

BYLAWS
OF THE
COLLEGE OF NURSING
UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Approved by the College of Nursing
9.4.26

Table of Contents

I. PREAMBLE	7
A. Mission	7
B. Vision	7
C. Values	7
II. OBJECTIVES AND FUNCTIONS	7
III. ORGANIZATION	8
A. Academic Administrators	8
1. Dean	8
2. Associate Dean	8
3. Assistant Dean of Graduate Education	9
4. Undergraduate Program Directors and Facilitators	9
5. Graduate Program Directors	10
6. Nursing Simulation Program Director	12
7. Vicky B. Gregg Chair in Gerontology	12
8. Interprofessional Education Collaborative (IPEC) Director	12
B. Faculty	12
1. College Faculty Membership	12
2. Workload	13
3. Compensated Outside Services	13
4. Peer Review	14
C. Staff	14
1. Business Operations Manager	14
2. Development Officer	15
3. BSN Program Support and Academic Nursing Advisor	15
4. TBSN Professional Advisor	15
5. Advisor for the RN-BSN Gateway, DNP:NP, DNP:NAS, and DNP:PM Programs	15
6. Administrative Assistant and Graduate School Advisor	15
7. Simulation Operations Specialist	16
8. Skills Lab Assistant	16
9. Nurse Anesthesia Administrative Assistant	16
10. CON Evaluation Coordinator	16
IV. MEETINGS	17
A. Regular and Special Meetings	17

[Type here]

B. Agendas	17
C. Voting Faculty Members	17
D. Quorum	17
E. Voting	17
F. Minutes	18
V. COMMITTEES	18
A. Standing Committees	18
1. Active Standing Committees	18
2. Formation/Termination of Committees	18
3. Membership of Committees	19
4. Committee Chairs	19
5. Committee Meetings	19
6. Authority of Committees	19
7. Committee Reports	20
B. Academic Affairs Committee	20
1. Functions	20
2. Members and Officers	20
C. College Curriculum Committee	20
1. Functions	20
2. Members and Officers	20
D. Undergraduate Curriculum Committee	20
1. Functions	20
2. Members and Officers	21
3. Subcommittees	21
E. Graduate Committee	21
1. Functions	22
2. Members and Officers	22
3. Subcommittees	22
F. Reappointment, Tenure and Promotion Committee	23
1. Functions	23
2. Members and Officers	24
3. Tenure-Track Faculty Reappointment Reviews	24
4. Tenure Reviews	24
5. Promotion Reviews	24

[Type here]

6. Confidentiality	25
G. College Promotion and Tenure Committee	25
1. Functions.....	25
2. Members and Officers	25
3. Confidentiality	25
H. Post-Tenure Review Committee.....	25
1. Functions.....	25
2. Members and Officers	25
I. Student Activities Committee.....	26
1. Functions.....	26
2. Members and Officers	26
J. Evaluation Committee	26
1. Functions.....	26
2. Members and Officers	27
K. Simulation Committee.....	27
1. Functions.....	27
2. Members and Officers	27
L. Program Directors Advisory Committee	27
1. Functions.....	27
2. Members and Officers	27
M. CON Advisory Board.....	27
1. Functions.....	27
2. Members and Officers	28
N. Ad Hoc Committees	28
1. Faculty/Staff Search Committees	28
2. Other Ad Hoc Committees.....	28
VI. TENURED AND TENURE-TRACK FACULTY	29
A. Tenured and Tenure-Track Appointments.....	29
1. Assistant Professor	29
2. Associate Professor.....	29
3. Professor	29
B. Performance Evaluations of Tenure-Track and Tenured Faculty.....	29
1. Teaching and Advising.....	30
2. Research and Scholarship Activities	31

3. Professional Service	34
C. Collegiality	35
D. Reappointment of Tenure-Track Faculty	36
1. Reappointment Criteria	36
2. Reappointment Process	36
E. Tenure.....	36
1. Tenure Criteria.....	36
2. Tenure Review Requirements.....	36
3. Tenure Review Process	37
F. Promotion.....	37
1. Promotion Criteria.....	37
2. Promotion Review Process.....	38
G. Post-Tenure Reviews.....	38
VII. NON-TENURE-TRACK FACULTY.....	38
A. Nursing Faculty Educational Requirements for Non-Tenure-Track Appointments.....	38
B. Non-Tenure-Track Appointments.....	39
1. Teaching Appointments	39
2. Clinical Appointments.....	43
3. Faculty of Practice Appointments	48
C. Reappointment Procedure for Non-Tenure-Track Faculty	54
D. Promotion Procedure for Non-Tenure-Track Faculty.....	54
1. Promotion Review Procedure.....	54
2. Appeal of Promotion Decision.....	55
VIII. ATTENDANCE AT COLLEGE EVENTS AND COMMENCEMENT	55
IX. AMENDMENTS TO BYLAWS.....	55
APPENDIX 1 – External Reviews.....	56
APPENDIX 2 – Teaching Peer Review Evaluations	57
A. Peer Review Requirements and Procedure	57
B. Face-to-Face Teaching Peer Evaluation Form	57
C. Online Teaching Peer Evaluation Form.....	57
D. Clinical Teaching Peer Evaluation Form	58
E. Simulation Teaching Peer Evaluation Form	58

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I. PREAMBLE

These Bylaws set forth the departmental policies of the College of Nursing ("College" or "CON") 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 the policies and procedures of the University, and University of Tennessee System and Board of Trustees. In the event of any inconsistency or conflict between these Bylaws and a higher-level policy or procedure, the higher-level authority will govern.

The administration and faculty of the College of Nursing affirm that a comprehensive collegiate education cultivates the capacity for critical thinking, creative thought, effective communication, and the ability to engage thoughtfully. Such an education promotes intellectual curiosity, the development of clinical competencies, and a commitment to personal and social responsibility.

A. Mission

The mission of the College of Nursing at the University of Tennessee at Chattanooga is to provide compassionate and quality nursing education. By engaging in collaborative partnerships, fostering integrity, empowering every individual to excel, and inspiring evidence-based innovation, the CON develops nurse leaders committed to excellence within our profession and the communities we serve.¹

B. Vision

The University of Tennessee at Chattanooga College of Nursing will be the educational leader for nursing students of all levels by promoting innovations in academics and research and engaging students in activities that benefit the community and the society at-large.²

C. Values

- Mentoring: Advocacy and leadership, fostering integrity and respect among faculty, staff, and students
- Opportunities: A community that opens pathways of opportunity for every learner's success.
- Creativity: Technological and evidence-based innovation
- Service: Ethical and compassionate care³

II. OBJECTIVES AND FUNCTIONS

A. The College has established the following objectives:

1. Provide a democratic organization through which the philosophy, purposes, objectives, and policies of the College 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 College are to:

¹ Adopted November 11, 2025.

² Adopted April 11, 2023.

³ Adopted November 11, 2025.

1. Develop, initiate, implement, and evaluate the program in nursing education offered by the University.
2. Cooperate and consult with other Colleges, 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 College on a yearly basis.
4. Provide information about the College'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 College according to the CON Evaluation Plan.
10. Interpret the purposes and policies of the College to other departments of the University and to the community at large.

III. ORGANIZATION

A. Academic Administrators

1. Dean

The Dean of the College of Nursing ("Dean") serves as the administrative head of the College. The Dean's duties include, without limitation, leading the faculty and staff in accomplishing the CON's mission, goals and expected program outcomes by providing leadership for the College. The Dean has responsibility for the annual evaluation of faculty and staff. Other responsibilities include communicating the annual budgetary requirements to carry out the CON program outcomes, which include, without limitation, managing the budget and fiscal affairs of the College; evaluating the performance of faculty and staff within the College; reviewing recommendations for appointment, retention, tenure, and promotion within the College; and making subsequent recommendations to the Provost. Furthermore, the Dean assesses needs and advocates for additional resources for the College and assesses the performance of and recommends changes in academic programs within the College.

The Dean serves at the pleasure of the Provost and the Chancellor. The Provost conducts an annual performance evaluation of the Dean.

2. Associate Dean

The Dean appoints the Associate Dean. This administrative appointment does not carry tenure and serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of the Associate Dean.

