for future studies.

The Scholarship of Integration - interpret the use of knowledge across disciplines
- Preparing comprehensive literature review.
- Writing a textbook for use in multiple disciplines.
- Collaborating with colleagues to design and deliver core content.

The Scholarship of Application - aid society and professions in addressing problems
- Serving industry or government as an external consultant.
- Assuming leadership roles in professional organizations.
- Advising student leaders, thereby fostering professional growth.

The Scholarship of Teaching - study teaching models and practices to achieve optimal learning.
- Advancing learning theory through classroom research.
- Developing and testing instructional materials.
- Mentoring graduate students.
- Designing and implementing a program level assessment system.

References


D. PRACTICE (Subject to change as University has not defined)

Definition: practice includes the provision of patient care according to the Standards of the Nurse Practice Act in actual and virtual patient care settings. The advanced practice nurse role models, coaches and/or assists students in the provision of patient care. The advanced practice nurse possesses exemplary skills, moral perception, judgment, and behavior that reflect respect for human values, dignity and rights.

Evidence of Practice:
- * evidence drawn from such sources as the collective judgment of students, of supervisors, peers or other team members in the practice setting, and of colleagues who have visited the faculty member’s clinical site.
**Appendix D**

**College of Nursing Criteria for Promotion within Ranks**

Promotion to Assistant Professor
Has met the criteria for clinical instructor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>3 yrs Instructor at GRU</td>
<td>3 yrs Instructor at GRU</td>
<td>3 yrs Instructor at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Assist with and initiate own program of funded research. Submit 1-2 internal or external grant applications under the tutelage of a co-investigator.</td>
<td>Used evidence based practices in clinical and educational activities.</td>
<td>Assist with and initiate own program of funded research. Submit 1-2 internal or external grant applications under the tutelage of a co-investigator.</td>
</tr>
<tr>
<td>Service</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
<td>Active in University and College committees. Membership in professional organizations.</td>
</tr>
<tr>
<td>Evidence of Local Reputation</td>
<td>Reputation as an excellent researcher/clinician.</td>
<td>Reputation as an excellent clinician/educator.</td>
<td>Reputation as an excellent researcher/educator.</td>
</tr>
</tbody>
</table>
**Promotion to Associate Professor**

**Has met the criteria for Assistant Professor and:**

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>4 yrs Assistant Prof at GRU</td>
<td>4 yrs Assistant Prof at GRU</td>
<td>4 yrs Assistant Prof at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Continuous improvement and contribution in area research with submission of 2-3 internal or external grants; obtained funding of program of research; and published 3 peer-reviewed articles. Mentorship of others in research. Regional and national reputation in area of research.</td>
<td>Presents or publishes* 2 scholarly activities regarding clinical and/or educational insights at the local or regional level. Mentorship of others in teaching or clinical practice.</td>
<td>Continuous improvement and contribution in area research with submission of 2-3 internal or external grants; obtained funding of program of research; and published 3 peer-reviewed articles. Mentorship of others in research. Regional and national reputation in area of research.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Demonstrated effectiveness and student engagement in the clinical setting. Satisfactory advising. Served as member on DNP or PhD advising committees.</td>
<td>Demonstrated effectiveness and infusion of new methodologies in classroom teaching and clinical setting. Satisfactory advising. Served as member on DNP or PhD advising committees.</td>
<td>Demonstrated effectiveness and infusion of new methodologies in classroom teaching. Satisfactory advising. Served as member on DNP or PhD advising committees.</td>
</tr>
<tr>
<td>Service</td>
<td>Elected or appointed to University and College committees. Leadership in professional organizations at state and regional level. Leadership in community service activities as relates to expertise</td>
<td>Elected or appointed to University and College committees. Leadership in professional organizations at state and regional level. Leadership in community service activities as relates to expertise</td>
<td>Elected or appointed to University and College committees. Leadership in professional organizations at state and regional level. Leadership in community service activities as relates to expertise</td>
</tr>
<tr>
<td>Evidence of Regional Reputation</td>
<td>Recognition as an excellent researcher/clinician at the regional level.</td>
<td>Recognition as an excellent clinician/educator at the regional level.</td>
<td>Recognition as an excellent researcher/educator at the regional level.</td>
</tr>
</tbody>
</table>

*Articles that are in press may be counted as meeting this criterion.
Promotion to Professor
Has met the criteria for Associate Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>5 yrs Associate Prof at GRU</td>
<td>5 yrs Associate Prof at GRU</td>
<td>5 yrs Associate Prof at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Outstanding achievements in research supported by external grants or contracts and published 4 peer-reviewed articles and conducted 2 podium presentations and 2-3 poster presentations at the state, national, or international level. Mentorship of others in research.</td>
<td>Presents or publishes* 4 scholarly activities regarding clinical and/or educational insights at the regional or national level. Demonstrates sustained scholarly activity. Mentorship of others in teaching or clinical practice.</td>
<td>Outstanding achievements in research supported by external grants or contracts and published 4 peer-reviewed articles and conducted 2 podium presentations and 2-3 poster presentations at the state, national, or international level. Mentorship of others in research.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Demonstrated excellence in teaching and sustained innovation in the clinical setting. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
<td>Demonstrated excellence in teaching and sustained innovation in the classroom. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
<td>Demonstrated excellence in teaching and sustained innovation in the classroom. Satisfactory Advising. Mentored students for scholastic activities (papers and posters); leadership development, and career development. Chair or serve on DNP advisory committee and/or Co-chair or serve on PhD advisory committee.</td>
</tr>
<tr>
<td>Service</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in American Academy of Nursing (FAAN), FACE or other Academy.</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in FAAN, FACE, or other Academy.</td>
<td>Leadership in University and college committees. Leadership in professional organizations at the regional or national level. Sustained leadership in community activities as relates to expertise. Fellow in the American Council of Education (FACE), FAAN, or other academy.</td>
</tr>
<tr>
<td>Evidence of Regional &amp; developing National Reputation</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent clinician.</td>
<td>Recognition at the regional and national level as an excellent clinician/educator.</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent educator.</td>
</tr>
</tbody>
</table>

*Articles that are in press may be counted as meeting this criterion.
## Appendix E

**College of Nursing Criteria for Tenure within Ranks**

### Tenure for Assistant Professor

Meets all the criteria for Assistant Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of Regional and developing National Reputation</td>
<td>Recognition as an excellent researcher/clinician at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent clinician/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent researcher/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
</tr>
</tbody>
</table>

### Tenure for Associate Professor

Meets all the criteria for Associate Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of Regional and developing National Reputation</td>
<td>Recognition as an excellent researcher/clinician at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent clinician/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
<td>Recognition as an excellent researcher/educator at the regional level. Participates and/or has leadership role in collaborative processes.</td>
</tr>
</tbody>
</table>
Tenure for Professor
Meets all the criteria for Professor and:

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Clinician Research Track</th>
<th>Clinician Educator Track</th>
<th>Educator Research Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
<td>7 years at GRU</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Teaching</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
<td>Exemplary Evidence*</td>
</tr>
<tr>
<td>Service</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
<td>Substantial Evidence</td>
</tr>
<tr>
<td>Evidence of National and developing International Reputation</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent clinician. Leadership role and original contributions to collaborative processes.</td>
<td>Recognition at the regional and national level as an excellent clinician/educator. Leadership role and original contributions to collaborative processes.</td>
<td>National and international reputation in area of research. Recognition at the regional and national level as an excellent educator. Leadership role and original contributions to collaborative processes.</td>
</tr>
</tbody>
</table>

*Evidence must exceed the evidence needed for rank expectations in the areas of scholarship/research and teaching in the academic years under review.

Examples of Exemplary Activities include:

1. Professional recognitions:
   a. at the national level for Associate Professors
   b. at the international level for Professors
2. Creative pedagogy which has been sustained and disseminated in peer reviewed venues.
3. Substantive participation in public organizations because of expertise
   a. national level for Associate Professors
   b. national or international level for Professors
4. Leadership in public organizations because of expertise
   a. regional level for Associate Professors
   b. national level for Professors
5. Leadership in professional organizations
   a. national for Associate Professors
   b. international for Professors
6. Participation in clinical initiatives or engage in clinical practice innovations outside of the CON that strengthens the college's relationships across disciplines
7. Influence clinical practice beyond assigned clinical setting and CON.
8. Active engagement in research that exceeds expectation for rank.
9. Serving on an editorial board as Associate Professor
10. Serving as an editor of a journal as Professor.
11. Service on national grant review panels.
12. Invited and serve as consultant on a funded grant.
13. Invited and serve as a Visiting Professor
14. Participate in policy initiatives related to health care
   a. at the state level for Associate Professors
   b. at the national level for Professor
15. Sustained mentorship of others (e.g., students, fellows, peers) in scholarship, research, practice innovation, or teaching innovation.
16. Funding from NIH, AHRQ, etc (high level, high amounts > $5000.00)
Appendix F
Sample Letter for Invitation to be an External Reviewer

Sample letter for candidate seeking tenure and promotion to Professor.
Dear________________:
The College of Nursing in the Georgia Regents University is in the process of evaluating________________ for tenure and promotion to Professor. He/she is presently an Associate Professor of Nursing and has been with the college since________. As part of our review process, we would like to invite you to provide an external review of ____________________________’s accomplishments.

