

THE UNIVERSITY of TENNESSEE HEALTH SCIENCE CENTER

College of Nursing

General Faculty Organization Bylaws

General Faculty Bylaws Amended and
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PREAMBLE Review- Donna Lynch-Smith

The faculty of the College of Nursing recognizes that the Board of Trustees, appointed by the Governor, is the governing body of the University of Tennessee and as such has full and complete control over its organization, administration, and financial affairs. The President, chief executive officer, exercises authority over the institutions comprising the University of Tennessee System while being subject to the direction and control of the Board of Trustees.

The College of Nursing is an autonomous unit of UT Health Science Center with a history dating back to 1898. The Baccalaureate degree in Nursing was first offered in 1950. In 1972, a Master of Science degree with nursing majors was initiated. In 1980, the degree was changed to a Master of Science in Nursing. In 1988, the PhD with a major in Nursing was begun by a joint effort between the Colleges of Nursing in Memphis and Knoxville and their respective Graduate Colleges. The Baccalaureate degree in Nursing was placed in abeyance in 1998 and reinstated in 2005. The Baccalaureate degree in Nursing was placed in abeyance in 2009 and reinstated in 2013. The Baccalaureate degree in Nursing changed to a 12-month, concept-based BSN program in 2019 with a traditional 2-year BSN program added in 2022. The entry into professional practice Master of Science in Nursing for a Clinical Nurse Leader was initiated in 2010 and placed in abeyance in 2016. The Doctor of Nursing Science was begun in 1999 with the degree designation changed to Doctor of Nursing Practice in 2004.

The combined Doctor of Philosophy/Doctor of Nursing Practice was approved in 2005. The BSN to DNP program began in 2008 for all advanced practice options except the Nurse Anesthesia option, which began in 2009. The University of Tennessee Health Science Center College of Nursing is an agent of social change with the following mission: “To prepare nurse leaders and to advance science to meet the health needs of the people of Tennessee, the Mid-South, and the nation through education, research, clinical care, and service.”

The University of Tennessee Health Science Center College of Nursing is a community of scholars devoted to promoting the discipline and profession of nursing through education, scholarship, practice, and public service. The College of Nursing is organized and administered

within the framework of the University, with the Dean in a direct reporting relationship to the Chancellor. The Dean has executive authority and responsibility for the affairs of the College and all its sub-units. The University of Tennessee Health Science Center College of Nursing is a community devoted to learning and promoting the profession of nursing. All who join the College of Nursing community gain important rights and privileges and accept equally important responsibilities to serve the mission of the College of Nursing and the University. The faculty has a special obligation to serve the public interest through education, research, clinical care, and public service. The faculty recognizes the duty to participate fully in the academic governance of the college fully outlined in Article III in the College of Nursing Bylaws. The faculty undertakes peer evaluation and makes recommendations for the appointment, promotion, and tenure of faculty members in order to maintain quality and excellence. All regular faculty (as defined in Article V, Section 1) in the College are members of the Faculty Organization with voting privileges. All other faculty of the College are considered part of the Faculty Organization without voting privileges. This group is responsible for issues of a general nature and all matters of the educational programs.

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GENERAL FACULTY BYLAWS

ARTICLE I

NAME

The name of this organization is the Faculty Organization of the College of Nursing (CON), University of Tennessee Health Science Center.

ARTICLE II

PURPOSE

The purposes of the College of Nursing Faculty Organization include, but are not limited to, the following:

- A. Serve as the common ground and means by which Faculty function as a community of scholars and act in shared governance;
- B. Promote and facilitate communication among the members of the Faculty, the elected faculty leadership, and the appointed faculty leadership of the college;
- C. Afford faculty members opportunities to propose, review, and discuss policies and programs of the College;
- D. Foster development of an environment that will enhance faculty participation in academic governance of the College such as, but not limited to, admission requirements and student selection recommendations; prescription and definition of courses of studies; recommendation of degree requirements; and recommendation and enactment of policies for guidance of studies; and
- E. Provide for committee structure to carry out these responsibilities including electing members of standing committees of the College of Nursing and acting on their report(s) and recommendation(s).

ARTICLE III
DUTIES AND POWERS

Subject to general jurisdiction of the University and/or overall educational, research, and patient care matters concerning more than one College, the Faculty has the following duties and powers:

- A. To recommend to the appropriate University officers requirements for admission, courses of study, conditions of graduation, and nature of degrees conferred for nursing students;
- B. To evaluate processes and procedures of curriculum, practice, public service, and scholarship/research matters and measure the effectiveness of these programs;
- C. To fulfill practice, public service, and the scholarship/research missions appropriate to the College and the community it serves;
- D. To propose new or revised academic policies in the curricula;
- E. To decide matters involving scholarship, including polices and their application related to progression of students or dismissal for unsatisfactory performance;
- F. To recommend to the University President, through appropriate channels as entrusted by the Board of Trustees, candidates for degrees offered through the College of Nursing programs of study;
- G. To recommend candidates for honors, awards, and scholarships;
- H. To report, through appropriate channels, cases of misconduct requiring investigation; and
- I. To provide for peer review and recommendation for appointment, promotion, and tenure of faculty.

ARTICLE IV
OFFICERS OF THE FACULTY ORGANIZATION

- A. The Chairperson
 - 1. Typically, the Chairperson shall be a tenured College of Nursing faculty member with the rank of Associate Professor or higher and elected by faculty with voting privileges at the annual meeting for a 2-year term. In the event the elected

Chairperson is unable to fulfill the 2-year term, another election will be held to fill the position.

2. The functions of the Chairperson are to:
 - a. Preside over faculty meetings;
 - b. Prepare an agenda with the assistance of the Secretary of the College of Nursing faculty for faculty meetings;
 - c. Serve as an ex-officio, non-voting member of all committees;
 - d. Serve as a voting member of the Executive Committee of the College of Nursing;
 - e. Provide voice, representation, and consultation on items of faculty concerns, governance, and rights;
 - f. Work with the College of Nursing Faculty Organization's Secretary in preparing the minutes for each faculty meeting; and
 - g. Designate a faculty member to serve as an Acting Chairperson in the temporary absence of the Chairperson.

B. The Secretary

1. The Secretary shall be a College of Nursing faculty member elected by the voting membership of the faculty at the annual meeting for a 2-year term.
2. The functions of the Secretary are to:
 - a. Assure the accuracy and coverage of the minutes by working with the staff assigned to the faculty meeting and assure that records are kept in an accessible, central location for periods of accreditation;
 - b. Oversee the electronic balloting process when instructed by the Faculty Chairperson;
 - c. Assist in the creation of the agenda and all communication to faculty; and
 - d. Verify presence of a quorum.

ARTICLE V
MEMBERSHIP

Section 1. Faculty Definition

All persons with a regular appointment to the College of Nursing faculty are members of the Faculty Organization who contribute to the duties of faculty members as described in the preamble. A full-time faculty member is defined as 0.75 full-time equivalent (FTE) whose major employment is with the College of Nursing and whose primary assignment is in keeping with the University of Tennessee Health Science Center's mission.

Section 2. Voting Privileges

Voting privileges are extended to all regular faculty holding full-time (as defined in Article V, Section 1), tenured, tenure-track, or non-tenure track positions in the College of Nursing.

ARTICLE VI
MEETINGS

Section 1. Regular Meetings

Meetings shall be held on a regular monthly schedule but no less than twice a year, except as provided under Section 2. An agenda must be available for all members three (3) business days prior to meetings. The last meeting of the academic year shall be the annual meeting.

Section 2. Special Meetings

Special meetings may be called by the Dean, the Chair of the Faculty Organization, or on petition of ten (10) percent of the voting members. All members with voting privileges must be notified three (3) business days prior to the meeting with a written agenda. Specific recommendations requiring a vote must be distributed in writing three (3) business days prior to the meetings.

Section 3. Quorum

Thirty two (32) regular faculty members with voting privileges shall constitute a quorum. A

quorum must be declared in order to conduct the business of the College of Nursing and the Faculty Organization.

Section 4. Voting

Decisions on items of business shall require a simple majority vote of the constituted quorum of voting members. Decisions related to the amendments of Bylaws shall require two-thirds (2/3) vote of the constituted quorum.

Methods of voting may include in-person or electronic.

