

College of Graduate Nursing
Western University of Health Sciences

CGN FACULTY HANDBOOK



Fall 2015

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Faculty Bylaws

Mission Statement

Using a learner centered model the College of Graduate Nursing faculty creates an environment that cultivates the capacity for the nursing student to: meet the diverse patient and population needs, function as a transformational leader, advance science and technology to deliver and enhance safe, quality and effective care, engage in health policy change to advance the profession of nursing, work independently and collaboratively to improve patient and population health outcomes, and build foundations for lifelong learning.

Section I **Introduction**

The purpose of these bylaws is to provide a written record of the consensus of the Faculty of the College of Graduate Nursing regarding its self-governance and responsibilities, appointment and rank classifications, hiring, promotion, committee structure, tenure criteria, and other operating procedures. The Faculty 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 Faculty Handbook* shall prevail.

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

Section II **Faculty Responsibilities**

A. Teaching Responsibilities

1. It is the responsibility of the faculty member to maintain intellectual integrity and to strive for academic excellence in his/her teaching, whether teaching is in the classroom, clinical settings, or online. 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 Handbook, and the University Faculty Handbook. As well, new hires and faculty are required annually to complete copyright, FERPA, Passcode Security, Sexual Harassment, Copyright, and other university required trainings. New full-time faculty members are also required to attend the Academic Boot Camp that is conducted in July.

2. Faculty members are required to provide students with downloadable (PDF) syllabi for campus-based or web-based courses which adhere to the Western University required template. The syllabus includes course description, objectives, course/clinical schedule, learning activities, methods of evaluation; assignments with due dates, reading assignments, and course examinations. Faculty objectives will be guided by the higher order of Bloom's taxonomy to promote high-level learning: application, integration, analysis, synthesis, evaluation, and creation.
3. Faculty are responsible for reviewing and updating the courses they teach to maintain currency of content and learning resources. These include content, web links, textbooks, articles, and recommended readings.
4. Faculty are required to send a welcome communication (via email, Blackboard announcements, etc.) prior to or on the first day of the class start date, which identifies contact information for the faculty member and other introductory information. In addition, the faculty member is responsible for establishing a mechanism for clear and timely communication. This can be office hours, e-mail, Skype phone conferences, etc.
5. Faculty are responsible to maintain timely communications 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 a 72 hours are required to communicate their absence to their Director, fellow faculty, and students and make arrangements for their scheduled absence (conference, travel, personal issues, etc.). This assures that students will be supported in their absence.
6. Faculty are responsible for seeing that all textbooks and/or educational resources required for purchase by students are utilized as an integral part of the course. Required readings should be differentiated from recommended readings.
7. In concert with a learner centered model, faculty will communicate/clarify course expectations required to promote student success (content to be covered during seminar weekend, content required to be mastered prior to class [flipped classroom] in-class presentations, small group work, simulation/skills lab, clinical activities, course assignments, or examinations/testing). Rubrics are utilized for most assignments to facilitate clear expectations for students. Faculty objectives will be guided by the higher order of Bloom's taxonomy to promote high-level learning: application, integration, analysis, synthesis, evaluation, and creation.
8. Faculty will evaluate and grade all assigned work by students in a timely manner. Discussion boards require faculty oversight and participation. 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 ten business days of the end of the semester and inputting grades into BanWeb. Lead faculty for MSN-E courses may need to assist adjunct faculty to input grades.

9. Because distance students lack the opportunity for regular face-to-face contact with faculty, online faculty must be attentive and responsive to returning student communications by phone or email. In addition, faculty are expected to be accessible to students for consultation during seminar weekends by appointment. In cases of student difficulty or hardship in establishing face-to-face meeting times with faculty, special provision should be given to arranging time outside the normal hours of accessibility.
10. Faculty are expected to foster student understanding of the professional roles and responsibilities of the professional nurse, the master's prepared nurse, the advanced practice nurse, and the doctorally prepared nurse. Faculty are expected to understand the educational standards (degree and role) for their teaching specialties.
11. 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, sequencing, or unit load, this is Major Curriculum change. Following approval at the Program level, the recommendation will be forwarded to the Curriculum Committee for consideration and adoption. Substantive curricular change to the MSN-E and FNP program require BRN submission for "major curriculum change", a \$500 fee, and scheduling for presentation to the BRN Education Licensing Committee. The Education Licensing Committee meets three times a year, therefore planned change requires one year for implementation.
12. Lead faculty will oversee and supervise clinical part-time/adjunct faculty to provide continuity for students. Clinical faculty are required (per contract) to communicate regularly with the lead instructor to obtain clarification of course objectives, share student concerns, and problem solve student or clinical agency issues. Clinical faculty are to actively participate in programmatic meetings, decisions, and activities.
13. Distance faculty are required to attend seminar weekend sessions, as are all distance students. If extenuating circumstances occur, faculty must obtain approval for accommodation from the Program Director, the Associate Dean and/or the Dean.
14. Faculty are encouraged to conduct research and or grants with faculty members from other WesternU colleges or co-teach. While collaboration is encouraged, work that is on-going and impacts the faculty's overall contract must be negotiated annually to assure there are sufficient resources.

B. Service

1. Faculty are required to attend University events. These include: Convocation, White Coat Ceremony, Orientation (program specific), and Commencement. Faculty attendance at College events is expected to support CGN at Inductions for Phi Alpha, Pinning, End of Program Celebration, and other special events.
2. Faculty are required to participate in governance for the College (attendance at Program Meetings (Ambulatory Care, FNP, HSL, MSN-E, DNP), as well as CGN and University meetings) and for their primary program. Junior faculty are expected to serve at the College level for two- three years before assuming leadership roles at the University level.
3. All full-time faculty members are required to review MSN-E files and participate in MSN-E interviews. As well, it is expected that faculty in the MSN, FNP, and/or DNP programs conduct file reviews of their respective candidates (scored and ranked) and conduct screening of applicants via conference calls or webinars to assure applicants are fully informed of program expectations.
4. All faculty members will participate in IPE activities (facilitator, share resources, team teach, conduct IPE research, etc.) to support the mission of the University.
5. Faculty membership and chair opportunities may include Student Progress, Educational Technology Committee, Assessment and Evaluation Committee, Recruitment, Policy and Procedures, tasks committees, Community of Scholars, etc. Attendance at regularly scheduled program committees is not considered to be faculty service, but rather part of the role as a faculty member.