As assigned by the Dean, the Associate Dean's responsibilities may include, without limitation, assessing and documenting the College's progress toward strategic goals; coordinating student success initiatives

in the College and within programs; supervising academic scheduling across the College; supporting reappointment, tenure, and promotion (RTP) work within the College; and empaneling and chairing committees of the College as directed by the Dean. The Associate Dean may also be assigned to manage provisional College budgets, such as those for summer or part-time faculty; evaluate non-tenure-track faculty within the College; chair the College Tenure and Promotion Committee and the College Post-Tenure Review Committee; and support the work of the College in other capacities as needed.

The Associate Dean will monitor and evaluate curricular issues in cooperation with the Undergraduate Curriculum Committee. All undergraduate programs will report to the Associate Dean. The Associate Dean will attend the Undergraduate Curriculum Committee and Academic Affairs meetings as a non-voting member. Additionally, the Associate Dean has oversight for all publications, including web site information, concerning the College of Nursing programs and supports the CON Strategic Plan and annual goals. Working collaboratively with the faculty, Program Directors, Level Facilitators, College committee chairs, staff and the Dean, the Associate Dean is expected to maintain high quality and student-centered programs and assist in developing collaborative relationships/partners with external entities as requested. The Associate Dean and faculty are expected to work collaboratively to maintain compliance with established standards. The Associate Dean functions within a faculty governance model.

3. Assistant Dean of Graduate Education

The Dean appoints the Assistant Dean of Graduate Education. The administrative appointment does not carry tenure and serves at the pleasure of the Dean, Provost, and Chancellor. The Dean conducts an annual performance evaluation of the Assistant Dean.

The Assistant Dean of Graduate Education serves as the director of the College's graduate programs, providing strategic leadership and operational oversight for the graduate programs within the College. Working collaboratively with the Dean, faculty, and staff, the Assistant Dean is responsible for ensuring the delivery of high-quality, student-centered graduate education. This role includes administrative responsibilities and oversight of all graduate programs in the College and works with the Associate Dean for the development of the CON strategic plan in alignment with the strategic plans of UTC and the UT System. The Assistant Dean will attend the meetings and serve as voting a member of the Graduate Committee and the Evaluation Committee. The Assistant Dean functions within a faculty governance model

4. Undergraduate Program Directors and Facilitators

a. Traditional Bachelor of Science in Nursing (TBSN) Program Director

The Traditional Bachelor of Science in Nursing (TBSN) Program Director is responsible for 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 facilitators to maintain high quality and student-centered programs. In addition, the TBSN Program Director shall maintain an appropriate CON course load, teaching primarily in the undergraduate program. As needed, the TBSN Program Director will assist the Dean in completing any accreditation documents for the BSN program and assist the Associate Dean when needed to determine the teaching assignments for the traditional Bachelor of Science in Nursing (BSN) Program. The TBSN Program Director will serve on the CON Advisory Committee. The TBSN Program Director reports to the Associate Dean.

b. ABSN Program Director

The Accelerated Bachelor of Science of Nursing (ABSN) Program Director 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 Director will maintain an appropriate CON course load, teaching primarily in the ABSN program. As needed, the ABSN Program Director will assist the Dean in completing any accreditation documents for the BSN program. The ABSN Program Coordinator will serve on the CON Advisory Committee. The ABSN Program Director reports to the Associate Dean.

c. RN-BSN Gateway Program Director

The Registered Nurse-Bachelor of Science of Nursing (RN-BSN) Gateway Program Director 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 Director will maintain an appropriate CON course load, teaching primarily in the Gateway Program. As needed, the Gateway Program Director will assist the Dean in completing any accreditation documents for the BSN program. The RN-BSN Gateway Program Director will serve on the CON Advisory Committee and reports to the Associate Dean.

d. 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 CON course load, primarily teaching those courses in their respective levels and will be supervised by the TBSN Program Director.

5. Graduate Program Directors

a. DNP Nurse Anesthesia-Lifespan Program Director

The Doctor of Nursing Practice: Nurse Anesthesia- Lifespan (DNP:NA-L) Program Director is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; chairing the DNP:NA-L Program Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:NA-L Director will maintain an appropriate CON course load, teaching primarily in the DNP:NA-L Program. As needed, the DNP:NA-L Program Director will prepare the Council on Accreditation for Nurse Anesthesia Education self-study and assist the Dean 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 College. The DNP:NA-L Program Director will serve on the CON Advisory Committee and reports to the Assistant Dean of Graduate Education.

b. DNP Nurse Anesthesia-Lifespan Assistant Program Director

The DNP: Nurse Anesthesia-Lifespan (DNP:NA-L) Assistant Program Director will work at the discretion of the DNP:NA-L Program Director and assist in monitoring and evaluating curricular issues, generating end-of-year evaluations, Council on Accreditation for Nurse Anesthesia Education self-study and any other reports as needed. The Assistant Director will maintain an appropriate CON course load, teaching in the DNP:NA-L Program. This position is assigned to full-time CON employee and will be compensated as an additional duties assignment (ADA) in accordance with University policy. The DNP:NA-L Assistant Program Director reports to the DNP:NA-L Program Director.

c. DNP Family Nurse Practitioner-Lifespan Program Director

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

d. DNP Adult Gerontology Acute Care Nurse Practitioner Program Director

The Doctor of Nursing Practice: Adult Gerontology Acute Care Nurse Practitioner (DNP:AGACNP) Program Director is responsible for monitoring and evaluating curricular issues; reporting cooperation to the Graduate Committee; chairing the DNP:AGACNP Program Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:AGACNP Program Director shall maintain an appropriate CON course load, primarily in the DNP: AGACNP Program. The DNP:AGACNP Program Director will maintain the supporting documents for the NTF on Quality Nurse Practitioner Education addressing *The Criteria for Evaluation of Nurse Practitioner Program* and assist the Dean in completing any other accreditation documents for the College, including, without limitation, CCNE, SACSCOC, and TN BON accreditation documents. The DNP:AGACNP Program Director will serve on the CON Advisory Committee and reports to the Assistant Dean of Graduate Education.

e. DNP Psychiatric Mental Health Nurse Practitioner Program Director

The Doctor of Nursing: Psychiatric Mental Health Nurse Practitioner (DNP:PMHNP) Program Director is responsible for monitoring and evaluating curricular issues; reporting to the Graduate Committee; chairing the DNP:PMHNP Program Subcommittee; and end-of-year evaluations and reports. In addition, DNP:PMHNP Program Director shall maintain an appropriate CON course load, primarily in the DNP:PMHNP Program. The DNP:PMHNP Program Director will maintain the supporting documents for the NTF on Quality Nurse Practitioner Education addressing *The Criteria for Evaluation of Nurse Practitioner Programs* and assist the Dean in completing any other accreditation documents for the College, including, without limitation, CCNE, SACSCOC, and TN BON accreditation documents. The DNP:PMHNP Program Director will serve on the CON Advisory Committee and reports to the Assistant Dean of Graduate Education.

f. DNP Post-Master's Program Director

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

g. DNP Nursing Administration Systems Program Director

The Doctor of Nursing Practice: Nursing Administration Systems (DNP:NAS) Program Director is responsible for monitoring and evaluating curricular issues; reporting cooperation to the Graduate

Committee; serving on the DNP:NAS Subcommittee; and end-of-year evaluations and reports. In addition, the DNP:NAS Program Director will maintain an appropriate CON course load, teaching primarily in the DNP:NAS program. The DNP:NAS Program Director will maintain the supporting documents and assist the Dean in completing any other accreditation documents for the College, including without limitation, CCNE, SACSCOC and TN BON accreditation documents. The DNP:NAS Program Director will serve on the CON Advisory Committee and reports to the Assistant Dean of Graduate Education.

6. Nursing Simulation Program Director

The Nursing Simulation Program Director administers the simulation initiative for the College 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 CON 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 Director will serve on the CON Advisory Committee and reports to the Associate Dean.

7. Vicky B. Gregg Chair in Gerontology

The Vicky B. Gregg Chair in Gerontology is an administrative appointment that shall be held by either a tenure-track or tenured faculty member. The chair is responsible for mobilizing teams to improve the health care of older adults through multidisciplinary teams; curriculum development; research on best practices and outcomes to improve the health outcomes of the aging populations in the area; and identifying cost effective health care outcomes. This position has no teaching responsibilities. The Vicky B. Gregg Chair in Gerontology reports to the Dean.