Georgia Regents University is an institution which emphasizes excellence in teaching, research/scholarship and service as part of its mission. This emphasis is reflected in College of Nursing guidelines for promotion and tenure. For promotion to Professor, a rating of exemplary must be achieved in teaching and research/scholarship, and must be substantial in service.

Your review should evaluate his/her contributions and accomplishments in his/her field. Comments concerning his/her level of attainment in teaching, research/scholarship and service to the discipline are encouraged. A checklist is provided for your convenience. In your review, you should also indicate the nature of your relationship or past association, if any, to Dr. _____________.

All external peer review letters will become part of his/her tenure/promotion packet to be reviewed in accordance with our personnel procedures. This includes review by the College of Nursing Promotion and Tenure Committee and Dean and relevant administrators at Georgia Regents University. To the extent we are permitted to do so by law, your letter will be held in confidence.

A candidate may, upon request and at certain stages of the promotion/tenure review process, be provided access to such letters in redacted form. Redaction is defined as the removal of identifying information (including name, title, institutional affiliation, and relationship to the candidate) contained either at the top of the letterhead or within and below the signature block of the letter of evaluation. The full text of the body of the letter would be provided to the candidate if so requested.

Our procedures stipulate that all responses to letters soliciting evaluation for promotion and tenure purposes must be included in the candidate’s packet. If you are able to provide a review for us, I would appreciate receiving it by ____________ as our recommendations must be forwarded to the College Promotion and Tenure Committee by ____. If you are unable to provide a review, please let me know as soon as possible.

Thank you for providing assistance in this most important evaluation.

Yours truly,

XXX
FACULTY DEVELOPMENT AND EVALUATION (PERFORMANCE APPRAISALS)

We, the faculty of the Georgia Regents University College of Nursing, believe that evaluation is a value judgment about the relative contribution of each faculty member to the mission of the College and the University. The Faculty of the College of Nursing further believe that evaluation is an ongoing process consisting of formative and summative components. Evaluation is a mutual responsibility of the individual faculty member, his/her peers, and the Department Chair. All faculty are expected to participate in the evaluation process on a regularly scheduled basis. Aspects of the faculty role that are part of evaluation include teaching, service, and research/scholarship.

In order to operationalize our beliefs about faculty performance and development, the College of Nursing has in place a Plan for Faculty Development and Performance Evaluation that follows.

FACULTY DEVELOPMENT

Faculty development is composed of those elements that produce professional growth in knowledge and skills requisite for quality teaching performance, service and research/scholarship. This knowledge and skill base includes enhancement of understanding and competence in the discipline and area of expertise. The responsibility for faculty development lies with the individual, college and institution.

The following resources and mechanisms, at department and college levels, support faculty development:

**Department**

- Workload includes teaching, research, practice and service along with outside professional activity. (GRU Policy 5.1.6) Department Chairs assign faculty workload according to procedures outlined in the College of Nursing workload documents.
- Faculty may request professional leave to participate in conferences, workshops, and professional meetings that further their goals.
- There will be distribution of travel funds for faculty to attend above mentioned activities.

(See documents at this link: [https://paws.gru.edu/pub/college-of-nursing/Pages/CON-Policy-Library.aspx](https://paws.gru.edu/pub/college-of-nursing/Pages/CON-Policy-Library.aspx))

**College**

- Planned intra-collegial faculty development days each year (minimum of 2 per year). Programming is based on faculty suggestions/requests, needs of the college and approved by the Associate Dean for Academic Affairs and faculty leaders.
- Targeted technical and professional training based on administrative determination of additional skills and training needed to successfully function in the CON environment.
- Educational leave to pursue doctoral education or post-doctoral study.

(See documents at this link: [https://paws.gru.edu/pub/college-of-nursing/Pages/CON-Policy-Library.aspx](https://paws.gru.edu/pub/college-of-nursing/Pages/CON-Policy-Library.aspx))
EVALUATION OF INSTRUCTIONAL FACULTY

ANNUAL FACULTY REVIEW PROCESS

1. Faculty meet with their respective supervisor during the last two months of the academic year for an evaluation of achievement of the yearly goals. Assistant Chairs and CONAT Assistant Dean are designated by the Department Chair to complete evaluations and mid-point reviews for part-time and occasional faculty. The supervisor carrying out the evaluation process utilizes the educator’s dossier, the annual faculty profile, an updated version of the faculty member’s curriculum vitae, and a written assessment, by the faculty member, of his/her achievement of the yearly goals. The five-year research plan is incorporated as appropriate.

2. Faculty and administrators meet with their respective supervisors for goal setting for the academic year during the end-of-year annual faculty evaluation that takes place in the preceding academic year. Refer to the College of Nursing organizational chart for the administrative reporting mechanism within the College of Nursing.

3. The supervisor of instructional administrative faculty will prepare written evaluation of each faculty (including the Associate Deans, Assistant Deans and Department Chair) and utilize the forms provided by Human Resources. For evaluation form, visit this link: http://www.gru.edu/hr/faculty-support-ser/facultyevaluation.php.

A copy of these evaluation forms follows this procedure. The percentage of effort in the categories of teaching, administration, scholarship, and service should be included on the form. Please note that the category “administration” can only be used by those in administrative positions.

The evaluation forms used to evaluate solely the administrative activities of the College of Nursing administrators are also available at this link: http://www.gru.edu/universitysenate/feoa.php.

4. If the evaluation process indicates that a development plan is needed, that plan is delineated and added to the statement of goals.

5. The evaluation information provided by the faculty member and the evaluation of faculty by Chairs will be used as the basis for merit raises. Department Chairs will be responsible for identifying those faculty who should be considered for merit raises. The Associate Dean for Research may provide additional evaluative information upon request by the Dean. The Dean will make the final decisions on all raises and salaries.

6. A completed and signed (by the faculty member and the respective supervisor) copy of a faculty member’s evaluation form is provided to the faculty member and the original is filed in the Dean’s Office. The completed and signed evaluation form of the Associate Deans, Assistant Deans, and Chairpersons are filed in the Dean’s Office and may be sent to the Provost upon request. The completed and signed evaluation form of the Dean is filed in the Provost’s Office.
## Faculty Development and Evaluation Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Purpose</th>
<th>Responsible</th>
<th>Evaluation</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal Setting</td>
<td>To set goals for engagement and development that are congruent with the College’s mission. Identification of necessary resources to assist faculty goal accomplishment.</td>
<td>Faculty/Chair (Written Plan)</td>
<td>Formative</td>
<td>Formative</td>
</tr>
<tr>
<td>Mid-point Evaluation</td>
<td>Discuss progress toward goal attainment</td>
<td>Faculty/Chair</td>
<td>Formative</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Identify further resources needed for faculty to achieve stated goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Evaluation</td>
<td>Assess overall performance</td>
<td>Faculty/ Chair</td>
<td>Summative</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td>To assess the individuals’ progress toward promotion and/or tenure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requested P &amp; T Review (1 year prior to promotion/tenure review)</td>
<td>Identify areas of strengths and weaknesses of proposed promotion/tenure packet.</td>
<td>Faculty, Chair, Departmental P &amp; T Committee</td>
<td>Formative</td>
<td>Formative</td>
</tr>
</tbody>
</table>
Evaluation of Faculty Administrators

The Faculty Evaluation of Administrators is sponsored annually by the University Faculty Senate and administered by the Division of Institutional Effectiveness. This process ensures that the institution is in compliance with USG Board of Regents’ Policy 8.3.5.3 for the evaluation senior faculty administrators. Faculty members will have the opportunity to annually evaluate their department chairs and the deans of the academic units in which they hold appointments via a secure and anonymous on-line process. For the evaluation form and more information, visit this link: [http://www.gru.edu/universitysenate/feoa.php](http://www.gru.edu/universitysenate/feoa.php)

Senior administrators shall be evaluated by the administrator’s supervisor, using a performance management instrument which emphasizes:

1. Leadership qualities;
2. Management style;
3. Planning and organizing capacities;
4. Effective communication skills;
5. Accountability for diversity efforts and results; and
6. Success at meeting goals and objectives.