Electronic voting may be used to decide a time-sensitive issue at the discretion of the Chairperson of the College of Nursing faculty and/or Chairperson of standing committees who may request electronic voting. The Secretary of the College of Nursing Faculty Organization will develop, implement, monitor, and tabulate the electronic vote to faculty using email. The results of the electronic vote will be placed in the minutes of the College of Nursing faculty meeting.

The electronic ballot will be sent to all regular faculty with voting privileges, giving them three (3) business days to vote. The votes will be tabulated and results sent to the College of Nursing faculty by the Faculty Chair within three (3) business days after voting has ended.

Section 5. Timeline for Routing of Business

Proposals for faculty consideration requiring a vote must be submitted in writing to the Chair of the Faculty Organization no later than seven (7) business days prior to the meeting and should be accompanied by reports or statements deemed necessary for the understanding of the proposed business.

Section 6. College of Nursing Academic Governance Process

All committee members are elected by regular faculty with voting privileges as defined in Article V, Sections 1 and 2, unless otherwise stated in the College of Nursing's Bylaws. All committee decisions are presented to the Faculty Organization for discussion. Following *Robert's Rules* (current edition), all faculty members with voting privileges may participate in the voting when required.

The curriculum may be changed with approval of the College of Nursing regular faculty with voting privileges (see Article V, Section 2). In accordance with the *Charter and Bylaws* of the University, the Dean has the authority, delegated by the President and Chancellor, to make decisions on other collegiate academic matters in consultation with the College of Nursing's Faculty Organization.

- A. New or revised academic policies may be proposed by the College of Nursing Faculty Organization, the Dean, the Executive Committee, or any individual faculty member.
- B. Such proposed academic policies will be reviewed and discussed by the Faculty Organization.
- C. Regular faculty with voting privileges will vote on proposed academic policies.
- D. Such proposals should be reviewed by the faculty and provisions made for voting by the faculty.
- E. Following faculty vote, the Dean will deliberate on the proposed academic policies. To keep faculty informed, the Dean will notify the Chair of the Bylaws Committee regarding the status of the recommendations prior to each faculty meeting.
- F. The Bylaws shall be published and made available to every full-time faculty member in the College of Nursing after approval by the Dean, the UTHSC Chief Academic Officer, and the Chancellor.
- G. In the event of a disagreement between the Dean and the faculty, both parties will make every effort to reach a consensus before a final decision is made. If the Dean's decision is to accept the policy and the policy requires further approval (i.e., at the University of Tennessee Health Science Center, University of Tennessee System, and/or University of Tennessee Board of Trustees level), usual University of Tennessee Health Science Center policies and procedures will be followed. For definition of Academic Governance, see Section 2 of the University of Tennessee Health Science Center's Faculty Handbook.

Section 7. Rules of Order

Robert's Rules of Order (current edition) governs procedures in meetings except as they may conflict with special rules adopted by the faculty.

ARTICLE VII
ACADEMIC RIGHTS AND RESPONSIBILITIES

The faculty supports the University of Tennessee Health Science Center's Statement of Rights and Responsibilities of the Faculty as appearing in the Faculty Handbook.

ARTICLE VIII
AMENDMENTS

These Bylaws may be amended by a two-thirds (2/3) vote of the constituted quorum.

- A. New or revised amendments and/or changes to the Bylaws may be proposed by the College of Nursing Faculty Organization, a standing committee of the Faculty Organization, the Dean, or any individual faculty member through a submission in writing to the Chairman of the Bylaws committee.
- B. The Chair of the Bylaws committee shall convene the Bylaws committee at least annually to consider submitted proposals and/or provide an annual review.
- C. Proposed amendments and/or changes as approved by the Bylaws committee must be distributed to the faculty no less than five (5) business days prior to the next regular faculty meeting.
- D. Following faculty vote, the Dean will deliberate on the proposed changes to the Bylaws. In cases where deliberations are lengthy, the Dean will notify the Chair of the Bylaws Committee for the routine committee report.
- E. The Bylaws shall be published and made available to every full-time faculty member in the College of Nursing after approval by the Dean, the UTHSC Chief Academic Officer, and the Chancellor.
- F. However, in the event of a disagreement between the Dean and the faculty, the Dean will make every effort to reach a consensus before a decision is made. If the Dean's decision is to accept the policy and the policy requires further approval (i.e., at the University of Tennessee Health Science Center, University of Tennessee System, and/or University of Tennessee Board of Trustees level), usual University of Tennessee Health Science Center policies and procedures will be followed. For the definition of Academic Governance, see Section 2.1 (2.1 is the "definition of Academic Governance." Section 2

is the complete detail of “Academic Governance”) of the University of Tennessee Health Science Center’s Faculty Handbook.

ARTICLE IX

STANDING COMMITTEES

Section 1. Collegiate, Appointment, Promotion, and Tenure Committee

The College of Nursing tenured faculty serves as the Collegiate, Appointment, Promotion, and Tenure (CAPT) committee and makes recommendations to the Chairs and to the Dean with regard to faculty appointment, promotion, award of tenure, and termination for adequate cause. Non-tenured track faculty are eligible to serve on the CAPT committee in matters of promotion for non-tenured track faculty.

Any tenured faculty member who is under an Enhanced Post-tenure Performance Review Improvement Plan, as outlined in the University of Tennessee Health Science Center Faculty Handbook, or who is being terminated for adequate cause is ineligible to participate in these activities. The Department Chairs are responsible for notifying the Chair of this Committee if a faculty member is ineligible.

- A. The purpose of this Committee is to serve as an advisory committee to the Dean to review, recommend, and uphold standards for faculty appointment, promotion, tenure, and termination for adequate cause.
- B. The functions of this Committee are to:
 - 1. Review and recommend policies and procedures annually in the areas of appointment, promotion, and tenure for College of Nursing faculty to the Dean;
 - 2. Review and recommend to the Dean action on initial nominations for appointment;
 - 3. Review and recommend to the Dean action on all promotions and award of tenure;
 - 4. Review and recommend to the Dean action on all instances of whether termination proceedings should be initiated; and

5. Conduct the Interim Probationary Review for each tenure-track faculty member whose probationary period is six (6) years and evaluate and recommend as to the faculty member's progress toward the attainment of tenure.
- C. The Committee shall be comprised of:
1. All tenured faculty in the College of Nursing who will serve as Faculty Peer Reviewers for appointment, promotion, and tenure;
 2. All non-tenured track faculty in the College of Nursing at the rank of associate professor or higher who will serve as Faculty Peer Reviewers for promotion for non-tenured track faculty;
 3. Only Faculty Peer Reviewers that hold the rank equal or superior to that rank for which the candidate is under review for promotion are eligible to review and vote;
 4. The Dean who will appoint the Chairperson who serves with voting privileges. The Chair may not hold an administrative role, which is defined as Department Chair or above in the College of Nursing; and
 5. The Chair who will receive all relevant materials and distribute these to the committee members at least ten (10) business days prior to a scheduled meeting.
- D. Provisions for Voting for Appointment, Promotion, Tenure, and Mandatory Reviews:
1. A simple majority of those members eligible to vote on a specific candidate will constitute a quorum for voting on the candidate.
 2. All members eligible to vote will be given an opportunity to vote anonymously in writing during the committee meeting. Alternatively, an anonymous electronic voting option will be provided to all members eligible to vote after the discussion of each candidate but before the committee meeting is adjourned. Committee members unable to attend the meeting in person or by telephone conference call will be given the opportunity to submit an anonymous electronic vote prior to the committee meeting. The Chair will poll eligible voting members to determine, prior to the committee meeting, if an anonymous electronic vote will be the sole method used for voting.
 3. A formal vote is recorded and a written recommendation prepared for the Dean. The report will contain a list of the members voting on the recommendation; the majority and minority views, if relevant; and the summary vote.
 4. All recommendations are advisory to the Dean.

Section 2. Curriculum Committees

The Curriculum Committee oversees the curriculum development and management of the College of Nursing Academic Programs.

