



COLLEGE OF NURSING  
AND ALLIED HEALTH SCIENCES  
BYLAWS & APT CRITERIA

HOWARD UNIVERSITY

Washington, D.C.

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## **ARTICLE I: MISSION AND GOALS OF THE COLLEGE**

### **SECTION 1: MISSION OF THE COLLEGE**

The Mission of the College of Nursing and Allied Health Sciences is to provide exemplary educational experiences within the health professions to an ethnically diverse population of students with high scholarship and leadership potential. Emphasis is placed on the University's historical commitment to provide educational opportunities to Black students and other underserved minority groups.

The college fosters the development of competent, ethical, and compassionate graduates endowed with a strong sense of the University's core values of excellence, leadership, service, and truth. As scholars and leaders, graduates are empowered to address issues of social justice and inequities in health care nationally and in the global community, inclusive of the underserved. The college is committed to recruiting and retaining a diverse cadre of qualified and competent faculty and staff dedicated to teaching, research, professional practice, and service.

### **SECTION 2: VISION FOR THE COLLEGE**

The College of Nursing and Allied Health Sciences will be comprised of top-ranked educational programs which prepare healthcare professionals to be leaders and innovators in practice, education, research, and service. Graduates will deliver patient-centered, intra-professional care, and utilize cutting-edge technology and evidence based practice to improve the health of all people with an emphasis on promoting health equity toward eliminating health disparities.

### **SECTION 3: GOALS OF THE COLLEGE**

The specific goals of the College of Nursing and Allied Health Sciences are to:

1. Offer quality educational programs of study leading to baccalaureate, masters, and doctoral degrees for professional and continuing education in the Nursing and Allied Health Sciences professions.
2. Recruit, retain, and educate students representing underserved populations including but not limited to black and brown students as well as students from the diaspora, by providing educational experiences that enable them to obtain the skills and knowledge necessary for successful careers in Nursing and Allied Health Sciences professions.
3. Recruit and retain a cadre of qualified and competent faculty and staff who are dedicated to effective teaching, research, publication, student mentoring, continued professional practice, and community service.
4. Encourage and support faculty to conduct scientific research and engage in other scholarly activities that enhance the health career disciplines of the college and ultimately improve the quality of life of the local, national, and international community.

5. Facilitate among its graduates a life-long commitment to providing solutions to challenging healthcare problems that affect local, national, and international communities.
6. Increase alumni and philanthropic support for the college.

## **ARTICLE II: ORGANIZATION AND ADMINISTRATION OF THE COLLEGE**

### **SECTION 1: ORGANIZATIONAL STRUCTURE**

The college comprises two divisions: nursing, and allied health sciences, with a number of departments in each division. The college consists of its Dean, administrative officers, faculty, staff, and students.

The organizational structure of the college is as follows:

The departments in the Division of Nursing are:

- Undergraduate Nursing
- Graduate Nursing

The departments in the Division of Allied Health Sciences are:

- Clinical Laboratory Science
- Health Management
- Nutritional Sciences
- Occupational Therapy
- Physical Therapy
- Physician Assistant
- Radiation Therapy

This organizational structure of the college (as shown in Appendix I) is designed to promote effective teaching, research, service, and professional practice activities through collaborative decision-making across the college's academic departments.

### **SECTION 2: COLLEGE ADMINISTRATION**

The administration of the college shall include the Dean, Associate Deans, Department Chairs, Program Directors, and other senior administrative staff as deemed appropriate.

### SECTION 3: DEAN

The Dean serves as the chief administrator of the College of Nursing and Allied Health Sciences. The Dean is subject to the authority of the Board of Trustees, the President of the University, the Howard University Faculty Handbook, and the College of Nursing and Allied Health Sciences Bylaws. The Dean reports to the President, through the Provost. The Dean, in working with the faculty on matters relevant to academic programs and administration of the college, shall be guided by the principle of shared governance.

#### SECTION 3.1: APPOINTMENT AND TERM OF THE DEAN

The Board of Trustees appoints the Dean of the college upon nomination by the President, and recommendation of the Provost and an appointed decanal search committee. As appropriate, the Dean shall consult with other administrators and faculty in discharging his/her responsibilities. In performance of the duties of this office, the Dean represents the faculty, staff and students in the identification, presentation, and resolution of problems to the appropriate University official.

1. *Qualifications.* The qualifications of the Dean within the College of Nursing and Allied Health Sciences shall include, but are not limited to:
  - a. Earned doctorate from an accredited institution in one of the disciplines represented within the college or in Education with a graduate degree in one of the college's health profession disciplines, a proven record of teaching, research, service, and other scholarly activity that would qualify for a faculty appointment at the rank of Professor with tenure.
  - b. Proven record of significant administrative experience in higher education within a health science discipline.
  - c. Demonstrated ability in fundraising and funded research.
  - d. Commitment to building a cohesive and culturally diverse faculty, staff, and student body.
  - e. Ability to articulate a vision for the college that positions the college as one of the leading institutions within health care educational systems.
  - f. Demonstrated ability to develop inter/intra professional educational initiatives with other University disciplines and community institutions.
  - g. Outstanding interpersonal skills.
2. *Appointment Process.* When appointing a new Dean, the Provost shall name the chair of the search committee and appoint or arrange for the selection of a search committee. A majority of the search committee members shall be from the College of Nursing and Allied Health Sciences, and two members will be selected by the Faculty Senate. The Provost's recommendation, together with that of the college search committee, shall be forwarded to the President for final decision.

