

**THE UNIVERSITY OF TEXAS  
AT ARLINGTON  
SCHOOL OF NURSING**

**N6311**

**The Academic Role in Higher Education**

**SYLLABUS**

**Fall 2007**

**Classroom 209**

**The University of Texas at Arlington School of Nursing  
PhD Program**

**Course Title & Number (Credit and Clock Hours)  
Semester Year  
Days/Time  
Pickard Hall, Room # 209**

**INSTRUCTOR:**

Instructor: Mary Lou Bond, RN, PhD, FAAN  
Office # – Pickard Hall, Room 517  
Office Hours: By appointment  
Office Phone: 817-272-1271  
Office Fax: 817-272-2950  
Home Phone: 817-560-3552 (*before 9 p.m. please*)  
Campus Mailbox: PO Box 19407  
Email: mlbond@uta.edu

Instructor: Wendy J. Barr, RN, PhD  
Office # - Pickard Hall, Room 520  
Office Hours: By appointment  
Office Phone: 817-272-5376  
Office Fax: 8187-272-2950  
Pager: 214-573-0784  
Campus Mailbox: PO Box 19407  
Email: [barr@uta.edu](mailto:barr@uta.edu)

**COURSE WEB SITE OR WORLD  
WIDE WEB SITE:**

<http://www.uta.edu/nursing>

**COURSE PREREQUISITES:**

Graduate Standing

**REQUIRED TEXTBOOKS &  
MATERIALS:**

No textbook required

**COURSE DESCRIPTION:**

Roles and responsibilities of faculty in institutions of higher learning; analysis of issues affecting the professoriate in a rapidly changing society

**ATTENDANCE AND DROP  
POLICY**

- Regular class attendance and participation is expected of all students.
- Students are responsible for all missed course information.

A PhD student who wishes to change a schedule by either dropping or adding a course must first consult with his or her PhD Advisor. The following

regulations pertain to adds and drops:

1. A student may not add a course after the end of the late registration.
2. A PhD student dropping a course or resigning from the university after the Census Date but before the final designated drop date for the enrolled semester will receive a grade of W only if at the time of dropping the student is passing the course (has a grade of A, B, or C); if the student has a D or F at the time of dropping, an F will be recorded. Students dropping a course must: (1) Complete a Course Drop Form (available online <http://www.uta.edu/nursing/g-downloads.htm> or PhD Office Room 512; (2) obtain faculty signature and current course grade; and (3) Submit the form to PhD Office Room 512.
3. A PhD student who desires to drop all courses for which he or she is enrolled is reminded that such action constitutes a withdrawal from the University. The student should indicate intention to withdraw from all courses by: (1) Completing a Registration Form (available online <http://www.uta.edu/nursing/g-downloads.htm> or PhD Office Room 512; (2) Obtaining faculty signature for each course enrolled and current course grade; (3) Filing the registration form in the School of Nursing Office Room 512; and (4) Filing the Registration Form in the Office of the Registrar in Davis Hall Room 333.
4. PhD students may drop a course up to 12 weeks in the fall or spring semester and up to 8 weeks in a 10-week summer session. Under extreme circumstances, the Dean or Associate Dean of the PhD in Nursing Program may consider a petition to withdraw after the designated drop date, but in no case may a PhD student selectively drop a course after the drop date and remain enrolled in any other course.

**Last Date Drop or Withdraw: Nov. 2, 2007**

**COURSE/OBJECTIVES/CONTENT OUTLINE: Course Objectives:**

1. Analyze the impact of a diverse student body on academic skills developments, resource need, and instructional strategies.

2. Analyze the complexities of higher educational institutions and their influence on the roles and responsibilities of faculty.
3. Integrate teaching, scholarship and professional service into the faculty role

**Content Outline:**

1. Institutions of learning as complex organizations
  - a. Mission
  - b. Structure and governance
  - c. Regulations and policies
    - (1) external regulatory bodies
    - (2) internal regulatory bodies
  - d. Relationship to society
2. Issues affecting the academic role in higher education
  - a. Technology
  - b. Distance learning
  - c. Tenure systems
3. Student characteristics
  - a. Changing nature of student body
    - (1) in public and private institutions
    - (2) resources
    - (3) motivation
    - (4) ethnic and racial diversity
  - b. Expectations of students
  - c. Rights and responsibilities of students
4. Faculty roles and responsibilities
  - a. Changing nature of faculty roles
    - (1) in public and private institutions
    - (2) resources
  - b. Expectations of faculty
    - (1) teaching
    - (2) scholarship
    - (3) service
    - (4) practice
  - c. Rights and responsibilities of faculty
    - (1) ethical
    - (2) legal
    - (3) academic freedom
    - (4) faculty governance

