



THE UNIVERSITY OF
MEMPHIS®

Loewenberg College of Nursing

Faculty Handbook 2024 – 2025

www.nursing.memphis.edu

Revised 09.23.2024

Table of Contents

SECTION 1: INTRODUCTION, ORGANIZATION, AND PRINCIPLES	7
1.1. INTRODUCTION.....	7
1.2. ACCREDITATION	7
1.3. MEMBERSHIP	7
1.4. HIGHER EDUCATION IN TENNESSEE	7
1.5. SHARED GOVERNANCE	8
1.6. LCON ORGANIZATIONAL CHART	10
1.7. LOEWENBERG COLLEGE OF NURSING STRATEGIC PLAN 2024 – 2027	11
1.7.1. MISSION, VISION, GOALS, PRINCIPLES	11
1.7.2. PHILOSOPHY OF NURSING.....	12
1.7.3. FACULTY ORGANIZATION BYLAWS	14
1.7.4. FOM COUNCIL AND COMMITTEES' BYLAWS	14
1.8. LCON ACADEMIC UNIT ADMINISTRATION	26
1.8.1. SR. ASSOCIATE DEAN OF ACADEMIC AFFAIRS.....	26
1.8.2. DEPARTMENT CHAIRS	28
1.9.1. ASSOCIATE DEAN OF RESEARCH.....	29
1.9.2. ASSOCIATE DEAN OF STUDENT SUCCESS	29
1.9.3. DIRECTOR OF PhD PROGRAM	31
1.9.4. DIRECTOR OF MSN PROGRAM.....	31
1.9.5. DIRECTOR OF UNDERGRADUATE PROGRAMS	32
1.9.6. DIRECTOR OF SIMULATION/NURSING LABS	33
1.9.7. LAMBUTH NURSING DIRECTOR.....	34
1.9.8. CONCENTRATION COORDINATORS	35
1.9.9. COURSE COORDINATOR.....	38
SECTION 2: FACULTY RIGHTS AND RESPONSIBILITIES	39

2.1. RIGHTS	39
2.1.1. ACADEMIC FREEDOM, TENURE, AND FREE SPEECH	39
2.2.2. APPEAL	40
2.3. RESPONSIBILITIES	41
2.3.1. DUTIES	41
2.3.2. PROFESSIONAL AND ETHICAL CONDUCT	43
SECTION 3: GENERAL FACULTY POLICIES	44
3.1. FACULTY PERSONNEL POLICIES	44
3.1.1 EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION	44
3.1.2. FACULTY APPLICATIONS	44
3.1.3. FACULTY RECRUITMENT, APPLICATION, AND SELECTION	45
3.1.4. NEPOTISM	45
3.1.5. CONFLICTS OF INTEREST/PERSONAL BENEFITS	45
3.1.6. DISCRIMINATION AND HARASSMENT	45
3.1.7. FACULTY CREDENTIALS:	46
3.1.8. LANGUAGE PROFICIENCY	46
3.1.9. PERSONNEL FILES AND DISCLOSURE OF RECORDS	47
3.1.10. FACULTY PROFESSIONAL DEVELOPMENT	47
3.1.11. PROFESSIONAL DEVELOPMENT ASSIGNMENTS	48
3.1.12. FACULTY MEETINGS	48
3.1.13. COMMENCEMENT	49
3.1.14. APPROPRIATE USE OF INFORMATION TECHNOLOGY RESOURCES	49
3.1.15. GRADUATE FACULTY STATUS	49
3.1.16. TRAVEL	50
3.1.17. EXTRA COMPENSATION AND OUTSIDE EMPLOYMENT	50
3.1.18. SUMMER COMPENSATION	50
3.2. FACULTY INSTRUCTIONAL POLICIES	50

3.2.1. TEXTBOOKS AND FACULTY-AUTHORED EDUCATIONAL MATERIALS	50
3.2.2. STUDENT BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES	51
3.2.3. ACADEMIC ADVISING	51
3.2.4. ADVISING STUDENT ORGANIZATIONS	52
3.2.5. CONFIDENTIALITY OF STUDENT RECORDS	53
3.2.6. GRADING	53
3.2.7. CLASS ATTENDANCE AND GRADING	54
3.2.8. FACULTY AVAILABILITY	54
3.2.9. FACULTY ABSENCES	55
3.2.10. INCLEMENT WEATHER AND EMERGENCY CLOSINGS	55
3.2.11. VETERAN AND ATHLETE PROGRESS REPORTING	55
3.2.12. FINAL EXAMINATIONS	55
3.2.13. DISABILITY RESOURCES FOR STUDENTS	56
3.3. FACULTY RESEARCH, SCHOLARSHIP, AND CREATIVE WORKS POLICIES	56
3.3.1. RESEARCH MISCONDUCT	56
3.3.2. INTELLECTUAL PROPERTY	56
3.3.3. SAFEGUARDING RESEARCH IN PROGRESS	57
3.3.4. REGULATORY ISSUES	57
3.3.5. FACULTY INCENTIVE COMPENSATION	57
3.3.6. DISCLOSURE OF FINANCIAL INTEREST RELATED TO SPONSORED RESEARCH	57
3.3.7. CERTIFICATION OF EFFORT	57
3.3.8. LCON RESEARCH/SCHOLARSHIP	57
3.4. SALARY, LEAVE, AND BENEFITS	61
3.4.1. SALARIES	61
3.4.2. EDUCATIONAL BENEFITS	62
3.4.3. LEAVES OF ABSENCE	62

3.4.4. RETIREMENT AND INSURANCE BENEFITS	62
3.4.5 HOLIDAYS	62
SECTION 4: TENURE AND PROMOTION CRITERIA	64
4.1. TENURE	64
4.2. TENURE TRACK AND TENURED FACULTY APPOINTMENTS.....	65
4.3. TENURE TRACK AND TENURED FACULTY RANKS	66
4.3.1. LCON TENURE TRACK/TENURED FACULTY CRITERIA	67
4.3.2. LCON TENURE AND PROMOTION CALENDAR.....	68
4.4. SPECIAL FACULTY TITLES	70
4.5. JOINT APPOINTMENTS.....	72
4.6. PROMOTION	72
4.7. SUMMER SESSION APPOINTMENTS	72
4.8. FACULTY WORKLOAD	73
4.9. FACULTY PLANNING AND EVALUATION	79
4.9.1. ANNUAL PERFORMANCE REVIEW.....	80
4.9.2. POST-TENURE REVIEW	82
4.9.3. PROBATIONARY PERIOD	83
4.9.4. NOTICE OF NON-RENEWAL	84
4.9.5. MID-TENURE-TRACK REVIEW.....	86
4.9.6. CRITERIA FOR TENURE.....	89
4.10. TERMINATION OF TENURE.....	92
4.10.1. GROUNDS FOR TERMINATION.....	92
4.11. NOTICE OF RESIGNATION AND RETIREMENT	92
SECTION 5: NON-TENURE-TRACK FACULTY POLICIES.....	94
5.1. NON-TENURE TRACK FACULTY APPOINTMENTS.....	94
5.2. NON-TENURE-TRACK FACULTY RANKS	95
5.2.1. NON-TENURE-TRACK TEACHING FACULTY RANKS	95

5.3. NON-TENURE TRACK FACULTY REVIEW AND EVALUATION	98
5.3.1. ANNUAL PERFORMANCE AND PLANNING REVIEW FOR NON-TENURE TRACK FACULTY	98
5.4. SALARIES.....	100
5.5. PROMOTION	100
5.5.1. ELIGIBILITY	100
5.5.2. CRITERIA FOR PROMOTION	100
5.5.3. PROMOTION PROCESS	101

SECTION 1: INTRODUCTION, ORGANIZATION, AND PRINCIPLES

1.1. INTRODUCTION

This handbook contains material that applies to all faculty members employed by the University of Memphis (hereafter “the university” or “the institution”). The faculty members are represented by one faculty senate (hereafter “the Faculty Senate”). The faculty members at the University of Memphis report administratively to the president (hereafter “president”). The Faculty Handbook is intended to be a general summary of university policies, guidelines, services, and resources. When official university policies and procedures are changed by the Board of Trustees or other duly constituted authority, such changes become effective on the date designated at the time of their adoption and supersede any conflicting or inconsistent provision in the Faculty Handbook. The most recent versions of the University of Memphis Policies (hereafter “university policies”) are available on the University of Memphis website (hereafter “the university website”). Questions about a particular policy or issue should be addressed to the division administrator. This revision of the Faculty Handbook was done in accordance with the University of Memphis [Faculty Handbook](#).

1.2. ACCREDITATION

The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates. Questions about the accreditation of the University of Memphis may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

1.3. MEMBERSHIP

The Loewenberg College of Nursing holds agency memberships in the American Association of Colleges of Nursing and the National League for Nursing. Both the baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Tennessee Board of Nursing.

1.4. HIGHER EDUCATION IN TENNESSEE

The Tennessee Higher Education Commission (THEC), created in 1967 by an act of the Tennessee General Assembly, is responsible for coordinating and planning all higher education in this state. THEC must approve all new academic programs, centers, or campuses; it reviews budgets, performs long-range planning, and generally ensures that a comprehensive system of higher education is developed to meet the needs of the citizens.

1.5. SHARED GOVERNANCE

Founded in 1915, the American Association of University Professors (AAUP) is dedicated to facilitating more effective cooperation among teachers and research scholars in universities, colleges, and professional schools; to promoting the interests of higher education and research; and, in general, to increasing the usefulness and advancing the standards, ideals, and welfare of the profession.

The principles of shared governance which, according to the AAUP's Statement of Government of Colleges and Universities, "refers to the responsibility shared among the different components of the institution—governing boards, administrations, and faculties—for its governance and the specifies areas of primary responsibility for each component.

The governing board's role is to ensure that the institution stays true to its mission, to play a major role in ensuring that the institution has the financial resources it needs to operate successfully, possess decision-making authority, and entrust the administration to the administrative officers.

The role of the president is to be the chief executive officer of the institution, to ensure that the operation of the institution conforms to the policies set forth by the governing board and to sound academic practice, to provide institutional leadership, to make sure there is effective communication between components of the institution, and to represent the institution to its many publics.

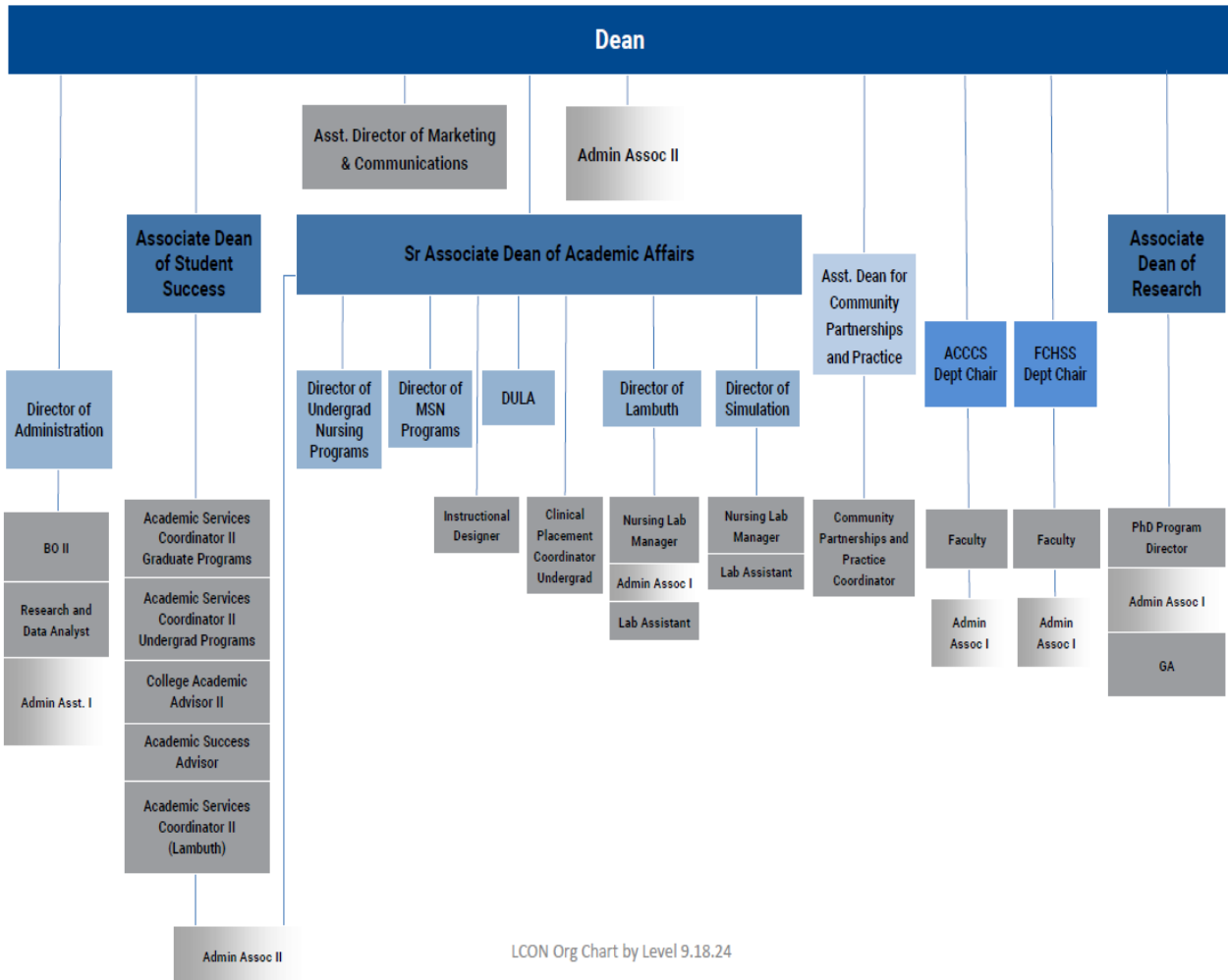
The role of Administrative Leadership is to provide the framework that ensures the LCON operations align with the university and stakeholders (state, community, governing boards, university, and strategic plan).

The role of the faculty is to have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. The responsibility for faculty status includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal."

The university practices shared governance in accordance with the aforementioned principles and is committed to timely information sharing among faculty, staff, students, administration, and trustees; faculty responsibility in determining curriculum, educational policy, standards for evaluating teaching and scholarship, selection of new faculty, and promotion and tenure; faculty representation in university decision-making that directly or indirectly affects faculty; consultation with appropriate faculty on the general fiscal implications of decisions about curriculum, enrollment, class-size, and admission policies; on peer nomination of faculty to serve on committees and similar deliberative bodies. Shared governance requires timely communication, transparency, inclusion, collaboration, and consistency. All faculty members are

expected to accept the responsibility of shared governance and act as good university citizens through service on committees (or similar deliberative bodies) and the faculty senate.

1.6. LCON ORGANIZATIONAL CHART



1.7. LOEWENBERG COLLEGE OF NURSING STRATEGIC PLAN 2024 – 2027

1.7.1. MISSION, VISION, GOALS, PRINCIPLES

1.7.1.1 Mission

Produce nurse leaders, scholars, and innovative research to promote health in our global society.

1.7.1.2. Vision

To be transformative leaders in nursing education, practice, and science through the advancement of health equity.

1.7.1.3. Strategic Goals

Goal 1. Student Excellence

Provide an innovative culture, exceptional education, and dynamic student experience that attracts highly qualified students and cultivates them to become nursing leaders who are diverse, inclusive, and prepared to positively impact healthcare outcomes.

Goal 2. Teaching Excellence

Deliver innovative curricula focused on state-of-the-art teaching and learning strategies, student success measures, clinical partnerships, and a culture of belonging, to prepare lifelong learners who are catalysts of positive impact in a global society.

Goal 3. Faculty Excellence

Attract, recruit, and retain highly motivated, qualified, and diverse faculty delivering innovative curricula and participating in cutting-edge scholarship and research while engaged in lifelong development, professional service, and community outreach.

Goal 4. Research Excellence

Strengthen interdisciplinary health equity research capacity through the provision of essential internal and external resources, faculty development, and formal, research-focused academic practice and community partnerships to be recognized as a premier research college.

Goal 5. Partnership Excellence

Develop and sustain robust academic practice and community partnerships that foster engagement and collaboration in support of the college's education, practice, and research mission to positively impact partners and the communities they serve.

Goal 6. Operational Excellence

Improve the college's operational efficiency and effectiveness through the establishment of quality practices and policies to maximize resource utilization and ensure accountability.

1.7.1.4. Principles

- 1. Accountability**
- 2. Belonging**
- 3. Caring**
- 4. Collaboration**
- 5. Collegiality**
- 6. Innovation**

1.7.2. PHILOSOPHY OF NURSING

PHILOSOPHY

The faculty of the Loewenberg College of Nursing supports the goals and purposes of the University of Memphis by providing a professional educational program that is based upon a strong foundation in the liberal arts and sciences.

The faculty believes that learning is a lifelong process that involves change as a result of experiences. The faculty is responsible for planning, implementing, and evaluating a curriculum that is responsive to the needs of the learner, the profession, and a diverse society.

The nursing curriculum has been developed within the shared beliefs of the faculty regarding Person, Environment, Health, and Nursing. The faculty believes that the interactions of these elements are modified by the eight nursing competencies of assessment and technical skills, communication, critical thinking, caring, teaching, management, leadership, and knowledge integration. The faculty holds the following beliefs concerning the nursing metaparadigm.

PERSON

The person is a diverse and complex being. Any form of change that affects an aspect of the person can also affect other aspects, which can potentially influence well-being. The person constantly strives to adapt to change in an effort to maintain equilibrium or wellness. Through positive resolution, improved problem-solving, and coping skills, the person can function independently with others. From birth to death, the person is socialized to roles in groups including families, communities, and society.

ENVIRONMENT

The environment consists of all elements external to the person. The person and environment continuously interact which results in change. The person's health is influenced by elements in the environment such as social determinants, social economic status, language, and culture.

Professional nurses practice in diverse settings in provider and designer, manager of care roles. Advanced practice nurses provide direct advanced or primary care and administer the tools of critical thinking and communication to identify and understand the factors within the environment that influence the goals of nursing.

The environment influences the practice of professional and advanced practice nursing. Using critical thinking the professional nurse can identify factors within diverse settings and facilitate the development of more therapeutic environments of care for restoration, rehabilitation, and health promotion of diverse clients.

HEALTH

Health is a balanced state of well-being, maintained through adaptation to the environment. Health functions within an integrated being, maximizing personal potential within the environment. The person's health is threatened when the ability to adapt fails. This ability is influenced by physical, physiological, psychosocial, cultural, and spiritual factors.

NURSING

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations.

American Nurses' Association (2010). Nursing's Social Policy Statement. The Essence of the Profession. Washington, DC: Author.

1.7.3. FACULTY GOVERNANCE

In accordance with the UofM shared governance model, the LCON adheres to the university's definition of shared governance, see the university website for a complete description ([UofM Faculty Handbook, p.7.](#))

The responsibilities of the faculty in the governance of the university are generally discharged in two basic ways: (1) through the work of the Faculty Senate (regarding the general policies of the campus as a whole), and (2) through the work of faculty and faculty committees within departments, colleges, and the university. Faculty members should be active participants in deliberations and decisions on all policy and procedure committees. Faculty members have the right to contribute to campus and university discourse that is at the heart of the shared governance of the campus and the university. When contributing to campus and university discourse, at any level within the university or the community at large, faculty members have the freedom to raise and address, without fear of institutional discipline or restraint or other adverse employment action, any issue related to professional duties; the functioning of academic units, the campus, or the university; and department, college, campus, or university actions, positions, or policies.

The LCON is composed of full-time tenured/tenure track faculty and clinical faculty. All members of faculty in the LCON share responsibility with other university faculty for their contribution to teaching, scholarship, and service. Full-time clinical faculty positions are renewable on an annual basis based on need and faculty evaluation. In addition, the college is supported by qualified part-time faculty who have teaching responsibilities in didactic and/or clinical classes.

The LCON Faculty Organization provides the operational framework for the development and evaluation of the academic programs and for determining policies, standards, and procedures for the LCON. The Faculty Organization functions under LCON bylaws.

1.7.4. FACULTY ORGANIZATION BYLAWS

Preamble

The policies and rules of procedure governing the faculty of the Loewenberg College of Nursing shall be in accordance with the University of Memphis policies and procedures, the purposes and goals of the University, and the authority and responsibility of University faculty. Standing committee meetings are open to all full-time faculty with the exception of Promotion & Tenure.

Article I: NAME, PURPOSE, AND FUNCTIONS

Section 1. Name

The name of this organization shall be the U of M Loewenberg College of Nursing Faculty Organization hereafter referred to as the Faculty Organization (FO).

Section 2. Purpose

The purpose of the Faculty Organization shall be to provide an operational framework for the development and evaluation of the academic program, and, for determining policies, standards, and procedures for the Loewenberg College of Nursing.

Section 3. Functions

The functions of the Faculty Organization shall be to:

- A. Formulate, interpret, implement, and evaluate the vision, mission, philosophy, strategic priorities and outcomes of the Loewenberg College of Nursing.
- B. Develop, implement, and evaluate the nursing curriculum.
- C. Promote the professional growth of faculty.
- D. Formulate, interpret, implement, and evaluate policies and procedures related to faculty and students in the Loewenberg College of Nursing.
- E. Consider and act on recommendations of standing and ad hoc committees of the Faculty Organization.

Article II: MEMBERSHIP

Section 1. Composition

The Faculty Organization shall be composed of:

- A. All members of the faculty who hold full-time appointments in the LCON.
- B. The Faculty Organization may invite LCON staff and student members to serve on standing committees where their participation is necessary. These members will have a voice and vote within the standing committees but may not vote with the Faculty Organization nor serve on the Faculty Organization Council.

Article III. OFFICERS

Section 1. Chair

The chair of the Faculty Organization Council will serve as the chair of the Faculty Organization and shall serve for a period of two (2) academic years.

Section 2. Vice Chair

The vice-chair of the Faculty Organization Council will serve as the vice-chair of the Faculty Organization and shall serve for a period of two (2) academic years.

Section 3. Secretary

The secretary of the Faculty Organization Council will serve as the secretary of the Faculty Organization and shall serve for a period of two (2) academic years. The secretary shall record the minutes of all Faculty Organization meetings. Faculty Organization Minutes shall be approved by a quorum of the members, filed in an appropriate location and distributed to each member of the organization.

Section 4. Parliamentarian

The parliamentarian of the Faculty Organization Council will serve as the parliamentarian of the Faculty Organization and shall serve for a period of two (2) academic years. The parliamentarian will serve as an expert in interpreting and implementing Robert's Rules of Order during Faculty Organization meetings, enabling the Faculty Organization to fairly and efficiently discuss and determine actions to be taken.

ARTICLE IV: MEETINGS

Section 1. Robert's Rules of Order

The rules contained in Robert's Rules of Order Newly Revised shall govern meetings of the Faculty Organization and its standing and other committees in all cases, which are applicable, and not inconsistent with the Bylaws.

Section 2. Frequency of Meetings

The Faculty Organization shall have a minimum of three (3) scheduled meetings during each academic semester of spring and fall. An annual meeting will be held at the end of each academic year.

Section 3. Order of Business

The order of business at each meeting of the Faculty Organization shall be as follows:

- Call to Order
- Approval of Minutes
- Announcements

- Report of the Dean
- Report of University Committees, including University Senate
- Report of Standing Committees
- Report of Ad Hoc Committees
- Report of Special Committees
- Old Business
- New Business
- Adjournment

Section 4. Called Meetings

Meetings of the Faculty Organization may be called by the Faculty Organization Council, or by petition of at least thirty percent (30%) of the members of the Faculty Organization. Notice of called meetings shall be given to all members two (2) workdays in advance.

Section 5. Agenda

The agenda of the Faculty Organization meeting will be distributed to faculty at least two working days prior to the scheduled meeting.

Section 6. Quorum

A quorum for a meeting shall be a simple majority (51%) of the members.

Section 7. Meeting Minutes

- A. Minutes of the Faculty Organization Meetings and all Standing Committees/Councils may be approved electronically if deemed necessary by a quorum.
- B. All Faculty Organization Meeting (FOM) and Standing Committee and Council minutes are official records and will be archived electronically in an appropriate place that is accessible to all faculty.

ARTICLE V: COMMITTEES AND COUNCILS

Section 1. Standing Committees and Councils

There shall be six (6) Standing Committees & Councils of the Faculty Organization, including:

- Faculty Organization Council

- Curriculum Committee
- Evaluation Committee
- Graduate Curriculum Sub-Committee
- Undergraduate Curriculum Sub-Committee
- Promotion & Tenure Committee

Section 2. Ad Hoc Committees

Ad hoc committees may be appointed by the FOC or Dean as the need arises. They shall function until the purpose has been fulfilled or until terminated by the originator.

