

Department /Division: School of Nursing
School Collegial Review Document
Effective Fall Semester, 2021

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review

- I. Overview
- II. Criteria for Faculty Appointment
- III. Domains and Criteria of Evaluation
 - A. Teaching
 - 1. Self-Evaluation
 - 2. Peer Review
 - 3. Student Assessment of Instruction
 - 4. General Comments
 - B. Scholarship
 - C. Service
 - D. Collegiality
- IV. Specific Procedures for Review Events: Annual Faculty Evaluation, Tenure, Promotion (Non-tenure track and tenured faculty), and Reappointment
 - A. Annual Faculty Evaluation (AFE)
 - B. Procedural Process for Non-tenure track promotion (NTTP)
 - 1. Promotion to Assistant Professor of Practice
 - 2. Promotion to Associate Professor of Practice
 - 3. Promotion to Full Professor of Practice
 - C. Procedural Process for Tenure-track reappointment, tenure and promotion.
 - 1. Reappointment (tenure-track)
 - 2. Tenure
 - 3. Promotion Process
 - 4. Post-Tenure Review
 - 5. Professor Emeritus
- Appendices
 - A. Boyer Model of Scholarship and Creative Works
 - B. Examples of Service
 - C. Tenure Track Application Process
 - D. Sample: faculty outcomes report document
 - E. Observation of Classroom Teaching – Guide for the Evaluation Tool
 - F. Online course assessment tool (OCAT) and peer assessment process
 - G. Course Materials Peer Review Worksheet

I. Overview

The purpose of this document is to describe the policies, procedures and criteria for faculty performance specific to the School of Nursing. The document is guided at the highest level by *The Code* of the UNC system and by the *Faculty Handbook* of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in cases, by the college. While this document is intended to be comprehensive and precise with regards to school-level criteria and procedures, the faculty member should have familiarity with *The Code* and with the *Faculty Handbook* of Western Carolina University. When preparing a dossier for promotion and/or tenure, the faculty member should follow the *Guidelines for the Preparation of a Dossier*, a separate document disseminated annually by the Office of the Provost.

Western Carolina University has five separate but related faculty evaluation processes: annual faculty evaluation (AFE), reappointment (R), non-tenure track promotion (NTTP), tenure and promotion (T/P) and post tenure review (PTR). All faculty members are reviewed annually through the Annual Faculty Evaluation (AFE) process. In the spring, the SON Director conducts the AFE, a review of individual faculty performance over the most recent year of service, as defined by the CHHS performance period guidelines. Faculty document teaching, scholarship and service activities in the faculty activity database (FAD) for all evaluation processes.

In the fall, fixed-term faculty members who are seeking promotion prepare a dossier for review of performance by the School of Nursing NTTP Collegial Review Committee, the College Collegial Review committee (if appropriate) and the Dean. The Provost is then notified of the final decision. See section IV. B: Procedural Process for Non-tenure track promotion (NTTP)

In the fall, individual faculty members on tenure-track are considered for reappointment, tenure and promotion. The faculty member's cumulative record of performance is appraised by the Collegial Review Committees at the School of Nursing (SON), College and University levels, administrators at various levels, and finally, by the Chancellor and sent to the Board of Trustees.

The School of Nursing (SON) has a two-track system for faculty appointment and promotion: the traditional tenure track for the educator/scholar, and a non-tenure track for the educator/practitioner. These different tracks allow for the diversity of expertise needed within the SON. Both tracks provide vital contributions to the advancement of nursing as a discipline and a profession and are essential to the School's ability to provide high quality professional nursing education.

II. Criteria for Faculty Appointment

In addition to the criteria outlined in the *Faculty Handbook* of Western Carolina University, specific qualifications are required for faculty appointment in the School of Nursing. Nursing faculty must be prepared in the areas for which they will assume teaching responsibilities. Each nursing faculty member shall have two calendar years, or the equivalent of full-time clinical experience as a registered nurse.

Each nursing faculty member must hold a current unrestricted license to practice as a registered nurse in North Carolina. Each nursing faculty member of a health-related field must hold a current unrestricted license, if applicable to teaching duties.

Advanced Practice Registered Nurse faculty (e.g. Nurse Practitioner and Certified Registered Nurse Anesthetist faculty) who teach in a graduate track must have and maintain national certification in their area of specialty.

Faculty who teach in the pre-licensure track must also have documented preparation in teaching and learning principles for adult education including curriculum development, implementation, and evaluation, as defined by the North Carolina Board of Nursing.

- A. Criteria for fixed-term full-time or part-time appointment:
 - 1. Minimum of an earned master's degree in nursing or related field.
 - 2. Eligible for registered nurse licensure in the state of North Carolina.

- B. Criteria for tenure-track appointment:
 - 1. Minimum of an earned doctoral degree in nursing or related field.
 - 2. Eligible for registered nurse licensure in the state of North Carolina.
 - 3. Eligible for tenure per *Faculty Handbook* of Western Carolina University.
 - 4. Strong evidence of performance in teaching, service and scholarship domains. See Appendix C for the Tenure-Track Application Process.

Adjunct Faculty

Adjunct (part-time) faculty are defined as those who hold a minimum of a master's degree in nursing or related health field and are appointed for one semester at a time. Adjunct faculty must meet the requirements and professional preparation and experience criteria as noted in the section above.

III. Domains and Criteria of Evaluation

The domains of evaluation of faculty performance in the areas of teaching, scholarship and service follow the *Faculty Handbook* of Western Carolina University and are congruent with Boyer's Model of Scholarship. The University has defined additional standards related to collegiality, as described in section D below.

A. Teaching

Teaching is evaluated based on self-assessment, peer review and student evaluations. Teaching will be evaluated based on evidence provided to support performance according to the criteria as outlined in the tables below.

Methods of evaluation and sources of evidence for Teaching Domain:

1. Self-Evaluation

Faculty should prepare a narrative statement using the faculty activity database that demonstrates how expectations related to the teaching domain have been met and/or exceeded and specifically address the following questions:

What are you doing to help students understand the most important material in your field? How have you changed your teaching practices to help students understand the central concepts, skills, and advancements for the courses you teach?

2. Peer Review of Teaching Materials and Direct Observation of Teaching

Every August the Faculty Affairs committee will set up peer review teams from within the School of Nursing. Each team will be made up of two randomly assigned faculty members (selected from all full-time faculty members excluding SON Director) to serve as peer reviewers for a colleague. The role of the peer review team is to provide review of teaching materials, observe teaching (in person or online)

and provide meaningful constructive feedback to support teaching excellence. Observation should occur a minimum of one time between August and March. The peer evaluation is only one component of the total evaluation of the faculty member's teaching ability and will be considered in concert with the faculty member's response to the peer evaluation feedback.

Refer to Appendix E for peer review documents for observation of traditional classroom teaching and Appendix F for peer review of online courses. Appendix G includes the peer review of course materials document.

Peer reviewers **may use** the elements below as part of the evaluation process.

- Evidence of knowledge in the discipline
- Syllabi
- Exams
- Assignments
- Handouts
- Graded student work
- Course evaluation materials (not student assessment of instruction [SAI] data)

3. Student Assessment of Instruction

Student evaluations are completed every semester and provide formative evaluation information. Faculty should provide a narrative that describes how the student evaluation feedback was or will be used to improve teaching performance. All sections of all courses taught by all faculty members will include student assessment of instruction (SAI) information and will be collected and utilized using a WCU Faculty Senate-approved university-wide SAI instrument.

4. General Comments: Professional development activities (eg. continuing education) in the area of teaching is encouraged and should be documented in this section. Any teaching awards or recognition of exemplary teaching should also be included in this section.

B. Scholarship

Consistent with its mission and vision as a regional comprehensive institution, Western Carolina University defines scholarship broadly through the Boyer Model of Scholarship which includes four categories of scholarship. In order to be considered scholarship, non-traditional scholarly activities must be externally peer-evaluated. Examples of various types of scholarship under the Boyer model are described in Appendix A. Criteria for performance based on track and rank are outlined in the tables below.