5. Strategies for integration of teaching, research, professional service and practice
  - a. Collaboration
  - b. Resource sharing
  - c. Mentorship
  - d. Prioritizing responsibilities

Lecture, discussion, student led seminars, guest speakers, debate, narrative pedagogy

**GRADE CALCULATION  
(COURSE EVALUATION & FINAL GRADING):**

**Specific assignments:**

1. Student led seminar
2. Evaluation of student led seminar
  - a) self evaluation
  - b) evaluation of peer's seminars
3. Debate
4. Personal plan for integration of activities in faculty role
5. Organizational analysis of an institution of higher education

**Evaluation/due date/percentage of grade:**

<i>Assignment</i>	<i>Due date</i>	<i>% of grade</i>
1. Student led seminar	<i>Selected; evaluation due the following week</i>	20
- Faculty      10%		
- Peer            5%		
- Self            5%		
2. Debate		10
3. Evaluation of Hispanic Lecture	October 4	5
4. Personal plan for integration of activities in faculty role		25
5. Organizational analysis		40
- Written        25%		
- Oral            15%		

**Grading Scale:**

- A = 92-100  
 B = 83-91  
 C = 74-82  
 D = 68-73  
 F = 72 or below

**STATUS OF RN LICENSURE:**

All graduate nursing students must have an unencumbered license as designated by the Board of Nurse Examiners (BNE). It is imperative that any student whose license becomes encumbered by the BNE must immediately notify the Associate Dean for the PhD Program, Dr. Jennifer Gray. Failure to do so will result in dismissal from the PhD Program. The complete policy about encumbered RN license is available online at:  
<http://www.uta.edu/nursing/grad/unencumbered>

**CONFIDENTIALITY AGREEMENT:**

You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**AMERICANS WITH DISABILITIES ACT:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**STUDENT SUPPORT SERVICES**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic

success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**STUDENT CODE OF ETHICS**

The University of Texas at Arlington School of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook online:

<http://www.uta.edu/nursing/hbk/toc.htm>

**ACADEMIC DISHONESTY:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**PLAGIARISM:**

Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in

more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**BOMB THREATS:**

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**E-CULTURE POLICY:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning department requirements, registration, financial aid and scholarships, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). Students are responsible for checking their email regularly.

**NO GIFT POLICY:**

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the School of Nursing has a “no gift” policy. A donation to one of the UTA School of Nursing Scholarship Funds, found at the following link: [Nursing Scholarship List](#) would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**PhD COURSE SUPPORT STAFF:**

**Vivian Lail-Davis**, Admin. Assistant, Room 512;  
Phone: (817) 272-1038; Fax: (817) 272-2950;  
Email: [vivian@uta.edu](mailto:vivian@uta.edu)

**LIBRARY INFORMATION:**

**Helen Hough**, Nursing Librarian  
(817) 272-7429

[hough@uta.edu](mailto:hough@uta.edu)

Research Information on Nursing:

<http://www.uta.edu/library/research/rt-nursing.html>

**MISCELLANEOUS  
INFORMATION:**

Inclement Weather (School Closing) Inquiries:  
Metro (972) 601-2049

Fax Number - UTA School of Nursing: (817) 272-  
2950

Attn: PhD in Nursing Office

UTA Police (Emergency Only): (817) 272-3003

Mailing Address for Packages:

UTA School of Nursing

C/O (insert faculty name)