C. Scholarly and Creative Activities

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 at a minimum one measure of scholarship in 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)

D. Faculty Evaluation

1. Faculty are required to complete an annual self-evaluation, which includes performance evaluation and an academic portfolio. Faculty review teaching evaluations, peer evaluations accomplishments, scholarly activities, and college and university service.

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 measureable outcomes for the upcoming academic year

2. Tenure track faculty as well as faculty seeking promotion are expected to familiarize themselves with the criteria for promotion and tenure. Portfolios for P & T must be submitted to the Faculty Affairs committee no later than January 1 , to provide time for the Faculty Affairs Committee to review and make their recommendations to the Provost by March 1.
3. All faculty members are expected to share best practices and educational information at college level meeting (conference, educational research, professional development, etc.). Time for presentation will be incorporated in faculty meetings to advance the College.
4. 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, a release day can be negotiated into the annual contract. Any additional activities, memberships, and/or employments outside of CGN are required to be disclosed and forwarded to Human Resources for review.

E. CGN Operations

1. Working from Home
It is expected that distance faculty and campus-based faculty that “work from home” dedicate a minimum six hours a day to CGN (or 40 hours a week). Due to fairness to all faculty, it is important that this privilege is not abused and campus-based faculty responsibilities are shared (IPE, committee work, etc.). It is understood that distance faculty are often required to be accessible 24/7 to students (beyond normal CGN hours), and may “spread” hours over a seven day work week (evenings and weekends); however, there is a shared responsibility to support the college, faculty, CGN administration and the University.

2. 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 and the Associate Dean or the Dean. In most cases faculty vacations require coverage by other team members; therefore, it is expected that faculty workload assignments supports 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.

Faculty are required to attend many College and University Events as well as three mandatory faculty meetings, thus vacations must also be planned around these dates. Annual University Events include Convocation, White Coat Ceremony, Orientation (program specific) and Commencement. Special permission by the Dean is required for excused absences.

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

Distance Faculty Vacation coverage is the same for full-time campus based faculty and exempt staff members. However, when classes are in session and faculty need to intermittently work online with students during their scheduled vacation time faculty must record hours worked and document appropriately on their monthly timecard.

Clarification It is understood that CGN work includes other duties than teaching such as course development, prep work, and online / e-mail work, that is central to the faculty role and should be recorded as “hours worked” if on vacation.

⇒ **Example:** Three hours each day for five days would be fifteen hours. The faculty would then receive pay for two days of University work and three days of vacation.

Western University Vacation Policy in the Employee Handbook

The current vacation policies for faculty are as follows:

- ⇒ Faculty are entitled to all of the holidays included in the academic calendar. All full-time faculty members will receive 26 working days of vacation time per year with pay.
- ⇒ A holiday occurring during a faculty member's vacation period shall not

be considered a vacation day. A faculty member is entitled to earned vacation time at the termination of service. If employment is terminated by the faculty member prior to one year of service, vacation time earned will be prorated at one day per two weeks of employment.

- ⇒ Faculty members are subject to a maximum of 48 vacation days. When 48 days is reached, vacation accrual ceases until the faculty member takes time off to reduce accrued vacation to below the cap. At that time, additional accrual will be allowed, but only to the cap of 48 days.
- ⇒ Vacation time is not accrued when a faculty member is on an unpaid leave of absence that is in excess of one month.

3. Textbook Policy

It is expected that the staff administrator for each program will meet with the 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 Western University property and must be returned when no longer teaching.

4. 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.

5. Travel and Lodging Reimbursement

Lodging, meal, (per-diem reimbursement) and mileage reimbursement will be provided for faculty according to approved Western University policy. As well, Western University policy provides full time faculty a \$1,500 benefit for CEU annually. If faculty exceed the \$1,500 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 with all faculty at the Dean's Cabinet or full faculty meetings. All expenses must be submitted within 30 days to assure reimbursement per the Western University Travel Policy.

6. 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.

7. Honorariums

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

8. Blackboard Orientation

In addition to the CGN and WesternU faculty orientations, all new faculty members will receive a one-on-one orientation to Bb by the CGN Bb 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.

Section III

Faculty Membership: Responsibilities and Voting Rights

A. Membership

Voting members within the College of Graduate Nursing Faculty include all full time faculty members with the academic rank of Professor, Associate Professor, and Assistant Professor.

B. Voting Rights

Full time (1.0 FTE) Administrators are not regular voting members for faculty elections and committee votes.

C. Faculty Meetings

i. Frequency

Annually, three mandatory full Faculty meetings are scheduled in August, December, and April. The focus of the meetings reflect the strategic goals/needs of the college.

- The Fall meeting serves as preparation for the academic year, to clarify and establish goals, discussion of critical needs (preparation of budget), faculty development, university goals/issues, and provides a venue for critical faculty discussion, decision-making, and agenda items. The Fall meeting is focused on faculty and staff development needs. The Spring meeting focuses on program review. Faculty development and end-of-term review are provided at all three meetings.