C. Service

Evaluation is based on service to the school, college, university, profession, and community. Performance of service should be cumulative and developed over continued employment at WCU. See Appendix B for examples of service activities.

Service also explicitly includes student academic advising. Advising is an integral component of the higher education system; this includes faculty-student interaction and is an opportunity for professional development (this activity is expected of all full-time faculty members). Advising evaluation information, if available, should be provided to support documentation of performance in this role in the narrative section of faculty activities database.

D. Collegiality

Beyond the traditional domains of teaching, scholarship, and service, overarching behavioral

expectations include professionalism, ethicality, and collegiality. Collegiality is not a distinct category to be assessed independently, but it is an integral part of our work with students, staff, colleagues, administrators, and external constituents.

Collegiality should be viewed as a professional, not personal, criterion relating to performance. That is, collegiality refers to behavior, not personality, and does not imply congeniality or conformity of opinion. Collegiality entails shared responsibility and effective cooperation to achieve common goals. Collegiality also involves appreciation of and respect for differences in expertise, ideas, and background. Non-collegial behavior interferes with the ability of colleagues to achieve the mission and goals of the School, college, or university. Exhibitions of non-collegial behavior not only impede the work of the university but also threaten the freedom of expression of others, an essential feature of the university environment. Persistent or severe non-collegial behavior may be grounds for negative decisions regarding reappointment, tenure, promotion, or post-tenure review.

Table 1

Non-tenure track AFE and promotion criteria

	<i>Instructor</i>	<i>Assistant Professor of Practice</i>	<i>Associate Professor of Practice</i>	<i>Full Professor of Practice</i>
<i>Minimum Qualifications</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>
	<i>Minimum of an earned master's degree in a specialty area of nursing practice or related field.</i>	<i>Minimum of an earned master's degree in a specialty area of nursing practice or related field.</i>	<i>Minimum of an earned doctoral degree in a specialty area of nursing practice or related field.</i>	<i>Minimum of an earned doctoral degree in a specialty area of nursing practice or related field.</i>
	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>
			<i>For promotion to Associate Professor of Practice, 5 Years of service at the rank of Assistant Professor of Practice.</i>	<i>For promotion to Full Professor of Practice, 5 Years of service at the rank of Associate Professor of Practice.</i>
			<i>For promotion from Assistant Professor to Associate Professor of Practice, must meet all performance criteria in domains of teaching and service as well as scholarship domain</i>	<i>For promotion from Associate Professor to Full Professor of Practice, must meet all performance criteria in domains of teaching and service as well as scholarship domain criteria</i>

			<i>criteria delineated in the table below.</i>	<i>delineated in the table below.</i>
			<i>Minimum of 5 years of teaching experience at the baccalaureate level or higher.</i>	<i>Minimum of 10 years of teaching experience at the baccalaureate level or higher</i>
<i>Teaching</i>	<i>Remains current in pedagogical content knowledge.</i>	<i>Remains current in pedagogical content knowledge.</i>	<i>Integrates current pedagogical content into course instruction.</i>	<i>Recognized as an expert in a specific content area.</i>
	<i>Provides timely feedback to students.</i>	<i>Provides timely feedback to students.</i>	<i>Provides timely feedback to students.</i>	<i>Provides timely feedback to students.</i>
	<i>Provides regular information regarding course/performance progress.</i>	<i>Provides regular information regarding course/performance progress.</i>	<i>Provides regular information regarding course/performance progress.</i>	<i>Provides regular information regarding course/performance progress.</i>
	<i>Uses organized and effective methods of teaching.</i>	<i>Uses organized and effective methods of teaching.</i>	<i>Demonstrates organized, effective and innovative teaching methods.</i>	<i>Sustained record of exemplary or state-of-the-art instruction.</i>
			<i>Develops a record of excellence in teaching.</i>	<i>Incorporates own scholarship/research into teaching.</i>
				<i>Sustained record of excellence in teaching.</i>
	<i>Participates in a teaching team as applicable.</i>	<i>Actively contributes to a teaching team as applicable.</i>	<i>Leads a teaching team or serves as a course coordinator.</i>	<i>Recognized as established leader in education.</i>
	<i>Demonstrates clear course organization and course management.</i>	<i>Contributes to design, organization of courses or programmatic curricular improvements.</i>	<i>Leads the design, organization of courses or programmatic curricular improvements.</i>	<i>Leads curricular and/or program development and/or revisions.</i>
	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online</i>	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online</i>	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online</i>	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online</i>

	<i>platforms.</i>	<i>platforms.</i>	<i>platforms.</i>	<i>platforms.</i>
	<i>Demonstrates enthusiasm for course content.</i>	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>
	<i>Supports a learning environment of mutual respect and freedom of expression.</i>	<i>Supports a learning environment of mutual respect and freedom of expression.</i>	<i>Consistently creates a learning environment of mutual respect and freedom of expression.</i>	<i>Sustained evidence of creating a learning environment of mutual respect and freedom of expression.</i>
		<i>Provides guidance to students to support academic and professional development.</i>	<i>Demonstrates consistent effectiveness in academic and professional development for students.</i>	<i>Considered as respected role model and advisor for students.</i>
	<i>Develops effective methods of student assessment and evaluation.</i>	<i>Develops effective methods of student assessment and evaluation.</i>	<i>Demonstrates effective methods of student assessment and evaluation.</i>	<i>Actively engaged in program assessment and evaluation e.g., accreditation related activities.</i>
	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>
		<i>Serves as a peer evaluator for a colleague.</i>	<i>Serves as a peer evaluator for a colleague.</i>	<i>Serves as a role model for teaching excellence and mentors junior faculty development as an educator.</i>
<i>Scholarship</i>			<i>Must meet 1</i>	<i>Must meet 2</i>
	<i>Integrates evidence-based findings in practice and teaching.</i>	<i>Starts to develop and/or engage in scholarly, creative activities as defined by the Boyer Model of Scholarship.</i>	<i>Generates and participates in scholarly creative activities as defined by the Boyer Model of Scholarship.</i>	<i>Demonstrate leadership in scholarship and mentoring junior faculty in scholarly endeavors, as defined by the Boyer Model of Scholarship.</i>
		<i>Listed below are some examples of Scholarship. See appendix A for additional examples.</i>		
		<i>Submit for</i>	<i>Submits for</i>	<i>Presentations of</i>

		<i>presentation at a local or regional conference.</i>	<i>presentation of original scholarly work at regional, state, or national conferences.</i>	<i>original scholarly work at state, national, or international conferences.</i>
		<i>Collaborates in scholarly projects with external clinical partners.</i>	<i>Collaborates in designing and managing scholarly projects with external clinical partners.</i>	<i>Collaborates in designing and managing scholarly projects with external clinical partners.</i>
		<i>Submission of scholarly work to peer reviewed professional journal.</i>	<i>Submission of scholarly work to peer reviewed professional journal.</i>	<i>Submission of scholarly work to peer reviewed professional journal.</i>
		<i>Write and submit grant application for scholarly inquiry.</i>	<i>Write and submit grant application for scholarly inquiry.</i>	<i>Write and submit grant application for scholarly inquiry.</i>
		<i>Serves as a committee member on a graduate student scholarly project or thesis.</i>	<i>Serves as a chairperson for a graduate student scholarly project or thesis.</i>	<i>Serves as a chairperson for a graduate student scholarly project or thesis.</i>
<i>Service</i>	<i>Participation in SON team meetings and FOM.</i>	<i>Possess specialty certification or equivalent.</i>	<i>Possess specialty certification or equivalent.</i>	<i>Possess specialty certification or equivalent.</i>
	<i>Provides evidence of a commitment to professional development.</i>	<i>Actively participates in local, regional or national services (e.g. specialty organizations, task forces).</i>	<i>Actively participates in local, regional or national services (e.g. specialty organizations, task forces).</i>	<i>Serves in a leadership capacity for local, regional or national services (e.g. specialty organizations, task forces).</i>
		<i>Participates in SON recruitment activities (formal and informal).</i>	<i>Participates in SON recruitment activities (formal and informal).</i>	<i>Participates in SON recruitment activities (formal and informal).</i>
		<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>	<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>	<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>
		<i>Participates in University activities and events.</i>	<i>Participates in University activities and events.</i>	<i>Participates in University activities and events.</i>
		<i>Provides evidence of a commitment to professional</i>	<i>Provides evidence of a commitment to professional</i>	<i>Provides evidence of a commitment to professional</i>