411 S. Nedderman Drive, Pickard Hall

Arlington, Texas 76019-0407

**The University of Texas at Arlington**  
**School of Nursing**  
**PhD in Nursing Program**

**PHD IN NURSING WEBSITES**

Description	Website
University of Texas Home Page	<a href="http://www.uta.edu">http://www.uta.edu</a>
Graduate Catalog & Faculty	<a href="http://www.uta.edu/gradcatalog/nursing">http://www.uta.edu/gradcatalog/nursing</a>
Graduate Nursing Programs	<a href="http://www.uta.edu/nursing/sonpg10.htm">http://www.uta.edu/nursing/sonpg10.htm</a> <a href="http://www.uta.edu/nursing/sonpg9.htm">http://www.uta.edu/nursing/sonpg9.htm</a>
PhD Nursing Courses & <b>Syllabi</b>	<a href="http://www.uta.edu/nursing/grad/phd-crscdescriptions">http://www.uta.edu/nursing/grad/phd-crscdescriptions</a>
Faculty and Staff Email Contacts and Biosketches	<a href="http://www.uta.edu/nursing/directory">http://www.uta.edu/nursing/directory</a>
Graduate Student Handbook	<a href="http://www.uta.edu/nursing/hbk/toc.htm">http://www.uta.edu/nursing/hbk/toc.htm</a>
<ul style="list-style-type: none"> <li>◆ Graduate Forms</li> <li>◆ Nurse Admin Preceptor Package</li> <li>◆ NP Preceptor Package</li> <li>◆ Graduate Nursing Websites</li> <li>◆ Student Confidentiality Statement</li> <li>◆ E-log Consent Form</li> <li>◆ Banking Clinical Hours</li> <li>◆ Guidebook</li> <li>◆ Liability Policy</li> <li>◆ Personal Insurance Verification Form</li> <li>◆ Traineeship Statement Forms</li> <li>◆ Master's Completion Project Forms</li> </ul>	<a href="http://www.uta.edu/nursing/g-downloads.htm">http://www.uta.edu/nursing/g-downloads.htm</a> Forms: Faculty Evaluation of Preceptor Student Evaluation of Preceptor Preceptor Evaluation of Student NP Clinical Evaluation (Practicum Tools) Nurse Admin Faculty Eval of Preceptor Nurse Admin Preceptor Eval of Student Educator Evaluation Student Self Evaluation
Preceptor (Clinical) Sites Numbers	<a href="http://www.uta.edu/nursing/grad/page11">http://www.uta.edu/nursing/grad/page11</a>
Criminal Background Check (Group One)	<a href="http://www.dfwhc.org/GroupOne/">http://www.dfwhc.org/GroupOne/</a>

**Instructions for E-Reserves**

<http://www.uta.edu/library/>

Select under Library Catalogs

([UTA Library Catalogs](#))

Select Course Reserves

Look for Instructor's Name

Click Search

Select Article

Password is course abbreviation and course number.

ALL CAPS no spaces (ex. NURS5340).

Revised 8/13/07

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education**

**N6311, Sec. 001**

**Thursday, 4:00-7:00 p.m.**

*Class Schedule, Fall, 2007*

Date	Topic	Student and Faculty Responsibility
8/30	Orientation to syllabus/expectations	<ol style="list-style-type: none"> <li>1. Faculty discuss syllabus</li> <li>2. Students formulate questions about class expectations</li> <li>3. Students select topic for student led seminar</li> </ol>
9/6	<p><b>Unit I</b> - Institutions of learning as complex organizations</p> <p style="padding-left: 40px;"><i>The many faces of an institution of higher learning</i></p>	<ol style="list-style-type: none"> <li>1. Bond – resource person</li> <li>2. Students prepared for discussion on Unit I – questions 1-4</li> </ol>
9/13	<p><b>Unit I</b> - Institutions of learning as complex organizations</p> <p style="padding-left: 40px;"><i>Relationships between regulatory bodies and professional organizations</i></p> <p style="padding-left: 40px;">“Role of the Legislature in higher education”</p>	<ol style="list-style-type: none"> <li>1. Bond – resource person</li> <li>2. Students prepared for discussion on Unit I – questions 5-6</li> </ol>
9/20	<p><b>Unit I</b> – Institutions of learning as complex organizations –</p> <p style="padding-left: 40px;"><i>Exemplars of the work of regulatory bodies and professional organizations</i></p>	<ol style="list-style-type: none"> <li>1. Students formulate questions for panelists</li> </ol>

SACS/AACN/CCNE- Dr. Jennifer Gray  
NLN – Dr. Mary Lou Bond

IOM influences – Dr. Mary Lou Bond  
 BNE – Dr. Elizabeth Poster  
 THECB – Dr. Mary Lou Bond  
 ANA/TNA – Ms. Fran Martin  
 Sigma Theta Tau – Dr. Ellen Palmer

