BYLAWS

OF THE

SCHOOL OF NURSING

COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Date: 1 August 2024

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I. PREAMBLE

These Bylaws set forth the departmental policies of the School of Nursing ("School" or "SON") in the College of Health, Education and Professional Studies ("College" or "CHEPS") at the University of Tennessee at Chattanooga ("UTC" or "University"). These Bylaws are intended to be and should be interpreted in a manner consistent with College, University, and University of Tennessee System and Board of Trustees policies and procedures. If any policy or procedure in these Bylaws is found to conflict with any higher-level policy or procedure, the higher-level policy or procedure will govern.

II. OBJECTIVES AND FUNCTIONS

A. The School has established the following objectives:

1. Provide a democratic organization through which the philosophy, purposes, objectives, and policies of the School may be planned, initiated, and promoted within the framework of the University.

2. Promote the educational and professional advancement of the SON faculty.

3. Provide an environment conducive to faculty effectiveness and student learning.

B. The functions of the School are to:

1. Develop, initiate, implement, and evaluate the program in nursing education offered by the University.

2. Cooperate and consult with other schools, departments, and divisions of the University, and to participate in activities of the total University faculty.

3. Submit proposals for items needed in order to formulate the budget for the School on a yearly basis.

4. Provide information about the School's programs.

5. Provide for a system of student advisement.

6. Promote, support, and provide an advisor for the UTC nursing student organizations.

7. Cooperate and collaborate with community agencies.

8. Initiate and conduct appropriate studies and research.

9. Evaluate the program and activities of the School according to the SON Evaluation Plan.

10. Interpret the purposes and policies of the School to other departments of the University and to the community at large.

III. ORGANIZATION

A. Administrators

1. Director

The Director of the School of Nursing ("Director") serves as the administrative head of the School. The Director's duties include, without limitation, leading the faculty and staff in accomplishing the SON's mission, goals and expected program outcomes by providing leadership for the School. The Director has responsibility for the annual evaluation of faculty and staff as well as communicating with the CHEPS Dean regarding the annual budgetary requirements to carry out the SON program outcomes. In consultation with program coordinators, the Director makes teaching assignments ensuring adequate faculty are available to carry out the mission of the School. The Director also has responsibility for ensuring that the School supports the strategic plans of both CHEPS and the University, while identifying goals and objectives for the School.

2. Undergraduate Program Coordinators

a. Undergraduate Program Coordinator
The Undergraduate Program Coordinator ("UG Program Coordinator") is responsible for assisting the Director with teaching assignments for the traditional BSN Program, the RN-BSN Gateway Program, and the ABSN Program; monitoring and evaluating curricular issues in cooperation with the Undergraduate Curriculum Committee; attending Academic Affairs Committee meetings when necessary; and working collaboratively with faculty and level coordinators to maintain high quality and student-centered programs. In addition, the UG Program Coordinator shall maintain an appropriate SON course load, teaching primarily in the undergraduate program. As needed, the UG Program Coordinator will assist the Director in completing any accreditation documents for the BSN program. The UG Program Coordinator will serve on the Coordinator Advisory Committee.

b. BSN Level Facilitators
The traditional Bachelor of Science of Nursing (BSN) Program consists of five (5) levels of courses, each of which corresponds to one semester's course of study (Level 1 corresponds to the first semester course of study, Level 2 corresponds to the second semester course of study, etc.). Each level is supervised by a Level Facilitator. A Level Facilitator is responsible for monthly level meetings, serving on and reporting any concerns to the Undergraduate Curriculum Committee; and completing the end-of-semester reports. Each Level Facilitator will maintain an appropriate SON course load, primarily teaching those courses in their respective levels.

c. ABSN Program Coordinator
The Accelerated Bachelor of Science of Nursing (ABSN) Program Coordinator is responsible for monitoring and evaluating curricular issues in cooperation with the Undergraduate Curriculum Committee; chairing the ABSN Program Subcommittee; and end-of-year evaluations and reports. In addition, the ABSN Program Coordinator will maintain an appropriate SON course load, teaching primarily in the ABSN program. As needed, the ABSN Program Coordinator will assist the Director in completing any accreditation documents for the BSN program. The ABSN Program Coordinator will serve on the Coordinator Advisory Committee.

d. RN-BSN Gateway Program Coordinator
The Registered Nurse-Bachelor of Science of Nursing (RN-BSN) Gateway Program Coordinator is responsible for monitoring and evaluating curricular issues in cooperation with the Undergraduate Curriculum Committee; chairing the Gateway Program Subcommittee; and end-of-year evaluations and reports. In addition, the Gateway Program Coordinator will maintain an appropriate SON course load, teaching primarily in the Gateway Program. As needed, the Gateway Program Coordinator will assist

the Director in completing any accreditation documents for the BSN program. The Gateway Program Coordinator will serve on the Coordinator Advisory Committee.

3. **Graduate Program Coordinators**

   a. **Graduate Nursing Programs and Business Operations Coordinator**
   The Graduate Nursing Programs and Business Operations Coordinator is responsible for: SON accreditation, evaluation, marketing, academic program support, advisement, and general facilitation/liaison duties; oversight and assistance with academic program recruitment, admissions, advisement, program checkpoints and graduation; serving as primary advisor/liaison for graduate programs and maintaining required documentation; and maintaining all departmental accreditation documentation by assisting with reports and updating information and contacting accreditation bodies with departmental updates as needed. The Graduate Nursing Programs and Business Operations Coordinator will serve on the Coordinator Advisory Committee.

   b. **SON Graduate Evaluation Coordinator**
   The SON Graduate Evaluation Coordinator is responsible for assisting the faculty with evaluation data necessary for the University, College or School; providing oversight and assistance for academic programs with evaluation data; and reviewing, analyzing, summarizing evaluation data for faculty to submit reports as defined by the SON evaluation plan.

   c. **DNP Nurse Anesthesia-Lifespan Concentration Coordinator**
   The Coordinator of the Doctor of Nursing Practice: Nurse Anesthesia- Lifespan (DNP:NA-L) Concentration is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; chairing the DNP:NA-L Concentration Subcommittee; and end-of-year evaluations and reports. In addition, DNP:NA-L Concentration Coordinator will maintain an appropriate SON course load, teaching primarily in the DNP:NA-L Program. As needed, the DNP:NA- L Concentration Coordinator will prepare the Council on Accreditation for Nurse Anesthesia Education self-study and assist the Director in completing any other accreditation documents, including, without limitation, the CCNE self-study, SACSCOC accreditation documents, and the Tennessee Board of Nursing ("TN BON") accreditation documents for the School. The DNP:NA-L Concentration Coordinator will serve on the Coordinator Advisory Committee.

   d. **DNP FNP-L Concentration Coordinator**
   The Coordinator of the Doctor of Nursing Practice: Family Nurse Practitioner—Lifespan (DNP:FNP-L) Concentration is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; chairing the DNP:FNP-L Concentration Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:FNP-L Concentration Coordinator will maintain an appropriate SON course load, teaching primarily in the DNP:FNP-L Program. The DNP:FNP-L Concentration Coordinator will maintain the supporting documents for the National Task Force on Quality Nurse Practitioner Education (NTF) addressing *The Criteria for Evaluation of Nurse Practitioner Programs* and assist the Director in completing any other accreditation documents for the School, including, without limitation, CCNE, SACSCOC, and TN BON accreditation documents. The DNP:FNP-L Concentration Coordinator will serve on the Coordinator Advisory Committee.

   e. **DNP AGACNP Concentration Coordinator**
   The Coordinator of the Doctor of Nursing Practice—Adult Gerontology Acute Care Nurse Practitioner (DNP:AGACNP) Concentration is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; chairing the DNP:AGACNP Concentration Subcommittee; and end-of-year evaluations and reports. In addition, DNP:AGACNP Concentration Coordinator shall maintain an appropriate SON course load, primarily in the DNP: AGACNP Program. The DNP:AGACNP Concentration Coordinator will maintain the supporting documents for the National Task Force on Quality Nurse Practitioner Education (NTF) addressing *The Criteria for Evaluation of Nurse*

Practitioner Programs and assist the Director in completing any other accreditation documents for the School, including, without limitation, CCNE, SACSCOC, and TN BON accreditation documents. The DNP:AGACNP Concentration Coordinator will serve on the Coordinator Advisory Committee.

f. **DNP Post Master's Concentration Coordinator**
The Coordinator of the Doctor of Nursing Practice – Post Master's (DNP:PM) Concentration is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; serving on the DNP Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:PM Concentration Coordinator will maintain an appropriate SON course load, teaching primarily in the DNP program. The DNP:PM Concentration Coordinator will maintain supporting documents and assist the Director in completing any other accreditation documents for the School, including, without limitation, CCNE, SACSCOC, and TN BON accreditation documents. The DNP:PM Concentration Coordinator will serve on the Coordinator Advisory Committee.

g. **DNP NAS Concentration Coordinator**
The Coordinator of the Doctor of Nursing Practice – Nursing Administration Systems (DNP:NAS) Concentration is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; serving on the DNP Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:NAS Concentration Coordinator will maintain an appropriate SON course load, teaching primarily in the DNP:NAS program. The DNP:NAS Concentration Coordinator will maintain the supporting documents and assist the Director in completing any other accreditation documents for the School, including without limitation, CCNE, SACSCOC and TN BON accreditation documents. The DNP:NAS Concentration Coordinator will serve on the Coordinator Advisory Committee.

4. **Nursing Simulation Program Coordinator**
The Coordinator of the Simulation Program administers the simulation initiative for the School for its undergraduate and graduate programs that enhances clinical experiences for students prior to and during their clinical rotations; develops and tests required competencies and assures safety for actual patient care delivery while improving health care quality; assists the faculty in fulfilling goals designed to bring national recognition and certification to the SON as a simulation center of excellence; creates and maintains simulation lab policies and procedures based on best practices; identifies opportunities for faculty research in the area of interprofessional simulation with UTC and greater Chattanooga communities; identifies and cultivates community stakeholders and partners in a program of simulation; and trains and mentors other faculty/staff in simulation. The Nursing Simulation Program Coordinator will serve on the Coordinator Advisory Committee.