		<i>development.</i>	<i>development.</i>	<i>development and/or development of continuing education offerings.</i>
		<i>Serves on at least one SON committee.</i>	<i>Serves on at least one SON committee.</i>	<i>Serves on at least one SON committee.</i>
			<i>Consistent engagement in service activities at the School and College level.</i>	<i>Participates and/or assumes leadership role in service activities across all levels of the University (SON, CHHS, University).</i>
				<i>Engages in external service activities including regional, national and international engagement.</i>
		<i>Serves as an academic student advisor.</i>	<i>Demonstrated consistent effectiveness in academic and professional development for students.</i>	<i>Demonstrated consistent effectiveness in academic and professional development for students.</i>
<p><i>Legend</i> <i>FOM : Faculty Organization Meeting</i></p>				

Table 2

Tenure/tenure track ---AFE and promotion criteria

	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<i>Minimum Qualifications</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>	<i>Minimum of 2 calendar years of experience in clinical nursing practice.</i>
	<i>Minimum of an earned doctoral degree in a specialty area of nursing practice or related field.</i>	<i>Minimum of an earned doctoral degree in a specialty area of nursing practice or related field.</i>	<i>Minimum of an earned doctoral degree in a specialty area of nursing practice or related field.</i>
	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>	<i>Meets NCBON Educational and licensure requirements, if applicable.</i>

<i>Teaching Domain</i>	<i>Remains current in pedagogical content knowledge.</i>	<i>Integrates current pedagogical content into course instruction.</i>	<i>Recognized as an expert in a specific content area.</i>
	<i>Provides timely feedback to students.</i>	<i>Provides timely feedback to students.</i>	<i>Provides timely feedback to students.</i>
	<i>Provides regular information regarding course/performance progress.</i>	<i>Provides regular information regarding course/performance progress.</i>	<i>Provides regular information regarding course/performance progress.</i>
	<i>Uses organized and effective methods of teaching.</i>	<i>Demonstrates organized, effective and innovative teaching methods.</i>	<i>Sustained record of exemplary or state-of-the-art instruction.</i>
		<i>Develops a record of excellence in teaching.</i>	<i>Incorporates own scholarship/research into teaching.</i>
			<i>Sustained record of excellence in teaching.</i>
	<i>Actively contributes to a teaching team as applicable.</i>	<i>Leads a teaching team or serves as a course coordinator.</i>	<i>Recognized as established leader in education.</i>
	<i>Contributes to design, organization of courses or programmatic curricular improvements.</i>	<i>Leads the design, organization of courses or programmatic curricular improvements.</i>	<i>Leads curricular and/or program development and/or revisions.</i>
	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online platforms.</i>	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online platforms.</i>	<i>Provides regular instruction for learning which includes holding classes per schedule for residential courses or defined pedagogical methods to support learning through online platforms.</i>
	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>	<i>Demonstrates enthusiasm for course content. Demonstrates clear course organization and course management.</i>
<i>Supports a learning environment of mutual respect and freedom of expression.</i>	<i>Consistently creates a learning environment of mutual respect and freedom of expression.</i>	<i>Sustained evidence of creating a learning environment of mutual</i>	

			<i>respect and freedom of expression.</i>
	<i>Provides guidance to students to support academic and professional development.</i>	<i>Demonstrates consistent effectiveness in academic and professional development for students.</i>	<i>Considered as respected role model and advisor for students.</i>
	<i>Develops effective methods of student assessment and evaluation.</i>	<i>Demonstrates effective methods of student assessment and evaluation.</i>	<i>Actively engaged in program assessment and evaluation e.g., accreditation related activities.</i>
	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>	<i>Utilizes student and peer feedback to improve teaching effectiveness.</i>
	<i>Serves as a peer evaluator for a colleague.</i>	<i>Serves as a peer evaluator for a colleague.</i>	<i>Serves as a role model for teaching excellence and mentors junior faculty development as an educator.</i>
<i>Scholarship</i>	<i>Must meet 1</i>	<i>Must meet 1</i>	<i>Must meet 2</i>
	<i>Starts to develop and/or engage in scholarly, creative activities as defined by the Boyer Model of Scholarship.</i>	<i>Generates and participates in scholarly creative activities as defined by the Boyer Model of Scholarship.</i>	<i>Demonstrates leadership in scholarship and mentoring junior faculty in scholarly endeavors, as defined by the Boyer Model of Scholarship.</i>
	<i>Listed below are some examples of Boyer's Model of Scholarship. See appendix A for additional examples.</i>		
	<i>Submit for presentation at local or regional conferences.</i>	<i>Submits for presentation of original scholarly work at regional, state, or national conferences.</i>	<i>Presentations of original scholarly work at state, national, or international conferences.</i>
	<i>Collaborates in scholarly projects with external clinical partners.</i>	<i>Collaborates in designing and managing scholarly projects with external clinical partners.</i>	<i>Collaborates in designing and managing scholarly projects with external clinical partners.</i>
	<i>Submission of scholarly work to peer reviewed professional journal.</i>	<i>Submission of scholarly work to peer reviewed professional journal.</i>	<i>Submits scholarly work to peer reviewed professional journal.</i>
	<i>Collaborate with other faculty to write and submit grant application for scholarly inquiry.</i>	<i>Write and submits grant application for scholarly inquiry.</i>	<i>Write and submits grant application for scholarly inquiry. External grants encouraged.</i>
	<i>Serves as a committee member on a graduate</i>	<i>Serves as a chairperson for a graduate student scholarly project or thesis.</i>	<i>Serves as a chairperson for a graduate student scholarly project or thesis.</i>

	<i>student scholarly project or thesis.</i>		
<i>Service</i>	<i>Possess specialty certification or equivalent.</i>	<i>Possess specialty certification or equivalent.</i>	<i>Possess specialty certification or equivalent.</i>
	<i>Actively participates in local, regional or national services (e.g. specialty organizations, task forces).</i>	<i>Actively participates in local, regional or national services (e.g. specialty organizations, task forces).</i>	<i>Serves in a leadership capacity for local, regional or national services (e.g. specialty organizations, task forces).</i>
	<i>Participates in SON recruitment activities (formal and informal).</i>	<i>Participates in SON recruitment activities (formal and informal).</i>	<i>Participates in SON recruitment activities (formal and informal).</i>
	<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>	<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>	<i>Participates in SON professional activities and official functions (e.g. convocation, commencement, special SON events).</i>
	<i>Participates in University activities and events.</i>	<i>Participates in University activities and events.</i>	<i>Participates in University activities and events.</i>
	<i>Provides evidence of a commitment to professional development.</i>	<i>Provides evidence of a commitment to professional development.</i>	<i>Provides evidence of a commitment to professional development and/or development of continuing education offerings.</i>
	<i>Serves on at least one SON committee.</i>	<i>Serves on at least one SON committee.</i>	<i>Serves on at least one SON committee.</i>
		<i>Consistent engagement in service activities at the School and College level.</i>	<i>Participates and/or assumes leadership role in service activities across all levels of the University (SON, CHHS, University).</i>
			<i>Engages in external service activities including regional, national and international engagement.</i>
	<i>Serves as an academic student advisor.</i>	<i>Demonstrates consistent effectiveness in academic and professional development for students.</i>	<i>Demonstrates consistent effectiveness in academic and professional development for students.</i>

IV. Specific Procedures for Review Events: Annual Faculty Evaluation, Tenure, Promotion (Non-tenure track and tenured faculty), and Reappointment

A. Annual Faculty Evaluation

Full-time faculty are required to submit an Annual Faculty Evaluation (AFE) packet every March that includes a narrative and documentation of performance. Tenure-track/tenured faculty must submit documentation in the domains of teaching, scholarship and service. Non-tenure track faculty are required to submit documentation detailing teaching and service performance. Non-tenure track faculty working towards promotion are encouraged to also include evidence in the domain of scholarship. Refer to the *Faculty Handbook* of Western Carolina University for further guidance on the adjunct faculty review process.