8. Interprofessional Education Collaborative (IPEC) Director

The Interprofessional Education Collaborative (IPEC) Director position is held by a doctorally-prepared faculty member and is responsible for the administration of the Interprofessional Center of Excellence in Health. The IPEC Director is responsible for bringing direct experience in coordinating interprofessional education initiatives to UTC, securing grants for community impact projects and fostering campus and community engagement and collaboration on projects and/or research initiatives. This person will hold the rank of Assistant Professor of Practice and be eligible for promotion. The IPEC Director reports to the Dean.

B. Faculty

1. College Faculty Membership

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

- All regular, full-time tenured and tenure-track faculty members in the College;
- All regular, full-time non-tenure-track faculty in the College;
- All regular, part-time non-tenure-track faculty in the College; and
- All temporary, part-time non-tenure-track faculty in the College.

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 College.

2. Workload

Every effort is made to assign faculty to their preference or area of expertise. Faculty may also request specific assignments, and these requests will be honored when feasible. Faculty course assignments are made no later than the semester before the course is to be taught but the Dean reserves the right to change assignments based on the needs of the College and student enrollment.

Teaching assignments are made by the Associate Dean for the Undergraduate Program and the Assistant Dean for the Graduate Program in consultation with the Program Directors. The Dean has final approval. Those faculty in the undergraduate CON programs who do not have a clinical responsibility will have a 12-credit hour didactic course load each semester, the official teaching assignment for University. Those faculty who are assigned a clinical assignment will teach two (2) clinical courses each semester. Those who teach both didactic and clinical courses will teach one (1) clinical course and two (2) didactic courses in one semester alternating with one (1) clinical course and one (1) didactic course in the second semester. Those teaching in a CON graduate program carry a course load of nine (9) credit hours.

The Dean has the discretion to vary the workload by individual based upon CON needs and operations. The Dean, in collaboration with the Associate Dean and Assistant Deans, may grant a faculty a release from a full teaching workload for course and project development needs, the pursuit of additional education congruent with the goals of the CON, and faculty research/scholarship, development and administration of grants, requests by Provost for faculty serving as chair of a University-wide committee, or serving as a program director when there are sufficient faculty to carry out the program of study for that specialty. Any workload releases will be granted within the sole discretion of the Dean.

Summer teaching responsibilities are not considered part of the regular teaching responsibilities of faculty holding nine-month faculty appointments unless summer teaching responsibilities are explicitly identified as part of a faculty member's regular responsibilities in their appointment letter. If summer teaching responsibilities are not part of a nine-month faculty member's regular work responsibilities, then the faculty member will receive additional duty assignment (ADA) compensation for teaching summer term courses at the rate of compensation paid to adjunct faculty. Twelve-month faculty have teaching responsibilities throughout the calendar year and generally do not receive ADA compensation for teaching summer term courses. Summer teaching assignments are made based on faculty expertise and preference and in consultation with the Program Directors.

Faculty are not specifically designated to teach in a specific program. Faculty-to-student ratio in clinical courses and online courses in a program is determined by the following:

- Tennessee Board of Nursing guidelines
- Applicable nursing specialty guidelines
- University policy and guidelines
- Healthcare agency policy and guidelines

3. Compensated Outside Services

According to the UTC Faculty Handbook, Section 7.1.1., "Full-time faculty members agree to devote themselves to UTC's mission of teaching, research, and public service. Fulfillment of these responsibilities demands a full-time, one hundred percent (100%) commitment to a faculty member's regular UTC duties and responsibilities, including the responsibility to remain current in the discipline to which the faculty member is appointed." In the College, remaining current in the discipline in which a faculty member is appointed is defined as engaging in clinical practice or in activities that support teaching the discipline

of nursing. While UTC and the College encourage faculty members to engage in "related outside services which are associated with the disciplines of their appointments and which develop their professional expertise," faculty engaging in compensated outside services must meet their regular UTC responsibilities in a timely and effective manner. Faculty are expected to engage in regular and open communications with the Associate Dean for those primarily teaching in the CON undergraduate programs and the Assistant Dean for those faculty teaching in the CON graduate programs. Faculty are expected to inform their direct supervisor of their schedule for outside compensated services at the beginning of each academic year and any time their schedule changes.

A full-time appointment includes an obligation to maintain a "meaningful presence" in the performance of responsibilities which include being accessible on campus to students, staff, and colleagues. Compensated outside services must not result in a conflict of interest or a conflict of commitment with respect to the faculty member's regular UTC duties and responsibilities. The CON supports no more than 20% effort of a faculty member's time for outside compensated services during their faculty appointment terms. Faculty who are on academic year (nine-month) appointments are not subject to restrictions on the amount of time they may spend on compensated outside services during summer semester term.

4. Peer Review

All CON faculty are required to complete a scheduled peer review based on their rank and status. This review serves to provide faculty with feedback and insight related to their role as an educator in the classroom. Peer reviewers are comprised of selected CON faculty who agree to serve in this role for a two-year period. Please see Appendix 2 of these Bylaws regarding the peer review process. The peer review process is separate from and does not replace the post-tenure review process.

C. Staff

The Dean may modify the duties and responsibilities for the following CON staff positions as deemed appropriate to align the positions with the goals and objectives of the College and the University.

1. Business Operations Manager

The Business Operations Manager serves as the primary financial administrator for the College and is responsible for comprehensive oversight of all financial operations, budget management, and payroll functions.

The Business Operations Manager's financial management and budget oversight responsibilities include, without limitation, monitoring and managing the CON budget, including grant accounts, partnerships, scholarships, and other restricted accounts. In addition to their day-to-day functions, the Business Operations Manager is responsible for performing ledger reconciliation, committing funds, and processing financial documentation (receipts, forms, etc.), faculty awards, F&A accounts, adjunct compensation, online distance education funds, and tuition differential fees. The Business Operations Manager is responsible for reconciliation of accounts and reviewing all financial and payroll documents prior to the Dean's approval; working with grant managers for external funding and compliance by ensuring compliance with policies, regulations, and reporting requirements from federal, state, university, and system entities; preparing and submitting departmental audits and responding to audit requests from University, state, federal, and other auditing bodies; oversight of payroll entry and processing for the College and serving as liaison with Budget and Finance, Bursar, and Finance and Administration offices; and serving as main contact for all budget and payroll matters for the College are all requirements. The Business Operations Manager reports to the Dean and will attend monthly faculty and staff meetings.

2. Development Officer

The Development Officer advances philanthropic support for the CON's mission of excellence in nursing education, research, and practice, and plays a vital role in building relationships with alumni, donors, corporations, and foundations. The Development Officer is responsible for securing gifts that enhance student success, faculty innovation, and community impact. Identification, cultivation, solicitation, and stewarding of a portfolio of individual and organizational donor prospects capable of making major and principal gifts is the primary responsibility of the Development Officer. Working closely with the Dean, faculty, and University advancement leadership, the Development Officer contributes to comprehensive fundraising campaigns and annual giving programs. This role requires translating academic priorities into compelling cases for support and identifying emerging opportunities within the healthcare philanthropy landscape. A component of this position supports the marketing requirements of the College by managing the messaging and using all platforms available both internally and externally. The Development Officer reports to the Dean and will attend monthly faculty and staff meetings.

3. BSN Program Support and Academic Nursing Advisor

The Bachelor of Science of Nursing (BSN) Program Support and Academic Advisor provides accreditation support and is responsible for traditional and accelerated BSN admissions and the associated new student orientation. In addition, this position provides advisement for ABSN and BSN nursing majors in collaboration with faculty mentors. This position is also responsible for student file management; clinical requirements, placement and schedules for both traditional and accelerated BSN students; the completion of yearly surveys for the American Association of Colleges of Nursing and the Tennessee Board of Nursing; BSN Program Evaluations; management of BSN databases and benchmarks; the distribution and analysis of alumni surveys for BSN graduates; and other responsibilities as assigned by the Dean. The BSN Program Support and Academic Nursing Advisor will attend monthly faculty and staff meetings and other meetings as requested.

4. TBSN Professional Advisor

The Traditional Bachelor of Science in Nursing (TBSN) Professional Advisor is responsible for advisement of sophomore pre-nursing majors and meeting and following up with students not admitted to the program to discuss reapplication and back-up plans. This position is responsible for freshman and transfer student orientations for the University and nursing program and AIQ scheduling for transfer students (and, as needed, freshman students). The TBSN Professional Advisor is also responsible for meeting with prospective TBSN students; advising all CON majors on the process of applying to the TBSN program; and advising CON majors admitted to the TBSN. The TBSN Professional Advisor is a member of the UTC Advisors Council and will attend monthly faculty and staff meetings.