Section 3. Structure of Standing Committees/Councils

- A. All voting members of the Faculty Organization (FO) are eligible to serve on standing and ad hoc committees and councils. Faculty elected to committees are to be for terms of two years, except as noted in Article V, Section 7. At least two members of the standing committee shall have served in the preceding year to ensure continuity. No FO member should serve as chair and/or vice-chair for more than one LCON standing committee/council. See Article III for eligibility and terms for FOC/FO officers & members.
- B. **Chair.** The Chair will be elected among the members of each standing committee/council, with noted exceptions in Article V, Section 3D. The chair shall:
- provide leadership to the committee/council and preside over meetings.
 - schedule committee meetings.
 - create meeting agendas.
 - maintain committee documents.
 - prepare semi-annual reports for the FOC and FO.
 - provide updates as requested at FOM.
- C. **Vice-Chair.** The Vice-Chair will be elected among the members of each standing committee/council. The vice-chair shall:
- support the chair with the duties and functions of the committee.
 - serve as chair in the chair's absence.
 - remain current on the proceedings of the committee.

D. Eligibility and Terms for Chair and Vice-chair of Standing Committees and Councils.

1. The following committees and councils will have a chair that is designated based on their role at LCON:
 - Graduate Programs Committee - Chair will be a graduate program director.
 - Undergraduate Programs Committee - Chair will be the Director of Undergraduate Programs.
 - Evaluation Committee - Chair will be the Senior Associate Dean of Academic Affairs.
2. All committee and councils will self-elect from the respective committee's members a vice-chair, with the exception of FOC.
3. The term length for chairs and vice-chairs will be two academic years, with the chair and vice-chair being elected in alternating years, except as noted in Article V, Section 7.

E. **Secretary.** At or prior to the first meeting of the academic year, each committee/council will self-elect a secretary. The secretary for each committee/council should be a returning member. The secretary will keep detailed records/minutes of items, discussion, and action that occur during the meetings, and file in an appropriate location. Copies of minutes shall be distributed to the chair and vice-chair within one (1) week of the preceding meeting.

Section 4. Accountability

Standing committees/councils shall be accountable to the Faculty Organization. Records of all activities shall be maintained in minutes. Reports and recommendations shall be presented to the Faculty Organization at its regular meetings. Monitoring of the implementation of approved recommendations shall be the responsibility of the appropriate committee.

Section 5. Term of Appointment

For committees with appointed members, appointment to each committee is made each academic year.

Section 6. Meetings

Committees and councils shall hold a minimum of three (3) meetings each semester and as called by the chair of the committee/council. The standing committees and councils schedules should be posted on the LCON master calendar.

Section 7. Committee Responsibilities

A. Faculty Organization Council

1. *Purpose.* The purpose of the Faculty Organization Council (FOC) is to serve as a representative group of Faculty Organization (FO) members elected by FO to act as a liaison between the FO and LCON administration on matters pertaining to the faculty and implementation of the College's mission, vision, and strategic plan within LCON and the University.
2. *Composition.* The FOC shall consist of seven (7) elected full-time faculty members. There shall be at least one non-tenure-track, one tenure-track, and one tenured member, with representation from each campus.
 - a. All FO members are eligible for election to the FOC, except those appointed as deans or department chairs.
 - b. The FO shall elect from among the elected FOC members a chair, vice-chair, secretary, and parliamentarian. These elected officers shall fulfill their duties within the FO.
 - c. The FOC (including officers) shall be elected at the end of the spring semester of the previous year to facilitate planning and orderly transition.
3. *Functions.* The FOC shall have the following functions:
 - a. Be responsible for upholding the LCON faculty bylaws in accordance with professional ethics and standards.
 - b. Represent faculty interests regarding policies and procedures of all matters directly affecting the faculty, including but not limited to the following: academic and admission policies, curriculum, faculty composition, appointment, promotion and tenure, program development, and resource allocation.
 - c. Determine if there is a matter of such urgency as to require immediate FO action and having done so, to call a special meeting of the FO. The FOC may not, either individually or collectively, take action on behalf of the FO.
 - d. Meet with the dean of the College regularly.

- e. Make regular reports to the FO.
- f. Review and make recommendations regarding matters affecting faculty welfare and other affairs to the LCON Faculty Organization for consideration and action.
- g. Review & maintain the bylaws of the Faculty Organization annually and propose revisions deemed necessary.
- h. Review the LCON faculty handbook annually and make recommendations for revision, as necessary.
- i. Manage all faculty elections in the LCON.

B. Evaluation Committee

1. *Purpose.* The purpose of the Evaluation Committee is to ensure the implementation of the LCON's systematic plan for program evaluation in accordance with accreditation, regulatory, and professional standards and policies.
2. *Composition.* The LCON Evaluation Committee shall have nine (9) elected members.
 - a. The Senior Associate Dean for Academic Affairs will serve as the chair of the committee.
 - b. All program directors will serve as members of the committee.
 - c. Three (3) faculty members will be elected from the FO.
 - d. The vice-chair shall be elected by the committee to serve a two-year term.
3. *Functions.* The LCON Evaluation Committee shall have the following functions:
 - a. Provide oversight for formative and summative evaluations with respect to CCNE four standards, to describe:
 - i. Program Quality: Mission and Governance
 - ii. Program Quality: Institutional Commitment and Resources
 - iii. Program Quality: Curriculum and Teaching-Learning Practices
 - iv. Program Effectiveness; Assessment and Achievement of Program Outcomes
 - b. Monitor state and national accreditation requirements.
 - c. Provide evidence using data tracking and data analysis to aid decision making for the LCON.
 - d. Contribute to the processes for the systematic program evaluation.

C. Undergraduate Programs Committee

1. *Purpose.* The purpose of the Undergraduate Programs Committee is to review, develop, and make recommendations related to the undergraduate programs in the LCON.
2. *Composition.* The committee shall be composed of all members of FO whose primary teaching responsibilities are in the undergraduate programs. All members of the FO, however, may participate fully.
 - a. The chair of the Undergraduate Programs Committee shall be the Director of Undergraduate Programs.
 - b. The vice- chair shall be elected by the committee to serve a two-year term.
 - c. One undergraduate student shall be appointed by the chair to serve on the committee.
3. *Functions.* The Undergraduate Programs Committee shall have the following functions:
 - a. Develop, review, evaluate, and make recommendations for undergraduate programs concerning:
 - i. Program curricula and outcomes.
 - ii. Courses, including course descriptions and outcomes, instructional hours, credit hours, and modes of instruction.
 - iii. Student policies and procedures, including those for admission, progression, and graduation; academic integrity; and other program-specific student policies as outlined in LCON's Academic Bulletin.
 - b. Evaluate student success measures and make recommendations to improve student retention, graduation, and success on the post-graduation licensure examination.

D. Graduate Programs Committee

1. *Purpose.* The purpose of the Graduate Programs Committee is to develop, review, evaluate, and make recommendations related to all graduate programs (MSN & PhD) in the LCON.
2. *Composition.* The Graduate Programs Committee shall be composed of all members of FO whose primary teaching responsibilities are in the graduate programs. All members of the FO, however, may participate fully.
 - a. The chair of the Graduate Programs Committee shall be a graduate program director.
 - b. The vice-chair shall be elected by the committee to serve a two-year term.
 - c. One graduate student shall be appointed by the chair to serve on the committee.
 - d. The committee shall include MSN and PhD subcommittees.

3. *Functions.* The Graduate Programs Committee shall have the following functions:

- a. Develop, review, evaluate, and make recommendations for graduate programs concerning:
 - i. Program curricula and outcomes.
 - ii. Courses, including course descriptions and outcomes, instructional hours, credit hours, and modes of instruction.
 - iii. Student policies and procedures, including those for admission, progression, and graduation; academic integrity; and other program-specific student policies as outlined in LCON's Academic Bulletin.
- b. Evaluate student success measures and make recommendations to improve student retention, graduation, and success on post-licensure examination, where applicable.

E. Curriculum Committee

- 1. *Purpose.* The purpose of the Curriculum Committee is to oversee the planning implementation and evaluation of LCON programs in collaboration with Undergraduate and Graduate Programs Committees to make recommendations for curricular revisions to ensure student success in congruence with the university, LCON mission, goals, expected student outcomes, and relevant professional standards and guidelines.
- 2. *Composition.* The Committee will be comprised of eleven (11) elected members from the Faculty Organization with representation from both campuses across graduate and undergraduate faculty.
 - a. The chair and vice-chair will be elected from among the committee members. The chair and vice-chair will serve two years, and then the vice-chair will move into the position of chair for the following two years.
 - b. The Senior Associate Dean for Academic Affairs, Associate Dean for Student Success, and Program Directors will serve as ex-officio members of the committee.
 - c. One (1) undergraduate student and one (1) graduate student will be appointed by the chair to serve on the committee.

3. *Functions.* The Curriculum Committee shall have the following functions:
 - a. Review and evaluate the curriculum outcomes across all programs of study.
 - b. Receive recommendations and implement curricular changes to ensure consistency across programs within the Loewenberg College of Nursing Undergraduate and Graduate Program Committees, or other communities of interest within and outside the University.
 - c. Review and approve all proposals for curricular matters such as new courses, changes in course description and/or objectives, and changes in course titles, credits or other programmatic issues for the Loewenberg College of Nursing programs.
 - d. Review and collaborate, with input from the dean's leadership team, and recommend to the Faculty Organization substantive changes to existing academic programs or new academic programs. Upon approval, such changes will be submitted to the University in accordance with university guidelines and procedures for substantive program changes.
 - e. Review and evaluate the curriculum for adherence to national accreditation standards and guidelines for undergraduate and graduate nursing and make recommendations for revisions as indicated.
 - f. Review and recommend educational resources needed to meet program outcomes.

F. Promotion and Tenure Committee

1. *Purpose.* The purpose of the Promotion & Tenure Committee (P&T) is to advise and review faculty for reappointment, promotion, and tenure.
2. *Composition.* This committee shall be composed of all tenured faculty, and non-tenured faculty (clinical) will be proportionately elected by the FO to represent the non-tenured faculty. Only tenured faculty may vote on reappointment, promotion, and/or tenure of tenure-track and tenured faculty.
 - a. The chair and vice-chair will be elected from among the committee members. The chair and vice-chair will serve two years, and then the vice-chair will move into the position of chair for the following two years.
 - b. The chair and vice-chair must be tenured.
3. *Functions.* The Promotion & Tenure Committee shall have the following functions:

- a. Annually review progression toward tenure of all tenure track faculty
- b. Provide guidance to faculty regarding reappointment, promotion, and tenure.
- c. Review all faculty requests for tenure and promotion and make recommendations to the Dean.
- d. Make recommendations to the Dean regarding reappointment, promotion, and tenure of faculty.

Article VI. AMENDMENTS

Section 1. With Notice

Amendments to the Bylaws will be presented to members of the Faculty Organization at least two (2) weeks prior to deliberation and voting. A two-thirds (super-majority) vote is required for approval of amendment.

Section 2. Without Notice

These Bylaws can be amended at any official Faculty Organization meeting without prior notice, only if ninety percent (90%) of the members are present. A two-thirds (super-majority) vote is required for approval of amendment.

Section 3. Electronic Voting Procedure for Faculty Bylaws

Any bylaws changes or other issues requiring a faculty vote may be voted upon via electronic ballot.

A. *Purpose.* This method will expedite needed changes and provide confidentiality with the voting process.

B. *Guidelines.* The following methods and rules will be implemented during electronic voting.

1. Motions will be sent via email to all faculty members at least two weeks prior to the next Faculty Organization meeting.
2. Motions will be provided to faculty members within the context of change (i.e., intact documents should be reviewed rather than clauses/sentences taken out of context and sent separately).
3. Rationale/purpose of change will be provided alongside the motion.
4. The member, committee, council, or group proposing the motion will be identified in the motion, including any necessary "second".
5. Voting will occur via the official university survey system (e.g., Qualtrics).
6. The FOC will develop and disperse the ballot link and tally results.
7. Members will have a window of 7 calendar days from the date of needed electronic vote.
8. Members will vote one of three ways: For, Opposed, or Deliberation needed.
9. In the event that 30% or more of faculty members desire deliberation, the motion will be tabled, then deliberated at the next faculty organization meeting and voted on in person.
10. With motions that are voted on electronically, a quorum is automatically established.
11. Members who do not vote will have effectively "abstained".
12. The outcome of the electronic vote will be announced to faculty in email and/or the next faculty organization meeting.

Revised: 4/1994; 1999; 2002; 1/2009; 2/2013; 2014; 3/2015; 4/2016; 5/2021; 12/2021; 5/2022; 5/2023; 9/2024

Approved: 5/1994; 1999; 2002; 4/2009; 2013; 2014; 4/2015; 5/2016; 8/2020; 5/2021; 12/2021; 5/2022; 5/2023; 9/2024

1.8. LCON ACADEMIC UNIT ADMINISTRATION

The Dean serves as the College's Chief Academic Officer and directly reports to the provost. Administratively, The college is divided into two departments: the Acute, Chronic, and Continuity Care department and the Family, Community, and Health System Science department.

1.8.1. SR. ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Responsibilities include:

1. Assembles and coordinates the efforts of the Academic Program Directors and the director of Lambuth campus within the College by contributing to the work planning and evaluation of these employees on behalf of the College Dean for the faculty member's workload assignments.
2. Recommends budget and educational resources to the Dean to meet academic programming needs.

3. Serves as a liaison and facilitates the College's representation of campus-wide committees, initiatives, task forces, and the community; services on the University's undergraduate and graduate councils and works collaboratively to fulfill the College and University's academic mission. Campaigns for an inter-professional collaborative culture across the College.
4. Serves as the primary liaison to the College level Student and Academic Affairs teams.
5. Facilitates and verifies integrity within college program admissions processes and that admissions processes are structured to meet enrollment targets.
6. Collaborates with the College's Marketing and Communication Team to ensure student recruitment meets enrollment targets.
7. Manages the Simulation Learning Center by providing leadership and oversight of the simulation.
8. Oversees the Office of Undergraduate Licensure and Achievement by providing leadership and oversight of the NCLEX exam tutoring and mentoring program.

Program Management, Strategy, and Sustainability

Provides collaborative, innovative, and visionary leadership, management, and oversight of all academic degree programs and certificates across all levels (undergraduate, graduate, and doctoral) and modalities of instruction.

- Sustains and expands innovative and high-quality educational programs supporting student learning and faculty teaching by partnering with faculty to develop innovative and effective curricula and academic programming suited to diverse learners through all modalities of instruction.
- Oversees the program evaluation and quality improvement process to ensure that academic programs are accountable for the achievement of the undergraduate and graduate purposes, goals, and program outcomes by conducting systematic formative and summative evaluations of all nursing programs for continuous quality improvement.
- Seeks training and program grants if relevant or applicable.
- Supports faculty recruitment and retention efforts College-wide.

Governance and Compliance

- Ensures the academic programs maintain integrity and rigor across the curriculum and assures that curricular and catalog changes adhere to College and University policies and processes.
- Administration of accreditation and regulatory compliance requirements for the degree and certificate programs. Collaborates with the College Leadership Team in the development of accreditation reviews and reports. Ensures all documents required for nursing education programs comply with the NCBN and all other professional organizations.
- Maintains, reviews, and enforces academic standards.

1.8.2. DEPARTMENT CHAIRS

The Department Chairs in the LCON at the University of Memphis are part of a collaborative college leadership team. The chair is a member of the department faculty who is assigned the duty of administration for managing the department.

The chair's specific responsibilities include:

1. Developing and championing programs for faculty to successfully reach promotion, reappointment, and tenure milestones.
2. Building relationships with faculty to help develop scholarship and service goals for faculty.
3. Developing and championing faculty and staff retention programs that ensure faculty and staff feel well supported, and success is celebrated within the College.
4. Developing and leading the implementation of orientation, networking, and professional development programming for new, tenure-track, part-time, and non-tenure-track faculty.
5. Providing appropriate mentorship for faculty and support for various writing projects.
6. Collaborating with the Associate Dean for Research and Innovation to ensure that the LCON needs are well represented and serving as a champion for leveraging college-level resources and support.
7. Serve as a subject matter expert for the reappointment, promotion, and tenure criteria and assist faculty in developing their portfolios.
8. Serving as a resource for faculty in executing their annual work plans.
9. Develop programs that enhance faculty and staff's professional trajectory and leadership skills.
10. Champion an inter-professional collaborative culture.
11. Servicing as a primary liaison to the college-level community engagement team and the centers.
12. Managing LCON internal grants and seed funding opportunities.
13. Creating new innovative faculty initiatives related to e-learning/CTE and other methods of delivery for teaching.
14. In collaboration with the College's Associate Dean for Research and Innovation, develop and enact strategies and programs to enhance the research climate and opportunities for faculty.

DEPARTMENT GOVERNANCE

- Keeps faculty informed of department, unit, and university plans, activities, and expectations.
- Coordinates development and implementation of department governance structure, policy, and procedures.
- Coordinates faculty involvement in department responsibilities as appropriate.
- presides over department meetings.
- Establishes department committees in consultation with the faculty. 2023 Faculty Handbook Section 1 12.
- Represents the department to the dean and campus community.
- Informs department faculty of decisions made by the dean and the university's administration.

- Mediates conflicts and attempts to resolve problems between faculty, students, and staff.
- Models and maintains confidentiality regarding performance reviews, personnel decisions, grievances, etc., and encourages others to do so.

Department Budget - Administers the departmental budget in consultation with department faculty and dean:

- Approve faculty travel
- approve faculty leave
- Hire FTF and PTF
- Facilitate and organize department retreat
- Organize faculty networking sessions for team building and socialization
- Recognize department faculty through nominations and awards

Develops faculty assignments in TAMS after the college schedule is formulated by the senior ADAA:

- Develop the Academic year faculty schedule using TAMS
- Seek faculty preferences based on expertise and experience
- Recommend course assignment adjustments that enhance student success.
- Review department courses in canvas for completeness related to materials that support student learning

1.9.1. ASSOCIATE DEAN OF RESEARCH

The primary responsibility will be in administration, supporting the research mission of the College, as well as mentoring for doctoral academic programs (PhD and eventual DNP). The candidate may at times be expected to teach in the PhD program and will be expected to sit on PhD dissertation committees. Additional duties and responsibilities of the position include:

- Supervise the research administration office and services of LCON.
- Provide leadership and expertise by demonstrating an ongoing program of funded research.
- Develop, promote, and direct a collaborative and interdisciplinary research program within LCON, with an emphasis on clinical and community-based research.
- Guide, support, and mentor faculty in developing research ideas and responding to internal and external funding opportunities.

1.9.2. ASSOCIATE DEAN OF STUDENT SUCCESS

The Associate Dean of Student Success for Nursing responsibilities include:

Student Success

- Responsible for providing leadership, direction, and oversight of Nursing Student Success while maintaining ongoing communication and interaction within the LCON, particularly the Office of
- Academic Affairs. Interfaces with the University of Memphis Enrollment Services, Center for Academic Counseling, Financial Aid, and the Bursar's Office if necessary for nursing students.

Recruitment and Admissions

- Designs, plans, coordinates, and executes recruiting activities and the admissions process for all LCON academic programs based on the College's strategic growth, including developing and distributing recruiting materials, presentations, conferences, and career fairs, and responding to inquiries.
- Prepare student data for the College's Admission Committees' review promptly.
- Interface with applicants with accurate and consistent information throughout the application and admissions process.
- work with UofM Enrollment Services and the LCON Senior Associate Dean

Leadership and Management

- Responsible for leading and managing the individuals and activities in the office of the Associate Dean of Student Success for Nursing.
- Provides key leadership in the implementation of engagement and retention efforts designed to enhance the student experience; supervises the management of administrative processes, including budget preparation and oversight, personnel, and purchasing; monitors the operational budget of the Student Success Office to ensure efficient and effective fiscal management of the College funds.
- Serves on the Dean's leadership team as an integral member of the team to fulfill the mission and goals of the College and the University of Memphis.
- Leads LCON's student success initiatives, including external/community partnership relations, including students and external stakeholders.
- Chairs student success standing committees to support student outreach initiatives, including the Scholarship Committees.

Student Activities and Events

- Leads and manages the planning, coordination, and execution of student activities for the LCON, including student orientations and student wellness events on both Memphis and Lambuth campuses, ceremonial events in collaboration with the Sr. Associate Dean of Academic Programs, the Dean, Student Nurses' Association {Lambuth and Memphis Campus), and Honor programs.
- Leads the Scholarship Committee and communicates with students about scholarship selection.

- Serves as LCON's liaison to the Academic Counseling Center, Disability Resource Services, Office of Student Accountability, Office of Student Academic Success, Scholarship Office, Student Health Center, and Counseling Center. 15% - Essential
- Data Management & Outcome Reporting
- Responsible for collecting, compiling, tracking, and analyzing data with respect to student.
- admission, academic performance, retention and graduation, honors, and achievement. Reports periodically on the status of student recruitment, admission, retention, achievement, student success, academic support services, scholarships, trend data, and others as relevant to promote student success.

1.9.3. DIRECTOR OF PhD PROGRAM

The Director of PhD program provides collaborative leadership and manages the PhD program by working & collaborating with faculty who teach in the program. The director reports to the associate dean for research.

1. Works collaboratively with the Associate Dean for Research and Department Chairs to assign faculty teaching to meet the needs of the PhD Program.
2. Chair the PhD program and Subcommittee meetings.
3. Serves as a resource for the PhD students to address and resolve issues.
4. Works with graduate faculty to identify faculty advisors and dissertation chairs for the PhD students.
5. Guides and supports identifying, maintaining, and using relevant data for continuous quality improvement to comply with professional standards and regulatory requirements as applicable to the PhD program.
6. Generates reports and documentation as requested by the Associate/Assistant Deans.
7. Collaborate with the student success office and graduate school for admission, graduation, and any other advising needs for the PhD program.
8. Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituents.

1.9.4. DIRECTOR OF MSN PROGRAM

The MSN Program Director manages all tracks within the MSN program and interfaces with the Senior Associate Dean for Academic Affairs to ensure the delivery of a high-quality MSN program.

The MSN Program Director is responsible for the following:

1. Collaborate with the Senior Associate Dean of Academic Affairs, Department Chairs, and Track Coordinators to assign faculty teaching to meet the needs of the MSN program.
2. Chairs LCON Graduate Subcommittee. Serves as a resource for Track Coordinators and students to address and resolve issues.

3. Works with the Senior Associate Dean for Academic Affairs and Track Coordinators for program planning, implementation, and evaluation.
4. Works with Track Coordinators to identify faculty development needs and instructional support and communicate those needs to the Senior Associate Dean for Academic Affairs.
5. Guides and supports identifying, maintaining, and using relevant data for continuous quality improvement to comply with professional standards, accreditation/regulatory requirements, and certifying bodies as applicable to each track.
6. Generates reports and documentation as requested by the Associate/Assistant Deans.
7. Addresses MSN program issues in summer for all tracks, based on need.
8. Ensures and supports collaboration with the Office of Community Partnerships and Practice as applicable for the program and tracks.
9. Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituents.

1.9.5. DIRECTOR OF UNDERGRADUATE PROGRAMS

The Director of Undergraduate Nursing Programs responsibilities include:

Administrative

1. Reports to the Sr. Associate Dean for Academic
2. Implement relevant policies of the University, college, and degree programs.
3. Provide periodic reports on the programs and data to the Dean, Sr. Assoc. Dean of Academic Affairs, Assoc Dean of Student Success, and others as needed.
4. Develop and maintain materials related to program accreditations and re-accreditations. Leads program planning, implementation, and evaluation; and uses relevant data for continuous quality improvement to meet accreditation standards and regulatory requirements.
5. Accountable for conflict resolution with students.
6. Ensure that program descriptions on the department website, catalog, and other printed materials are current and accurate.
7. Recommend and initiate program changes based on needs within the community and/or field.
8. Develop, revise, and enforce the program's policies and procedures in collaboration with Sr. Assoc. Dean of Academic Affairs. Keep program information – policies and curricular information – current on the website and in a program handbook.
9. Serves as faculty resource to support faculty and address and resolve teaching/learning issues.
10. Works collaboratively to assign Part-time faculty teaching on time to meet all program needs.
11. Collaborates with faculty, students, and practice/community partners to ensure high-

- quality of Undergraduate programs for academic excellence.
12. Collaborates with the department' chairs to help identify faculty development needs and instructional support.
 13. Attends to programmatic issues in the summer semester.
 14. Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituencies.
 15. Make clinical site visits.
 16. Assist clinical faculty with the development of student action plans when necessary.
 17. Ensure student requirements for each facility are up to date.
 18. Serve as the liaison between the practice partners and the BSN program.
 19. Review clinical site evaluations (which are completed by students).
 20. Place students in appropriate clinical groups.
 21. Post clinical groups for students each semester.
 22. Provide information regarding internships/practicums/clinical placements.