9/27	No class – NLN Educational Summit	<ol style="list-style-type: none"> <li>1. Bond, Barr &amp; Denke at NLN</li> <li>2. Students – independent preparation for debate (10/11)</li> </ol>
10/4	2 <sup>nd</sup> Endowed Hispanic Lectureship – Bluebonnet Ballroom, Hereford Center	Students evaluate presentation and responses
10/11	<p><b>Unit II</b> - Issues affecting the academic role in higher education</p> <p><i>Tenure/non-tenure systems</i></p> <p><i>Review of tenure criteria/review of clinical tract criteria</i></p>	<ol style="list-style-type: none"> <li>1. Barr – faculty resource</li> <li>2. Student debate</li> <li>3. Bond/Barr</li> </ol>
10/18	<p><b>Unit II</b> – Issues affecting the academic role in higher education</p> <p><i>Selected topic on technology</i></p> <p><i>Selected topic on distance education</i></p>	<ol style="list-style-type: none"> <li>1. Bond – faculty resource</li> <li>2. <b>Student led seminar x 2</b></li> </ol>
10/25	<p><b>Unit III</b> – Student Characteristics</p> <p><i>International education systems</i>          Dr. Judy Young, Director of International Office</p> <p><i>The changing nature of student bodies; expectations, rights and responsibilities of students</i></p>	<ol style="list-style-type: none"> <li>1. Barr – faculty resource</li> <li>2. <b>Student led seminar x 1</b></li> </ol>

11/1	<p><b>Unit IV – Faculty roles and responsibilities</b></p> <p><i>Nature of faculty role in public and private institutions</i></p> <p><i>The Scope of Practice for Academic Nurse Educators (NLN position statement)</i></p> <p><i>American College of Nursing Education statement on role of nurse faculty</i></p>	<p>1. Bond – faculty resource</p> <p>2. <b>Student led seminar x 1</b></p> <p>3. Bond</p>
11/8	<p><b>Unit IV – Faculty roles and responsibilities</b></p> <p><i>Rights and responsibilities of faculty; ethical, legal, academic freedom; faculty governance, intellectual property</i></p> <p>Ethical/legal, academic freedom</p> <p>Faculty governance – Dr. Sharon Judkins</p> <p>Intellectual property – Dr. Wendy Barr</p>	<p>1. Barr – resource faculty; Bond out of town</p> <p>2. Students formulate questions for panelists</p> <p>3. <b>Student led seminar x 1</b></p>
11/15	<p><b>Unit V – Strategies for integration of teaching, research, professional service and practice</b></p> <p><i>Faculty panel –</i>  Dr. Cheryl Anderson – tenured faculty  TBA – faculty currently on tenure track  Dr. Pat Turpin– faculty in clinical track</p>	<p>1. Bond – faculty resource</p>
11/22	<p>Happy Thanksgiving</p>	
11/29	<p><b>Unit V – Strategies for integration of teaching, research, professional service and practice</b></p> <p><i>Student presentations – organizational analysis and personal plans for integration of activities in faculty role</i></p>	<p>1. Barr – faculty resource</p> <p>2. Students - presentations</p>

12/6 Unit V – Strategies for integration of teaching,  
research, professional service and practice

*Mock faculty interview and analysis*

Schira – interview

Poster – evaluation

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education**

**UNIT I- *Institutions of Learning as Complex Organizations***

Guidelines

Course Objective II: Analyze the complexities of higher educational institutional institutions and their influence on the roles and responsibilities of faculty.

Goal of Unit I: Assist the student to gain knowledge about the organizational structure of institutions of higher learning and the relationships between the institution and external and internal regulatory bodies and professional organizations.

Processes for Unit I: Students will independently seek answers to the following questions:

- 1) What are the major components of institutions of higher learning?
- 2) What regulatory bodies exist at the national, regional and state levels?
  - a) internal
  - b) external
- 3) What is the authority and the responsibility held by various regulatory bodies?
- 4) What are the processes by which regulatory bodies exercise their authority and responsibilities?
- 5) What are the relationships between regulatory bodies and professional organizations?
- 6) What is the role of the legislature in higher education?
  - Role of Texas Statutes and Education Code
  - Texas Charter for Higher Education
  - Texas State Senate Committee on Higher Education
  - Characteristics of Higher Education in Texas
  - Handbook of Texas Online Education

Information obtained will serve as a foundation for future independent learning activities, student led seminars and other course requirements. Information should be categorized by the questions to be answered and serve as a resource throughout the semester.