- A. The purpose of the College of Nursing Curriculum Committee is to develop, review, and make recommendations in educational offerings in accordance with the mission, goals, and expected outcomes of the College of Nursing. These offerings reflect established, national professional nursing standards; guidelines; and aspirations as well as the needs and expectations of the community of interest. The Committee maintains the College of Nursing's curricula for the program's integrity.
- B. The functions of this Committee are to:
 - 1. Develop, review, and make recommendations for major changes in the College of Nursing's academic programs. These include:
 - i. Program proposals,
 - ii. Program revisions,
 - iii. Curriculum proposals,
 - iv. Curriculum revisions,
 - v. Course proposals,
 - vi. Substantive course changes, and
 - vii. Other matters relative to the educational programs of the College of Nursing;
 - 2. Review evaluation data and make recommendations for change;
 - 3. Ensure that the curricula reflect the philosophy, purpose, and preferred outcomes of the College of Nursing and University;
 - 4. Assess professional and educational trends and their relevance for curricula; and
 - 5. Forward recommendations for revisions and additions to the Faculty Organization for approval.
- C. The Committee shall be composed of:
 - 1. A minimum of five (5) elected regular faculty members, none of whom hold an administrative position defined as CON Chair or above in the College of Nursing, and at least one (1) member from each department: Acute and Tertiary

Care Department, Health Promotion and Disease Prevention Department, and Community and Population Health Department. Members should evenly represent teaching primarily in the BSN and DNP programs. All elected faculty members will have voting privileges;

2. One (1) student from each program (BSN, DNP) without voting privileges appointed annually by the Executive Associate Dean of Academic Affairs;
 3. The BSN and DNP Program Directors and PhD Program Director, ex officio, and Concentration Coordinators as needed without voting privileges;
 4. The Academic Affairs Program Coordinator who also attends as a non-voting member; and
 5. The Executive Associate Dean of Academic Affairs who is without voting privileges except in the event of a tie.
- D. The Executive Associate Dean of Academic Affairs shall serve as the chair of the committee. The function of the Chair is to:
1. Preside over curriculum meetings;
 2. Prepare an agenda; and
 3. Work with the Academic Affairs Program Coordinator in preparing the minutes for each faculty meeting.
- E. Committee members will serve two (2)-year staggered terms and may be re-elected.

Section 3. Admission Committee

- A. The purposes of this Committee are to:
1. Review and evaluate applicants for the College of Nursing educational programs benchmarked with established criteria and
 2. Recommend students for admission into the College of Nursing's educational programs.
- B. The functions of this Committee are to:
1. Forward recommendations regarding admission and readmission of students to the Faculty Organization and the Executive Associate Dean of Academic Affairs and
 2. Review and recommend candidates to the Dean for admission to the College of Nursing's educational programs.

- C. The Committee shall be composed of:
1. The Assistant Dean of Student Affairs who shall serve as Chairperson without voting privileges, except in the case of a tie;
 2. The DNP concentration coordinators, BSN concentration coordinators (traditional and accelerated), and program directors with voting privileges;
 3. The Executive Associate Dean of Academic Affairs who shall serve as an ex-officio member without voting privileges.

Section 4. Progression Committee

- A. The purposes of this Committee are to:
1. Serve as an advisory committee to the Dean;
 2. Review and recommend policies related to students to the Faculty Organization and Dean; and
 3. Review and recommend progression of students to the Dean.
- B. The functions of this Committee are to:
1. Review policies annually and forward recommendations to the Faculty Organization and the Dean concerning promotion, retention, and graduation of students;
 2. Develop policies and forward recommendations to the Faculty Organization and the Executive Associate Dean of Academic Affairs concerning promotion, retention, and graduation of the College of Nursing educational programs' students; and
 3. Present, via the Executive Associate Dean of Academic Affairs, committee recommendations to the Dean.
- C. The Committee shall be composed of (this committee does not have student representation):
1. A minimum of four (4) elected regular faculty members with voting privileges with a minimum of one (1) from each of the following Departments: Health Promotion and Disease Prevention, Acute and Tertiary Care, and Community and Population Health, none of whom hold an administrative position defined as CON Chair or above in the College of Nursing;

2. At least three (3) alternative regular faculty members, with one (1) from each department with voting privileges who will be elected to serve in the event that a standing committee member is unable to attend;
3. Program Directors who also attend as non-voting members;
4. The Executive Associate Dean of Academic Affairs who shall attend meetings as a non-voting member and present committee recommendations to the Dean;
5. The Assistant Dean of Student Affairs who shall serve as Chairperson without a vote except in the case of a tie; and
6. Members who will serve two (2)-year staggered terms and may be reappointed to additional terms.

Section 5. Executive Committee

- A. The purposes of this Committee are to:
 1. Facilitate communication among the College of Nursing administrators and Faculty Organization;
 2. Coordinate the activities of the College of Nursing; and
 3. Serve as an Advisory Committee to the Dean.
- B. The functions of this Committee are to:
 1. Review and approve the calendar for the College of Nursing;
 2. Lead strategic planning efforts of the College of Nursing and monitor implementation of the strategic plan;
 3. Coordinate and plan for accreditation activities;
 4. Make recommendations regarding needs/resources for the College of Nursing and the faculty; and
 5. Review and monitor the annual budget and make recommendations.
- C. The membership on the committee is determined by the Dean.

Section 6. Evaluation Committee

- A. The purposes of this Committee are to:
 1. Develop and monitor an ongoing systematic Master Evaluation Plan, college

- outcome data, and associated activities and
2. Present summarized evaluation data to appropriate committees, individuals, or groups.
- B. The functions of this Committee are to:
1. Develop strategies for implementation of the evaluation plan for the College consistent with accreditation standards;
 2. Review and evaluate college outcomes;
 3. Present recommendations for evaluation to the College of Nursing faculty for approval; and
 4. Provide summarized evaluation data and recommendations for change to the appropriate Committee(s), individuals, or groups.
- C. The Committee shall be composed of:
1. A minimum of one (1) elected regular faculty member with voting privileges who does not hold an administrative position defined as CON Chair or above in the College of Nursing from each of the following Departments: Health Promotion and Disease Prevention, Acute Tertiary Care, and Community and Population Health;
 2. The Nursing Program Coordinator who will serve as a non-voting member;
 3. The Assistant Dean of Student Affairs who will serve as a non-voting member;
 4. The Dean who will serve as a non-voting member;
 5. The BSN and DNP Program Directors who will serve as voting members; and
 6. The Executive Associate Dean of Academic Affairs who will serve as Chair without a vote except in the case of a tie.

Section 7. Student Awards and Honors Committee

- A. The purposes of this Committee are to:
1. Periodically review eligibility criteria for awards and honors and
 2. Recommend students for awards and honors.
- B. The functions of this Committee are to:
1. Establish honors for students in the College of Nursing's educational programs and
 2. Select students for awards and forward recommendations to the faculty and Dean

for final approval.

- C. The Committee shall be composed of:
1. A minimum of one (1) elected regular faculty member with voting privileges who does not hold an administrative position defined as CON Chair or above in the College of Nursing from each of the following Departments: Health Promotion and Disease Prevention, Acute Tertiary Care, and Community and Population Health;
 2. The Assistant Dean of Student Affairs who shall serve as Chairperson without vote except in case of a tie;
 3. Each member who is to serve a two (2)-year staggered term and may be re-elected to additional terms; and
 4. Ad hoc student/alumni as appropriate to the award/honor.

Section 8. Faculty and Staff Awards Committee

- D. The purposes of this Committee are to:
1. Periodically review eligibility criteria for fellowships and awards and
 2. Recommend faculty and staff for fellowships and awards.
- E. The functions of this Committee are to:
1. Establish awards for faculty and staff in the College of Nursing's educational programs and
 2. Select faculty and staff for awards and forward recommendations to the faculty and Dean for final approval.
- F. The Committee shall be composed of:
1. Department Chairs in the College of Nursing from each of the following Departments: Health Promotion and Disease Prevention, Acute Tertiary Care, and Community and Population Health;
 2. A minimum of one (1) faculty member appointed by the Dean and a minimum of one (1) staff member appointed by the Dean;
 3. Ad hoc student/alumni as appropriate to the award/honor;
 4. The Dean who shall serve as Chairperson without vote except in case of a tie; and
 5. The appointed faculty member and staff member who are to serve a two (2)-

year staggered term and may be appointed to additional terms.