All senior administrators shall be evaluated by their subordinates (one level down) at least once every five (5) years. Evaluation results will be the basis for the senior administrator’s development plan. ([http://www.usg.edu/policymanual/section8/policy/C245/#p8.3.5_evaluation_of_personnel](http://www.usg.edu/policymanual/section8/policy/C245/#p8.3.5_evaluation_of_personnel))

The Dean is also evaluated annually by the Provost of the University on his/her administrative appointment and on attainment of identified performance matrix.

Evaluation of Faculty (By Students)
Each semester, students evaluate all courses in which they have participated. All aspects of the course are evaluated and include course coordinator, site coordinator, course faculty, clinical, skills lab (LRC), and simulation. All course evaluations are completed electronically. The process is detailed below.

1. Course coordinators verify faculty assigned to courses (Goal: completed by mid-term).
2. Evaluation questions and students are loaded into the electronic system (Goal: 3 weeks before the end of the semester).
3. Students are notified by email with the electronic link to complete the course evaluations. Students are encouraged to complete the course evaluations citing the importance of all input for course improvement. (Goal: evaluations must be completed by the last day of the semester).
4. Evaluation results are downloaded from the electronic system and disseminated as indicated below. (Goal 4-6 weeks after the completion of the semester).
   a. Individual Faculty Member* will receive applicable compiled evaluation results electronically through email.
   b. Course Coordinators will receive compiled evaluation results for course coordination electronically through email.
   c. Program Directors will receive all compiled course evaluation results for the pertinent program distributed on an encrypted device (CD or USB).
   d. Department Chairs will receive all compiled course evaluation results for faculty assigned to their departments distributed on an encrypted device (CD or USB).
   e. Associate Dean will receive all compiled course evaluation results maintained in the course evaluation binder in Academic Affairs.
5. Course Coordinators provide a formal response to the course evaluations, addressing successes, concerns, and outlining plans for improvement. This response is provided to the Associate Dean for Academic Affairs, the Program Director, and the respective Department Chair. The Associate Dean and Program Directors use this information for evaluating course effectiveness and determining programmatic changes. The Department Chair uses this information for faculty evaluation and development.

*Faculty includes full-time, part-time, adjunct and occasional.

Revised: 2013 – CON Academic Affairs and Outcomes Committees;
CON Course Coordinator Handbook
# Evaluation Plan

## Evaluation of the Organization & Administration

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON Mission, Vision and Values are congruent with University</td>
<td>Mission, Vision and Values statements</td>
<td>Dean, Associate Deans, Assistant Deans, Chairs, Faculty, Staff</td>
<td>CON Administrative Team, CON Faculty Senate</td>
<td>Every 5 years</td>
<td>CON website Faculty Manual Course Syllabi</td>
<td>Reviewed and revised 2012 (consolidation); Under review as a transition forward from consolidation</td>
</tr>
<tr>
<td>CON Strategic and Administrative Assessment Plans are congruent with the University</td>
<td>Strategic and Administrative Assessment Plans</td>
<td>Leadership Team</td>
<td>CON Administrative Team Provost</td>
<td>Annually</td>
<td>CON Intranet</td>
<td>FY 2014 implemented</td>
</tr>
<tr>
<td>Assessment of Strategic Plan/Tactical Plan status reports</td>
<td>Strategic and Administrative Assessment Plans</td>
<td>CON Administrative Team</td>
<td>CON Administrative Team</td>
<td>Quarterly</td>
<td>CON Intranet</td>
<td>Reviewed and updated quarterly</td>
</tr>
<tr>
<td>CON bylaws are relevant to environment and current status of the college</td>
<td>CON bylaws</td>
<td>CON Faculty</td>
<td>CON Faculty Senate</td>
<td>As needed</td>
<td>CON Website</td>
<td>Reviewed and revised 2012 (consolidation); updated fall 2013; Under review as a transition forward from consolidation</td>
</tr>
<tr>
<td>CON organizational structure is congruent with the University</td>
<td>CON Organizational Charts</td>
<td>CON Administrative Team</td>
<td>Dean Provost</td>
<td>As needed</td>
<td>CON Intranet</td>
<td>Updated quarterly; last updated January 2014</td>
</tr>
<tr>
<td>CON Administrative Roles</td>
<td>Administrator position descriptions</td>
<td>CON Administrative Team</td>
<td>Dean</td>
<td>Every 3 years</td>
<td>Faculty Manual</td>
<td>Reviewed and revised fall 2013 (consolidation)</td>
</tr>
<tr>
<td>CON Administrator Effectiveness</td>
<td>Administrator Evaluation</td>
<td>University President, Provost,</td>
<td>Not Applicable</td>
<td>Annually</td>
<td>Evaluation reports provided to Dean,</td>
<td>Completed Spring 2013</td>
</tr>
</tbody>
</table>

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*Georgia Regents University*

*College of Nursing*

*Evaluation Plan*
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
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<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON Policy Review</td>
<td>CON policies and procedures</td>
<td>CON Policy Committee and appropriate units</td>
<td>CON Administrative Team, CON Faculty Senate (when applicable)</td>
<td>Every 3 years</td>
<td>CON Intranet</td>
<td>Work group formed and charter implemented Fall 2013</td>
</tr>
</tbody>
</table>

Individual/Group Responsible for Review: CON Administrative Team

Last Reviewed: 2/05/14
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty participation in CON and University activities</td>
<td>Committee membership rosters and faculty database</td>
<td>Department Chairs and Department Advisory Committee</td>
<td>Department Chair</td>
<td>Semi-annually</td>
<td>University website</td>
<td>University is determining feasibility of a universal electronic system for entry of data; CON planning on moving forward with Digital Measures implementation for FY 2015</td>
</tr>
<tr>
<td>Faculty participation in professional and community service activities</td>
<td>Faculty CV Annual Self-Evaluation</td>
<td>Department Chairs and Department Advisory Committee</td>
<td>Department Chair</td>
<td>Semi-annually</td>
<td>CON Newsletter Department Meeting Minutes</td>
<td></td>
</tr>
<tr>
<td>Support faculty in their effort toward continuous professional development</td>
<td>Annual Self-Evaluation; Annual Professional Development Plan</td>
<td>Department Chairs, Faculty</td>
<td>Department Chairs</td>
<td>Ongoing</td>
<td>Department tracking report; Financial reports; Annual Summary Reports</td>
<td>Developing process for annual summary reports for end of FY14</td>
</tr>
<tr>
<td></td>
<td>Needs Assessments; Attendance rosters; Strategic Plan Quarterly reports</td>
<td>Department Chairs, Faculty, Academy of Educators</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>Summary of Needs Assessment; Strategic Plan Quarterly report</td>
<td>Three-year faculty program plan is currently under development as outlined in the Strategic Plan; one Needs Assessment has been completed in FY14</td>
</tr>
<tr>
<td>Document faculty teaching, scholarship, practice, and service</td>
<td>CON Workload document; monthly effort reporting; CNR Research Activity Tracking Report</td>
<td>Department Chairs; Program Directors; Associate Dean for Academic Affairs</td>
<td>Associate Dean of Academic Affairs</td>
<td>Each semester</td>
<td>CON Workload Document</td>
<td>Current</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and retention of qualified faculty</td>
<td>CON search process</td>
<td>Department Chairs, Search Committees, CON Administrative Team</td>
<td>Dean</td>
<td>Ongoing</td>
<td>Advertisement and marketing materials; search committee minutes, CON bi-weekly Faculty and Staff Recruitment Report; offer letters</td>
<td>Current status reflected in CON bi-weekly Faculty and Staff Recruitment Report</td>
</tr>
<tr>
<td>Annual faculty salaries</td>
<td>Dean; Department Chairs</td>
<td>Dean</td>
<td>Ongoing</td>
<td></td>
<td>AACN Annual Evaluation report of salaries</td>
<td>Submitted Fall 2013</td>
</tr>
<tr>
<td>CON sponsored professional activities</td>
<td>CON Administrative Team; Faculty</td>
<td>Department Chairs</td>
<td>Ongoing</td>
<td></td>
<td>CON Calendar; CON Newsletter</td>
<td>Current; multiple activities offered</td>
</tr>
<tr>
<td>CON Faculty Effectiveness</td>
<td>Faculty Self-Evaluation, Annual Performance Evaluation, course evaluations</td>
<td>Department Chairs, Faculty</td>
<td>CON Administrative Team</td>
<td>Ongoing review as information available; Annual Final Evaluation</td>
<td>Semester Course Evaluations; Course evaluation summary report ; Annual Performance Evaluation</td>
<td>Mid-year completed in fall; annual performance evaluations completed in spring</td>
</tr>
</tbody>
</table>