5. Advisor for the RN-BSN Gateway, DNP:NP, DNP:NAS, and DNP:PM Programs

For the RN-BSN Gateway Program, this advisor is responsible for annual program admissions; advisement of students in the program; reviewing and updating student clinical requirements; analyzing alumni surveys for program graduates; speaking with prospective program applicants; and organizing program student orientations. 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. Additionally, this advisor is responsible for advising on and assisting with the application process for the DNP:NP, DNP:NAS, and DNP:PM programs by preparing documentation for the applicant interviews. This advisor is a member of the UTC Advisors Council, the Gateway Program Subcommittee, and the DNP:NP Subcommittee and will attend monthly faculty and staff meetings.

6. Administrative Assistant and Graduate School Advisor

The Administrative Assistant and Graduate Student Advisor coordinates and supports the faculty, staff and students in the College; serves as the advisor for the DNP: Nurse Anesthesia-Lifespan Program; and

advises the other DNP program students as needed. This position interacts with individuals in the College and University and those outside the University. This position is responsible for keeping current all databases for clinical requirements for all faculty and management of the NURSYS database. This position is also responsible for providing administrative support for select CON committees (i.e., Faculty Organization, RTP), including, without limitation, reserving rooms, recording minutes and posting meeting minutes on SharePoint. In addition, this position is responsible for maintaining faculty and staff records in restricted files in SharePoint, including appointment letters, transcripts, and reappointment, promotion and tenure documents; providing support for faculty for reappointment, tenure, and promotion; and taking minutes and organizing and circulating reappointment, tenure, and promotion dossiers per University guidelines. The Administrative Assistant and Graduate School Advisor will attend Graduate Committee meetings and monthly faculty and staff meetings.

7. 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 Director, 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 position works closely with the Simulation Program Director. The Simulation Operations Specialist is a member of the Simulation Subcommittee and will attend monthly faculty and staff meetings.

8. Skills Lab Assistant

The Skills Lab Assistant serves as primary contact for the undergraduate simulation program and is responsible for all components of the Anne P.Y. Chien Learning Resource Center, including inventory of equipment and supplies, cleaning of equipment, and classroom organization. In addition, this position is responsible for recording student assessments and managing the cameras and technology. The Skills Lab Assistant will attend monthly faculty and staff meetings.

9. Nurse Anesthesia Administrative Assistant

The Nurse Anesthesia Administrative Assistant is responsible for all aspects of the UTC/Erlanger Health Systems Nurse Anesthesia Program and is familiar with the Council On Accreditation for Nurse Anesthesia Education standards for the program and the University requirements for students. This person coordinates, maintains, and troubleshoots nurse anesthesia program student and faculty access to all areas of hospitals essential for their clinical practice. This position will have access to EPIC (electronic health record system) and will assist students with enrollment and accessing system. The Nurse Anesthesia Assistant will attend DNP:NA-L Subcommittee meetings and record the minutes of the subcommittee meetings.

10. CON Evaluation Coordinator

The CON Evaluation Coordinator is responsible for assisting the CON faculty with evaluation data necessary for the University or College and providing oversight and assistance for academic programs with evaluation data. This position is also responsible for reviewing, analyzing, and summarizing evaluation data for faculty to submit reports as defined by the CON Evaluation Plan, and providing support for all reports needed for accreditation is a major focus of this position. The CON Evaluation Coordinator will attend the Evaluation Committee and the Program Directors Advisory Committee.

IV. MEETINGS

A. Regular and Special Meetings

The College shall hold regular meetings of the Faculty during the course of the academic year (typically once a month during the Fall and Spring semesters) to discuss and vote on College matters. Faculty meetings will be conducted in accordance with Robert's Rules of Order (Revised Ed.), except as otherwise provided in these Bylaws. The Dean (or the Dean'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 Dean and Faculty will determine the schedule for regular meetings for the academic year. The Dean 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 College needs or issues or at the request of the Faculty.

B. Agendas

The Dean (or Dean'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 College, and all regular, full-time and part-time non-tenure-track faculty in the College 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 Dean 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 on 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 Dean. In the event of a tie-vote, the Dean shall cast the deciding vote. Absentee voting is acceptable if is in writing to the Dean. For matters for which University policy requires that votes be cast anonymously, votes shall be cast by secret written ballot. A voting member who is unable to attend may designate a proxy to vote on the member's behalf and will count toward quorum and voting requirements. Proxy votes will not be allowed on the Reappointment, Tenure and Promotion Committee, the College Promotion and Tenure Committee and the Post-Tenure Review Committee.

F. Minutes

The BSN Program Support and Academic Nursing Advisor will serve as the recorder who will take minutes of Faculty meetings. If the BSN Program Support and Academic Nursing Advisor is not present at a meeting, the Dean will appoint another administrator server as recorder for the meeting.

V. COMMITTEES

A. Standing Committees

1. Active Standing Committees

The active standings committees of the College include:

- a.** Academic Affairs Committee
- b.** College Curriculum Committee
- c.** Undergraduate Curriculum Committee
 - i. Traditional BSN Program Subcommittee
 - ii. ABSN Program Subcommittee
 - iii. RN-BSN Gateway Program Subcommittee
 - iv. Level Facilitator Subcommittee
- d.** Graduate Committee
 - i. DNP Nurse Anesthesia – Lifespan Faculty Subcommittee
 - ii. DNP Nurse Practitioner Faculty Subcommittee
 - iii. Doctor of Nursing Practice Subcommittee
- e.** Reappointment, Tenure and Promotion Committee
- f.** College Promotion and Tenure Committee
- g.** Post-Tenure Review Committee
- h.** Student Activities Committee
- i.** Evaluation Committee
- j.** Simulation Committee
- k.** CON Advisory Committee
- l.** CON Advisory Board

2. Formation/Termination of Committees

Voting Faculty may vote to form new standing committees or to terminate existing standing committees. The Dean 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 Dean 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 Dean 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 Dean 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 Dean). 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 College. 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 Dean) 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 Dean 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 Dean 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 Dean).

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 Dean 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 a minimum of five (5) CON Faculty members from the traditional BSN Program, the RN-BSN Gateway Program or the ABSN Program. The chair will be elected in accordance with these Bylaws. The TBSN Professional Advisor shall serve as the recorder for the committee.

C. College Curriculum Committee

1. Functions

The College Curriculum Committee reviews all curriculum proposals from programs within the College, upholds high academic standards, and ensures coherence across programs.

2. Members and Officers

The Dean appoints the chair of the College Curriculum Committee, and the committee membership shall include at least one representative from each academic program in the College. The recorder will be elected in accordance with these Bylaws.

D. Undergraduate Curriculum Committee

1. Functions

This committee is responsible for reviewing and evaluating the existing CON undergraduate curriculum on a systematic basis; conducting surveys as outlined in the CON Evaluation Plan; and formulating and presenting recommendations for approval by the CON Faculty or action by the CON 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 RN-BSN Gateway Program, one (1) faculty member whose primary teaching responsibility is in the ABSN Program, and two (2) additional undergraduate CON faculty members. The chair will be elected in accordance with these Bylaws. The recorder will be the BSN Professional Advisor.

3. Subcommittees

a. Traditional BSN Program Subcommittee

i. Functions

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

ii. Members and Officers

The membership of this subcommittee shall consist of all faculty who teach in the TBSN program. The TBSN Program Director will serve as chair and the TBSN Program Professional Advisor will serve as the recorder for the subcommittee

b. RN-BSN Gateway Program Subcommittee

i. Functions

This subcommittee is responsible for reviewing and evaluating the course evaluation summaries for the RN-BSN 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 Director, and faculty designated to teach RN-BSN Gateway Program courses. The RN-BSN Gateway Program Director will serve as the chair of the subcommittee. The Gateway Program Professional Advisor will serve as the recorder for the subcommittee.

c. Accelerated BSN Program 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 Accelerated BSN Program Director, and faculty designated to teach ABSN Program courses. The ABSN Program Director 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.

E. 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) Programs. 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 CON Evaluation Plan. The CON graduate program directors will bring student concerns and feedback to the Graduate Committee for review and discussion.

2. Members and Officers

The voting membership of this committee shall consist of the Graduate Program Directors, one (1) faculty member who has primary responsibility for teaching in one of the Undergraduate Programs, and one (1) faculty member who has primary responsibility teaching in one of the Graduate Programs. The CON Graduate Evaluation Director will serve as non-voting members of the committee. The chair will be elected in accordance with these Bylaws. The CON Graduate Evaluation Coordinator (or designee) will serve as the recorder for the committee.