B. Faculty

The faculty membership of the School (collectively, the "Faculty") consists of:

- All tenured and tenure-track faculty members in the School;
- All full-time non-tenure-track faculty in the School; and
- All part-time non-tenure-track faculty in the School (both regular and temporary).

Regular, full-time faculty are faculty members who are 100% effort. Regular, part-time faculty are faculty members who are less than 76% effort. Adjunct faculty are temporary, part-time faculty, and do not have voting rights in the School.

C. Staff

1. **BSN Professional Advisor**
   The Bachelor of Science of Nursing (BSN) Professional Advisor is responsible for advising all SON majors in the process of applying to the BSN program, SON majors admitted to the traditional BSN, and students in the Accelerated BSN. The BSN Professional Advisor is also responsible for freshman and transfer orientation for the nursing program.

2. **Gateway Program Professional Advisor**
   The Gateway Program Professional Advisor is responsible for advising all Gateway Program students, prospective Gateway Program applicants, and organizing the Gateway Program orientation. This advisor also assists with freshman orientation, meeting with potential BSN program applicants, providing lab tours, answering BSN program inquiries, and other duties as assigned. This advisor is a member of the Advisor's Council and Gateway Subcommittee and attends monthly faculty and staff meetings.

3. **Nurse Anesthesia Administrative Assistant**
   The Nurse Anesthesia Administrative Assistant is responsible for of all aspects of the UTC/Erlanger Health Systems Nurse Anesthesia Program and is familiar with the COA accreditation standards for the program and the University requirements for students. This person coordinates and maintains, and troubleshoots student and faculty access to all areas of hospitals essential for their clinical practice. Must be able to operate the EPIC (electronic health record system) to effectively assist students with enrollment and   accessing system.

4. **Nursing Simulation Coordinator**
   The Nursing Simulation Coordinator is responsible for facilitating simulation scenarios; assisting with developing and improving simulations for the SON undergraduate and graduate programs; providing input on simulation curriculum development; and coordination and oversite for all skills lab/simulation activities in the School. The coordinator will support simulation activities directly related to the graduate programs and provide oversight for the undergraduate Simulation Operations Specialist whose primary role is to support undergraduate simulation. The technology management for this position will include support of clinical nursing simulation systems, including high-fidelity mannequins, cameras and camera servers. The coordinator also provides support and troubleshooting for simulation technology/equipment and coordinates vendor assistance for both undergraduate and graduate programs when needed. This person works closely with the Nursing Simulation Program Coordinator.

5. **Simulation Operations Specialist**
   The Simulation Operations Specialist provides technical and mechanical support for the SON simulation center and maintains current knowledge of simulation/lab equipment and inventory; assists with the operation of patient simulators and cameras for the duration of simulations; troubleshoots equipment malfunctions; and contacts vendors as needed. In collaboration with the Nursing Simulation Coordinator, the Simulation Operations Specialist organizes, maintains and restocks skills lab and simulation laboratory supplies. The Simulation Operations Specialist will primarily provide support for the undergraduate programs in simulation but will assist with the graduate programs when needed. This person works closely with the Nursing Simulation Coordinator (staff person).

IV.   MEETINGS

A. Regular and Special Meetings

The School shall hold regular meetings of the Faculty during the course of the academic year to discuss and vote on School matters. Faculty meetings will be conducted in accordance with Robert's Rules of Order (Revised Ed.), except as otherwise provided in these Bylaws.

The Director (or the Director's designee) shall serve as the chair of Faculty meetings. The Director shall preside over meetings, cancel or reschedule meetings, and call special meetings as necessary.

At the first regular meeting of the academic year, the Director and Faculty will determine the schedule for regular meetings for the academic year. The Director may call special meetings during the course of the academic year (Fall and Spring semesters) or the Summer term as necessary to respond to immediate School needs or issues or at the request of the Faculty.

B. Agendas

The Director (or Director's designee) shall prepare an agenda for each meeting (regular or special) and shall make the agenda, including all proposals to be discussed and/or subject to a vote, available to the Faculty at least forty-eight (48) hours in advance of the meeting.

C. Voting Faculty Members

All tenured and tenure-track faculty in the School, and all regular, full-time and part-time non-tenure-track faculty in the School are eligible to vote at meetings ("Voting Faculty"). Temporary, part-time faculty members (Adjunct faculty) are not eligible to vote at meetings.

D. Quorum

A simple majority of all Voting Faculty shall constitute a quorum, and such quorum is required for the transaction of business at meetings held during the academic year.

In the event a special meeting must be called during the Summer term, an attempt will be made to obtain a quorum, but if no quorum is obtained, the Director may waive the quorum requirement. In such event, the Voting Faculty present at the meeting are authorized to transact business and vote on matters at the meeting.

E. Voting

A voice, written or electronic vote shall be taken on all motions or items subject to a vote. A roll call vote may be requested by any Voting Faculty member. A motion will be passed upon the affirmative vote of a simple majority of the Voting Faculty present at the meeting, excluding the Director. In the event of a tie-vote, the Director shall cast the deciding vote. Absentee voting is acceptable if is in writing to the Director. For matters for which University policy requires that votes be cast anonymously, votes shall be cast by secret written ballot.

V. COMMITTEES

A. Standing Committees

1. Active Standing Committees
The active standings committees of the School include:

    a. Academic Affairs Committee

    b. Undergraduate Curriculum Committee
       i. Gateway Program Subcommittee
      ii. ABSN Program Subcommittee

       iii.   Level Facilitator Subcommittee

   c.   Graduate Committee
       i.   DNP Nurse Anesthesia – Lifespan Faculty Subcommittee
       ii.   DNP Family Nurse Practitioner – Lifespan Faculty Subcommittee
       iii.   DNP Adult Gerontology Acute Care Nurse Practitioner Faculty Subcommittee
       iv.   Doctor of Nursing Practice Subcommittee

   d.   Reappointment, Tenure and Promotion Committee

   e.   Student Activities Committee

   f.   Evaluation Committee

   g.   Simulation Committee

   h.   Coordinator Advisory Committee

   i.   SON Advisory Board

2. Formation/Termination of Committees

Voting Faculty may vote to form new standing committees or to terminate existing standing committees. The Director may form special or ad hoc committees as needed (e.g., ad hoc faculty search committee).

3. Membership of Committees

At the end of each academic year, the Director shall make committee assignments for the following academic year. The members of each committee shall elect the chair of their committee at the beginning of the academic year.

4. Committee Chairs

Except as otherwise provided in these Bylaws and University policy, the members of a committee shall elect a chair at the first committee meeting of the academic year (if the committee does not already have a serving chair). The chair will serve a term of no longer than two (2) years. No person is permitted to serve consecutive terms as chair, but a person is eligible for re-election as chair of the committee after two (2) years following the conclusion of their previous term as chair.

The chair is responsible for preparing agendas for committee meetings; presiding over committee meetings; scheduling, and as necessary, canceling and rescheduling committee meetings; reporting committee activities to the SON Faculty; and preparing the annual report of the committee.

5. Committee Meetings

   a. Meeting Schedule

   Each committee shall hold meetings in accordance with the meeting schedule that the Director designates for the committee. In the event the committee determines that a designated meeting date and/or time needs to be changed, the committee members will determine an alternative meeting date and/or time, and the committee chair will inform the Director of the change.

   b. Agendas

   The chair shall prepare the agenda for a committee meeting at least forty-eight (48) hours prior to the meeting. The agenda will include items subject to a vote at the meeting. The chair shall make available copies of the agenda, including all proposals to be discussed and/or subject to a vote, to all

committee members and appropriate administrative personnel so that the materials are received at least forty-eight (48) hours prior to the meeting at which they are to be discussed.

   c. **Quorum**
      A simple majority of the committee members shall constitute a quorum required for the transaction of business at committee meetings.

   d. **Voting**
      All faculty members on a committee are eligible to vote on committee matters. The committee chair is also eligible to vote. Non-faculty members of a committee are not eligible to vote. A voice, written, or electronic vote shall be taken on all motions. A roll call vote may be requested by any committee member. A motion will be passed by a simple majority of committee members present.

   e. **Minutes**
      Each committee shall have a recorder who will take minutes of each committee meeting and post them online in the appropriate committee folder in SharePoint (or other location designated by the Director). Except as otherwise provided in these Bylaws, each committee will elect a recorder for the committee.

6. Authority of Committees
Committees shall have the authority for decision-making on items with their purview that do not have major effect on policy, the majority of Faculty, or students enrolled in the School. Committees shall conduct their business in a manner appropriate to the issues within their purview.

7. Committee Reports

   a. The committee chair shall prepare a committee report after each committee meeting and post the report in the applicable committee folder in SharePoint (or other applicable online forum). Any committee action items requiring deliberation by the entire Faculty shall be posted in the applicable Faculty Organization folder in SharePoint (or other location designated by the Director) at least forty- eight (48) hours in advance of the Faculty meeting at which the report is to be considered. If a committee report is not submitted to the Director within such time frame, the report will not be considered at the Faculty meeting unless two-thirds of the Voting Faculty present at the meeting vote to consider the committee report at the meeting.

   b. The committee chair shall prepare and submit an annual report to the Director at the end of each academic year summarizing the work of the committee during the academic year. The committee chair shall post the annual report in SharePoint (or other location designated by the Director).

B. Academic Affairs Committee

1. Functions
This committee is responsible for selecting candidates for admission to the undergraduate nursing program; reviewing criteria and policies for admission, progression and continuation in the nursing major on a systematic basis; formulating and presenting recommendations for faculty action regarding changes in criteria; and considering and making recommendations to the Director for those students who seek exceptions to the established criteria for admission, readmission or progression.

2. Members and Officers
The membership of this committee shall consist of the BSN Professional Advisor and five (5) SON Faculty members from the traditional BSN Program, the Gateway Program or the ABSN Program. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The BSN Professional Advisor shall serve as the recorder for the committee.

C. Undergraduate Curriculum Committee

1. Functions
This committee is responsible for reviewing and evaluating the existing SON undergraduate curriculum on a systematic basis; conducting surveys as outlined in the SON Evaluation Plan; and formulating and presenting recommendations for approval by the SON Faculty or action by the SON Faculty regarding new courses, major revisions of current courses, and/or curriculum modification.