Section 8. Practice Committee

- A. The purpose of this committee is to serve in an advisory capacity to the Dean in the College of Nursing. This committee will be activated at the direction of the Dean.
- B. The functions of this committee are to:
 - 1. Participate in the development of faculty practice activities, policies, and protocols that articulate the integration of research, teaching, practice, and service;
 - 2. Identify and review appropriate faculty practice enterprises and propose a strategic plan for faculty practice initiatives;
 - 3. Provide advice for the faculty related to practice credentialing, risk management, and performance improvement policies;
 - 4. Provide guidance to faculty and administration on the fiscal and/or operational matters in the faculty enterprises; and
 - 5. Assist with the annual report for the Dean.
- C. The membership on the committee is determined by the Dean.

Section 9. Bylaws Committee

- A. The purpose of this Committee is to assure that the College of Nursing's Bylaws are consistent with the University of Tennessee Health Science Center's Faculty Handbook and the goals of the University of Tennessee Health Science Center's Faculty Senate. When inconsistencies exist between CON Bylaws and the UTHSC Faculty Handbook, the UTHSC Faculty Handbook supersedes the CON Bylaws.
- B. The functions of the Committee are to:
 - 1. Review the College of Nursing's Bylaws annually for consistency with the University of Tennessee Health Science Center's Faculty Handbook and other University of Tennessee Health Science Center and University of Tennessee Board of Trustees policies;
 - 2. Make recommendations for amendments/changes to the College of Nursing's Faculty Bylaws to the Faculty Organization; and
 - 3. Provide advice, guidance, and interpretation of Bylaws to the Faculty

Organization and members of the faculty.

- C. The Committee shall be composed of:
1. A minimum of four (4) regular faculty members with voting privileges, none of whom hold an administrative position defined as CON Chair or above in the College of Nursing, and at least one (1) faculty to be elected from each department: Health Promotion and Disease Prevention, Acute Tertiary Care, and Community and Population Health (see Article V, Section 2);
 2. The immediate past Chair of the College of Nursing's Faculty Organization who typically serves as the chairperson. If an immediate past Chair of the CON Faculty Organization is not available, the Chair will be elected from the committee members; and
 3. Committee members who will serve two (2)-year staggered terms and may be re-elected.

Section 10. Nominating Committee

- A. The purpose of this Committee is to provide qualified candidates to fill positions in the standing College of Nursing committees.
- B. The functions of the Committee are to:
1. Prepare a list of open positions for which election/appointment is required, utilizing the standards for committee membership and terms of service as defined in the CON Bylaws;
 2. Seek willing and qualified candidates from among the CON regular full-time faculty who, after consultation with their CON Chair, have affirmed their availability to serve as described in the CON Bylaws; and
 3. Propose candidates to the Faculty Organization at the annual meeting of the Faculty Organization and/or to fill vacancies on Standing Committees throughout the academic year.
- C. The Committee shall be composed of:
- A minimum of three (3) elected regular faculty members with voting privileges, none of whom hold an administrative position defined as Department Chair or above in the College of Nursing, and at least one (1) faculty to be elected from each of the following Departments: Health Promotion and Disease Prevention, Acute Tertiary Care, and

Community and Population Health. The Faculty Organization Chair will serve as Chair of the Nominating Committee without voting privileges except in the event of a tie.

Section 11. Committee for Equity and Inclusion

- A. The Committee’s purpose is to serve in an advisory capacity to the CON Executive Team in engaging faculty, staff, and students as it relates to promoting equity, diversity, and inclusion.
- B. The functions of the Committee are to:
 - 1. Annually review select policies, procedures, and practices as appropriate and forward recommendations to the Executive Team;
 - 2. Develop strategies and forward recommendations to the Executive Team concerning recruitment and retention to ensure equity and diversity among faculty, staff, and students;
 - 3. Review and recommend to the Executive Team strategies to create an equitable and inclusive workspace for faculty, staff, and students, grounded in the commitment to listening to perspectives from differing backgrounds, showing respect, and encouraging open collaboration and communication; and
 - 4. Provide advice, guidance, and resources to members of the CON that promote diversity, equity, and inclusion.
- C. The Committee shall be composed of:
 - 1. One (1) faculty and one (1) staff member who shall serve as co-chairs appointed by the Dean;
 - 2. One (1) faculty representative elected from each of the following Departments: Health Promotion and Disease Prevention, Acute Tertiary Care, and Community and Population Health;
 - 3. One (1) non-exempt staff representative and one exempt staff representative elected by the CON staff members (staff representatives should be from different administrative units, i.e., Student Affairs, Academic Affairs, Business Office, etc.);
 - 4. One (1) to two (2) community member(s) recommended by the nominating committee and appointed by the Dean;
 - 5. One (1) student representative recommended by Program Directors and

appointed by the Dean from each of the following programs: BSN, DNP, and PhD; and

6. One (1) member of the Executive Team, appointed by the Dean, who will serve as a non-voting member.
- D. Committee member term and selection:
- a. Each faculty and staff member will serve a two (2)-year staggered term and may be re-elected to additional terms; each community member and student representative will serve a one (1)-year appointed term and may be reappointed to additional terms at the discretion of the Dean.
- E. Meeting schedule:
- a. The Committee shall meet monthly or at the request of the Dean.

ARTICLE X

SPECIAL COMMITTEES (AD HOC)

Ad Hoc Committees of the Faculty

- A. The Chairperson of the Faculty Organization or the Dean may appoint special Committees for specific purposes for a limited period of time.

ARTICLE XI
PROCEDURES FOR INITIATION OF
APPOINTMENT TO THE FACULTY

- A. Recommendation for initial appointment is ordinarily initiated by a Director or Chair of the search Committee and given to the Dean. Appointments may be made at any time during the calendar year.
- B. The Chair shall consult with the CAPT Committee as well as departmental faculty before nominations are forwarded.
- C. The following documents should also be submitted with the recommendation:
 - 1. Certified copies of the documentation of degree work, professional licensure, and certification;
 - 2. A current curriculum vitae;
 - 3. Two (2) supporting letters of recommendation are required. For potential new faculty members who have previously held faculty or traineeship positions at UT or affiliated institutions, the letters may be internal. For potential new faculty members who join UT Health Science Center from another institution, the letters should be from that institution, or other sources outside UT Health Science Center, or both. For potential faculty members who are being considered for their first faculty appointment or who have completed their highest degree within the past three (3) years, one (1) of the letters of recommendation should ordinarily be from the major professor supervising the award of the degree;
 - 4. For faculty whose native language is not English, a completed “Certification of Effective Communication in English” is required. Determination of the ability to communicate effectively with students in English is typically made through individual or small group discussions and presentations with/to faculty members, students, and college administrators; and
 - 5. Any written comments or evaluations from faculty.
- D. The original appointment of an individual to specific faculty rank must be based on credentials. Candidates will be evaluated with respect to performance in academic and scholarly activities appropriate to their fields of expertise. Although credentials are the prime factor, contributions to the overall development and goals of the institution and the CON will be considered.

ARTICLE XII
CRITERIA for ACADEMIC RANKS

Each faculty position in the College of Nursing has its own distinctive requirements that will be outlined in the appointment letter, but the following are basic guidelines for all College of Nursing faculty. Deficiencies in some aspect(s) may be counterbalanced by superiority in others. Academic ranks with or without modifiers for faculty appointment and promotion include Instructor, Assistant Professor, Associate Professor, and Professor. Academic rank and the award of tenure are separate at The University of Tennessee Health Science Center. For further clarification of faculty appointments, please see the Faculty Handbook Section 6.1–6.4.

Requirements for appointment in or promotion to the faculty are as follows:

Section 1. Instructor

Depending on the distinctive requirements contained in the letter of appointment, a faculty member with the rank of Instructor is expected to:

1. Hold an earned doctorate or master's degree in a specialty and experience appropriate to the particular appointment;
2. Hold a current license in the state of practice if a member of a health profession requiring professional licensure;
3. Hold the appropriate certification if practicing in a health profession that provides certification as a practice credential;
4. Exhibit a commitment to the University's mission; and
5. Demonstrate evidence of ability to relate effectively to students and/or professional colleagues.

The rank of Instructor is considered transient for tenure-track faculty. If the credentials of the individual are not yet adequate to judge whether he/she will merit a more permanent faculty appointment in this institution, then a critical decision on retention and promotion of an Instructor should be made no later than three (3) years after the initial appointment.

