



Western
University
OF HEALTH SCIENCES

College of
Graduate Nursing

CGN FACULTY HANDBOOK

Western University of Health Sciences

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List of Acronyms

AACN: American Association of College of Nursing

BRN: Board of Registered Nursing

CCNE: Collegiate Commission on Nursing Education

CGN: College of Graduate Nursing

FTE: Full-Time Equivalent

IPE: Interprofessional Education

LMS: Learning Management System

NONPF: National Organization of Nurse Practitioner Faculties

NTF: National Taskforce

WASC: Western Association of Schools and Colleges

WesternU: Western University of Health Sciences

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Mission Statement

Our mission is to advance nursing education, through a humanistic approach, to enhance health equity and quality of life. We accomplish this mission by cultivating relationships and academic-service partnerships across health systems that furthers interprofessional collaboration, scholarship, and practice (2021). We are innovative catalysts educating nursing professionals that become expert clinicians, leaders, and system partners transforming the health of people worldwide.

Section I Purpose and Maintenance of Guidelines

Introduction

The purpose of these guidelines is to provide a written record of the consensus of the Faculty and Administration of the College of Graduate Nursing regarding its shared governance and responsibilities, appointment and rank classifications, hiring, promotion, committee structure, tenure criteria, and other operating procedures. The Faculty and Administration of the College of Graduate Nursing shall govern the College in accordance with this document and in accordance with regulations, policies, and directives of Western University of Health Sciences. Nothing in this document shall conflict with policies, procedures, or practices of Western University of Health Sciences. If any such conflict should arise, policies and/or provisions of the [Western University Of Health Sciences Faculty Handbook](#) shall prevail.

All persons who have been appointed with the rank of Professor, Associate Professor, Assistant Professor, Clinical Adjunct Professor, Clinical Advisor, or Instructor are members of the Faculty. Administrators whose functions are in part academic may be appointed to the Faculty by the University Provost and the College of Graduate Nursing Dean.

Maintenance of CGN Faculty Guidelines

Non-substantive changes and edits can be made without regard to full CGN Faculty approval. Any revised copy of the Guidelines shall be provided to the Dean, the Provost, the University Faculty Affairs Committee of the Academic Senate, and other parties as needed.

Section II. Faculty Responsibilities and Policies

CGN faculty ascribe to the Principles of Academic Freedom, as outlined in the University Faculty Handbook (Section 1, subsection 2).

A. Teaching Responsibilities

1. Faculty members bear the responsibility to maintain intellectual integrity and to strive for academic excellence in his/her teaching, whether teaching is in the classroom, clinical settings, or online learning delivery. All faculty members are required to review

CGN academic & college policies and WesternU policies at the time of employment. Many policies are found on the Intranet, the CGN Faculty Guidelines, and the University Faculty Handbook. As well, new hires and faculty are required annually to complete Copyright, FERPA, Passcode Security, Sexual Harassment, and other university required compliance trainings. New full and part-time faculty members are also required to attend the Academic Boot Camp at its first offering after employment (usually offered in July).

2. Faculty members are required to provide students with downloadable (PDF) syllabi for campus-based or web-based courses that adhere to the Western University of Health Sciences required template. The syllabus includes course description, course objectives, course/clinical schedule, learning activities, methods of evaluation/assessment; assignments with due dates, reading assignments, application to program outcomes and competencies, and institutional learning outcomes. Bloom's taxonomy, AACN essentials, and/or specialty competencies guide course objectives. Course/clinical schedules will be synchronized with other courses occurring the same semester. Learning activities will be diverse and lead the student to a greater understanding. Methods of assessment give formative feedback to the students. Course maps outline student competencies and relate to program and university outcomes and accreditation standards. These responsibilities include content, web links, textbooks, articles, and recommended readings. Courses are recommended to be updated one semester before they are taught.
3. Diversity and inclusivity are important to graduate education. All students are exposed to diversity of thought and perspectives through learning activities. Recruitment activities for prospective students and faculty target diverse populations.
4. Faculty are required to send a welcome communication (via the learning management system (LMS) announcements, Articulate, etc.) prior to or on the first day of the class start date, which identifies faculty member contact information and other introductory communications for students. In addition, the faculty member is responsible for establishing a mechanism for clear and timely communication. This can be traditional office hours, WesternU e-mail, virtual media communication methods, such as Zoom, phone conferences, etc.
5. Faculty are responsible for maintaining timely communication with students, faculty, and CGN administration. The CGN communication policy requires responses no longer than 72 hours when classes are in session. Faculty who will be unavailable for more than 72 hours are required to communicate any absence to their director, fellow faculty, and students, and arrange for the absence (conference, travel, personal issues, etc.). This ensures that students are supported during faculty absence.

6. Faculty are responsible for creating learning assignments. Faculty may require textbooks and other educational resources as an integral part of a course. Purchased items required in a course should be fully utilized. Required readings should be differentiated from recommended readings.
7. In a learner centered model, faculty are responsible for communicating course expectations to promote student success. Faculty are responsible for utilizing rubrics to facilitate clear expectations for students.
8. Faculty will evaluate and grade all assigned work by students in a timely manner. Grading of discussion boards should be no later than two weeks after the board is closed. Written papers should be returned to students with feedback within 2-3 weeks. Faculty are responsible for completing final course grades within 10 business days after the end of the semester. Faculty may need to assist adjunct faculty to input grades.
9. Both faculty and students in a student-centered model must be attentive to communication. Faculty and students, as professionals, should schedule appointments. In cases of student difficulty or hardship in establishing meeting times with faculty, special provisions should be arranged.
10. Faculty are responsible to foster an understanding and define the professional roles and responsibilities of the master and doctoral degree prepared nurse. Faculty are expected to understand the educational and professional nursing standards. The standards originate from BRN regulations, NONPF guidelines, NTF criteria, AACN Essentials, NLN Standards for Nursing Education, and specialty organizations.
11. Faculty should have an understanding of the role and expectations of accreditation at the program, university, state, and national level.
12. Formative and summative feedback from students, courses or program review may result in the need for Minor or Major curricular course revisions. Minor curricular changes may be managed by the program faculty. If the change requires a change in the course description, course objectives, sequencing in the curriculum, or unit load, this is Major Curriculum change. Following approval at the Program level, the Major Curriculum change will be forwarded to the Curriculum Committee for consideration and adoption. Substantive curricular change to the MSN-E, FNP, and PMHNP programs require BRN submission for “major curriculum change”, a fee, and scheduling for presentation to the BRN Education Licensing Committee, therefore requires the Dean’s approval. The Education Licensing Committee meets three times a year, therefore planned change requires one year for implementation. Major

changes in all CGN programs require CCNE notification and require the Dean's approval before implementation. The Curriculum Committee has established an algorithm for course revisions (see Appendix I).

13. Lead faculty for any given course will oversee and supervise clinical part-time/adjunct faculty to provide continuity for students. Clinical faculty is required (per contract) to communicate regularly with the faculty leader to obtain clarification of course objectives, share student concerns, and problem solve student or clinical agency issues. Clinical faculty are invited to actively participate in programmatic meetings, decisions, and activities.
14. Faculty may be required to participate in seminar weekend sessions based on assigned courses. If extenuating circumstances occur, faculty must obtain approval for accommodation from the Program Director and/or the Dean.
15. Faculty members are encouraged to co-teach, conduct research, and/or write grants with faculty members from within CGN programs and/or other WesternU colleges, practice partners, and affiliates. While collaboration is encouraged, work that is ongoing and impacts the faculty's overall contract must be negotiated annually with the Dean to assure there are sufficient resources for the college and CGN students.
16. Course Evaluations are completed each semester by students. Faculty are expected to receive at least 80% in the Agree or Strongly Agree categories. Should a faculty member not meet this benchmark, the Program Director and faculty will discuss the course and design a plan for improvement with the intent of increasing the student experience and course learning outcomes for future students.
17. Course Evaluations are populated onto Course Reports. Faculty are to review and complete their Course Reports each semester on courses taught. The Course Report includes student feedback, faculty reflection, a review of course outcomes that support program outcomes, professional standards, and university institutional learning outcomes, including the program director's review. Faculty record successes for the course and opportunities to make changes to improve student outcomes. Semester course reports and annual program review are reviewed and shared with faculty of each program and report on the program's aggregate findings.
18. Peer review is completed by each faculty member at least once a year and shared within the program team. This process is conducted as faculty growth and learning. Peer review forms are kept by the faculty and Director. The Course Report includes student feedback, faculty reflection and action plan, a review of course outcomes that support program outcomes, professional standards, and university institutional learning outcomes. Faculty record successes for the course and opportunities to make

changes to improve student outcomes. Course reports are reviewed by the faculty of each program and shared with the larger faculty during semester review.

19. Assigned faculty members will participate in IPE activities to support the mission of the University.

B. Service

1. Faculty are required to attend University events. These include: Orientation (program specific), Convocation, White Coat Ceremony, Pinning, and Commencement. Faculty attendance at College events is expected to support CGN at Inductions for Phi Alpha, End of Program Celebration, and other special events.
2. All faculty members are required to review admission files and participate in interviews.
3. Faculty are required to participate in shared governance for the College including attendance at Program Meetings, as well as CGN and University meetings. Attendance at regularly scheduled program committees is not considered to be faculty service, but rather part of the role as a faculty member. New faculty are expected to serve at the College level for two- three years before assuming leadership roles in committees at the University level. Faculty are expected to participate on two standing committees.
4. Faculty participate in shared governance for the University. Faculty members represent the College at the University level through elected committees as outlined in the University Faculty Handbook.
5. Faculty may participate in service to the community.
6. Faculty may participate in service to the profession. Service to the profession may include professional association committee engagement, serving as a peer reviewer for a journal, holding elected office in a professional association, etc.

C. Faculty Effectiveness

1. All full-time faculty members are required to implement a program of scholarship for the advancement of practice, research, continuing professional development, publication, and professional service. The College subscribes to the Boyer Model of Scholarship (1990). Faculty are expected to produce a minimum of one measure of scholarship annually. Measures of scholarship may include any of the following: 1. Scholarship of teaching (proficiency, incorporating technology, etc.), 2. Discovery, discovering, developing, or creating new knowledge, 3. Dissemination of information and knowledge, and 4. Translating information and knowledge to services of value (delivery of healthcare

services, improve patient care, etc.) to promote the scholars knowledge. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching (Boyer, 1990, p. 16).

2. Faculty adopted measures for Faculty Effectiveness in the strategic planning session held in Fall 2019. The following measures were approved:
 - a. Teaching
 - i. Effectiveness. 90% of CGN faculty will receive 80% Agree or Strongly agree on faculty course evaluations.
 - ii. Peer review. 100% of CGN faculty will participate in a peer- review process during each academic year.
 - iii. Professional development. 100% of CGN faculty will attend/participate in at least eight hours of professional development related to the courses being taught during each academic year.
 - iv. National certification. 75% of CGN faculty will possess current national certification in a specialty to demonstrate currency of content being taught.
 - b. Annual Scholarship
 - i. Each CGN faculty will complete one piece of scholarship each calendar year. Unit of Measure: Instances of scholarship (journal articles and scholarly presentations) per CGN FTE
 - c. Publications
 - i. Expected: CGN faculty in aggregate will submit five (5) manuscripts for consideration to peer-reviewed professional publications. Three of these submissions will be accepted for publication in a calendar year.
 - d. Scholarship dissemination
 - i. CGN faculty in aggregate will be selected to present scholarly work at five (5) regional, state, national, or international professional conferences of meetings in a calendar year.
 - e. Grants
 - i. CGN faculty in aggregate will submit two grants every calendar year.
 - f. Service
 - i. 25% of full-time CGN faculty will hold elected or appointed leadership positions in the community or nursing professional organizations on a calendar year basis.