1.9.6. DIRECTOR OF SIMULATION/NURSING LABS

The Director of Simulation/Nursing Labs directs simulation integration across nursing programs while effectively managing nursing labs. Manages simulation by working & collaborating with all faculty and by collaborating with the Sr. Associate Dean for Academic Programs, department chairs, and other Program Directors to plan, implement, and evaluate programs to ensure high quality teaching & learning within simulation across programs. The Director directly reports to the Sr. Associate Dean for Academic Programs and serves on the Sr. Associate Dean's Council.

Responsibilities:

Director of Simulation Labs

- Collaborates with nursing faculty to develop simulation scenarios to promote student learning, critical thinking, and clinical decision-making.
- Coordinate with program directors to ensure that simulation experiences meet course and program objectives.
- Assists with faculty development and training related to the use of simulation.
- Coordinates with the Undergraduate program director and the lab manager(s) to oversee the use and schedules for the Simulation Center for special simulation sections, open labs, and clinical skills evaluations.
- Participates in the collection of evaluation data on learning outcomes for simulation activities and collaborates with faculty to disseminate findings of their students' outcomes.
- Utilizes simulation best practice standards to plan.

- design, implement, and evaluate simulation integration within nursing courses (both didactic and clinical).
- Stays current and flexible in simulation and technology development in higher education, health care, and academic nursing.
- Provides supervision of the laboratory manager(s), simulation faculty, staff, and student workers to manage nursing laboratories effectively.
- Develops and implements laboratory safety policies.
- Assesses lab inventory regularly to ensure adequate supplies.
- Maintains oversight and function of lab equipment and, if necessary, determines the need for replacement or repair.
- Builds external partnerships and seeks interprofessional opportunities to enhance nursing simulation.
- Generates reports and documentation as requested by the Dean and/or Associate Dean.
- Provides servant leadership with responsibility, accountability, efficiency, integrity-based communication, problem solving, and team building with internal and external constituencies.

1.9.7. LAMBUTH NURSING DIRECTOR

The Lambuth Nursing Director reports to the Senior Associate Dean for Academic Affairs (Sr. ADAA) and collaborates in the day-to-day operations, planning, implementation, and support of LCON academic programs at the UofM Lambuth Campus in Jackson, Tennessee.

Detailed Job Description

The Lambuth Nursing Director is responsible for the following:

Site Management:

- Implement and enforce college policies, procedures, and standards in accordance with the LCON and university guidelines.

Academic Oversight:

- Coordinate with under-graduate program directors to ensure the delivery of high-quality education and adherence to the undergrad curriculum and implementation.
- Collaborate with department chairs to identify potential part-time faculty for Lambuth campus.
- Provides input for faculty teaching assignments as needed to meet Lambuth program needs.

- Collaborates with appropriate administrative person(s) to address and resolve faculty and students' issues to address and resolve issues.
- Monitor student academic progress and reports any academic issues or concerns to the appropriate administrator.

Student Services:

- Addresses needs/concerns/issues of faculty teaching and student learning in a timely and effective manner.
- In collaboration with the associate dean for student success implement student support services including academic advising, career counseling, and extracurricular activities.
- Collaborate with appropriate administrator regarding any student grievances and provide solutions in alignment with institutional policies.

Staff Management:

- Recruit, hire, and train staff.
- Conduct staff performance evaluations and provide professional development opportunities.

Financial Management:

- Ensure compliance with financial regulations and reporting requirements.
- Works with Senior Associate dean for academic affairs for planning Lambuth program needs

Community Engagement:

- Build and maintain relationships with local hospitals and stake holders' businesses, to enhance the college's presence and impact in the area.
- Represent the college at community events and networking opportunities.

Compliance and Reporting:

- Ensure compliance with all relevant regulations, accreditation standards, and institutional policies.
- Assists with providing documentation for accreditation and other regulatory obligations as needed.

1.9.8. CONCENTRATION COORDINATORS

1.9.8.1. FNP Track Coordinator (Faculty)

The FNP Track Coordinator provides leadership and manages the FNP track by working with faculty who teach track courses and interfacing with the MSN Program Director and other Track Coordinators.

Detailed Job Description

The FNP Track Coordinator is responsible for the following:

- Serves as faculty resource to address and resolve track and curriculum-related issues.
- Serves as primary staff contact for the track.
- Collaborates with the Senior Associate Dean for Academic Affairs and MSN Program Director to help identify track needs and instructional support.
- Works with the Associate/Assistant Deans and MSN Program Director for track planning, implementation, and evaluation.
- Identifies, maintains, and uses relevant data for continuous quality improvement to comply with professional standards, accreditation/regulatory requirements, and certifying bodies, including but not limited to SACSCOC, AACN, CCNE, NTF, NONFP, AANP, ANCC, and TN Board of Nursing.
- Generates reports and documentation as requested by the Associate/Assistant Deans and the MSN Program Director.
- Addresses programmatic issues in summer, based on need.
- Interfaces with the Office of Community Partnerships and Practice for preceptor, community, and clinical site-related concerns and compliance.
- Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituents.

1.9.8.2. Nursing Leadership and Education Tracks Coordinator (Faculty)

The Nursing Leadership and Nursing Education Track Coordinator provides leadership and manages the Nursing Leadership and Nursing Education tracks by working with faculty who teach in these tracks and interfacing with the MSN Program Director, and other Track Coordinators.

Detailed Job Description

The Nursing Leadership and Nursing Education Track Coordinator is responsible for the following:

- Serves as faculty resource to address and resolve track and curriculum-related issues.
- Serves as primary staff contact for the track.
- Collaborates with the Senior Associate Dean for Academic Affairs and MSN Program Director to help identify track needs and instructional support.
- Works with the Associate/Assistant Deans and MSN Program Director for track planning, implementation, and evaluation.

- Identifies, maintains, and uses relevant data for continuous quality improvement to comply with professional standards and accreditation/regulatory requirements, including but not limited to SACSCOC, AACN, CCNE, AONL, NLN, and the TN Board of Nursing.
- Generates reports and documentation as requested by the Associate/Assistant Deans and the MSN Program Director.
- Addresses programmatic issues in summer, based on need.
- Interfaces with the Office of Community Partnerships and Practice for preceptor, community, and clinical site-related concerns and compliance.
- Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituents.

1.9.8.3. AG-ACNP Track Coordinator

The AG-ACNP Track Coordinator provides leadership and manages the AG-ACNP track by working with faculty who teach track courses and interfacing with the MSN Program Director, as well as other Track Coordinators.

- Serves as faculty resource to address and resolve track and curriculum-related issues.
- Serves as primary staff contact for the track.
- Collaborates with the Senior Associate Dean for Academic Affairs and MSN Program Director to help identify track needs and instructional support.
- Works with the Associate/Assistant Deans and MSN Program Director for track planning, implementation, and evaluation.
- Identifies, maintains, and uses relevant data for continuous quality improvement to comply with professional standards, accreditation/regulatory requirements, and certifying bodies, including but not limited to SACSCOC, AACN, CCNE, NTF, NONFP, ANCC, and TN Board of Nursing.
- Generates reports and documentation as requested by the Associate/Assistant Deans and the MSN Program Director.
- Addresses programmatic issues in summer, based on need.
- Interfaces with the Office of Community Partnerships and Practice for preceptor, community, and clinical site-related concerns and compliance.
- Demonstrates leadership skills in effective communication, problem-solving, and team building with internal and external constituents.

1.9.8.4. RN to BSN to MSN Tracks Coordinator

The Concentration Coordinator of the RN-BSN-MSN Program manages the RN online programs by working & collaborating with faculty to offer high-quality RN programs, working with the Sr. Associate Dean for Academic Programs to ensure high-quality and innovative RN programs, and working with the Associate Dean for Student Success and staff to recruit, retain, and graduate RN students.

1.9.9. COURSE COORDINATOR

The course coordinator will collaborate with other faculty who teach the same didactic and clinical course to ensure consistency in course objectives, grading policies, and student learning evaluations.

Responsibilities:

Develop the course syllabus using evidence-based practices, and revise course contents for the didactic and clinical course and collaborate in the development of the co- requisite clinical/skills/lab/simulation/seminar course(s).

Order textbooks for the didactic and companion clinical/skills/lab courses and recommend that essential and supplemental course materials are placed on reserve in the University Library.

Upload the course to canvas and provide appropriate access for another course faculty.

Orient and mentor other didactic faculty assigned to the course.

Collaborate with other didactic faculty assigned to the course to ensure consistency in the course objectives, student learning evaluations, grading policies, including test plan and exam construction, review of exam statistics and item analyses, and revision of test questions.

Schedule, set agenda, and maintain minutes of regular course meetings for the purpose.

SECTION 2: FACULTY RIGHTS AND RESPONSIBILITIES

2.1. RIGHTS

2.1.1. ACADEMIC FREEDOM, TENURE, AND FREE SPEECH

Academic freedom is essential to fulfill the ultimate objectives of an educational university/college – the free search for and exposition of truth – and applies to participation in shared governance as well as teaching and research. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Freedom in shared governance is fundamental to the development and maintenance of effective academic policies, national and regional accreditation, and shared responsibility for the redelivery of educational products and services to students.

Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct as well as other grounds as set forth in applicable law or policy may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members.

The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are unable or unwilling to discharge their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in university policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, all faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

University policy recognizes the principle of academic freedom and accordingly states:

- Faculty members are entitled to freedom in the classroom in discussing materials relevant to the course.
- Faculty members are entitled to freedom in research and in the publication of the results, subject to adequate performance of their other academic duties; but all research, including research for pecuniary gain, must be performed in an ethical

manner and in compliance with all applicable policies and standards in the field and must be based upon an understanding with the authorities of the university

- Faculty members are citizens, members of a learned profession, and officers of an educational institution. Academic freedom includes the freedom to speak or write without institutional discipline or restraint on matters of public concern, as well as on matters related to professional duties, and on matters involving the academic and administrative functioning of the educational institution. When faculty members speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge the profession and the university by their utterances. Hence, faculty members should at all times strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak for the university.

2.2.2. APPEAL

Faculty members have certain rights of appeal and are entitled to fair, impartial, honest, and timely resolutions of problems that may arise in relation to employment. In all cases, faculty members are entitled to notice regarding grounds on which administrative action has been taken. Depending on the subject matter(s), appeals are classified as a general appeal, tenure and promotion appeal, or a special appeal.

2.2.2.1. General Appeal

Faculty have the right to appeal an administrative recommendation, decision, or employment action related to the following matters (except for actions related to discrimination, harassment, termination, and/or suspension without pay) Academic Freedom (except for Tenure and Promotion Review)

- Professional Responsibility
- Code of Conduct Sanction
- Salary Adjustment
- Annual Performance Evaluation
- Workload
- Termination of Tenured Faculty Due to Forfeiture of Tenure
- Termination of Tenured Faculty Due to Program Discontinuance

2.2.2.2. Tenure and Promotion Appeals

Faculty who are not recommended for tenure and/or promotion by the provost have the right to appeal the provost's recommendation under tenure and promotion appeals procedures.

2.3. RESPONSIBILITIES

2.3.1. DUTIES

[2023_faculty_handbook.pdf \(memphis.edu\)](#)

Full-time faculty members are accountable for a minimum of 37.5 scheduled working hours each week. Faculty are responsible for providing the Department Chairs with an on and off campus activity schedule at the beginning of each academic year or whenever applicable. If off campus, phone numbers should be provided for where faculty can be reached. This is especially critical for clinical courses. At the end of each month, a full-time faculty must report sick leave based on the U of M policy. Faculty members are expected to demonstrate a commitment to and competence in teaching, scholarship, and service activities. In a university community, teaching, scholarship, and service are communal responsibilities. However, variation naturally occurs among departments and among faculty members within departments as to the balance among these activities. It is important to emphasize that teaching, scholarship, and service are interrelated, and that some activities may span more than one area. See LCON workload policy on teaching, scholarship, and service.

2.3.1.1. Teaching/instruction

Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. It encompasses classroom instruction, course development, mentoring students in academic projects including dissertations, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching; creative and effective use of innovative teaching methods and curricular innovations is encouraged.

2.3.1.2. Scholarship

As a research university, faculty members are responsible for engaging in scholarship subject to their appointment. Scholarship is a discipline-based, multidisciplinary activity that advances knowledge and learning by producing new ideas and understanding. Scholarly contributions include peer-evaluated, discipline-appropriate works such as books, articles, chapters, films, paintings, performances, and choreographic or theatrical design. As a research university, many units expect faculty in certain disciplines to secure funding where appropriate for their scholarly endeavors through organizations and disciplinary opportunities. Scholarship can be divided into five sub-categories: application, creative activity, inquiry, integration, and the scholarship of teaching. Each department, considering its relevant discipline or disciplines, may emphasize contributions in some subcategories more than others, as described in its mission statement and other relevant departmental documents. Individual faculty are not expected to contribute to all five subcategories of scholarship. Some overlap in the meaning of the five subcategories is inevitable, and a particular scholarly contribution may fall under more than one subcategory.

These subcategories are:

- Engaged scholarship is the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outsiders of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation.
- Creative activity should be fully accepted as scholarship in departments where such work is appropriate to both professional specialization and teaching. It includes, but is not limited to, choreography and dance performance; creative writing; direction and design of plays; exhibitions of visual arts such as paintings, sculpture, and photography; direction of film and video; and musical composition and performance.
- Inquiry involves rigorous investigation aimed at the discovery of new knowledge within one's own discipline or area of study; it often serves as the basis for other forms of scholarship and may result in scholarly publications, funded research, and presentations at professional meetings.
- Integration makes meaningful connections between previously unrelated topics, facts, or observations, such as cross-disciplinary synthesis or an integrative framework within a discipline that results in a publication or presentation in a suitable forum.
- The scholarship of teaching focuses on transforming and extending knowledge about pedagogy, including appropriate textbooks or educational articles in one's own discipline. Innovative contributions to teaching, if published or presented in a peer-reviewed forum, also constitute scholarship of teaching.

2.3.1.3. Service

Service includes service to the university, service to the profession, and outreach to the community. These functions may overlap in some instances.

All faculty members will perform basic citizenship service within the university. This includes, but is not limited to, serving on departmental committees, advising students, and participating in college and university committees. Academic advising of students is an important aspect of the university citizenship and will be considered in faculty evaluations.

Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and membership on a university search committee.

Service to the profession includes association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities.

Outreach, or service to the community, primarily involves sharing professional expertise with the wider community and should directly support the goals and mission of the university. Under very rare circumstances, outreach may include non-professionally related activities outside the university. Some departments and disciplines, given the nature of their professional work, will be more involved in outreach than will other departments and disciplines. Community outreach is particularly valuable for an urban institution.

2.3.2. PROFESSIONAL AND ETHICAL CONDUCT

Within the university, faculty members are expected to treat colleagues, staff, and students with respect and fairness. Faculty should conduct themselves professionally by listening to the views of others, working constructively as members of the diverse academic community, and safeguarding the recognition of achievements of others, including those in subordinate positions. Faculty are expected to have integrity in the discharge of their duties as educators, scholars, colleagues, members of the university community and members of the greater community as described in the Faculty Code of Conduct, in the university faculty handbook.

SECTION 3: GENERAL FACULTY POLICIES

Please refer to the [University Handbook](#) for the section below.

University policies apply to faculty, staff, students, and visitors. The policies are intended to provide guidance in assisting with compliance of state and federal laws and regulations and provide expectations for conducting university business. All faculty appointments are subject to university policies. It is the responsibility of faculty members as university employees to acquaint themselves with existing policies and policy revisions as they may occur. Although not exhaustive, the policies presented hereafter are a select subset of university policies that impact faculty or are applicable only to faculty. The full set of policies are maintained on the university website. When official university policies and procedures are changed by the Board of Trustees or other duly constituted authority, such changes become effective on the date designated at the time of their adoption and supersede any conflicting or inconsistent provision in the Faculty Handbook. The most recent versions of the University of Memphis Policies (hereafter “university policies”) are available on the University of Memphis website (hereafter “the university website”). Questions about a particular policy or issue should be addressed to the division administrator. In accordance with [Section 1.5](#) of this Handbook, the responsible administrative divisions will consult the with Faculty Senate regarding proposed policy changes that may impact faculty.

3.1. FACULTY PERSONNEL POLICIES

3.1.1 *EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION*

Faculty appointments are subject to the laws of the State of Tennessee, and the requirements and policies of the university, including conflicts of interest and personal benefits, discrimination, sexual harassment, outside employment, research, patents and copyrights, promotion, and tenure. It is the responsibility of faculty members as university employees to acquaint themselves with existing policies and policy revisions as they may occur. Policy manuals are maintained on the university website.

3.1.2. *FACULTY APPLICATIONS*

The university advertises faculty positions in appropriate professional journals and other sources to encourage applications from faculty from diverse backgrounds. Those interested in an open faculty position at the university should electronically submit appropriate materials prior to the stated deadline. Application materials are reviewed by the appropriate departmental faculty. Applicants for faculty positions who are invited to the campus usually will meet with faculty members, chairs, deans, vice presidents, or others so that all parties may gain as much information and understanding as possible. Although information is shared and questions answered, the university cannot be committed in any way during these interviews. Note: Tenn. Code Annotated 49-5-406 requires applicants for faculty positions to disclose any prior criminal

record and/or prior dismissals from employment for cause. Failure to comply with this law may result in fine, dismissal, or both.

3.1.3. FACULTY RECRUITMENT, APPLICATION, AND SELECTION

The university policy on Recruitment, Application, and Selection of Faculty, which is posted on the university website, should be followed for all external and internal applicants for full-time faculty positions. This policy ensures that all applicants for full-time faculty positions are treated fairly and consistently during the recruitment and hiring processes.

An external or internal search is required to fill all full-time faculty positions except for the circumstances described in the university's Waiver of Search Policy which is available on the university website.

Faculty appointments, and all conditions related to them, are made only by the university president, in writing, subject to appropriate approvals and policies of the university. All nontenured faculty members are required to sign an employment agreement at the beginning of each contract period. Notice of any salary adjustments are sent to members of the faculty after the budget for the ensuing year is approved by the Board of Trustees.

3.1.4. NEPOTISM

Tennessee state law prohibits employment of close relatives (i.e., spouses, siblings, children, etc.) within a direct line of supervision. Related individuals may be employed by the university, but a relative may not supervise the activities of another, including a relative with management responsibility over the function in which his or her family member is employed. Further, the university prohibits enrollment of a faculty member's spouse, children, or siblings in a class for which the faculty member is the instructor of record.

3.1.5. CONFLICTS OF INTEREST/PERSONAL BENEFITS

In Accordance with university policy, all employees of the university serve the interests of the state of Tennessee and its citizens and have a duty to avoid activities and situations that, either actually or potentially, put personal interests ahead of the professional obligations that they owe to the university. Employees shall not use their positions to secure anything of value, or personal benefit, which would not ordinarily accrue to them in the performance of their official duties or through personal, non-university connected activities. University employees shall avoid external commitments that significantly interfere with the employee's duties to the university and diverge from the best interests of the university.

3.1.6. DISCRIMINATION AND HARASSMENT

University policy prohibits discrimination against employees regarding equal employment opportunity and students regarding equal access to educational programs. Further, the university is responsible for maintaining a campus as a place of work and study for faculty, staff, and

students, free of harassment on the basis of inclusion in any protected class. All university policies related to discrimination and harassment can be found on the university website.

3.1.7. FACULTY CREDENTIALS:

A. Faculty Credentials for Baccalaureate Courses: Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

B. Faculty Teaching Graduate and Post-baccalaureate Course Work: Earned doctorate/terminal degree in the teaching discipline or a related discipline.

C. Graduate Teaching Assistants: Masters in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Exceptions to the minimum faculty credentials requirements may be approved by the provost. Because of accreditation requirements, academic units and departments may have more specific minimum faculty credential requirements.

3.1.7.1. LCON Licensure Requirements

All faculties are required to have current licensure in Tennessee or the faculty member's state of residence if that state is a multi-compact state and to submit the proof of licensure to the Sr. Associate Dean's Academic Affairs. A copy of the license is made for the faculty file in the Dean's Office.

3.1.7.2. Tennessee Clinical Placement System

TN Clinical Placement System is used to obtain uniform and consistent clinical orientation to all hospital facilities in the state of Tennessee.

Mastery of the website content is measured by quizzes. Upon demonstration of content mastery, students will print a website-generated certificate and submit it to the clinical faculty member prior to the first clinical day in the hospital setting. The general orientation must be completed once a year, and the information is stored in the student file. The hospital specific information must be completed each semester.

3.1.7.3. Immunizations/CPR

All clinical agencies require instructors with current CPR and immunization documentation. Immunization requirements are the same as those required of students. A copy of these items must be submitted to the Sr. Associate Dean for Academic Affairs.

3.1.8. LANGUAGE PROFICIENCY

The university assesses the English proficiency of all candidates for faculty positions (including part time and adjunct faculty and graduate teaching assistants) prior to employment to insure adequate proficiency for direct instruction of students. The minimum criteria for evaluation of English proficiency are: (1) an ability to speak and write English clearly, (2) an ability to understand written and spoken English, and (3) an ability to communicate effectively in an academic environment (for example, previous successful employment in an academic institution). The department chair is responsible for ensuring that a candidate being appointed to a faculty position meets the minimum criteria for English proficiency. The university reserves the right to further assess English language proficiency after a faculty member has been appointed to help ensure the quality of direct instruction of its students.

3.1.9. PERSONNEL FILES AND DISCLOSURE OF RECORDS

An official university personnel file is maintained for all employees except undergraduate student employees. Faculty personnel files may include the following documents: professional data (transcripts, vitae, etc.), employment agreements, personnel actions (appointment, tenure, promotion, salary), evaluation documents, letters of recommendation and benefits selection forms. Faculty members or their authorized representatives may review their own files upon request. The university generally limits disclosure of personnel records to those officials in the faculty member's direct line of supervision. Personnel records and information, with certain exceptions, must be disclosed pursuant to a valid request by a citizen of Tennessee in conformance with the Tennessee Public Records Act, Tenn. Code Ann. 10-7- 503, 504. The Act permits the university to withhold only the following information regarding employees and/or members of their family or household: unpublished telephone numbers, bank account information, social security numbers, and driver's license information (unless the employee's position involves operation of a motor vehicle), and certain types of protected information as identified in the Tennessee Public Records Act. The university attempts to notify any affected employee whenever it receives a Public Records Act request for an employee's personnel information and provides the name of the party submitting the request. The university's policy and procedure regarding Public Records Act Requests can be found on the university website.

3.1.10. FACULTY PROFESSIONAL DEVELOPMENT

Faculty development resources should be available to all faculty to help them meet their maximum potential and to acquire new skills, technologies, and bodies of knowledge in a society that is rapidly changing. In the area of teaching, sources of faculty development should provide information on course development, instructional techniques and technologies, pedagogical strategies that promote learning and effective methods of collaboration with student teaching assistants. In the area of scholarship, sources of faculty development should assist the faculty in enhancing the quantity and quality of written publications, conference presentations, proposals for external funding, performances, and creative products. In the area of outreach and service,

sources of faculty development should be available to assist the faculty in contributing to departments, colleges, universities, communities, and professions.

The department chair, in consultation with faculty within the department, has the primary responsibility for making suggestions on how to improve teaching, scholarly productivity, outreach and service. In academic units without departments, the dean will consult with faculty in the academic unit and will be responsible for making suggestions for faculty improvement. Each academic unit and department will devise mechanisms to ensure that faculty have opportunities for professional development.

3.1.11. PROFESSIONAL DEVELOPMENT ASSIGNMENTS

Professional Development Assignments (PDA) allow faculty members to develop proficiencies as teachers, scholars, and researchers. The period of an award may be for a half year at full pay, or for one academic year at half pay. PDA approved by the university may be credited toward completion of the probationary period.

All full-time faculty are eligible for PDAs on a competitive basis.

- Half year PDA: Faculty are eligible for a half year PDA with minimum of seven (7) years full-time service since appointment or any previously granted professional leave.
- One year PDA: Faculty members are eligible for a one-year PDA with a minimum of five (5) years full-time service since appointment or any previously granted professional leave.

In rare instances, the provost may grant exceptions. The university policy on PDAs can be found on the university website.

3.1.12. FACULTY MEETINGS

Meetings of the university faculty are called by the president, provost or a designated representative and the dates are published in the bulletins. Faculty are expected to attend these meetings. Academic unit meetings are called by the faculty organization council (FOC), who will announce times and locations. Department meetings are called by the department chairs who will announce times and locations.

3.1.12.1. LCON Faculty Standing Committees

LCON has six (6) standing committees that are elected by the FO. The Dean can form an ad hoc committee to fulfill the mission of the College. Representation to University Committees is by request from the Office of the President or other University administrators and will be appointed by the Dean in consultation with the Sr. Associate Dean for Academic Programs. Full-time faculty members serve on university committees.

There are six (6) Standing Committees and Councils in the LCON:

1. Faculty Organization Council (FOC)
2. Curriculum Committee
3. Undergraduate Curriculum Sub-Committee
4. Graduate Curriculum Sub-Committee
5. Evaluation Committee
6. Promotion and Tenure Committee

3.1.13. COMMENCEMENT

The university's annual commencement consists of three convocations: spring, summer, and winter. At least one-fourth of all full-time faculty members in each department are to participate in the spring and winter convocations; in the summer, one-fourth of the faculty who teach in the second term, plus the chair or a designee, are to participate.