Faculty development is provided at each meeting. Agendas and minutes are archived in the J Drive.

ii. Notification of Faculty

The Dean, as presiding officer, will convene general faculty meetings and will send a notice regarding the meeting, including a tentative agenda, to all members

of the Faculty at least 5 working days in advance of the meeting. In exceptional circumstances, a Faculty meeting may be held with fewer days' notice.

iii. 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 Bylaws, 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. Administrative faculty who work 75% or more in this role are not voting members.

iv. 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 5 working days in advance of the meeting. The 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:

- ⇒ 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

v. 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. If the agenda item has as its purpose to create, amend or rescind a Faculty policy at the College, a written statement in support of the proposal shall be required as provided for in Section IV.B.

vi. 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.

vii. 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 Governance (General Provisions)

A. College Governance

Due to the variety of CGN programs (campus-based and web-based) the accomplishment of committee work and faculty governance provides a unique challenge. To provide continuity and opportunity for shared governance, faculty and CGN administration restructured the committee structure in 2013. Faculty governance committees include: CGN Administration (first Tuesday), Deans Cabinet (second Tuesday), Community of Scholars (third Tuesday), and Dean's Council (Deans and Directors) (fourth Tuesday). The CGN Administrative Committee members include, Deans, Directors, Assistant Directors, the Director of Student Services and the Director of Assessment. All faculty members are encouraged to attend the Dean's cabinet and the End of the Semester Meeting (extended Dean's Cabinet).

B. Program Governance

Program Committees meet weekly to biweekly and Chaired by the Program Director. Academic, student, and curricular issues are the purview of program committees. Any major curricular changes must be reviewed by the CGN Curriculum Committee with recommendations to the CGN Administrative Committee. Significant changes may be approved at this level. If changes impact all faculties, then a full faculty vote will be held at general faculty meetings (see III C).

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 by-laws (see Article VI), any addition or deletion to this list requires an amendment to these bylaws. Standing committees will serve from July 1 through August of the next year. Committees shall meet and elect a Chair before August 30. The Dean or Assistant 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 elected by the Faculty in the Fall of each calendar year, and/or are appointed by the Dean in consultation with the Deans and Directors. Prior to June 1 of each year, committee chairpersons should report upcoming open positions on their committees to the Associate Dean. The Faculty should be informed of vacant positions, including expertise required. 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. Faculty members who serve on the Academic Senate receive two units of workload release for the fall and spring semesters.

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. To promote student governance, student membership is requested for the Academic and Technology Committee, the Curriculum Committee, and the CGN Advisory board. Junior 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 J drive or in the CGN Communications Blackboard course.

Section VI Standing Committees

Major standing committees of the College of Graduate Nursing include the Deans' and Directors Council, Dean's Cabinet, CGN Administration, Faculty Affairs, Admissions and Recruitment, Curriculum, Program Evaluation and Assessment, Operations, Student Performance, Community of Scholars, CGN Advisory Board, Education Technology 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. 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 from all programs are full voting members of five standing committees. These committees include Curriculum, Education Technology, Recruitment, CGN Advisory Program Evaluation and Assessment (Hotam & Hadar). .

A. Admissions and Recruitment Committee

The Admissions and Recruitment Committee (ARC) is responsible for collaborating with the Office of Admissions and the Office of Recruitment and Strategic Enrollment Management to provide feedback regarding the resources, processes, and strategies required to recruit prospective students for our nursing programs and to shepherd the applicant-matriculant-process. At the close of each admissions cycle, members of the ARC and University admission and recruitment review strategic goals, outcomes of goals, and consider recommendations for change that will enhance preparation and quality of applicants to CGN.

The Chair of the ARC is the Director of Student Services and includes faculty, staff and university personnel. Faculty may be appointed by the Dean and will serve 3-year terms. The committee meets monthly and students are valuable stakeholders to assist CGN to meet recruitment goals..

B. Curriculum Committee

The Curriculum Committee is charged with conducting ongoing evaluation of the CGN curriculums (course descriptions, learning objectives, and outcome expectations of each course) every two years. It monitors redundancy in the curriculum and seeks out means to enhance preparation of graduates to meet outcome competencies of the College. It recommends approval or modifications of the curriculum to the Dean and the Faculty, as deemed necessary for improvement of curriculum and instruction.

Areas of responsibility include:

- ⇒ Sequencing
- ⇒ Competencies
- ⇒ Appropriateness of hours
- ⇒ Completeness of subject matter
- ⇒ Periodic curriculum mapping of educational and professional role standards of curriculums

- ⇒ Alignment of distance courses to the COI model, cognitive, teaching and social presence
- ⇒ Monitoring to assure technology promotes student learning
- ⇒ Coordination of workload per semester (course deliverables)
- ⇒ Establishing consistency in educational delivery (use of technology, rubrics, templates, credit hours, etc.)

The Curriculum Committee is composed of five Faculty members that represent both pre-licensure and post licensure programs who serve 3-year terms. Student representatives from each program and track will serve 1-2 year terms as determined by their program. The committee will vary the length of service for members so there is gradual replacement of the committee over time. Due to the complexity of multiple programs sub-committees may be convened to address new educational standards in a particular program or the curriculum committee may be called upon to assist with needed curricular changes. It is recommended that a resource librarian be a member of this committee to assist with literature reviews if needed.

C. 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: faculty governance, peer review, faculty development, promotion and tenure, recruitment and retention, and performance evaluation.

The FAC has six voting members and a Chair.

FAC members are self-selected in the Spring of each calendar year when committee positions are about to open, evaluations are being written, and/or are appointed by the Dean in consultation with the Deans and Directors during the year. The committee represents faculty from both the MSN and DNP programs assuring that all tracks are represented and there is inclusion of Assistant, Associate, and Professor ranks. 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 of four members and the Chair are needed to vote on an issue.

The promotion and tenure sub-committee updates the FAC in the Fall anticipating preparation of eligible faculty for promotion and/or tenure the following academic year.