3. Subcommittees

a. DNP Nurse Anesthesia – Lifespan Concentration Subcommittee

i. Functions

This subcommittee is responsible for reviewing and evaluating the Doctor of Nursing Practice (DNP) Nurse Anesthesia—Lifespan (DNP:NA-L) Program 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:NA-L Program and making recommendations to the Graduate Committee for approval; and serving as communication link between the CON and affiliated clinical facilities.

ii. Members and Officers

The membership of this subcommittee shall consist of the DNP: NA-L Program Director; the Assistant Nurse Anesthesia Program Director; faculty members teaching in the DNP: NA-L Program; and student representatives from each DNP: NA-L Program cohort. The DNP:NA-L Program Director will serve as the chair of the subcommittee. The Nurse Anesthesia Administrative Assistant will serve as the recorder for the subcommittee.

b. DNP Nurse Practitioner Subcommittee

i. Functions

This subcommittee is responsible for reviewing and evaluating on a systematic basis the curriculum of the DNP nurse practitioner (DNP:NP) specialty programs (i.e., the DNP:FNP-L, DNP:AGACNP, and DNP:PMHNP programs) and making recommendations to the Graduate Committee regarding proposed changes; reviewing and evaluating all policies and procedures related to the DNP:NP specialty programs and making recommendations to the Graduate Committee for approval of proposed changes; and serving as a communication link between the CON and affiliated community agencies.

ii. Members and Officers

The membership of this subcommittee shall consist of the DNP:FNP-L Program Director; the DNP:AGACNP Program Director; the DNP:PMHNP Program Director; all faculty teaching in the

DNP:NP specialty programs; and student representatives from each DNP:NP specialty program. The chair and recorder of the subcommittee will be elected in accordance with these Bylaws.

c. 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) Program and the DNP Nursing Administration Systems (DNP:NAS) Program for needed changes; reviewing and evaluating all policies and procedures related to the DNP:PM and DNP:NAS programs and making recommendations to the Graduate Committee for approval; and serving as a communication link between the CON and affiliated community agencies.

ii. Members and Officers

The membership shall consist of the DNP:PM and DNP:NAS Program Directors; faculty members teaching in the DNP:PM and DNP:NAS programs; and student representatives from either the DNP:PM Program or DNP:NAS Program. The chair and recorder of the subcommittee will be elected by the subcommittee members.

F. 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 CON 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 CON guidelines for reappointment, promotion, and tenure annually and proposing changes as applicable;
- Reviewing the CON 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 CON tenured faculty members, excluding the Dean, and (1) one CON 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 chair is elected by the RTP Committee members at the committee's first meeting of the academic year. The CON 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.D of these Bylaws below.

4. Tenure Reviews

The evaluation of tenure-track faculty candidates for tenure (and an associated promotion to the rank of Associate Professor if applicable) shall be conducted by a subcommittee of the RTP Committees comprised of only the 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 not permitted. Committee members should recuse themselves from participating in the review of a tenure candidate under consideration if: (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate. Votes will be cast by written secret ballot. The chair will forward the subcommittee's written recommendation to the Associate Dean, together with records of the subcommittee's membership, attendance at final discussions, and voting results. The Associate Dean will consider the subcommittee's recommendation and make an independent recommendation to the Dean.

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 not permitted. Committee members should recuse themselves from participating in the review of a tenure candidate under consideration if: (i) the committee member has a familial relationship with the candidate; or (ii) the committee member believes that they are unable to evaluate the candidate objectively due to a personal bias for or against the candidate. Votes will be cast by written secret ballot if the promotion candidate is a tenure-track or tenured faculty member. The chair will forward the subcommittee's written recommendation to the Associate Dean, together with records of the subcommittee's membership, attendance at final discussions, and voting results. The Associate Dean will consider the subcommittee's recommendation and make an independent recommendation to the Dean.

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.

6. Confidentiality

It is imperative that the chair and all members of the RTP Committee maintain strict confidentiality on matters discussed in RTP Committee meetings. Only the chair of the RTP Committee shall submit the RTP subcommittee's recommendations on reappointment, tenure, and/or promotion candidacies to the Associate Dean. Otherwise, all matters discussed in meetings of the RTP Committee should remain strictly confidential.

G. College Promotion and Tenure Committee

1. Functions

The College Promotion and Tenure Committee (College P&T Committee) conducts a substantive review of tenure and promotion recommendations from the RTP Committee for tenure-track faculty candidates for tenure and/or promotion. The College P&T Committee provides a second level of independent peer review and assists the College in ensuring procedural integrity and compliance with these Bylaws and the UTC Faculty Handbook. For a promotion recommendation reviewed by the RTP Committee, only those members of the College P&T Committee already at or higher than the rank to which promotion is being considered are eligible to consider and vote on the promotion recommendation. The recommendations of the committee shall be advisory to the Dean. As needed, the Dean may request representation from other colleges to ensure adequate representation on the committee. The chair of the College P&T Committee will serve as a non-voting member.

2. Members and Officers

The Dean will appoint the chair and members of the College P&T Committee. Regular membership consists of at least three CON tenured faculty. If other members are required, the Dean may approach others in the university who are at or higher than the rank to which the promotion is being considered. Excepting the chair, the term of a faculty member's appointment to the College P&T Committee is two academic years if there are sufficient members on the committee. A tenured faculty member serving on both the RTP Committee and the College P&T Committee may vote on a tenure and/or promotion recommendation at only one level of the tenure and promotion review process, either at the RTP Committee level or the College P&T Committee level. The Administrative Assistant for the College will serve as the recorder.

3. Confidentiality

It is imperative that the chair and all members of the College P&T Committee maintain strict confidentiality on matters discussed in College P&T Committee meetings. Only the chair of the College P&T Committee shall submit the committee's recommendation on a candidate's tenure and/or promotion to the Dean. Otherwise, all matters discussed in meetings of the College P&T Committee should remain strictly confidential.

H. Post-Tenure Review Committee

1. Functions

Each tenured faculty member must undergo some form of comprehensive performance review ("post-tenure review" or "PTR") no less often than every six years. The Post-Tenure Review (PTR) Committee meets to conduct all post-tenure reviews of CON tenured faculty per the University process outlined in the Faculty Handbook.

2. Members and Officers

Each academic program in the College may nominate at least one (1), but no more than three (3) members of its tenured faculty, to serve on the PTR Committee. The nominees should not include any

faculty member who is subject to post-tenure review in that cycle. A nominee may hold the rank of Associate Professor only with prior approval of the Dean and only in the event that no full Professor is eligible or available to serve. From the program nominees, the Dean shall appoint faculty members to serve on the PTR Committee. Each PTR Committee member must be a tenured faculty member who is at the same or higher academic rank as the faculty member under review (except as provided under this section). One, and only one, PTR Committee member must teach in the same program as the faculty member under review. The chair of the PTR Committee is elected by the PTR Committee members. Excepting the chair of the PTR Committee, the term of a faculty member's appointment to the PTR Committee is two academic years. The chair of the PTR Committee will solicit and collect all required materials from each faculty member undergoing a post-tenure review and the Program Director of the CON program in which the faculty member under review teaches. The Provost, in consultation with the UT System Office of Academic Affairs and Student Success, will provide instructions, guidelines, and best practices to members of the PTR Committee regarding post-tenure reviews.

I. Student Activities Committee

1. Functions

This committee is responsible for planning 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 (SNA) faculty advisor, one or more undergraduate faculty members, the BSN Professional Advisor, and an elected representative from each Traditional, Gateway and Accelerated BSN class. The chair will be a faculty member of the subcommittee elected in accordance with these Bylaws. The BSN Professional Advisor will serve as the recorder for the committee.