2. Members and Officers
The membership of this committee shall consist of all level facilitators, one (1) faculty member whose primary teaching responsibility is in the Gateway Program, one (1) faculty member whose primary teaching responsibility is in the ABSN Program, and two (2) additional undergraduate SON faculty members. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The recorder will be elected in accordance with Section V.A.5.e of these Bylaws.

3. Subcommittees

a. Gateway Program Subcommittee

i. Functions
This subcommittee is responsible for reviewing and evaluating the course evaluation summaries for the Gateway Program and submitting findings and recommendations to the Undergraduate Curriculum Committee.

ii. Members and Officers
The membership of this subcommittee shall consist of the RN-BSN Gateway Program Coordinator, faculty designated to teach Gateway Program courses, one (1) additional faculty member teaching outside of the Gateway Program courses, and one (1) student representative. The Undergraduate Program Coordinator may serve as a non-voting member. The Gateway Program Coordinator will serve as the chair of the subcommittee. The Gateway Program Professional Advisor will serve as the recorder for the subcommittee.

b. Accelerated BSN Subcommittee

i. Functions
This subcommittee is responsible for reviewing and evaluating the course evaluation summaries for the Accelerated BSN Program and submitting findings and recommendations to the Undergraduate Curriculum Committee.

ii. Members and Officers
The membership of this subcommittee shall consist of the ABSN Program Coordinator, faculty designated to teach ABSN Program courses and one (1) student representative. The ABSN Program Coordinator will serve as the chair of the subcommittee. The BSN Professional Advisor will serve as the recorder for the subcommittee. The Undergraduate Program Coordinator may serve as a non-voting member.

c. Level Facilitator Subcommittee

i. Functions
This subcommittee is responsible for reviewing and evaluating the undergraduate course evaluation summaries and submitting findings and recommendations to the Undergraduate Curriculum Committee. The subcommittee's review and evaluation should be reflected in both

the end of semester and end of year reports. This subcommittee is also responsible for reviewing level and course objectives and ensuring that they are consistent with the undergraduate curriculum program objectives and then submitting their findings and recommendations to the Undergraduate Curriculum Committee for review and approval. This subcommittee is also responsible for reviewing clinical site evaluations to ensure students are able to meet the objectives for their clinical courses and for completing any other assignments given to it by the Undergraduate Curriculum Committee .

ii. **Members and Officers**
The membership of this subcommittee shall consist of SON Faculty currently teaching a course at one of the five (5) course levels of the traditional BSN Program. The subcommittee will elect one of the five (5) Level Facilitators to serve as the chair of the subcommittee. The recorder of the subcommittee will be elected in accordance with Section V.A.5.e of these Bylaws.

D. Graduate Committee

1. Functions
This committee is responsible for reviewing and recommending criteria for initial admissions of candidates and for readmission, retention, progression, and graduation of students in the Graduate Doctor of Nursing (DNP) Concentrations. This committee is also responsible for reviewing and evaluating the Graduate Program curriculum on a systematic basis; considering such other matters as required to promote progression of students in the Graduate Program; and conducting surveys as outlined in the SON Evaluation Plan. The SON program coordinators will bring student concerns and feedback to the Graduate Committee for review and discussion.

2. Members and Officers
The membership of this committee shall consist of the Graduate Program concentration coordinators, one (1) faculty member who has primary responsibility for teaching in the Undergraduate Program, one (1) faculty member from each of the DNP Concentrations who has primary responsibility teaching in the Graduate Program, the SON Graduate Evaluation Coordinator, and the Coordinator for Graduate Nursing Programs and Business Operations. The SON Graduate Evaluation Coordinator and the Coordinator for Graduate Nursing Programs and Business Operations will serve as non-voting members of the committee. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The SON Graduate Evaluation Coordinator (or designee) will serve as the recorder for the committee.

3. Subcommittees

a. **DNP Nurse Anesthesia – Lifespan Faculty Subcommittee**

i. **Functions**
This subcommittee is responsible for reviewing and evaluating the Doctor of Nursing Practice (DNP) Nurse Anesthesia—Lifespan (DNP:NA-L) Concentration curriculum on a systematic basis and submitting recommendations to the Graduate Committee regarding proposed changes; reviewing and evaluating all the policies and procedures related to the DNP Nurse Anesthesia—Lifespan Concentration and making recommendations to the Graduate Committee for review and approval; and serving as communication link between the SON and affiliated clinical facilities.

ii. **Members and Officers**
The membership of this subcommittee shall consist of the DNP: NA-L Concentration Coordinator; the Nurse Anesthesia Assistant Concentration Coordinator; faculty members teaching in the nurse anesthesia program, and student representatives from each DNP-NA-L cohort. The DNP:NA-L Concentration Coordinator will serve as the chair of the subcommittee. The Nurse Anesthesia Administrative Assistant (or other person

designated by the DNP:NA-L Concentration Coordinator) will serve as the recorder for the subcommittee.

b. DNP Family Nurse Practitioner – Lifespan Faculty Subcommittee

    i. Functions
This subcommittee is responsible for reviewing and evaluating on a systematic basis the curriculum of the DNP: Family Nurse Practitioner—Lifespan (DNP:FNP-L) Concentration and all specialties within the FNP-L Concentration and making recommendations to the Graduate Committee regarding proposed changes; reviewing and evaluating all policies and procedures related to the FNP-L Concentration and making recommendations to the Graduate Committee for review and approval of proposed changes; and serving as a communication link between the SON and af�iliated community agencies.

    ii. Members and Officers
The membership of this subcommittee shall consist of the DNP:FNP-L Concentration Coordinator; faculty members teaching in the FNP-L Concentration; student representatives from each DNP:FNP-L cohort. The DNP:FNP-L Concentration Coordinator will serve as chair of the subcommittee and will appoint a person to serve as the recorder for the subcommittee.

c. DNP Adult Gerontology Acute Care Nurse Practitioner Faculty Subcommittee

    i. Functions
This subcommittee is responsible for reviewing and evaluating on a systematic basis the curriculum of the DNP: Adult Gerontology Acute Care Nurse Practitioner (DNP:AGACNP) Concentration and making recommendations to the Graduate Committee regarding proposed changes; reviewing and evaluating all policies and procedures related to the DNP:AGACNP Concentration and making recommendations to the Graduate Committee for review and approval of proposed changes; and serving as a communication link between the SON and affiliated community agencies.

    ii. Members and Officers
The membership of this subcommittee shall consist of the DNP:AGACNP Concentration Coordinator; faculty members teaching in the DNP:AGACNP Concentration; student representatives from each DNP:AGACNP cohort.. The DNP:AGACNP Concentration Coordinator will serve as chair of the subcommittee and will appoint a person to serve as the recorder for the subcommittee.
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d. Doctor of Nursing Practice Subcommittee

    i. Functions
This subcommittee is responsible for reviewing and evaluating the curricula of the DNP Post Master's (DNP:PM) Concentration and the DNP Nursing Administration Systems (DNP:NAS) Concentration for needed changes; reviewing and evaluating all policies and procedures related to the DNP:PM and DNP:NAS concentrations and making recommendations to the Graduate Committee for review and approval; and serving as a communication link between the SON and affiliated community agencies.

    ii. Members and Officers
The membership shall consist of the DNP:PM and DNP:NAS Concentration Coordinators; faculty members teaching in the DNP:PM and DNP:NAS concentrations; student representatives from either the DNP:PM orDNP:NAS concentration. The Concentration

Coordinator(s) will appoint a person to serve as the recorder for the subcommittee.

E. Reappointment, Tenure and Promotion Committee

1. Functions

The Reappointment, Tenure and Promotion (RTP) Committee is responsible for:

- Evaluating and making recommendations regarding tenured and tenure-track faculty member candidates for reappointment, tenure, and/or promotion in accordance with these Bylaws, the UTC Faculty Handbook, and other applicable University policies;

- Notifying candidates of the deadlines for submitting folders/dossiers for reappointment, promotion, and tenure;

- Advising candidates of the correct forms, the list of materials to be included in the candidates' folders/dossiers, and the SON departmental criteria (by rank) for reappointment, promotion, and/or tenure (as applicable to the candidate);

- Reviewing reappointment, promotion, and tenure folders/dossiers using distributed University deadlines and the applicable procedures in the UTC Faculty Handbook;

- Requesting additional information from candidates as appropriate and necessary to properly evaluate their candidacies;

- Reviewing the SON guidelines for reappointment, tenure and promotion, annually and proposing changes as applicable;

- Reviewing the SON guidelines for non-tenure-track faculty teaching appointments annually and proposing changes as applicable; and

- Serving as a resource for candidates during the reappointment, promotion, and tenure process.

2. Members and Officers

The membership of this committee shall include all SON tenured faculty members, excluding the Director, and (1) one SON tenure-track faculty member elected by Faculty. The tenure-track faculty member shall not have voting responsibilities for reappointment, promotion, and tenure decisions, nor shall this member participate in the reviews or evaluations of tenure-track or tenured faculty candidates for reappointment, tenure and/or promotion. The tenure-track faculty member shall be a voting member for all other business. The SON Administrative Assistant will serve as the recorder of the committee.

3. Tenure-Track Faculty Reappointment Reviews

The evaluation of tenure-track faculty candidates for reappointment shall be conducted by a subcommittee of the RTP Committee in accordance with Section VI.B.2 of these Bylaws below.

4. Tenure Reviews

The evaluation of tenure-track faculty candidates for tenure shall be conducted by a subcommittee of the RTP Committee whose membership is all tenured faculty members on the committee. A majority of the subcommittee members shall constitute a quorum required for making a tenure recommendation. The subcommittee's recommendation will be decided upon by majority vote (yes or no) of those

subcommittee members present and voting at the meeting, and a minimum of two-thirds of the subcommittee members present must vote in favor of tenure to constitute a positive recommendation by the subcommittee. Abstentions are permitted. Votes will be cast by written secret ballot. The subcommittee will forward its written recommendation to the Director, together with records of the subcommittee's membership, attendance at final discussions, and voting results. The subcommittee's recommendation will be advisory to the Director.