Teaching-Learning Strategies for Unit I:

Independent reading/study  
Class discussions  
Panel presentations

Selected Resources/references for Unit I:

The Chronicle of Higher Education – <http://chronicle.com>

Harvard Educational Review – <http://www.edreview.org>

Southern Association of Colleges and Schools – <http://www.sacs.org>

Southern Regional Education Board – <http://www.sreb.org>

Texas Higher Education Coordinating Board – <http://thech.state.tx.us>

The American Association of Colleges of Nursing – <http://www.aacn.nche.edu>

The National League for Nursing – <http://www.nln.org>

American Nurses Association – <http://www.nursingworld.org>

Texas Nurses Association – <http://www.texasnurses.org>

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education**

*UNIT II – Issues affecting the academic role in higher education*

Course Objective II: Analyze the complexities of higher educational institutions and their influence on the roles and responsibilities of faculty.

Goal of Unit II: Assist the student to obtain information about the complexities of institutions of higher education and to consider the multiple variables which affect the academic role.

Processes for Unit II: Students will independently seek answers to the following questions:

- 1) How has technology affected faculty and students in higher education?
- 2) What are the pros and cons of distance education?
- 3) What kinds of strategies are used in distance education?
- 4) What is the purpose of tenure?
- 5) What are the pros and cons of tenure?
- 6) What is the process for obtaining tenure?

Information obtained will serve as resource material for consideration of the student's choice of teaching strategies, and for decisions related to seeking a tenured position.

Teaching-Learning Strategies for Unit II:

Debate

Student led seminars

Individual conversations with faculty at institutions of higher learning

Independent reading

Selected Resources/references for Unit II

UT Arlington Criteria for Promotion on Tenure

UT Arlington Criteria for Clinical Tract Promotion

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education**

**Unit III – *Student Characteristics***

Guidelines

Course Objective I: Analyze the impact of a diverse student body on academic skills developments, resource need, and instructional strategies.

Goal of Unit III: Assist the student to gain knowledge about the changing nature of student characteristics and the expectations, rights and responsibilities.

Processes for Unit III: Students will independently prepare for the student led seminar following the guidelines of the seminar leader. Additionally, they will formulate questions about international education systems based on a review of the website of the UT Arlington International Office.

Information obtained will serve as a basis for class discussion with student leaders and guest speaker.

Teaching-Learning Strategies for Unit III:

Independent reading/study  
Class discussions  
Guest presentation

Selected Resources/references for Unit III:

Readings as assigned by student seminar leader  
UT Arlington Office of International Study

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education**

**UNIT IV – *Faculty Roles and Responsibilities***

Guidelines

Course Objective III: Integrate teaching, scholarship and professional service into the faculty role

Goal of Unit IV: Assist the student to gain knowledge about selected roles and responsibilities of faculty in institutions of higher learning.

Processes for Unit IV: Students will independently interview one faculty to determine faculty perspectives about the rights and responsibilities of faculty in relation to:

- 1) Ethical issues
- 2) Legal issues
- 3) Academic freedom
- 4) Faculty governance
- 5) Intellectual property

Prior to interviewing the faculty member selected, students will identify the major ethical and legal issues in higher education today and will obtain working definitions of academic freedom, faculty governance and intellectual property.

Information obtained will serve as a foundation for class discussion and sharing of various perspectives.

Teaching-Learning Strategies for Unit IV:

Independent reading/study

Class discussion

Interview of one faculty member

**The University of Texas at Arlington School of Nursing  
PhD in Nursing program**

**The Academic Role in Higher Education**

**UNIT V – *Strategies for integration of teaching, research,  
professional service and practice***

Course Objective III: Integrate teaching, scholarship, and professional service into the faculty role.

Goal of Unit V: Assist the student to obtain information about the multiple roles of faculty in institutions of higher education and to consider ways to be successful in meeting the requirements of the faculty role and achieving personal/professional satisfaction.