AFE documents are due at the beginning of March annually and should include:

1. Faculty should use the WCU faculty activities database (FAD) to document activities and narrative statements. Using the "annual faculty evaluation narrative" tab, enter in each section the following information:

Teaching: Be sure to address the following questions:

"What am I doing to help my students understand the most important material in my field?"; and "How have I changed my teaching practices to help students understand the central concepts, skills and advancements for the courses I teach?". Also, provide a statement discussing how instruction has changed or developed in relation to your discipline (see *Faculty Handbook* of Western Carolina University).

Include a summary of results of peer evaluation, which includes review of teaching materials and observation of teaching (in person or online) using the form found in Appendix E and F (as relevant). Appendix E and F also detail more information on the peer review process. Describe how student evaluation feedback was/is being used to improve teaching effectiveness.

Scholarship: Include a narrative that details the work accomplished in the domain of scholarship during the review period. It is helpful to describe the type of scholarship under the Boyer Model of Scholarship (i.e. Scholarship of Discovery, Integration, Application or SOTL). See Appendix A for examples of types of scholarship.

When entering scholarship activities into the faculty activities database (FAD), please specify using the Boyer Model classification of scholarship and whether the scholarly activities were peer reviewed, not-peer reviewed, invited, and acceptance status.

Service: Include a narrative that summarizes the work accomplished during the review period in all aspects of the domain of service. Specify the level of service as internal or external. If internal, further delineate as department, college or university level of service. Describe the impact of your role in the service domain. (For example, specify member of committee versus chairperson, leading a special project or activity)

In the narrative sections for teaching, scholarship and service, each faculty member shall include in the narrative evidence of how each criterion outlined for the faculty member's current rank (See Table 1 and Table 2 depending on track) was achieved. If the criteria were not met, the faculty member should address what criteria was not met, discuss why it was not met and detail a plan for meeting the criteria.

2. Evaluation of Goals from previous year and new goals for the next academic year. If this is the first year of review, previous year goals will not be applicable. If an annual goal is not met, explanation should be provided.

3. Faculty Outcomes report. See Appendix D for the sample faculty outcomes report document.

The Director of the School of Nursing shall complete an annual faculty evaluation of all full-time faculty every spring semester, which will include a review of the submitted materials and a face to face meeting. The faculty member has the right to place a written response to the AFE in his/her file (see *Faculty Handbook* of Western Carolina University for further direction).

All efforts will be made to ensure all full-time faculty have completed AFE documents with all signatures by the end of the academic year in May.

B. Procedural Process for Non-tenure track promotion (NTTP)

Non-tenure track faculty members planning to submit for promotion must notify the School of Nursing Director in writing. Non-tenure track faculty who wish to be considered for promotion will submit a dossier, following the dossier preparation guidelines issued annually from the Office of the Provost. Dossiers will be submitted by the 1st working day in October to the Director of the School of Nursing. Faculty members should provide evidence in the NTTP dossier including, at a minimum, AFEs from previous years (three years for Instructor to Assistant Professor of Practice, five years for Assistant to Associate Professor of Practice, five years for Associate to Full Professor of Practice), application form AA-24, and other supporting evidence as described below. Faculty members seeking promotion shall provide evidence of how the departmental criteria in the desired rank has been achieved, as outlined on the table below.

The **NTTP School of Nursing Collegial Review Committee** shall consist of 5 members, with a minimum of two fixed-term and two tenured faculty members. Committee members are elected annually by the faculty at large. Members must hold rank of Assistant Professor (or Assistant Professor of Practice) or higher to be eligible to serve. Non-tenure track faculty members seeking promotion are not eligible to serve on the committee during the year in which they are seeking promotion.

Per the *Faculty Handbook* of Western Carolina University, when recommendations and decisions on appointment, reappointment, and promotion are made, at least the following considerations must be assessed: the faculty member's demonstrated professional competence and potential for future contribution and the needs and the resources of the institution. Individuals who seek promotion and are not selected for promotion, remain at their current rank.

Promotion recommendations are made at the department and forwarded to the Dean. Additional review may be completed by the College Collegial Review committee, if appropriate.

Promotion to Assistant Professor of Practice

A faculty member holding the academic rank of Instructor seeking promotion to Assistant Professor of Practice shall meet the minimum qualifications for Assistant Professor of Practice as outlined in *Table 1: Non-tenure track ---AFE and promotion criteria*. Additionally, the candidate for promotion, shall provide evidence in the dossier submitted demonstrating performance of the criteria for Assistant Professor of Practice in the domains of teaching, scholarship and service.

The faculty member shall demonstrate competence in teaching, scholarship and service (exceeding expectations in at least one area) as referenced in the *Faculty Handbook* of Western Carolina University.

Exceptions may be made in cases where faculty who have exceeded expectations and demonstrated evidence of significant and sustained contributions to the university in all three areas of teaching, scholarship and service, may apply for early consideration of promotion, only with the endorsement of their department head and dean.

Promotion to Associate Professor of Practice

A faculty member holding the academic rank of Assistant Professor of Practice seeking promotion to Associate Professor of Practice shall meet the minimum qualifications for Associate Professor of Practice as outlined in *Table 1: Non-tenure track ---AFE and promotion criteria*. Additionally, the candidate for promotion, shall provide evidence in the dossier submitted demonstrating performance of the criteria for Associate Professor of Practice in the domains of teaching, scholarship and service.

The faculty member shall demonstrate competence in teaching, scholarship and service (exceeding expectations in at least one area) as referenced in the *Faculty Handbook* of Western Carolina University.

Exceptions may be made in cases where faculty who have exceeded expectations and demonstrated evidence of significant and sustained contributions to the university in all three areas of teaching, scholarship and service, may apply for early consideration of promotion, only with the endorsement of their department head and dean.

Promotion to Full Professor of Practice

A faculty member holding the academic rank of Associate Professor of Practice seeking promotion to Full Professor of Practice shall meet the minimum qualifications for Full Professor of Practice as outlined in *Table 1: Non-tenure track ---AFE and promotion criteria*. Additionally, the candidate for promotion, shall provide evidence in the dossier submitted demonstrating performance of the criteria for Full Professor of Practice in the domains of teaching, scholarship and service.

The faculty member shall demonstrate competence in teaching, scholarship and service (exceeding expectations in at least one area) as referenced in the *Faculty Handbook* of Western Carolina University.

Exceptions may be made in cases where faculty who have exceeded expectations and demonstrated evidence of significant and sustained contributions to the university in all three areas of teaching, scholarship and service, may apply for early consideration of promotion, only with the endorsement of their department head and dean.

C. Procedural Process for Tenure/Tenure-track reappointment, tenure and promotion.

Detailed instructions and guidance for the tenure-track reappointment, tenure and promotion process are issued annually from the Office of the Provost. A schedule outlining document due dates and dates decisions are made at the various review levels is included in the materials posted on the Provost's website.

Faculty submit different materials depending on the year of their tenure track appointment. In the 1st, 3rd, and 5th year of the probationary period the candidate submits a reappointment application consisting of the completed AA12 form, accumulated AFE summary materials from the department head during each year of the probationary period, current curriculum vitae and any additional evidence as appropriate. Refer to Table 3: Recommended performance activities in each domain by year.