5. **Promotion Reviews**

The evaluation of tenure-track and tenured faculty candidates for promotion shall be conducted by a subcommittee of the RTP Committee comprised of only those committee members at or above the rank sought by the candidate. A majority of the subcommittee members shall constitute a quorum required for making a promotion recommendation. The subcommittee's recommendation will be decided upon by majority vote (yes or no) of those subcommittee members present and voting at the meeting. Abstentions are permitted. Votes will be cast by written secret ballot if the promotion candidate is a tenure-track or tenured faculty member. For promotion reviews of non-tenure-track faculty candidates, a voice or written vote shall be taken, unless a roll call vote is requested by any subcommittee member. The subcommittee will forward its written recommendation to the Director, together with records of the subcommittee's membership, attendance at final discussions, and voting results. The subcommittee's recommendation will be advisory to the Director.

A tenure-track candidate at the rank of Assistant Professor seeking tenure and promotion to the rank of Associate Professor must be granted tenure in order to be promoted to the rank of Associate Professor. A tenure-track faculty member initially appointed to the rank of Associate Professor or higher may be granted tenure without receiving a promotion.

F. Student Activities Committee

1. **Functions**

This committee is responsible for planning school-wide student activities and discussing and channeling student concerns to appropriate administrators.

2. **Members and Officers**

The membership of this committee shall consist of the Student Nurses Association faculty advisor, one or more undergraduate faculty members, the BSN Professional Advisor, and an elected representative from each undergraduate class. The faculty chair will be elected in accordance with Section V.A.4 of these Bylaws. The BSN Professional Advisor will serve as the recorder for the committee.

G. Evaluation Committee

1. **Functions**

This committee is responsible for exercising oversight of the SON Evaluation Plan; recommending changes in the SON Evaluation Plan to the SON Faculty for approval; conducting surveys as outlined in the SON Evaluation Plan; and reviewing and making recommendations for proposed revisions to the SON Bylaws.

2. **Members and Officers**

The membership of this committee shall consist of a faculty member (or designee) from each program/concentration; the SON professional advisors; the SON Graduate Evaluation Coordinator; and the Nursing Research/Statistician faculty member. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The BSN Professional Advisor will serve as the recorder for the committee.

H. Simulation Committee

1. Functions
This committee is responsible for providing oversight of the Learning Resource Center (LRC)/Simulation programs to ensure achievement of SON program outcomes, SON values, and skill competency for clinical practice; and ensuring congruency of the LRC/Simulation programs with accreditation standards, best practices, and the mission and vision of the School and University.

2. Members and Officers
The membership of this committee shall consist of the Nursing Simulation Program Coordinator; two (2) faculty representatives from the Undergraduate Program, one of whom is assigned to support the Undergraduate Program in Simulation; three (3) Graduate Program simulation faculty consisting of one (1) representative each from the DNP:FNP-L, DNP:AGACNP, and DNP:NA-L concentrations; and one (1) additional at-large faculty member. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The Nursing Simulation Coordinator and the Simulation Operations Specialist will serve as non- voting members. The Simulation Operations Specialist (SOS) will serveas the recorder for the committee; when the SOS can not serve, the Nursing Simulation Coordinator will serve as the recorder.

I. Coordinator Advisory Committee

1. Functions
This committee is responsible for providing communications and updates between SON programs and the Director; reviewing and recommending changes to the Director regarding SON programs, policies, and procedures; and advising and recommending members and agenda items to the Director for SON Advisory Board meetings.

2. Members and Officers
The membership of this committee shall consist of all SON program and concentration coordinators; the BSN Professional Advisor; the SON Graduate Evaluation Coordinator; and the Coordinator of Graduate Nursing Programs and Business Operations. The Director will serve as an *ex officio* member of the committee. The chair will be elected in accordance with Section V.A.4 of these Bylaws. The BSN Professional Advisor will serve as the recorder for the committee.

J. SON Advisory Board

1. Functions
This committee and its members are responsible for acting as ambassadors for the School; providing assistance in pursuing the vision, mission, and strategic priorities of the School; providing a link between the community and the School by providing a forum for interaction and communication among stakeholders, community members, organizations, government, education, and alumni; assisting in identifying philanthropic resources within the community; providing insight on changes within the healthcare environment; providing information on the needs and views of healthcare consumers; providing feedback and advice on School programs and curriculum; providing advice regarding the development and implementation of the School's marketing and public relations plans; analyzing healthcare issues with community organizations; and discussing community organization expectations for graduates. This committee will meet at least once per academic year.

2. Members and Officers
The membership of this committee shall consist of the Coordinator Advisory Committee members and no fewer than five (5) and no more than ten (10) members who are representatives from public health, mental health, area associate degree education program, and acute care nursing facilities. Representatives from other areas may be invited. The Director, acting upon the advice and

recommendations of the Coordinator Advisory Committee, shall appoint the public members of the committee. Eachc community member shall serve a three-year term and may be elected to serve a second three-year term. At the conclusion of a community member's second three-year term, the member will rotate off the committee and is not eligible to be reappointed to the committee until one year after the end of their second three-year term has passed. The Director will serve as chair of the committee. The recorder will be elected in accordance with Section V.A.5.e of these Bylaws.

K. Ad Hoc Faculty Search Committees

1. Functions
Ad hoc faculty search committees shall work with the Director to advertise vacant faculty positions, review all candidate application files submitted in faculty position searches, and make recommendations for faculty hires to the Director in accordance with the UTC Faculty Handbook and other University policies.

2. Members and Officers
The Director, in consultation with the CHEPS Dean, shall appoint the members of each ad hoc faculty search committee. The Director will serve as the chair of all ad hoc faculty search committees.

VI. TENURED AND TENURE-TRACK FACULTY

A. Performance Evaluations of Tenure-Track and Tenured Faculty

The UTC Faculty Handbook sets forth the campus-level criteria for evaluating the performance of faculty at tenure-track and tenured faculty ranks. These Bylaws set forth the SON's departmental criteria for evaluating the performance of SON tenure-track and tenured faculty. The evaluation of performance of tenured and tenure-track faculty member focuses on the following primary areas of professional responsibility: (1) Teaching and Advisement; (2) Research, Scholarship, and Creative Activities; and (3) Professional Service. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities.

For tenure-track faculty, the annual Evaluation and Development by Objectives (EDO) process should focus on faculty development and mentorship and should help to determine whether the faculty member is making adequate progress toward receiving tenure and/or promotion.

For tenured faculty members, the annual EDO process should focus on innovation and long-term goal setting and should ensure that the faculty member continues to meet the expectations of a tenured member at their academic rank and (for Associate Professors) progress toward promotion to the rank of Professor.

1. Teaching and Advising
Teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process. The development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling is also an important part of the education of students. Teaching/instructional activities involve developing the knowledge, skills, attitudes, and behaviors of students necessary for entry into the profession. These activities include but are not limited to: (1) design, implementation, and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; (2) design, implementation, and evaluation of methods to assess student learning; and (3) student advisement.

A faculty member's objectives in their annual Individual Evaluation and Development by Objectives (EDO) for their teaching/advising activities should be developed using the following activities as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet

expectations for their current academic rank, a faculty member is expected to complete a <u>minimum of two Teaching/Advising activities</u> listed for their rank in the table below. Faculty members are not required to complete all activities listed for their rank in the table below.

These guidelines are intentionally nonspecific so that they apply to all tenured and tenure-track faculty across all SON programs and concentrations. However, it is incumbent upon the faculty member being reviewed to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in Appendix 3). Alternative activities are acceptable if approved in advance by the Director.

TEACHING/ADVISING ACTIVITIES		
ASSISTANT PROFESSOR	**ASSOCIATE PROFESSOR**	**PROFESSOR**
Uses appropriate SON and University resources, including other faculty as a resource, in advising and mentoring students and documents completed activities.	Contributes to the growth and development of faculty, who advise and mentor students, and documents completed activities.	Serves as an expert for faculty in teaching, advising, and mentoring activities.
Works with other faculty to review course materials or evaluations and determine appropriate revisions and implement changes, if needed, that reflect AACN *Essentials* and other standards for nursing.	Reviews course materials and evaluations to determine appropriate revisions and implement changes, if needed, that are based on input from peer faculty or full professors that reflect AACN *Essentials* and other standards for nursing.	Guides faculty in the review of course materials and evaluations to determine appropriate revisions and lead implementation of identified changes, if needed, that reflect AACN *Essentials* and other standards for nursing.
Uses and evaluates the effectiveness of at least two teaching strategies, in addition to lectures, to engage students. (Examples of teaching strategies: case studies, discussion board, pre and post quizzes, digital tools, small groups, teach back method, etc.)	Integrates student feedback and/or peer reviewer feedback into teaching strategies and course activities.	Serves as a consultant to faculty regarding the use of effective teaching methodologies.
Assesses and documents student progress and collaborates with students to identify individualized strategies for success.	Reviews overall student progress in the course and develop remediation strategies as needed to support course success.	Counsels faculty in the development of strategies to enhance individual student success and overall course success.
Mentors students in the development of professional behaviors.	Evaluates students in the development of professional behaviors.	Collaborates with faculty to periodically evaluate courses regarding student professional behaviors to ensure professional behaviors are in line with national standards.

2. **Research and Scholarship Activities**

The activities for Research and Scholarship are based on the American Association of Colleges of Nursing (AACN) position statement, *Defining Scholarship for the Discipline of Nursing* (AACN Defining Scholarship).[1]

Scholarly activities are identified in four (4) areas: (i) the Scholarship of Discovery; (ii) the Scholarship of Teaching; (iii) the Scholarship of Integration; and (iv) the Scholarship of Practice. Scholarship in nursing can be defined as activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that: 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.

A faculty member's annual EDO objectives for scholarly activities should be developed using the following activities as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet expectations for their current academic rank, a faculty member is expected to complete a minimum of two scholarly activities listed for their rank in the table below. Faculty members are not required to complete all listed activities in the table for their rank.

These guidelines are intentionally nonspecific so that they apply to all tenured and tenure-track faculty across all SON programs and concentrations. However, it is incumbent upon the faculty member being reviewed to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal-setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in the Appendix 3.

Faculty members should refer to the examples listed below the table under each Scholarship category for additional information on appropriate scholarly activities. Alternative scholarly activities are acceptable if approved in advance by the Director.