D. Faculty Evaluation

1. Faculty are required to complete an annual self-evaluation, which includes performance evaluation and an academic portfolio, which is housed within the *Interfolio RPT* enterprise software package maintained by the University. Faculty review teaching evaluations, peer evaluations, accomplishments, scholarly activities, and college and university service as part of the evaluation process. During the evaluation, professional licenses/certifications, and continuing education are reviewed. All faculty must demonstrate continuing education that aligns with the courses taught. Faculty share this information with the program director/supervisor for inclusion on the evaluation summary. As appropriate, faculty members update the Board of Registered Nursing form EDP-10 (8.0) with the updated content.
2. To guide the teaching portion of the academic portfolio, faculty are asked to assess and evaluate all parts of teaching that include content expertise, instructional design, instructional delivery, assessment of learning, and use of resources (Arreola, 2007). Faculty are encouraged to provide a pedagogical framework that informs their teaching philosophy. In addition, the faculty member submits a self-reflective summary of the previous year's accomplishments and identifies goals with measurable outcomes for the upcoming academic year.
 - a. Part of faculty professional development includes peer review of teaching and academic mentoring. These processes serve as a formative evaluation system that serves as the basis for opening dialogue about teaching, sharing ideas on best practices, identifying ways to implement new technology efficiently, and other relevant topics.
 - b. 100% of CGN faculty should have peer review on an annual basis.
 - c. Appendix III has the Peer Observation guidelines and a copy of the peer review tool.
 - d. The Director of Assessment retains the completed electronic peer review submissions and reports the rate of completed evaluations to the Dean's office and Leadership team.
3. Tenure track faculty, as well as faculty seeking promotion, are expected to familiarize themselves with the criteria for promotion and tenure (P & T). Portfolios for P & T must be submitted to the Faculty Affairs committee following university and college guidelines.
4. All faculty members are expected to share best practices and educational information at college level meetings (conference, educational research, professional development, etc.). Time for presentation will be incorporated in faculty meetings to advance the College.

5. All faculty members at WesternU are required to complete and sign a Conflict-of-Interest Declaration form annually at the time of signing their contract. It is required that all CGN faculty maintain clinical expertise in their specialty or content area. Therefore, workload can be negotiated into the annual contract. Any additional activities, memberships, and/or employment outside of CGN are required to be disclosed and forwarded to Human Resources for review.

E. CGN Operations

1. Working Offsite

In some instances, faculty may work in locations other than the WesternU office. When working off campus, faculty should dedicate a minimum of six hours a day (or 40 hours a week). Faculty working in a hybrid fashion or as a designated remote faculty member will complete a telecommuting form and obtain supervisor's and the Dean's signature. Hybrid and remote faculty continue to participate in IPE, committee work, and other college and university functions.

2. ADP Time and Attendance

The college follows the university's time and attendance policies and records through the ADP system. This will include hours worked, holidays, vacation, sick leave, bereavement, jury duty, or other absence.

3. CGN Vacation Policy

The College supports the need for all faculty members to schedule vacation time annually. As the College operates on a twelve-month calendar, vacation coverage as well as conferences must be planned to provide continuity of courses, the curriculum, and clinical experiences for students. Therefore, vacation and attendance for conferences requires approval by the Program Director or the Dean. In most cases faculty vacations require coverage by other team members; therefore, it is expected that faculty workload assignments support time off from coursework and CGN Program workload is balanced with their peers.

Pre-planning with Program Directors will assure that no additional faculty costs will be required to provide coverage. Planning also assures that teaching and advising responsibilities are met, and communication with the College is maintained. While it is preferred that faculty take time off during intersession between semesters, this may not be possible.

During the annual evaluation, faculty will communicate with their director for planned conferences and vacation time.

4. Textbook Policy

Faculty should remain abreast of changes in textbooks. Faculty should meet with their program Director to update and approve new editions of textbooks 8-10 weeks prior to the next semester. Faculty are supported by a staff member for their program who can order desk copies or new

editions of textbooks from the publisher (new course, new edition, and new text) and provide sufficient copies for the faculty team. Textbooks are costly and it is expected that faculty will do their part by working with textbook representatives. Desk copies are generally not provided for recommended (not required) textbooks; however, publishers often provide copies if requested. Textbooks are WesternU property and must be returned when no longer teaching.

5. Business Cards

Business cards are provided for full-time and long-term part-time faculty. The administrative assistant to the Dean will assist all new hires.

6. Professional Development Allowance

The College adheres to WesternU Faculty Handbook policy for Professional Development. If faculty exceed the \$2,500 benefit, they are responsible to cover expenses. Conferences or professional development opportunities must be approved by the Program Director and/or the Dean and must be relevant to faculty goals. It is expected that faculty share new learning at faculty meetings. All expenses must be submitted within 30 days to assure reimbursement per the WesternU Travel Policy.

7. Office Equipment

Requests for office equipment must be approved by the Director of Operations and the Program Director (furniture, computers, printers, computer software etc.) to ensure adequate resources for purchases.

8. Honoraria

The rate of pay for guest honorarium is \$250. The Dean must approve alternate payments before an offer is made. Each program director must determine if there are sufficient resources for payment. Strategically, this is planned at the beginning of the academic year.

9. Learning Management Software (LMS) Orientation

In addition to the CGN and WesternU faculty orientations, all new faculty members will receive a one-on-one orientation to LMS by the CGN LMS administrator and faculty and staff experts. This will be conducted individually to assure basic skills. Training time is variable based on individual need but estimated to be one to three sessions. As well, faculty mentors will be assigned for on-going support.

10. Workload Policy

Faculty workload should be equitable and transparent (CCNE). CGN faculty believes that an equitable workload process should promote efficiency in faculty roles of teaching, service, scholarship, and overall operations. An equity minded workload begins with clearly defined and well-understood benchmarks for faculty activities. An equity minded workload also recognizes the requirement to maintain practice competency. Workload policies should remain flexible to

meet specific program requirements. Workload assignments are developed based on the needs of the college on an annual basis between the faculty member, program directors, and the Dean.

The policy shall reflect the typical 40-hour work week and 1 FTE. This translates to 24 hours of teaching related responsibilities, 8-hours of service responsibilities, and 8-hours of scholarship responsibilities.

On the Workload Grid 1 FTE=30 units that is comprised of 24 units of teaching, 3 units of service, and 3 units of scholarship on an annual basis. Workloads are pro- rated per FTE allocation.

Nurse Practitioner Program directors may offer preceptor incentives for difficult to fill clinical experiences. Each program director must determine if there are sufficient resources for preceptor incentives. Each program director, or designee, shall ensure compliance with University policies, College policies, and program policies.

Section III: Faculty Membership: Responsibilities and Voting Rights

A. Membership

Membership within the College of Graduate Nursing Faculty include all full and part time (> 0.5 FTE) faculty members with the academic rank of Professor, Associate Professor, Assistant Professor or Instructor.

B. Voting Rights

Voting members of the College of Graduate Nursing Faculty include full and part time (> 0.5 FTE) faculty members.

C. College Meetings

1. Annual Meetings

Annually, three mandatory meetings are scheduled, one in Summer, Fall, and Spring. The focus of the meetings may include the strategic goals/needs of the college, semester and/or annual program review, faculty development, or other business that supports the College's needs. Agendas and minutes are archived in the Nursing SharePoint.

2. Monthly Meetings

The college maintains a standing calendar of meetings throughout the year. The regularity of the meeting schedule allows planning for the faculty and staff to attend.

3. Quorum

A quorum of the Faculty shall consist of a simple majority (50% plus one) of voting members of the Faculty. Unless otherwise specified in the guidelines, motions at Faculty meetings will pass with a simple majority of the members present, and motions conducted by secret, mail ballot, will pass with a simple majority of the voting members of the Faculty.

4. Order of Business

A final agenda for each Faculty meeting shall be set by the Chairperson of the Committee or his/her designee and shall be distributed at least 3 working days in advance of the meeting. The Chair will assign a designee to be responsible for taking minutes. The CGN minute template will be used and an electronic folder for both agendas and minutes will be saved in the shared files. The goal or objective of the meeting must be designated on the agenda. The agenda shall provide for the following items of business, as appropriate:

The Canoe Model for holding meetings:

- Welcome and check-in
- Approval of minutes of previous meetings, if taken
- General announcements of an urgent nature
- Committee reports and recommendations (other than those already presented to the Faculty by electronic means)

- Completion of items of old or unfinished business (includes discussion, action items)
- Introduction of items of new business
- Meeting review and reflections

5. Introduction of New Business

Any member of the voting Faculty may place an item of new business on the agenda by contacting the Dean and/or Chairperson.

6. Parliamentary Procedure

Faculty meetings shall normally be conducted according to parliamentary procedures. When possible, Roberts' Rules of Order shall serve as the authority for such procedures.

7. Suspension of Rules

At any meeting of the Faculty, the rules of order governing the conduct of the meeting may be suspended by two-thirds majority of the Faculty, assuming that a quorum is present.

Section IV: Faculty Shared Governance (General Provisions)

A. College Shared Governance

All faculty members have the responsibility to participate in shared governance. To provide continuity and opportunity for shared governance, faculty and CGN administration restructured the committee structure in 2013. All faculty members are expected to participate in the CGN Collaborative, the Semester Review Meetings, Strategic Planning, and faculty development sessions.

B. Program Governance

Program Committees meet monthly, or as needed, and are chaired by the Program Director. The purpose of the program committee is to allow for review of academic, student, curricular issues, faculty work, assessment outcomes, program outcomes, program activities, and continuous quality improvement.

Section V Faculty Committees

The Faculty, in consultation with the College Administration, shall have the authority to establish standing committees and to designate their title, function, and size. Such standing committees must be specifically provided for in these faculty guidelines (see Section VI), any addition or deletion to this list requires an amendment to these faculty guidelines. Committee members include full and part-time faculty, clinical adjunct faculty, and students. Standing committees will

serve during an academic year (July 1 through June 30 of the next year). Committees shall meet and elect a Chair. Alternatively, committees may select a Co-Chair or Chair-Elect before August 30. The Dean or Associate Dean of Administration and Research may also establish ad hoc committees as deemed necessary or as recommended by the Faculty. Ad hoc committees are established to accomplish specific tasks, such as Faculty searches. Ad hoc committees are structured in such a way as to bring appropriate expertise to the task, address, or act upon a specific charge from the Dean, with a time limit imposed on their activities.

A. Committee Service

1. College Committee members are either self-selected or agreed upon by the faculty each year, and/or are appointed by the Dean in consultation with the Deans and Directors. Committee chairpersons should report upcoming open positions on their committees to the Dean's office. The Faculty should be informed of vacant positions, including requirements. Due to a small faculty who often serve on multiple committees, CGN membership for committee work is shared as equally as possible and respects faculty's interest.
2. University committee vacancies are announced by the Academic Senate. This generally occurs by June of each year. Faculty participation on university committees is encouraged and supported whenever possible. A ballot is distributed to all voting members of the Faculty. Faculty members will vote for each position and the candidate receiving the highest number of votes wins the election. Elections should be completed by June 30 so that any remaining vacancies can be filled by administrative appointments, with consideration given to creating a balanced committee relative to interest, specialty expertise, academic rank, diversity, and Faculty workload.
3. At the beginning of each fiscal year, or when a new committee is formed, the responsibilities of the committee and any subcommittees should be reviewed. This should be done to ensure that new members understand the charge of the committee and their roles as a committee member. An effort should be made to incorporate all members so that, as much as possible, the work is shared equally by all committee members. New faculty generally are not required to serve on university committees, but rather begin service responsibilities on college committees after a period of two to three years.