D. 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, Bb platform) to assure that the delivery of curriculum is meeting the needs of students. The

committee will maintain currency in educational requirements/standards (WASC, AACN, NONPF, BRN) to assure that assessments and outcomes reflect appropriate outcomes. The Evaluation Committee will include a minimum of five Faculty and student representatives from both the pre-licensure and post-licensure programs. The Chair of the Committee is the Director of Assessment for the College and will report findings to the CGN Administration and faculty meetings three times a year to coincide with the academic calendar of three semesters. The committee shall determine the length of service terms for committee members such that there is gradual replacement of the committee over time.

E. 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 the following courses of action for a student to the Dean including: remediation, probation, tutoring, psychological or educational assessment, dismissal, leave of absence

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.

F. Dean's Council

The Dean's Counsel includes the Dean, Association Dean, Assistant Deans, and Directors of each program. This committee meets monthly or as needed and serves as an advisory planning committee to the Dean.

G. Dean's Cabinet

Members of the Dean's Cabinet include the Dean, Associate Dean, Assistant Deans, Program Directors, Director of Student Services, the Director of Assessment, Director of Student Affairs, and the Director of Operations and all full-time faculty and administrative team members. The Cabinet is responsible for disseminating timely information to all faculty and staff on topics of academic, operational, and university interest. The Cabinet serves as a forum for reporting the work completed by committees, task committees, and program outcomes at the end of each semester. Agenda items are forwarded to the Dean for discussion and dialogue, Faculty and or staff may propose agenda items. The Cabinet also serves as an advisory body to the Dean on College matters. The Cabinet meets monthly. A four-hour Dean's Cabinet 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.

H. CGN Administration Committee

This faculty governance committee includes Associate Deans, Assistant Deans, Directors, Assistant Directors, the Director of Assessment, Director of Student Services. The committee is charged with bringing strategic issues to the college, decision-making, and making recommendations for planned change. Further, the committee is charged by the Dean or Directors to study and make recommendations for change, identify the need for faculty policies, admission/acceptance policies, recommend faculty development and assist with designing and leading faculty retreats. The Chair of the Committee will be the Assistant Directors on a rotational basis. This Committee is also viewed as leadership development for Assistant Directors to prepare them for Director level positions within CGN.

I. CGN 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 critique of student or faculty IRB proposals, research projects, intramural projects, and mentor junior faculty. The CGN representative on the University Research Committee acts as the liaison to promote interprofessional collaborative endeavors. All full-time and part-time faculty are members. Activities and agenda items are forwarded to the chair. The committee meets on the third Tuesday of each month.

J. 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.

K. 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.

L. Social Media & Website Committees

These two committees work in concert and are chaired by the Director of Student Services, an additional staff member and two faculty. . The Associate Dean of Administration, the Assistant Dean of Student Affairs, and CGN Administrative committee provide input and oversight. Student representatives are welcome to be part of this committee.

M. Educational Technology Committee

The charge of the Committee is to identify new strategies and resources to manage faculty workload, ensure quality educational outcomes for students, and make recommendations for courses improvements (web enhancements). To assure a voice by students, three student members are selected by their peers (MSN-E, MSN, and DNP). Includes the Instructional Designer, a representative from the Informational Technology (IT) department , the CGN Webmaster, the Director of Assessment, and a minimum of four faculty members and staff.

N. 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 Dean of Administration and Research, Program Directors, the Director of Assessment, and a representative from each program.

O. 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. Faculty Performance Evaluation

The Program Director who will be responsible for completing the annual Faculty Performance Evaluation and shall provide detailed information regarding the process to all new full-time, part-time, and adjunct faculty members no later than 30 days after their first day of employment.

B. Decision Making Process

It is recognized 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 informed on the decision made and action taken. Minutes of all meetings will follow standard format and be stored with CGN records.

C. Violation of the Faculty Handbook

In the event of violation of the Handbook 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 Western University Faculty handbook.

D. Amendments to Faculty Handbook

These bylaws may be amended by a two-thirds majority vote of the voting Faculty conducted by written 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.

E. Intellectual Property

Please review the university policies on intellectual property and copyright. On-line courses and syllabi are copyrighted and property of Western University of Health Sciences.

Section IX
Retention, Promotion, and Tenure Process

This document sets forth the College of Graduate Nursing policies, criteria and guidelines for the workload, promotion, tenure and post-tenure review of tenure track or tenured faculty. Procedures to be used for the interim and final reviews toward the recommendation of faculty for promotion and/or tenure are explained in detail. Each of these shall be conducted in accordance with the policies of Western University of Health Sciences, as described in the Faculty Handbook.

Specification of Terminal Degree

- a. Nursing: doctoral degree in Nursing from an accredited school of nursing or an associated field (public health, leadership, education, public administration, etc.)
- b. Non-Nursing: doctoral degree in area of specialty from an accredited school.

Minimum Hiring Criteria for All Ranks

- a. Nursing: Master 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 as an advanced practice nurse
 - 3. One year of clinical experience
- b. Non Nursing: master degree or higher in specialty field from an accredited institution.

Contract Renewal

The following chart delineates time period for promotion and tenure. See university handbook <http://www.westernu.edu/bin/hr/faculty-handbook.pdf>

Contract Renewal	Timeline of Documentation Submission Explanation	Total
One Year contract (Initial)	Must be notified by March 1 of contract year if no renewal.	12 months

Promotion

May initiate and submit documentation anytime during a contract cycle.