SCHOLARLY ACTIVITIES		
ASSISTANT PROFESSOR	**ASSOCIATE PROFESSOR**	**PROFESSOR**
Engages in the development of **Scholarly Activities** (described in more detail below). Chooses and documents achievement of two (2) activities. At this level, the faculty member contributes to the scholarly activity.	Serves as co-investigator/co-creator of **Scholarly Activities**. (described in more detail below). Chooses and documents achievement of two (2) activities. At this level, the faculty member is a primary contributor to the scholarly activity.	Serves as principal investigator/creator of **Scholarly Activities**. (described in more detail below). Chooses and documents achievement of two (2) activities. At this level, the faculty member is a primary contributor to the scholarly

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[1] American Association of Colleges of Nursing (AACN) (2018), *Defining scholarship for academic nursing task force consensus position statement*, AACN Task Force on Defining Standards for the Scholarship of Nursing: https://www.aacnnursing.org/Portals/42/News/Position-Statements/Defining-Scholarship.pdf.

		activity and mentors other faculty in scholarship.

- The **Scholarship of Discovery** is defined as inquiry that produces new disciplinary and professional knowledge (AACN, 2018). Typically, components of the Scholarship of Discovery involve research activities designed to produce new knowledge.

  Examples of activities related to Scholarship of Discovery include:
  o Peer-reviewed publications or presentations of research, theory, or philosophy;
  o Grant awards in support of research or scholarship;
  o Mentorship of junior colleagues in research or scholarship;
  o State, regional, national, or international recognition as a scholar in an identified area (e.g. recognition as a fellow); and
  o Positive peer evaluations of the body of work/creation of new knowledge.

- The **Scholarship of Practice** is defined as all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems of a community is presented. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (AACN, 2018). Typically, components of the Scholarship of Practice involve some type of practice improvement (i.e. quality improvement project, policy change, application of new skills/strategies/programs related to nursing practice, etc.). Additionally, professional development to improve competency in the practice of nursing is a component of the Scholarship of Practice.

  Examples of activities related to Scholarship of Practice include:
  o Peer-reviewed publications of research, case studies, technical applications, or other practice issues;
  o Presentations related to practice;
  o Consultation reports;
  o Reports compiling and analyzing patient or health services outcomes;
  o Products, patents, license copyrights;
  o Grant awards in support of practice;
  o Reports of clinical demonstration projects; and
  o Policy papers related to practice.

- The **Scholarship of Teaching** is defined as application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling (AACN, 2018). Typically, components of the scholarship of teaching involve innovations in relation to teaching. For example, the application of a new technology, course or program redesign or development, research in teaching strategies, grant proposals related to classroom activities, continuing education activity development, or the creation of a new learning environment would demonstrate scholarship of teaching. Additionally, the development of teaching resources such as textbooks, accreditation reports, and evaluation models are components of the Scholarship of Teaching.

  Examples of activities related to the Scholarship of Teaching include:
  o Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;

- o Accreditation or other comprehensive program reports;
- o Published textbooks or other learning aids;
- o Grant awards in support of teaching and learning; and
- o Design of outcome studies or evaluation/assessment programs.

- The **Scholarship of Integration** is defined as writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. It emphasizes the interconnection of ideas and brings new insight to bear on original concepts and research (AACN, 2018). Typically, the scholarship of integration requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies.

  Examples of activities related to the Scholarship of Integration include:
  - o Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature;
  - o Copyrights, licenses, patents, or products for sale;
  - o Published books;
  - o Positive peer evaluations of contributions to integrative scholarship;
  - o Reports of interdisciplinary programs or service projects;
  - o Interdisciplinary grant awards; and
  - o Policy papers designed to influence organizations or governments.

3. **Professional Service**

   The UTC Faculty Handbook establishes the following general professional service expectations for tenure-track and tenured faculty ranks:

   - Assistant Professor: have demonstrated willingness to participate effectively in professional activities other than teaching and research.

   - Associate Professor: have an established record of effective participation in professional activities other than teaching and research.

   - Professor: have achieved and maintained a significant record of effective participation in professional activities other than teaching and research.

   A faculty member's annual EDO objectives for professional service activities should be developed using the following activities as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet expectations for their current academic rank, a faculty member is expected to complete a minimum of two professional service activities listed for their rank in the table below. Faculty members are not required to complete all listed activities in the table for their rank.

   These guidelines are intentionally nonspecific so that they apply to all tenured and tenure-track faculty across all SON programs and concentrations. However, it is incumbent upon the faculty member under review to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal-setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in Appendix 3). Alternative professional service activities are acceptable if approved in advance by the Director.

PROFESSIONAL SERVICE ACTIVITIES

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Maintains current Membership in professional organizations.	Actively engages in professional organizations.	Provides leadership or expertise in professional, state, national, or international organizations.
Actively participates with student scholarly activities, outside of assigned teaching responsibilities.	Directs student and/or community member(s) in scholarly activities, outside of assigned teaching responsibilities.	Serves as an expert consultant for faculty or community member(s) scholarly activities.
Serves as a member of communities of interest or community organizations.	Serves as a resource to communities of interest or community organizations.	Provides leadership or expertise for communities of interest or community organizations by serving as a chair or board/committee member.
Actively engages in School or College committees.	Provides leadership or actively engages in School or College committees.	Provides leadership in School, College, or University committees.

B. Collegiality

All SON faculty members are expected to follow the American Nurses Association (ANA) Code of Ethics for Nurses, which states that the "nurse practices with compassion and respect for the inherent dignity, work, and unique attributes of every person." Relationships with colleagues and others are specifically addressed in the ANA Code of Ethics for Nurses. Respect should be extended to everyone with whom the nurse interacts. It is imperative to maintain a relationship that is professional, respectful and caring. Nurses should treat others fairly, with transparency and integrity. Conflicts must be resolved in the best interest of all involved. While nurses have multiple roles in many different settings (direct provider of patient care, coordinator, administrator, educator, policy maker, researcher and consultant), it is imperative that they create "an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students and others with dignity and respect… Disrespect for the effects of one's action on others, bullying, harassment, intimidation, manipulation, threats or violence are always morally unacceptable behaviors."[2]

An atmosphere of collegiality is an essential element in an academic environment. Faculty should strive to be objective in their professional judgment of colleagues. When speaking or acting as private persons, faculty should avoid creating the impression of speaking or acting for their School, College, or University. Actions by faculty members that serve to diminish the atmosphere of collegiality may impair their own or others' ability to function in a community of scholars. Specifically, faculty members should not discriminate against, harass or bully faculty colleagues, other employees of the institution or students. They should show respect for the opinions of others and share their own perspective with sensitivity.

Any violations of collegiality will be reflected in the faculty member's EDO and may also result in documentation in their personnel file. Any continued violations will be reported to Human Resources.

C. Reappointment of Tenure-Track Faculty

1. Reappointment Criteria
Tenure-track faculty must apply for reappointment annually. Tenure-track faculty seeking reappointment must show evidence of meeting the performance expectations of their academic rank (usually, the rank of Assistant Professor) as set forth in Section VI.A above, as well as meeting expectations for collegiality.

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[2] Code of Ethics for Nurses with Interpretive Statements, 2015, p. 4.

The list of activities in Section VI.A is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for reappointment. As part of the EDO process, tenure-track faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for reappointment.

2. Reappointment Process

Tenure-track faculty must apply for reappointment annually. The evaluation of tenure-track faculty candidates for reappointment shall be conducted by a subcommittee of the RTP Committee comprised of only the tenured faculty members on the committee. This subcommittee shall make the initial evaluation and reappointment recommendation for a tenure-track faculty member in the third and fifth years of the candidate's probationary period. The subcommittee shall conduct its reappointment review in the candidate's third probationary year in accordance with Section 3.7.2 of the UTC Faculty Handbook. In all other years of the candidate's probationary period (i.e., years 1, 2, and 4), the Director shall make the initial evaluation and reappointment recommendation, and the RTP subcommittee will only perform an evaluation and make a reappointment recommendation regarding the candidate in such years if the Director recommends against reappointment, as provided under Section 3.7.1 of the UTC Faculty Handbook.

Except as provided in this Section VI.B.2, the reappointment process will follow the process set forth in Section 3.7.1 of the UTC Faculty Handbook.

D. Tenure

1. Tenure Criteria

Criteria for tenure are set forth in the UTC Faculty Handbook, Chapter 3. Since teaching is regarded as the primary mission of the University, the College and the School, pursuit of excellence in teaching is expected. Tenure-track faculty seeking tenure must show evidence of achievement required for the rank of Associate Professor in the areas of (i) Teaching and Advising, (ii) Research and Scholarship, and (iii) Professional Service, as well as meeting expectations for collegiality.

Activities suggested to meet the criteria for tenure and the rank of Associate Professor in the areas of (i) Teaching and Advising, (ii) Research and Scholarship, and (iii) Professional Service, are listed in Section VI.A above. The list of activities in Section VI.A is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for tenure. As part of the EDO process, tenure-track faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for tenure.

2. Tenure Review Requirements

a. Tenure Dossier

All tenure candidates must prepare and submit a tenure dossier, which will be reviewed and inform the recommendations made at each stage of the tenure review process. Tenure dossiers, at a minimum, must include the information outlined under Section 3.10.5 of the UTC Faculty Handbook.

b. Peer Review of Teaching

Tenure candidates will be subject to a peer review of their teaching performance as part of the tenure review process. Teaching peer reviews will be conducted in accordance with Appendix 2 – Teaching Peer Review Evaluations of these Bylaws.

    c.   **External Reviews**

        All dossiers for tenure must include reviews from no fewer than two (2) external reviewers. External reviews will be conducted in accordance with Section 3.10.6.2 of the UTC Faculty Handbook and Appendix 1 – External Reviews of these Bylaws.

  3. Tenure Review Process

     The evaluation of tenure-track faculty candidates for tenure shall be conducted in accordance with the tenure review process under Section 3.10.7 of the UTC Faculty Handbook. The RTP Committee's evaluations and recommendations in the tenure review process shall be conducted in accordance with Section V.E.4 of these Bylaws.