In the 2nd, 4th and 6th year of the probationary period the candidate submits a reappointment dossier as determined by the Provost and the Collegial Review Council of the Faculty Senate. The reappointment dossier is a cumulative record documenting progress toward tenure and is generated by the faculty activities database (FAD). Specific roles, responsibilities, and procedures for reappointment, tenure, and promotion are described in the *Faculty Handbook* of Western Carolina University.

The SON Collegial Review Committee will be composed of the SON Director (non-voting) and tenured faculty members. A minimum of three, and a maximum of six members will compose the committee. If there are more than six tenured faculty, members will be elected by the tenured and tenure-track full-time faculty in the SON. In the event, there are fewer than three tenured faculty, the SON Director (in consultation with the tenured faculty and Dean), selects tenured faculty from similar College of Health and Human Science school(s) or departments to constitute a committee

of at least three tenured faculty. If the SON Director is up for review, then the SON Collegial Review Committee consults with the Dean to finalize the committee. Materials are reviewed by the SON Collegial Review Committee.

Per the *Faculty Handbook* of Western Carolina University, when recommendations and decisions on appointment, reappointment, promotion and tenure are made, at least the following considerations must be assessed: the faculty member’s demonstrated professional competence and potential for future contribution and the needs and the resources of the SON, College and University.

1. Reappointment (tenure-track)

Recommendation for reappointment, is based on the degree with which the tenure-track faculty member meets the established departmental criteria. The departmental criteria as outlined in the guidelines for productivity and expected progress are described in Table 3: Recommended performance activities in each domain by year.

If specific criteria are not met, the candidate shall provide an explanation for consideration in reappointment recommendations reviewed by the SON Collegial Review Committee and the SON Director.

The SON Director or College of Health and Human Sciences Dean may determine that the candidate needs to submit a cumulative reappointment dossier during the 1st, 3rd and/or 5th year of the probationary period. Candidates requiring an administratively initiated review (Dossier) in the 1st, 3rd or 5th year will complete the dossier within 30 calendar days of notification. These administrative review dossiers will be submitted through full review levels the same as 2nd and 4th year reappointment dossiers are determined by each college.

Appeal of decisions should follow processes described in the *Faculty Handbook* of Western Carolina University.

2. Tenure

Tenure-track faculty seeking tenure should articulate how they have met and/or exceeded the criteria as outlined in the *Table 3: Recommended performance activities in each domain by year*. Evidence shall be provided in the dossier, following the guidelines outlined by the Office of the Provost.

Appeal of decisions should follow processes described in the *Faculty Handbook* of Western Carolina University.

Table 3

Recommended performance activities in each domain by year

	<i>Teaching</i>	<i>Scholarship</i>	<i>Service</i>
<i>Year 1</i>	<i>Provides evidence of current teaching activities and potential for future contributions related to teaching.</i>	<i>Provides evidence of indication that a program of scholarship/research is being developed. Identifies mentor for tenure process.</i>	<i>Provides evidence of SON service and gradual building of an advisee load.</i>

		<i>Submits a one-page description of scholarship plans, including identification of mentor.</i>	
<i>Year 2</i>	<i>Provides evidence of excellence in teaching or improvement in the teaching domain.</i>	<i>Provides evidence of 1 activity of scholarship, including evidence of working on at least <u>1 successful submission for publication</u> (e.g. peer reviewed articles, textbooks or book chapters) which the candidate must serve as sole, first or second author.</i>	<i>Provides evidence of SON service and service to CHHS.</i>
<i>Year 3</i>	<i>Provides evidence of excellence in teaching or improvement in the teaching domain.</i>	<i>Provides evidence of at minimum 2 activities of scholarship, including at least <u>1 successful submission for publication</u> (e.g. peer reviewed articles, textbooks or book chapters) which the candidate must serve as sole, first or second author.</i>	<i>Provides evidence of SON service and service to CHHS</i>
<i>Year 4</i>	<i>Provides evidence of leadership and expertise in the teaching domain (e.g. course development or revision, course coordination, curricular innovations).</i>	<i>Provides evidence of a minimum of 3 activities of scholarship, including at least <u>1 successful publication</u> (e.g. peer reviewed articles, textbooks or book chapters) which the candidate must serve as sole, first or second author.</i>	<i>Provides evidence of internal service activity in SON, CHHS and university.</i>
<i>Year 5</i>	<i>Provides evidence of leadership and expertise in the teaching domain (e.g. course development or revision, course coordination, curricular innovations).</i>	<i>Provides evidence of a minimum of 4 activities of scholarship, including at least <u>2 successful publications</u> (e.g. peer reviewed articles, text books or book chapters) which the candidate must serve as sole, first or second author.</i>	<i>Provides evidence of internal service activity in SON, CHHS and university.</i>
<i>Year 6- Application for Tenure</i>	<i>The Annual Faculty Evaluations for the majority of years should reflect "meets" or "exceeds expectations" related to teaching. Over the preceding five years, provide consistent satisfactory overall ratings on teaching materials, peer-evaluation and constructive response to student evaluations and</i>	<i>Provides evidence of a minimum of 6 activities of scholarship (per Boyer Model of Scholarship), including at least <u>three successful publications</u> (e.g. peer reviewed articles, textbooks or book chapters) which the candidate must serve as sole, first or second author.</i>	<i>Over the preceding five years, provides evidence of internal service activities in the SON, CHHS, university, and external service within the profession, as well as leadership in at least one service endeavor.</i>

	feedback.		
--	-----------	--	--

3. Promotion Process (tenure/tenure-track)

The processes to seek tenure and promotion are similar but separate processes.

Recommendation for promotion, is based on the degree with which the tenure/tenure-track faculty member meets the established departmental criteria. The departmental criteria as outlined in the guidelines for productivity and expected progress are described in Table 2: Tenure/tenure track ---AFE and promotion criteria.

Promotion to Associate Professor

In addition to the criteria listed in *Table 2: Tenure/tenure track ---AFE and promotion criteria*, candidates must have spent a minimum time in the rank as Assistant Professor for six years for promotion from Assistant Professor to Associate Professor. Additional information describing exceptions can be found in the *Faculty Handbook* of Western Carolina University.

A faculty member holding the academic rank of Assistant Professor seeking promotion to Associate Professor shall meet the minimum qualifications for Associate Professor as outlined in *Table 2: Tenure/tenure track ---AFE and promotion criteria*. Additionally, the candidate for promotion, shall provide evidence in the dossier submitted demonstrating performance of the criteria for Associate Professor in the domains of teaching, scholarship and service.

Promotion to Full Professor

In addition to the criteria listed in *Table 2: Tenure/tenure track ---AFE and promotion criteria*, candidates must have spent a minimum time in the rank as Associate Professor for five years for promotion from Associate Professor to Full Professor. Additional information describing exceptions can be found Faculty Handbook of Western Carolina University.

A faculty member holding the academic rank of Associate Professor seeking promotion to Full Professor shall meet the minimum qualifications for Full Professor as outlined in *Table 2: Tenure/tenure track ---AFE and promotion criteria*. Additionally, the candidate for promotion, shall provide evidence in the dossier submitted demonstrating performance of the criteria for Full Professor in the domains of teaching, scholarship and service.

4. Post-Tenure Review

Post Tenure Review (PTR) is a comprehensive, formal, evaluation of all tenured faculty, whose primary responsibilities are teaching, and/or research and/or service. The purpose of this review is to support continuing faculty development, to promote faculty vitality, and to encourage excellence among tenured faculty. Faculty for whom PTR is required must undergo a review no later than the fifth academic year following the most recent of any of the following review events: award of tenure or promotion at Western Carolina University, prior post-tenure review, or return to faculty status following administrative service.

See the *Faculty Handbook* of Western Carolina University for outlined expectations and process for Post-Tenure Review. The SON Collegial Review Committee will serve as the Post-Tenure Review committee.

Post-tenure review will consider distribution of workload and administrative activities in relation to the

mission of WCU, the College and the School. This review spans a 5-year period and should reflect the faculty member's continuous involvement in their field of expertise, teaching currency, scholarship and service endeavors.