B. College Committee Chairpersons

Each standing committee shall elect a chairperson from among its members by August 30 of each year. The chairperson shall be responsible for calling committee meetings, developing agendas, and presiding at these meetings, and recording minutes. If the chairperson is unable to attend a meeting, s/he will request that another committee member preside at that meeting. Committee chairpersons will report on the committee's activities at regular College Faculty meetings.

C. Right of Faculty to Attend Committee Meetings

Most meetings of standing committees are open to all College of Graduate Nursing Faculty members. However, some committee meetings may be closed as determined by committee chairpersons (e.g., promotion and tenure deliberations). Attendance by non-members (such as students and Faculty members in other colleges on campus) will be subject to approval by the individual committee. Only members of the committee will be allowed to vote. Non-committee members shall comply with the governing rules established by each committee.

D. Operating Procedures

Each committee shall establish its own operating procedures. These procedures will be available to the Faculty for review. Meetings of the faculty shall be held on a regularly scheduled basis. Agendas and meeting minutes are to be stored in the Nursing SharePoint.

Section VI: Standing Committees

Major standing committees of the College of Graduate Nursing include the CGN Recruitment/Admissions & Social Media Committee, Curriculum Committee, Faculty Affairs, Program Evaluation and Assessment, Student Performance, Dean's and Directors, CGN Collaborative, Community of Scholars, Policy and Procedures Committee, Operations Committee, Education Technology, CGN Advisory Board and ad hoc task groups. Two new committees were formed following College Strategic Planning (July 2013). These included a Policy and Procedure Committee and an Educational Technology Committee. A Social Media Committee was formed in 2014 and merged with the Recruitment Committee. A Global and Community Health and Clinical Operations committees were added in 2018. A Diversity, Equity, and Inclusion Committee was established in 2021. The Social Media Committee was renamed as the CGN Recruitment & Marketing Advisory Committee in 2022. October 2023 added CGN Student and Faculty Scholarship and Awards Committee.

All standing committees of the Faculty report to the Dean directly or through the Assistant/Associate Deans, and to the Faculty at regular Faculty meetings. Student representatives are members of some of the committees.

The standing committees at CGN include:

- A. Admissions Standards Committee
- B. CGN Recruitment & Marketing Advisory Committee*
- C. Curriculum Committee*
- D. Diversity, Equity, and Inclusion Committee*
- E. Education Technology Committee*
- F. Faculty Affairs Committee
- G. Global and Community Health Committee*
- H. Program Evaluation and Assessment Committee

- I. Student Performance Committee
- J. CGN Student and Faculty Scholarship and Awards Committee

*Student representatives serve on these committees. Additional Operational Committees

- K. Accreditation Committee
- L. CGN Collaborative
- M. Clinical Operations Committee
- N. Community of Scholars Committee
- O. Deans and Directors Committee
- P. Operations Committee
- Q. Policy and Procedure Committee
- R. Simulation Committee
- S. Special Events Committee

A. Admissions Standards Committee

The Admissions Standards Committee is responsible for standardization and oversight of evidence-based holistic admissions processes across all programs.

The Committee is led by two co-chairs. One co-chair is the Director of Student Services, and the other co-chair is a faculty member. Program directors are standing committee members. Faculty members, representative across all programs, will serve staggered two-year terms. A simple majority present is needed to vote on an issue.

Committee membership is assessed at the beginning of each academic year. Attendance of monthly meetings is a requirement of all committee members. Committee members are required to actively participate to assist in achieving the overall committee goals.

The responsibility of the committee includes the ongoing review and evaluation of the admission requirements, scoring criteria, file review, and interview process. The committee will collaborate within the college and university to ensure alignment of the holistic admissions processes.

B. CGN Recruitment & Marketing Advisory Committee

The charge of the committee is to provide recommendations to the Office of Admissions and the University Marketing Division to advance and optimize recruitment and marketing initiatives.

The Committee is led by two co-chairs. One co-chair is the Director of Student Services, and the other co-chair is a faculty member. The faculty co-chair will serve a term of two years. The committee is comprised of faculty, staff, students, and university partners to ensure representation across all CGN programs. A simple majority present is needed to vote on an issue.

Committee membership is assessed at the beginning of each academic year. Attendance of monthly meetings is a requirement of all committee members. Committee members are required to actively participate to assist in achieving the overall committee goals.

Responsibilities of the committee include, but are not limited to, providing feedback regarding resources, processes, and strategies in the marketing of all CGN programs and recruitment of prospective students.

C. Curriculum Committee

The charge of CGN's curriculum committee is to ensure high-quality education. The mission of the committee is to promote adherence to national standards and regulatory requirements to inform innovative, evidenced-based programs.

- To prepare highly competent graduates, the responsibilities of the College of Graduate Nursing's Curriculum Committee include:
- Evaluation of CGN's curricula in a three-year cycle
- Comprehensive review of newly developed curricula, new courses, and courses with major revisions
- Assessment of quality, progression, and currency of the curricula
- Alignment of curricula to stakeholder and community needs, as well as standards and regulations
- Submission of curricula review results and recommendations to the Dean and faculty
- Due to the complexity of multiple specialty concentrations, educational standards will be addressed by the appropriate program committee. The curriculum committee may assist with changes as requested.

The curriculum committee is composed of seven faculty members representing each program. Three-year terms will commence with staggered start dates to ensure the presence of expertise and progressive development of novice members. In the event of a committee member's absence, a proxy will be designated by the

member. Student representatives, as voting members, will serve 1–2 years as determined by their program. Students are expected to attend all meetings, particularly when their program is undergoing review. Specialty consultants (e.g., librarians, DEI representatives, operations) provide important contributions to curricula development and may continually serve on this committee.

D. Diversity, Equity, and Inclusion Committee

The charge of the Committee is to promote diversity in the interest of removing barriers to education and healthcare. The mission of the Committee is to integrate inclusive health care education to enhance and extend the quality of life in diverse communities.

The College of Graduate Nursing embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, administration, faculty, and staff of all backgrounds can collaboratively learn, work, and serve. The Committee supports learning environments that allow the development of self-awareness, knowledge, and skills combined with the attention to others who may have experiences, worldviews, and values that are different from one's own. The committee will continually strive to work together to address the challenges of education and healthcare in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and humanism in local and global communities.

Areas of responsibility include but are not limited to:

- Develop and implement strategies and initiatives that advance a climate of accountability for diversity and inclusion to support CGN's mission, vision, and goals.
- Assess the need for hiring and retention efforts to attract and retain a highly talented, diverse workforce and provide recommendations.
- Facilitate a curriculum to prepare culturally sensitive nurses by providing development opportunities for administration, faculty, and staff.
- Develop and implement assessments to identify needs and support the climate of diversity, equity, and inclusion (DEI). Share and discuss findings and priorities to make plans to support development of DEI.
- Provide a communicative, receptive, and safe environment for diversity, equity, and inclusion.
- Evaluate CGN DEI committee's initiatives and actions follow the policies and procedures of the Office of Diversity, Equity, and Inclusion.

The committee will have co-chairs elected within the group, one of which will be CGNs DEI Officer. Co-chairs will serve a two-year commitment. The committee will be comprised of faculty members, staff, students, and alumni.

E. Educational Technology Committee

The charge of the Committee is to identify new strategies and resources to ensure quality educational outcomes for students and make recommendations for courses improvements (technology enhancements). To assure a voice by students, up to three student members should be selected by their peers (MSN-E, MSN, and DNP) and their attendance at committee meetings are strongly encouraged. Members include the Academic Manager, the Director of Assessment, a representative from the Center for Excellence in Teaching & Learning (CETL), and a minimum of four faculty members and staff. The committee will coordinate with the CETL and Online Education departments to ensure innovative practices are incorporated into CGN curricula. The committee will select a chairperson every two years with the option of extending the length of service one additional year to assure continuity of committee functions.

F. Faculty Affairs Committee

The Faculty Affairs Committee (FAC) is charged with addressing and facilitating issues and processes important to the faculty, such as, but not limited to:

The FAC has seven voting members representing the faculty at large. The committee selects a Chair and Chair Elect. Committee composition includes: Professors, Associate Professors, and Assistant Professors. The committee members serve staggered three-year terms. The committee will elect a member to serve as chairperson every two years with the option of extending the length of service one additional year to assure continuity of committee functions. In the event that a member cannot complete his/her term, the Dean will appoint a new member to fill the

vacant position for the duration of the unexpired term. A quorum (half of the members plus one) is needed to vote on an issue.

Responsibilities include, but not limited to:

- Maintaining the Faculty Guidelines
- Shared governance
- Peer review
- Faculty development
- Mentoring
- Promotion and tenure
 - The FAC appoints the promotion and tenure sub-committee in the Fall.
- Recruitment and retention
- Performance evaluation.

G. Global and Community Health Committee (GCH)

The aim of the Global and Community Health Committee is focused on actions to prepare nurses in the areas of global health education, research, leadership, and practice supporting activities that focus on health equity for populations locally, nationally, and internationally.

The committee is composed of faculty, staff members and two students committed to the GCH mission and vision. All are voting members. The committee will select a Chair and Co-Chair every two years with the option of extending the length of service one additional year to assure continuity of committee functions. Term of service is 2 years.

H. Program Evaluation and Assessment Committee

The Program Evaluation and Assessment Committee (PEAC) shall monitor and evaluate the effectiveness of the curriculum (student outcomes), programs, and faculty performance. The committee will also monitor the effectiveness of the learning environment (administrative support, seminar weekend, LMS platform) to assure that the delivery of curriculum is meeting the needs of students. The committee will maintain currency in educational requirements/standards (WASC, NTF, NONPF, BRN, CCNE, AACN Essentials, and other professional standards) to assure that assessments and outcomes reflect appropriate outcomes. The committee is also updated with assessment information and survey results throughout the year for all CGN programs.

The Chair of the PEAC is the Director of Assessment for the College. The PEAC will include a minimum of five faculty and staff. Who serve staggered terms. Quorum (half of the members plus one) is needed to vote on an issue.

Areas of responsibility include, but are not limited to:

- The Chair will report findings to the CGN Administration and faculty meetings each semester.

- Assist in leading assessment endeavors
- Report out to their program
- Help with determining processes and practices related to program evaluation and assessment
- Gather course rubrics and syllabi
- Create faculty evaluation forms
- Engage in CQI planning
- Conduct yearly updates of the CGN assessment plan, and editing surveys (alumni survey, employer survey, etc.).

I. Student Performance Committee

The Student Performance Committee is charged with making determinations as to the academic status of individual students referred by faculty for failing to achieve academic/clinical/or professional conduct standards. Upon careful review, the committee makes a final assessment with a written recommendation to the Dean.

Further, the Committee carries out CGN procedures for student grievances and disciplinary actions within the context of college and university protocols. The Student Performance Committee is charged with the following responsibilities:

- Review the academic achievement and professional performance of all students referred to the committee.
- Upon review recommend any of the following courses of action for a student to the Dean including: remediation, probation, tutoring, psychological or educational assessment, dismissal, leave of absence or other recommendations.

The committee listens to the student, discusses the concern, monitors and recommends academic probation and removal of probation to the Dean and Program Director. The Committee is composed of five faculty who will serve three-year terms. The Committee shall rotate members so that there is gradual replacement of the committee over time.