E. Promotion

  1. Promotion Criteria

     Criteria for promotion to or appointment at the ranks of Associate Professor and Professor are set forth in the UTC Faculty Handbook, Chapter 3. Faculty seeking promotion must show evidence of achievement required for the rank sought in the areas of (i) Teaching and Advising, (ii) Research and Scholarship, and (iii) Professional Services, as well as meeting expectations for collegiality.

     Activities suggested to meet the criteria for promotion to the ranks of Associate Professor and Professor, respectively, in the areas of (i) Teaching and Advising, (ii) Research and Scholarship, and (iii) Professional Service, are listed in Section VI.A above. The list of activities in Section VI.A is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for promotion to the rank sought. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for promotion.

  2. Promotion Review Process

     The evaluation of tenure-track and tenured faculty for promotion shall be conducted in accordance with Section 3.11 of the UTC Faculty Handbook. The RTP Committee's evaluations and recommendations in the promotion review process shall be conducted in accordance with Section V.E.5 of these Bylaws. All dossiers for promotion must include reviews from no fewer than two (2) external reviewers. External reviews will be conducted in accordance with Section 3.10.6.2 of the UTC Faculty Handbook and Appendix 1 – External Reviews of these Bylaws.

VII. NON-TENURE-TRACK FACULTY

A. Nursing Faculty Educational Requirements for Non-Tenure-Track Appointments

For the non-tenure-track faculty ranks, the SON adheres to the following criteria in its definition of "terminal degree appropriate to the discipline."

The Tennessee Board of Nursing, the American Association of Colleges of Nursing as well the Commission on Collegiate Nursing Education, the accrediting body for Colleges and Schools of Nursing, recommend that SON faculty in BSN programs (full-time and part-time) shall have either a Master's Degree or a Doctoral Degree in Nursing with graduate preparation in the science of Nursing (including clinical practice) and teaching and learning (including curriculum development and implementation). All faculty must be academically prepared for the areas in which they teach and have degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach.

There shall be at least one instructor with advanced preparation (Master's or Doctoral Degree in Nursing) in each clinical and major teaching area who is primarily responsible for the theory and clinical nursing practice. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. The nursing instructor should have sufficient nursing experience to demonstrate professional competence. A faculty instructor working toward a graduate degree may be employed as classroom instructor of a clinical course in place of a faculty member fully qualified in the specific clinical area as long as they function as an assistant under the direct guidance of a faculty member fully qualified in the specific clinical area. The program provides a justification for the use of any faculty who do not have a graduate degree. Faculty who are nurses hold current RN licensure.

For the undergraduate program, Clinical Preceptors shall be educated at or above the level for which the student is preparing. For the graduate programs, all full and part-time (0.5 FTE) faculty are required to have a terminal degree in Nursing or a related field or completion of that degree within one year of employment.

B. Non-Tenure-Track Appointments

1. Teaching Appointments

UTC may hire non-tenure-track Teaching faculty members for specific teaching assignments; engagement in scholarship and/or professional service may be added to the terms of employment as determined by the College or School. The criteria for appointment to the ranks of Lecturer, Associate Lecturer, Senior Lecturer, and Distinguished Lecturer, are set forth, respectively, in the UTC Faculty Handbook, Chapter 4.

The Teaching appointment ranks are:

- **Lecturer:** This rank is for those who hold the appropriate degree for their discipline (or its professional equivalent) (see Section VII.A) and who are appointed for full or part-time teaching. All Teaching appointments at this rank will be made for a definite term of one year or less.

- **Associate Lecturer:** Faculty members who have held Teaching appointments at the rank of Lecturer for four (4) years will be considered for promotion to the rank of Associate Lecturer, although a record of superior performance may justify earlier consideration. Teaching appointments at this rank will be made for a definite term of up to three years.

- **Senior Lecturer:** Faculty members who have held Teaching appointments at the rank of Associate Lecturer for six (6) years will be considered for promotion to the rank of Senior Lecturer. However, a record of extraordinary performance at the Associate Lecturer level may justify earlier consideration. Additionally, those faculty holding Teaching appointments who were hired prior to the creation of the Associate Lecturer position in 2019 will be considered for promotion to Senior Lecturer after ten (10) years of service at any Teaching appointment rank(s). Teaching appointments at this rank will be made for a definite term of up to five years.

- **Distinguished Lecturer:** This rank is for those Senior Lecturers who hold a degree appropriate to their discipline (or its professional equivalent) (see Section VII.A.) and who have demonstrated excellence in teaching. SON tenured faculty members will evaluate and make recommendations for appointments to the rank of Distinguished Lecturer in accordance with these Bylaws. Ordinarily, this rank is reserved for senior scholars with established national reputations in their discipline. Teaching appointments at this rank will be made for a definite term of up to five years.

All Teaching appointments are renewable subject to the availability of funds, satisfactory performance, and staffing needs.

a. **Performance Evaluation Criteria**

The evaluation of performance of faculty members holding Teaching appointments focuses on their teaching and advisement activities. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities as described in Section VI.B.

The EDO objectives for faculty holding Teaching appointments should be developed using the following activities corresponding to the faculty member's rank as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet expectations for their current academic rank, a faculty member is expected to complete a minimum of one (1) teaching/advising activity and one (1) professional service activity listed for their rank in the table below. Faculty members are not required to complete all activities listed for their rank in the table below.

It is incumbent upon the faculty member being reviewed to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in Appendix 3). Alternative activities are acceptable if approved in advance by the Director.

TEACHING/ADVISING ACTIVITES			
LECTURER	**ASSOCIATE LECTURER**	**SENIOR LECTURER**	**DISTINGUISHED LECTURER**
Uses appropriate SON and University resources, including other faculty as a resource, in advising and mentoring students and documents completed activities.	Contributes to the growth and development of faculty, who advise and mentor students, and documents completed activities.	Serves as an expert for faculty in teaching, advising, and mentoring activities.	Serves as an expert for organizations within and outside of the University at a national and international level.
Works with other faculty to review course materials or evaluations and determine appropriate revisions and implement changes, if needed, that reflect AACN Essentials and other standards for nursing.	Reviews course materials and evaluations to determine appropriate revisions and implement changes, if needed, that are based on input from peer faculty or full professors that reflect AACN Essentials and other standards for nursing.	Guides faculty in the review of course materials and evaluations to determine appropriate revisions and lead implementation of identified changes, if needed, that reflect AACN Essentials and other standards for nursing.	Participates in revisions to nursing standards and change of practice at the national and international level.
Reviews current research and best practices to prepare for class teaching.	Integrates student and/or peer reviewer feedback of at least two teaching strategies, in addition to lecture, to optimize student outcomes. (Examples of teaching strategies: case studies, discussion board, pre and post quizzes, digital	Serves as a consultant to faculty regarding the use of effective teaching methodologies.	Serves as a consultant at the national and international level to effectually change teaching practice.

	tools, small groups, teach back method, etc.)		
Assesses and documents student progress and collaborates with students to identify individualized strategies for success.	Reviews overall student progress in the course and develop remediation strategies as needed to support course success.	Counsels faculty in the development of strategies to enhance individual student success and overall course success.	Designs and develops strategies and programs to optimize faculty teaching expertise.
Mentors students in the development of professional behaviors.	Evaluates students in the development of professional behaviors.	Collaborates with faculty to periodically evaluate courses regarding student professional behaviors to ensure professional behaviors are in line with national standards.	

PROFESSIONAL SERVICE ACTIVITES			
LECTURER	**ASSOCIATE LECTURER**	**SENIOR LECTURER**	**DISTINGUISHED LECTURER**
Attends professional conferences, workshops, and seminars and/or accomplishes continuing education annually.	Maintains current membership in professional organizations.	Actively engages in professional organizations.	Provides leadership or expertise in professional, state, national, or international organizations.
N/A	Actively participates with student scholarly activities, outside of assigned teaching responsibilities.	Directs student and/or community member(s) in scholarly activities, outside of assigned teaching responsibilities.	Serves as an expert consultant for faculty or community member(s) scholarly activities.
N/A	Serves as a member of communities of interest or community organizations.	Serves as a resource to communities of interest or community organizations.	Provides leadership or expertise for communities of interest or community organizations by serving as a chair or board/committee.
Engages in assigned SON committees.	Actively engages in SON or College committees.	Provides leadership or actively engages in SON or College committees.	Provides leadership in SON, College, or University committees.

While faculty with Teaching appointments are not typically required to engage in Research and Scholarship activities, they may do so on an optional basis. Scholarship is identified in four (4) areas as (1) the Scholarship of Discovery, (2) the Scholarship of Teaching, (3) the Scholarship of Integration, and (4) the Scholarship of Practice (see Section VI.A.2 above). Of the four areas of scholarship, Scholarship of Teaching activities are most applicable to faculty holding Teaching appointments. Research/scholarship activities performed on an optional basis will be considered during the EDO process for the purpose of assessing whether the faculty member should receive an "Exceeds Expectations" rating. However, research/scholarship activities should not be performed in lieu of the required teaching/advising or professional service activities set forth in the chart above, unless otherwise approved in advance by the Director.

b. **Reappointment Criteria**

Faculty holding Teaching appointments who are seeking reappointment to the rank they hold must show evidence of meeting the performance expectations of their rank as set forth in Section VII.A.1.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.1.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for reappointment. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for reappointment.

c. **Promotion Criteria**

Faculty holding Teaching appointments who are seeking promotion must show evidence of meeting the performance expectations of the rank sought as set forth in Section VII.A.1.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.1.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for promotion. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for promotion.

2. **Clinical Appointments**

UTC may hire non-tenure-track Clinical faculty members to perform special services and to provide instruction to students in a clinical setting. SON faculty members holding Clinical appointments also are expected to conduct research and perform professional service as provided under this section. The criteria for appointment to the ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor, are set forth, respectively, in the UTC Faculty Handbook, Chapter 4.