Section 2. Assistant Professor

The rank of Assistant Professor may be granted to tenure-track or non-tenured track faculty. Depending on the distinctive requirements contained in the letter of appointment, a faculty member with the rank of Assistant Professor is expected to:

1. Hold the doctorate or other terminal degree of the discipline or equivalent training;
2. Possess experience appropriate to the particular appointment;
3. Demonstrate potential for excellence in teaching;
4. Demonstrate potential for excellence in research/creative and/or scholarly activity;
5. Demonstrate potential for excellence in service;
6. Have demonstrated the ability to relate effectively to students or professional colleagues;
7. Demonstrate potential for excellence in patient care when applicable; and
8. Hold licensure in the state of practice and/or board certification in his/her discipline when applicable.

The rank of Assistant Professor ordinarily encompasses the years immediately following the completion of doctoral education during which the faculty members are expected to develop expertise in their chosen field of endeavor. No later than the third year of appointment are the individuals expected to demonstrate that they have a commitment to scholarship in an area of research or advanced practice.

Section 3. Associate Professor

The rank of Associate Professor may be granted to tenure-track or non-tenured track faculty. Depending on the distinctive requirements contained in the letter of appointment (Section 4.7.2), a faculty member with the rank of Associate Professor is expected to:

1. Hold the doctorate or other terminal degree of the discipline or equivalent training and experience appropriate to the particular appointment;
2. Demonstrate significant contributions as a teacher and a strong likelihood of continuing effectiveness;
3. Demonstrate significant contributions as a researcher and/or scholarly or professional attainment and a strong likelihood of continuing effectiveness;

4. Demonstrate significant contributions to service and a strong likelihood of continuing effectiveness;
5. Have demonstrated an ability to relate effectively to students and professional colleagues;
6. Participate actively in professional associations;
7. Have held the rank of Assistant Professor at UTHSC or other reputable academic institutions for at least four (4) years (earlier promotions may be recommended in exceptional cases, however); and
8. Demonstrate significant contributions to patient care when applicable and hold licensure in the state of practice and/or board certification in his/her discipline when applicable.

Section 4. Professor

The rank of Professor may be granted to tenure-track or non-tenured track faculty.

Depending on the distinctive requirements contained in the letter of appointment (Section 4.7.2), a faculty member with the rank of Professor is expected to:

1. Hold the doctorate or other terminal degree of the discipline or have equivalent training and experience appropriate to the particular appointment;
2. Demonstrate a clear and convincing record of a high level of sustained effectiveness as a teacher;
3. Demonstrate a clear and convincing record of a high level of sustained effectiveness in research and/or scholarly activity;
4. Demonstrate a clear and convincing record of a high level of sustained effectiveness in service;
5. Demonstrate the ability to relate effectively to students and professional colleagues;
6. Have a national or international reputation in the discipline;
7. Have held the rank of Associate Professor at UTHSC or other reputable academic institutions for at least five (5) years (earlier promotion may be recommended in exceptional cases);
8. Demonstrate a clear and convincing record of a high level of sustained effectiveness in patient care when applicable; and
9. Hold licensure in the state of practice and/or board certification in his/her discipline when applicable.

ARTICLE XIII
PROCESS FOR EFFECTING PROMOTIONS

The process to be followed for promotion is similar to that for tenure in regard to the nomination; preparation of the dossier by the candidate; letters of evaluation; and review and vote by the College of Nursing Appointment, Promotion, and Tenure Committee. The review for promotion is directed at the criteria for the specific rank. The Department Chair's recommendation with explanation for the recommendation is also to be provided to the faculty member up for promotion. The Department Chair's recommendation is provided to the CAPT Committee.

Minimum Scholarship Requirements for Promotion:

The dossier of a candidate for promotion who is tenured or on tenure track must include at least the following items that are relevant to the period of time related to this promotion:

1. Current Curriculum Vitae in the form required by UTHSC;
2. The initial appointment letter and annual reappointment letters, with all figures related to salary or income being completely obscured;
3. Annual accomplishments and goals, written by the candidate, since accepting a tenure-track faculty appointment at UTHSC;
4. Summaries of Annual Performance-and-Planning Reviews, written by the Chair and the faculty member's responses, if any, that correspond to the annual accomplishments and goals of item 3 above;
5. Documents pertaining to the candidate's Interim Review, if relevant; and
6. External reviews (Faculty Handbook, Section 4.11.2.1).

The Chair of the Promotion and Tenure Committee is responsible for this process at the collegiate level and should normally solicit twice the number of minimum required letters of evaluation using the following guidance. A standard form letter must be used for all candidate members within a college (Refer to Faculty Handbook Section 4.11.2.1).

1. Materials to be sent to evaluators:
 - a. Candidate's current curriculum vitae;
 - b. Relevant supporting materials from the candidate's dossier, e.g., teaching portfolio, sample publications (generally no more than 2), summary of student and/or peer evaluations of teaching, etc.;
 - c. College and (if applicable) departmental Bylaws and UTHSC Faculty Handbook statements of criteria for the specific action(s) (e.g., promotion, tenure, or both); and
 - d. Materials requested to be included by the candidate.
2. General information to provide to evaluators in the request for evaluation:
 - a. Candidate's name;
 - b. Nature of the specific action(s) under consideration (e.g., promotion, tenure, or both);
 - c. Request for reviewer to comment on the candidate's academic progress based on materials provided and/or the evaluator's personal knowledge of the scientific and/or professional contributions of the candidate;
 - d. Request for reviewer to provide a frank appraisal of (1) the candidate's research abilities and creative achievements, including papers given at scholarly meetings; (2) the quality of his/her publications or other creative work; (3) his/her reputation or standing in the field; and (4) his/her potential for further growth and achievement. Reviewers may also be asked to rate the candidate's contributions in comparison with others they have known at the same stage of professional development;
 - e. Request for reviewer to state the nature of any association with the candidate;
 - f. Request for reviewer to state precisely what the letter of evaluation covers (e.g., promotion, tenure, or both);
 - g. Request for letters to be submitted on institutional letterhead with the evaluator's signature that includes rank as well as tenure status; and
 - h. Date when letter of evaluation must be received during the review cycle.
3. All letters should be addressed to the individual responsible for this process at the collegiate level.
4. Letters may be submitted via postal mail or email.
5. Whenever possible, external letters should be sought from (a) individuals at UTHSC's comparable or aspirational peer institutions or (b) from an outside institution similar to UTHSC (e.g., academic health science center or research-intensive institution).

6. All letters solicited and received, even if more than the required minimum number, must be included in the dossier unless the UTHSC Chief Academic Officer approves their removal from the review process.

Peer review of teaching (Faculty Handbook, Section 4.11.2.2). (Please see Appendix C for “Peer Review of Teaching Process Between the College of Nursing and the Teaching and Learning Center”)

Peer Review of Teaching

Formal review of faculty teaching is intended to foster and acknowledge teaching excellence, which the College of Nursing (CON) values as essential to achieve its teaching mission. A periodic review of teaching performance provides the opportunity to assess the need for professional development in this mission area and ultimately enhance teaching skills among all CON faculty regardless of tenure status or rank.

Peer review of teaching is required for all tenure candidates. This requirement applies to tenure candidates who will be reviewed in the tenure review cycle each academic year. The peer review of the teaching process must include observation of teaching, irrespective of the subject being taught; the mode of course delivery (i.e., face-to-face, online, hybrid); and the instructional method (i.e., lecture, lab, seminar, research, clinical, independent study) as well as the other activities related to the assessment of teaching (e.g., teaching materials, syllabi, assessment methods, and learning outcomes).

The setting and teaching session for each peer review should be representative of the faculty member’s usual teaching assignment and determined by the faculty member in concert with their Department Chair. Assessment data resulting from the peer review of teaching should be submitted as part of the faculty member’s next annual review. A formal improvement plan must be developed as part of the next annual performance review should the peer review of teaching assessment indicate the need for improvement.