J. Evaluation Committee

1. Functions

This committee is responsible for exercising oversight of the CON Evaluation Plan; recommending changes in the CON Evaluation Plan to the CON Faculty for approval; conducting surveys as outlined in the CON Evaluation Plan; and reviewing and making recommendations for proposed revisions to the CON Bylaws. The overarching areas of evaluation are:

- Program Evaluation
 - Maintaining a systematic process for evaluating program effectiveness, including collecting and analyzing data related to student learning outcomes, faculty performance, and program outcomes;
 - Ensuring the nursing program meets all accreditation standards including but not limited to CCNE, NTF, ANA, and COA standards. Each accreditation standard should be reviewed in depth to determine compliance with each standard per the evaluation calendar;
 - Assisting with completion of the CIPR;
 - Assisting with completion of the CCNE self-study;
 - Supporting the faculty teaching in DNP:NA-L Program and DNP:NP specialty programs; and
 - Reviewing the anthology outcomes.
- Faculty Development
 - Oversight of the peer evaluation process
- Strategic Planning and Improvement
 - Developing and implementing long-term goals for the College

- Evaluating the College's progress toward strategic goals and objectives
- CON Bylaws
 - Reviewing and making recommendations for revisions to the CON Bylaws

2. Members and Officers

The membership of this committee shall consist of a faculty member from each program; the BSN Program Support and Academic Nursing Advisor; the CON 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, but if absent, the CON Evaluation Coordinator will serve as the recorder.

K. Simulation Committee

1. Functions

This committee is responsible for providing oversight of the Learning Resource Center (LRC)/Simulation programs to ensure achievement of CON program outcomes, CON 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 College and University.

2. Members and Officers

The membership of this committee shall consist of the Nursing Simulation Program Director; two (2) representatives from the Undergraduate Program, one of whom is assigned to support the Undergraduate Program in Simulation; four (4) Graduate Program simulation faculty members consisting of one (1) representative each from the DNP:FNP-L, DNP:AGACNP, DNP:PMHNP, and DNP:NA-L programs; and one (1) additional at-large faculty member. The chair will be elected in accordance with these Bylaws. The Simulation Operations Specialist will serve as a non-voting member. The Simulation Operations Specialist will serve as the recorder for the committee, but if absent, the Nursing Simulation Program Director will appoint another to serve as recorder.

L. Program Directors Advisory Committee

1. Functions

This committee is responsible for providing communications and updates between CON programs and the Dean; reviewing and recommending changes to the Dean regarding CON programs, policies, and procedures; and advising and recommending members and agenda items to the Dean for CON Program Directors Advisory Committee meetings.

2. Members and Officers

The membership of this committee shall consist of all CON program directors, the Associate Dean, the Assistant Dean for Graduate Education, the IPEC Director, the Vicky B. Gregg Chair, the Development Officer, BSN Professional Advisor; and the CON Evaluation Coordinator. The Dean will serve as an *ex officio* member of the committee. The chair will be elected in accordance with these Bylaws. The BSN Program Support and Academic Nursing Advisor will serve as the recorder for the committee.

M. CON Advisory Board

1. Functions

This committee and its members are responsible for acting as ambassadors for the College; providing assistance in pursuing the vision, mission, and strategic priorities of the College; providing a link between the community and the College 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 College programs and curriculum; providing advice regarding the development and implementation of the College'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 Program Directors 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 programs, acute care nursing facilities and a non-healthcare public sector representative. Representatives from other areas may be invited. The Dean, acting upon the advice and recommendations of the Program Directors Advisory Committee, shall appoint the public members of the committee. Each 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 Dean will serve as chair of the committee. The BSN Professional Advisor will serve as a non-voting member and as the recorder for the committee.

N. Ad Hoc Committees

1. Faculty/Staff Search Committees

a. Functions

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

b. Members and Officers

The Dean shall appoint the chair for each ad hoc faculty/staff search committee. Each committee will consist of at least three (3) faculty and/or staff members, with one member serving as the recorder in accordance with these Bylaws.

2. Other Ad Hoc Committees

a. Functions

From time to time, as needed and appropriate, the Dean will form ad hoc committees to address specific issues, initiatives, projects, and/or emerging priorities that fall outside the purview of the standing committees. The committee will review, study, plan, and/or problem-solve a defined charge and provide recommendations, reports, and/or outcomes to the Dean within an established timeframe.

b. Members and Officers

The Dean will appoint the chair of each ad hoc committee. The membership of an ad hoc committee shall consist of at least three (3) faculty and/or staff members, with one serving as recorder in accordance with these Bylaws.

VI. TENURED AND TENURE-TRACK FACULTY

A. Tenured and Tenure-Track Appointments.

1. Assistant Professor

An Assistant Professor is expected to:

- Have a doctorate degree in a Nursing or associated discipline;⁴
- Show potential or have demonstrated ability as a teacher;
- Show potential or have demonstrated evidence of research or scholarship activity;
- Have demonstrated willingness to participate effectively in professional activities other than teaching and service; and
- Have demonstrated ability to relate appropriately to students and professional colleagues.

2. Associate Professor

An Associate Professor is expected to:

- Have a doctorate degree in a Nursing or associated discipline;
- Have achieved a reputation as an accomplished teacher;
- Have achieved a good record in research or scholarly activities;
- Have an established record of effective participation in professional activities other than teaching and research;
- Have demonstrated ability to relate appropriately to students and professional colleagues; and
- Have demonstrated excellence in at least one of the three areas of responsibility (i.e., teaching, research, and service) required for full-time faculty status.

3. Professor

A Professor is expected to:

- Have a doctorate degree in a Nursing or associated discipline;
- Have achieved and maintained a reputation as an accomplished teacher;
- Have achieved and maintained a significant record in research or scholarly activities;
- Have achieved and maintained a significant record of effective participation in professional activities other than teaching and research;
- Have demonstrated an ongoing ability to relate appropriately to students and professional colleagues; and
- Have demonstrated excellence in at least two of the three areas of responsibility (i.e., teaching, research, and service) required for full-time faculty status.

B. 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 College's criteria for evaluating the

⁴ A faculty member who has not completed a doctoral degree in a Nursing discipline but who otherwise meets all the other criteria for the rank of Assistant Professor may be initially appointed to a tenure-track appointment at the rank of Assistant Professor and noted as "All But Dissertation" or "ABD," subject to the conditions and requirements set forth in the Faculty Handbook.

performance of CON tenure-track and tenured faculty. The evaluation of performance of tenured and tenure-track faculty members 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 of 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.

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.

Faculty members seeking an evaluation rating of "Exceeds Expectations" should demonstrate performance consistent with the rank above their current appointment and/or successfully achieve a breadth and depth of accomplishments that exceed the minimum required objectives for their current role.

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 minimum of two Teaching/Advising activities 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 tenure-track faculty across all CON 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 page). Alternative activities are acceptable if approved in advance by the Associate Dean.

TEACHING/ADVISING ACTIVITIES		
ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
Uses appropriate CON and University resources, including other faculty as a resource, in	Contributes to the growth and development of faculty, who advise and	Serves as an expert for faculty in teaching, advising, and mentoring activities.

advising and mentoring students and documents completed activities.	mentor students, and documents completed activities.	
Works with other faculty to review course materials or evaluations and determine appropriate revisions and implement changes, if needed, that reflect AACN <i>Essentials</i> 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 <i>Essentials</i> 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 <i>Essentials</i> 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*).⁵

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.

⁵ 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>.

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 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 page).

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 Associate Dean.

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 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:

- Peer-reviewed publications or presentations of research, theory, or philosophy;
- Grant awards in support of research or scholarship;
- Mentorship of junior colleagues in research or scholarship;
- State, regional, national, or international recognition as a scholar in an identified area is that being recognized as a fellow; and
- 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.

In regard to clinical practice, faculty must demonstrate how they have integrated evidence-based nursing care, professional expertise, and service to address health care needs within the community of interest. Through direct patient care, education, consultation, and collaboration within health care delivery systems, faculty must demonstrate the contribution to improving outcomes and solving practice-related problems.

In alignment with AACN (2018), clinical practice may include activities that advance practice improvement, such as participation in quality improvement initiatives, implementation of policy or process changes, and application of new skills, strategies, and programs that strengthen nursing care delivery. Professional development to maintain and enhance competency in nursing practice must be measurable. These efforts demonstrate a commitment to translating knowledge into meaningful improvements in clinical care and exemplify the Scholarship of Practice.

Other examples of activities related to Scholarship of Practice include:

- Peer-reviewed publications of research, case studies, technical applications, or other practice issues;
 - Presentations related to practice;
 - Consultation reports;
 - Reports compiling and analyzing patient or health services outcomes;
 - Products, patents, license copyrights;
 - Grant awards in support of practice;
 - Reports of clinical demonstration projects what is done with the reports; and
 - Policy papers related to practice.
- The **Scholarship of Teaching** is defined as 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 (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:

- 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;
 - Accreditation or other comprehensive program reports;
 - Published textbooks or other learning aids;
 - Grant awards in support of teaching and learning; and
 - 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:

- Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature;
- Copyrights, licenses, patents, or products for sale;
- Published books;
- Positive peer evaluations of contributions to integrative scholarship;
- Reports of interdisciplinary programs or service projects;
- Interdisciplinary grant awards; and
- 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.