5. Professor Emeritus Status

See the *Faculty Handbook* of Western Carolina University for outlined expectations and process for Professor Emeritus Status. The SON Collegial Review Committee will serve as the review committee for Professor Emeritus determinations.

Appendix A

Boyer Model of Scholarship and Creative Works

Overview: Consistent with its mission and vision as a regionally institution, Western Carolina University defines scholarship broadly through the Boyer model which includes four categories of scholarship. In order to be considered scholarship, scholarly activities must be public and externally peer-evaluated. Specific School perspectives on these categories, relative valuations of various forms of scholarly activity, and School-specific examples of each, are described below.

1. Scholarship of discovery - Scholarship of this type includes original research that advances knowledge and may involve publishing journal articles, authoring/ editing books, or presenting at conferences. This type of scholarship also includes creative activities such as artistic products, performances, musical or literary works.
2. Scholarship of integration - Scholarship of this type involves synthesis of information across discipline, or across time. textbooks, bibliographies and book reviews are examples of this type of scholarship.
3. Scholarship of application - Sometimes called engagement, the scholarship of application goes beyond the provision of service to those within or outside the University. To be considered scholarship, there must be an application of disciplinary expertise with results that can be shared with/or evaluated by peers such as technical reports, policy statements, guidebooks, economic impact statements and/or pamphlets.
4. Scholarship of teaching and learning- Scholarship of this type is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Scholarship of Discovery

Scholarly Activity

- Writes research grant
- Serves as Principal Investigator (PI) or Co-PI for research study
- Engages in doctoral or post-doctoral research activity
- Engages in clinical research activity

Unpublished Scholarly Outcomes

- A peer-evaluated or invited paper or poster developed and presented by the author that adds to the body of nursing knowledge
- A peer-evaluated or invited paper or poster presented, reporting the findings of research to disseminate new knowledge
- Publications
- A book chapter, book, or refereed journal article describing a new theory developed by the author
- A book chapter, book, or refereed journal article reporting new knowledge gained through research

Scholarship of Integration

Scholarly Activity

- Serves as a peer-reviewer for a journal in the discipline or area of practice
- Serves as a peer-reviewer for a book in the discipline or area of practice
- Serves as a peer-reviewer for grant applications in the discipline

- Collaborates with interdisciplinary colleague(s) to design and/or deliver a course

Unpublished Scholarly Outcomes

- A paper or poster presented on a current disciplinary topic. Must arrange for external expert peer-evaluation to be considered scholarship.
- Publications
- A review of literature or integrated review on a disciplinary topic
- An article or book chapter on the application of a discipline or discipline-related theory, research method, or clinical practice issue
- A critical book review published in a professional journal
- A textbook in discipline published
- An edited book in discipline published

Scholarship of Application

Scholarly Activity

- Self-Study written for the school of nursing as preparation for accreditation review.
- Study conducted to solve a School problem or formulate School or institutional policy. Must arrange for external expert peer-evaluation to be considered scholarship.
- Testifies or consults as expert witness
- Provides off-campus consulting services related to discipline. Must arrange for external expert peer-evaluation to be considered scholarship.
- Obtains/maintains national certification in area of the faculty's area of practice

Unpublished Scholarly Activity

- Develops a new intervention or process for dealing with a problem related to nursing practice. Must arrange for external expert peer-evaluation to be considered scholarship.
- Writes grants and/or manages funded grants
- Conducts a study for a local organization or government agency related to the discipline. Must arrange for external expert peer-evaluation to be considered scholarship.
- Conducts a study to solve a community problem related to the discipline.
- Must arrange for external expert peer-evaluation to be considered scholarship.
- Develops continuing education content and/or programs. Must arrange for external expert peer-evaluation to be considered scholarship.
- Function as a clinical leader in the practice area by developing continuing education content and/or programs. Must arrange for external expert peer-evaluation to be considered scholarship.
- Delivers/implements continuing education content and/or programs. Must arrange for external expert peer-evaluation to be considered scholarship.
- Function as a clinical leader in the practice area by delivering/implementing clinical continuing education content and/or programs. Must arrange for external expert peer-evaluation to be considered scholarship.
- Function as a clinical leader in the practice area by participating with clinically focused professional organizations through serving on committees, planning groups and/or by holding officer level position(s).

Publications

- An article that outlines a new research problem identified through application of nursing knowledge
- An article that applies nursing knowledge or skills to a clinical practice problem

Scholarship of Teaching and Learning

Scholarly Activities

- Chairs student research projects or theses
- Serves as member of student research projects or theses
- Develops test blueprints and exams with questions requiring higher- order thinking skills. Must arrange for external expert peer-evaluation to be considered scholarship.
- Develops a new course with related syllabus and teaching materials. Must arrange for external expert peer-evaluation to be considered scholarship.
- Develops new media to deliver course or course material. Must arrange for external expert peer-evaluation to be considered scholarship.
- Introduces the result(s) of scholarship (discovery) into teaching content or methods to a course

Unpublished Scholarly Outcomes

- Presentation of a new teaching/learning technique to peers. Must arrange for external expert peer-evaluation to be considered scholarship.
- Development of a significant collection of resource materials for a
- course. Must arrange for external expert peer-evaluation to be considered scholarship.
- Experimentation with new teaching or testing methods - altering until it is successful. Must arrange for external expert peer-evaluation to be considered scholarship.
- Creation of a strategy or approach to help students and/or faculty think critically or conceptually. Must arrange for external expert peer- evaluation to be considered scholarship
- Publications
- Publication on the use of a new teaching strategy or approach, or testing method to help students think critically or conceptually
- Publication on a new teaching or testing method and the alterations that made it successful

3. General comments

- a. Grant proposals and awards - All faculty members are expected to provide information at the time of the AFE regarding grants and awards regarding initial writing, submission, funding (amount, agency) and implementation (timeline for completion).
- b. Professional development - All faculty members are expected to participate in professional development in keeping with the criteria outlined above and consistent with their interest(s), background and experience.

Appendix B

Examples of Service Activities

The following are examples that meet the criteria for service behaviors but should not be interpreted as all-inclusive.

Minimum Expectations - Citizen of School, Profession, & Community

- Member of teaching team
- Member of one school committee
- Engages in recruitment activities (formal and informal)
- Attends one commencement a year
- Attends school/college/university events
- Member of professional association(s)
- Engages in continuing competence as defined by NCBON or other professional/licensing agency/organization
- Represents WCU to external group(s)
- Models role of health care educator

School Service

- Faculty liaison with clinical agency
- Helps mentor faculty
- Participates in projects/accreditation
- Chairs committee as needed
- Participates in searches for new faculty and/or staff
- Creates and conducts other recruitment activity
- Creates/revises recruitment tools
- Mentors student organizations
- Directs teaching team
- Participates in extra committees (ad hoc), task force, etc.
- Faculty course load exceeds normal annual course load

College Service

- Serves on college committee
- Chairs college committee as needed
- Collaborates with other disciplines
- Receives honors/awards for service

University Service

- Serves as Faculty Senator
- Serves on university committee as qualified
- Chairs university committee as needed
- Receives honors/awards for service

Professional Service

- Active in professional associations (s)
- Leadership in professional association(s)
- Holds office at local, state, regional, or national level

- Serves on committee at local, state, regional, or national level
- Chairs committee at local, state, regional, or national level
- Engagement at state, regional, or national levels (ad hoc committees, task forces, etc.)
- Receives honors/awards for service

Community Service

- Active as health professional in community
- Engages in health-promotion activities or service through community agencies
- Participates in health agency activities
- Provides consultation on health issues to community or professional organizations
- Provides leadership in community organizations
- Seeks/applies community learning grants
- Receives honors/awards for contributions