Selection of participants is the responsibility of the department chair. At least six weeks prior to each commencement, the chair will furnish the director of commencement with their names. Academic regalia should be ordered at least one month before the convocation through the Commencement Office.

3.1.13.1. Commencement Sign-up Process

LCON department chair office will send out a request for faculty to sign up for Fall and Spring commencement commitments. Faculty should indicate with commencement ceremony they will attend. All faculty are expected to participate in Fall or Spring commencement.

3.1.13.2. Convocation Ceremony

Each semester LCON hosts a pinning ceremony at the Michael D. Rose Theater Lecture Hall. All faculty members are expected to attend. Any faculty member who cannot attend must communicate in advance with their department chair.

3.1.14. APPROPRIATE USE OF INFORMATION TECHNOLOGY RESOURCES

Information concerning the university's policy on appropriate use of the university's technological resources can be found on the university website.

3.1.15. GRADUATE FACULTY STATUS

The university bestows the designation graduate faculty on individual faculty members following review of their credentials and recommendation by their colleagues. Applicants for graduate faculty status must show evidence of scholarly productivity. Once conferred, graduate faculty must submit evidence of continued scholarly productivity every five years to retain the status.

The graduate faculty support graduate programs by chairing and serving on graduate student committees, planning, and designating graduate instructional programs, supervising graduate student research, participating in the design and review of policies governing graduate affairs, and discharging other duties critical to maintaining an effective graduate school.

Information on the requirements for graduate faculty status is available on the university website.

3.1.16. TRAVEL

The university policy on travel, which can be found on the university website, applies to the travel of all employees and students in the performance of their official duties and university sponsored activities. Provisions of this policy also may apply to individuals other than employees who are authorized to travel at university expense. The purpose of the policy is to facilitate effective and economical university travel while maintaining the necessary controls for accountability. The university needs to comply with state and federal law and to the greatest extent possible, minimize administrative costs.

3.1.17. EXTRA COMPENSATION AND OUTSIDE EMPLOYMENT

Full time employment demands an individual's full-time professional expertise, commitment, and energies. The assignable load of an academic year/9-month term faculty member, in combination with teaching, research, administration, and service constitutes a full-time assignment. The university also recognizes that outside consulting and other professional experiences in which members of faculty and staff may engage can be of value to students, employees, and to society. Such activities contribute to the quality of instruction, enhance the competency of the individual, contribute to the economic development, and bring credit to the institution. Therefore, under certain circumstances, faculty and administrative/professional staff may need to perform additional assignments for which extra compensation may be warranted. The university policy on Extra Compensation and outside Employment contains the general provisions to cover these circumstances and limitations under which outside employment and/or extra compensation may be appropriate.

3.1.18. SUMMER COMPENSATION

Summer appointments are contingent on the teaching, research, administrative, and service needs of the department and the university. Summer assignments are separate from academic-year appointments and is for work performed during the Summer Term. The limits on summer compensation are provided in the university policy on Summer Compensation which is available on the university website (see policy HR5012 - Summer Compensation for Nine-Month Faculty).

3.2. FACULTY INSTRUCTIONAL POLICIES

3.2.1. TEXTBOOKS AND FACULTY-AUTHORED EDUCATIONAL MATERIALS

The selection of textbooks is a departmental function. Faculty members submit orders for books and supplies required in their classes through the university bookstore. When requesting student acquisition of course resources (e.g., textbook, readings, online materials, etc.) faculty should take into consideration a broad range of course content accessibility issues including, but not limited to, cost, format, platform, and availability. Faculty are strongly encouraged to ensure course resources are readily available for student use in a common area, such as the University libraries' reserve rooms or electronic reserves system, with disability-related accessibility for all users at all times, on all devices.

In accordance with the university policy on Faculty Authored Educational Materials, copyrighted materials prepared by the university faculty and staff may be required for student purchase only by the decision of a committee of the department in which it is to be used. The purchase of faculty authored educational materials must also be approved by the department chair. In the case where educational materials are authored by the department chair, the dean will be responsible for the selection process and for the final approval of the materials. In the case of a dean who authored such materials, the provost must approve use of the materials.

Each department or academic unit shall post guidelines for selecting faculty authored educational materials. The guidelines must, at a minimum, include a requirement that a comparison of the faculty authored materials to available alternative materials must be made with respect to cost, quality, and author remuneration. Specifically, the faculty authored materials should be:

- Competitively priced or cost less than other alternative materials.
- Comparable in quality or higher in quality than other alternative materials.
- Comparable in the amount of remuneration the author(s) receives to other standard textbooks in the discipline.

In addition, anyone preparing materials to be copyrighted and designed only for a university audience must obtain advance approval to avoid possible financial loss in accordance with the university policy on Intellectual Property.

Faculty-authored material that students are required to purchase may not be sold directly to students by a faculty member, department, or college, but must be available for purchase at established outlets, including the university bookstore.

3.2.2. STUDENT BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

The Student Code of Rights and Responsibilities, which is maintained on the university website, describes all policies and procedures related to behavioral expectations and responsibilities for students.

3.2.3. ACADEMIC ADVISING

The university is committed to quality academic advising that fosters student growth and development. Quality advising helps students understand the aims and purposes of higher

education; provides information and resources concerning the university's program, opportunities, and requirements; and helps students identify their educational and career goals. All students are required to be advised on academic progression by the LCON Academic Advisor according to the University advising calendar. The Academic Advisor collaborates with the Sr. Associate Dean of Academic Affairs and Associate Dean for Student Success to recommend any change in the standard curriculum plans.

3.2.3.1. Faculty Advisor

Nursing students are assigned to a Faculty Advisor, who mentors and advises students in areas related to student learning needs, and strategies to develop a long-term professional commitment. The Faculty Advisor advises students in course learning, career development, and lifelong learning, which enables students to succeed in the nursing program and the nursing profession.

3.2.3.2. BSN Advising Site

Important information and announcements are communicated via Navigate BSN Advising site located through the UofM online scheduling system, Navigate. The BSN advising site serves as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students are held responsible for all posted materials (Adopted 3/09).

3.2.3.3. MSN Advising Site

Important information and announcements are communicated via the Navigate MSN Advising site located through the U of M online scheduling system, Navigate. The MSN advising site serves as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students are held responsible for all posted materials.

3.2.3.4. FNP ADVISING SITE

Important information and announcements for FNP students are communicated via Navigate. FNP Advising site located through the U of M online scheduling system, Navigate. The FNP advising site serves as a means of communication between the FNP faculty and students. Information pertinent to FNP clinical placements, preceptors, affiliation agreements, etc. are explained and located on this site. Students are held responsible for all posted materials.

3.2.3.5. PhD ADVISING SITE

Students are assigned a faculty advisor during their first semester of enrollment in the PhD program. This assignment is made based on the compatibility of the student and faculty research interests. Students should consult their advisor and the program director before registering for courses each term so that they may help the student choose courses consistent with their educational and professional goals.

3.2.4. ADVISING STUDENT ORGANIZATIONS

Faculty members are at times asked to serve as advisors to honorary, leadership, and recognition societies, professional organizations, social fraternities and sororities, and special interest groups

(e.g., political, religious, athletic), each of which is expected to have a faculty or administrative advisor. Advisors generally work with organizations on matters such as leadership, finance, and general operations. In addition, faculty advisors are expected to maintain records and sign for the expenditures from student activity fees.

3.2.5. CONFIDENTIALITY OF STUDENT RECORDS

It is the policy of the university to comply with the Family Education Rights and Privacy Act (also called FERPA or the Buckley Amendment). The Buckley Amendment was designed to protect the confidentiality of personally identifiable educational records of students and former students. Each faculty member is individually responsible for complying with its provisions. The full guidelines are available on the university website.

3.2.6. GRADING

Faculty members are responsible for ensuring the documentation of students' standing in classes throughout the semester. At a minimum, a duplicate grade record should be stored in an alternate location, and the department chair should be notified of that location. This will ensure that grades are protected in the event of the death or serious illness of the instructor, or a natural disaster. Faculty should keep the records on which final grades are based for at least twelve months. Term papers and examinations may be returned to students, but a record of scores used to calculate the final grade should be maintained.

Faculty should post grades as instructed on the Registrar's website. Grades are available to students within two to three days after they are reported to the Registrar's Office.

Tennessee law requires the university to withhold grade reports, transcripts, and diplomas from students who have financial obligations to the university. Faculty members should check with the Registrar's Office before furnishing anyone with a written certification of final grades.

Once grades are submitted to the Registrar's Office, they can be changed only by the faculty member except as provided for in the university's Grade Appeals procedures.

3.2.6.1. EVALUATION OF STUDENTS AT LCON

Faculty are responsible for assigning grades in courses. Theory courses are assigned letter grades.

When assigning an incomplete grade, the faculty must complete a Record of Incomplete Grade. Students in theory courses who are in academic jeopardy must be referred through Navigate to the Academic Counseling Unit for tutoring and reported to the Associate Dean for Academic Programs.

All clinical courses are graded either on a satisfactory/unsatisfactory or letter grade basis. Each clinical course has a clinical evaluation tool, which must be used to evaluate student achievement of competencies. Each clinical objective must be satisfactorily met to pass the course.

Written clinical evaluations will occur at midterm and at the end of the course. Any student who is not progressing satisfactorily must receive a written warning/counseling Form in sufficient time for the student to be able to improve. Students have the right to learn in a clinical course. By definition, learning is a change in behavior as a result of experience. Implicit herein is the right to make mistakes. There should be learning time and a time for evaluation. Students who are in academic jeopardy should be discussed with the Course Coordinator who may communicate with Director of Undergraduate Programs and Sr. Associate Dean of Academic Affairs.

However, any student who practices unsafely or whose practice poses an unnecessary risk to patients, may be asked to leave the clinical area. Both the Course Coordinator and the Director for Undergraduate Programs should be notified. When the risk to patient safety outweighs the benefit to the student of completing the course, a failing grade may be assigned prior to the end of the course.

3.2.6.2 POSTING GRADES

Faculty should follow university policy and notifications for posting grades. Faculty must file grades electronically and timely. The Sr. Associate Dean for Academic Affairs may request a copy of final grades.

3.2.7. CLASS ATTENDANCE AND GRADING

Students may not attend classes unless they are properly enrolled. Faculty are responsible for ensuring that the students in attendance in their course appear on the official class roster.

At their discretion, faculty may use class attendance in determining grades. If attendance is used, a complete written statement of the attendance policy that details the weight of attendance in determining the final grade must be given along with the course syllabus to students present at the first and second meetings of the class. Students may have extenuating circumstances that make it impossible for them to attend a class session(s). These absences may be an exception to the class attendance policy set by the instructor. They include military orders, court-imposed legal obligations, religious observances, extended illness, participation in university or academic unit sponsored activities, athletic activities, and obligations to represent the university. The procedures for handling extenuating circumstances are described in the university policy which is posted on the university website. Student Health Services does not document medical absences for students. If a medical excuse is required as part of a class attendance policy, students must obtain this service at another health facility.

3.2.8. FACULTY AVAILABILITY

Academic units or departments shall post guidelines to ensure that faculty establish, communicate, and maintain reasonable opportunities and access for student-faculty interaction outside the classroom. At a minimum, faculty members shall provide opportunities and access consistent with the mode of instruction and commensurate with the number of credit hours of the

course offering. The Faculty Availability guidelines are applicable to faculty teaching during the summer session as well as the regular semesters.

3.2.9. FACULTY ABSENCES

A faculty member who must be absent from a class for any reason is responsible for seeing that there is no reduction in student learning. For an anticipated absence, the faculty member will notify the department chair of the absence in advance and provide a plan to ensure there is no reduction in student learning. The department chair may reject the plan and implement an alternative plan if they determine that the plan provided by the faculty member will result in a reduction in student learning. If the absence is unanticipated, the faculty member will notify the department chair as soon as possible and upon their return develop a plan to ensure that there will not be a reduction in student learning.

For a prolonged absence necessitating the employment of an alternative instructor, the department chair must get approval from the dean.

3.2.10. INCLEMENT WEATHER AND EMERGENCY CLOSINGS

When inclement weather or other emergency situations make driving hazardous, university officials may curtail all operations until conditions improve. Unless and until an official closing announcement is issued by local news media, faculty members are expected to hold classes as usual.

3.2.11. VETERAN AND ATHLETE PROGRESS REPORTING

The university is required to submit to the Veterans Administration information regarding class attendance and participation of veterans and dependents receiving benefits. Faculty are asked to complete and return forms to the Office of Veterans Services for students enrolled in their classes.

The Center for Athletic Academic Services asks faculty for progress reports of athletes in their classes. The Center provides counseling, tutoring, scheduling assistance, career planning, and special services for all university athletes.

3.2.12. FINAL EXAMINATIONS

The schedule of final examinations for each term is maintained on the university website. Examinations are to start promptly at the designated times and may not extend beyond the period indicated (two hours for the fall and spring semesters, ninety minutes for the summer terms). Faculty members may not give examinations at a time other than the scheduled one, except with written permission from the provost.

3.2.12.1. Exam Schedule Location

LCON establishes an exam schedule for all didactic classes and the schedule will be posted under the undergraduate subcommittee folder. All faculty members in clinical courses connected to a content area are expected to proctor exams in that course.

3.2.13. DISABILITY RESOURCES FOR STUDENTS

Disability Resources for Students (DRS) collaborates with the campus community to design an inclusive and accessible environment for students with disabilities. As such, DRS promotes inclusion through innovative programming, consultation, and accommodations and services for qualified students with disabilities. Faculty should refer any student requesting accommodations to DRS to ensure professional standards are applied to the development of accommodation plans. The faculty will then receive notification of accommodations, if applicable, for that student. Faculty may also log in to the DRS Online Faculty portal to see student accommodation plans. Because the University values diversity and has legal obligations regarding disability accommodations, faculty members should always cooperate with the accommodation plan developed by DRS. If a faculty member has any questions or reservations about a student's accommodations, the faculty member should contact DRS directly to discuss those questions or concerns and work with DRS to develop an appropriate and reasonable plan for that student. Further information about DRS for faculty, including a recommended syllabus statement, is available on the DRS university website.

3.3. FACULTY RESEARCH, SCHOLARSHIP, AND CREATIVE WORKS POLICIES

3.3.1. RESEARCH MISCONDUCT

Consistent with federal regulations, the university is the primary agent for the prevention, detection, and investigation of research misconduct by faculty, staff, and students. The university strives to ensure the integrity of research, protection of the rights of faculty, staff, and students involved in research, the rights of research subjects, and the protection and rights of the public. The university also observes the local requirements related to federal research funding and other external funding sources. All employees who are engaged in any kind of research, whether funded by the University, an external agency, or unfunded, are responsible for familiarizing themselves with this policy to ensure that research at the university is conducted with the highest ethical standards.

3.3.2. INTELLECTUAL PROPERTY

The university's policy of Intellectual Property is applicable to all faculty, administrators, staff, students, and other individuals employed by or enrolled in the university. It is the responsibility of these individuals to acquaint themselves with this policy. The policy which is available on the university website covers the ownership, distribution, and commercial development of the intellectual property of all faculty, staff, student employees, students, and postdoctoral fellows, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects at the university.

3.3.3. SAFEGUARDING RESEARCH IN PROGRESS

It is the responsibility of the individual faculty member to take the necessary steps to protect research in progress.

3.3.4. REGULATORY ISSUES

Federal and state regulatory agencies, granting agencies, and other funding sources promulgate regulations, standards, and related requirements that have the potential to impact laboratory research activities. The standing committees at the university which oversee compliance of many of these requirements can be found on the university website.

3.3.5. FACULTY INCENTIVE COMPENSATION

In accordance with university policy on Faculty Incentive Compensation which can be found on the university website, faculty may receive supplemental compensation based upon research and scholarly productivity. In no case will Incentive Compensation be charged to a sponsored project. The purpose of the policy to reward faculty for sustained research productivity and scholarly activities.

3.3.6. DISCLOSURE OF FINANCIAL INTEREST RELATED TO SPONSORED RESEARCH

University employees responsible for the design, conduct, or reporting of a sponsored project at the university must disclose significant personal financial interests related to the Investigator's institutional responsibilities. When the university determines that such an interest might reasonably appear to be directly and significantly affected by the sponsored project, the university will take steps either to manage or to eliminate the conflict of interest.

3.3.7. CERTIFICATION OF EFFORT

As a condition of receiving federal funding, institutions must maintain an accurate system for reporting the percentage of effort that employees devote to federally sponsored projects. Compliance with the Certification of Effort policy protects the university against penalties and funding disallowance due to inaccurate, incomplete, or untimely effort reporting. All individuals involved in the effort certification process are expected to abide strictly by the provisions of the policy.

3.3.8. LCON RESEARCH/SCHOLARSHIP

The Loewenberg College of Nursing is dedicated to enhancing the University's research capacity by providing support and resources to faculty and students to successfully conduct research in the community and healthcare settings.

LCON faculty are expected to have productive and consistent scholarly work according to their appointment workload formula. * Faculty are expected to conduct research/scholarship projects

and to disseminate scholarly works in refereed journal publications, for presentations, and submit applications for funded research or projects.

*Please see the sections on Faculty Workload & Tenure and Promotion Criteria for further details.

The Office of Sponsored Programs

The Office of Sponsored Programs is the service unit on campus responsible for the oversight of externally sponsored programs. OSP@memphis.edu. However, the work of the project/research is expected from the college.

Initiation of Research, Funding Announcement, or Project

1. Starting: It is recommended that you contact the Office of the ADR at least 3 months prior to required sponsored program submission date. Faculty should complete the Intent to Submit a Proposal Form, included on the Research Website with the funding opportunity announcement (call for proposals) attached.
<https://www.memphis.edu/nursing/research-funding/intent.php>.
2. Support & Approval: The Associate Dean for Research's (ADR) office will then contact you for an appointment to discuss your ideas, needs, and timeline using the LCON Template for Research Proposal. <https://www.memphis.edu/nursing/pdfs/research-proposal-template2.pdf>
3. All funding proposals will need approval of the ADR prior to submission; failure to obtain approval may lead to a hold on your application or a missed submission deadline.
4. Budget: The LCON Office of the ADR, will assist you in preparing your application and budget as needed. Early in the proposal development process, the budget needs to be drafted. Faculty will develop this budget using the "Internal Budget Template," found on the OSP website and link provided below. Refer to the budgetary guidelines listed on the funding application announcement.
5. Indirect cost rates, fringe rates and graduate assistant charges (if used) should be applied according to the funding mechanism. The ADR office is available to assist you with this task. See website link. [Use the "Internal Budget Template"](#) for all proposals of a full year or more.
6. If the Facilities & Resources (F & A) rate is less than the University of Memphis required amount, the PI will need to submit an Exception to F & A Request to OSP.
<https://www.memphis.edu/research/researchers/proposal/fandaexceptionrequest.xlsm&sa=U&ved=2ahUKEwjB5pbA5NWDaxUMkYkEHTGGDO0QFnoECAQQAQ&usg=AOvVaw1aKoidZMtGWmtzndl-wXTH>
7. Cayuse-SP & Cayuse IRB: When working to complete an external grant or contract, information will need to be submitted to the electronic research administration portal or Cayuse-SP. <https://memphis.cayuse424.com/>. Cayuse IRB can be submitted later (depending on the requirements of the funding agency). If an internal or intramural

award, Cayuse SP submission is not needed, although an IRB submission will still be required.

8. Please consult the “Quick Guide to Office of Sponsored Programs” and Academic and Research Policy according to the UoM for additional information. UoM Policy Link: <https://www.memphis.edu/research/> and <https://memphis.policytech.com/dotNet/documents/?docid=483&public=true>
9. Application Package: A complete application package should be submitted to the Office of Sponsored Programs 5 business days BEFORE final application due date. Although some editing may be allowed for the proposal narrative after this deadline, no changes to the budget can be made.

Human Subjects Protection

All research requires current training in human subjects’ protection (CITI Training) and research ethics. LCON recommends CITI training (recertify every 2 years) in Social and Behavioral Research. See policy on research compliance and access training on UoM website.

<https://www.memphis.edu/research/researchers/compliance/citi.php>

Research Data Security Agreement

Researchers at the University of Memphis are required to sign a Research Data Security Agreement prior to obtaining any restricted or sensitive data (e.g., PII, HIPAA, FERPA, etc.) before taking possession of any restricted or sensitive data.

https://www.memphis.edu/research/researchers/compliance/images/research_data_security_agreement.pdf

The Principal Investigator may also need to submit a Data Sharing Agreement if data is viewed by other parties. UoM Faculty Handbook: Research, Scholarship, and Creative Works Policies should be consulted for other information.

Annual Reports, Research Extensions, Budget Review

The Principal Investigator and research team are responsible for meeting all reporting requirements of the funding mechanism. The PI can access support through the office of the ADR and/or through the award management division (post-award services) of the Office of Sponsored Programs.

A copy of the proposal, budget, award announcement and all annual or quarterly reports should be submitted to the Office of the ADR for review and storage of documents.

Discussions with the funding agency and decisions concerning research date extensions, (including no-cost extensions) need to be discussed with and approved by the ADR prior to discussing or submitting requests to the funding agency. This is so we can carefully abide by the funding agency requirements as well as the UofM requirements.

Research Ethics

Each member of the LCON community has a responsibility to foster an environment which promotes intellectual honesty and integrity, and which does not tolerate misconduct in any aspect of research or scholarly endeavor. The importance of integrity in research cannot be overemphasized. Please refer to UoM policies on Research Management, Adverse Event Reporting & Research Misconduct.

Research/Scholarship Percent Effort & Research/Scholarship Incentive Program

The percent effort that is dedicated to conducting the research should be discussed with the ADR prior to funding submission for approval. This involves teaching workloads of the principal investigator as well as other faculty who may need to cover these courses.

Incentive Policy: The LCON supports incentives for research funding. Recovery incentive pay goes to faculty members with federal funding (with full indirect costs allowed); 50% of percent effort pay is awarded to the faculty member as salary or as a professional account as desired. The incentive is processed two times a year in Feb and May. See UofM policy regarding details on faculty incentives for research.

LCON Editorial Support for Grants and Manuscripts

Objective: This Standard Operating Procedure (SOP) outlines the process for collaborating with external editors within the Research Office. The goal is to ensure efficient and high-quality manuscript or scholarly product preparation, with an average 1-2-week turnaround time from the external editor. Internal review procedures are also established to enhance the overall quality of the materials prior to submission to external editor (or grant reviewers).

1. Request Initiation:

1.1. The principal investigator or lead researcher will initiate the request for external editing assistance by submitting an email with the request to the ADR Research Office Administrative Assistant.

1.2. The request form should include a copy of the completed manuscript with title page listing authors, etc., along with any specific instructions for the external editor.

1.3. The request should include a copy of an email or document that lists the internal peer reviewers (see information following on internal review process) and a statement from the lead author that all changes were made based on the internal/peer review.

1.4. If a manuscript, the request should also include an attachment of the author guidelines from the journal that was selected for submission. If a grant, the request should include an attachment of the funding announcement.

2. Internal Review Process:

2.1. Upon receiving the request, the Research Office will check that an internal review has been conducted with either: multiple authors of the manuscript or mentors/peers consisting of subject matter experts.

2.2. The internal review team will thoroughly examine the manuscript or scholarly product to identify any major issues, inconsistencies, or gaps in content and will provide constructive feedback to the principal investigator or lead author to address identified issues and enhance the overall quality of the material.

3. Collaboration with External Editor:

3.1. After the internal review process is completed, the Research Office Administrative Assistant will contact the external editor and share the finalized manuscript, grant, or scholarly product.

3.2. The external editor expects an average 1-2-week turnaround time to complete the editing process. [Although depending on current workload this could be shorter or longer time interval; if longer, the editor will send an email outlining the delay]. Any specific guidelines or requirements provided by the principal investigator or lead author should be communicated clearly to the external editor.

4. External Editing Review:

4.1. The external editor will perform a comprehensive review focusing on grammar, syntax, clarity, and overall coherence of the manuscript or scholarly product and provide edited drafts to lead author and Research Office within the agreed-upon timeframe.

4.2. The Editor will include an invoice of the service.

5. Principal Investigator/Lead Researcher Review:

5.1. The principal investigator or lead author will review the edited drafts, incorporating necessary changes or addressing any concerns raised by the external editor.

6. Payment to external editor:

6.1 The Research Office Administrative Assistant will forward the invoice to the Business Office for payment.

3.4. SALARY, LEAVE, AND BENEFITS

3.4.1. SALARIES

Faculty salary payments for the academic year are paid over a twelve (12) month period (September through August) and are deposited directly into the faculty member's bank account, normally on the last banking day of each month.