Individual/Group Responsible for Review: Department Chairs
Last Reviewed: 2/05/14
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify CON target populations consistent with University student profile and CON goals and objectives</td>
<td>Recruitment plan of CON programs, program enrollment plans, and institutional data sources (ie. Banner, Crystal)</td>
<td>CON Leadership Team, Program Admissions Committees</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>CON Share drive, Academic Affairs reports</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Recruit and retain targeted student population</td>
<td>Program enrollment numbers; recruitment plans, institutional data sources (ie. Banner, Crystal)</td>
<td>Associate Dean for Academic Affairs, Assistant Dean for Student Affairs, Program Directors, Program Admissions Committees, CON Recruitment and Retention Coordinators</td>
<td>Dean, Associate Deans for Academic Affairs</td>
<td>Ongoing</td>
<td>CON Share drive, Academic Affairs reports</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Determine factors influencing the teaching/learning environment</td>
<td>Semester course evaluations</td>
<td>Associate Dean for Academic Affairs, Chairs, Program Directors</td>
<td>Associate Dean for Academic Affairs</td>
<td>Each Semester</td>
<td>Evaluation reports, Summary report provided to Outcomes Assessment Committee</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Student policies are congruent with the University and CON goals and objectives and are written and accessible</td>
<td>Student Handbook, GRU catalog</td>
<td>Associate Dean for Academic Affairs, Assistant Dean for Student Affairs, Program Directors</td>
<td>CON Academic Affairs Committee</td>
<td>Annually, as needed</td>
<td>Student handbook, University catalog, meeting minutes, CON Policy Library</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

*CON Handbook updated August 2013; Policy Library launched Feb 2014- still under development*
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Student Learning Outcomes</td>
<td>Program Objectives/Goals</td>
<td>Associate Dean for Academic Affairs, Program Directors, Program Committees</td>
<td>CON Outcomes Assessment Committee</td>
<td>Annually</td>
<td>Institutional Effectiveness annual Academic Program Assessment</td>
<td>Academic Year 2012-2013 assessment completed fall 2013</td>
</tr>
<tr>
<td>Performance of pre-licensure graduates (BSN and CNL) on NCLEX licensure exam</td>
<td>NCLEX pass rates from State Board reports</td>
<td>Associate Dean Academic Affairs, Assistant Dean Student Affairs, Chairs, Program Committees, Outcomes Assessment Committee</td>
<td>Not Applicable</td>
<td>Annually</td>
<td>Program reports, meeting minutes, CON Strategic Planning Outcomes report</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Identify congruence between program preparation and actual performance related to current demands of health care systems</td>
<td>Exit Benchmarking Inventory (EBI) survey results</td>
<td>Associate Dean Academic Affairs, Assistant Dean Student Affairs, Chairs, Program Committees, Outcomes Assessment Committee</td>
<td>Not Applicable</td>
<td>Annually</td>
<td>Program reports, Outcomes Assessment Committee reports and minutes</td>
<td>2013 reports in process of being compiled by program directors</td>
</tr>
</tbody>
</table>

Individual/Group Responsible for Review: Associate Dean for Academic Affairs
Last Reviewed: 2/05/14
## Evaluation of the Curriculum

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Nursing curriculum is reflective of the CON mission, vision and values, terminal objectives and conceptual framework</td>
<td>CON mission, vision, values statements, program objectives</td>
<td>Associate Dean Academic Affairs, Program Directors, Program committees, CON Faculty</td>
<td>Program committees, CON Faculty Senate, the Graduate School</td>
<td>Every 3 years</td>
<td>Committee reports/minutes, curriculum mapping documents</td>
<td>Completed fall 2013 and spring 2014</td>
</tr>
<tr>
<td>Nursing curriculum includes specific elements of professional standards</td>
<td>CCNE Essentials documents, Georgia BON rules and regulations, specialty organizations including NONPF and COA</td>
<td>Academic Dean Academic Affairs, Program Directors, Program committees, CON Faculty</td>
<td>Program committees, CON Faculty Senate, the Graduate School</td>
<td>Every 3 years</td>
<td>Committee reports, curriculum mapping documents</td>
<td>Completed fall 2013 and spring 2014</td>
</tr>
<tr>
<td>Course and program terminal objectives are met</td>
<td>Student Learning Outcomes</td>
<td>Academic Dean for Academic Affairs, Program Directors, Program Committees</td>
<td>CON Outcomes Assessment Committee</td>
<td>Annually</td>
<td>Institutional Effectiveness annual Academic Program Assessment</td>
<td>2013-2014 in progress, final report due September 2014</td>
</tr>
</tbody>
</table>
| Curriculum meets professional standards | Commission on Collegiate Nursing Education Standards for Accreditation | Dean, Associate Deans, Chairs, Program Directors, Faculty, the Graduate School | CON Administrative Team | Every 8 years; mid-cycle report every 5 years | CCNE Self-study; mid-cycle CIPR report | December 2011 mid-cycle report submitted; December 2012 mid-cycle report submitted; Spring 2013 substantive change report submitted; Spring 2014 CCNE Self-
## Evaluation of the Curriculum

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>University System of Georgia BOR Comprehensive Program Review</td>
<td>Dean, Associate Deans, Chairs, Program Directors, Faculty</td>
<td>CON Administrative Team; the Graduate School</td>
<td>Every 10 years</td>
<td>CPR assessment and report</td>
<td>To be completed June 2014</td>
<td></td>
</tr>
<tr>
<td>Georgia Board of Nursing Program Review Visit</td>
<td>Dean, Associate Deans, Chairs, Program Directors, Faculty</td>
<td>CON Administrative Team; the Graduate School</td>
<td>Every 5 years</td>
<td>Self-study</td>
<td>BSN and CNL program’s next visit 2015</td>
<td></td>
</tr>
<tr>
<td>COA Program Review Visit</td>
<td>Dean, Associate Deans, Chairs, NAP Program Directors, Faculty, the Graduate School</td>
<td>CON Administrative Team</td>
<td>Every 10 years</td>
<td>Self-study</td>
<td>Next scheduled 2021</td>
<td></td>
</tr>
<tr>
<td>PhD Program Review (External through the Graduate School)</td>
<td>Dean, Associate Deans, Chairs, PhD Program Director, Faculty</td>
<td>CON Administrative Team; the Graduate School</td>
<td>Every 5 years</td>
<td>Self-study</td>
<td>Next scheduled 2015</td>
<td></td>
</tr>
<tr>
<td>SACS</td>
<td>Dean, Associate Deans, Chairs, Program Directors, Faculty, the Graduate School</td>
<td>CON Administrative Team, the Graduate School, Institutional Effectiveness</td>
<td>3 years from affirmation of consolidation</td>
<td>Self-study</td>
<td>Next scheduled 2016</td>
<td></td>
</tr>
</tbody>
</table>