Processes for Unit V: Students will independently seek answers to the following questions:

- 1) What are the major responsibilities of faculty in institutions of higher learning?
- 2) How do individual faculty members balance the multiple roles of faculty?
- 3) How does collaboration between faculty enhance their ability to achieve institutional and individual professional goals?
- 4) What resources are available for assisting faculty meet their professional goals?
- 5) How does a faculty member select a professional mentor?
- 6) What are the roles of the faculty mentor and mentee?
- 7) What strategies can be used to prioritize responsibilities inherent in the faculty role?

Information obtained will serve as resource material for the development of a personal plan for integration of activities within the faculty role.

Teaching-Learning Strategies for Unit V:

Faculty panel

Web based conversations

Individual conversations with faculty at institutions of higher learning

The University of Texas at Arlington School of Nursing  
PhD in Nursing Program

Nursing 6311  
The Academic Role in Higher Education

Evaluation for Hispanic Lectureship, October 4, 2007  
*Social Justice for Hispanics: Journeys of Vulnerability and Resilience*

1. Describe the degree to which you believe the keynote speaker met the presentation objectives (well, moderately well, poorly, not at all). For each objective please state the degree of attainment with examples of how the speaker met or did not meet the objective.
2. Provide specific suggestions for improving the presentation.
3. What information was added by the respondents to the keynote speaker?
4. Describe your understanding of how the respondents' comments either confirmed or rebutted the keynote speakers' ideas.

**The University of Texas at Arlington**  
School of Nursing  
N 6311

Debate Assignment

Students will conduct a debate regarding Tenure. There will be two teams, each comprised of two individuals. There will also be a Judge.

Roles:

The **judge's** responsibilities include:

Refine and formalize the wording of the topic,  
Compile the criteria to be used in conducting and judging the debate; and,  
Determine, along with faculty, which team wins.

The **team members'** responsibilities include:

Work as a team,  
Research the issue; and,  
Present a cogent argument.

It is very possible that you will be debating a stance that you do not personally hold. Grades will not be based upon winning the debate!

The debate will take approximately 80-90 minutes. The judge will determine how the time will be allocated.

**Criteria: Pros and Cons**

States position clearly:	25 points
Provides defensible argument:	30 points
Presents defensible rebuttal:	15 points
Documents position:	15 points

**Criteria: Judge**

Topic identified and worded clearly:	25 points
Provides clear criteria for debate teams:	30 points
Presents defensible deliberations:	15 points
Identify 5 key references for topic: (do not share these with debate teams.)	15 points
Provides brief written summary of judges' deliberations:	15 points

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education  
N6311, Sec. 001**

***Student Led Seminars (20% of grade for the course)***

Each student will organize and lead a one-hour discussion seminar regarding an issue in higher education that relates to your interest and the unit under study on the day of the presentation. Review the syllabus, class calendar and do a cursory look at the literature to assist you in identifying your topic. Once you receive approval from faculty regarding your selection, proceed to plan and organize your seminar.

**Prior to your seminar:**

You will identify outcomes for the seminar you lead. You will be responsible for assisting your classmates to prepare for the seminar by identifying 2-3 key selections from the literature and providing the references to your classmates at least one week prior to the seminar. You will read more widely on the topic, preparing a “mini-lecture” setting the stage for the scholarly discourse and outlining the goals of the discussion.

**During your seminar:**

Following a brief orientation to the issue, the leader is responsible for leading and moderating the discussion. Ensure that everyone is included and contributes. Ensure that all major points are discussed. Ensure that the goals set for the discussion are achieved.

**Following your seminar:**

The evaluation of your efforts will include self, peer and faculty evaluation. This assignment is worth 20% of your grade for the course. That percentage will reflect the following distribution for that 20%:

Self-evaluation:       5%  
Peer evaluation:       5%  
Faculty evaluation:   10%

**Participating in Classmates’ seminars:**

A discussion seminar is most effective if everyone participating is adequately prepared ahead of time and seeks to actively participate. Since everyone will be leading one seminar, help each other out by preparing ahead of time and thoughtfully engaging in the discourse during the seminar.

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education  
N6311, Sec. 001**

***Student Led Seminar Evaluations***

There are two forms: one for the presenter to evaluate her/himself and one for the participants to evaluate the presenter.

Title of Seminar:

**Peer Evaluation:**

After considering the Seminar, please rate the following statements on a scale from 1 to 5 with 5 being highest.