Compensation for part-time or adjunct faculty will be on a bi-weekly basis. Salary for faculty who do not complete a full academic year or full semester, or who begin employment late in the semester, is prorated as follows:

- A. Faculty who completes one full semester will earn one-half of their academic year salary.
- B. When an appointment begins or ends on a date other than the beginning or end of a semester, the compensation for that part of a semester will be calculated as follows:
 - 1. Compensation will be based on the actual number of faculty workdays in the semester which is maintained by the provost and available on the university website.
 - 2. The period between fall commencement and spring registration, approved holidays, the fall break, and the spring break are excluded when calculating the number of workdays in each semester.

Payments for the summer session, longevity payments, and extra compensation are included in the month-end paycheck. Faculty may authorize payroll deductions for approved charitable organizations.

3.4.2. EDUCATIONAL BENEFITS

The Staff Scholarship & Fee Waiver program allows faculty members to take one course per semester at no charge. The spouse and dependent children of faculty are entitled to a 50% fee discount for undergraduate courses at any public state university or college. Dependent children are eligible for this program through age 26. More information on these educational benefits can be found on the university website.

3.4.3. LEAVES OF ABSENCE

It is the policy of the university to provide approved, time off to regular employees due to reasons of illness or injury, leave for educational purposes and for justifiable personal reasons. In accordance with university policy, a leave of absence, not to exceed one year, may be granted for justifiable absences for personal and/or medical reasons under certain circumstances. Further information on paid and unpaid leave such as sickness, military, court, emergency, parental, etc.) can be found on the university website.

3.4.4. RETIREMENT AND INSURANCE BENEFITS

Detailed information on faculty retirement and insurance benefit plans can be found on the university website. In addition, the privileges for retired faculty are described on the university website.

3.4.5 HOLIDAYS

Dates of official university holidays are announced annually and are available on the university website.

SECTION 4: TENURE AND PROMOTION CRITERIA

As stated in Section 2.1, The Board of Trustees is responsible for promulgating a tenure policy at the university. In the event of any conflict or inconsistency between board policy and this handbook, the board policy will apply.

LCON will follow the Current Promotion and Tenure Guidelines for the next two years (AY'24-26) See **appendix 1** for the 2026 new tenure and promotion criteria.

4.1. TENURE

Tenure's importance derives from the significant benefits it confers not just on faculty but on academic units and universities themselves. Most critically, tenure safeguards academic freedom so vital to open academic inquiry and discourse. It also enables faculty members to engage in long range and experimental projects that might not yield immediate results. It permits open and candid faculty participation on committees dealing with controversial issues.

Tenure is not a sinecure guaranteeing lifelong employment. Tenure entitles a faculty member to continuation of his or her annual appointment until relinquishment or forfeiture of tenure or until termination of tenure for adequate cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be granted rests with the faculty member. Tenure is acquired only by positive action of the Board of Trustees and is awarded in a department, academic unit, or approved center/institute. The award of tenure shifts the burden of proof concerning the faculty member's continuing appointment from the faculty member to the university.

A typical tenure track faculty career begins with a full-time appointment as a tenure-track assistant professor with a probationary period of six years. The probationary faculty member will apply for tenure during the sixth year. If tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. Faculty may apply for early consideration for tenure, may have their probationary period extended, or may petition for a suspension of one or more years of the probationary period. Tenured associate professors may be promoted to full professor after at least five years at the rank of associate. All faculty members are expected to achieve a significant level of accomplishment in teaching, research / scholarship / creative activity, and service to merit promotion to full professor. Throughout this career path, annual evaluations conducted as are appropriate reviews for promotion and tenure.

The quality of the faculty of any university is maintained primarily through the appointment and evaluation by competent faculty and administrative officers, of each candidate for tenure and/or promotion. The tenure and/or promotion process begins at a department or tenure granting center/institute level (hereafter "department") and requires an understanding of the objectives and aims of the department, academic unit, and university. In academic units that do not have departments, the evaluation processes begin at the academic unit level.

Criteria to aid in making appraisals have been formulated in guidelines established by the individual departments, the individual academic units, and the university. Departmental and academic unit guidelines must be consistent with the policies of the university and should be tailored to the demands of the specific discipline. Departmental and academic unit criteria are designed to allow each department to maintain the degree of specialization in its faculty that the profession requires. Tenure-track and tenured faculty are expected to contribute to the missions of teaching, research / scholarship / creative activity, and public service. Specific expectations of tenure track and tenured faculty appointments will be identified in the faculty appointment letter.

The exact apportionment of effort in the missions of teaching, research / scholarship / creative activity, and service is a function of the skills of the faculty member and the needs of the department, academic unit, and university. All tenured and tenure-track faculty are expected to provide high quality instruction, pursue excellence in research / scholarship / creative activity, and contribute meaningful service to the university.

Although the general scope of performance at a particular rank is consistent across the university, the specific requirements of the varying ranks are a function of the discipline and are typically defined by the faculty of the department in which an appointment resides. The minimum credentials for tenure track and tenured faculty of all ranks at the university are described in Section 3.1.7 university handbook. All tenure-track and tenured faculty at the university must hold a rank and/or title in accordance with those described in the Faculty Handbook.

4.2. TENURE TRACK AND TENURED FACULTY APPOINTMENTS

Tenure track and tenured faculty appointments are appointments for full-time faculty positions at the university. Tenure track faculty are employed for a probationary period prior to consideration for tenure and/or promotion. Probationary appointments generally may not exceed a period of six years. Extension of the probationary period will be considered only as described in Section 4.9.3D. Tenure track appointments are subject to annual renewal by the university. Tenure-track appointments do not create or convey any right to permanent or continuous employment, nor do they create any manner of legal right, interest, or expectancy of renewal or any other type of appointment.

Tenure appointments are appointments of full-time faculty who have been awarded tenure by the Board of Trustees upon recommendation of the president. Tenure appointments include the assurance of continued employment during the academic year, subject to the conditions described in Sections 4.9 and 4.10. Faculty members who hold a tenured appointment in a department or other academic unit, and then are transferred to another department or academic unit retain their tenure status. A faculty member cannot be compelled to relinquish tenure as a condition of the transfer.

An internal or external search is required for the appointment of all tenure-track and tenured faculty positions, except for the specific circumstances described in the Waiver of Search policy.

The university policy and procedures for recruitment, application, and selection of faculty can be found on the university website. There are two types of appointments for tenured and tenure-track faculty: full-time academic year(nine-month) appointments and full-time 12-month appointments, typically applicable to some faculty holding administrative appointments.

A faculty member's 9-month or 12-month starting salary will be clearly stated in the appointment or offer letter. In general, salary adjustment recommendations are initiated by the department chair or the director of an approved center/institute (hereafter 'department chair').

Recommendations for salary adjustments are reviewed and approved, altered, or rejected by each of the following officers: dean, provost, and president. When the department chair and/or dean makes salary recommendations, he or she is expected to share with the faculty the general principles and reasoning in determining salary recommendations.

4.3. TENURE TRACK AND TENURED FACULTY RANKS

Tenure-track and tenured faculty are expected to contribute to the missions of teaching, research / scholarship / creative activity, and public service. Specific expectations of tenure track and tenured faculty appointments will be identified in the faculty appointment letter.

The exact apportionment of effort in the missions of teaching, research / scholarship / creative activity, and service is a function of the skills of the faculty member and the needs of the department, academic unit, and university. All tenured and tenure-track faculty are expected to provide high quality instruction, pursue excellence in research / scholarship / creative activity, and contribute meaningful service to the university.

Although the general scope of performance at a particular rank is consistent across the university, the specific requirements of the varying ranks are a function of the discipline and are typically defined by the faculty of the department in which an appointment resides. The minimum credentials for tenure track and tenured faculty of all ranks at the university are described in Section 3.1.7. All tenure-track and tenured faculty at the university must hold a rank and/or title in accordance with those described in the Faculty Handbook.

ASSISTANT PROFESSOR

- Evidence of potential ability in instruction, service, and research.
- Professional comportment consistent with the Faculty Code of Conduct

ASSOCIATE PROFESSOR

- Documented evidence of ability in instruction, service, and research.
- Served at least five years at the rank of assistant professor. Exceptions to this minimum rank qualification can be approved by the provost.

- Documented evidence of high-quality professional productivity which is leading to national recognition in the academic discipline.
- Professional comportment consistent with the Faculty Code of Conduct

PROFESSOR

- Documented evidence of sustained ability in instruction, service, and research.
- Served at least five years at the rank of associate professor. Exceptions to this minimum rank qualification can be approved by the provost.
- Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.
- Professional comportment consistent with the Faculty Code of Conduct

4.3.1. LCON TENURE TRACK/TENURED FACULTY CRITERIA

4.3.1.1. Assistant Professor

1. Earned doctorate from an accredited institution in nursing or related area.
2. Evidence of potential ability in instruction of undergraduate and/or graduate nursing students.
3. Evidence of potential ability to provide public service (LCON, University of Memphis, and the nursing community).
4. Evidence of potential ability to actively conduct research and scholarly work.
5. Evidence of professional integrity and academic responsibility.

4.3.1.2. Associate Professor

1. Earned doctorate from an accredited institution in nursing or related area.
2. Minimum of five years teaching experience of undergraduate and/or graduate nursing students.
3. Documented evidence of ability in instruction of undergraduate and/or graduate nursing students.
4. Documented evidence of public service (LCON, University of Memphis, and the nursing community).
5. Documented evidence of consistent research and scholarly work (such as publication in peer reviewed journals and funded research projects).
6. Documented evidence of high-quality professional productivity which is leading to national recognition in nursing.
7. Evidence of professional integrity and academic responsibility.

4.3.1.3. Professor

1. Earned doctorate from an accredited institution in nursing or related area.
2. Minimum of ten years' professional experience in higher education.
3. Documented evidence of excellence in teaching undergraduate and/or graduate nursing students.
4. Documented evidence of outstanding public service (LCON, University of Memphis, and the nursing community).
5. Documented evidence of a focused program of research (such as publication in peer-reviewed journals, funded research projects, textbooks, and professional presentations).
6. Documented evidence of sustained high-quality professional productivity and national recognition in the academic discipline.
7. Evidence of professional integrity and a high degree of academic responsibility.

4.3.2. LCON TENURE AND PROMOTION CALENDAR

4.3.2.1. Procedures to be followed by LCON for Tenure and/or Promotion Dossiers (old policy expires AY'25-26)

1. Candidate dossiers will be made available to the committee for review at least 2 weeks prior to deliberations.
2. Dossiers are to always remain secured to protect the applicant's confidentiality.
3. The tenure track faculty will submit a dossier in years 3 (mid tenure) and 5 (application for tenure), as required by the University, for tenure and promotion. The dossier will be submitted to the Chair of the T&P Committee.
4. The T&P Chair will review the dossier for tenure and/or promotion, prior to final submission, as requested by the candidate.

4.3.2.2. Deliberations

1. Each candidate will receive individual consideration for tenure and/or promotion in accordance with the applications.
2. All deliberations will be held in strictest confidence. No formal records will be made of the discussions. Informal notes made by committee members during discussions from LCON will be discarded.
3. The LCON T&P Committee Chair will prepare a written summary letter for each candidate. The summary will adhere to the consideration of the established criteria for tenure and promotion using the University Tenure and Promotion Guidelines and LCON Promotion Criteria: Tenured and Tenure Track Faculty.
4. All LCON T&P committee members will review the written summary letters to ensure that the content reflects a fair and unbiased representation of the discussion. After committee approval, members will sign the letter(s). The Committee Chair will submit the signed summary letter(s) to the Dean. The T&P committee Chair will send the committee's letter to the respective candidate.

4.2.2.3 LCON Tenure and Promotion Submission Timeline

Responsibility	Action	Due
Candidate	Notify Dean and T&P chair in writing of intent to apply for promotion	3rd Friday in February
Candidate	Submit annotated list of 5-7 potential external reviewers to the Chair in writing	3rd Friday in March
Candidate	Submit a packet of publications and vita for the T&P Committee Chair to send to external reviewers	1st Friday in April
T&P Committee & Dean	Select 5-7 external reviewers and solicit their agreement to review the candidate's dossier	3rd Friday in April
T&P Committee Chair	Send cover letter, candidate's packet of materials, and department guidelines to external reviewers; prepare statement of rationale for selection of external reviewers	1st week in May
T&P Committee Chair	Collect recommendations from external reviewers	Last week in July
Dean	Dean submits a list of all faculty applying for tenure and/or promotion to the provost	August (see Provost calendar)
Candidate	Submit complete dossier and supplementary materials to T&P Committee Chair	1st week in September

T&P Committee	Review dossier and supplementary materials; discuss and vote in committee meeting(s); draft committee recommendation for members' review	September/October
T&P Committee	Submit Committee recommendation to the Dean	November
Dean	Dean submits recommendation to Provost Office	December (see Provost calendar)
Provost	Candidates notified of Provost recommendation forwarded to the President for review	January (see Provost calendar)
Candidate	Candidates receiving a negative recommendation from Provost must contact Chair of Appeals Committee if they intend to appeal	February (see Provost calendar)
Appeals Committee Candidate	Recommendations by Appeals Committee forwarded to President Effective date of tenure and/or promotion of approved candidates	March (see Provost calendar) September 1st

4.4. SPECIAL FACULTY TITLES

Special titles may be awarded to tenure-track or tenured faculty who have earned national and/or international recognition for educational, creative, research and/or scholarly contributions in their field. Special titles do not indicate an increase in a faculty member's rank.

EMERITUS PROFESSOR

The honorary title of professor emeritus may be awarded by the provost to faculty members who retire with the rank of assistant professor, associate professor, or professor, who have completed

ten years of service to the university, and who are recommended by the chair or a faculty member within the department. Recommendations for emeritus status should be based upon a solid record of teaching, scholarship, and service.

CHAIR OF EXCELLENCE, ENDOWED CHAIR, & EMINENT SCHOLAR

Outstanding faculty are appointed to fill endowed Chair of Excellence, Endowed Chair, and Eminent Scholar positions. Faculty holding an appointment as Chairs of a Chair of Excellence, Endowed Chair, or Eminent Scholar are academic leaders, and as such, often will be consulted by the provost and their deans regarding development and implementation of academic policy. Although a Chair of Excellence, Endowed Chair, or Eminent Scholar reports to the chair of their home department regarding departmental matters, they often interact directly with the deans and the provost in many matters concerning academic governance. A faculty member appointed to a Chair of Excellence, Endowed Chair, or Eminent Scholar position will also hold a tenured or tenure track appointment in the faculty member's department or academic unit. Faculty members holding an appointment as a Chair of Excellence, Endowed Chair, or Eminent Scholar remain subject to the same rules and conditions applicable to all tenure-track and tenured appointments.

Faculty holding an appointment as a Chair of Excellence, Endowed Chair, or Eminent Scholar are expected to perform at levels exceeding those for the professor rank within their units, to mentor and graduate doctoral students, and to lead within their faculty, may receive salary supplements and various forms of fiscal and staff support accordingly. Faculty holding a Chair of Excellence, Endowed Chair, or Eminent Scholar position are expected to continue to perform at the same level of research and/or scholarly excellence that led to their appointment as a Chair of Excellence, Endowed Chair, or Eminent Scholar. In STEM areas, a Chair of Excellence, Endowed Chair, or Eminent Scholar is expected to support research students, labs, and post-docs, and to lead colleagues in programmatic developments at federal levels. Faculty members holding a Chair of Excellence, Endowed Chair, or Eminent Scholar position will be evaluated annually by their department chair or the dean. In addition to the annual review, the provost will form a committee to conduct a more comprehensive review of the work of a Chair of Excellence, Endowed Chair, or Eminent Scholar every seven (7) years. The committee will include the provost, Executive Vice President of Research & Innovation, dean, and department chair, and two faculty members holding a Chair of Excellence, Endowed Chair, or Eminent Scholar position. Documents submitted for review of a Chair of Excellence, Endowed Chair, or Eminent Scholar should include the original contract, copies of annual performance evaluations, an updated curriculum vitae, and a brief status report. This report should summarize the professional work of the Chair of Excellence, Endowed Chair, or Eminent Scholar over the previous seven (7) years with respect to the expectations stipulated in their appointment as a Chair of Excellence, Endowed Chair, or Eminent Scholar, including any revisions which had been made in those plans over the intervening years. The report should also include the direction(s) a Chair of Excellence, Endowed Chair, or Eminent Scholar plans to take over the upcoming years in his or her professional work.

Each member of the committee should review the documents submitted by the Chair of Excellence, Endowed Chair, or Eminent Scholar individually and then submit written feedback to the provost. The provost will meet with the Chair of Excellence, Endowed Chair, or Eminent Scholar to discuss the planning and review feedback. The provost will have responsibility for making the final assessment of the prior performance and future plans of the Chair of Excellence, Endowed Chair, or Eminent Scholar based upon his/her consultation with the other committee members. Failure to continue to perform at a high level of research and scholarly excellence could lead to removal from a Chair of Excellence, Endowed Chair, or Eminent Scholar, and the loss of the associated benefits accruing to the faculty member in his or her status as the holder of a Chair of Excellence, Endowed Chair, or Eminent Scholar.

4.5. JOINT APPOINTMENTS

The university recognizes that as the shape of knowledge changes, new disciplinary and interdisciplinary needs may emerge which do not precisely correspond to existing administrative or departmental lines. Tenure-track and tenured joint faculty appointments typically involve participation in the teaching and research of two or more academic units, departments, and/or centers/institutes within the university. Prior to the initiation of any advertisement or a hiring action, the concerned academic units shall create a memorandum of understanding (MOU) that documents the responsibilities of each unit regarding the hiring, mentoring, and evaluation, related to the interdisciplinary position. As a result, the MOU will also document the amount of time with respect to teaching, research, and service the appointee is expected to spend with respect to each academic unit and the financial responsibilities of each unit with respect to salary, and other support. This MOU shall be signed by the department chairs and deans.

4.6. PROMOTION

The minimum criteria for promotion of tenure-track and tenured faculty are stated in Section 4.3; however, faculty members applying for promotion must also satisfy any applicable criteria for promotion required by their individual department and academic unit. Annual Performance Reviews form the basis of a cumulative record that prepares a faculty member for promotion. Assistant professors must be considered for promotion to the rank of associate professor at the same time as they are considered for tenure. Associate professors serve at least five years in rank before promotion to full professor. Exceptions to this policy require approval by the dean and provost. An associate professor should consult with his or her department chair before initiating promotion procedures. The decision on proceeding rests with the faculty member. However, if the faculty member is denied promotion, then he or she must forgo at least one full promotion cycle before again initiating promotion procedures. The standard salary increase is 7% or \$3,500 for promotion from tenure-track Assistant Professor to tenured Associate Professor, whichever is greater. The standard salary increase is 7% or \$6,000 for promotion from tenured Associate Professor to tenured Professor, whichever is greater.

4.7. SUMMER SESSION APPOINTMENTS

Tenure track and tenured faculty holding regular full-time academic year appointments may teach up to eight credit hours during the summer semester. Faculty are paid extra compensation for summer semester teaching. The formula for summer teaching compensation is determined by the dean and the provost. Summer session compensation for instruction may not exceed 25% of the preceding academic year salary. Summer employment is by invitation and contingent on instructional needs of the department and the university. Summer session classes will be cancelled unless they meet minimum enrollment standards established by the university. In accordance with university policy, any summer earnings for instruction in excess of the 25% limit will be recouped from future earnings.

4.8. FACULTY WORKLOAD

The Loewenberg College of Nursing (LCON) Faculty Workload Policy supports the vision, mission, strategic values, and strategic goals of LCON and the University of Memphis (UofM).

The Policy was developed based on the following.

- U of M Faculty Handbook (*4.8/5.3 Faculty Workload*)
- Input from LCON faculty
- A comparative analysis of faculty workloads from other nursing schools
- Review of the current literature regarding nursing faculty workload

All employees of the University of Memphis serve the interests of the state of Tennessee and its citizens and have a duty to avoid activities and situations that, actually or potentially, put personal interests ahead of the professional obligations they owe to the University. All employees serve a public interest role and thus have a clear obligation to conduct all University affairs in a manner consistent with this concept. Employees shall not use their positions to secure anything of value or any financial gain or personal benefit that would not ordinarily accrue to them in the performance of their official duties or through personal, non-University-connected activities. University employees shall avoid external commitments that significantly interfere with the employee's responsibilities to the University and diverge from the best interests of the University.

The UofM Faculty Handbook (Sections 4.8 and 5.3) outlines the university's expectations for faculty workload that requires each faculty member to perform a reasonable and equitable amount of work each year based on the workload needs of the College.

LCON faculty have the advantage of engaging in outside work for up to 32 hours per month. Such work is outside the faculty effort allocation guidelines. Still, per university policy, faculty members are expected to complete the outside employment and conflict of interest forms within two weeks of the academic year and be approved by the direct supervisor.

Remuneration is paid for work outside the employee's regular work schedule or within the normal work schedule, provided the supervisor has either approved annual leave or agreed to an adjusted work schedule.

Terms and Definitions

Contact Hours (CH) – Direct teaching contact hours with students per week in any teaching modality do not include time outside of direct class, clinical, or simulation lab contact (e.g., grading, preparation, student meetings, course revisions).

Moonlighting - A second job in addition to one's regular employment.

Outside Employment - External activity for employers other than the University of Memphis for which an individual is paid. Self-employment to consult or perform other non-University-related activities is considered outside employment. Outside employment must not create conflicts of interest or commitment with the University of Memphis.

Workload Credits (WLC) - Refers to overall workload credits, including teaching credit, service credit, and research/scholarship credit.

- a. **Teaching Credits (TC)** – Faculty-assigned workload teaching credits.
- b. **Service Credits (SC)**
- c. **Research/Scholarship Credits (RSC)**

Faculty Responsibilities:

TEACHING

Teaching is a core value; all faculty must have a teaching assignment. Division Directors / Department Chairs and faculty may negotiate for an alteration in teaching based on other LCON workload considerations. Faculty not meeting negotiated alterations and teaching load will be required to reimburse the college.

Faculty members may be expected to advise students and be available as required. As with other major universities, each faculty member is also expected to undertake other teaching-related activities, such as maintaining office hours, attending school functions, participating in curricular planning, student recruitment events, safety training, etc.

Teaching includes multiple activities/components: didactic, clinical, and online teaching; student advisement, mentoring (research groups, serving as preceptor to graduate students, supervision of independent studies/scholarly projects), course revisions; development of new and innovative courses; course materials, and teaching modalities; and program/teaching grants.

Teaching performance will be assessed using classroom peer evaluation and course materials. Increased depth and breadth of teaching scholarship is seen in curricular design and implementation and influence instruction programs, institutions of higher education, and national education and health care policies as faculty progress through the ranks.

The following are examples of teaching activities:

- Development of simulation and lab teaching activities

- New course development and evaluation
- Program development, revision, and evaluation
- Inter-professional collaboration to develop new courses or learner-centered activities.
- Develop and pilot-test innovative use of technology in teaching.

SCHOLARSHIP/RESEARCH

Scholarship is defined broadly in the College of Nursing (CON), using Boyer's model as the framework for the types of scholarship that contribute to achieving the College's mission. Thus, scholarship includes discovery, dissemination, application, and integration. Scholarship at LCON can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.

Tangible outcomes, such as funded grants, contracts, and publications, are considered the return on investment. Faculty not engaging in scholarship will have the FTE allocated to scholarship reassigned to teaching.

RESEARCH

Research is a vital component of the mission of LCON, and the college is committed to increasing its research initiatives and scientific discoveries. Tenure Track Faculty are expected to engage in those efforts fully. Tenure and Tenure Track faculty may be allocated 40% FTE to engage in research activities, which will be negotiated annually based on productivity.

The following are examples of research activities:

- Recipient of intramural and extramural funding
- Demonstrate progression from small intramurally funded studies to extramural funding.
- Dissemination of research in peer-reviewed journals and at regional, national, & international meetings
- Serve on editorial boards of research journals.
- Serve on national grant review panels (e.g., for national specialty organizations, private foundations, NIH)

PRACTICE SCHOLARSHIP

Practice is another area valued within the College of Nursing. Nurse Practitioner faculty are expected to maintain their knowledge and skills to support continued licensure, certification, and quality nursing education.

The following are examples of practice activities:

- Develop innovations in clinical teaching and disseminate them through peer-reviewed publications and regional, national, or international presentations.

- Develop and publish practice guidelines/clinical pathways.
- Serve on regional, national, or international practice evaluation panels.
- Consultation with clinicians or agency administrators.
- Evaluation of practice outcomes and dissemination through peer-reviewed publications and regional, national, or international presentations.
- Translate and evaluate research into practice.
- Develop disease state management protocols.

SERVICE

Professional service is essential to the university and community. Faculty are asked to participate in service activities at about 10% of FTE. As rank progresses from assistant, associate, to full professor, the level of service changes; for example, one goes from a task force within the College to higher level University service and from a committee member to committee chair.