The peer review assessment must be included as part of the tenure-track faculty member’s next annual performance and planning review. A faculty member undergoing review for promotion to the next rank must also include the peer review assessment as part of their next annual performance and planning review. The Department Chair and faculty member must develop a formal written

improvement plan as part of the next annual review for all faculty whose initial peer review of teaching indicates one or more ratings of *needs improvement*. A minimum of two (2) peer reviews of teaching in the faculty member's primary teaching setting are required for every tenure-track faculty member, typically during the second and fourth years of the probationary period. The setting that is representative of the faculty member's teaching responsibilities is to be determined by the Department Chair in consultation with the faculty member. Faculty who disagree with their peer review of teaching assessment can appeal through the provisions specified in Section 7 of the UTHSC Faculty Handbook.

Selection of Peer Review Evaluators

A minimum of two (2) full-time faculty members appointed to the College of Nursing at the rank of Associate Professor or Professor, irrespective of tenure status, shall be selected to perform peer reviews of teaching. The Associate Dean for Academic Affairs identifies the potential pool of evaluators in collaboration with the Department Chairs. Evaluators from the Department of Acute and Tertiary Care, Department of Health Promotion and Disease Prevention, and Department of Community and Population Health will be eligible to serve as evaluators. The faculty member undergoing peer review should submit a list of potential evaluators from the list of those who have completed training for the work of conducting/teaching peer reviews to their Department Chair. The faculty member and Department Chair should formally discuss the pool of potential evaluators. Concerns regarding any potential conflicts of interest should be revealed during this meeting before selecting the two (2) evaluators who will complete the peer review process. All faculty evaluators will be required to complete a training program for evaluating teaching effectiveness with the Director of the UTHSC Teaching and Learning Center before conducting the assessment. The selected evaluators will be notified of the peer review evaluation assignment by the Associate Dean for Academic Affairs.

Teaching Settings

The faculty member who will undergo the teaching peer review will, in consultation with the Department Chair, select the teaching setting used for the evaluation. The setting and course chosen should be consistent with the faculty member's assigned teaching responsibilities in the college.

Evaluation Process and Assessment Tools

The assigned evaluators will conduct a pre-observation orientation by email, telephone, or video conference with the faculty member undergoing review to determine what they expect to accomplish with students during the observed teaching session. Before the teaching session, the faculty member will give the evaluators the session objectives and teaching materials for review. The evaluators will, independently and during distinct sessions, complete the approved Evaluation of Teaching Form that must include observation of teaching, irrespective of the subject being taught; the mode of course delivery (i.e., face-to-face, online, hybrid); and the instructional method (i.e., lecture, lab, seminar, research, clinical, independent study) as well as the other activities related to the assessment of teaching (e.g., teaching materials, syllabi, assessment methods, and learning outcomes). The evaluators will independently submit their completed assessment form within two (2) weeks of the evaluation to the Department Chair and Associate Dean for Academic Affairs, including specific written examples depicting strengths and areas of concern. The Department Chair will review and share the evaluator's assessment, including comments and rating, with the faculty member. Faculty members undergoing evaluation will have the opportunity to evaluate the peer review process and the evaluator.

Identification of Faculty for and Timing of Peer Review of Teaching

All CON tenure-track faculty members, as required by university policy, must undergo peer review of their teaching. Non-tenure track faculty seeking a promotion as required by the College of Nursing will also be required to undergo peer review of teaching.

Members of the CAPT Committee will review the candidate's dossier and derive a numerical evaluation score on the performance metrics document. This evaluation is based on the minimum criteria for rank and the level of accomplishments and goals since the time of appointment or last promotion. While no promotion should be made solely based on points, the points system of the performance metrics defines a minimum level of accomplishment. The expectations for promotion are as follows:

- a. For promotion to Assistant Professor, the candidate should normally receive a total score of 3.5 points if he/she does not have a clinical practice and 4.0 points if he/she has

clinical care responsibilities.

- b. For promotion to Associate Professor, the candidate should normally receive a minimum of 6 points from activities since appointment or last promotion.
- c. For promotion to Professor, the candidate should normally receive a minimum of 7.5 points from activities since appointment or last promotion.

After review of the dossier and discussion, a formal anonymous vote is recorded. A written report is prepared for the Dean, consisting of the list of faculty members in attendance; the majority and minority views, if relevant; and the summary vote. A simple majority of those eligible to vote is necessary for a positive recommendation. A positive or negative vote is recorded on each candidate, and this written report and all supporting documents are forwarded to the Dean. In case of a split vote that cannot be reconciled, the vote and supporting documents will be forwarded to the Dean for review and decision.

The Dean will make a recommendation based on advice of the CAPT Committee, the Department Chair, and the faculty peers as well as on the basis of other circumstances including personal knowledge of individuals (Faculty Handbook, Section 6.8.4). In the case of a positive recommendation by the Dean, he or she will advise the Chair. In a case of any negative recommendation by the Dean, the Dean will provide the individual faculty member and the Chair with written notice of that recommendation. The faculty member must be notified about the negative recommendation and informed of his or her right to appeal a negative decision through the Faculty Senate. The Dean's recommendations, whether positive or negative, will then be forwarded with all other supporting documents to the Chief Academic Officer for further processing, with a copy being provided to the faculty member under consideration at the same time (Appendix L – Procedure for the Final Probationary Review for the Award of Tenure).

ARTICLE XIV
CRITERIA FOR THE AWARD OF TENURE AND CAREER
DEVELOPMENT OF TENURE-TRACK FACULTY

Promotion in academic rank and the award of tenure are separate issues at The University of Tennessee. Except as otherwise provided in the Board's Policies Governing Academic Freedom, Responsibility and Tenure, a tenure-track faculty member must serve a probationary period prior to being considered for tenure. The probationary period at UTHSC shall be six (6) years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period so that what is treated as the first year of a faculty member's probationary period will not be shorter than six (6) months. If a faculty member has served in a tenure-track appointment at another institution, his or her total probationary service may extend beyond six (6) years.

The original appointment letter shall state the length of the faculty member's probationary period and the academic year in which he or she must be considered for tenure if he or she met the minimum eligibility requirements for consideration. The stipulation in the original appointment letter of the length of probationary period and year of mandatory tenure consideration does not guarantee retention until that time.

A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period.

For good cause related to procedural error (e.g., lack of due process), UTHSC and a tenure-track faculty member may agree in writing to extend a six (6)-year probationary period for a maximum of two (2) additional years. This proposed extension must be approved in advance by the UTHSC Chief Academic Officer, the Chancellor, The President (or designee), and the General Counsel (or designee).

The career development and evaluation process for regular full-time faculty members in the probationary period comprises a series of meetings involving the faculty member and the Dean or designee. The purposes of these meetings are to mutually establish academic goals for the faculty member, to evaluate the faculty member's performance in achieving these previously established goals, and to provide the faculty member with a routine opportunity to seek and receive advice and guidance from the Dean or Department Chair and the tenured faculty of the college. The career development and evaluation process includes (1) an initial meeting with the Dean or Designee, (2) Annual Performance-and-Planning Reviews, (3) an Interim Probationary Review, and (4) a Final Probationary Review. These processes are in keeping with and are fully described in the UT Health Science Center Handbook. Tenured faculty from the college participates in the Interim and Final Probationary Reviews.

Section 1. Criteria for Tenure Recommendation

The minimum criteria for a positive recommendation for the award of tenure at UTHSC and the College of Nursing are:

1. Fulfilling the distinctive requirements established in writing by the College of Nursing for the faculty position. The relative weighting is determined at the time of the initial appointment but may be changed during the probationary period by the Department Chair and the faculty member during the Annual Performance-and-Planning Reviews;
2. Possessing a record of academic achievement at UTHSC that strongly indicates that his/her performance as a regular full-time faculty member will meet the expectations and goals of the College of Nursing throughout his/her future academic career; and
3. Demonstrating teaching effectiveness and evidence of scholarship in research, service, or patient care are additional criteria for the College of Nursing.

Section 2. Career Development and Evaluation Process for Tenure-Track Faculty Members

The career development of a tenure-track faculty member begins with appointment and an appointment letter that clearly outlines the distinctive requirements for the faculty member. This

is followed by an initial meeting with the Dean or designee within the first 30 days of arriving at UTHSC. Annual Performance-and-Planning Reviews provide an opportunity for the faculty member and Department Chair to review his/her performance in achieving previously established goals, planning for the next year, and discussing the faculty member's progress toward tenure.