Individual/Group Responsible for Review: Associate Dean for Academic Affairs

Last Reviewed: 2/05/14
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Source of Information/Data</th>
<th>Review Team</th>
<th>Approval(s)</th>
<th>Frequency</th>
<th>Dissemination</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine availability and adequacy of resources (University &amp; CON) in meeting needs of the programs</td>
<td>Faculty- Faculty and Staff Recruitment Report and budget</td>
<td>Dean, Department Chairs, CON Finance and Business Operations Analyst</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>CON bi-weekly Faculty and Staff Recruitment Report; CON Workload documents; meeting minutes</td>
<td>Current status reflected in CON bi-weekly Faculty and Staff Recruitment Report</td>
</tr>
<tr>
<td>Staff associate - Faculty and Staff Recruitment Report and budget</td>
<td>CON Administrative Team, CON Business Manager; CON Finance and Business Operations Analyst</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>CON bi-weekly Faculty and Staff Recruitment Report; meeting minutes</td>
<td>Current status reflected in CON bi-weekly Faculty and Staff Recruitment Report</td>
<td></td>
</tr>
<tr>
<td>Review of support services- CON ITAC minutes; course evaluations; Enrollment Management Council meeting minutes</td>
<td>CON Administrative Team; CON Leadership Team; others as needed</td>
<td>Not Applicable</td>
<td>Ongoing</td>
<td>Reports and meeting minutes</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Space and equipment review- inventories, building floor plans</td>
<td>CON Leadership Team; others as needed</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>Reports and meeting minutes</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Assure appropriate faculty/student ratios based on accreditation</td>
<td>Teaching assignments, Course Offering</td>
<td>Department Chairs, Program Directors</td>
<td>CON Administrative Team</td>
<td>Ongoing</td>
<td>CON Workload Document</td>
<td>Maintaining pre-licensure faculty: student ratios at</td>
</tr>
<tr>
<td>Evaluation Component</td>
<td>Source of Information/Data</td>
<td>Review Team</td>
<td>Approval(s)</td>
<td>Frequency</td>
<td>Dissemination</td>
<td>Status</td>
</tr>
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</tr>
<tr>
<td>standards and regulatory bodies</td>
<td>Form (course schedules), CON bi-weekly Faculty and Staff Recruitment Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:8; nurse practitioner program ratios at 1:6</td>
</tr>
<tr>
<td>Determine adequacy of clinical sites</td>
<td>Current clinical contracts; Course Offering Forms; Clinical Liaison</td>
<td>Associate Dean for Academic Affairs; Department Chairs; Program Directors; CON Clinical Liaison</td>
<td>CON Academic Affairs Committee</td>
<td>Ongoing</td>
<td>Clinical contract agreements</td>
<td>All current</td>
</tr>
<tr>
<td>Determine faculty qualifications/credentialing for teaching courses</td>
<td>CV, licensure, certification, terminal degree</td>
<td>Department Chairs; Associate Dean for Academic Affairs</td>
<td>Dean</td>
<td>Ongoing</td>
<td>CON Workload Document</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Individual/Group Responsible for Review: CON Administrative Team
Last Reviewed: 2/05/14
Job Descriptions of the College of Nursing Administration and Faculty Leaders

Dean, College of Nursing
The Dean of each College within the university shall be appointed by the Provost and shall hold office at the pleasure of the Provost. The recommendation of the Provost relating to each appointment shall be made after consultation with a representative committee of faculty, which includes members of the academic unit involved.

Powers:

The Dean shall be the chief executive officer of the College and shall have the powers and duties to:

1. Coordinate the academic programs and instructional activities of the academic unit and to supervise its research and service programs.
2. Present to the University Senate those actions of the faculty that require approval of the University Senate as specified elsewhere in these Statutes.
3. Recommend to the President through the Provost, the appointment, reappointment, promotion, dismissal and non-renewal of members of the faculty and its administrative staff. Prior to action on recommendations regarding department heads, the Dean shall consult with all full-time members of the faculty of the department concerned. In recommending appointments to faculty positions within a department, the Dean shall act on the recommendation of the department head. In conformity with institutional policy and the Policies of the Board of Regents, the Dean may recommend the dismissal of any member of the faculty.
4. Prepare annually a budget of the academic unit after consultation with the members of the faculty and appropriate administrative assistants. Where departments exist, the Dean shall ask each department head to recommend a departmental budget.
5. Be custodian of buildings and other university property occupied or used by the academic unit, and be responsible for the proper use thereof subject to the general authority of the President.
6. Serve as the medium of communication for all official business of the academic unit with other university authorities, the students, and the public.
7. Submit to the President a report covering important phases of the work of the academic unit at the close of each academic year.

In addition, the Dean of each College shall:

1. Oversee the academic activity of the students of the College. The Dean shall be responsible for the administration of regulations affecting student academic performance. In accordance with the regulations of the university and consistent with requirements of due process, it is the responsibility of the Dean of each College to reprove or dismiss students for disciplinary or academic reasons.
2. Certify to the compliance by individual students with the requirements for graduation on the basis of the records and reports of the Registrar’s Office and upon recommendation of its faculty.
3. Be responsible, jointly with the appropriate administrative officer of instructional, research and public service units of the institution, for programs operated for or by the college.

From GRU Statutes, Article IV

3-5-14: Acknowledged by CON Admin. Team

File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Executive Associate Dean for Strategic Management and Practice
Under the direction of the Dean, provides executive leadership in the use of business processes to strategically assess, plan, and evaluate CON programs; maximize allocation and use of financial and human resources; and generate revenue for the CON through individual faculty practice and outside practice contracts. The position is part of the CON Administrative Team and reports directly to the Dean.

Responsibilities and Functions:

1. Maximizes allocation and use of financial and human resources for the CON.
   a. Coordinates allocation and monitors use of College resources.
   b. Leads the annual budgeting process and advises the Dean on related matters.
   c. Manages fiscal operations and business functions of the CON and Georgia Regents Nurse Associates (GRNA).

2. Develops, implements, and analyzes/evaluates business practices of the CON.
   a. Designs systems to support entrepreneurial development and high quality business practices for the CON.
   b. Develops, maintains, and refines processes, policies and standard operating procedures related to the CON and GRNA business operations.
   c. Develops and implements continuous quality improvement processes.
   d. Advises the Dean and members of the CON Leadership on matters related to business processes and practice initiatives.
   e. Creates a culture that supports the use of business models for decision-making.

3. Collaborates, as a leader and member of the CON Administrative Team, to develop innovative strategies that support the mission of the CON, GRU, and the University System of Georgia.
   a. Manages the Strategic Planning process for the CON.
   b. Develops a transparent infrastructure to support faculty research, teaching, and practice.
   c. Represents the College of Nursing on Enterprise committees.
   d. Provides oversight for the CONAT campus via operational supervision of the Assistant Dean for CONAT.
   e. Provides leadership regarding the CON participation in the Greater Augusta Healthcare Network (GAHN).

4. Generates revenue for the CON.
   a. Formulates strategies to market CON academic nursing products.
   b. Obtains funding and support for academic nursing practice initiatives by developing contracted services for Enterprise and community-based programs.
   c. Promotes cooperative and collaborative practice arrangements with other GRU colleges, clinical agencies, universities, and private industry.
   d. Serves as the CON liaison to other GRU entities engaged in practice and related activities.

5. Supervises staff and manages assigned area of responsibility.
   a. Provides direct supervision for the staff of the Strategic Management and Practice unit.
   b. Manages staff assigned to specific initiatives related to practice and community outreach.

6. Maintains own program of scholarship, research and/or practice.
Associate Dean for Academic and Student Affairs
Under the direction of the Dean, provides leadership and vision in the development, implementation, and evaluation of all academic programs in the CON; maximize allocation and use of financial and human resources to ensure quality learning outcomes; and generate revenue for the CON through credit hour production and academic program contracts. The position is part of the CON Administrative Team and reports directly to the Dean.

Responsibilities and Functions:

1. Maximizes allocation of teaching competence and workload equity for the CON.
   a. Coordinates allocation and monitors use of College resources to consider fairness and equity.
   b. Manages academic program operations, program accreditation, and functions of the CON.
   c. Oversees the daily and fiscal operations of simulated learning (to include the Learning Resource Simulation Centers).

2. Develops, implements, and analyzes/evaluates evidence-based academic practices of the CON.
   a. Designs systems and practices to support high-quality educational program development for the CON.
   b. Develops, maintains, and refines processes, policies and standing operating procedures related to the CON and academic programs.
   c. Develops and implements continuous quality improvement processes.
   d. Advises the Dean and members of the CON Leadership on matters related to academic program processes and initiatives.
   e. Creates a culture that supports the use of innovative instructional strategies and high-quality educational practices.

3. Collaborates, as a leader and member of the CON Administrative Team, to support the mission of the CON, GRU, and the University System of Georgia.
   a. Develops a transparent infrastructure to support faculty research, teaching, and practice.
   b. Collaborates with Department Chairs and Program Directors to ensure high quality teaching, develop processes for improvement, and maintain standards for accreditation.
   c. Represents the CON on Enterprise committees.
   d. Provides oversight for student services via operational supervision of the Assistant Dean for Student Affairs.
   e. Provides leadership regarding the Program Directors, academic programs, and simulated learning strategies.
   f. Contributes to CON Strategic Planning processes.

4. Generates revenue for the CON
   a. Formulates strategies to market CON academic programs and increase credit hour generation.
   b. Obtains funding and support for academic program initiatives academic by developing academic partnerships and contracted services for programs.
   c. Promotes cooperative and collaborative academic arrangements with other GRU colleges, clinical agencies, universities, and private industry.
   d. Serves as the CON liaison to other GRU entities regarding simulated learning activities and academic nursing programs.

5. Supervises staff and manages assigned area of responsibility.
   a. Provides direct supervision of the Assistant Dean for Student Affairs.
b. Provides direct supervision of Academic and Student Affairs Administrator and staff assigned to Interdisciplinary Simulation Center.

  c. Provides direct supervision of program directors in that portion of their work.

