

### ROLE RESPONSIBILITIES FOR TEACHING FACULTY

The Teaching Manual contains guidelines such as syllabus creation, room scheduling, ordering books, and web-posting guidance. Faculty should consult this resource for the implementation of courses. In addition, faculty are expected to:

1. Participate in the overall design, implementation and evaluation of the undergraduate and graduate nursing program through the various committees, forums and other mechanisms provided.
2. Design, implement and deliver nursing curricula (content, course objectives, course description, sequence of content, teaching strategies, clinical experiences, evaluation methods).
3. Review and ensure lesson plans correlate with Program, Course and Student Learning Outcomes.
4. Review and comply with guidelines stated in the Student Handbook, UT Health Catalog, Preceptor Manual, Teaching Manual, and policies of the clinical agencies.
5. Assume responsibilities for all activities (planning, implementation, evaluation, syllabi, media, student conferences, submission of grades) associated with each course to which assigned.
6. Coordinate, as applicable, with the appropriate Clinical Liaison in securing clinical experiences for students.
7. When appropriate, recruit student preceptors, orient preceptors to the role and responsibilities and evaluate preceptor performance.
8. Assess and evaluate student learning, then counsel and intervene as appropriate with students related to scholastic achievement.
9. Refer students with academic, personal or financial problems or concerns to the appropriate Associate Dean.
10. Provide and post a minimum of three office hours a week for meeting with students.
11. Foster and encourage student participation in course evaluations for each course, each semester.
12. Provide an academic climate conducive to mentoring students that fosters excellence in practice, research and scholarship.
13. Assist new faculty with orientation to courses, program, and the School and Health Science Center.
14. Participate, in conjunction with the Associate Dean for Admissions and Student Services, in the marketing and recruitment endeavors of the School of Nursing.
15. Participate in the student applicant admission processes as requested.

#### **Clinical Teaching Assignments:**

1. Review and comply with guidelines stated in the Student Handbook, UT Health Catalog, Preceptor Manual, Course Coordinator Manual, and policies of the clinical agencies.

2. Manage clinical learning experiences and observational experiences of students.
3. Adhere to institutional policies and procedures.
4. Orient students to the facility, clinical unit(s), and pertinent managerial staff, as appropriate.
5. Provide competent instruction in the clinical areas of nursing.
6. Delineate student objectives with clinical staff.
7. Serve as a role model for students in professional interaction with other health care workers and with clinical facilities.
8. As appropriate, collaborate with staff on student patient assignments to ensure that student assignments are appropriate to the course and meet both the needs of the student and the situation of the staff.
9. Actively engage with students in the provision of patient care.
10. Provide students opportunities for participation in clinical conferences.
11. Maintain clinical attendance for students.
12. Assess and evaluate student learning, counsel and intervene as appropriate with students related to scholastic achievement.
13. Plan, review, and grade students' clinical assignments.
14. Complete student evaluations at designated intervals and provide ongoing feedback to the student in relation to achievement of Course Outcomes and Student Learning Outcomes or Objectives.
15. Follow the policy to refer students with academic problems.
16. Evaluate affiliating agencies/clinical facilities or clinical practice settings, which provide students with opportunities to achieve the outcomes of the program.
17. Assist new faculty with orientation to skills lab, simulation lab and clinical activities.
18. Participate in and contribute to the team-teaching of clinical courses and model team-enhancing behavior for students.
19. Arrive punctually for clinical, student appointments, and other activities.