1. The advance preparation helped to guide my study of the topic.

1                      2                      3                      4                      5

2. The overview and organization of the topic set the stage for the discussion.

1                      2                      3                      4                      5

3. The leadership and guidance provided during the discussion aided in the flow of the discussion.

1                      2                      3                      4                      5

4. The outcomes provided at the beginning of the seminar were achieved.

1                      2                      3                      4                      5

Comments:

**The University of Texas at Arlington School of Nursing  
PhD in Nursing Program**

**The Academic Role in Higher Education  
N6311, Sec. 001**

***Student Led Seminar Evaluations***

There are two forms: one for the presenter to evaluate her/himself and one for the participants to evaluate the presenter.

**Title of Seminar:**

***Self Evaluation***

After considering the Seminar, please rate the following statements on a scale from 1 to 5 with 5 being highest.

1. The material I provided to help in my classmates' advance preparation for the seminar was effective.

1                      2                      3                      4                      5

2. The overview of the topic provided an inclusive and focused backdrop for the discussion.

1                      2                      3                      4                      5

3. I was able to moderate the discussion in a meaningful way, highlighting important pieces of the issue and acknowledging contributions from each classmate.

1                      2                      3                      4                      5

4. The outcomes designed for this seminar were achieved.

1                      2                      3                      4                      5

Comments:

## \*Organizational Analysis Guidelines (100 points)

The organizational analysis of an institution of higher learning is a written and oral product designed to assist the student in systematically analyzing a selected educational institution. The analysis will include: Items I, III, IV and VI. The remaining categories (II and V) are provided as an example of a complete set of guidelines but will not be reflected in your paper. This assignment is a collaborative assignment between one student who currently holds a faculty position and a student not in an educational setting.

### ***Guidelines for Paper***

Item	Criteria	Poss Pts.	Score
<b>I</b>	<b>Organization</b>	<b>(35)</b>	
A.	A brief overview of the institutions <i>history</i>	5	
B.	A brief description of the organization's: 1) Mission statement 2) Stated philosophy and objectives	10	
C.	A brief summary statement of the <i>organizational chart</i> . <i>Provide a copy of the chart in your paper</i>	5	
D.	Your analysis of the <i>flow of communication and reporting lines</i> as depicted in the organizational chart. 1) Are reporting lines clear? Give examples 2) Is there overlap of reporting lines? If yes, provide an explanation.	15	
<b>II.</b>	<b>Administration</b>	<b>(0)</b>	
A.	A brief description of the <i>funding</i> of the organization. 1) What is the source of funding for the organization? 2) How, when, and by whom is the budget prepared, reviewed, and approved? 3) What are the procedures for purchasing of equipment and supplies? 4) How are faculty and staff salaries determined and approved?		
B.	A brief description of the <i>marketing strategies</i> of the institution of higher education 1) How is the institution marketed to prospective students and faculty? 2) What emphasis is placed on diversity and inclusion in marketing efforts? 3) Who in the institution is responsible for news releases and how are they distributed to the public?		

C.	A brief description of <i>policies/procedures</i> 1) How is policy established within the university? 2) How is policy established within a department? 3) How and by whom are policies changed? 4) How are new policies communicated to faculty and staff? 5) How and by whom are policies and procedures monitored?		
D.	A brief description of the <i>planning processes</i> for the institution 1) Who is responsible for the institution's planning? 2) Is there a long range master plan for the institution? a) Who approves it? b) How often is it revised? 3) What recent studies of the organization's operation have been performed? a) internal studies b) external studies		
<b>III.</b>	<b>Educational Programs</b>	<b>(20)</b>	
A.	An overview of the educational programs provided by the institution 1) How many educational programs exist at the institution? (identify programs by discipline, degrees offered) 2) Who approves which programs will be offered by Institution? 3) Who is responsible for program implementation? 4) How are programs evaluated for their effectiveness?	5 5 5 5	
<b>IV.</b>	<b>Faculty</b>	<b>(40)</b>	
	A brief description of the faculty within the educational institution (faculty ranks, types of positions) 1) Who is responsible for the selection of faculty and staff? 2) How are <i>faculty</i> oriented to the institution? 3) How are <i>faculty</i> evaluated by the institution? 4) Describe the <i>roles of faculty</i> at the educational institution 5) Describe the motivational/reward system for <i>faculty</i> in the educational institution	8 8 8 8 8	

<b>V.</b>	<b>Summary of Strengths and Weaknesses of the Educational Institution</b>	<b>(0)</b>	
	A brief description of the educational institution's major strengths and weaknesses 1) Identify any perceived strengths and weaknesses within the institution (provide justification for each item selected) 2) Briefly describe measures you would recommend for improvement of areas of weakness and expected outcomes		
<b>VI.</b>	<b>APA Format (5<sup>th</sup> Edition)</b>	<b>(5)</b>	

The organizational analysis should not exceed 15 pages and should be typed in 12 font. Appendices providing illustrations and/or support for the analysis are not included in the 15 page limit.