6. Maintains own program of scholarship, research and/or practice.

Admin approval: 12-18-13
Editorial update: 4-2-14
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Associate Dean for Research
Under the direction of the Dean, provides executive leadership by setting and executing the research agenda and leading faculty in innovative and futuristic research directions which attract external support. The Associate Dean provides oversight for the PhD program and ensures support of the doctoral students. The position is part of the CON Administrative Team and reports directly to the Dean.

Responsibilities and Functions:

1. Maximizes allocation and use of resources to promote the research mission.
   a. Maintains overall responsibility for the College of Nursing (CON) research mission.
   b. Provides executive leadership as director of the Center for Nursing Research (CNR), to include budget and personnel management.
   c. Collaborates with Department Chairs to achieve maximum research productivity:
      1) Advises creation of individual faculty members’ 5 year research plans,
      2) Monitors faculty research status reports,
      3) Provides input on annual performance appraisals and promotion and tenure reviews.
      4) Advises Department Chairs and the Associate Dean for Academic Affairs regarding research time commitments for specific faculty.
   d. Creates and ensures enactment of appropriate strategies and policies leading to recruitment and retention of excellent researchers.

2. Develops, implements, and analyzes/evaluates the CON portfolio of funded research.
   a. Provides stakeholders an on-going analysis of the CON grants portfolio and research agenda.
   b. Assures the timely availability of accurate data related to CON research activities.

3. Collaborates, as a leader and member of the CON Administrative Team, to develop innovative strategies that support the mission of the CON, GRU, and the University System of Georgia.
   a. Forms a research leadership team with the Assistant Dean for Research and PhD Program Director to mentor new faculty and doctoral students in the development of research and supports existing faculty in refining or developing research that will lead to publication and external funding.
   b. Develops an active research culture that fosters the highest achievements, encourages originality and innovation and enriches the student learning experience.
   c. Develops and provides oversight for the maintenance of a transparent infrastructure to support faculty research, teaching, and practice.
   d. Represents the CON on Enterprise committees.
   e. In partnership with Department Chairs and the Assistant Dean for Research, guides faculty members in identifying critical pathways relevant to their programs of research.
   f. Contributes to the CON Strategic Planning processes.
   g. Supports CON Strategic Plan initiatives related to research by mentoring faculty and collaborates with Department Chairs to ensure faculty pursue their research goals.
   h. Provides oversight for the director of the PhD in nursing program.
   i. Provides oversight for the Assistant Dean for Research
   j. Advises the Dean and other CON administrators on matters related to research within the College.

4. Generates revenue for the CON.
   a. Serves as liaison to external funding agencies and to GRU and community entities that involve the University’s research agenda and serves on relevant campus committees.
   b. Promotes cooperative and collaborative research arrangements with other GRU colleges, clinical agencies,
universities, and private industry.

c. Identifies new research opportunities that have potential for significant growth and disseminates information about national trends in nursing science and research.

d. Provides oversight for the CNR grant submission and post-award processes.

5. Supervises staff and manages assigned area of responsibility.
   a. Partners with the Assistant Dean for Research to provide oversight for the CNR.
   b. Manages staff assigned to specific research initiatives.

6. Maintains own program of scholarship, research and/or practice.
   a. Maintains own program of funded research.

Admin approval: 12-18-13
Editorial update: 4-2-14
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
**Associate Dean for Assessment and Development**

Under the direction of the Dean, provides executive leadership for the management of employee development and assessment. This position is part of the CON Administrative Team and reports directly to the Dean.

**Responsibilities and Functions:**

1. Maximizes use of resources for continuous quality improvement processes for CON.
   a. Develops policies and procedures for assessment and development of CON employees.
   b. Assures the timely availability of accurate data related to the CON development and assessment activities
   c. Designs systems to support a comprehensive assessment and development program for CON.

2. Develops, implements, and analyzes/evaluates a faculty and staff development practices in the CON.
   a. Develops and coordinates an orientation program and process with preceptorship and mentoring components for faculty and staff associates.
   b. Develops and implements processes for professional growth and development of staff associates to ensure ongoing development of knowledge and skills toward meeting performance criteria and the needs of the CON.
   c. Develops processes to assess competence and enhance skills of faculty members so they meet performance criteria in areas of distance education, online teaching and learning strategies, face-to-face classroom experiences, clinical competence, and simulation.
   d. Develops ongoing learning opportunities to meet evolving needs of faculty in areas of teaching, scholarship, and service.
   e. Develops learning opportunities designed to meet the evolving needs of staff in the areas of support services for faculty, programs, and students.
   f. Develops and implements process for faculty credentialing and evaluation.

3. Collaborates, as a leader and member of the CON Administrative Team to develop innovative strategies that support the mission of the CON, GRU, and the University System of Georgia.
   a. Develops a transparent infrastructure to support faculty research, teaching, and practice.
   b. Represents the College of Nursing on Enterprise committees.
   c. Collaborates with the office of Academic Affairs and the Chairs in gathering evidence-based data on teaching effectiveness and need for improvement.
   d. Provides leadership and direction for the as Advisory Board of Assessment and Development.
   e. Contributes to CON Strategic Planning processes.

4. Generates revenue for the CON
   a. Formulates strategies to market assessment and development products designed to increase faculty and staff competency levels in selected areas.
   b. Serves as the CON liaison to other internal and external GRU stakeholders to promote continued development of faculty and staff.

5. Supervises staff and manages assigned program.

6. Maintains own program of scholarship, research, and/or practice.

Original 7/12; Under revision 3-27-14/dn
File location: H/SON/media/Dean's Office/Admin-Leadership Job Descriptions

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**Assistant Dean for Research**

With direction from the Associate Dean for Research, provides leadership by facilitating sponsored scholarship activity and providing administrative oversight for the Center for Nursing Research (CNR) in support of the Georgia Regents University (GRU) College of Nursing (CON) research agenda. This position resides in the Center for Nursing Research (CNR), is part of the CON Leadership Team, reports directly to the Associate Dean for Research and represents the Associate Dean for Research is his/her absence.

**Responsibilities and Functions**

1. Facilitates the efforts of faculty and students to obtain intramural and extramural funding to support research, education and service projects.
   a. Coordinates all pre- and post-award support including grant writing, submission and implementation.
   b. Keeps abreast with and disseminates information regarding funding opportunities.
   c. Keeps faculty informed about the national trends in research funding.
      a. Informs CON faculty about submitted grant applications, progress and status of current grants, and an overall analysis of the CON grants portfolio.
      b. Maintains an accurate and up-to-date CNR database and data archives of research and grant records and provides regular reports to Principal Investigators, administrators and involved faculty.
      c. Mentors new faculty and doctoral students in the development of research, and supports faculty in their efforts to develop and refine research that will lead to intramural and extramural funding as well as publications.

2. Maximizes resources of the CNR so students and faculty have access to a wide range of support services available within the CON and GRU.
   a. Oversees all CNR activities, to include mock reviews, think tanks, seed grants, travel awards, IRB submissions, grant submissions, post-award management, data management services (e.g., assistance with setting up regulatory files, data entry, data analysis, and archiving regulatory files), poster development and displays, manuscript development and editorial services, CNR Seminars, and special research events to ensure high quality products are developed and excellent customer service are provided.
   b. Identifies and advocates for infrastructure and operational needs to support CON research and scholarship initiatives.
   c. Develops, maintains, assesses and refines CNR processes, policies, and standing operating procedures.
   d. Collaborates with the Marketing and Multicultural Affairs Administrator to promote CNR activities, publicize CON research activities and awards, and maintain up-to-date CNR intranet and internet sites.

3. Collaborates, as a leader and member of the CON Leadership Team, to support the mission of the CON, GRU, and the University System of Georgia.
   a. Collaborates with the Associate Dean for Research to facilitate sponsored scholarship activity.
   b. Contributes to Enterprise research efforts by maximizing resources available for CON students and faculty.
   c. Serves as CON liaison to the GRU Office of Research and Sponsored Programs.
   d. Serves on one or more GRU Institutional Review Boards (IRBs), and serves as a CON liaison to the GRU IRB Office.
   e. Facilitates collaboration and partnership in research arrangements with other GRU schools, clinical agencies, universities, and private industry.
   f. Keeps abreast of Enterprise policies regarding research activities and informs faculty about changes and ramifications.
   g. Coordinates research interest groups and promotes collaboration among faculty and student researchers within the CON and larger GRU community.
   h. Informs Department Chairs about submitted grant applications as well as the progress and status of current grants, and provides input for teaching assignments and faculty evaluations.
i. Coordinates and teaches in research courses for GRU students.

j. Contributes to CON Strategic Planning processes.