A. Interim Probationary Review:

For each tenure-track faculty member, the CAPT Committee and Department Chair or designee will conduct an enhanced review to assess and inform the faculty member of his or her progress toward the grant of tenure during the third or fourth year of the probationary period, with the year to be determined at the Department Chairs' discretion.

The two-part review will be conducted by the CAPT Committee and the Department Chair or designee at the same time as the Annual Performance-and-Planning Review or upon request. The Department Chair will request that the tenure-track faculty member prepare a dossier.

The dossier must include the following items:

1. A current curriculum vitae constructed according to the form required by UTHSC;
2. The initial appointment letter and annual reappointment letters with all salary figures obscured;
3. Annual accomplishments and goals, written by the candidate, since accepting a tenure-track faculty appointment at UTHSC; and
4. Summaries of Annual Performance-and-Planning Reviews, written by the Dean or designee, and the faculty member's responses, if any, that correspond to the annual accomplishments and goals of item 3 above.

The dossier may also contain additional documents relevant to the period of time related to this time period, including:

1. Sample publications;
2. Summaries of student teaching evaluations as well as other indicators of teaching performance; and
3. Letters of evaluation, which contain a subjective peer evaluation of a candidate's

accomplishments and professional standing.

The CAPT Committee will be notified by the Department Chair(s) of the availability of the dossier for review. Subsequently, the CAPT Chair will schedule a CAPT Committee meeting for discussion and deliberation of all the candidates for tenure. After review of the supporting materials and discussion of the candidate, a formal anonymous vote will be recorded by the CAPT Committee. A written report to the department chair will contain a list of the tenured faculty members who voted; all suggestions made; the majority and minority views, if relevant; and the summary vote. The department chair will meet with the tenure-track faculty member to discuss the recommendations. The department chair shall certify in the annual performance assessment that the review has been completed and note the results thereof. Summary copies of these Interim Review documents are given to the faculty member and placed in his/her personnel file. The purpose of the Interim Review is to establish a mutual understanding between the faculty member and the college leadership regarding his/her progress towards attainment of tenure. A negative Interim Review does not preclude the award of tenure but should place the candidate on notice of deficiencies, which must be corrected before tenure can be recommended. A negative review should be accompanied by a definite plan whereby the faculty member can meet the collegiate expectations that would allow a favorable recommendation at the end of the probationary period.

Alternatively, an unfavorable review may lead to a notice of non-reappointment of the faculty member. This will be undertaken in keeping with the UTHSC Faculty Handbook. A favorable Interim Review does not commit the College to a subsequent recommendation for tenure.

B. Final Probationary Review

1. A recommendation for the award of tenure to a faculty member of the College of Nursing is ordinarily initiated by the Department Chair. A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but not sooner than the next regular tenure cycle after completion of the first year of the probationary period. Faculty members who request an early consideration for tenure and who are not recommended for tenure by the Chancellor may seek tenure again on their regular schedule of the sixth year of probationary service but may not request an early consideration for tenure a second time. Award of tenure is recommended by the Dean of the College of

Nursing. Early or expedited tenure recommendations are recommended by the Dean of the College of Nursing with additional approval by the UT Board of Trustees.

- a. The faculty member in consultation with the department chair, shall compile a dossier. The dossier must include the following items:
 - 1) A current curriculum vitae constructed according to the form required by UTHSC;
 - 2) The initial appointment letter and annual reappointment letters with all salary figures obscured;
 - 3) Annual accomplishments and goals, written by the candidate, since accepting a tenure-track faculty appointment at UTHSC;
 - 4) Summaries of Annual Performance-and-Planning Reviews, written by the department chair, and the faculty member's responses, if any, that correspond to the annual accomplishments and goals of item 3 above;
 - 5) Number of Required Letters: The process for identifying external and internal reviewers by the candidate and the Department Chair are outlined in Section 4.11.2.1 of the UTHSC Faculty Handbook. The number of letters of evaluation and source (external or internal) are dependent on rank with or without tenure evaluation.
 - 6) Sample publications; and
 - 7) Peer reviews of teaching.

The CAPT Committee will be notified by the Department Chair (s) of the availability of the dossier for review and of a meeting time for discussion and deliberation of all the candidates for tenure. Notification of the meeting must be sent at least ten (10) working days prior to the time scheduled. After review of the dossier and a discussion of the candidate are conducted, a formal anonymous vote is recorded. The CAPT Committee prepares a written report containing a list of tenured faculty members in attendance; the majority and minority views, if relevant; and the summary vote for the Dean. A positive recommendation for tenure will be a simple majority of those eligible to vote. All

tenured faculty members will have the opportunity to review and vote on the recommendation to award tenure.

2. If the vote of the CAPT Committee is split and agreement is not possible, the vote will be recorded and forwarded to the Dean for review and a decision.
3. All recommendations, whether positive or negative, on each candidate and supporting documents are forwarded to the Dean for review.
4. The Dean will make a recommendation based on advice of the CAPT Committee, the Department Chair, and the faculty peers as well as on the basis of other circumstances including personal knowledge of individuals (Faculty Handbook, Section 6.8.4). In the case of a positive recommendation by the Dean, he or she will advise the Chair. In the case of any negative recommendation by the Dean, the Dean will provide the individual faculty member and the Chair with written notice of that recommendation. The faculty member must be notified about the negative recommendation and informed of his or her right to appeal a negative decision through the Faculty Senate.

ARTICLE XV

PLAN FOR REMEDIATION OF UNSATISFACTORY ANNUAL PERFORMANCE AND PLANNING REVIEWS FOR TENURED FACULTY MEMBERS

Enhanced Post-Tenure Performance Review (EPPR)

Enhanced Post-Tenure Performance Review (EPPR) is an expanded and in-depth performance evaluation conducted by a committee of tenured peers and administered by the chief academic officer. Procedures for conducting an EPPR are outlined in UTHSC Faculty Handbook in Appendix M.

ARTICLE XVI

PROCEDURE FOR COLLEGIATE APPOINTMENT, PROMOTION, AND TENURE COMMITTEE INVOLVEMENT IN TERMINATION OF TENURED FACULTY FOR ADEQUATE CAUSE

For termination proceedings for Adequate Cause of tenured or tenure-track faculty, the Bylaws shall provide participation by the tenured faculty of the department as outlined in Section 8.3.1 of the UTHSC Faculty Handbook.

APPENDIX A

PhD in NURSING SCIENCES FACULTY COMMITTEE

- A. The purposes of this Committee are to:
1. Serve as a link between the College of Graduate Health Sciences (CGHS) and the College of Nursing's PhD in Nursing Sciences (Program);
 2. Approve applicants for admission to the Program; and
 3. Evaluate the Program's curriculum and make recommendations for revision to the CGHS Curriculum Committee and Graduate Studies Council.
- B. The functions of this Committee are to:
1. Follow the CGHS Bylaws and Policies;
 2. Respond to and make recommendations to the CGHS Graduate Studies Council. The Director of the Program is a member of the Graduate Studies Council;
 3. Forward to the Dean of the CGHS the names of applicants recommended for admission in the Program;
 4. Monitor student progress and make recommendations for student progression and retention in the Program;
 5. Evaluate and recommend changes in the curriculum in the context of relevant trends in nursing sciences, education, and research; and
 6. Forward recommendations for curricular or course changes to the CGHS Curriculum Committee and Graduate Studies Council.
- C. The Committee shall be composed of:
1. Full-time or part-time College of Nursing faculty members who have been approved by the CGHS to serve on student committees or serve on student committees and direct dissertations;
 2. Full-time faculty members to whom voting privileges have been extended and who have been approved by the CGHS to serve on student committees or serve on student committees and direct dissertations; and
 3. The Chairperson of this Committee who is the Director of the Program.

APPENDIX B

PROCEDURE FOR REVIEWING AND RECOMMENDING TO THE DEAN ACTION ON INITIAL NOMINATIONS FOR APPOINTMENT AS TO RANK

The Collegiate Appointment, Promotion, and Tenure (CAPT) Committee reviews and recommends to the Dean action on initial nominations for appointment as to rank. The Chair sends the Curriculum Vitae (CV) of the faculty candidate to members of the CAPT committee prior to the faculty applicant's interview. The Department Chair will submit to the Chair of the CAPT Committee (hereafter referred to as Committee Chair) a letter specifying his/her recommendation relative to the potential rank of the faculty applicant along with a copy of the faculty applicant's CV. The Committee Chair will distribute electronically the recommendation letter and faculty candidate's documents from his or her dossier to the CAPT Chair. The CAPT Chair will submit the letters and documents electronically to CAPT Committee members. The CAPT committee will be polled to determine if a meeting is needed to discuss the faculty applicant.