Promotion	Timeline for Documentation Submission Explanation	Total
Assistant Professor to Associate Professor	Submit documentation for entire time in current rank up to a maximum of 6 years Same as above	Entire time up to 6 years
Associate Professor to Full Professor	Same as above	Same as above

Tenure

May submit documentation early

Tenure	Timeline for Documentation Submission Explanation	Total
Associate Professor	Submit documentation that encompasses a total of 4 ½ years Minimum of 3 years in current rank PLUS one year previously up to most current date.	4 ½ years
Professor	Same as above	Same as above

A. Faculty Appointment Classifications

i. Tenure-Track

Tenure-track faculty members, as described in the Western University 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 scholarly, teaching, 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 probationary period (i.e. period prior to being awarded tenure), tenure-track faculty may receive annual renewable contracts.

ii. Non-tenure Track

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. Change in Classification

Faculty members may request a transfer from a tenure-track to a non-tenure track appointment effective the end of the contract period. The request must be submitted in writing to the Dean no later than January 7 for review and recommendation towards an effective appointment date of July 1. A decision will be made within 1 month of submitting the request, and will be communicated by the Dean to the faculty member and the Promotion and Tenure Committee in writing.

B. Definition of Faculty Rank

i. Instructor (one semester renewable)

The rank of Instructor should be used for the faculty member who does not possess the terminal doctoral degree in nursing or associated field, but who is contributing in the areas of teaching, scholarly activities, and/or professional service. This rank may also be used for the faculty member who possesses the terminal degree but has limited postgraduate experience. Faculty holding the instructor rank are not eligible for tenure and are paid via honorariums or as a temporary contracted employee.

ii. Non-Clinical Adjunct

Non-clinical adjunct employment status is an appointment and is recognized for non-clinical faculty members who participate in the educational program as guest lecturers, or by completing research and other creative work that provides learning opportunities for faculty and students. These faculty members are not under contract, are not generally salaried, and are not eligible for rank as professor, associate professor, assistant professor, or instructor. There are no minimum hiring criteria for this appointment classification.

To the extent possible, non-clinical adjunct faculty may have access to university resources similar to those offered to all tenure track and non-tenure track faculty. These may include office space, access to secretarial and related assistance, the purchase of parking privileges, an email account, mail delivery in the department,

library privileges, etc. Non-clinical adjunct faculty will not undergo the formal academic personnel review. Non-clinical adjunct faculty will have voting privileges after completing two semesters of employment. For the most part, adjuncts will contracted employees and

iii. Clinical Adjunct

Clinical adjunct employment status is an honorific appointment and is recognized for non-salaried clinical supervisors or preceptors. Clinical adjunct faculty in the FNP track will have either a certification as a nurse practitioner or a nurse midwife, a licensed medical doctor or doctor of osteopathic medicine. Clinical adjunct faculty in the MSNE track will follow BRN guidelines. A minimum of one year of full time professional practice experience within the preceding three years is required.

Clinical adjunct faculty are not eligible for rank as professor, associate professor, or assistant professor. Clinical adjunct faculty appointments are reviewed by the program director or his/her designee in accordance with accrediting body requirements.

iv. Assistant Professor

For promotion or appointment to the rank of Assistant Professor, the faculty member should have earned the academic qualifications of a Master of Science in Nursing degree and/DNP or PhD, or the equivalent professional qualifications in the discipline, or that level of relevant experience that would provide equivalent competence in the discipline. Family Nurse Practitioner faculty member must also be nationally certified and have a minimum of two years of clinical practice experience.

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.

v. Associate Professor

For promotion or appointment to the rank of Associate Professor the faculty member must meet criteria for rank of Assistant Professor and demonstrate a sustained record of accomplishment in teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community. Although other products (portfolio) will be considered, professional publications, submission and funding of grants, invited lectureships, and active membership in a professional society will be important elements in assessing a faculty member's achievements and regional/national recognition.

vi. Professor

The rank of Professor is among the highest honors that the University can bestow on a faculty member. Therefore, it should be granted only to faculty members who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Professor, the faculty member must meet the criteria for rank of Associate Professor, and demonstrate a sustained record of outstanding achievements in teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community. Although other products will be considered, professional publications; submission and funding of grants/contracts; invited lectureships and editorships; consultantships; and holding of a professional societal office or award will be important elements in assessing a faculty member's accomplishments and regional, national or international recognition.

C. Faculty Workload & Full and Part Time Status

The following classifications are intended to provide general guidelines for faculty workloads. It is recognized, however, that faculty may have vastly different assignments and that specific assignments are likely to be based on academic or clinical situations.

For example, research/scholarly workload must take into consideration the amount of time designated to the faculty for such activity as well as institutional resources, including intramural funds, technical assistance, supplies, and laboratory space. University service will include, but not be limited to, both professional service and institutional service.

Faculty members may petition the Dean of the CGN for release-time from academic duties to devote more time to research or other academic pursuits. Similarly, additional release-time may be allocated to faculty members for scholarly pursuits which are aligned with the college mission and require additional time to prepare and participate in i.e. invited presentations, consulting, etc. The Dean must determine the appropriateness of individual requests relative to the reapportioned workload that would be placed on other faculty members and the obligations of the program. The CGN will in consultation with its faculty, develop and implement faculty workload guidelines consistent with the University's mission, philosophy, and strategic plan. The CGN faculty workload guideline is based on the previously described University policy and serves as the basis of agreement between faculty members and their respective Dean.

i. Faculty Workload

Faculty workload should reflect the purposes of the institution and the talents of faculty, allowing sufficient time for professional growth and renewal. The administration of Western University of Health Sciences acknowledges faculty time and talent as its most important resource. It will therefore, strive to ensure that an environment exists which facilitates quality work, preserves academic

freedom, is sensitive to the changing needs of individuals, fosters teamwork, and commits to the continuous development of faculty talent.