J. CGN Student and Faculty Scholarship and Awards Committee

The charge of the committee is to provide oversight and coordination for review of college and university student scholarship and award applications. Selections will be made based on scholarship or award criteria. The committee may also be tasked in helping or consulting on the development of new awards and scholarships. All committee members will participate in award recipient announcements. Additionally, the committee will facilitate any faculty submissions for University Faculty Awards by endorsing the candidate in a cover letter and submitting the application to the appropriate University department for review.

Committee membership: The committee is comprised of faculty, staff, and university partners. The Committee is led by two co-chairs with a minimum of five faculty members to represent the

main CGN programs. All committee members will serve a minimum of 2-year terms. The Senior Director of Student Services and Senior Director of Operations will be advisors to the committee.

Committee membership is assessed at the beginning of each academic year. Attendance of monthly meetings is a requirement of all committee members.

Committee members are required to actively participate to assist in achieving the overall committee goals.

A simple majority present is needed to vote on an issue.

K. Accreditation

This committee will be appointed, as appropriate, when the need for a self-study arises to support a mandated or voluntary review by an outside agency. The committee membership should represent the Dean, the Associate/Assistant Dean of Administration and Research, Program Directors, the Director of Assessment, and a representative from each program.

L. CGN Collaborative

Members of the CGN Collaborative include all faculty and staff. The Collaborative is responsible for disseminating timely information on topics of academic, operational, and university interest. The Collaborative serves as a forum for sharing information and engaging in active work requested of the larger college by committees. Agenda items are forwarded to the Dean for discussion and dialogue, Faculty and or staff may propose agenda items. The Collaborative meets monthly. A four-hour CGN Collaborative is held at the end of each semester for program reports by the directors to share semester outcomes, best practices, challenges, new learning, etc. This body serves as a forum for decision-making and approval of new policies.

M. Clinical Operations Committee

The members of this committee work on coordinating and standardizing clinical education for students in all programs within CGN. The primary objectives of this group include: sharing of best practices between all role options, establish and maintain a standardized clinical clearance process, ensure accurate tracking of each student, site, and preceptor for each role; create and maintain a master preceptor list that includes hours, roles and work donated to the College by community partners; maintain and enhance relationships with current and future clinical partners. Term of service: None.

N. Community of Scholars

The Community of Scholars is charged with advancing the scholarship of CGN faculty within the college. The committee is chaired by the Associate Dean of Administration and Research. Members may be asked to provide critiques of student or faculty IRB proposals, research projects, intramural projects, and mentor new faculty. The CGN representative on the University Research Committee acts as the liaison to promote interprofessional collaborative endeavors. All

full-time and part- part-time faculty are members. Activities and agenda items are forwarded to the chair. Dean's and Directors

This leadership team includes the Dean, Associate/Assistant Deans, and Directors/Assistant Directors of each program. This committee meets twice a month or as needed and serves as an advisory planning committee to the Deann

O. Operations

The Operations Committee is chaired by the Director of Operations who oversees the staff and administrative support required of a College that delivers both web-based and campus-based programs. The Committee chair acts as an advocate for staff, plans staff development activities, and assures that all College Events, Publications, and Seminar Weekends are adequately staffed and supported. The Committee meets prior to events and seminar weekends and after events for debriefing to assure process improvements. Multiple staff members take leadership positions for Events, Publications, and Seminar Weekend activities related to their primary program responsibilities.

P. Policy and Procedure Committee

The Policy and Procedure (P & P) committee is composed of faculty, administration, and staff. The chair of the committee is the Director of Operations. The committee is a new committee and charged with reviewing and updating existing policies and developing new policies. Policies and procedures need to avoid duplication of university policies and procedures. See Section VII.

Q. Simulation Committee

R. Special Event and Ad Hoc Committees

A special committee may be appointed by the Dean or Associate Dean of Administration or Program Director to oversee ceremonial events or visits of special guests. This committee may also be charged with publicizing special events associated with the College of Graduate Nursing.

Section VII: Adoption of Faculty Policies Governing the College of Graduate Nursing

A. Definition

A policy is a guideline, and/or established procedure that provides a framework for the functioning of the College of Graduate Nursing within the purview of the Faculty as a whole. Policies address issues related to Faculty governance, the curriculum, admission of prospective students, student academic performance and standards, and promotion and tenure of Faculty.

B. Faculty & Staff Policy Approval Process

One or more voting Faculty may introduce a proposed new CGN policy, or a proposed change in an existing policy. Non-voting Faculty, staff or students of the College of Graduate Nursing may also introduce policy proposals. Any Faculty policy proposal must be submitted to the Dean in writing and must include a clear statement of the proposed policy, the rationale for the proposal, and the name(s) of the individual(s) or committee introducing the policy. If non-voting Faculty, staff, or students propose the policy, the name of the Faculty sponsor must be included in the policy proposal.

A Faculty policy proposal and its rationale will be added to the agenda under new business and presented at a scheduled Faculty meeting. The vote on the Faculty policy proposal will be held no sooner than the next regularly scheduled faculty meeting to (1) approve the policy, (2) table the proposal until the next regularly scheduled Faculty meeting, (3) amend the proposed policy and table the vote on the amended motion until the next regularly scheduled Faculty meeting, or (4) reject the proposal. Only the Dean may deem a proposed policy emergent in nature. When such a proposal is received, the Dean will call for an emergency Faculty meeting within no less than 2 working days of receipt of the proposed policy. The proposal shall be distributed to all Faculty members at least 1 working day prior to the meeting with an explanation of the need for emergency action. Once the Dean has declared a quorum, all policy proposals shall require a simple majority for approval.

Section VIII Miscellaneous Information

A. Decision Making Process

CGN recognizes that formal (i.e., called meetings) and informal discussion occurs among members of the Faculty and administration prior to making decisions in the College. Prior to any meeting where results of discussions will be used in the decision-making process, all stakeholders should be identified so that they may participate in this process. All involved in the decision-making process should be given sufficient notice to be able to participate, have their input considered and be informed of the decision made and action taken. Minutes of all meetings will follow standard format and be stored with CGN records.

B. Violation of the Faculty Handbook

In the event of violation of the Guidelines by a Faculty member, a written account of the events should be submitted to the Chair of Faculty Affairs, who will then solicit written responses from all involved individuals. The Chair for Faculty Affairs will act as a liaison and impartial arbitrator. A meeting of all individuals will be scheduled to discuss and implement plans to resolve the issue and prevent future recurrence. If not satisfied, the Faculty member may choose to file a complaint with the Faculty Affairs Committee, the Dean, or file a grievance as outlined in the WesternU Faculty handbook.

C. Amendments to Faculty Guidelines

These guidelines may be amended by a two-thirds majority vote of the voting Faculty conducted by secret ballot. Written notice of the proposed amendment and a statement of the purpose and effect of the proposed amendment will be distributed to each member of the Faculty at least 7 weekdays prior to the meeting at which the amendment will be discussed.

D. Intellectual Property

The university holds policies on intellectual property and copyright. Online courses and syllabi are copyrighted and property of Western University of Health Sciences.

Section IX: Retention, Promotion, and Tenure Process

This section was revised and adopted by faculty September 2017; Further revisions were made in May 2018 following changes in the University handbook; A scoring rubric was added in 2019; language revision 2021; Revision in Fall 2022 to Section IX (P and T) to comply with University handbook.

This document sets forth the College of Graduate Nursing policies, criteria and guidelines for the recruitment, appointment, retention, promotion, tenure process, and post-tenure review process. Each of these processes shall be conducted in accordance with the policies of Western University of Health Sciences, as described in the Faculty Handbook. A list of definitions is provided at the end.

Recruitment

The College of Graduate Nursing strives to have a sufficient faculty workforce to meet the College's Mission. Recruitment of faculty is a shared responsibility with Human Resources. Individuals are recruited, selected, and employed as the need exists.

Specification of Terminal Degree

- A. Doctoral degree in Nursing from an accredited university (preferred), or
- B. Doctoral degree in an associated field (public health, leadership, education, public administration, etc.) from an accredited university

Minimum Hiring Criteria for All Ranks

- A. Nursing: Master's degree or higher degree in nursing or associated field from an accredited institution
 - 1. Current Registered Nursing license
 - 2. If an Advanced Practice Registered Nurse (APRN), must have National Certification and State certification as an advanced practice nurse
 - 3. One year of clinical experience
- B. Non-nursing: Master's degree or higher in specialty field from an accredited institution.

Definition of Ranks

i. Instructor

The rank of Instructor should be used for a salaried faculty member who contributes to the teaching mission of the College. Instructors are voting members of the faculty.

ii. Assistant Professor

Assistant Professor are voting members of the faculty that have satisfied educational and other requirements for the appointment. The Assistant Professor should show promise for contribution in the areas of teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community.

iii. Associate Professor

Associate Professors are voting members of the faculty member that have satisfied educational and other requirements for the appointment. The Associate Professor should show promise for contribution in the areas of teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community.

iv. Professor

The rank of Professor is among the highest honors that the University can bestow on a faculty member. Professors are voting members of the faculty member that have satisfied educational and other requirements for the appointment. Therefore, it should be granted only to faculty members who have distinguished themselves in their respective disciplines and have made significant contribution in the areas of teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community.

Table 1. Criteria for Initial Appointment* in areas of Teaching, Scholarship, and Service

| Faculty Rank | Education Requirements | Teaching | Scholarship | Service |
|---------------------|---|-------------------------------|---|---|
| Instructor | As specified by the position description. | | | |
| Assistant Professor | Master's degree in nursing or other related discipline. | Teaching experience preferred | <p>Presentations Preferred 1 local, regional, or state level presentation within the last 5 years.</p> <p>Publications Preferred at least one contributing author or author scholarly publication within last 5 years.</p> <p>Grants/Contracts None required</p> | <p>University level Preferred service on other University committee (outside WesternU) if applicable.</p> <p>College level Preferred service on other College committee (outside WesternU) if applicable</p> <p>Professional/Community Holds membership in professional association or demonstrates involvement in community agency.</p> |

*Western University of Health Sciences and the College of Graduate Nursing utilize the term Appointment to designate the difference between tenure track, non-tenure track appointment, and adjunct. Rights and responsibilities vary by each level of Appointment.