The following are examples of service activities:

- Committees within the CON or University
- Professional service to community groups
- Service to local, regional, national, and international professional organizations
- Holding a leadership position in a professional organization

Workload Credit Assignments

1. Tenure-Track and Tenured Faculty:
 - a. Assigned WLC
 - i. Teaching – 50% (15 TC per AY)
 - ii. Research and scholarship – 40% (12 TC per AY)
 - iii. Service – 10% (3 TC per AY)
 - b. WLC may be reduced based on buyout or reduction related to research and service considerations per the Dean or Division Directors / Department Chairs.
 - c. Tenure track and tenured faculty may have increased teaching workload in the next academic year per the discretion of the Dean and Division Directors / Department Chairs based on the evaluation of the faculty's research and scholarship production.
2. Non-Tenure Track/Clinical Faculty:
 - a. Assigned WLC
 - i. Teaching – 80% (24 TC per AY)
 - ii. Scholarship 10% (3 TC per AY)

- iii. Service and/or practice – 10% (3 TC per AY)
 - b. WLC may be reduced based on buyout or reduction related to scholarship, service, and practice considered by the Dean or Division Directors / Department Chairs.
 - c. Non-tenure track/clinical faculty may have increased teaching workload in the next academic year per the discretion of the Dean and Division Directors / Department Chairs based on evaluation of the faculty's research and scholarship production.
 - d. Faculty at the LCON are expected to be involved in service-related activities that benefit the LCON or the profession.
- 3. Other considerations:
 - a. Administrative responsibilities
 - i. Faculty carrying significant administrative responsibilities may have WLC reduction to account for their responsibilities.
 - ii. The Dean will determine such reductions in consultation with the Division Director/Department Chair.
 - iii. All faculty in an AE role are required to teach one course per academic year as needed.
 - b. New faculty
 - i. Newly hired non-tenure track/clinical faculty may receive a **3 WLC** reduction during the first semester for orientation and onboarding.
 - ii. Newly hired tenure track faculty may receive a **6 WLC** reduction during the first AY for onboarding, orientation, and research/scholarship development.

Teaching Credit (TC) Allocations for Teaching

COURSE ENROLLMENTS

For all Undergraduate and Graduate in-person:

Didactic 1:1

Additional TC will be provided for large class sizes (over 80 students) as follows:

- 81-125 students: **+1 TC**
- > 126 students: **+2 TC**

For all Undergraduate Online:

Didactic 1:1

New sections will be created for class sizes over 35.

For 7-week Terms, new sections will be created for class sizes over 20.

For MSN Online:

Didactic 1:1

New sections will be created for class sizes over 25.

For 7-week Terms, new sections will be created for class sizes over 20.

For Doctoral (PhD) Program (Hybrid):

Didactic 1:1

Based on enrollment of 3-5 students.

For Clinical Coordination:

TC will be assigned as follows.

- 1 -6 sections: 1. TC
- 7-12 sections: 2 TC
- For each additional 6 sections above 12: +0.5 TC

Sections taught by the coordinator are not included in determining the number of sections coordinated.

LOW COURSE ENROLLMENTS

Undergraduate Didactic in-person:

For low course enrollment (< 25 students), adjustments will be made as follows:

- 1-credit course: **0.5 TC**
- 2-credit course: **1 TC**
- 3-credit course: **1.5 TC**

****For the Lambuth campus, low course enrollment adjustments will be addressed on a case-by-case basis.**

Undergraduate Didactic Online:

For low course enrollment (< 20 students), adjustments will be made as follows:

- 1-credit course: **0.5 TC**
- 2-credit course: **1 TC**
- 3-credit course: **1.5 TC**

For MSN Didactic Online:

For low course enrollment (< 15 students), adjustments will be made as follows:

- 1-credit course: **0.5 TC**
- 2-credit course: **1 TC**
- 3-credit course: **1.5 TC**

For PhD Program:

- Faculty will receive 0.5 TLC per course credit hour for course section enrollment of 2 students or less.
- Dissertation Chair 1 TC per semester.

CLINICAL AND SIMULATION

Clinical Courses for all Undergraduate and Graduate precepted clinical courses:

Clinical 1:1

Faculty will receive 0.5 TLC per course credit hour for course section enrollment of 3 students or less.

Practice site and accreditation will determine the clinical class/group size.

For all Undergraduate and Graduate in-person clinical courses:

Clinical 1:1.5

4.9. FACULTY PLANNING AND EVALUATION

4.9.1. ANNUAL PERFORMANCE REVIEW

The annual faculty planning and evaluation process, also known as the Annual Performance Review process, is conducted in the spring semester. The department chair manages the Annual Performance Review process to ensure compliance with all deadlines for submission of the review forms to the dean and provost. In academic units without departments, the dean will fulfill the functions of the department chair in the Annual Performance Review process. The Annual Performance Review process has three levels of review: by the department chair, the dean, and the provost.

Any review of a faculty member's professional performance should be conducted with the full knowledge of the faculty member, should allow the faculty member to be informed of the findings prior to the transmittal of the conclusions of the review, and should allow the faculty member to verify that the review has been based on the information that the faculty member provided. To ensure that the evaluation is based upon full and complete information, the faculty member is responsible for submitting the requested information by the specified deadline. The standard faculty evaluation instrument and planning document can be accessed on the university website.

The Annual Performance Review process exists to provide fair, objective, constructive feedback, and relevant support to faculty members. At each successive level of the Annual Performance Review process, the faculty member shall be given an opportunity to review the Annual Performance Review, meet with the administrator that conducted the review, and submit a written response. The faculty member's signature indicates that she or he has read the entire review, but the signature does not necessarily imply agreement with its findings. Nothing in this paragraph is intended to prohibit a faculty member under review from

- a. Consulting with the faculty ombudsperson, or
- b. Consulting with representatives of the Office of Institutional Equity.

Annual Performance Reviews are used as a basis for decisions relating to tenure, promotion, workload assignments, recommendations for salary increases and other personnel actions, including decisions regarding renewal of tenure track faculty appointments. Section 4.4.2 Except as provided in Section 4.9.2 of this handbook as is related to tenured faculty members undergoing post-tenure performance review, every tenure-track and tenured faculty member who is not on leave is reviewed annually.

The goals of these performance reviews are to:

1. Review accomplishments as compared to previously set specific objectives for the faculty member by the faculty member and the chair consistent with this handbook and academic unit and departmental guidelines.

2. Establish new objectives for the coming year, as appropriate, using clearly understood standards that are consistent with this handbook, academic unit guidelines, and departmental guidelines.
3. Provide the necessary support (resources, environment, personal and official encouragement) to achieve these objectives.
4. Fairly and honestly assess the performance of the faculty member by the department chair.
5. Recognize and reward outstanding achievement.

The department chair will inform the departmental faculty of the schedule for the reviews, any materials that should be prepared and submitted for the reviews and schedule an annual review conference with each tenured and tenure-track faculty member at least two weeks in advance of the date of the conference to allow faculty adequate notice to prepare the required materials

Faculty Performance Ratings:

Faculty performance must be evaluated in a manner consistent with all applicable university, academic unit, and/or departmental policies and procedures, and must apply the following performance ratings:

0-Not Evaluated 1-Failure to Meet Responsibilities

2-Improvement Needed

2.5-Good Performance/Improvement Needed

3.0-Good Performance

3.5-Very Good/Good Performance

4.0-Very Good Performance

4.5-Exceptional/Very Good Performance

5.0-Exceptional Performance

A faculty member who receives an overall performance rating less than 3.0 (Good Performance) is not eligible for any merit-or performance-based pay increases until the next Annual Performance Review cycle is concluded. A faculty member who receives an overall performance rating of 1 (Failure to Meet Responsibilities) is not eligible for any across-the-board salary increase until the next Annual Performance Review cycle is concluded.

Within 30 days of receipt of the fully executed Annual Performance Review from the dean, any faculty member whose overall performance rating is less than 3.0 (Good Performance) will receive notice from the dean that they must collaborate with the department chair to develop a performance improvement plan unless the performance rating triggers a Post-tenure Review, as described in Section 4.9.2. For academic units without departments, the provost shall fully

execute the Annual Performance Review and provide notice within 30 days that the faculty member must collaborate with the dean to develop a performance improvement plan unless the performance rating triggers a Post-tenure Review, as described in Section 4.9.2. The performance improvement plan is to be reviewed and approved by the dean. The annual evaluation of the subsequent year must describe improvements in any focal areas with ratings that fell short of Good Performance that necessitated the improvement plan.

In addition to the annual faculty performance review process stated herein, tenure track faculty will also receive a Mid-Tenure-Track Review as described in Section 4.9.5.

A faculty member has the right to appeal an Annual Performance Review once the evaluation is fully executed by the dean.

4.9.2. POST-TENURE REVIEW

Post-tenure Review is an expanded and in-depth performance evaluation conducted by a committee of tenured peers and administered by the provost. Procedures for conducting a

Post-tenure Review will be initiated by the provost when a faculty member has:

- Received one overall annual performance rating of “Failure to Meet Responsibilities;” or
- Received one annual performance rating of “Failure to Meet Responsibilities” in the sub score of “Faculty Teaching “or
- Received two overall annual performance ratings of “Improvement Needed” during any four consecutive Annual Performance Review cycles; or
- Received two annual performance ratings of “Improvement Needed” during any four consecutive Annual Performance Review cycles in the sub score of “Faculty Teaching.”

A peer review committee is charged to review the information relevant to the faculty member’s performance during the review period and to conclude whether or not that performance has satisfied the expectations for the faculty member’s discipline and academic rank. The expectations for faculty performance may differ by campus, academic unit, department, and even among sub-disciplines within a department or program. Those expectations may be commonly held standards in the discipline or subdiscipline. Those expectations may be stated explicitly in the faculty member’s own past Annual Performance Reviews, work assignments, goals, or other planning tools (however identified), as well as department or academic unit guidelines, this handbook, Board policies, and in other generally applicable policies and procedures.

The peer review committee must reach a conclusion as to whether the performance has satisfied expectations for the faculty member’s discipline and academic rank. If the peer review committee concludes that the faculty member’s performance has not met the expectations for the discipline and academic rank, the committee must recommend to the provost that either a post-tenure improvement plan be developed or that tenure be terminated for Adequate Cause, in accordance with Section 4.10.1C. The committee must report its conclusions and

recommendations in writing, including an explanation for each conclusion or recommendation, and enumerating the anonymously cast vote and a dissenting explanation for any conclusion or recommendation that is not adopted unanimously. The faculty member must have an opportunity to review and respond to the committee's report and recommendations. All written conclusions, the reasoning upon which they are based, and the recommendations of the peer review committee must be reviewed and considered by the provost.

The provost may accept the conclusions and recommendations of the peer review committee or make different conclusions in a written explanation provided to the faculty member with copies to the dean, department chair, president, and members of the peer review committee. If the provost concludes that a post-tenure improvement plan is warranted, the provost will direct the department chair to develop and implement a post-tenure improvement plan. If the provost concludes that the faculty member's tenure be terminated for Adequate Cause, then the Termination Procedures for Adequate Cause for Unsatisfactory Performance, described in Section 4.10.2, shall be followed.

In the case where a Post-tenure Review process is concurrent with annual review process, the department chair will coordinate with post-tenure peer review committee. Coordination will take one of the following forms:

- a. In the case where a faculty member is undergoing a Post-Tenure Review during the time that an annual faculty evaluation is due, when possible, the department chair will postpone the annual faculty evaluation until the post tenure review committee has issued its report and the report has been accepted by the president. The report will be advisory to the department chair in preparing the annual faculty evaluation. The faculty member has the right to respond to the report. If it is not possible to postpone the annual faculty review until the post-tenure committee's report has been accepted, then the department chair will perform annual faculty review without input from the committee.
- b. In the case where a faculty member is required to follow a post-tenure improvement plan, the peer review committee will provide a written interim report at the mid-point of the improvement plan to the faculty member and the department chair on the faculty member's progress in satisfying the expectations established in the post-tenure improvement plan. The report will be advisory to the department chair, and the faculty member has the right to respond to the report.

Any Annual Performance Review materials produced while a faculty member is undergoing Post-tenure Review or under a Post-tenure Review improvement plan will be made available to the post-tenure peer review committee.

4.9.3. PROBATIONARY PERIOD

A tenure-track faculty member must serve a probationary period prior to being considered for tenure. Except as otherwise stated in Sections 4.9.3 (A-F), the probationary period will be six

years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member's initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member's probationary period will not be shorter than six months. The specification of a probationary period and any statement in an appointment letter or otherwise regarding the probationary period and the year of mandatory tenure consideration do not guarantee retention of the faculty member for the full probationary period.

Before beginning the sixth (or final) probationary year, a faculty member with the rank of assistant professor or higher must make application for tenure. Absent an approved exception, application and all supporting documentation for tenure should be submitted before the sixth or final probationary year in accordance with the tenure and promotion calendar maintained by the provost. Candidates for tenure must meet eligibility requirements for promotion to associate professor or have already attained that rank. A tenure-track assistant professor recommended for tenure must also be recommended for promotion.

Tenure applications receive one of two responses: tenure may be granted; or tenure may be denied. Reapplication for tenure is not possible and the seventh year, or other final year following application for tenure, will be terminal if tenure is denied. A faculty member may request an early consideration for tenure before the sixth year of the probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period. The request for early consideration is initiated in the department or approved center/institute that will be the locus of tenure, if tenure is granted, after discussion with the department chair. If the department chair approves, the chair will notify the dean in writing, justifying the request and asking for approval. Upon review of the request, the dean will indicate in writing approval or disapproval to the provost. For units without departments, the request begins with the dean. The provost will review the request and make the final determination

whether early consideration is warranted, based on a review of the applicant's credentials and all applicable criteria. If the provost denies the request, the faculty member cannot apply for early consideration. The decision of the provost is final and not appealable.

A. Tenure Upon Appointment

4.9.4. NOTICE OF NON-RENEWAL

Notice that a tenure-track faculty member's appointment will not be renewed for the next year will be made in writing by the president after consideration of the recommendations for or against reappointment by the department chair, the dean, and the provost. Faculty members on tenure track appointments who complete their sixth year of the probationary period will either be recommended for tenure by the president, or they will be given notice of non-renewal of the appointment. The notice of non-renewal during their sixth year of the probationary should be

given no later than May 15 of the sixth academic year or within thirty (30) days of exhaustion of any appeals. Upon receipt of notice of nonrenewal, the faculty member will be eligible for a one-year non-renewable appointment.

Tenure-track faculty are also subject to non-renewal of their appointments during the probationary period with appropriate notice by the provost. The non-renewal or non-reappointment of any faculty member on a tenure track appointment does not necessarily carry an implication of unsatisfactory work or conduct. A faculty member whose tenure track appointment is not renewed will be given an oral statement of the reason(s) and an opportunity for discussion with the provost.

Tenure track faculty whose annual appointments will not be renewed will be given written notice of non-renewal of their appointment contracts in conformance with the following schedule:

- No later than April 1 of the first academic year of service if the appointment expires at the end of that year; or, if the appointment expires during an academic year, at least two months in advance of the expiration date.
- No later than February 1st of the second academic year of service, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date.
- No later than May 15 of the preceding year if the appointment will not be renewed for the fourth or subsequent years of service; or, if the appointment expires during the academic year, at least twelve months in advance of the expiration date.

Notice of non-renewal becomes effective on delivery of the written notice to the faculty member, or on the date the notice is mailed to the faculty member's home address of record, whichever first occurs. Dates for notice of non-renewal are determined by the year of the probationary period. Failure to give timely notice of non-renewal of a contract will not result in a tenured appointment, but the faculty member will be eligible for an additional one-year, nonrenewable appointment. The decision on nonrenewal is not appealable unless the faculty member alleges that the non-renewal of appointment of a tenure track faculty member constitutes a violation of academic freedom.

Failure to apply for tenure in the academic year that precedes the end of the probationary period will result in non-renewal of the candidate's contract for the following year. Unlike unsuccessful applications for tenure, the candidate will not be accorded an automatic one-year contract if he or she fails to apply for tenure at the specified time.

Faculty members on tenure track appointments will not be terminated during the one-year term of their appointment except for reasons that would be sufficient for the termination of tenured faculty. The procedures for the termination or suspension without pay of a tenured faculty member, described in Section 4.10.2, must be followed to dismiss for Adequate Cause a tenure-track faculty member prior to the expiration of the one-year term of the appointment. Tenure-

track-faculty notified by the provost that they will be terminated or suspended without pay for Adequate Cause prior to the expiration of their one-year-term appointment and/or without advanced minimum notice have the right to appeal the decision in accordance with the faculty handbook.

4.9.5. MID-TENURE-TRACK REVIEW

For each tenure-track faculty member, the department tenure and promotion committee and the department chair will conduct a Mid-Tenure Track Review to assess the faculty member's record of performance since the beginning of the probationary period. The Mid-Tenure-Track Review informs the faculty member of her or his progress toward the award of tenure during the third or fourth year of the probationary period, which may be extended past the fourth year of the probationary period for any faculty member who has been granted an extension of the probationary period (with the year to be determined by the department chair after consultation with the faculty member). For academic units without departments, the Mid-Tenure-Track Review will be conducted by the academic unit tenure and promotion committee and the dean. The Mid-Tenure-Track Review should coincide with the Annual Performance Review process described in Section 4.9.1. The tenured faculty play an important role in the Mid-Tenure-Track Review and are responsible for providing the faculty member with a clear, thoughtful, and professional evaluation of (a) the faculty member's ability to sustain a level of activity that comports with the department's expectations for faculty members at the rank of the faculty member under review and (b) the faculty member's progress toward promotion and tenure in the context of the Faculty Handbook, his or her appointment, academic unit guidelines, and department guidelines. The evaluation criteria for the quality of a faculty member's mid-tenure-track accomplishments should be the same as those used for award of tenure.

A. DEPARTMENT PROCEDURES FOR THE MID-TENURE-TRACK REVIEW

1. PREPARATION FOR MID-TENURE-TRACK REVIEW:

The faculty member will, with the guidance and counsel of the department chair, prepare and submit to the department chair (for distribution to the department tenure and promotion committee) a dossier of contributions and accomplishments according to departmental, academic unit, and university guidelines. For academic units without departments, the dean will guide and counsel the faculty member through the Mid-Tenure Track Review process. The dossier should reflect the faculty member's cumulative performance, reflecting her or his degree of progress toward award of tenure with respect to expectations related to teaching, research / scholarship / creative activity, and service. The standard format for the dossier can be found on the university website.

2. REVIEW BY DEPARTMENT TENURE AND PROMOTION COMMITTEE:

The department tenure and promotion committee will review the dossier submitted by the faculty member, evaluate the faculty member's performance, provide suggestions for enhancing the

faculty member's progress toward the grant of tenure, and make a recommendation on retention. In academic units without departments, the academic unit tenure and promotion committee will review the dossier.

3. VOTE OF DEPARTMENT TENURE AND PROMOTION COMMITTEE:

The department tenure and promotion committee will take a formal anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure and whether he or she should be retained.

- a. If the majority of the committee members vote that the faculty member is making satisfactory progress, the committee will prepare a written summary stating that the candidate is making satisfactory progress and recommend retention. The written summary should also address the strengths and weaknesses of the faculty member's accomplishments with respect to the tenure and promotion criteria of the department and academic unit. The summary should provide meaningful feedback and direction to the faculty member. The committee may also submit to the department chair a minority report with the rationale for dissenting opinions.
- b. If the majority of the committee members vote that the faculty member is not making satisfactory progress, then the committee will take an additional anonymous vote on whether the faculty member should be retained. The committee will prepare a written summary stating that the candidate is not making satisfactory progress toward tenure and include a recommendation on whether he or she should be retained. The written summary will address the strengths and weaknesses of the faculty member's accomplishments and highlight significant shortcomings with respect to the tenure and promotion criteria of the department and academic unit. The committee may also submit to the department chair a minority report with the rationale for dissenting opinions.
- c. The department tenure and promotion committee will enter the dossier the tally of the anonymous vote, if the committee is recommending that the faculty member not be retained; a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; and the majority and minority report, if applicable

4. REVIEW AND RECOMMENDATION BY DEPARTMENT CHAIR:

The department chair conducts an independent Mid-Tenure-Track Review based upon the faculty member's dossier, which will include the written summary and recommendations of the department tenure and promotion committee. In conducting his or her independent Mid-Tenure-Track Review, the department chair may consult with the tenured faculty as needed. The chair will indicate her or his recommendation for retention or non-retention based on whether the faculty member is progressing satisfactorily toward the grant of tenure. The department chair will also advise the faculty member as to the time remaining in the probationary period and as to

how the quality of his or her performance is likely to be assessed by the tenured faculty and the chair in the context of expectations for the award of tenure.

The department chair will ensure that the written report includes specific guidance to the faculty members on ways to improve performance. The department chair will send a copy of the written summaries and recommendations of the department tenure and promotion committee and the department chair to the faculty member. The department chair will meet with the faculty members to discuss the written summaries and recommendations of the department tenure and promotion committee and department chair. The faculty member may write a response to the discussions, written summaries, and/or recommendations. The purpose of this response is to allow the faculty members the opportunity to address any concerns or inaccuracies in the reports. The faculty members may also describe plans for addressing concerns raised during the Mid-Tenure-Track Review. In addition, the response ensures that all participants in the process understand the nature and context of the feedback, thereby minimizing miscommunication.

If the Mid-Tenure-Track Review results in a recommendation by the department chair not to retain the tenure-track faculty member, the department chair must include in the written summary specific reasons for his or her recommendation. The chair will add her or his recommendation and the faculty member's response, if applicable, to the faculty member's dossier and forward the dossier to the dean.

B. ACADEMIC UNIT PROCEDURES FOR THE MID-TENURE-TRACK REVIEW

REVIEW AND RECOMMENDATION BY THE DEAN:

The dean may review the dossier forwarded by the department chair, may conduct an independent review, and may make an independent recommendation on retention based on whether the faculty member is progressing satisfactorily toward the award of tenure. The dean may meet with the candidate to discuss the results of the review. If the dean decides to retain the faculty member, the Mid-Tenure-Track Review is concluded.

A favorable Mid-Tenure-Track Review does not commit the tenured departmental faculty, the department, or the academic unit to a subsequent recommendation for the grant of tenure. If the dean recommends that the faculty not be retained, the dean will prepare a written summary which includes the reasons for the recommendation. The dean will provide her or his recommendation for non-retention and the dossier to the provost for review. The dean will send a copy of his or her written summary and recommendation for non-retention to the faculty member, department chair and department tenure and promotion committee.

C. UNIVERSITY PROCEDURES FOR THE MID-TENURE-TRACK REVIEW

1. REVIEW AND DECISION BY THE PROVOST:

The provost will review the dean's written summary and recommendation for non-retention and may review the dossier, which will contain the written summaries and recommendations of the

department tenure and promotion committee, the department chair, and the written response by the faculty member, if applicable, to make the decision on non-retention. The provost will send a copy of her or his decision to the faculty member with copies to the dean, department chair, and the department tenure and promotion.

If the provost decides that the faculty member will not be retained, he or she will give the faculty member written notice of nonrenewal in accordance with the notice requirements described in Section 4.9.4. The faculty member is entitled to a statement in writing of the reasons for the non-renewal decision. This statement, together with any subsequent correspondence concerning the reasons, is a part of the official record. The dossier, which will contain the recommendations of the department tenure and promotion committee, and the department chair will be returned to the faculty member.

The decision by the provost is final and is not appealable unless the faculty member alleges that the non-renewal of appointment of a tenure track faculty member constitutes a violation of academic freedom.

4.9.6. CRITERIA FOR TENURE

Full-time, tenure-track faculty appointments at the academic rank of assistant professor, associate professor, or professor are eligible for tenure consideration. A faculty member appointed to an administrative position must attain or retain tenure in a particular unit, department, or approved center/institute. Faculty holding temporary appointments are not eligible for tenure.

Tenure is awarded after a thorough review, which culminates in the university acknowledging a reasonable presumption of the faculty member's professional excellence and the likelihood that this excellence will continue to contribute to the mission and anticipated needs of the academic unit in which tenure is granted.

Professional excellence is reflected in the faculty member's:

- Teaching (which includes advising and mentoring).
- Research/scholarship/creative work (according to the terms of the candidate's appointment).
- Service
- Professional comportment consistent with the Faculty Code of Conduct.

It is the responsibility of departments and academic units to define professional excellence in terms of their respective disciplines. Criteria for tenure and/or promotion shall be established by each department. These criteria may be more restrictive than the criteria of the academic unit and the university, but they must be consistent with those criteria. Criteria for tenure and/or promotion shall be established by the academic unit. These criteria may be more restrictive than the criteria of the university, but they must be consistent with those criteria. Criteria for the tenure and/or promotion shall be established by the university. Academic unit criteria for tenure

and/or promotion shall become effective upon approval by the provost. Departmental criteria for tenure and/or promotion shall become effective upon approval by the dean and the provost.