4. Supervises staff and manages assigned area of responsibility.
   a. Provides operational oversight for the CNR.
   b. Provides direct supervision for CNR faculty and staff.
   c. Oversees faculty who provide support services, such as statistical and library support, for the CNR.

5. Maintains own program of scholarship, research and/or practice.
   a. Maintains own program of funded research.

Approved 12-18-13
Editorial update 4-2-14
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Assistant Dean for Student Affairs
Under the direction of the Associate Dean for Academic and Student Affairs provides leadership for all student related activities in the College of Nursing on all CON campuses and satellite sites. This position is a part of the CON Leadership Team and in this role reports directly to the Associate Dean for Academic and Student Affairs.

Responsibilities and Functions:

1. Coordinates processes to ensure consistency in areas of recruitment, admission, and retention of students in all CON programs.
   a. Facilitates processes to maximize efforts of student recruitment for all academic programs in conjunction with recruitment and retention coordinator and program managers.
   b. Represents GRU and CON to prospective students, clinical agencies, and other stakeholders.
   c. Collaborates with the Department Chairs and Associate Dean for Academic Affairs to develop and facilitate curricular changes and advance educational programs.
   d. Manages processes to maximize efforts of student retention for all academic programs and facilitates student referrals to appropriate resources.
   e. Manages student records to assure compliance with established standards, procedures, and protocols.

2. Maximizes resources of the College of Nursing so students have access to a wide range of services available within the College of Nursing and the Georgia Regents University.
   a. Serves as a resource for students enrolled in programs.
   b. Identifies and advocates for infrastructure needs to support the delivery of high quality programs that are easily accessible to students.
   c. Develops, maintains, assesses, and refines processes, policies and standing operating procedures related to student affairs in accordance with College and University policies.
   d. Coordinates the scholarships and awards process for the CON.
   e. Collaborates with Associate Dean for Academic Affairs, Program Directors, Academic Affairs Administrator, and CON Student Recruitment and Retention Coordinator to develop and maintain the CON program recruitment annual budget.
   f. Facilitates the submission of traineeship grant funding and provides the awards to students in need of financial assistance.

3. Collaborates as a member of the CON Leadership Team, to support the mission of the CON, GRU, and the University System of Georgia.
   a. Serves as the chief spokesperson for CON in student-related matters and liaison to promote the missions of GRU.
   b. Acts as liaison to the larger University community, facilitating access to resources and services to CON students.
   c. Participates in efforts to recruit a high caliber, diverse faculty to advance teaching, research, and practice missions of the CON.
   d. Collaborate with the Program Directors and Program Managers to recruit and retain students.
   e. Contributes to CON Strategic Planning processes.

4. Facilitates and coordinates CON and university-wide events such as program orientation, Family Day, Professionalism Forum, Open House, White Coat Ceremony, and Convocation.

5. Provides leadership and direction to the staff associates assigned to Academic and Student Affairs
   a. Provides direct supervision of CON Student Recruitment and Retention Coordinator in the office of Student Affairs.
   b. Manages day-to-day operations of the office of Student Affairs.
6. Maintains own program of scholarship, research and/or practice.

Admin approval 12-18-13

File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Assistant Dean for the College of Nursing at Athens (CONAT)

Under the direction of the Executive Associate Dean for Strategic Management and Practice, provides administrative leadership for the Athens campus including facility management and fiscal responsibility on matters related to the successful operation of CONAT. This position is a part of the College of Nursing (CON) Leadership Team and in this role reports directly to the Executive Associate Dean for Strategic Management and Practice and collaborates with the Associate Dean for Academic and Student Affairs in matters related to programs.

Responsibilities and Functions:

1. Coordinates processes to ensure consistency in the efforts of faculty and staff assigned to CONAT to meet the needs of students through efficient and effective operations.
   a. Acts as a liaison to the CON Administrative Team, advising on matters related to facility operations and successful outcomes of faculty, staff and students at CONAT.
   b. Represents GRU and the CON to prospective students, clinical agencies, and other stakeholders.
   c. Collaborates with the Department Chairs and Associate Dean for Academic Affairs to develop and facilitate curricular changes and enhancement of educational programs.
   d. Participates in the assignment of courses and appropriate teaching loads and advisement of Department Chairs for CONAT faculty activities.
   e. Participates in the annual performance/merit evaluation of regular part-time and occasional faculty assigned to CONAT.

2. Maximizes resources of CONAT so students and faculty have access to a wide range of services available within the CON and the Georgia Regents University (GRU).
   a. Serves as a resource for students enrolled in programs and for faculty coordinating and teaching courses.
   b. Identifies and advocates for infrastructure needs to support faculty and staff at CONAT.
   c. Develops, maintains, assesses, and refines processes, policies and standing operating procedures for CONAT in accordance with College and University policies.
   d. Coordinates Enterprise and CON events (i.e. Family Day).

3. Collaborates as a member of the CON Leadership Team, to support the mission of the CON, GRU, and the University System of Georgia.
   a. Serves as the chief spokesperson for CONAT and liaison to promote the missions of GRU.
   b. Acts as liaison to the larger University community, facilitating access to resources and services to CONAT faculty and staff.
   c. Participates in efforts to recruit a high caliber, diverse faculty to advance teaching, research, and practice missions of the CON.
   d. Collaborates with the Assistant Dean for Student Affairs in strategies for recruitment and retention of students and maintaining professionalism and integrity of the programs.
   e. Facilitates engagement of CONAT faculty and staff in CON and Enterprise initiatives.
   f. Contributes to the CON Strategic Planning process.
   g. Collaborates with Department Chairs on teaching assignments.

4. Supervises staff and manages assigned area of responsibility.
   a. Provides direct supervision of the staff associates at CONAT.
   b. Manages day-to-day operations of the CONAT.

5. Maintains own program of scholarship, research and/or practice.

Admin approval 12-18-13
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Department Chair
Under the direction of the Dean, provides administrative leadership for the Department, including responsibility for the general direction of the Department in alignment with the CON mission and budget with primary focus on faculty assignments, development, recruitment, retention, and quality improvement. The position is part of the CON Administrative Team and reports directly to the Dean.

Responsibilities and Functions:

1. Collaborates with the CON Administrative Team in leadership and management of College operations.
   a. Assumes responsibility for the quality of faculty instruction (didactic, clinical, simulation, etc.), research, and service conducted in the Department and implements continuous quality improvement processes.
   b. Contributes to CON Strategic Planning processes.
   c. Develops, maintains, and refines processes, policies and standing operating procedures related to the CON and the Department.
   d. Develops effective teams to advance the CON missions.

2. Develops Faculty workforce within the Department.
   a. Manages human resource systems and practices for the Department
      i. Confers with CON Business Office and Financial Services to ensure funding and appropriate position requirements are available.
      ii. Assigns faculty to search committees.
      iii. Guides and monitors recruitment process for faculty positions.
      iv. Coordinates interview process.
      v. In collaboration with search committee, selects candidate for hire and obtains recommendation for rank.
      vi. Obtains approval from Dean to proceed with hiring process.
      vii. Negotiates salary and prepares offer letter.
   b. Provides direction for career advancement of Department members, conducting annual and midpoint assessments of progress toward identified goals, and collaborates with faculty to identify/access/facilitate resources for ongoing career development.
   c. Ensures faculty attain/maintain knowledge and skill base necessary to meet regulatory and quality standards and maintain current credentials.
   d. Determines teaching assignments and other duties within the Department and maintains—insofar as possible—an equitable distribution of assignments.
   e. Optimizes faculty workforce within the CON budget.
      i. Contributes to workforce enhancement and expansion by serving on teams to recruit potential candidates and hire faculty.
      ii. Provides oversight for orientation and mentorship programs for faculty within the Department.
      iii. Participates in the recommendation of appointments, reappointments, and promotions of members of the faculty in accordance with CON policies.

3. Collaborates as a member of the CON Leadership Team to support the mission of the CON, GRU, and the University System of Georgia.
   a. Collaborates with Associate Dean for Academic and Student Affairs to ensure high quality teaching, develop processes for improvement, and maintain standards for accreditation.
   b. Represents the Department on Enterprise committees.
c. Collaborates with CON Office of Financial Services and Administration to develop and maintain the CON annual budget.

4. Supervises staff and manages assigned area of responsibility.
   a. Provides direct supervision for the staff of the Department.
   b. Oversees, with the Department Manager, the daily operations of the Department.
   c. Establishes and executes Department policies, procedures and standard operating procedures.
   d. Provides structural support and resources for academic programs aligned with the Department.
   e. Oversees the expenditure of departmental funds and the care and use of departmental property.