Table 1. Criteria for Initial Appointment in areas of Teaching, Scholarship, and Service (cont).

| | | | | |
|----------------------------|---|---|---|---|
| Associate Professor | Doctoral degree of at least 3 years in nursing or other related discipline. | Preferred lead faculty on a teaching team. Past participation with course revision. | <p>Presentations Preferred Minimum 1 national presentation within the last 5 years.</p> <p>Publications Preferred having at least two primary author publications within last 5 years.</p> <p>Grants/Contracts Preferred participation on a funded project</p> | <p>Preferred experience on other University committee (outside WesternU).</p> <p>College Level Preferred experience on other University committee (outside WesternU).</p> <p>Professional/Community Serves on professional association committee local, regional, or state level or serves on community agency board.</p> |
| Professor | Doctoral degree required | Preferred ability to design and teach a course | <p>Presentations Minimum 3 national presentations within the last 5 years</p> <p>Publications Has at least 3 primary author or secondary author publication within last 5 years</p> <p>Grants/Contracts Has obtained at least 1 funded project in last 3 years</p> | <p>University Level Has led other University committee or special task forces (outside WesternU)</p> <p>College Level Has led other College committee or special task forces (outside WesternU)</p> <p>Professional/Community Has chaired professional association committee, held elected position with association at national or international level. Serves as elected board member</p> |

i. Tenure-Track

Tenure-track faculty members, as described in the WesternU Faculty Handbook, are individuals appointed into tenure-track positions working at least 40 hours per week. Tenure, with all of its attendant privileges, represents the most significant commitment the University can make to a faculty member; hence, criteria for tenure consideration include teaching, scholarship, and professional/clinical service requirements that are measurable and beyond those criteria for non-tenure track faculty. As a means of assuring continual growth and development, performance of tenure-track and tenured faculty in the College of Graduate Nursing will be evaluated on a yearly basis via the Annual Faculty Evaluation and development process. During the pre-tenure period, tenure-track faculty may receive annual renewable contracts.

ii. Non-tenure Track

Regular voting faculty members at WesternU will follow a professional development program that is evaluated on a predetermined schedule for promotion and continual review but does not lead to tenure. Additionally, as a means of assuring continual growth and development, performance of non-tenure track faculty will be evaluated on a yearly basis via the annual faculty evaluation and development process. In addition to fulfilling the expectations noted above all appointees are expected to demonstrate professionalism as defined. Non-tenure track appointments may be those held by faculty members working 32 hours per week or by full time faculty members with appointments that are designated as non-tenure track (contracts).

iii. Adjunct

Adjunct faculty members are those employed for given length of time to meet the teaching needs of CGN. Adjunct faculty members can be given academic rank that corresponds with past educational attainment. Adjunct faculty members do not count in determining quorum.

iv. Initial Appointment

At the time of the initial appointment, all negotiations will be made regarding the College of primary appointment, initial rank/track, credit for time in rank at other institutions, time remaining until eligibility for the next step in promotion/tenure, and tenure status. Consideration will be given to the faculty member's prior academic rank and tenure status, level of prior achievements, and promise of future achievements. All consideration of prior academic rank and experience toward promotion/tenure and rank and appointment must be included in the initial letter of appointment.

v. Change in Classification

A faculty member who wishes to transfer from a tenure track to a non-tenure track appointment or from a non-tenure to a tenure track appointment may submit such a request in writing to the Promotion & Tenure Committee (P&T) in his/her college. The college P&T will then make a recommendation to the Dean. A decision will be made within 3 months of submitting the request and will be communicated by the Dean to the Provost, faculty member and the P & T Committee in writing. A maximum of two years obtained under the non-tenure track option may be applied to the tenure track probationary period.

The request to apply years served on the non-tenure track to the probationary period for tenure must be made along with the request to transfer to the tenure track. Otherwise, the probationary period for tenure consideration will begin with the date of the new appointment. A faculty member may request to transfer from one track to another only one time during his/her WesternU employment. Final approval of the aforementioned requests will be made by the Provost.

Promotion Policies

Instructors, Assistant Professors, and Associate Professors are afforded opportunities to advance in academic rank if the appointment is either the non-tenure or tenure track. Faculty members with both rank and adjunct status negotiate promotion directly with the Dean through the contract process. The Faculty Affairs Committee oversees the promotion process and makes recommendations to the Dean. Promotion is based on merit and is earned by achievement as evidenced by the faculty member's total contribution to the overall mission of the individual College and University. Tenure is granted based upon the expectation of sustained excellence and productivity. Promotion and tenure are ordinarily considered together. Under extraordinary circumstances, the Provost may treat them as separate issues, and in cases where promotion alone is awarded to a faculty member, the promise of eventual tenure is not implied by the promotion. Promotion in rank is achieved by meeting the minimum criteria established for educational preparation, time in rank, teaching, scholarship, and service. The performance record of a faculty member being considered for promotion and/or tenure will be evaluated in the following areas: teaching, scholarship, and service (including clinical, administrative, professional, College and WesternU service, where applicable). Individuals must simultaneously obtain or hold the academic rank of Associate Professor or higher to be awarded tenure. The awarding of tenure considers past academic contributions in all areas, professional achievements, and evidence of a continued upward trajectory of professional development. Achievements since hire at WesternU will carry more weight than those activities achieved prior to hire.

Promotion Timeline

The College of Graduate Nursing has established promotion timelines applicable to faculty members. Time in rank: To apply for promotion from Assistant Professor to Associate Professor, the individual must have completed five years of service at the rank of Assistant Professor, unless

credit was granted at the time of the initial appointment. Promotion would ordinarily occur at the end of the sixth year of service.

The probationary period for tenure track faculty hires is ordinarily 6 years. Tenure review occurs once an individual has completed five years of service at the rank of either Assistant or Associate Professor. Exceptions include credit granted in the letter of initial appointment, or if there has been an extension recommended by the College P&T committee and approved by the Dean and Provost. In these cases, the timing of the expected final review for tenure will be contained in the letter of appointment or document granting the extension.

Credit toward promotion/tenure based on prior service at other institutions is to be negotiated with the Dean at the time of initial appointment and must be included in the letter of appointment as noted above.

Policies for Exclusion of Time during the Probationary Period

All requests for exclusion of time during the probationary period must be made in writing to the College Dean and the Provost. Other documentation may be required by the WesternU Office of Human Resources, as described in the Employee Handbook. It is the obligation of the faculty member to be aware of and comply with those requirements, in addition to any additional requirement specified herein.

Expectations for productivity cannot be increased as a consequence of exclusion time granted under the terms of this section. A request to exclude time for any reason will not be granted after a non-renewal notice has been issued, nor will previously approved requests to exclude time from the promotion schedule in any way limit the university's right not to renew an employment contract.

Regular Timelines

The table below provides time guidelines for mandatory consideration for promotion based on appointment status. The candidate should have an Interim Review midway through the 6-year employment period. The candidate then prepares the package at the beginning of the 6th year of the employment period; if successful, Promotion is granted at the end of the 6-year period. Exceptions to these guidelines are provided.

Table 2. Timelines for Promotion and Tenure

| FACULTY APPOINTMENT STATUS | PROMOTION CONSIDERATION¹ |
|---|--|
| Assistant Professor without PTRE ² | Promotion at the end of 6 years |
| Assistant Professor with PTRE | Promotion with 3 years |
| Associate Professor without PTRE | Promotion at the end of 6 years |
| Associate Professor with PTRE | Promotion with 3 years |
| Associate Professor with Tenure | Promotion to Professor based on criteria, not time frame |
| Professor without PTRE | Not eligible for promotion |
| Professor with PTRE | Not eligible for promotion |

¹ Prior to application for promotion and or tenure, an Interim review should be conducted midway through the 6-year employment period.

² PTRE = Previous Tenure-Relevant Experience is tenure-track appointment at another institution.

Table 3: Value Statements by Rank

| | Assistant Professor | Associate Professor | Professor |
|--------------------|--|---|--|
| Teaching | The assistant professor has the potential for excellence in teaching. | The associate professor demonstrates excellence in education. | The professor demonstrates a sustained pattern of excellence in teaching and is recognized as a leader in education. |
| Scholarship | The assistant professor demonstrates potential for significant contributions to scholarship. | The associate professor demonstrates excellence in contributions to scholarship in area of expertise through a sustained pattern of impact. | The professor demonstrates a sustained record of scholarly contributions to the profession. |

| | | | |
|---------------------------------------|--|--|--|
| Service | The assistant professor demonstrates potential for significant contributions to service at the College level or community level. | The associate professor demonstrates potential for significant contributions to service at the Community, College, University, and Profession level. | The professor demonstrates a sustained record of leading service activities at the Community, College, University, and Profession level. |
| Professionalism (Collegiality) | All faculty members demonstrate professionalism as described in the criteria regardless of rank. | | |

Promotion Guidelines with Listed Activities and Examples

The College of Graduate Nursing, along with Western University of Health Sciences, places emphasis on teaching, scholarship, service, and professionalism. Promotion to the next level of academic rank infers escalation of activities within the core areas. The candidate seeking promotion must demonstrate evidence of accomplishment. The listed activities are provided as types of examples but not limited to only those items listed.

The candidate's synthesis of their package should be self-evident in satisfying the criteria.

Non-tenure track

The role of a non-tenure track faculty member is to contribute to the College's mission through scholarly practice as a clinician, administrator, or educator, as evidenced by dissemination of scholarly works that transform and improve practice. All non-tenure faculty members are expected to demonstrate excellence in teaching and achieve progressive contributions in scholarship and service. Examples of evidence that might be used to support the significance and impact of the faculty member's work are listed below. Through progression, the faculty member meets or exceeds the criteria for the past categories. These examples are illustrative only. Other examples may be used to document professional growth.

For tenure track

The role of a tenure track faculty member is to serve as steward of the College's mission through developing and sustaining a program of study, practice as a clinician, administrator, or educator. All tenure track faculty members are expected to demonstrate excellence in teaching and achieve progressive contributions in scholarship and service. Evidence documents the depth and breadth through dissemination of scholarly works that transform and improve practice. Tenure track faculty members utilize the listed activities for promotion and demonstrate significantly greater breadth and depth. Through progression, the faculty member

meets or exceeds the criteria for the past categories. The examples are illustrative only. Other examples may be used to document the tenure process.

Table 4: Promotion Guidelines with Listed Activities and Examples

| | Assistant Professor to Associate Professor | Associate Professor to Full Professor |
|-----------------|---|---|
| Teaching | Listed Activities | Listed Activities |
| | <ul style="list-style-type: none"> • Develops course materials that reflect state of the science, current research findings, and application of evidence to practice • Demonstrates effective classroom and online/distance education, as evidenced by student evaluations or peer evaluations • Uses feedback from student and peer evaluations to refine courses, teaching strategies, and/or evaluation methods • Presents innovations in teaching techniques at local conferences • Develops, implements and evaluates innovative teaching techniques that promote critical thinking and independent approaches to student learning • Develops and actively promotes new learning opportunities and clinical sites for students • Involves students in research/scholarly activities | <ul style="list-style-type: none"> • Demonstrates excellence in teaching • Leads major initiative(s) within CGN to plan, develop, implement, and evaluate new academic programs/curricula or major revisions of existing programs and/ or curricula • Provides leadership in developing and evaluating interdisciplinary educational programs featuring collaboration of CGN with other Colleges • Provides leadership in developing and securing funding for educational/training programs within national or international service- education partnerships, outreach programs, or collaborative projects involving external agencies • Invited to present in area of expertise at national or international meetings or conferences • Receives awards for teaching and/or mentoring • Invited to serve as a visiting professor, educational or curriculum consultant to national or international organizations or educational institutions. • Participates in task forces/committees that produce monographs, books or professional reports related to teaching or in the field of nursing education • Recognized by professional organizations for leadership in educational endeavors • Contributions to teaching are being adopted or are affecting teaching programs at other institutions |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Involves students in research/scholarly activities or publications • Serves on or chairs student scholarly project committees such as directed research or DNP scholarly projects • Mentors students and colleagues in meeting their professional goals; evidence of impact on the professional careers of former students • Participates in preparing or leading training grants • Demonstrates internal leadership in planning, implementing, evaluating, and revising curricula • Participates in interdisciplinary educational/training programs within local or regional service-education partnerships, outreach programs, or collaborative projects involving external agencies • Serves as an accreditation site visitor • Serves as a teaching or curriculum consultant in the local/regional area • Presents teaching scholarship or innovations in teaching techniques at local or regional conferences in nursing education • Sustained record of effective teaching. • Receives awards for teaching and/or mentoring. • Invited to serve as a visiting professor, educational or curriculum consultant to national or international organizations or educational institutions. • Participates in task forces/committees that produce monographs, books, or professional reports related to teaching or in the field of nursing education. |
|--|--|--|