Clinical appointment ranks are:

- **Clinical Assistant Professor:** This rank is for those who have completed a doctoral degree or terminal degree appropriate to the discipline (see Section VII.A) and are licensed or certified to practice the profession. Individuals holding such positions demonstrate an ability to teach students in a clinical setting and have a demonstrated ability to relate appropriately to students and professional colleagues. Clinical appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

- **Clinical Associate Professor:** This rank is for those who have typically held the rank of Clinical Assistant Professor for four (4) years; have completed a doctoral degree or a terminal degree appropriate to the discipline (see Section VII.A); are licensed or certified to practice the profession; and have demonstrated the ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated clinical and teaching abilities consistent with those for appointment at the rank of Associate Professor. Clinical appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

- **Clinical Professor:** This rank is for those who have typically held the rank of Clinical Associate Professor for six (6) years; have completed a doctoral degree or a terminal degree appropriate to the discipline (see Section VII.A); are licensed or certified to practice the profession; and have demonstrated a continuing ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated clinical and teaching qualifications and accomplishments consistent with those for appointment at the rank of Professor. Clinical appointments at this rank will be made for a definite term of up to five years and may be renewed subject to continued availability of funding, satisfactory performance, and

staffing needs.

a. **Performance Evaluation Criteria**
   The evaluation of performance of faculty members holding Clinical appointments will be based on their performance of the established responsibilities and expectations corresponding to their rank. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities as described in Section VI.B.

   The EDO objectives for faculty holding Clinical appointments should be developed using the following activities corresponding to the faculty member's rank as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet expectations for their current academic rank, a faculty member is expected to complete a minimum of one (1) teaching/advising activity, one (1) research/scholarship activity, and one (1) professional service activity listed for their rank in the table below. Faculty members are not required to complete all activities listed for their rank in the table below.

   It is incumbent upon the faculty member being reviewed to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal-setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in Appendix 3). Alternative activities are acceptable if approved in advance by the Director.

TEACHING/ADVISING ACTIVITES		
CLINICAL ASSISTANT PROFESSOR	**CLINICAL ASSOCIATE PROFESSOR**	**CLINICAL PROFESSOR**
Uses appropriate SON and University resources, including other faculty as a resource, in advising and mentoring students and documents completed activities.	Contributes to the growth and development of faculty, who advise and mentor students, and documents completed activities.	Serves as an expert for faculty in clinical teaching, advising, and mentoring activities.
Works with other faculty to review course materials or evaluations and determine appropriate revisions and implement changes, if needed, that reflect AACN *Essentials* and other standards for nursing.	Reviews course/clinical materials and evaluations to determine appropriate revisions and implement changes, if needed, that are based on input from peer faculty or full professors that reflect AACN *Essentials* and other standards for nursing.	Guides and directs faculty in the review of course materials and curricular revisions based on evaluation of data and current or projected health care delivery needs and leads implementation of identified changes, if needed, that reflect AACN *Essentials* and other standards for nursing.
Uses and evaluates the effectiveness of at least two teaching strategies, in addition to the lecture, to engage students in the didactic or clinical setting. (Examples of teaching strategies: case studies, discussion board, pre and post quizzes, digital tools, small groups, teach back method, etc.)	Integrates student feedback and/or peer reviewer feedback into teaching strategies and course/clinical activities.	Serves as a consultant to faculty regarding the use of effective teaching methodologies.

Assesses and documents student progress and collaborates with students to identify individualized strategies for success.	Reviews overall student progress in the course/clinical and develop remediation strategies as needed to support success.	Counsels faculty in the development of strategies to enhance individual student success and overall course success.
Mentors' students in the development of professional behaviors.	Evaluates students in the development of professional behaviors	Collaborates with faculty to periodically evaluate courses regarding student professional behaviors to ensure professional behaviors are in line with national standards.

RESEARCH/SCHOLARSHIP ACTIVITIES		
CLINICAL ASSISTANT PROFESSOR	**CLINICAL ASSOCIATE PROFESSOR**	**CLINICAL PROFESSOR**
Reviews current research and best practices to prepare for class/clinical teaching.	Serves as a subject matter expert for students and colleagues.	Serves as a subject matter expert for students, colleagues and the community.
	Engage in quality improvement or best practices implementations reflecting scientific underpinnings.	Serves as a leader in quality improvement/best practices implementations and evaluation.
	Engage in or submits a grant proposal at the University or local level.	Guides/directs grant proposals at the state/federal level.
Attends professional conferences/workshops/seminars annually.	Achieve certification beyond the baseline requirements defined for clinical appointments.	Achieve certification beyond the baseline requirements defined for clinical appointments.

PROFESSIONAL SERVICE ACTIVITES		
CLINICAL ASSISTANT PROFESSOR	**CLINICAL ASSOCIATE PROFESSOR**	**CLINICAL PROFESSOR**
Maintains current membership in professional organizations.	Actively engages in professional organizations.	Provides leadership or expertise in professional, state, national, or international organizations.
Serves as a member of communities of interest or community organizations.	Serves as a resource to communities of interest or community organizations.	Provides leadership or expertise for communities of interest or community organizations by serving as a chair or board/committee member.
Actively engages in SON or College committees.	Provides leadership or actively engages in SON or College committees.	Provides leadership in SON, College, or University committees.

b. **Reappointment Criteria**
Faculty holding Clinical appointments who are seeking reappointment to the rank they hold must show evidence of meeting the performance expectations of their rank as set forth in Section VII.A.2.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.2.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for reappointment. As part of the EDO process, faculty should consult with the Director regarding any proposed

alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for reappointment.

c. **Promotion Criteria**
Faculty holding Clinical appointments who are seeking promotion must show evidence of meeting the performance expectations of the rank sought as set forth in Section VII.A.2.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.2.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for promotion. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for promotion.

3. **Faculty of Practice Appointments**
UTC may hire non-tenure-track Faculty of Practice faculty members to meet instructional and research needs, with the specific intent of bringing practicing professionals into the classroom and research laboratories. The criteria for appointment to the ranks of Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice, are set forth, respectively, in the UTC Faculty Handbook, Chapter 4.

Faculty of Practice appointment ranks are:

- **Assistant Professor of Practice:** This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field (see Section VII.A), are licensed or certified to practice the profession where appropriate or have substantial professional experience. Individuals holding such positions demonstrate an ability to teach and/or conduct research based on their experience and practice in the profession and have a demonstrated capacity to relate appropriately to students and professional colleagues. Faculty of Practice appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

- **Associate Professor of Practice:** This rank is for those who have typically held the rank of Assistant Professor of Practice for four (4) years; have completed a doctoral degree or a terminal degree appropriate to the field (see Section VII.A), are licensed or certified to practice the profession where appropriate or have substantial professional experience; and have demonstrated the ability to relate appropriately to students and professional colleagues. Individuals holding such positions have demonstrated practice in the profession and teaching and/or research abilities consistent with those for appointment at the rank of Associate Professor. Faculty of Practice appointments at this rank will be made for a definite term of up to three years and may be renewed subject to continued availability of funding, satisfactory performance, and staffing needs.

- **Professor of Practice:** This rank is for those who have typically held the rank of Associate Professor of Practice for six (6) years; have completed a doctoral degree or a terminal degree appropriate to the field (see Section VII.A); are licensed or certified to practice the profession where appropriate or have substantial professional experience; and have demonstrated a continuing ability to relate appropriately to students and professional colleagues.

a. **Performance Evaluation Criteria**
The evaluation of performance of faculty members holding Faculty of Practice appointments will be based on their performance of the established responsibilities and expectations corresponding to their rank. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities as described in Section VI.B.

The EDO objectives for faculty holding Faculty of Practice appointments should be developed using the following activities corresponding to the faculty member's rank as a guide. However, objectives should be detailed, specific, measurable, and specific to the faculty member. To meet expectations for their current academic rank, a faculty member is expected to complete a minimum of one (1) teaching/advising activity, one (1) research/scholarship activity, and one (1) professional service activity listed for their rank in the table below. Faculty members are not required to complete all activities listed for their rank in the table below.

It is incumbent upon the faculty member being reviewed to provide objective measurable documentation of their accomplishment of activities. In developing their annual objectives, faculty members should consider WHY they are selecting the activity, HOW they will accomplish the activity, and HOW they will measure the outcome of the activity. Faculty members must be prepared to present this information to the Director during their annual goal-setting meeting prior to the academic year. Faculty members are encouraged to review "SMART GOAL" strategies (resources are provided in Appendix 3). Alternative activities are acceptable if approved in advance by the Director.

TEACHING/ADVISING ACTIVITES		
ASSISTANT PROFESSOR OF PRACTICE	**ASSOCIATE PROFESSOR OF PRACTICE**	**PROFESSOR OF PRACTICE**
Uses appropriate SON and University resources, including other faculty as a resource, in advising and mentoring students and documents completed activities.	Contributes to the growth and development of faculty, who advise and mentor students, and documents completed activities.	Serves as an expert for faculty in teaching, advising, and mentoring activities.
Works with other faculty to review course materials or evaluations and determine appropriate revisions and implement changes, if needed, that reflect AACN Essentials and other standards for nursing.	Reviews course materials and evaluations to determine appropriate revisions and implement changes, if needed, that are based on input from peer faculty or full professors that reflect AACN *Essentials* and other standards for nursing.	Guides faculty in the review of course materials and evaluations to determine appropriate revisions and lead implementation of identified changes, if needed, that reflect AACN *Essentials* and other standards for nursing.
Uses and evaluates the effectiveness of at least two teaching strategies, in addition to lecture, to engage students. (Examples of teaching strategies: case studies, discussion board, pre and post-quizzes, digital tools, small groups, teach back method, etc.)	Integrates student feedback and/or peer reviewer feedback into teaching strategies and course activities.	Serves as a consultant to faculty regarding the use of effective teaching methodologies.
Assesses and documents student progress and collaborates with students to identify individualized strategies for success.	Reviews overall student progress in the course and develop remediation strategies as needed to support course success.	Counsels faculty in the development of strategies to enhance individual student success and overall course success.
Mentors students in the development of professional behaviors.	Evaluates students in the development of professional behaviors.	Collaborates with faculty to periodically evaluate courses regarding student professional behaviors to ensure professional

		behaviors are in line with national standards.