Assignments will be guided by a fair and equitable apportionment of responsibilities among the faculty within a given program. It is the responsibility of the Dean to allow faculty members reasonable time to meet the mutually agreed upon objectives deemed necessary for their professional growth and academic achievement. Faculty will be directly involved in annual workload planning. The directors and the deans formalize the faculty annual workload and circulate to all faculty (faculty workload grid)

ii. Full-time

Full-time employment for CGN faculty is defined as 10 or more contracted workload units per semester or 30 assigned workload units per academic year, or an equivalent to be determined by the Dean of the CGN. These workload units may represent weighted teaching units, committee assignments, professional development, or special projects as directed by the Dean or Program director(s). In addition, class size, mode and level of instruction, development of new courses or lectures, and the degree of student advisement/counseling must be considered in determining equivalent workload units.

Full time faculty will hold the rank of professor, associate professor, assistant professor, or instructor. Full-time faculty are expected to participate in all of the following areas: teaching, professional development/research, clinical practice and service to the university and community. All full-time faculty members must be evaluated annually by the appropriate Faculty Evaluation Committee. A decision to not renew a contract at the end of its term shall not be considered a “dismissal”.

iii. Part-time

Part-time employment for CGN faculty is defined as less than 10 contracted workload units per semester. Workload units are assigned as appropriate. The College employs many part-time faculty. These workload units may represent weighted teaching units, committee assignments, or special projects as directed by the program director. In addition, class size, mode and level of instruction, development of new courses or lectures, and the degree of student advisement/counseling must be considered in determining equivalent workload units.

Part- time faculty will hold the rank of professor, associate professor, assistant professor, or instructor. Part-time faculty are expected to participate in at least one of the following areas, as appropriate to their assigned workload: teaching, clinical practice, professional development/research, and service to the university and community. All part-time faculty members are evaluated by the program director/dean as necessary to make decisions regarding renewal of the part-time

contract. A decision to not renew a contract at the end of its term shall not be considered a “dismissal”.

iv. Assumptions

- ⇒ The academic calendar year is twelve months with three (3) thirteen to fourteen week semesters.
- ⇒ It is recognized that courses in the graduate nursing program are dynamic and ever changing. Therefore three (3) hours of preparation time for each one (1) unit of class taught should be anticipated weekly.

D. Policies and Procedures

Promotion and tenure are based on merit and are earned by achievement as evidenced by the faculty member’s total contribution to the overall mission of the College as well as by promise of future continued professional development. Depending upon circumstances, promotion and tenure may be considered together or individually. The performance record of a faculty member being considered for promotion and/or tenure will be evaluated in terms of the following areas: contributions to teaching and facilitating, contributions to scholarly research, contributions to professional/clinical service, and collegiality.

Tenure, with all its attendant privileges represents the most significant commitment the University can make to a faculty member; hence, the criteria for tenure consideration includes additional teaching, scholarly, and professional/clinical service requirements that are measurable and beyond those criteria for non-tenure track faculty. While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others, depending on their assigned percentage of time to each area. Therefore, in evaluating the candidate’s qualifications for promotion and/or tenure, reasonable flexibility shall be exercised. All faculty, however, are expected to demonstrate professional collegiality and excellence in teaching ability.

I. Policies for Awarding of Promotion and/or Tenure

i. Time Line Policies for Mandatory Consideration of Promotion and/or Tenure

a. Regular Time Lines

The table below provides time guidelines for mandatory consideration for promotion and/or tenure based on appointment status. The candidate prepares the dossier at the beginning of the 6th year of the probationary period; if successful, Promotion and Tenure are granted at the end of the 6-year probationary period. Exceptions to these guidelines are provided for in section IV.A.2.

FACULTY APPOINTMENT STATUS	PROMOTION AND/OR TENURE CONSIDERATION
Assistant Professor without PTRE ¹	Promotion and Tenure together after 6 year probationary period
Assistant Professor with PTRE	Promotion and Tenure together after 2-3 years probationary period
Associate Professor without PTRE	Tenure after 6 year probationary period; Promotion to Professor based on criteria, not time frame
Associate Professor with PTRE	Tenure after 2-3 years probationary period; Promotion to Professor based on criteria, not time frame
Associate Professor with Tenure	Promotion to Professor based on criteria, not time frame
Professor without PTRE	Tenure after 6 year probationary period
Professor with PTRE	Tenure after 2-3 years probationary period

¹ PTRE = Previous Tenure-Relevant Experience is tenure-track appointment at another institution.

b. Exceptions to Regular Time Lines

(1) Deferral of Time Lines

In special circumstances, a Faculty member may request in writing to the Dean with copies to the Faculty Affairs Committee, that consideration of tenure be deferred, despite the fact that he/she has reached the time defined as mandatory consideration for tenure. Conversely, the Dean may recommend deferral, which must be communicated in writing, to the candidate. The Faculty member may elect to refuse deferral.

Deferrals may be requested and approved for single year blocks for reasons such as providing care associated with birth or adoption of a child, for personal illness, in order to care for a sick family member, unpaid leave of absence, or factors beyond the Faculty member's control that hinder the performance of the usual range of duties associated with being successful in the promotion and tenure process. The extent to which the event leading to the request was beyond the faculty member's control, the extent to which it interfered with the faculty member's ability to be productive and the faculty member's accomplishments up to the time of the request will be considered in the review of the request.

Deferrals may be recommended or granted only by the Dean in consultation with the Faculty Affairs Committee, and usually for not more than a one-year period. In some cases, and with annual written requests by the Faculty member for continuation of deferral, this period may be extended for one or more additional years. The request for deferral must be made prior to July 1 in the year in which the candidate's tenure consideration is to come before the Faculty Affairs Committee.

A request to exclude time from the probationary period for any reason will not be granted after a non-renewal notice has been issued. The granting of a deferral shall in no way affect the University's right not to renew the contract of a Faculty member according to policies and procedures detailed in the Faculty handbook.

Faculty members will be reviewed annually during their probationary periods 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 probationary period cannot be increased as a consequence of exclusions of time granted under the terms of this rule.