Committee members who cannot attend the meeting in person will be given the opportunity to attend via telephone conference and vote electronically prior to the meeting. During the meeting, the CAPT Committee will deliberate and vote on the faculty candidate via anonymous electronic ballot prior to adjourning the meeting. Minutes of the meeting will be recorded to document views about the faculty candidate. If the CAPT Committee elects to forgo a meeting to discuss the faculty candidate, the Committee Chair will report to the committee the final vote. The final vote and recommendation will be provided to the Dean in writing by the Department Chair.

APPENDIX C

PEER REVIEW OF TEACHING PROCESS BETWEEN THE COLLEGE OF NURSING AND THE TEACHING AND LEARNING CENTER

Introduction

The process described below provides a framework for a collaborative effort between the College of Nursing (CON) and the Teaching and Learning Center (TLC) regarding the peer review of teaching. The process strives to balance the disciplinary expertise of the CON faculty with the pedagogical expertise of TLC consultants.

The process also assumes the following guiding principles:

1. There are many ways to teach well;
2. The process can be filled with anxiety, both for the reviewer and the reviewee;
3. Reviewers must be aware of personal biases or judgments;
4. Peer review of teaching builds on the reviewee's strengths;
5. Reviewer feedback should be timely and thoughtful; and
6. The goal is to determine if teaching is effective, not whether it conforms to the reviewer's experiences.

Explanation of Roles of Individuals Involved in the Process

Each member of the peer review team has specific roles as outlined in this document. Clarity regarding the role of each team member facilitates clear communication regarding expectations for each member during the planning, implementation, and reporting phases of the peer review of the teaching process. The process includes the faculty member who is undergoing the peer review of the teaching process (reviewee), the faculty member who conducts the review (peer reviewer), the consultant from the Teaching and Learning Center (TLC consultant) whose role is advisory, and the Department Chair.

Faculty who undergo peer review of their teaching will include all tenure-track faculty members as

required by university policy. Non-tenure track faculty seeking promotion will also be required to undergo peer review of teaching as specified in the CON policy. For both tenure-track and non-tenured track faculty, the timing of this review will be determined conjointly by the faculty member and their Department Chair, irrespective of tenure status. Faculty may also make a formal request to their Department Chair to have a peer review of their teaching. Finally, the Department Chair may request a peer review of a faculty member's teaching if there is an issue with the faculty member's teaching performance and if the Dean approves the request.

Peer reviewers are full-time faculty members appointed to the College of Nursing (CON) at the rank of Associate Professor or Professor in each of the college's departments, irrespective of tenure status. The CON Associate Dean of Academic Affairs selects faculty who serve in the pool of peer reviewers that will participate in the peer review of the faculty who undergo evaluation. All peer reviewers are required to complete a training program with the Director of the TLC before conducting a peer-review assessment.

The TLC consultant serves in an advisory role. In the CON's peer review of the teaching process, the TLC consultant provides guidance and support, such as resources to the faculty under review and the peer reviewer conducting the peer review process. For example, if a faculty member who has undergone the peer review process has developmental needs, the TLC consultant can identify relevant teaching resources, including strategies and webinars, to address specific concerns identified during the peer review of the teaching process. The second example of a TLC consultant assisting with the peer review of the teaching process is the provision of information related to the teaching philosophy, which influences the faculty member's assumptions, values, and beliefs about teaching and potentially learning. The TLC consultant will share readings before the initial planning meeting for the peer reviewing of teaching because understanding a faculty member's teaching philosophy informs how they teach. The consultant will discuss this issue with both the faculty undergoing the review and the faculty peer reviewer at the initial meeting that starts the peer review of the teaching process.

The Department Chair collaborates with the faculty member to determine the timing of the peer

review of teaching. They also receive from the faculty member undergoing review a list of potential peer reviewers from the pool of faculty formally trained by the Director of the TLC to serve in this capacity. All reviewers must complete this formal training before conducting a peer review.

Collaboratively, the faculty member and Department Chair discuss and agree upon the selected reviewers for each review, as the CON process for peer review of teaching requires two separate reviews conducted during two different times. The Associate Dean for Academic Affairs will notify by email the selected reviewers of the peer review assignment.

Steps in the Process

Step 1. The purpose of the first meeting is to understand better the teaching style of the individual being reviewed. Participants should walk out of the meeting with an agreement on what will be observed.

Activity

Meeting between the faculty peer reviewer and person being reviewed (reviewee).

Topics for discussion

1. Faculty member's teaching philosophy. What is the overarching goal for what they hope to accomplish with students over the course of the term?
2. Discussion of "situational factors":
 - a. The specific context of the teaching and learning situation,
 - b. What employers are expecting graduates to be able to do,
 - c. Review of relevant program outcomes,
 - d. Nature of the course content,
 - e. Characteristics of the teacher (e.g., 1st course taught or experienced teacher; number of years teaching; face-to-face, hybrid, or on-line teaching experience), and
 - f. Characteristics of the students (program, level of program, accelerated degree).
3. Review syllabus:
 - a. Course and module learning outcomes and
 - b. Overall course structure. How do classroom activities and student evaluations connect to the course and module learning outcomes?
4. Agree on the best sessions to attend.

5. Faculty reviewee provides the faculty reviewer with the objectives and teaching material for review.
6. Provide faculty undergoing review a copy of the appropriate evaluation form and discuss, making sure that everyone agrees on what each of the questions is asking and what the peer reviewer will assess.

Post-Meeting

1. The TLC consultant will be available to the faculty peer reviewer if there are questions regarding applying the teaching philosophy and learning goals to the evaluation rubric. The TLC consultant will also be available to faculty who have identified needs to help them identify resources and learning opportunities to enhance their teaching effectiveness.

Step 2.

Activity

The peer reviewer attends class and writes notes about observations based on the relevant peer review form.

1. Arrives at class ahead of time;
2. Sits somewhere that is not distracting to the student or faculty member;
3. Creates a log of the class session, including observations, impressions, and questions, both verbal and non-verbal;
4. Stays for the entire class; and
5. Does not intervene in the teaching during the observation.

If the session evaluated is an online module, the reviewer will enter the course, assess all aspects of the course module, including alignment between module objectives and learning activities such as discussion boards, quizzes, and other assignments. If the teaching session evaluated is a lab session or mentoring meeting, the reviewer will follow the steps described above for attending a class.

Post-Class

1. Faculty undergoing peer review sends written reflections to the faculty peer reviewer regarding what went well and what could be improved for the class that was assessed.
2. Faculty undergoing peer review completes an evaluation of the peer-review process and the faculty peer reviewer. They will forward the peer-review process evaluation to the Associate Dean for Academic Affairs. The faculty peer reviewer's Department Chair receives the assessment of the faculty peer reviewer.

Step 3.

Activity

The faculty peer reviewer completes the quantitative and qualitative portions of the appropriate peer review of teaching form depending on the type of teaching session evaluated (e.g., online, hybrid, face-to-face classroom, lab experience, mentoring meeting, or clinical course session). The report must include ratings in each area of the form along with specific written strengths and areas of concern. The final report should be completed within two (2) weeks of the peer review and submitted to both the Associate Dean of Academic Affairs and the Department Chair of the faculty undergoing peer review.

Step 4.

Activity

The Department Chair meets with the faculty receiving the peer review. During the process, the two individuals will:

1. Review the documents, encouraging the faculty receiving the peer review to make comments and share insights that were a part of the self-reflection completed after the meeting and
2. Invite the faculty receiving the peer review to participate in additional conversations with or to seek advice from the TLC.

Assessment data resulting from the peer review of teaching becomes part of the faculty member's next annual review and tenure and promotion dossier. The Department Chair and faculty member must develop a formal improvement plan as part of the next annual performance review if the peer review of teaching assessment indicates the need for improvement.