RESEARCH/SCHOLARSHIP ACTIVITES		
ASSISTANT PROFESSOR OF PRACTICE	**ASSOCIATE PROFESSOR OF PRACTICE**	**PROFESSOR OF PRACTICE**
Reviews current research and best practices to prepare for the class/clinical teaching and engages in the development of scholarly activities.	Serves as co-investigator/co-creator of scholarly activities.	Serves as principal investigator/creator of scholarly activities.
Contributes to the dissemination of scholarly activities that can be document, replicated or elaborated.	Disseminates, in a local venue, scholarly activities that can be documented, replicated or elaborated.	Disseminates scholarly activities regionally, and/or nationally and/or internationally that can be documented, replicated or elaborated.
Contributes to or submits grant proposals at the University level.	Contributes to or submits grant proposals at local and/or state level.	Contributes to or submits grant proposals at the national/federal level.

PROFESSIONAL SERVICE ACTIVITES		
ASSISTANT PROFESSOR OF PRACTICE	**ASSOCIATE PROFESSOR OF PRACTICE**	**PROFESSOR OF PRACTICE**
Maintains current Memberships in professional organizations.	Actively engages in professional organizations.	Provides leadership or expertise in professional, state, national or international organizations.
Actively participates with student scholarly activities, outside of assigned teaching responsibilities.	Directs student and/or community member(s) in scholarly activities, outside of assigned teaching responsibilities.	Serves as an expert consultant for faculty or community member(s) scholarly activities.
Serves as a member of communities of interest or community organizations.	Serves as a resource to communities of interest or community organizations.	Provides leadership or expertise for communities of interest or community organizations by serving as a chair or board/committee member.
Actively engages in SON or College committees.	Provides leadership or actively engages in SON or College committees.	Provides leadership in SON, College or University committees.

b. **Reappointment Criteria**
Faculty holding Practice of Practice appointments who are seeking reappointment to the rank they hold must show evidence of meeting the performance expectations of their rank as set forth in Section VII.A.3.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.3.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for reappointment. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for reappointment.

c. **Promotion Criteria**

Faculty holding Faculty of Practice appointments who are seeking promotion must show evidence of meeting the performance expectations of the rank sought as set forth in Section VII.A.3.a above, as well as meeting expectations for collegiality as described in Section VI.B. The list of activities in Section VII.A.3.a is not intended to be an exhaustive list of acceptable activities. Other activities may be considered as evidence of achievement sufficiently meeting the criteria for promotion. As part of the EDO process, faculty should consult with the Director regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for promotion.

C. Reappointment Procedure for Non-Tenure-Track Faculty

The School follows the reappointment procedure for non-tenure-track faculty set forth in Section 4.3 of the UTC Faculty Handbook.

D. Promotion Procedure for Non-Tenure-Track Faculty

Promotion is a recognition of promise and a sign of confidence that a faculty member is capable of greater accomplishments and of assuming greater responsibilities within UTC. The policy of UTC is to make promotion decisions objectively, equitably, impartially, and strictly on the basis of merit. Faculty members holding non-tenure-track appointments eligible for promotion who wish to be promoted to a higher rank must meet the criteria for appointment to the higher rank outlined in the UTC Faculty Handbook, the CHEPS Bylaws, and these SON Bylaws. Promotion criteria should be weighted in relation to a faculty member's assigned responsibilities.

The School has established procedures governing the review and consideration of applications for promotion by non-tenure-track faculty that are consistent with the procedures in the UTC Faculty Handbook and CHEPS Bylaws. The calendar for the promotion review process is available on the UTC Academic Affairs website here.

1. Promotion Review Procedure

The procedure for consideration and awarding of promotion includes the following stages:

(1) *Submission of Promotion Dossier.* The candidate must compile and submit to the Director a promotion dossier to initiate the promotion view process. At a minimum, promotion dossiers must include the following:

- A cover letter from the candidate that includes a request for consideration for promotion, an explanation of the candidate's rank and responsibilities, and a summary of the candidate's record as it relates to the criteria for promotion to the desired rank. The letter should also outline the candidate's contributions in each applicable performance area of responsibility (e.g., teaching/advising; research/scholarly activities; and/or service) based on the candidate's assigned responsibilities and annual objectives and the criteria for appointment to the desired rank.
- A complete, up-to-date curriculum vitae.
- All annual performance evaluations of the candidate at the candidate's current rank.
- Documentation of the candidate's contributions in each applicable performance area of responsibility (e.g., teaching / advising; research / scholarly activities; and/or service) based on candidate's assigned responsibilities and annual objectives and the criteria for appointment to the desired rank.

(2) *Director's Recommendation.* The Director will make an independent judgment regarding the promotion candidacy after reviewing the promotion dossier and the RTP Committee's recommendation. After making an independent judgment on the promotion candidacy, the Director will make a written recommendation to the CHEPS Dean and inform the candidate in writing of the recommendation.

(3) *Dean's Recommendation.* After reviewing the Director's recommendation and making an independent judgment on the promotion candidacy, the CHEPS Dean will make a written recommendation to the Provost and inform the candidate in writing of the recommendation.

(4) *Provost's Decision.* After reviewing the CHEPS Dean's recommendation and making an independent judgment on the promotion candidacy, the Provost will decide whether or not the candidate will be promoted. The Provost will inform the candidate of the Provost's decision in writing.

2. Appeal of Promotion Decision
A promotion candidate may appeal a decision by the Provost not to award promotion pursuant to the appeal procedure under Section 5.3 of the UTC Faculty Handbook.

VIII. ATTENDANCE AT SCHOOL EVENTS AND COMMENCEMENT

Attendance is required at one White Coat Ceremony and one Honors and Recognition Ceremony every year. In addition, faculty must attend the STT Induction every other year. This will be reflected in the faculty member's EDO. Faculty must attend one University Commencement per academic year.

IX. AMENDMENTS TO BYLAWS

Any SON faculty member may propose amendments to these Bylaws which will be approved by the Evaluation Committee prior to discussion. Proposed amendments shall be submitted in writing to all faculty members at least forty-eight (48) hours prior to the meeting at which the amendment shall be introduced and voted upon. An amendment approved by the School shall become effective only upon approval of the CHEPS Dean and Provost.

Appendix 1 – External Reviews

This Appendix sets forth the School's requirements and procedure regarding the selection of external reviewers, which are intended to be consistent with the external reviewer requirements and procedure set forth in the UTC Faculty Handbook and CHEPS Bylaws. In the event of any conflict between this Appendix and the UTC Faculty Handbook and/or CHEPS Bylaws, the UTC Faculty Handbook and CHEPS Bylaws will govern.

Use of External Reviewers in Promotion and Tenure Decisions
An external reviewer must be at a faculty rank senior to the candidate and have an earned doctorate in nursing or a related field within the candidate's scope of specialization as attested to by the external reviewer's own scholarship or other accomplishments. The external reviewers should be affiliated with other universities that have the same Carnegie designation as the UTC School of Nursing and that offer similar nursing programs.

Procedure
1. The candidate seeking promotion and/or tenure will submit the names of three (3) external faculty reviewers to the Chair of the SON RTP Committee.

2. The Director and RTP Committee Chair will contact the reviewers requesting their credentials and agreement to serve in this process.

3. The RTP Committee will select two reviewers who meets the external reviewer criteria.

4. When the external reviewers have agreed to serve, they will be provided a link to the candidate's digital dossier and a copy of the applicable tenure/promotion criteria as set forth in these Bylaws and the UTC Faculty Handbook.

5. The RTP Committee Chair will ensure that a letter of instruction and deadlines for the reviewer's response are included with the candidate's materials submitted to the external reviewer.

6. The assessment of the external reviewer will be reviewed by the RTP Committee.

Appendix 2 – Teaching Peer Review Evaluations

A. Peer Review Requirements and Procedure

Purpose: Provide faculty with feedback and insight related to their role as an educator in the classroom.

Peer Reviewers: Peer reviewers are comprised of selected SON faculty who agree to serve in this role for a two- year period. Qualifications for serving as a peer reviewer include:
- Minimum of 3 years of classroom teaching in the School of Nursing within the last 5 years
  - For clinical teaching evaluations, must be in same clinical program (e.g., undergraduate faculty will evaluate undergraduate clinical faculty; nurse practitioner faculty will nurse practitioner clinical faculty; etc.)
- Must be full-time faculty
- Complete SON Peer Review training (contact Evaluation Committee for training details)

The SON Evaluation Committee is responsible for the peer review process. The Walker Center for Teaching and Learning will provide training of peer reviewers.

Peer Review Requirements: SON faculty teaching in a didactic course (face-to-face or online) or in a clinical course are required to be peer reviewed. Tenure-track faculty will be reviewed annually. Tenured faculty and non-tenure-track faculty will be reviewed every two years. New faculty are not reviewed until after completing their first year of teaching.

Faculty are responsible for being familiar with the peer review process and documents. Faculty being reviewed will use the feedback to enhance their role as an educator in the classroom. Online SON courses will be reviewed through Quality Matters.

Procedure: Faculty will submit a request to the Evaluation Committee no later than week three of the semester in which they wish to be reviewed, designating the course. Faculty to be reviewed will provide a syllabus, teaching objectives, access to textbook and any additional materials requested by reviewer. Faculty teaching online may conduct and record an online classroom session through a video conference platform for evaluation.

It is the responsibility of the faculty and reviewer to coordinate the time and date for the review. The Evaluation Committee will randomly assign a reviewer to the faculty member requesting a review. Once the review is completed, the peer reviewer will document findings on the peer review form and discuss with the faculty member. The peer reviewer will notify the Evaluation Committee that the review has been completed. The faculty member being reviewed will receive a digital copy of the completed review form. It is the responsibility of the faculty member being reviewed to maintain copies of the completed reviews.

For tenure and promotion candidates the peer review results should be included in the EDO with a plan of action. The peer review results should be included in the candidate's tenure/promotion dossier.

B. Face-to-Face Teaching Peer Evaluation Form

The form that should be utilized for face-to-face teaching peer evaluations can be found here.

C. Online Teaching Peer Evaluation Form

The form that should be utilized for online teaching peer evaluations can be found here.

D. Clinical Teaching Peer Evaluation Form

The form that should be utilized for clinical teaching peer evaluations can be found [here](#).

Appendix 3 - SMART Goals

SMART goals are Specific, Measurable, Achievable, Relevant, and Time-Bound and are important to identify objectives which are attainable within a certain time frame.