(2) Early Consideration as a Special Merit Case

Early consideration for promotion and/or tenure refers to initiation of promotion and/or tenure application prior to the mandatory time guideline for consideration for promotion and/or tenure based on appointment. A Faculty member who seeks early consideration, as an exceptional case, shall so request in writing to the Dean no later than July 1 of the year in which the candidate will go forward. The Faculty member seeking early consideration has the responsibility of establishing the exceptional nature of the case. Early consideration for promotion and/or tenure must be approved by the Dean and the Provost in writing before September 1 for the early consideration to

proceed. Grounds for consideration as an exceptional case are exceptional performance, and may include performance in positions held and experience obtained at other universities or elsewhere.

In special merit cases, promotion with tenure may be considered at any time prior to expiration of the full probationary period. In the case where a faculty member is considered for both promotion and tenure, the faculty member may receive early promotion with or without tenure. Should the faculty member not receive promotion with tenure, the faculty member may be considered for promotion with tenure again, but only at the end of the probationary period. Thus, in the case of a faculty member seeking early tenure consideration, the maximum number of times that he/she may be considered for tenure is twice, and must occur within the six-year probationary period.

A decision that there are not sufficient grounds for early consideration does not constitute a denial of tenure, and the provisions for mandatory consideration for tenure remain in effect.

(3) Time Line for Initial Faculty Appointments with 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 Committee. However, faculty recommend a two to three-year appointment prior to granting tenure. Candidates tenured from other 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 prior to the completion of final negotiation for hire.

II. Policies for the Consideration of Tenure

- i. Tenure will not be recommended for a candidate who has not demonstrated success in teaching and/or facilitating ability.
- ii. Tenure will not normally be granted to a candidate who has not met the criteria for the rank of Associate Professor.
- iii. A tenure-track Associate Professor may be considered for promotion and/or tenure. Tenure criteria are the same as those required for promotion and tenure from Assistant to Associate Professor.
- iv. In cases where promotion alone is awarded early to a faculty member, prior to completion of the tenure track probationary period, no promise of eventual tenure is implied by the promotion.

- v. Demonstration of collegiality by the faculty member is a significant factor in the recommendation and decision process toward the awarding of tenure.
- vi. Time spent on any type of leave shall not be counted as time toward tenure. 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.

III. Criteria for Awarding Tenure

The basis for determining promotion and/or 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 promotion and/or 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 promotion/tenure criteria and documentation. A faculty member's FTE assigned effort allocation shall be considered with promotion and tenure decisions. A faculty member's FTE emphasis and productivity should coincide with their effort allocation.

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

DIMENSION	CRITERIA	DOCUMENTATION
Teaching Ability (Required)	Fulfillment of teaching assignments	CV, Teaching Portfolio, Peer Evaluation;
	Mastery of subject matter	Peer Evaluation
	Effective communication	Student & Peer Evaluation
	Effective student mentoring	Student & Peer Evaluation
	Professional attitude	Student & Peer Evaluation, Letters of Reference
	Continued development of teaching skills	CV, Continuing Education completed
	Development of new cases, labs, lectures	CV, Teaching Portfolio
	Implementation of innovative teaching	Teaching Portfolio
	Honors, awards	CV; Letters of Award

Facilitating Ability	Fulfillment of teaching assignments	CV, Teaching Portfolio, Peer Evaluation;
	Effective student mentoring	Student & Peer Evaluation
	Professional attitude	Student & Peer Evaluation
Scholarly Research	Grants, contracts written and/or funded, self-studies	CV; Copies of grant proposals or award letters
	Publications: lead, secondary or other author; peer, non-peer reviewed	CV; Copies of publications
	Presentations including seminars, invited seminars, professional meeting abstracts	CV, Letters of Reference
	Research projects conducted, in progress	CV, Letters of Reference
	Work products, course development, case scenarios, conferences, computer programs	CV, Teaching Portfolio, Copies, photos or CD's of Products
	Honors, awards	CV, Letters of Award
Service	Committee leadership, memberships (profession, college, university, community)	CV
	Consultantships, boards, reviewer	CV, Letters of Reference
	Honors, awards	CV, Letters of Award
Collegiality	Recognition through elected and/or appointed positions	CV, Letters of Reference
	Collaborative efforts	CV, Letters of Reference
	Shared academic & administrative tasks	CV, Letters of Reference
	Professionalism and integrity	Letters of Reference
	Mentorship	CV, Letters of Reference

Continuing productivity shall be additionally evaluated taking into consideration an individual's ability to meet expectations of annual FTE allocations. The 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.

IV. Procedural Guidelines for Promotion and Tenure

i. Procedural Guidelines for 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 probationary period.

The three-year review will involve a mock tenure review process with the faculty member providing a complete dossier. 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 dossier and forwarded to the Dean for review and any action he/she deems 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.

ii. 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 dossier to the Chair of Faculty Affairs Committee no later than September 1 of the final year of their probationary 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 dossier, and to assist the candidate in assuring completeness of the dossier. The Chair shall remind the candidate that decisions on promotion and/or tenure must be based on the contents of the dossier alone.

The candidate shall select at least three 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 Western University. The candidate shall provide a description of the relationship with and the qualifications of these referees to the Chair. In addition, the candidate shall select 3-5 representative publications or other work products to be sent to external referees. 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 dossier.

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

After receipt of letters from external referees and evaluators, and their inclusion in the dossier, the Chair of Faculty Affairs shall make the dossier available for review for at least 4 weeks by all College faculty members. The Faculty Affairs Committee will thereafter convene a meeting of the College faculty at or above the rank or tenure status being sought by the candidate. The Chair of the Faculty Affairs Committee will lead discussion on the candidate's credentials and performance, reminding the Faculty that their decisions to recommend or deny promotion and/or tenure must be based solely on the contents of the dossier. The Chair of the Faculty Affairs Committee then will conduct a written, secret ballot of all faculty members at or above the rank or tenure status being sought by the candidate. Faculty members do not need to be present at the discussion in order to vote on promotion and/or tenure of the candidate, but they must be at or above the rank or tenure status sought by the candidate in order to vote. Administrators who are tenured faculty members, with the exception of the Dean are eligible to vote on recommendation for promotion and/or tenure.