Table 4: Promotion Guidelines with Listed Activities and Examples (cont)

| | Assistant Professor to Associate Professor | Associate Professor to Full Professor |
|--------------------|---|--|
| Scholarship | Listed Activities | Listed Activities |
| | <ul style="list-style-type: none"> • Must have first authored article in peer-reviewed journal; may have other publications as contributing author. • Participates in book chapters, practice guidelines/recommendations, policy/position statements, editorials <p>Must have minimum of 2 of the above since last promotion period</p> <hr/> <ul style="list-style-type: none"> • Participates in innovative leadership and/or policy- related activities that impact various populations • Presents papers/posters at local or state conferences • Conducts and/or collaborates with colleagues on professional practice-related scholarly activities • Participates in teams that seek extra-mural (grant) funding for practice-related scholarship • Receives local or state recognition for contributions in area of practice • Reviews abstracts for local conferences or meetings • Recognized as a peer reviewer by journal. • Must have minimum of 4 of the above since last promotion period | <ul style="list-style-type: none"> • Must demonstrate high standards in scholarship • Must demonstrate an established publication trend through publications as first/senior author; may have other publications as contributing author. • Leads book chapters, practice guidelines/recommendations, policy/position statements, editorials. <p>Must have minimum of 4 of the above since last promotion period</p> <hr/> <ul style="list-style-type: none"> • Leads in innovative leadership and/or policy-related activities that impact various populations • Presents papers/posters at state, national or international conferences • Leads collaborates with colleagues on professional practice-related or scholarly activities • Leads teams and/or receives significant extra-mural funding (grants) for practice-related scholarship • Mentors faculty in area of scholarship • Serves as the editor, co-editor or on an editorial board of a peer-reviewed journal • Elected as Fellow in professional society • Recognized as a peer reviewer by journal for majority of years since last promotion <ul style="list-style-type: none"> • Must have minimum of 2 of the above since last promotion period |

Table 4: Promotion Guidelines with Listed Activities and Examples (cont)

| | Assistant Professor to Associate Professor | Associate Professor to Full Professor |
|--|---|--|
| Service | Listed Activities | Listed Activities |
| | <ul style="list-style-type: none"> Participating on committees within CGN | <ul style="list-style-type: none"> Leading committees within CGN Serves in leadership positions on University committees |
| Service to the College, the University, the Profession, Includes Community service. | <ul style="list-style-type: none"> Serves as member on University committees Serves as member, officer, chair, director of local, state, or regional associations, agencies, committees, task forces or review groups Reviews conference papers, posters, book chapters, or submissions to professional journals Organizes local, state, or regional conferences or workshops Participates in local, state, or regional health care or education-focused initiatives, programs, services, policy committees; may take leadership role at the local, state, or regional level Advocates for or testifies on issues at the local, state, or regional level Consults for local, state, or regional institutions, organizations, or media Engages in service contributions that have significant effects on policies/programs of organizations served | <ul style="list-style-type: none"> Contributes to ad hoc committees as available. Elected or appointed to leadership positions in national or international organizations or professional societies Sustained record of reviewing articles for professional journals Serves as editor or chair of editorial board for professional journal(s) Participates in organizing national or international conferences or workshops Takes leadership role in national or international initiatives, programs, services, policy committees that are concerned with professional issues Advocates for or testifies on national or international policy issues that affect health care or education Consults for national or international institutions, organizations, or media Leads service activities have led to improved health care delivery or education, or significant impact on health at national or international level |

| | | |
|---|--|--|
| Professionalism (Collegiality) | <ul style="list-style-type: none"> • Collaborates with others Fosters teamwork Resolves conflicts • Proactively assists and actively involves others • Builds bridges between and among colleagues • Promotes rapport among colleagues • Demonstrates patience and respect in working with fellow faculty members | <ul style="list-style-type: none"> • Collaborates with others Fosters teamwork Resolves conflicts • Proactively assists and actively involves others • Builds bridges between and among colleagues • Promotes rapport among colleagues • Demonstrates patience and respect in working with fellow faculty members |
|---|--|--|

Regular Timelines for Review, Promotion and Tenure

For Faculty's Interim Review

For faculty, the Regular Timeline begins at the point of hire. The Faculty Affairs Committee, by January 31st of the third year, notifies the faculty member, and the faculty member's immediate supervisor of the required interim review. The faculty member completes a package in accordance with the criteria required for promotion no later than March 1st of the fourth year of employment.

The Faculty Affairs Committee will appoint a P & T subcommittee of at least four faculty members to evaluate the package. The supervisor of the faculty member may not serve on the subcommittee. All faculty members appointed to evaluate the package should be at the rank being sought or higher. One member shall be appointed Chair of the subcommittee and serve as a non-voting member unless a tie in votes occurs. The Faculty member may submit up to two names of WesternU faculty members external to the College of Graduate Nursing for inclusion on the review committee.

The College P&T Committee will provide a written interim review report including recommendations to the faculty member's immediate supervisor, the Dean, and the reviewed faculty member. Tenure-track faculty have the right to be informed in writing of any deficits in their performance that would affect their candidacy for tenure. The faculty member's immediate supervisor, the Chair of the P&T Committee and the faculty member will meet jointly to review the written interim review report, by a deadline to be established by the College P&T committee. The interim review report will be added to the faculty member's personnel file.

For Faculty Seeking Promotion

For faculty members seeking promotion, the process begins with the Faculty Affairs Committee notifying the faculty member of the opportunity to apply for promotion and/or tenure. FAC should notify the faculty member in January of the respective year. Faculty members receiving notification are required to acknowledge the receipt of the notification letter within 30 days. Faculty members should work with their supervisors during the Spring evaluation to plan for P&T activities. Faculty members must submit the letter of intent to the Dean of the College of Graduate Nursing and FAC Chair by March 1 of the year eligible for promotion. A complete package must be submitted no later than September 1 of the eligible year.

Table 5: Timelines and Responsibilities Review, Promotion and Tenure

| Faculty Affairs Responsibility | Faculty Member Responsibility |
|---|---|
| January: Identify eligible faculty members for P&T consideration; distribute letter(s). | February: Faculty member acknowledges receipt of letter. |
| | Spring: Faculty member meets with supervisor to acknowledge intent for P&T. |
| | March 1st: Deadline for submitting letter of intent to Dean. |
| | August 1st: Candidate submits 4 names for external review. |
| September: Begin to formulate P&T subcommittee | September 1st: Deadline for package submission. |
| January 15th: P&T subcommittee report due to Dean | |

The Faculty Affairs Committee will appoint a subcommittee of at least four faculty members, from the College of Graduate Nursing or the University at large, to evaluate the package. One member shall be appointed Chair of the subcommittee and serve as a non-voting member unless a tie in votes occurs. All faculty members appointed to evaluate the package should be at the rank being sought or higher. The Faculty member may submit up to two names of WesternU faculty members external to the College of Graduate Nursing for inclusion on the review committee.

The supervisor of the faculty member may not serve on the subcommittee. Faculty members who have submitted letters of support from the candidate are excluded from the subcommittee to avoid conflict of interest.

The Subcommittee will meet and prepare a written report to the Dean no later than January 15. The Dean will place a letter within the package and forward to the package to the Provost by March 1.

Deferral of Timelines

Faculty members may request in writing to the Dean and Office of the Provost, with a copy to Faculty Affairs Committee, to defer seeking promotion to the next academic rank. If granted, that consideration of promotion be deferred, the Faculty member shall remain at the present rank and continue with an annual contract that outlines responsibilities. Any employment time accumulated during the deferral period shall not count towards time required for promotion. The faculty member must request in writing to the Dean with copy to Faculty Affairs Committee any intention to resume the promotion processes.

Conversely, the Dean may recommend deferral, which must be communicated in writing, to the candidate. The Faculty member may elect to refuse deferral.

Faculty members will be reviewed annually during their employment period regardless of whether time is excluded from that period for any of the above reasons unless their absence from campus during an excluded period makes conduct of such a review impractical. Expectations for productivity during the employment period cannot be increased as a consequence of exclusions of time granted under the terms of this rule.

Supporting Documents for Review (see Appendix II)

Supporting documents for the package and required for promotion may include the faculty's personal statement including teaching philosophy (10-page limit), and CV, a teaching Package of past student evaluations, peer evaluation, continuing education completed, letters of award, letters of reference, letters of support, copies of articles, presentations, copies of honors, copies of awards. Supporting documents should demonstrate significant contributions to the College, University, and profession.

Policies for the Consideration of Tenure

- i. Tenure is reserved for individuals with a 1.0 FTE appointment.
- ii. Tenure will not be recommended for a candidate who has not demonstrated success in teaching and/or facilitating ability.
- iii. Candidates must meet the criteria for the rank of Associate professor to be considered for tenure.
- iv. A tenure-track Associate Professor may be considered for promotion (to Professor) and/or tenure, provided criteria for both promotion and tenure have been satisfied.
- v. In cases where promotion alone is awarded early to a faculty member, prior to completion of the tenure track employment period, no promise of eventual tenure is implied by the promotion.
- vi. Demonstration of collegiality by the faculty member is a significant factor in the recommendation and decision process toward the awarding of tenure.
- vii. Time spent on leave not counting towards tenure must be in accordance with the University Faculty Handbook. Applicants returning from leave of absence who are otherwise eligible for tenure are required to teach one academic year at the University before being considered for tenure.

Timeline for Initial Faculty Appointments with Prior Tenure

A candidate for a faculty position who has tenure at a different academic institution may be considered for the granting of tenure at time of hire by the Faculty Affairs P & T Committee. However, The College recommends a two- to three-year appointment prior to granting tenure and included in the offer letter. Candidates tenured from another institution would be considered for an accelerated timeline for tenure. For either timeline, such consideration shall include a vote by all tenured faculty members and a written recommendation from the Faculty Affairs Committee to the Dean and Provost prior to the completion of final negotiation for hire.

| Faculty Appointment Status | Earliest Tenure Consideration |
|-----------------------------------|--------------------------------------|
| Assistant Professor with PTRE | Not eligible for tenure |
| Associate Professor with PTRE | Tenure after 3 years |
| Professor without PTRE | Tenure after 6 years |
| Professor with PTRE | Tenure after 3 years |

Criteria for Awarding Tenure

The basis for determining tenure includes annual review of faculty performance as provided for in the Annual Faculty Evaluation document. For successively higher levels of faculty rank, higher levels of achievement, and a continuum of achievement, are expected. In considering tenure, reasonable flexibility should be exercised. The candidate's commitment, professional competence, contributions, and student and peer evaluations should weigh heavily in the deliberations, using the applicable tenure criteria and documentation.

The criteria and documentation for assessment of performance in dimensions on which consideration shall be given by the Faculty Affairs P & T Committee in deciding whether to recommend promotion and/or tenure be awarded listed below.

Supporting Documents (Appendix II)

Supporting documents for the dossier and required for promotion may include the faculty's curriculum vitae, personal statement including teaching philosophy (10-page limit), and portfolios in areas of: teaching, scholarship, and service, including clinical, administrative, profession, College and WesternU service (where applicable). Distribution of effort) as coded by FTE assignment) as contained in all annual employment agreements to date. Four letters from external reviewers. The interview review report.

In addition, CGN requires copies of peer evaluation, continuing education (per BRN requirements). Candidates may include letters of reference, letters of support, copies of articles, presentations, copies of awards. Supporting documents should demonstrate significant contributions to the College, University, and profession.

Continuing productivity shall be additionally evaluated taking into consideration an individual's ability to meet expectations of annual FTE allocations. The FAC's Promotion and Tenure Committee recognizes that during the College's initial stages faculty members may be assigned responsibilities different from the job description contained in original contract.