Appendix C

Tenure Track Application Process

- 1) Faculty member notifies Director of School of Nursing, in writing the desire to be placed on Tenure Track.
- 2) Faculty member provides Curriculum Vitae and AFE's for review with Dean of the College of Health and Human Sciences.
- 3) SON Director presents Curriculum Vitae and AFE's to Dean of CHHS for consultation.
- 4) The Dean's recommendation for tenure-track placement consideration is based on review of the faculty member's strong evidence of Scholarship, Teaching, and Service.
- 5) The SON Director prepares a notification document for the Dean and Provost to review.
- 6) Once the Provost approves the notification, the SON Director notifies the Human Resources Director to post the job classification (this is the same job classification that the faculty member currently has) on the WCU website. (It is important to note that any applicant can apply for this position and someone outside of the University, as well as in the University, may be hired for this position and the faculty member may lose their position in the University).
- 7) Additionally, the Provost must approve the AA-21 form that signifies to the Director of Nursing and Dean that the applicants for the Tenure Track position may be interviewed by the School of Nursing Collegial Review Committee.
- 8) If the Collegial Review Committee approves the faculty to be placed on Tenure Track, the following process will transpire:
- 9) Once approved for placement on tenure-track, the faculty member will follow the tenure-track process as outlined in the SON DCRD.
- 10) The tenure review process is described in the SON DCRD. Faculty members considering tenure-track should recognize at the start of year 6 of the tenure-track process the formal review occurs. **If vote for tenure approval is positive, the faculty member is tenured. If the vote for tenure approval is negative, the faculty member is not able to continue working at WCU and must leave the School of Nursing.**

Appendix D

Sample: faculty outcomes report document

This is a sample faculty outcomes document; therefore, dates should change with each academic year.

Faculty Outcomes	
Name:	
By May 2020:	2019-2020 Faculty Outcomes
1. Do you possess a doctorate degree?	
2. Do you hold a national certification? If so, please list.	
3. List the number of peer reviewed articles, presentations, and posters you had since April 2019.	
4. Are you a member of a professional organization or board related to your discipline?	
5. Do you serve in an elected or appointed leadership position in a professional organization or board related to your professional discipline?	
6. Do you provide community volunteer service?	
7. Did you write or partner with others to write and submit a grant since April 2019?	
8. Did you write or partner with others to conduct research since April 2019?	
9. Did you provide professional clinical services in a health care setting since April 2019?	

Appendix E

Observation of Classroom Teaching – Guide for the Evaluation Tool

Content & Methodology Process

1. The classroom presentation/content was consistent with the Learner Packet
 - Introduce prepared material for the experience.
 - Present material for learning experience consistent with designated content.
 - Provide for continuity from previous learning
2. The faculty person appeared prepared for the class.
 - Distribute materials to students in advance unless contained within syllabus (If appropriate, share supplemental materials with observer prior to presentation. Observer evaluates materials for usefulness in expanding class content and providing information not available in assigned readings)
 - Initiate and dismiss learning experiences on time; provide adequate break time
 - Use a variety of creative approaches and strategies when teaching, including appropriate AV materials.
3. Important concepts were clearly presented.
 - Present materials in an organized sequence.
 - Present relevant concepts, content, theories, and research logically for discussion.
 - Clarify each concept/theory as needed.
 - Speak clearly, at an appropriate rate and volume.
 - Eliminate distractions in the environment.
 - Display confidence in own teaching abilities.
 - Use appropriate illustrations and explanations to amplify theoretical concepts.
 - Demonstrate relationship(s) between theory and nursing practice.
4. Faculty person summarized and/or emphasized major points in lecture or discussion.
 - Emphasize major points during lecture.
 - Summarize overall content at the end of presentation.

Learning Environment

1. Clear expectations were given when students did not understand material presented.
 - Facilitate discussion and feedback
 - Incorporate feedback to assess students' understanding of presentation
2. Challenging questions or problems were raised for discussion.
 - Pose questions requiring more than a "yes" or "no" answer.
3. Students' participation was solicited
 - Respect the individuality of students and confidentiality of their relationships.
 - Invite students to share knowledge and experiences.
 - Give positive reinforcement or feedback to students.
 - Provide assistance when students have difficulty in understanding content or responding to questions.
4. An environment conducive to learning was created.
 - Encourage discussion and diverse viewpoints.
5. Students asked questions freely.
 - Direct discussion to stimulate student participation
 - Provide opportunity for students to ask questions.

Observation of Classroom Teaching – Evaluation Tool

Name: _____

Term: _____ Academic Year: _____

Observer: _____ Date: _____

Directions: Rate the faculty person on each item. Place a check in the blank space after each statement, the letter that most nearly expresses your view.

	Agree	Do Not Agree	Not Observed
1. There is agreement between the objectives contained within the Learner Packet and the information presented in class.	_	_	_
2. The classroom presentation was consistent with the Learner Packet.	_	_	_
3. The faculty person appeared prepared for class.	_	_	_
4. Important concepts were clearly presented.	_	_	_
5. Clear explanations were given when students did not understand material presented.	_	_	_
6. The faculty person raised challenging questions or problems for discussion.	_	_	_
7. The faculty person solicited students' participation.	_	_	_
8. The faculty person creates an environment conducive to learning.	_	_	_
9. Students asked questions freely.	_	_	_
10. The faculty summarized and/or emphasized major points during lecture or discussion.	_	_	_

Date of conference related to observation: _____

Comments by Faculty person (observed) and signature:

Appendix F

Online course assessment tool (OCAT) and peer assessment process

Purpose:

The eLearning Faculty Fellows and staff of the Coulter Faculty Center (EL-FF CFC) of Western Carolina University have developed this tool and confidential peer assessment process to provide faculty with constructive peer feedback on the design and instruction of online courses. This tool has been approved by the SON for use in evaluating online or hybrid courses (with an online component). Expected benefits are:

- Constructive feedback regarding teaching effectiveness
- Instructional improvement
- Faculty development
- Opportunities for peer support

Overview of tool:

- Process Data page
- There are seven sections
 - The first 5 sections relate to assessment of course design and teaching
 - The last 2 sections relate to summary narratives and instructor responses
- The first 5 sections relating to course & instructor assessment are:
 1. Course Overview & Organization
 2. Learner Objectives & Competencies
 3. Resources & Materials
 4. Learner Interaction
 5. Learner Assessment
- The last 2 sections consist of:
 6. Peer Assessor Commentary
 7. Instructor Response

Steps for obtaining a peer assessment through the CFC:

1. Faculty request peer assessment from a nursing faculty colleague
2. Peer assessor meets with the course instructor before beginning the assessment
3. Peer assessor completes sections 1 – 6
4. Peer assessor meets with instructor; section 7 is completed by instructor and any modifications of entries are finalized by assessor
5. The final completed document will be sent to the faculty member

eLearning Faculty Fellow Original Authors (2006):

Faculty Fellows: Claire DeCristofaro, John LeBaron, Dixie McGinty, Mary Teslow
CFC & EO Staff: Robert Crow, Bronwen Sheffield, Kevin Sisson

OCAT PROCESS DATA**PROCESS DATA TO BE INCLUDED:**

1.	Instructor being assessed (Name, Rank, Department)	
2.	Course being assessed (Course Code, Section, Term)	
3.	Peer Assessor (Name, Rank, Department)	
4.	Format (e.g. WebCT-CE, WebCat-Vista, Other)	
5.	Number of students enrolled at time of assessment	
6.	Date assessment begun	
7.	Date assessment completed	

Pre-assessment questions, peer assessor to instructor:

1. What is the delivery method of this course: F2F, totally online, hybrid?
2. How many students are enrolled?
3. Is this an elective or core course?
4. Are any external tools used (e.g. Centra, Ultimate Survey, Elluminate, other online resource tools)?
And, if so, are they linked from within the course?
5. Is this course part of a course of study (program)? If so, where in the course of study is it placed?
And, if so, is the same student cohort "traveling" with this professor?
6. Is this course part of a fully online program? If so, have the students already had experience of online courses within the online program?
7. Was there a separate orientation to the online course environment and course organization/navigation? Was this held online or F2F? Was an orientation done for other related student needs (e.g. library, IT services, Writing Center)?
8. Do you use e-mail as a substantial method of contacting or engaging your students throughout the online course?