Written guidelines shall be available on the university website and faculty shall be notified of the guidelines when they join the department, when they come up for review during the probationary period, and when they apply for tenure and/or promotion. Faculty members shall be notified when the guidelines are revised and updated on the university website. The provost is responsible for maintaining a master set of approved statements of criteria and expectations for the university, academic units, and departments, if applicable. The deans and department chairs are responsible for ensuring that faculty members are informed about the criteria and expectations that have been developed for their respective academic units and departments (as applicable).

In addition to the criteria for tenure and/or promotion stated in university, academic unit, and department guidelines, administrative criteria such as enrollment patterns and trends, curricular changes, program development, financial consideration, and rank distribution, are considered in tenure and/or promotion decisions. Therefore, a decision to deny tenure or deny promotion does not necessarily mean that a faculty member's work or conduct has been unsatisfactory.

Tenure and Promotion Review

Before beginning the sixth (or final) probationary year, a faculty member with the rank of assistant professor or higher must make application for tenure and promotion. Absent an approved exception as described in Section 4.9.3, application and all supporting documentation for tenure should be submitted in the sixth or final probationary year in accordance with tenure and promotion calendar maintained by the provost which shall be posted on the university website. Academic units and departments may also maintain tenure and promotion calendars for internal deadlines, but the calendars must be consistent with the university tenure and promotion calendar maintained by the provost.

A. PREPARATION FOR TENURE AND PROMOTION REVIEW

Tenure track faculty should work closely with the tenured faculty and department chairs to define goals and to establish documented evidence of excellence to be sure that they are meeting the obligations and performing at the level expected by the department, academic unit, and university. Evidence of effective performance should include items such as syllabi, student evaluations, and selected course materials to support teaching; copies of published articles or books, or written reviews and evaluations by qualified peers of the candidate's performances, compositions, and artistic creations to document scholarship; and documentation of service and outreach activities. All such evidence becomes part of the faculty member's ongoing and continuously updated dossier, which is described in Section 4.9.7B. Specific content in the dossier will vary according to discipline. (see university handbook for full examples).

B. THE DOSSIER

All candidates applying for tenure and/or promotion are required to submit a dossier unless an exception is granted as specified in Section 4.9.3A Tenure Upon Appointment.

The dossier should reflect the faculty member's cumulative performance in satisfying the requirements for the award of tenure regarding teaching, research / scholarship / creative activity, and service. The tenure and/or promotion dossier is divided into Sections that contain information about the primary criteria by which candidates are assessed. It is used for review at the departmental, academic unit, and university levels. A description of the materials required for each Section and the order of their assembly shall be maintained by the provost and posted on the university website.

Great care should be taken in the preparation of the dossier. Nothing exactly the same evidence in making decisions on tenure and/or promotion. This rule notwithstanding, the Faculty Appeals Committee may request information that it deems necessary to form its recommendations to the president. The specific substance of the materials required for adequate review of a faculty member's activities in teaching, research/creative achievement/scholarship, and service will vary with the academic discipline and the terms of candidate's appointment. may be added to or removed from a candidate's dossier after it has been evaluated by the department tenure and promotion committee. This requirement ensures that each reviewing authority will examine.

C. DEPARTMENT PROCEDURES FOR TENURE AND PROMOTION REVIEW

1. NOTIFICATION OF INTENT

The candidate will notify the department chair in writing of his/her intent to file for tenure and/or promotion to the department no later than the deadline indicated in the tenure and promotion calendar. In academic units, without departments, the candidate will notify the dean in writing of his/her intent to file for tenure and/or promotion to the academic unit.

2. EXTERNAL PEER REVIEW

Both tenure and/or promotion to associate professor or professor require external peer review of a candidate's record of scholarly activity by qualified peers who are not affiliated with the university. The purpose of external peer reviews is solely to provide an informed objective evaluation of the quality of the scholarship, research, or creative activity of the candidate. It is expected that the external reviewers will be selected from organizations with national reputations for excellence in the faculty member's discipline and that the majority of the reviewers will be academic peers. Though not an absolute requirement, it is also expected that when a faculty member from another institution is selected as a peer reviewer, the faculty reviewer will have a higher rank than the candidate being reviewed. For example, full professors should review applicants for promotion to professor. Such reviews place a burden on the usually busy schedules of the evaluators. To obtain external reviews in a timely manner, the process of developing the lists of external reviewers, as described below, should be initiated during the spring semester preceding the fall tenure and promotion review process.

The candidate shall develop a list, normally four to eight names, of recommended peer reviewers from outside the university. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration by the chairs of the department and the department tenure and promotion committee. In addition, the department chair and the department tenure and promotion committee will develop a list of external peer reviewers. The chairs must select at least one of the names suggested by the candidate. The department tenured faculty and department chair are solely responsible for supplementing the candidate's list with additional reviewers. The dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented at the departmental level. For each reviewer, there should be an accompanying brief paragraph identifying her or his credentials and a statement regarding the nature of the relationship to the candidate or lack thereof. The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor or collaborator of the candidate. A template for the External Evaluator List which is required for the dossier and a sample request letter for an External Peer Evaluation shall be maintained by the provost and posted on the university website.

All reviewers should receive the same materials for evaluation; if not, an explanation must be included. Peer reviewers who have agreed to write letters of evaluation should be sent the candidate's curriculum vitae and a letter from the department chair to the reviewer, which includes:

4.10. TERMINATION OF TENURE

4.10.1. GROUNDS FOR TERMINATION

A. Relinquishment or Forfeiture of Tenure

A tenured faculty member relinquishes his or her tenure upon resignation or retirement from the university. A tenured faculty member forfeits tenure at the university if she or he takes an unauthorized leave of absence, fails to resume the duties of his or her position following an approved leave of absence, holds a tenured appointment at another institution, or is unable to perform assigned duties or carry out the responsibilities of a faculty member due a physical or mental condition, as established by an appropriate medical authority. Forfeiture results in automatic termination of employment. The provost shall give the faculty member written notice of the forfeiture of tenure and termination of employment.

4.11. NOTICE OF RESIGNATION AND RETIREMENT

As stated in Section 4.10.1A, tenure is relinquished upon resignation from the university. If a faculty member resigns, but is re-employed by the university, tenure will be awarded only in accordance with policies and procedures stated under Section 4.2.

Since faculty appointments are typically made for the academic year, it is expected that faculty members who wish to resign will do so at the end of the academic year or no earlier than the end of a semester. Faculty on 9-month academic year appointments who resign during the academic year shall receive a salary proportional to the fraction of the academic year completed before their resignation. Faculty members on 12-month appointments will receive leave pay due upon resignation.

A member of the faculty controls the decision to retire. The effective date of retirement for academic year faculty is normally at the end of either the fall or spring semesters. Computation of the final payment for the last year of service is calculated in the same way as for resignations. Thus, a faculty member who retires at the end of the fall semester is entitled to one-half of their academic year salary. Faculty on 12-month appointments will receive annual leave pay due on retirement.

SECTION 5: NON-TENURE-TRACK FACULTY POLICIES

5.1. NON-TENURE TRACK FACULTY APPOINTMENTS

Non-tenure track faculty are hired on limited, but typically renewable, appointments to meet specific needs of each academic unit, department, and/or center/institute as those needs relate to the mission of the university. These needs vary from unit to unit and from year to year.

Therefore, academic units, departments, and/or center/institutes should routinely re-assess the role that non-tenure track faculty play in the fulfillment of their mission and should document in their communication with individual nontenure track faculty members the contributions that non-tenure track faculty are expected to make to the mission.

Non-tenure-track faculty appointments are categorized by their primary academic responsibilities: teaching, research, clinical, practice, adjunct, and/or visiting appointments. All appointments to non-tenure-track faculty positions, including part-time appointments, will be made in accordance with university policy and the provisions described in this handbook. The minimum credentials for tenure track and tenured faculty of all ranks at the university are described in Section 3.1.7. Except as otherwise provided in this chapter, tenured faculty, or a committee including tenured faculty, will evaluate credentials and vote on non-tenure-track appointments in accordance with departmental and academic unit guidelines.

An internal or external search is required in the appointment of all full-time non-tenure-track faculty positions unless the position is being funded under the terms of an external grant or contract. The university policy and procedures for recruitment, application, and selection of faculty can be found on the university website. Notification of appointment is made by letter from the president. This appointment letter shall at a minimum specify the rank, the salary and related financial conditions, general duties and expectations, and duration of the appointment. Previous correspondence between the department chair, director, dean, and a prospective faculty member concerning these matters is unofficial and non-binding. The faculty member's written acceptance of the letter of appointment, together with execution of normal university employment forms, completes the initial appointment. The employment of non-tenure-track faculty is governed by the terms of the appointment letter, applicable provisions of the Faculty Handbook, and applicable provisions of university policies and procedures.

Conditions necessary to perform assigned duties in a professional manner, including such things as appropriate office space, necessary supplies, and support services will be provided to non-tenure-track faculty members. Departments should have consistent criteria for determining teaching assignments. Departments should consider the views of non-tenure-track faculty in setting schedules and other issues that impact quality of teaching and working conditions. Opportunities for faculty development, including travel to scholarly meetings, should be provided whenever possible. Full-time non-tenure track faculty should have the opportunity to

participate in departmental, academic unit, and/or university governance on all issues related to their assigned responsibilities in accordance with departmental and academic unit guidelines. Non-tenure track faculty have the rights and responsibilities, including academic freedom, described in Section 2.

A non-tenure-track appointment may be renewed for a new term without a search. Renewal decisions will include consideration of available funding and the faculty member's performance. If a non-tenure track appointment is not renewed in writing, it automatically expires at the end of the stated term. A non-tenure-track appointment may be, by its nature, funding-limited; the compensation amounts for the position may be funded through a grant, contract, or restricted donation, and the appointment may automatically expire when funding lapses. Every effort should be made to provide timely notification of non-renewal. In keeping with the notification dates for tenure line appointments, full time non-tenure track faculty whose contracts will not be renewed should be given written notice of non-renewal of their appointment contracts no later than February 1st if the appointment expires at the end of that academic year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date. Notice of non-renewal becomes effective upon when the faculty member receives written notice from the provost. The decision on non-renewal is not appealable unless the faculty member alleges that the non-renewal of appointment of a non-tenure track faculty member constitutes a violation of academic freedom.

5.2. NON-TENURE-TRACK FACULTY RANKS

All non-tenure-track faculty at the university must hold a rank and/or title in accordance with those described in the Faculty Handbook.

5.2.1. NON-TENURE-TRACK TEACHING FACULTY RANKS

Full-time, non-tenure-track teaching faculty are hired primarily for teaching and institutional service. They are not generally expected to conduct research, provide public service, or provide disciplinary service as a condition of their employment. However, discipline-appropriate research, scholarship and creative activity, and service activities should be recognized depending on the needs of the department and the skills and desires of the faculty member. A complete and thorough documentation of the nontenure-track teaching faculty's responsibilities and workload distribution will be provided by the hiring unit to the faculty member at the time of initial appointment and updated each time the faculty member is reappointed.

Teaching is a core mission central to the purposes and objectives of a university. Non-tenure-track teaching faculty are expected to provide excellent instruction. This encompasses classroom instruction, course development, serving as instructor of record, mentoring students in academic projects, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching. The creative and effective use of innovative teaching methods and curricular innovations are encouraged. Evaluation of the

quality of instruction should follow standard practice for the discipline. Since such evaluation is a qualitative process, multiple sources of evidence should be employed.

CLINICAL ASSISTANT PROFESSOR

- Evidence of potential ability in teaching, service to the institution, service to the profession, and contribution to student development and success.
- Professional comportment consistent with the Faculty Code of Conduct.

CLINICAL ASSOCIATE PROFESSOR

- Documented evidence of high-quality teaching, service to the institution, service to the profession, and contributions to student development and success.
- Served at least five years at the rank of clinical assistant professor. Exceptions to this minimum rank qualification can be approved by the provost.
- Professional comportment consistent with the Faculty Code of Conduct.

CLINICAL PROFESSOR

- Documented evidence of teaching excellence, service to the institution, and contribution to student development and success.
- Served at least five years at the rank of clinical associate professor. Exceptions to this minimum rank qualification can be approved by the provost.
- Professional comportment consistent with the Faculty Code of Conduct

5.2.1.1 Terms and Procedures for Appointment and Reappointment of Nontenure-Track Clinical Faculty Ranks

The primary criterion for appointment and reappointment of a full-time, non-tenure-track clinical faculty is excellence in instruction and service. However, documented evidence of excellence in discipline-appropriate research may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member.

Non-tenure-track clinical faculty are appointed to meet instructional needs and provide professional and institutional services. All non-tenure-track clinical appointments will be made for a term of at least one year and not more than five years.

The title of Visiting may be assigned or attached to a full-time non-tenure-track clinical faculty rank in accordance with the terms and conditions set forth in Section 5.2.5

5.2.1.2. Adjunct Faculty

Individuals who provide uncompensated or part-time compensated service to the instructional and/or research programs of the university may be appointed to adjunct faculty positions. As with all other non-tenure-track faculty appointments, the provost will issue letters of appointment to adjunct faculty members.

Adjunct faculty originate from one of two sources:

- i. University staff and
- ii. individuals external to the university.

Staff exempt employees with appropriate expertise who, on occasion, provide instruction or participate in research may hold adjunct faculty positions.

The same faculty credentials required for appointments to professorial ranks are required for adjunct faculty appointments.

Although uncompensated adjunct faculty members are not employees of the university, they are subject to university policies as a condition of receiving and retaining this honorary appointment.

5.2.1.3. LCON Adjunct Faculty

The Loewenberg College of Nursing (LCON) values adjunct clinical faculty. Clinical faculty are expert clinicians in their respective areas. They are able to provide current clinical guidance and experiences to students beyond the classroom setting. They are able to facilitate the transition of classroom theory to a practice setting.

The Adjunct Clinical Faculty at the Loewenberg College of Nursing will be able to:

1. Make appropriate clinical assignments to assist students in meeting course objectives.
2. Provide direct supervision of the student in performing specific skills and nursing activities as outlined in the course syllabus.
3. Demonstrate course specific skills, tasks, and nursing activities for the student based on the students' needs and patient care requirements.
4. Provide the student with timely, constructive, and thoughtful verbal and written feedback on performance throughout the semester.
5. Return written assignments to students promptly.
6. Serve as a role model guided by current nursing practice standards for professional conduct.
7. Dress according to the Loewenberg College of Nursing policy for faculty dress.
8. Create a stimulating and nonthreatening environment for student learning.
9. Attend course orientation and monthly course meetings to stay abreast of course issues.
10. Participate in alternative clinical activities scheduled during designated clinical time. (Simulation, skills check-off, etc.)
11. Keep course coordinator informed of student progress and problems, verbally, or in writing.
12. Report attendance, grades, and maintain communication with students and staff electronically.
13. Incorporate evidenced based nursing standards and practice into clinical instruction.

Familiarize self with hospital policies, procedures, and electronic medical record system prior to taking student into clinical setting.

5.3. NON-TENURE TRACK FACULTY REVIEW AND EVALUATION

Clear documentation of responsibilities and assigned workload is critical to the evaluation, reappointment, and promotion process for all full-time, non-tenure-track faculty members. As is the case for tenured and tenure-track faculty, the performance of all teaching, research, clinical faculty, and faculty of practice will be evaluated annually, with a written record of the evaluation maintained by the academic unit, department, and human resources. Each non-tenure-track faculty member will be informed, in writing, of the percentage of effort that they are expected to devote to teaching, service, and research/professional development as well as whether the faculty member's position is contingent upon their ability to secure external funding. This documentation will be provided by the hiring unit to the non-tenure-track faculty member at the time of initial appointment and again each time the faculty member is reappointed. As needed throughout their terms of appointment, faculty members will have the opportunity to discuss their responsibilities with the department chair and request adjustments in their assigned workloads. This annually updated written record of workload distribution and assignments will become part of the non-tenure-track faculty's evaluation records.

5.3.1. ANNUAL PERFORMANCE AND PLANNING REVIEW FOR NON-TENURE TRACK FACULTY

All non-tenure-track faculty who are not on leave are subject to annual performance and planning reviews, also known as the Annual Performance Review process. The Annual Performance Review process is conducted in the spring semester. The department chair manages the Annual Performance Review process to ensure compliance with all deadlines for submission of the review forms to the dean and provost. In academic units without departments, the dean may also fulfill the functions of the department chair. The Annual Performance Review process has three levels of review: by the department chair, the dean, and the provost.

Any review of a faculty member's professional performance should be conducted with the full knowledge of the faculty member, should allow the faculty member to be informed of the findings prior to the transmittal of the conclusions of the review, and should allow the faculty member to verify that the review has been based on full and complete information. The faculty member shall have the opportunity to include in the transmittal of the review an explanation of why they disagree with the conclusions of the review if they disagree with the conclusions of the review. The standard faculty evaluation instrument and planning document can be accessed on the university website.

The Annual Performance Review process exists to provide fair, objective, and constructive feedback and relevant support to faculty members. As a means of preserving the integrity of the process until the process have been completed by the provost, neither the faculty member under

review nor any administrator managing or conducting the review is permitted to communicate substantive information about the review with others involved in the review process, especially those charged with making a recommendation at subsequent stages of review. Nothing in this paragraph is intended to prohibit a faculty member under review from (a) consulting with the faculty ombudsperson, (b) consulting with representatives of the Office of Institutional Equity, or (c) pursuing possible rights of appeal available.

Annual Performance Reviews of non-tenure-track faculty are used as a basis for recommendations for salary increases, workload, and other personnel actions, including decisions regarding renewal of faculty appointments.

The goals of the Annual Performance Review are to:

1. Review accomplishments as compared to previously set specific objectives for the faculty member by the faculty member and the chair consistent with this handbook and academic unit/departmental guidelines.
2. Establish new objectives for the coming year, as appropriate, using clearly understood standards that are consistent with this handbook and academic unit and departmental guidelines.
3. Provide the necessary support (resources, environment, personal and official encouragement) to achieve the specified objectives.
4. Fairly and honestly assess the performance of the faculty member by the department chair.
5. Recognize and reward outstanding achievement.

The department chair will inform the departmental faculty of the schedule for the reviews, any materials that should be prepared and submitted for the reviews and schedule an annual review conference with each faculty member at least two weeks in advance of the date of the conference to allow faculty adequate notice to prepare the required materials.

Faculty performance must be evaluated in a manner consistent with all applicable campus, academic unit, and/or departmental policies, procedures, and bylaws, and must apply the following performance ratings:

0-Not Evaluated

1-Failure to Meet Responsibilities

2-Improvement Needed

2.5-Good Performance/Improvement Needed

3.0-Good Performance

3.5-Very Good/Good Performance

4.0-Very Good Performance

4.5-Exceptional/Very Good Performance

5.0-Exceptional Performance

5.4. SALARIES

A non-tenure-track faculty member that receives an overall performance rating of less than 3.0 (Good Performance) is not eligible for any merit- or performance-based pay increases. A non-tenure-track faculty member that receives an overall performance rating of 1 (Failure to Meet Responsibilities) is not eligible for any across-the-board salary increase. The non-tenure-track faculty member has the right to a general appeal of an Annual Performance Review as described in the faculty handbook.

5.5. PROMOTION

The criteria for appointment to a rank are described for each non-tenure-track appointment. Annual performance reviews form the basis of a cumulative record that prepares non-tenure-track faculty for promotion.

5.5.1. ELIGIBILITY

After serving at the rank of assistant professor, typically for a minimum of five years, a non-tenure-track faculty member who has satisfied the criteria described in Section 5.6.2, immediately below, may apply for promotion to the rank of associate professor.

Non-tenure-track associate professors will have the possibility of reappointment for up to a maximum of five years from each reappointment date, contingent upon funding, and the promotion to associate professor shall be recognized by a base salary adjustment of 5% or \$2,500, whichever is greater.

After serving at the rank of associate professor, typically for a minimum of five years, a non-tenure-track faculty member who has satisfied the criteria described in Section 5.6.2, immediately below, may apply for promotion to the rank of professor. Non-tenure-track professors will have the possibility of reappointment for up to five years from each reappointment date, contingent upon funding and the promotion to professor shall be recognized by a base salary adjustment of 5% or \$4,000, whichever is greater.

Like all academic appointments, these multi-year appointments consist of annual appointments that are automatically renewed for the specified term, unless terminated for Adequate Cause, or by operation of some other provision in this handbook (such as relinquishment, forfeiture, or other extraordinary circumstances, described in Section 4.10.1.

5.5.2. CRITERIA FOR PROMOTION

The criterion for promotion of non-tenure-track faculty is excellence in performing the primary responsibilities established in the initial appointment document and recorded in the annual performance and planning reviews. Promotion criteria are to be weighted in relation to the faculty member's assigned responsibilities. It is the responsibility of departments and academic units to define excellence in terms of their respective disciplines.

Each academic unit may establish a statement of criteria and expectations, which elaborates on the general criteria found in this handbook and is consistent with the mission of the academic unit and the professional responsibilities normally assigned to non-tenure-track faculty members in the academic unit.

Each department may establish more detailed criteria for promotion in that unit that are consistent with but may be more specific than the criteria stated in this handbook and any criteria established by the academic unit. Departmental criteria for promotion are not required if specific criteria have been established by the applicable academic unit, and the dean and provost have approved application of the academic unit criteria in lieu of departmental criteria. Academic unit criteria for promotion shall be effective upon approval by the provost and will be published online.

Departmental criteria for promotion shall be effective upon approval by the dean and provost and will be published online.

5.5.3. PROMOTION PROCESS

An adequate evaluation of a promotion candidate's qualifications for promotion requires the exercise of judgment of both the candidate's faculty colleagues and appropriate administrators. Typically, there are three levels of review: the department or center/institute, headed by the candidate's chair or director; the academic unit committee, the dean of the college; and the provost. For academic units without departments, the process will begin at the academic unit level and will be managed by the dean. The promotion process for non-tenure-track faculty shall be conducted in accordance with tenure and promotion calendar maintained by the provost, the academic unit, and the department, if applicable.

A. PREPARATION FOR PROMOTION

The non-tenure-track faculty member and department chair or director should discuss promotion as a part of the annual performance review, well in advance of the suggested dates for submission of the application for promotion in order to give the candidate sufficient time to gather the required materials and assemble the dossier.

Non-tenure-track faculty should work closely with the department chair or director to define goals and to establish documented evidence of effectiveness to ensure that they are meeting the obligations and performing at the level of expectation of the department or center/institute, academic unit, and university.

Examples of evidence of teaching, research / scholarship / creative activity, and service are provided in Section 4.9.7A. All such evidence becomes part of the faculty member's ongoing and continuously updated dossier, described in Section 5.6.3B. Specific content in the dossier which will vary according to discipline.

B. THE DOSSIER

All non-tenure-track candidates for promotion must submit a dossier which should reflect the faculty member's cumulative performance in satisfying the criteria for promotion in teaching, research / scholarship / creative activity, and/or service in accordance with their appointment. The promotion dossier is divided into Sections that contain information about the primary criteria by which candidates are assessed. It is used for review at the departmental, academic unit, and university levels. A description of the materials required for each Section, as appropriate to the duties assigned to the faculty member, and the order of their assembly is maintained by the provost and shall be posted on the university website.

Great care should be taken in the preparation of the dossier. Nothing may be added to or removed from a candidate's dossier after it has been evaluated by the department promotion committee comprised of tenured and non-tenure-track faculty as specified below in Section 5.6.3C(3). This requirement ensures that each reviewing authority will examine exactly the same evidence in making decisions on the promotion application. If the candidate appeals the provost's recommendation, the Faculty Appeals Committee may request information that it deems necessary to form its recommendations to the president and that information shall be included with its recommendation.

The specific substance of the materials required for adequate review of a faculty member's activities in teaching, research/creative achievement/scholarship, and/or service will vary with the academic discipline and the terms of candidate's appointment.

C. DEPARTMENT PROCEDURES FOR PROMOTION REVIEW

NOTIFICATION OF INTENT:

The candidate will notify the department chair in writing of his or her intent to file for promotion to the department no later than the deadline indicated in the tenure and promotion calendar.

SUBMISSION OF THE DOSSIER:

Departmental and/or academic unit guidelines may include requirements for external peer review of the candidate if research, scholarship, and/or creative activities are specified as a condition of her or his employment. If external peer review is specified as a requirement in academic unit and/or department guidelines for promotion, the procedures described in Section 4.9.7C(2) shall be followed. The faculty member will, with the guidance and counsel of the department chair, prepare and submit to the department chair (for distribution to the department promotion

committee) a dossier, as described in Section 5.6.3B, of contributions and accomplishments according to departmental, academic unit, and university guidelines.

REVIEW BY DEPARTMENT PROMOTION & TENURE COMMITTEE:

The promotion & Tenure committee for evaluating the promotion application of a non-tenure-track faculty member will include all tenured faculty at the rank being applied for or above and will include non-tenure-track faculty at the rank being applied for or above who contribute to the aspects of the university mission in which the candidate will be evaluated on with respect to all relevant criteria (university, academic unit, and department). The judgment and assessment of the candidate's application for promotion by the faculty at the academic/college unit is critical because of their familiarity with the candidate and their knowledge of the qualifications necessary for their discipline. Reviewers at this level, and at every level, will utilize dossier materials and professional observations in casting their votes.