Procedural Guidelines for Promotion and/or Tenure and Interim Review(s)

For new faculty members with no previous tenure-relevant experience, a three-year review will be conducted by the Faculty Affairs Committee to ensure satisfactory progress of the faculty member towards attaining promotion and tenure by the end of the six-year employment period.

The three-year review will involve a mock tenure review process with the faculty member providing a complete package. Outside letters of recommendation will not be required for this evaluation process; however, input from the Dean as well as tenured faculty in the College of Graduate Nursing will be requested. Subsequent to this review, the Faculty Affairs Committee will generate and provide a written report to the faculty member, including recommendations as to the nature of the faculty member's progress towards attaining promotion and tenure. This report will be included in the faculty member's package and forwarded to the Dean for review and for any action deemed necessary.

Faculty members with prior tenure-relevant experience may undergo appropriately timed interim review(s) if requested or if deemed necessary by the Dean and Chair of the Promotion and Tenure Committee.

Procedural Guidelines for Promotion and/or Tenure

Consideration for promotion and/or tenure may be initiated by the Faculty member, the Faculty Affairs Committee, and/or Assistant Deans or Directors. If consideration is not initiated by the Faculty member, he/she must agree to go forward at that time for consideration to proceed.

Candidates for promotion and/or tenure shall submit a package to the Chair of Faculty Affairs Committee no later than September 1 of the final year of their employment period for review and recommendation towards a potential appointment date of July 1 of the following year. It is the responsibility of the Chair to provide a format for the package, and to assist the candidate in assuring completeness of the package. The Chair shall remind the candidate that decisions on tenure must be based on the contents of the package alone.

The candidate shall select at least four external referees. Normally, these will be individuals at or above the rank or tenure status the candidate seeks, who are familiar with the candidate's discipline, who have not been involved with the candidate's training and are not faculty members at WesternU. The candidate shall provide a description of the relationship with and the qualifications of these referees to the Chair. The Chair shall select two external peer referees from the list provided by the candidate, and two other external referees unknown to the candidate. The Chair shall then send a letter to the four external referees, requesting their assessment of whether the candidate's credentials and productivity warrant promotion and/or tenure.

The candidate's CV, selected publications or work products, and a copy of the Western University of Health Sciences College of Graduate Nursing Standards for Promotion, Tenure, and Post-Tenure Review of Tenure Track Faculty document shall be enclosed with the solicitation letter. External referees shall be informed that their letters will not be kept confidential from the candidate.

When possible, faculty members also may consult with their immediate supervisor to select additional evaluators with knowledge of the candidate's accomplishments and abilities. These may include clinical site coordinators, practice partners, former graduate students, alumni, and professional colleagues. It is recommended that no more than four letters from additional evaluators be included in the package.

The candidate shall have access to his/her package at all times until it leaves the College and shall have the right to add comments responding to any statements in the package that he/she believes may be inaccurate.

Following review and evaluation of the candidate's package in light of criteria for promotion and tenure at the College, a member of the Faculty Affairs Committee who agrees with the majority opinion is assigned the task of preparing a written report that documents the faculty vote and presents recommendations based on the majority opinion. If the vote is not unanimous, a minority opinion should also be included in the report and should be written by a faculty member holding the minority opinion.

The complete package, including the written report of the Faculty Affairs P & T Committee, is then forwarded to the Chair who adds a letter of personal recommendation, based on the contents of the package. A copy is provided to the candidate and provost. The package is then sent to the Dean, who adds a letter of personal recommendation, based on the contents of the package.

The complete package is then forwarded to the Executive Vice President of Academic Affairs/Chief Academic Officer for his/her review. If approved by the Executive Vice President of Academic Affairs/Chief Academic Officer, the Executive Vice President recommends approval to the President and the Board of Trustees at the next regular meeting of the Board. The candidate and Dean are notified of the action by the Board of Trustees through the Executive Vice President of Academic Affairs/Chief Academic Officer.

If tenure is not recommended by the Executive Vice President of Academic Affairs/Chief Academic Officer or the Board of Trustees by the end of the employment period, the faculty member will be offered a one-year terminal contract. The faculty member has the right to appeal denial of tenure using the Grievance Procedure outlined in the Faculty Handbook.

Point of hire

Concepts of promotion plan created with new faculty and Director that addresses teaching, scholarship, service, and collegiality (professionalism)

Years 1-3

Faculty member creates scholarly works that address areas of teaching, scholarship, and service.

Year 3

Faculty Affairs Committee notifies faculty member in January.

Faculty member creates package between January and February (Due on March 1)

Mock review by Faculty Affairs Committee between March 1 and June 1; report to Dean by July 1
Dean shares results of Mock review with faculty member and supervisor

Year 4-5

Faculty member continues with creation of scholarly works

Year 6

Faculty member notifies the Dean by September 1 of intent to seek promotion or tenure
Faculty member updates package between September 1 and December 1.

Package Review by Committee (as established by Faculty Affairs Committee's Policy & Procedure) due by January 15

Procedural Guidelines for Post-Tenure Review

All College faculty members participate in an annual evaluation and development process. This process is goal-oriented and ensures that each faculty member: 1) establishes and accomplishes goals and objectives that contribute to Western University of Health Sciences College of Graduate Nursing's mission, vision, values, and goals, and 2) continues with personal and professional growth and development, thereby making him/her more effective in the position.

All continuously tenured faculty members hired after July 1, 1998, will undergo automatic post-tenure reviews every six years following the date of initial tenure. The post-tenure review process should be designed to advance faculty development and growth. It is not the purpose of the period post-tenure review to be used as a mechanism to require a tenured faculty member to earn tenure again and again, every five years. Once tenure has been granted, the normal presumption is that it will continue.

The post-tenure review process will evaluate performance in the same areas as stated for the awarding of tenure.

- a. The faculty member must provide evidence of continued excellence in teaching, scholarship, and service and give promise for continued professional growth. Tangible evidence may be considered in each of the three traditional areas of performance and shall be weighted by the College P&T committee according to the distribution of effort that has been negotiated between the faculty member and his/her supervisor.

- b. The faculty member must conduct him/herself in a professional manner and exhibit collegiality when interacting directly or indirectly with fellow faculty.
- c. The faculty member must comply with the stated goals and missions of the College and the program to which he/she is appointed.
- d. In the event the post-tenure review is favorable to the faculty member, a report shall be forwarded to the Dean, the faculty member, his/her supervisor, and Provost.
- e. In the event that the post-tenure review is not favorable to the faculty member, the College P&T Committee will submit a report a report the Dean outlining recommendations that the faculty member should take to remediate his/her performance. A copy is provided to the Provost and faculty.

The College P&T committee in consultation with the Dean, the faculty member's supervisor, and the faculty member will devise a plan of remediation, with a specified time period for completion, in consultation with the faculty member and his/her supervisor. The remediation process will be directed toward the growth and development of the faculty.

Following the specific time period, the College P&T Committee will evaluate the faculty member's progress toward achieving the goals specified in the remediation plan.

If the College P&T Committee finds that remediation has been successful, a report of such will be forwarded to the Dean and Supervisor.

If the College P&T Committee finds that the remediation has been unsuccessful, the Committee must recommend to the Dean and Provost termination of continuous employment, subject to demonstration of adequate cause as stipulated by the University Faculty Handbook.

If termination of continuous employment is recommended for adequate case, as stipulated by the University Faculty Handbook, the affected faculty member will be given a one-year terminal contract.

The faculty member may appeal the decision using the Grievance Procedure outline in the faculty handbook.

A. Definitions of Terms Academic Qualifications

Credentials, knowledge, skill, and judgment of a Faculty member that is relevant and available to him/her in the course of carrying out responsibilities of a particular rank. These include a) knowledge of the literature, and b) skills to make contributions to the discipline and/or to make a social contribution. These qualifications are usually met by academic training. However, in some instances such qualifications will be attained through practical experience and creative professional activities.

Collegiality

The ability of an individual to relate well and constructively with faculty, staff and students within the college and institution. A professional criterion relating to the performance of a faculty member's duties within the College; should be distinguished from sociability or

congeniality. A required dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Graduate Nursing.

Collegiality is marked by power or authority vested equally in each of a number of colleagues. Interpretation about a candidate's collegiality should not intrude upon the academic freedom of an individual and should not be confused with the rights of a faculty member to dissent. Intellectual disagreement should not be confused with non-cooperation or dissent with disobedience. Principal criteria for assessment of collegiality include recognition through selected and/or appointed positions, collaborative efforts, engagement in shared academic and administrative tasks, professionalism and integrity, and mentorship efforts. These activities are documented in the Annual Faculty Evaluation, Curriculum Vitae, and letters of evaluation.

Dimensions

Categories of criteria that are evaluated in the consideration of promotion and/or tenure of Faculty members at the College of Graduate Nursing. Dimensions include Teaching Ability, Facilitating Ability, Scholarship, Service Contributions (to the profession, the College, University, and/or Community) and Collegiality.

Facilitating Ability

The ability to facilitate students to become self-directed, life-long learners. The ability to assist in the development of a process of learning that will keep the student current in their career of choice following graduation. A dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Graduate Nursing. Evidence of facilitating ability is provided by peer evaluations and student evaluations, which are required parts of the package for the candidate seeking promotion and/or tenure.

Faculty Affairs Committee

The elected faculty standing committee that serves as an advisory committee to the Dean on Promotion and Tenure, and conducts peer review activities, in accordance with standards and guidelines established by the College and the University, for the purpose of recommending Faculty for promotion and/or tenure. The Committee also is responsible for maintaining the College's guidelines and standards for promotion and tenure.

FTE

Full-time equivalent. May be used in reference to faculty assignments (6-8 semester units per semester). Faculty workload (units) assignments may vary to include release time for specialty projects, self-studies, program development, administrative duties, grant development, etc.

Offset

Outstanding performance in one or more dimensions of the promotion and tenure criteria that makes up for marginal deficiency in another dimension, leading to the granting of promotion and/or tenure based on evaluation of overall performance. Offsets may not be applied to the dimension of teaching ability, which, if deficient, may not be offset by performance in another dimension.

Promotion

Advancement from one rank to another in the Faculty classification structure. Such advancement should reflect achievement of the Faculty member in performance of his or her duties.

Scholarly Activity

A broad term encompassing academic peer-reviewed productivity that the College defines as scholarly research, discipline-based practice, and activities.

Scholarly Research

Productive activity that is peer-reviewed and that leads to significant advances in new information and knowledge. A dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Graduate Nursing. Contributions to a scholarly discipline are to be distinguished from the practice of a discipline (such as consulting activities or public performance by artists) by evidence that the frontiers of the state of the discipline or profession have been advanced, or something of cultural value has been created as a result of the activity. Scholarly research activity may be conducted in many different environments, including the classroom, health care delivery system, nursing sensitive outcomes, or the patient care setting. This activity includes the scholarships of discovery, integration, application, and teaching described by Ernest Boyer (1990) in his paper, "Scholarship Reconsidered: Priorities of the Professoriate". Each of these is defined more specifically as follows:

- Scholarship of discovery is a commitment to knowledge, to freedom of inquiry, and to following a disciplined investigation, wherever it may lead. This comes closest to what most academics refer to as research.
- Scholarship of integration is serious disciplined work that seeks to interpret, draw together, and bring new insight to bear on research. It gives meaning to isolated facts and helps put them in perspective. This involves making connections across disciplines, placing specialties in a larger context, illuminating data in a revealing way, and often educating non-specialists.
- Scholarship of application moves toward engagement and is defined by responsible application of knowledge to consequential problems. Service activities may be considered as scholarship of application if they are tied directly to one's special field of knowledge and relate to and flow directly out of this professional activity. It is possible that new intellectual understandings can arise out of the act of application, whether in medical diagnosis, shaping public policy, or serving clients. In such activities, theory and practice vitally interact, and one renews the other.
- Scholarship of teaching begins with what the teacher knows; it has been stated that teaching is the highest form of understanding. Those who teach must be well informed and steeped in the knowledge of their fields. Teaching is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Instructional methods must be carefully planned, continuously examined, and relate directly to the subject taught. Great

teachers stimulate active learning and encourage students to be critical, creative thinkers, with the capacity for life-long learning.