5. Maintains own program of scholarship, research and/or practice.

Admin approval: 12-18-13
Reviewed and updated: 4-2-14
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
**Program Director**

In collaboration with the Administration Team, coordinates the successful delivery of assigned program in the College of Nursing, leading faculty and staff associates in performing duties necessary to develop, promote, and sustain excellence in the nursing programs. The Program Director oversees policies and priorities that support the program quality, curriculum, student recruitment, matriculation and graduation of qualified students. The Program Director is responsible for all administrative matters including budgetary input affecting the assigned program and are members of the CON Leadership Team.

The following programs are assigned Program Directors: Bachelor of Science in Nursing (BSN), Clinical Nurse Leader (CNL), Nursing Anesthesia (NAP), Doctor of Nursing Practice (DNP Primary Care), Doctor of Nursing Practice (DNP Post-Masters, Acute Care), and Doctor of Philosophy in Nursing (PhD).

**Responsibilities and Functions:**

**Program: Developing and Sustaining Quality**

1. Provides leadership and assumes responsibility for assigned nursing program to ensure the highest quality program of study is accessible to interested applicants and enrolled students in the state of Georgia and beyond.

2. Collaborates with the Associate Dean for Academic and Student Affairs, to meet multi-level (Program, CON, GRU, USG, and Georgia Board of Nursing) regulations, goals, and accreditation standards. This includes recruiting highly qualified students and attaining high national rankings for CON programs.

3. Collaborates with the Associate Dean for Academic and Student Affairs to address multi-level curricular matters and maintain continuous quality improvement standards and processes to ensure quality and effectiveness of the Program.

4. In conjunction with the Associate Dean for Academic and Student Affairs, promotes cooperative and collaborative arrangements with other GRU colleges, clinical agencies, universities, private industry, and funding entities.

5. Collaborates with Asst. Dean for CONAT and faculty at distance campuses to ensure consistency and quality of program delivery.

6. Collaborates with the Academic Clinical Liaison Coordinator to identify clinical placement needs and to attain clinical sites, as appropriate per program.

7. Disseminates current information to students, faculty, and administrators about program-related nursing education opportunities and the foremost national trends regarding nursing education.

**Students**

8. Collaborates with the Assistant Dean for Student Affairs to ensure support services/resources that impact student success are maximized.

9. Works closely with the Recruitment and Retention Coordinator to attract interested and well-qualified students.

10. Collaborates with the Assistant Dean for Student Affairs and the Program Admissions Committee, to coordinate admissions and matriculation processes for program applicants.

11. Collaborates with the Assistant Dean for Student Affairs to address student matters at an administrative level.

**Faculty**

12. Collaborates with Department Chairs and, when applicable per program, with Concentration Coordinators, and Asst. Dean for CONAT to ensure course instruction is appropriately assigned to qualified faculty.

13. Mentors faculty in respect to their teaching responsibility and provides faculty evaluation data to department chairs to assure effective and high quality teaching.
Administrative Oversight and Leadership

14. Serves as a liaison to the university, the health system, and community entities that involve the program-related agendas, and serves on relevant CON, campus, state-wide, and national committees.

15. Maintains relevant, accurate, and timely program data for multi-level analysis, decision-making, and reporting.

16. Builds and maintains a cohesive team partnership with the Program Manager to operationalize all aspects of the program.

17. Collaborates with the Program Manager in program evaluation and in maintaining positive customer service for applicants, students, clinical and research partners, and other members of the GRU community.

18. Provides supervision and guidance to Assistant Program Directors and/or Concentration Coordinators in carrying out their respective roles.

19. Supervises the Program Manager in daily operations of the program.

Admin Approval 4-2-14

File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Concentration Coordinator
In collaboration with the Program Director, ensures the quality and effectiveness of the practice specialty concentration. The Concentration Coordinator oversees the operational aspects pertaining to their respective specialty area. They possess a strong commitment to high quality nursing education, to the profession of nursing, and to their respective practice specialty.

The following specialty areas have concentration coordinators: RN-BSN, Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Adult Geriatric Acute Care Nurse Practitioner (AGACNP). The Psychiatric Mental Health (PMH) Concentration and RN/BSN-MSN CNL are under development.

Responsibilities and Functions:
Program: Developing and Sustaining Quality
1. Represents practice specialty in the development of program policy and procedures in collaboration with the appropriate Program Directors and Program Committee.
2. In collaboration with the faculty and Program Director, develops, reviews, revises and provides oversight of curriculum within the specialty.
3. Assures the curriculum meets national standards such as AACN essentials, QSEN competencies, National Task Force on Quality Nurse Practitioner’s Education criteria, and population-focused NP competencies.
4. Serves as the curriculum content expert for accreditation.
5. Oversees curriculum within the specialty including but not limited to serving as initial contact for students’ concerns and review of course evaluations.
6. Monitors and manages all certification aspects related to specialty to include but not limited to gap analysis, understanding the consensus model, and completion of certification forms.
7. Assesses and manages the needs of faculty and students on all campuses and distance sites. Coordinates communication and assures consistency across campuses.

Students
8. Works with Recruitment and Retention Coordinator, Program Directors, and Program Manager to develop and implement strategies to recruit a qualified and diverse student population and reach enrollment goals.
9. Assists in the admission and matriculation processes for applicants to concentration specialties and addresses student matters in these processes.
10. Advises students within respective concentration regarding program of study, progress toward graduation and other academic matters.

Faculty
11. In collaboration with the Program Directors and other concentration coordinators, makes recommendations to Department Chairs regarding teaching assignments for courses in the core and specialty curriculum.
12. Demonstrates leadership in course coordination and mentors faculty in developing skills needed for effective coordination of courses.
13. Oversees and fosters professional development of faculty working within the concentration and provides information for faculty evaluations.

Admin Approval: 4-2-14
File location: H/SON/media/Dean’s Office/Admin-Leadership Job Descriptions
Organization Charts of College of Nursing

The organization charts of the College of Nursing are updated quarterly. To view the charts, visit this link on the CON intranet:

https://paws.gru.edu/pub/college-of-nursing/departments-units/office-dean/Pages/Organizational-Structure.aspx

Faculty Practice

Georgia Regents Nursing Associates, Inc. (GRNA) is the faculty practice division of the GRU College of Nursing. Established in 2004, GRNA furthers the education, scholarship and service missions of the College by providing faculty members opportunities to remain active in nursing practice as part of their teaching roles. For more information, visit the website, http://www.gru.edu/nursing/grna/index.php.
Web Resources and Websites

1. Board of Regents Policy Manual, University System of Georgia
   http://www.usg.edu/regents/policymanual/

2. Georgia Regents University (GRU)
   www.gru.edu

3. GRU Employee Manual
   http://www.gru.edu/hr/employee_manuals.php

4. GRU Administrative Policies and Procedures
   GRU is in the process of establishing policies following the consolidation of Augusta State University and Georgia Health Sciences University. Not all policies are available at this time, but new policies will be posted regularly to the online policy library.
   http://policy.gru.edu/

5. College of Nursing (CON)
   http://www.gru.edu/nursing/

6. CON Faculty Manual
   http://www.gru.edu/nursing/faculty_manual.php

7. CON Administrative Policies and Procedures
   The CON is in the process of developing an online policy library. Please check the policy library regularly and read policy announcements to be aware of new, revised, and renewed policies.
   https://paws.gru.edu/pub/college-of-nursing/Pages/CON-Policy-Library.aspx
   CON policies serve to supplement and/or clarify GRU policies for college operations, and may not conflict with approved GRU policies; in instances where conflict does occur, approved GRU policies take precedence.

8. College of Nursing Programs and Student Handbooks
   Undergraduate Programs
   BSN - http://www.gru.edu/nursing/bsn.php

   Graduate Programs
   CNL - http://www.gru.edu/nursing/cnl.php
   Nursing Anesthesia - http://www.gru.edu/nursing/nap.php
   Post-masters Certificates - http://www.gru.edu/nursing/pmc.php

   Doctoral Programs
   PhD - http://www.gru.edu/nursing/phdnursing.php
   Doctor of Nursing Practice - http://www.gru.edu/nursing/dnp_programs.php

   Student Handbooks - http://www.gru.edu/nursing/gruhandbook.pdf

9. Georgia Board of Nursing

10. Faculty Hiring Process
    http://www.gru.edu/hr/faculty-support-ser/index.php
11. **CON Beliefs and Practices**