\*Adapted from the "Guidelines for Organizational Analysis", Internship Portfolio Section 2, Texas A & M University.

## Guidelines for Oral Presentation of Organizational Analysis

Item	Possible Pts.	Score
<p>1. Organization of Institution</p> <p>History</p> <p>Mission statement</p> <p>Philosophy, Objectives</p> <p>Communication</p>	25	
<p>2. An overview of the educational programs provided by the institution</p> <p>1) How many educational programs exist at the institution?)</p> <p>2) Who approves which programs will be offered by Institution?</p> <p>3) Who is responsible for program implementation?</p> <p>How are programs evaluated for their effectiveness?</p>	25	
<p>3. A brief description of the faculty within the educational institution (faculty ranks, types of positions)</p> <p>1) Who is responsible for the selection of faculty and staff?</p> <p>2) How are <i>faculty</i> oriented to the institution?</p> <p>3) How are <i>faculty</i> evaluated by the institution?</p> <p>4) Describe the <i>roles of faculty</i> at the educational institution.</p> <p>Describe the motivational/reward system for <i>faculty</i> in the educational institution.</p>	25	
<p>4. A brief discussion regarding the effect of the “missing data” (Administration, Strengths and Weaknesses Categories) on analysis of the Institution selected. What conclusions, if any, can you draw, based upon the data you obtained?</p>	15	
<p>5. Presentation style</p> <p>1) Use of technology</p> <p>2) Handouts, as appropriate</p> <p>3) Eye contact</p> <p>4) Engagement of participants</p>	10	

## Personal Plan for Integration of Activities within the Faculty Role

The personal plan for integration of activities within the faculty role is an oral presentation designed to assist the student systematically explore how the multiple roles of faculty may be integrated.

Item	Personal Plan for Integration of Activities	Poss Pts - 100	Score
<b>I.</b>	<b>Selection of Institution and Desired Faculty Role</b>	<b>(15)</b>	
A.	A brief overview of the faculty role you wish to obtain (ie; Assistant Clinical Instructor, Associate Professor, Professor, etc) – <i>you may use the published criteria for faculty at UTA if you like or you may select another university</i>	5	
B.	Description of the criteria for appointment to desired role	5	
	Brief statement of motivation for obtaining the role you have selected and your ultimate professional goals	5	
<b>II.</b>	<b>Personal Assessment of current professional qualifications</b>	<b>(15)</b>	
A.	A brief assessment of your current qualifications in each category of the ultimate faculty role you have selected	8	
B.	Description of additional skills you need to move toward the selected faculty role	7	
<b>III.</b>	<b>Personal Plan for attainment of needed skills</b>	<b>(10)</b>	
A.	A description of the approach you will take to acquire the perceived needed skills (ie: course work, mentoring, collaboration, etc)	10	
<b>IV.</b>	<b>Personal Plan for integration of activities of the faculty role</b>	<b>(50)</b>	
A.	A <i>detailed plan</i> for integrating the teaching, research, service and practice requirements of the faculty role ( <i>develop your plan within a realistic time frame from where you are now and how long it will take you to achieve your goals</i> )		
	1) A description of how and with whom you will negotiate your preferred teaching assignments	8	
	2) A description of your research goals/program of research	8	
	3) A description of resources needed for meeting your teaching and research goals	8	
	4) A description of how you will meet the professional service requirements of the faculty role	8	
	5) A brief description of how you will maintain your clinical competency as a faculty member	8	

B.	A plan for <i>documentation and evaluation</i> of activities undertaken within the faculty role (ie; <i>documentation for one academic year</i> )	10	
<b>V.</b>	<b>Presentation style.</b>	<b>(10)</b>	
A.	Appropriate use of technology Engagement of participants	10	