- Service Contributions to the Community
- A dimension of service performance that recognizes that the university operates in the context of a larger community. The University is dependent on the community to provide resources necessary to maintain it. Because of this dependence, the University must monitor the needs of that environment if it is to minimize the risk of losing support and maintaining relevance to larger society. The major responsibility for monitoring the demands of society on the University rests with the organization's executive level, but individual Faculty members also can play a part in this activity,
- and such voluntary contributions should be valued. The commitment to collaboration with strategic partnership sites is a founding principle of the College and is accomplished by providing competent advanced practice nursing students and maintaining collaborations to advance the field of nursing.

Service Contributions to the Profession

A dimension of service performance that recognizes the requirements of those Faculty members with relevant kinds of expertise to contribute applications of their discipline in diagnostic and clinical services. Professional or clinical service refers to the work that a faculty member performs for the College, WesternU, other academic institutions, professional organizations, and the public. The practice of a discipline is to be distinguished from contributions to a discipline.

Service Contributions to the University's Governance and Functioning

A dimension of service performance that recognizes the necessity for Faculty members to accept responsibility for governance of the University and the College and execution of many tasks that must be carried out for it to function effectively.

Standards for Appointment or Promotion

The minimal levels of performance or attainment on dimensions or criteria recommended for promotion and/or tenure. These minimal levels of attainment are defined in the Section for each academic rank. These standards are defined in general terms, and it is expected that assessment of specific cases will occur after exercise of judgment that comes from a process of peer review.

Teaching Ability

The ability to assist students in developing competence in a subject area and a sense of whole knowledge. A dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Graduate Nursing. Evidence of teaching ability is provided by peer (defined as any qualified educator) evaluations and student evaluations, which are required parts of the package for the candidate seeking promotion and/or tenure. In addition, this dimension also

includes course development and advising. Some examples of documentation of teaching ability include:

- Excellence in teaching courses taught in professional and graduate programs.
 - Development of innovative approaches to instruction, including development of new teaching techniques, pedagogies, or innovations (problems, cases, scenarios, exercises, models, experiments, notes, audio- visual media materials, educational software, etc.).
 - Effectiveness in curriculum review (appraisal of objectives and effectiveness of course design, incorporation of new courses in light of these reviews); updating course materials
 - Contributions to the College's instructional program through leadership and
-
- curriculum development.
 - Flexibility and cooperation with faculty and staff in teaching assignments.
 - Involvement and effectiveness for student evaluation, mentoring, supervision, remediation, advising, etc.
 - Excellence in teaching activities outside the College.

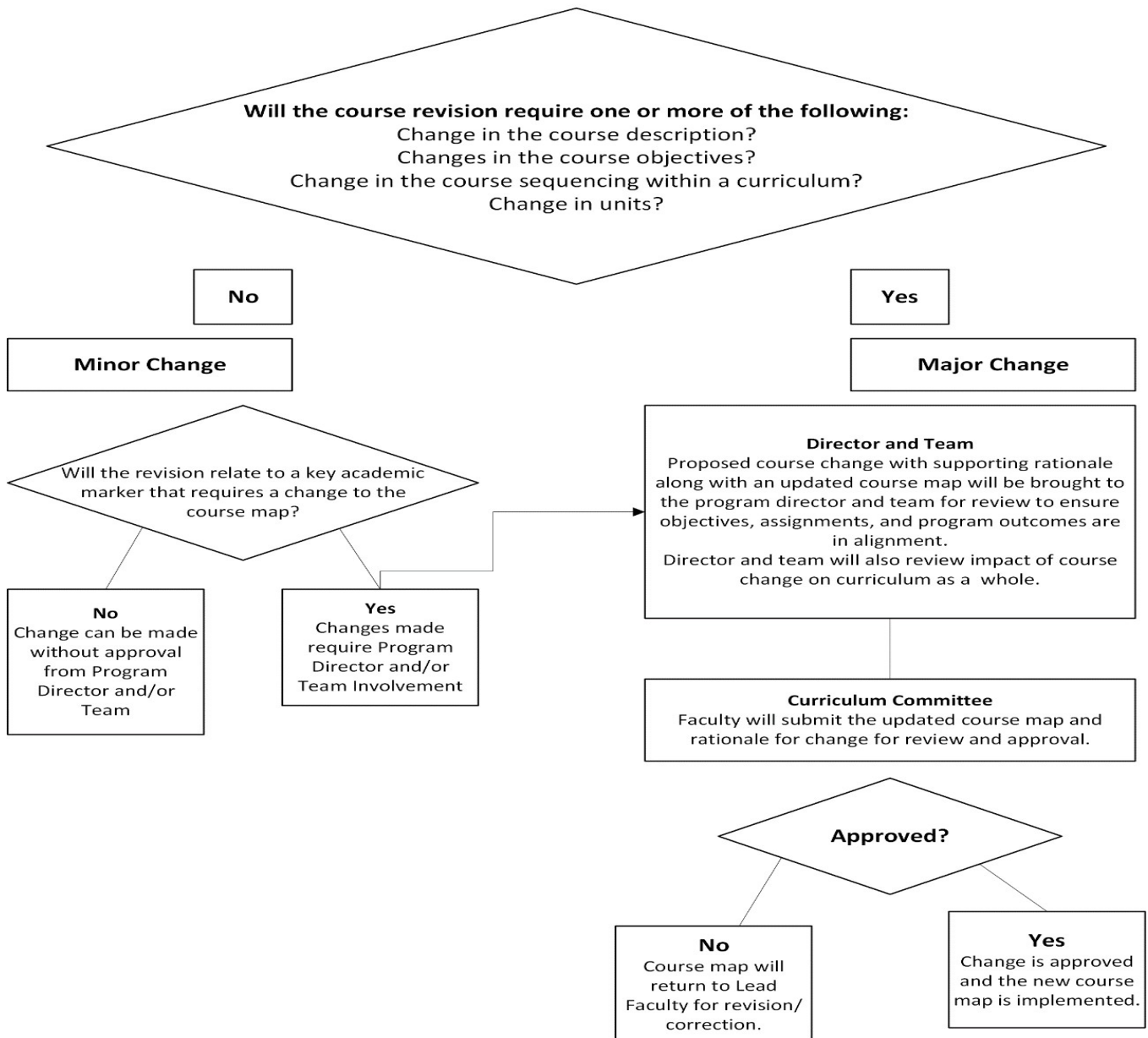
Tenure or Indefinite Tenure

Appointment without term, including the right of a Faculty member not to be dismissed except for cause as defined in the University Faculty Handbook.

Appointment without term includes the right during the appointment to fair consideration for increases of responsibility and salary, and promotion in rank.

APPENDIX I. Algorithm for Course Revisions

Algorithm for Course Revisions



APPENDIX II. Format and Contents of Package

**For Promotion and/or Tenure and/or Post-Tenure Review College of Graduate Nursing,
Western University of Health Sciences**

WesternU utilizes *Interfolio RPT* as the software platform for Promotion and/or Tenure

1. **Self-Reflective Statement** by the Candidate (no more than 10 pages)
2. **Curriculum Vitae**
3. **Documents in Support of Teaching Ability** (list of courses taught during the employment period; student and peer evaluations required; syllabi written, modules written (web-based courses), leadership; may include candidate's teaching Package; honors or awards, perhaps short samples of exams or exam items written).
4. **Documents in Support of Facilitating Ability** (list of facilitating assignments and student evaluation data)
5. **Documents in Support of Scholarly Research:** Representative publications and first pages of funded research grants (selected by the candidate). For both publications and grants, the candidate should describe his/her role in the research. For candidates with other work products (computer assisted instruction, models, conferences), this section may contain photos, descriptions, or CD-ROM's documenting the nature and quality of the work products.
6. **Documents in Support of Service to the College, University, Discipline or Community** (list of committee memberships, leadership, roles in specialty groups, letters of appreciation, honors and awards)
7. **Documents in Support of Collegiality** (Letters of Reference)
8. **Letter from the Chair of the P&T Committee**
9. **Letter from the Dean**
10. **Letter from the Executive Vice President, Academic Affairs** further comments from the Candidate

Promotion and Tenure Criteria for Assessment

1. Criteria for the Assessment of Academic (Teaching) Service.

Scale: 1-4

| | |
|---|--|
| A. Fulfillment of teaching responsibilities Comment: | |
| B. Mastery of subject matter Comment: | |
| C. Effective communications Comment: | |
| D. Counseling and advising students Comment: | |
| E. Responsiveness and professional attitude Comment: | |
| F. Improvement of teaching methods and techniques Comment: | |
| G. Improvement or development of content Comment: | |
| H. Formulation and implementation of innovative teaching approaches Comment: | |
| I. Curricular planning and development Comment: | |
| J. Exceptional responsibilities undertaken, assigned or voluntary Comment: | |
| K. Demonstration by his teaching efforts, of orientation to the goals of the university, or to the interrelationships of goals among the disciplines Comment: | |
| L. Contribution to research on teaching Comment: | |
| M. Development of innovative educational materials Comment: | |

Total: (of 52 possible points)

*Teaching evaluations should also include student course and instructor evaluation summaries and peer observations/assessments of teaching performance. In addition, copies of instructor-developed syllabi, representative student handouts, examinations, etc. should supplement the teaching portfolio.

2. Criteria for the Assessment of Scholarly Activities: Scale: 1-4

| | |
|---|--|
| A. Authorship and presentation of refereed papers at professional societal meetings Comment: | |
| B. Publication in quality, refereed journals, especially as senior author Comment: | |
| C. Grant activity (including contracts) as Primary Investigator or Co-investigator Comment: | |
| D. Invited editorships, lectureships, and/or chairmanships at national or international level Comment: | |
| E. Activities related to the review of grant proposals and manuscripts Comment: | |
| F. Writing of books and book chapters Comment: | |

Total: (of 24 possible points)

3. Criteria for the Assessment of Professional and Community Service: Scale: 1-4

| | |
|--|--|
| A. Active participation on college and university-wide committees, professional activities, and faculty governance Comment: | |
| B. Membership and participation in professional societies Comment: | |
| C. Membership and participation in community organizations Comment: | |
| D. Presentation of health-related educational programs to the public and other health professional Comment: | |
| E. Holding of a professional societal or community office Comment: | |
| F. Appointments to regional, national, and/or international advisory boards/committees Comment: | |
| G. Active membership in professional organizations Comment: | |
| H. Service to the public in a professional capacity Comment: | |
| I. Consultant activities Comment: | |
| J. Student advising activities Comment: | |
| K. Inter-disciplinary collaboration and strategic planning Comment: | |

Total: (of 44 possible points)

Grand Total for Criteria 1, 2 & 3: (of 120 possible points)

Note: A package that is self-assessed at less than 100 points is considered weak and should not be considered at this time for Promotion or Tenure.

Scale Key

4-Exceeds expectations 3-meets expectations

2-meets some expectations, but not all 1-Does not meet expectations