Professional service includes faculty contributions to the College, the University, the nursing profession, healthcare organizations, and the community that are aligned with the faculty member's expertise and professional role. Such service may include participation in governance, committee work, accreditation and curriculum activities, student mentoring outside the classroom, leadership in professional organizations, peer review, consultation, and community or clinical engagement. For annual performance evaluation, professional service is assessed in terms of its relevance, quality, level of responsibility, leadership, consistency, and impact.

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 tenure-track faculty across all CON 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 the Appendix page). Alternative professional service activities are acceptable if approved in advance by the Associate Dean.

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 College committees.	Provides leadership or actively engages in College committees.	Provides leadership in College or University committees.

C. Collegiality

All CON faculty members are expected to follow the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretative Statements (2025 Provision 6.3), which states, "Nurses are responsible for contributing to an environment that demands respectful interactions among colleagues, mutual peer support, and open identification of difficult issues that may have potential ethical implications. This includes advocating for more substantial ethics content in nursing education programs as well as ongoing professional development in ethics. Nurses in leadership roles have a particular responsibility to ensure that nurses are treated fairly, safely, and justly, and that they are involved in decisions related to their practice and working conditions." 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."⁶

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 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.

⁶ Code of Ethics for Nurses with Interpretive Statements, 2025, Provision 6.3.

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.

D. 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.B above, as well as meeting expectations for collegiality. The list of activities in Section VI.B 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 Associate Dean 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 year 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, 4, and 5), the Associate Dean 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 Associate Dean recommends against reappointment, as provided under Section 3.7.1 of the UTC Faculty Handbook.

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

E. 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 and the College, 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 Services, 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.B above. The list of activities in Section VI.B 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 Associate Dean 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 must be included in a candidate's tenure dossier. 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 these Bylaws.

F. Promotion

1. Promotion Criteria

Faculty members seeking promotion are expected to demonstrate progressive growth in the scope, complexity, and impact of their work over time. Annual EDO objectives should reflect increasing levels of responsibility, leadership, innovation, scholarship, and professional contribution appropriate to the next academic rank. Repeated use of the same EDO objectives across multiple years without clear evidence of advancement or expanded achievement does not demonstrate the sustained progression expected for promotion.

Criteria for promotion to 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. For an Assistant Professor seeking promotion to Associate Professor, the faculty members should demonstrate performance at the level expected for the rank of Associate Professor. Faculty members at the rank of Associate Professor who are seeking promotion to the rank of Professor should demonstrate performance at the level of Professor prior to applying for promotion. Specifically, for a minimum of three years, a tenured Associate Professor should consistently demonstrate progressive growth in leadership, scholarship, teaching, service, and/or faculty practice that reflects responsibilities and contributions associated with the rank of Professor. This progression should be evident through increasingly advanced EDO objectives, expanded impact, and consistent achievement beyond minimum expectations. Faculty members who consistently receive annual EDO evaluations rated as "Exceeds Expectations" and demonstrate accomplishments aligned with Professor-level work are considered stronger candidates for promotion.

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.B above. The list of activities in Section VI.B 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 Associate Dean 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 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.

G. Post-Tenure Reviews

Every CON tenured faculty member, even tenured faculty members at the rank of Associate Professor who choose not to apply for promotion to full Professor after receiving tenure, must undergo a post-tenure review (PTR) at least every 6 years. The Provost shall notify all faculty members subject to post-tenure review in a given academic year no later than April 1 of the preceding academic year. The UTC Faculty Handbook requirements for PTR will be followed. PTR shall not substitute for the EDO process in the year a faculty member is scheduled for PTR. The post-tenure review period begins at the granting of tenure and will occur no less often than every six years thereafter unless otherwise indicated. All post-tenure reviews will be conducted and completed during the Fall semester. Please refer to Section 3.4.8 Periodic Post-Tenure Performance Review in the UTC Faculty Handbook.

External reviews of the faculty member undergoing a PTR may be required by the PTR Committee or Dean as deemed appropriate. The faculty member undergoing a PTR may also request external reviews for their PTR. If an external review is deemed necessary by the PTR Committee or Dean or requested by the faculty member undergoing the PTR, the PTR Committee shall solicit reviews from at least three (3) valid external reviewers no later than October 1. See 3.4.8.2, Annual Schedule for Post-Tenure Reviews in the UTC Faculty Handbook. The Dean will appoint the PTR Committee for the upcoming PTR cycle by May 1.

VII. NON-TENURE-TRACK FACULTY

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

For the non-tenure-track faculty ranks, the CON 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 CON 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 fully qualified faculty member 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. 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 and corresponding criteria are:

- **Lecturer:** A faculty member appointed to this rank must have (i) a minimum of a master's degree in the Nursing discipline the faculty member teaches, or a master's degree in another discipline along with professional experience in teaching that Nursing discipline; and (ii) demonstrated ability or potential as a teacher in the Nursing discipline. All Teaching appointments at this rank will be made for a definite term of one year or less.
- **Associate Lecturer:** A faculty member appointed to this rank must have (i) a minimum of a master's degree in the Nursing discipline the faculty member teaches, or a master's degree in another discipline along with professional experience in teaching that Nursing discipline; and (ii) held Teaching appointments at the rank of Lecturer for four (4) years (although a record of superior performance may justify earlier consideration for promotion from Lecturer to Associate Lecturer). Teaching appointments at this rank will be made for a definite term of up to three years.
- **Senior Lecturer:** A faculty member appointed to this rank must have (i) a minimum of a master's degree in the Nursing discipline the faculty member teaches, or a master's degree in another discipline along with professional experience in teaching that Nursing discipline; and (ii) a significant record as an accomplished teacher in the discipline. 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) and who have demonstrated excellence in teaching. CON 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/ advisement and professional service activities. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities. Faculty members seeking an evaluation rating of "Exceeds Expectations" should demonstrate performance consistent with the rank above their current rank and/or successfully achieve a breadth and depth of accomplishments that exceed the minimum required objectives for their current rank.

- **Teaching:** 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.
- **Professional Service:** Professional service includes faculty contributions to the College, the University, the nursing profession, healthcare organizations, and the community that are aligned with the faculty member's expertise and professional role. Such service may include participation in governance, committee work, accreditation and curriculum activities, student mentoring outside the classroom, leadership in professional organizations, peer review, consultation, and community or clinical engagement. For annual performance evaluation, professional service is assessed in terms of its relevance, quality, level of responsibility, leadership, consistency, and impact.
- **Research and Scholarship:** 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. 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 below, unless otherwise approved in advance by the Associate Dean.

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)

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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 the Appendix page). Alternative activities are acceptable if approved in advance by the Associate Dean.

TEACHING/ADVISING ACTIVITIES			
LECTURER	ASSOCIATE LECTURER	SENIOR LECTURER	DISTINGUISHED LECTURER
Uses appropriate CON 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 tools, small groups, teach back method, etc.)	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.

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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 ACTIVITIES			
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 College committees.	Actively engages College committees.	Provides leadership or actively engages in College committees.	Provides leadership in College or University committees.

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 above, as well as meeting expectations for collegiality. The list of activities above 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

Associate Dean 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 above, as well as meeting expectations for collegiality. The list of activities above 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 Associate Dean 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. CON 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.

The Clinical appointment ranks and corresponding criteria 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.

Faculty members seeking an evaluation rating of “Exceeds Expectations” should demonstrate performance consistent with the rank above their current rank and/or successfully achieve a breadth and depth of accomplishments that exceed the minimum required objectives for their current rank.

- **Teaching:** 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. Faculty with Clinical appointments are required to engage in one activity in the Teaching and Advisement area.
- **Research and Scholarship:** Faculty with Clinical appointments are required to engage in one Research and Scholarship activity. 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.

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:

- Peer-reviewed publications or presentations of research, theory, or philosophy;
- Grant awards in support of research or scholarship;
- Mentorship of junior colleagues in research or scholarship;
- State, regional, national, or international recognition as a scholar in an identified area (e.g. recognition as a fellow); and
- 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.