Following review and evaluation of the candidate's dossier 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 dossier, including the written report of the Faculty Affairs Committee, is then forwarded to the Chair who adds a letter of personal recommendation, based on the contents of the dossier. The dossier is then sent to the Dean, who adds a letter of personal recommendation, based on the contents of the dossier.

The complete dossier 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 probationary 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.

Upon completion of the promotion and/or tenure process and after a final decision has been made, the candidate's dossier will be housed in the Dean's office.

iii. 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.

A formal post-tenure review process will be required only if the annual evaluation process documents, over a three- to five-year period, that the faculty member's performance and overall contributions to the College and University have become inadequate as determined by the Dean, upon recommendation by the Chair. The primary goal of this formal post-tenure review process is to support professional renewal. The specific activities to ensure professional renewal will be determined following formal review by the Promotion and Tenure Committee.

If it is determined by the Dean that a faculty member's performance and contributions have become inadequate, the Promotion and Tenure Committee shall be notified and a formal letter sent to the faculty member. This letter will detail the inadequacies and deficiencies of the faculty member with recommendations for steps to be taken to address the inadequacies/deficiencies and to support professional renewal. In addition, the report will explain subsequent actions the Promotion and Tenure Committee will take to ensure professional renewal, including subsequent in-depth reviews of the faculty member's overall performance. In consultation

with the Dean and the appropriate Associate Deans the faculty member will develop a specific action plan to address the inadequacies/deficiencies.

Following a reasonable time frame (as developed in the action plan but no more than 2 years), the Promotion and Tenure Committee will review the progress of the faculty member by conducting a mock review as described above with the faculty member providing a complete dossier. Outside letters will not be required for the review process; however, input from the Chair, and Assistant Deans as well as tenured faculty in the College of Graduate Nursing will be requested.

If it is determined that: the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process will be terminated and a letter will be sent to the faculty member and the Dean stating that the faculty member has made significant progress towards professional renewal.

If it is determined that satisfactory progress has not been made towards addressing the inadequacies/deficiencies, the Promotion and Tenure Committee will generate and provide a written report to the faculty member as to the nature of any continuing and/or additional inadequacies and deficiencies. The report will also include recommendations to address the inadequacies/deficiencies towards professional renewal. Review and modification of the action plan will be required at this time.

The faculty member's dossier along with the written report will be forwarded to the Chair for his/her review and any additional action that he/she deems necessary. Following a reasonable time frame, (normally no more than 2 years), the Faculty Affairs Committee will require the faculty member to go through a formal review process excluding requests for outside letters. Subsequent to this formal review, if it is determined that the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process will be terminated and a letter will be sent to the faculty member and the Chair stating that the faculty member has made significant progress towards professional renewal. However, should the Faculty Affairs Committee find that the faculty member has not improved his/her performance in accordance with the action plan; the Faculty Affairs Committee may recommend termination of continuous appointment subject to demonstrating adequate cause or transferal of the faculty member to a non-tenured status. The basis of the recommendation will be provided to Chair in a written report along with the faculty member's complete dossier. In accordance with the Faculty Handbook, the Dean and Executive Vice President for Academic Affairs/Chief Academic Officer may take actions relative to the final decision on the faculty member's appointment status. The faculty member may appeal the decision using the Grievance Procedure outlined in the Faculty Handbook.

E. 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 dossier 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.

Measurable products of scholarship may include but are not limited to:

- ⇒ Funded research grants and contracts
- ⇒ Research projects completed and in progress
- ⇒ Establishment of nurse run clinics or practice sites
- ⇒ Peer-reviewed, data-based publications (preferred), other peer-reviewed publications, abstracts, non-peer reviewed publications, book chapters and books,
- ⇒ Work products such as educational models, conferences organized, etc.,
- ⇒ Invited presentations at scholarly conferences,
- ⇒ Scholarly reputation among peers locally, nationally and, internationally,
- ⇒ Memberships in scholarly and professional organizations,
- ⇒ Offices held in regional, national and international professional organizations, and/or
- ⇒ Leadership/organization of scholarly conferences and professional development activities.
- ⇒ Discipline-based practice leadership roles,
- ⇒ Advancement of CGN curricular improvement projects (e.g. Skills / Sim Lab)

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 are a founding principle of the College, and are 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, Western University, 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 dossier 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.

References

Arreola, R. (2007) *Developing a comprehensive faculty evaluation system*. San Francisco, CA: Jossey-Bass.

Boyer, E. L. (1990). *Scholarship reconsidered: priorities of the professoriate*. New York, NY: Jossey-Bass.

Author of the portfolio model

Student engagement reference (Pedagogy in practice)

Community of Inquiry

Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3), 133-148.

**APPENDIX 1. Format and Contents of Dossier
For Promotion and/or Tenure and/or Post-Tenure Review
College of Graduate Nursing, Western University of Health Sciences
To be uploaded into a Bb course format**

Tabs in the Blackboard course for each faculty member will set in these categories

1. **Self-Reflective Statement** by the Candidate (2-3 pages)
2. **Curriculum Vita**
3. **Documents in Support of Teaching Ability** (list of courses taught during the probationary period; student and peer evaluations required; syllabi written, modules written (web-based courses), leadership; may include candidate's teaching portfolio; 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, 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**
9. **Letter from the Dean**
10. Letter from the Executive Vice President, Academic Affairs
11. Further comments from the Candidate (optional)