VOTE OF PROMOTION & TENURE COMMITTEE:

The promotion & tenure committee will take a formal anonymous vote upon the candidate. The vote becomes part of the dossier. The vote of the department promotion committee and a written summary of the rationale in support of the vote is transmitted to the department chair. If a department chair is being considered for promotion, the recommendation of the department committee will be transmitted directly to the dean. The recommendation of the department promotion committee shall be advisory to the department chair.

REVIEW AND RECOMMENDATION BY DEPARTMENT CHAIR:

The department chair conducts an independent promotion review based upon the faculty member's dossier, which will include the recommendation of the department promotion committee. The department chair will prepare a letter which will include an independent recommendation and summary explanation for the recommendation based on the department chair's review and evaluation of materials in the dossier. If the chair's recommendation differs from the recommendation of the department promotion committee, the summary must explain the reasons for the differing judgment. The department chair's letter becomes part of the dossier which is transmitted to the dean. In cases involving promotion only, the chair will meet with the candidate to inform the candidate of the recommendations which the department tenure and promotion committee and the chair have made and the reasons for those recommendations. The promotion application may be withdrawn at this point. The recommendation of the department chair shall be advisory to the academic unit tenure and promotion committee.

Appendix 1

NEW PROMOTION AND TENURE CRITERIA

Effective 2026 academic year

The LCON Tenure and Promotion Guidelines adhere to the University's Faculty Handbook's Tenure and Promotion Guidelines. The faculty must meet the number of designated years for promotion and tenure for each level and comply with the Faculty Code of Conduct as per the University Faculty Handbook.

Teaching Criteria

Teaching excellence criteria by AACN include: 1) demonstrate significant innovation in teaching/learning approaches to promote learner outcomes; 2) lead in the promotion and implementation of innovation in teaching/learning approaches in nursing education; 3) as a role model for creating and sustaining a culture in nursing education that integrates theory and practice; 4) mentor faculty in evidence-based teaching/learning approaches; and 5) share innovation outside the home institution (AACN, 2023).

Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning. It encompasses classroom instruction, course development, mentoring students in academic projects, including dissertations, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching; creative and effective use of innovative teaching methods and curricular innovations is encouraged.

Faculty's proportion of Teaching is consistent with the LCON Workload Policy; as proportions between nontenure and tenured track faculty are different. (See Workload Policy)

Content Area	Criteria Rank	NON-TENURE-TRACK CLINICAL FACULTY RANKS: Criteria & Examples	TENURE TRACK AND TENURED FACULTY RANKS: Criteria & Examples
Content Expertise Definition: Demonstrate qualifications, certifications, and an in-depth knowledge of defined content area.	Assistant Professor Faculty will provide evidence that demonstrates content expertise in teaching.	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Command of subjects (e.g., qualifications/ certifications/ licensures). • Statement of teaching philosophy. • Teaching experience (e.g., years of teaching/co-teaching experience, courses taught, teaching outcomes, clinical teaching experience, adjunct teaching, clinical educator, preceptorship/mentorship, classroom teaching). • Teaching awards. • Experience of leadership in teaching. 	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Command of subjects (e.g., qualifications/ certifications/ licensures). • Statement of teaching philosophy. • Teaching experience (e.g., years of teaching/co-teaching experience, courses taught, teaching outcomes, clinical teaching experience, adjunct teaching, clinical educator, preceptorship/mentorship, classroom teaching). • Teaching awards. • Experience of leadership in teaching.

	Associate Professor Faculty will provide evidence that demonstrates leadership/mastery in teaching and teaching strategies.	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Faculty annual evaluation in teaching. • Teaching evaluation from Department Chair. • Peer evaluation of teaching • CNE certification. • Professional development education conference presentation. • Next-Gen NCLEX & certification exam item development • Regional recognitions in teaching (e.g., award, serving a college committee). 	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Faculty annual evaluation in teaching. • Teaching evaluation from Department chair. • Peer evaluation of teaching. • CNE certification. • Professional development education conference presentation. • Next-Gen NCLEX & certification exam item development. • Regional recognitions in teaching (e.g., award, serving a college committee). • Mid-tenure evaluation related to teaching.
	Professor Faculty will provide evidence that demonstrates consistent leadership/mastery in teaching and teaching strategies, course, curriculum, or program evaluation.	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Regional, national, or international recognitions in teaching (e.g., award, serving a committee). • Scholarship (e.g., manuscripts/textbooks/book chapters/case studies) and/or research/project related to content area in teaching. • Examples of leading course and/or curricular development or program evaluations (e.g., CCNE accreditation). 	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Regional, national, or international recognitions in teaching (e.g., award, serving a committee). • Scholarship (e.g., manuscripts/textbooks/book chapters/case studies) and/or research/project related to content area in teaching. • Examples of leading course and/or curricular development or program evaluations (e.g., CCNE accreditation).
Course Instruction and Pedagogy Definition: Integrate evidence-based	Assistant Professor Faculty will provide evidence that demonstrates teaching ability in course instruction and pedagogy.	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Course materials (e.g., syllabus) 	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Course materials (e.g., syllabus)

practice in curriculum implementation, teaching, and evaluation.		<ul style="list-style-type: none"> Recorded teaching materials (e.g., videos, audios, written feedback). Peer review evaluations Student evaluations (e.g., SETE scores, student comments, student letters). 	<ul style="list-style-type: none"> Recorded teaching materials (e.g., videos, audios, written feedback). Peer review evaluations Student evaluations (e.g., SETE scores, student comments, student letters).
	Associate Professor Faculty will provide evidence that demonstrates leadership/mastery in course instruction and pedagogy.	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Development and/or implementation of innovative teaching materials, methods, and strategies. Development and integration of the state-of-art technology in teaching. Evidence of integrating current evidence-based practice in teaching and evaluation: Clinical, classroom, and simulation. Evidence of integrating current competency-based teaching and evaluation: Clinical, didactic, and simulation. Evidence to integrate feedback from students and administration into teaching. Publications (e.g., manuscripts/textbooks/book chapters/case studies) related to teaching methodologies. 	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Development and/or implementation of innovative teaching materials, methods, and strategies. Development and integration of the state-of-art technology in teaching. Evidence of integrating current evidence-based practice in teaching and evaluation: Clinical, didactic, and simulation. Evidence of integrating current competency-based teaching and evaluation: Clinical, didactic, and simulation. Evidence to integrate feedback from students and administration into teaching. Publications (e.g., manuscripts/textbooks/book chapters/case studies) related to teaching methodologies.
	Professor Faculty will provide evidence that demonstrates consistent leadership/mastery in course instruction and pedagogy.	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Leadership in course instruction (e.g., development, implement, and evaluate innovative teaching methods). Regional, national, or international recognition in the 	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Leadership in course instruction (e.g., development, implement, and evaluate innovative teaching methods). Regional, national, or international recognition in the

		<p>form of induction or fellowship into a practice-based teaching honor society recognizing excellence in the role of educator and preceptor.</p> <ul style="list-style-type: none"> • Notable innovation in teaching methods, measurement, or evaluation with national or international impact. 	<p>form of induction or fellowship into a practice-based teaching honor society recognizing excellence in the role of educator and preceptor.</p> <ul style="list-style-type: none"> • Notable innovation in teaching methods, measurement, or evaluation with national or international impact.
<p>Program Development and Administration:</p> <p>Definition: Engage in curriculum and program development, implementation, and evaluation.</p>	<p>Assistant Professor Faculty will provide evidence that demonstrates potential ability in program development.</p>	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Participation and contribution to the development/ review/ revision/ modification of courses and curriculum/program. 	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Participation and contribution to the development/ review/ revision/ modification of courses and curriculum/program.
	<p>Associate Professor Faculty will provide evidence that demonstrates leadership in program development.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Course coordination. • Program direction (e.g., leadership in program development/revision process). • Program curriculum development, implementation, and evaluation. • Program curriculum review and revision. 	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Course coordination. • Program direction (e.g., leadership in program development/revision process). • Program curriculum development, implementation, and evaluation. • Program curriculum review and revision.
	<p>Professor Faculty provide evidence that demonstrates consistent leadership/mastery in program development.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Consistent leadership role in program development/ implementation/ evaluation. • Intellectually distinct contributions to scholarly publications on program development and administration. • Publications (e.g., manuscripts/textbooks/book 	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Consistent leadership role in program development/ implementation/ evaluation. • Intellectually distinct contributions to scholarly publications on program development and administration. • Publications (e.g., manuscripts/textbooks/book

		<p>chapters/case studies) related to program development and administration.</p> <ul style="list-style-type: none"> Regional, national, or international participation in committees and boards related to program development and administration (e.g., AACN, NLN, curriculum-related). 	<p>chapters/case studies) related to program development and administration.</p> <ul style="list-style-type: none"> Regional, national, or international participation in committees and boards related to program development and administration (e.g., AACN, NLN, curriculum-related).
<p>Student Advising and Mentoring</p> <p>Definition: Demonstrate expertise in advising and mentoring.</p>	<p>Assistant Professor Faculty will provide evidence that demonstrates teaching ability in student advising and mentoring.</p>	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> Experience/development of mentoring skills. Student mentoring in undergraduate/graduate research projects. Student mentoring in teaching. Serving on graduate thesis/dissertation/DNP project committee members. Mentoring relationships with at-risk students (e.g., early intervention). 	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> Experience/development of mentoring skills. Student mentoring in undergraduate/graduate research projects. Student mentoring in teaching. Serving on graduate thesis/dissertation/DNP project. Mentoring relationships with at-risk students (e.g., early intervention).
	<p>Associate Professor Faculty provide evidence that demonstrates leadership in student advising and mentoring and faculty mentoring.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> Serving on graduate thesis/dissertation/DNP project committee members and/or chair. Development, implementation, and evaluation of advising and mentoring activities for students. Development, implementation, and evaluation of mentoring activities for faculty. Integrating evidence-based practice strategies in advising and mentoring students. Conference presentations and manuscript publications related 	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> Serving on graduate thesis/dissertation/DNP project/PhD committee. Development, implementation, and evaluation of advising and mentoring activities for students. Development, implementation, and evaluation of mentoring activities for faculty. Integrating evidence-based practice strategies in advising and mentoring students. Conference presentations and manuscript publications related to advising/mentoring professional development.

		to advising/mentoring professional development.	
	Professor Faculty will provide evidence that demonstrates consistent leadership/mastery in student advising and mentoring and faculty mentoring.	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Consistent leadership in advising and mentoring. • Invited speaker to educational conference related to advising and mentoring (e.g., keynote speaker). • Selection to train, host, mentor, or function as an ambassador/ representative/ spokesperson in regional, national, international academic or practice settings. 	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Consistent leadership in advising and mentoring. • Invited speaker to educational conference related to advising and mentoring (e.g., keynote speaker). • Selection to train, host, mentor, or function as an ambassador/ representative/ spokesperson in regional, national, international academic or practice settings.

Service Criteria

Professional service that requires faculty members to use their knowledge and experience to enhance the college, university, the profession and/or community. This includes, but is not limited to, actively serving on departmental committees, and participating in college and university committees and professional and community initiatives. Each member of the faculty is expected to serve the College, University, and broader community as a nurse in ways best suited to the faculty member's talents. These functions may overlap in some instances.

Faculty's proportion of service is consistent with the LCON Workload Policy (See Workload Policy).

Content Area	Criteria Rank	NON-TENURE-TRACK CLINICAL FACULTY RANKS: Criteria & Examples	TENURE TRACK AND TENURED FACULTY RANKS: Criteria & Examples
Service	Assistant Professor	Criteria: <ul style="list-style-type: none"> • Evidence of potential ability in service to the institution, service to the profession, and contribution to student development and success. • Professionalism consistent with the Faculty Code of Conduct. 	Criteria: <ul style="list-style-type: none"> • Service to the institution, service to the profession, and contribution to student development and success. • Professionalism consistent with the Faculty Code of Conduct.
	Associate Professor	<ul style="list-style-type: none"> • Documented evidence of service to the institution, service to the profession, 	<ul style="list-style-type: none"> • Documented evidence of ability service. • Documented evidence of high-quality professional

		<p>and contributions to student development and success.</p> <ul style="list-style-type: none"> • Served at least five years as a clinical assistant professor. The provost can approve exceptions to this minimum rank qualification. • Professionalism consistent with the Faculty Code of Conduct. 	<p>productivity which is leading to national recognition in the academic discipline.</p> <ul style="list-style-type: none"> • Served at least five years at the rank of assistant professor. Exceptions to this minimum rank qualification can be approved by the provost. • Professionalism consistent with the Faculty Code of Conduct.
	Professor	<ul style="list-style-type: none"> • Documented evidence of service to the institution, and contribution to student development and success. • Served at least five years at the rank of clinical associate professor. Exceptions to this minimum rank qualification can be approved by the provost. • Professionalism consistent with the Faculty Code of Conduct. 	<ul style="list-style-type: none"> • Documented evidence of consistent ability in service. • Documented evidence of consistent high-quality professional productivity and national recognition in the academic discipline. • Served at least five years at the rank of associate professor. Exceptions to this minimum rank qualification can be approved by the provost. • Professionalism consistent with the Faculty Code of Conduct.
Professional service to the college, university, community and/or profession	Assistant Professor: Faculty will serve on LCON committees and programs, and/or the University, and/or the local community related to their professional expertise.	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Serve on LCON committee. • Help with LCON student orientation. • Volunteer at LCON community events or practice related projects (health fairs, etc.). • Volunteer to review and evaluate student research forum. <p>University:</p> <ul style="list-style-type: none"> • Volunteer at university events, Frosh Camp, etc. • Volunteer to review and evaluate student research forum. <p>Community:</p>	<p>Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Serve on LCON committee. • Help with LCON student orientation. • Volunteer at LCON community events or practice related projects (health fairs, etc.). • Volunteer to review and evaluate student research forum. <p>University:</p> <ul style="list-style-type: none"> • Volunteer at university events, Frosh Camp, etc. • Volunteer to review and evaluate student research forum. <p>Community:</p>

		<ul style="list-style-type: none"> Volunteer at school or faith-based organization or in any community organization in capacity as a professional nurse role. <p>Profession:</p> <ul style="list-style-type: none"> Maintain membership in a professional nursing organization such as ANA, ACCN, ENA, etc. 	<ul style="list-style-type: none"> Volunteer at school or faith-based organization or in any community organization in capacity as a professional nurse role. <p>Profession:</p> <ul style="list-style-type: none"> Maintain membership in a professional nursing organization such as ANA, ACCN, ENA, etc.
	<p>Associate Professor In addition to the assistant professor level expectations, the faculty will consistently participate in activities central to leadership and/or operations of LCON, the university, profession and the community related to their expertise.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <p>College:</p> <ul style="list-style-type: none"> Serve as a leader on an LCON committee/task force. Serve as a mentor for new faculty/students or staff. Serve as a faculty advisor/ Dissertation/DNP committee member. <p>University:</p> <ul style="list-style-type: none"> Help with university student orientation. Serve on a university level committee e.g. IRB, University Graduate Council, Faculty Senate or U. Technology Committee. <p>Community:</p> <ul style="list-style-type: none"> Service of Teaching/lecture and/or addressing a community audience in your professional expertise. <p>Profession:</p> <ul style="list-style-type: none"> Serve as an organizational leader at the local/regional/national level. Serve as a referee for a professional journal or as a reviewer for organization conference abstracts. 	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <p>College:</p> <ul style="list-style-type: none"> Serve as a leader on an LCON committee/task force. Serve as a mentor for new faculty/students or staff. Serve as a faculty advisor/ Dissertation/DNP committee member. <p>University:</p> <ul style="list-style-type: none"> Help university student orientation. Serve on a university level committee e.g. IRB, University Graduate Council, Faculty Senate or U. Technology Committee. <p>Community:</p> <ul style="list-style-type: none"> Service of Teaching/lecture and/or addressing a community audience in your professional expertise. <p>Profession:</p> <ul style="list-style-type: none"> Serve as an organizational leader at the local/regional/national level. Serve as a referee for a professional journal or as a reviewer for organization conference abstracts.

		<ul style="list-style-type: none"> Participate in practice-related projects at the state/regional level. 	<ul style="list-style-type: none"> Participate in practice-related projects at the state/regional level.
	<p>Full Professor The faculty will consistently participate in activities central to leadership and/or operations of LCON, the university, profession and the community related to their expertise.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <p>College:</p> <ul style="list-style-type: none"> Serve as leader, coordinator/director of project. Serve as sponsor or leader of a student or professional organization or a student fellowship. Serve as Dissertation/DNP Project Chair. <p>University:</p> <ul style="list-style-type: none"> Serve as a leader on a university level committee. Leadership for or active in interdisciplinary collaborations within university. <p>Community:</p> <ul style="list-style-type: none"> Civic achievements or regional or national professional recognition. Provide consultation, leadership for group work, or providing continuing education for professional organizations or community groups at the community, state, regional, or international levels. <p>Profession:</p> <ul style="list-style-type: none"> Serve/Elected in a leadership/board position in a professional organization. Book, journal reviews, editorial board member. 	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <p>College:</p> <ul style="list-style-type: none"> Serve as leader, coordinator/director of project. Serve as sponsor or leader of a student or professional organization or a student fellowship. Serve as Dissertation/DNP Project Chair. <p>University:</p> <ul style="list-style-type: none"> Serve as a leader on a university level committee. Leadership for or active in interdisciplinary collaborations within university. <p>Community:</p> <ul style="list-style-type: none"> Civic achievements or regional or national professional recognition. Provide consultation, leadership for group work, or providing continuing education for professional organizations or community groups at the community, state, regional, or international levels. <p>Profession:</p> <ul style="list-style-type: none"> Serve/Elected in a leadership/board position in a professional organization. Book, journal reviews, editorial board member.

Faculty Development Service Definition <i>Faculty Development-type service includes dedication to the expansion of one's own professional nursing and academic expertise and that of one's peers.</i>	Assistant Professor Faculty will engage in professional development and life-long learning activities.	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Participation/attendance at workshops or symposia. • Enroll in an academic program to earn another degree or continuing education credits. 	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Participation/attendance at workshops or symposia. • Enroll in an academic program to earn another degree or continuing education credits.
	Associate Professor In addition to the assistant professor expectations, the faculty will serve to mentor and/or improve the expertise of their peers.	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Serve as the primary developer of a faculty development initiative/series of meetings for LCON (ex., brown-bag lunch sessions). • Complete or maintain a certification in clinical/practice area. • Develop continuing nursing education credits • Serve as a faculty mentor. 	Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Serve as the primary developer of a faculty development initiative/series of meetings for LCON (ex., brown-bag lunch sessions). • Complete or maintain a certification in clinical/practice area. • Develop continuing nursing education credits • Serve as a faculty mentor.
	Full Professor In addition to the assistant and associate professor expectations, the faculty will lead development activities to mentor and/or improve the expertise of their peers.	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Coordinate, collaborate, conduct faculty development projects/events/workshop in community, region, national, or international forums. • Serve as the primary developer of a faculty development initiative/series of meetings for the University of Memphis, 	Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> • Coordinate, collaborate, conduct faculty development projects/events/workshop in community, region, national, or international forums. • Serve as the primary developer of a faculty development initiative/series of meetings for the University of Memphis,

		national organizations such as professional nursing organizations, accrediting bodies, the AACN/NLN, ANA, AHA, or international forums. <ul style="list-style-type: none"> Consistently lead to mentor faculty or develop programs for mentorship. 	national organizations such as professional nursing organizations, accrediting bodies, the AACN/NLN, ANA, AHA, or international forums. <ul style="list-style-type: none"> Consistently lead to mentor faculty or develop programs for mentorship.
--	--	---	---

Research and Scholarship Criteria

Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care. Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery. Scholarship is inclusive of discovery, integration, application, and teaching (Boyer, 1999). The hallmark attribute of scholarship is the cumulative impact of the scholar's work on the field of nursing and health care. (AACN, 2018, p. 2).

Nursing research is defined as the scholarship of discovery or scientific inquiry taking the form of primary empirical research, analysis of large data sets, theory development and testing, methodological studies including implementation science, health services research, and philosophical inquiry and analysis.

As a research university, faculty members are responsible for engaging in scholarship subject to their appointment. Scholarship is a discipline-based, multidisciplinary activity that advances knowledge and learning by producing new ideas and understanding. Scholarly contributions include peer-evaluated, discipline-appropriate works such as books, articles, chapters, films, paintings, performances, and choreographic or theatrical design. As a research university, many units expect faculty in certain disciplines to secure funding where appropriate for their scholarly endeavors through organizations and disciplinary opportunities.

Faculty's proportion of Scholarship/Research is consistent with the LCON Workload Policy; as proportions between nontenure and tenured track faculty are different. (See Workload Policy).

Content Area	Criteria	NON-TENURE-TRACK CLINICAL FACULTY RANKS: Criteria & Examples	TENURE-TRACK FACULTY RANKS: Criteria & Examples
Research and/or Scholarship	Assistant Professor Faculty will provide evidence that demonstrates beginning success and continued potential for contributions to research/scholarship.	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Authored publications, book chapters, conference presentations, editorial, pamphlet, clinical procedure or policy, EBP or quality improvement projects, patient education materials, or other written scholarly contributions. 	Examples of evidence: <i>The faculty may choose from the following examples or other similar activities.</i> <ul style="list-style-type: none"> Authored publications, book chapters, conference presentations, editorial, pamphlet, clinical procedure or policy, EBP or quality improvement projects, patient education materials, or other written scholarly contributions. Involvement in collaborative research/scholarship activities such as intramural or

			extramural grants/research submitted, funded, or completed, publications, and presentations.
	<p>Associate Professor Faculty will provide evidence that demonstrates an ongoing program of research/scholarship, including leadership roles in scholarship.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities:</i></p> <ul style="list-style-type: none"> • Grants, publications and/or presentations or scholarship in refereed journals, book chapters, clinical practice guidelines or other written scholarly contributions. • Health care articles or paper or poster presentations, published patient educational materials or educational toolkits, or other types of publications & presentations such as podcast, TV or radio interview, keynote or panel presenter. • Evidence of leadership roles in scholarship such as project or team leadership or mentoring for scholarship. Examples might include student or faculty collaborations in scholarship, mentor for faculty/student awards or small funding. • Evidence of recognition as a scholar and leader, such as awards, fellowships, and honors. 	<p>Examples of evidence: <i>In addition to examples provided in the assistant professor level, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • Extramural grant participation as Principal Investigator or Co-Investigator, program support, Grant program director or research/scholarship funding submitted, funded, or completed. • Health care articles or presentations for the lay press, published patient educational materials or educational toolkits, or other types of publications & presentations such as podcast, TV or radio interview, keynote or panel presenter. • Evidence of leadership roles in scholarship such as project or team leadership or mentoring for scholarship. Examples might include student or faculty collaborations in scholarship, mentor for faculty/student awards or small funding. • Evidence of recognition as a scholar and leader, such as awards, fellowships, and honors. • Evidence of impact of research/scholarship such as citation history, impact factor of journals, changes in health, education, practice, policy and/or professional guidelines. • Presenting papers/posters at regional / national conferences. • Publications and presentations or scholarship in refereed journals, book chapters, clinical practice

			guidelines or other written scholarly contributions.
	<p>Full Professor Faculty will provide evidence that demonstrates consistent contributions to research/scholarship, and leadership in research/scholarship.</p>	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • A consistent publication and/or presentation history, documentation of other scholarly publications in professional journals, textbooks, book chapters, changes in health, education, practice, policy and/or professional guidelines. • Evidence of leadership roles in scholarship such as project or team leadership or mentoring for scholarship. Examples might include student or faculty collaborations in scholarship, mentor for faculty/student awards or small funding. • Evidence of impact of research/scholarship activities. • Evidence of recognition as a scholar, leader, content expert, such as awards, fellowships, and honors. • Peer review of grants and/or publications. 	<p>Examples of evidence: <i>In addition to examples provided in the assistant and associate professor levels, the faculty may choose from the following examples or other similar activities.</i></p> <ul style="list-style-type: none"> • A consistent publication and presentation history, documentation of other scholarly publications such as invited publications and presentations in professional journals, textbooks, book chapters. • Evidence of leadership roles in scholarship such as project or team leadership or mentoring for scholarship. Examples might include student or faculty collaborations in scholarship, mentor for faculty/student awards or small funding. • Evidence of consistent impact of research/scholarship activities such as funding, citation history, impact factor of journals, outcomes of work such as changes in health, education, practice, policy and/or professional guidelines. • Evidence of recognition as a scholar, leader, content expert, such as awards, fellowships, and honors. • Peer review of grants and publications. • A consistent history of leadership in submitting extramural grants, program support, or research/scholarship funding funded, or completed scholarship. • Presenting papers, posters and/or other methods of professional presentation at national/international conferences.