Scholarship of Clinical Practice: With respect to scholarship of clinical practice, faculty must demonstrate how they have integrated evidence-based nursing care, professional expertise, and service to address health care needs within the community of interest. Through direct

patient care, education, consultation, and collaboration within health care delivery systems, faculty must demonstrate the contribution to improving outcomes and solving practice-related problems.

In alignment with AACN (2018) clinical practice may include activities that advance practice improvement, such as participation in quality improvement initiatives, implementation of policy or process changes, and application of new skills, strategies, and programs that strengthen nursing care delivery. Professional development to maintain and enhance competency in nursing practice must be measurable. These efforts demonstrate a commitment to translating knowledge into meaningful improvements in clinical care and exemplify the Scholarship of Practice.

Other examples of activities related to Scholarship of Practice include:

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

- 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;
- Accreditation or other comprehensive program reports;
- Published textbooks or other learning aids;
- Grant awards in support of teaching and learning; and
- 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:

- Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature;
 - Copyrights, licenses, patents, or products for sale;
 - Published books;
 - Positive peer evaluations of contributions to integrative scholarship;
 - Reports of interdisciplinary programs or service projects;
 - Interdisciplinary grant awards; and
 - Policy papers designed to influence organizations or governments.
- **Professional Service:** Faculty with Clinical appointments are required to engage in one professional service activity. Professional service includes faculty contributions to the College, the University, the nursing profession, healthcare organizations, and the community that are aligned with the faculty member's expertise and professional role. Such service may include participation in governance, committee work, accreditation and curriculum activities, student mentoring outside the classroom, leadership in professional organizations, peer review, consultation, and community or clinical engagement. For annual performance evaluation, professional service is assessed in terms of its relevance, quality, level of responsibility, leadership, consistency, and impact.

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 the Appendix page). Alternative activities are acceptable if approved in advance by the Associate Dean.

TEACHING/ADVISING ACTIVITIES		
CLINICAL ASSISTANT PROFESSOR	CLINICAL ASSOCIATE PROFESSOR	CLINICAL PROFESSOR
Uses appropriate CON 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 <i>Essentials</i> 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 <i>Essentials</i> 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 <i>Essentials</i> 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 ACTIVITIES		
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 College committees.	Provides leadership or actively engages in College committees.	Provides leadership in 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 above, as well as meeting expectations for collegiality. The list of activities in Section above 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 Associate Dean regarding any proposed alternative activities to determine whether the activities are acceptable and/or sufficient for satisfying the criteria for reappointment.

c. Promotion Criteria

Annual EDO objectives should reflect increasing levels of responsibility, leadership, innovation, scholarship when required, and professional contribution appropriate to the next academic rank. Repeated use of the same objectives across multiple years, without clear evidence of advancement or expanded achievement, does not demonstrate the sustained progression expected for promotion.

Faculty holding Clinical appointments who are seeking promotion must show evidence of meeting the performance expectations of the rank sought, as well as meeting expectations for collegiality. The list of activities above 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 Associate Dean 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 and criteria are:

- **Assistant Professor of Practice:** This rank is for those who have completed a doctoral degree or terminal degree appropriate to the field, 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, 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; 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 set forth above. Faculty members must also demonstrate collegiality in their interactions with colleagues and students in the performance of their responsibilities.

Faculty members seeking an evaluation rating of “Exceeds Expectations” should demonstrate performance consistent with the rank above their current rank and/or successfully achieve a breadth and depth of accomplishments that exceed the minimum required objectives for their current rank.

- **Teaching:** 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.
- **Research and Scholarship:** Faculty with Faculty of Practice appointments are required to engage in Research and Scholarship activities. 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.

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:

- Peer-reviewed publications or presentations of research, theory, or philosophy;

- Grant awards in support of research or scholarship;
- Mentorship of junior colleagues in research or scholarship;
- State, regional, national, or international recognition as a scholar in an identified area (e.g. recognition as a fellow); and
- 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.

Scholarship of Clinical Practice: With respect to scholarship of clinical practice, faculty must demonstrate how they have integrated evidence-based nursing care, professional expertise, and service to address health care needs within the community of interest. Through direct patient care, education, consultation, and collaboration within health care delivery systems, faculty must demonstrate the contribution to improving outcomes and solving practice-related problems.

In alignment with AACN (2018) clinical practice may include activities that advance practice improvement, such as participation in quality improvement initiatives, implementation of policy or process changes, and application of new skills, strategies, and programs that strengthen nursing care delivery. Professional development to maintain and enhance competency in nursing practice must be measurable. These efforts demonstrate a commitment to translating knowledge into meaningful improvements in clinical care and exemplify the Scholarship of Practice.

Other examples of activities related to Scholarship of Practice include:

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

- 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;
- Accreditation or other comprehensive program reports;
- Published textbooks or other learning aids;
- Grant awards in support of teaching and learning; and
- 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:

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

Professional Service: Professional service includes faculty contributions to the College, the University, the nursing profession, healthcare organizations, and the community that are aligned with the faculty member's expertise and professional role. Such service may include participation in governance, committee work, accreditation and curriculum activities, student mentoring outside the classroom, leadership in professional organizations, peer review, consultation, and community or clinical engagement. For annual performance evaluation, professional service is assessed in terms of its relevance, quality, level of responsibility, leadership, consistency, and impact.

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

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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 page). Alternative activities are acceptable if approved in advance by the Associate Dean.

TEACHING/ADVISING ACTIVITIES		
ASSISTANT PROFESSOR OF PRACTICE	ASSOCIATE PROFESSOR OF PRACTICE	PROFESSOR OF PRACTICE
Uses appropriate CON 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 <i>Essentials</i> 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 <i>Essentials</i> 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 ACTIVITIES		
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 ACTIVITIES		
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 College committees.	Provides leadership or actively engages in College committees.	Provides leadership in 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 above, as well as meeting expectations for collegiality. The list of activities above 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 Associate Dean 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 set forth above, as well as meeting expectations for collegiality. The list of activities above 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 Associate Dean 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 College follows the reappointment procedure for non-tenure-track faculty set forth in Section 4.3 of the UTC Faculty Handbook, except that the Associate Dean will serve in the role normally assigned to a "department head."

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 and these Bylaws. Promotion criteria should be weighted in relation to a faculty member's assigned responsibilities.

The College 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. 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 a promotion dossier to the Associate Dean to initiate the promotion review 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) *Associate Dean's Recommendation.* The Associate Dean will make an independent judgment regarding the promotion candidacy after reviewing the promotion dossier. After making an independent judgment on the promotion candidacy, the Associate Dean will make a written recommendation to the Dean and inform the candidate in writing of the recommendation.
- (3) *Dean's Recommendation.* After reviewing the Associate Dean's recommendation and making an independent judgment on the promotion candidacy, the 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 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 COLLEGE 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 group of Voting Faculty representing at least College academic programs may propose an amendment to these Bylaws. The Dean may also propose amendments to these Bylaws. Proposed amendments must be first submitted to the Evaluation Committee, which will determine whether to approve submitting the proposed amendment to the Voting Faculty for review. If the Evaluation Committee approves submitting the proposed amendment to the Voting Faculty, the proposed amendment will be submitted in writing to all faculty members at least ten (10) working days prior to the meeting at which the amendment shall be introduced and voted upon.

The Voting Faculty will approve proposed amendments to these Bylaws if two-thirds of the Voting Faculty casting a ballot at the meeting vote to approve the proposed amendment. The vote may be conducted virtually/electronically as approved by the College. If approved by the Voting Faculty, the proposed amendment then must be approved by the Dean and Provost before the proposed amendment will become effective. If a proposed amendment is approved by the Dean and Provost, the amendment will be effective on the first day of the next calendar month following the Provost's approval.

APPENDIX 1 – External Reviews

This Appendix sets forth the College'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. In the event of any conflict between this Appendix and the UTC Faculty Handbook, the UTC Faculty Handbook 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 College 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 RTP Committee.
2. The Associate Dean 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 meet 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 CON 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 College 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 CON Peer Review training (contact Evaluation Committee for training details)

The CON Evaluation Committee is responsible for the peer review process. The Walker Teacher Resource Center will provide training of peer reviewers.

Peer Review Requirements: CON 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 feedback to enhance their role as educators 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 textbooks 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](#).

[Type here]

D. Clinical Teaching Peer Evaluation Form

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

E. Simulation Teaching Peer Evaluation Form

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

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