PERFORMANCE LEVELS:

- Evident:** Element apparent on review
Not evident: Element not apparent on review
Not Applicable: Not relevant to the course

Assessor will address in post-interview and record in section commentary
 Assessor will address in post-interview and record in section commentary

<u>1. COURSE OVERVIEW & ORGANIZATION</u>		Evident	Not Evident	N/A
<u>A. Elements of course design</u>				
1.	Navigational instructions make the organization of the course easy to understand and are transparent at the beginning of course			
2.	Course introduction that includes guidance on the structure of the course is provided			
3.	Course design demonstrates user-friendly presentation style			
4.	Minimum student technology competencies/skills for the course are stated, if applicable			
5.	Course-specific technology requirements are stated, if applicable			
6.	Course instructions articulate or link to a clear description of the technical support offered			
7.	Description and method of accessing the institution's academic resources (e.g. library, Writing Center) is provided			
8.	Description and method of accessing the institution's student support services and resources (e.g. student portal) is provided			
9.	Course design item(s) emerging from peer discussion not included in the list above (type in box below).			

<u>1. COURSE OVERVIEW & ORGANIZATION (continued)</u>		Evident	Not Evident	N/A
<u>B. Elements of teaching</u>				
The instructor:				
1.	provides an introduction and includes credentials related to this course			
2.	provides the opportunity for student introduction			
3.	provides opportunity to practice and master the technologies needed for			

	the course			
4.	assures that learners are ready to undertake assigned tasks			
5.	suggests amount of time expected to accomplish learning activities			
6.	states the broader scholarly/practical context for learning objectives/goals			
7.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

2. LEARNER OBJECTIVES & COMPETENCIES		Evident	Not Evident	N/A
A. Elements of course design				
Learning objectives/goals:				
1.	are stated for each unit/module			
2.	are clear and easy to understand			
3.	describe outcomes that are assessable			
4.	address content mastery			
5.	address critical thinking skills			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

2. LEARNER OBJECTIVES & COMPETENCIES (continued)		Evident	Not Evident	N/A
B. Elements of teaching				
The instructor:				
1.	provides information to students on how to meet the learning objectives/goals			
2.	explains how to meet the learning objectives/goals in a manner that is clear and easy to understand			
3.	fosters integration with prior learning			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

3. <u>RESOURCES & MATERIALS</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
Resources/materials:				
1.	address learning objectives/goals (e.g. course reference materials, glossaries, library resources, relevant web resources, discipline-specific resources)			
2.	are appropriately authenticated and cited			
3.	are current and/or timely			
4.	are prepared by qualified sources			
5.	are presented in a format appropriate to the online environment			
6.	are easily accessible to the student			
7.	state the purpose related to the course (e.g. core material, supplemental, historical, required/optional)			
8.	have active links to non-institutional (external) electronic resources			
9.	include the use of electronic library scholarly resources			
10.	address diverse learning styles (e.g. multimedia, text chats, voice chats, animation, performance activities, simulations)			
11.	address diverse learner readiness levels (e.g. remedial and/or enrichment materials)			
12.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

3. Resources & Materials - continued on next page...

3. <u>RESOURCES & MATERIALS (continued)</u>		Evident	Not Evident	N/A
B. <u>Elements of teaching</u>				
The instructor:				
1.	demonstrates knowledge of discipline			
2.	incorporates strategies that promote the progressive learner construction of knowledge (e.g. use of unit/modules that are thematically connected and have a logical progression)			
3.	provides opportunities for students to contribute to course resources			
4.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

4. <u>LEARNER INTERACTION</u>		Evident	Not Evident	N/A
A. <u>Elements of course design</u>				
1.	The course design prompts the instructor to be present, active, and engaged with the students (e.g. provide tools necessary)			
2.	Netiquette instructions/recommendations provided regarding emails & discussion postings			
3.	Guidelines for collaboration are defined			
4.	Guidelines for communication/accountability are defined			
5.	Guidelines for privacy are defined (e.g. instructors/students will not repurpose/redistribute student work or communications without permission)			
6.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

4. Learner Interaction - continued on next page...

4. LEARNER INTERACTION (continued)		Evident	Not Evident	N/A
B. Elements of teaching				
The instructor:				
1.	is aware of student progress (e.g. assigned tasks) and any barriers to progression			
2.	fosters interaction among constituencies inside and outside the course as appropriate (e.g. student-student, student-instructor, and with external persons or agencies)			
3.	embeds learning activities (student-content interaction) that promote the achievement of stated objectives and learning outcomes.			
4.	selects communication strategies to communicate appropriately with the class as a whole, student groups, and individuals			
5.	promotes independent and/or shared student research, if applicable			
6.	provides content-based interaction as needed			
7.	provides timely responses to student queries			
8.	offers announcements tailored to the progress of the class			
9.	models a communication style that demonstrates a positive tone			
10.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

5. LEARNER ASSESSMENT		Evident	Not Evident	N/A
A. Elements of course design				
1.	Assessments are frequent enough to provide formative feedback			
2.	Rubrics are provided to define assessment criteria, if applicable			

3.	Methods of submitting assignments are appropriate to the online learning environment			
4.	<i>Course design item(s) emerging from peer discussion not included in the list above (type in box below).</i>			

5. LEARNER ASSESSMENT (continued)		Evident	Not Evident	N/A
B. Elements of teaching				
The instructor:				
1.	clearly describes assignments (student discussion, participation, and projects)			
2.	provides formative assessment/progress feedback (e.g. feedback that guides the student about academic performance before the end of the course)			
3.	provides summative assessment feedback (e.g. substantive instructor feedback on academic performance)			
4.	provides timely assessment feedback			
5.	<i>Instructional item(s) emerging from peer discussion not included in the list above (type in box below)</i>			

6. <u>PEER ASSESSOR COMMENTARY:</u>	
1.	Additional comments regarding the strengths of this course and teaching: (type in box below)
2.	Additional comments regarding recommendations for improvement: (type in box below)

7. <u>INSTRUCTOR RESPONSE:</u>	
1.	Instructor response to results of this assessment: (type in box below)
2.	Suggestions for revising the peer assessment process: (type in box below)

Appendix G
 Western Carolina University
 School of Nursing
 Course Materials Peer Review Worksheet

Course Name and Number:	Faculty Name:	Date:	Reviewer:
Criteria	Meets Criteria	Does Not Meet Criteria	Notes
The following materials were turned in: Syllabus Course Calendar/schedule/weekly assignments Examples of handouts/teaching activities Other documents that reflect faculty course planning (lecture note/lesson plan)			
Did they use the most current template provided by Coulter Faculty Center?			
Does the syllabus include all the required components of the template?			
Do the readings pertain to the objectives of the course?			
Do the writing assignments pertain to the objectives of the course?			
Do the other learning activities pertain to the objectives of the course?			
Do the documents reflect the current thinking of the course topic? (Does it reflect the current thinking in the field of nursing?)			
Do the documents reflect the philosophy of the School of Nursing?			
Are the course policies and procedures consistent with the School of Nursing policies and procedures as outline in the handbook(s)?			
Is the syllabus user friendly – is it clear to the students what they need to do in the course?			

References

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Braxton, J.M. & Del Favero, M. (2002). Evaluating scholarship performance: Traditional and emergent assessment templates. In C. Colbeck (Ed.) *Evaluating faculty performance*. New Directions for Institutional Research, No. 114. San Francisco: Josey Bass.
- Braxton, J.M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains*. ASHE-ERIC Higher Education Report, Vol. 29, No. 2. San Francisco: Josey Bass.

Approved by:



8/13/2021

Director, School of Nursing, Dr. Terrica Durbin

Date



Digitally signed by Lori Anderson
Date: 2021.08.15 18:37:12 -04'00'

Dean, Dr. Lori Anderson

Date



8-17-21

Interim Provost, Dr. Richard Starnes

Date