3. *Term of the Dean.* The Dean of the College of Nursing & Allied Health Sciences (CNAHS) does not have a definite term of office but serves at the pleasure of the President. The Dean is appointed by the Board of Trustees upon the recommendation of the President. If the Dean holds a faculty rank with indefinite tenure, he or she shall retain the right to return to a faculty position in the department of his or her discipline following the term in office.

### SECTION 3.2: DUTIES AND RESPONSIBILITIES OF THE DEAN

The responsibilities of the Dean, as the chief administrative and academic officer of the college, shall include, but are not limited to:

1. Promoting and implementing the college's mission and strategic plan.
2. Developing and implementing fundraising and outreach activities for the benefit of academic programs, research infrastructure, student scholarships, endowments, and stipends.
3. Communicating University policies and procedures to the faculty and staff.
4. Communicating faculty concerns to the University administration.
5. Supervising the administration of the college.
6. Facilitating timely faculty and staff recruitment and promoting retention of faculty and staff.
7. Supervising and promoting faculty effectiveness in teaching, research, and service activities through faculty development and evaluation to achieve goals in the strategic plan.
8. Monitoring program implementation for adherence to academic standards, accreditation criteria, University policies, and budgetary control.
9. Actively engaging in developing, implementing, and measuring effectiveness of academic programs to achieve strategic goals in the University and college.
10. Monitoring progress in meeting enrollment goals for each department in accordance with recruitment plans.
11. Informing faculty of decanal priorities, goals, and objectives at the beginning of the year.
12. Providing faculty with an annual report as stipulated in the Handbook at the end of the year.
13. Preparing the college's Annual Report, and progress reports to the President, Board of Trustees, and/or designated organization authorities.

14. Providing oversight and approval for all accreditation self-study reports for presentation to the President via the Office of the Provost, Board of Trustees, and/or designated organization authorities.
15. Providing adequate facilities and resources to ensure excellence in teaching and research and to support compliance with accreditation standards.
16. Developing budget, including advocating for the budget, managing the budget, procuring, and managing the budgetary funds of the college.
17. Presiding over college faculty meetings as the chief academic officer of the college.
18. Monitoring and promoting faculty development toward desired strategic plan goals and tenure.
19. Representing the college in its official relations with the public, community agencies and organizations.
20. Planning course schedules and facilitating student advisement to ensure students can satisfy degree requirements in a timely manner.
21. Other duties that may be assigned or required by the Provost and President.

The Dean shall consult with the faculty in matters relevant to the academic programs and administration of the unit and be guided by the principle of shared governance.

### SECTION 3.3: EVALUATION OF THE DEAN

The Dean shall be evaluated by the faculty of the college, in writing, at least once every two years. The evaluation shall be developed and coordinated in collaboration with the Office of the Provost and Chief Academic Officer and the Executive Committee of the College of Nursing & Allied Health Sciences (CNAHS). Evaluation rubrics will be distributed to faculty within the college to provide them the opportunity to give anonymous feedback on their decanal leadership. The evaluation rubric will consist of a series of questions in which participating faculty will assign a score and will be given an opportunity for comments. The comments allow faculty to state any reasons they have for believing that the decanal leadership has or has not helped the college make progress in meeting its mission and goals. The Executive Committee will tabulate the results of the evaluation and submit a summary report and all completed evaluation rubrics to the Office of the Provost. The rubric responses and comments will be anonymous and will not be edited. The Provost will communicate the results of the evaluation to the full-time faculty within the college within sixty (60) days of the completion of the evaluation. The results shall be used by the Provost to improve the effectiveness of the Dean and to make recommendations to the President regarding the Dean's continuation or replacement.

## SECTION 4: ASSOCIATE DEANS

The following Associate Deans shall exist in the college: the Associate Dean for Academic Affairs and Administration and the Associate Dean for Research, Institutional Assessment, and Operations. The Associate Deans shall be accountable to the Dean of the college.

The Dean shall recommend, through the Provost and Chief Academic Officer, to the President the appointment of the Associate Deans from a list of qualified candidates recommended by a search committee. The Associate Deans are eligible for reappointment, and those who hold a tenured faculty position may return to that position at the end of their tenure in office. The term of office shall be (3) three years, unless a shorter term is stated in the letter of appointment, as determined by the President in conjunction with the Dean of the college. After the initial 3-year term, the appointment shall be reviewed annually.

### SECTION 4.1: DUTIES AND RESPONSIBILITIES OF THE ASSOCIATE DEANS

The Associate Deans are responsible to the Dean of the college for the execution of the rules and regulations of the University and the college. The Associate Deans shall represent the faculty, staff and students of the college to the Dean and appropriate college and University committees. As appropriate, the Associate Deans shall consult with the faculty and student representatives when discharging administrative responsibilities.

The Associate Deans assist the Dean in managing and administering processes at the college level and within the Dean's office. Their duties include, but are not limited to:

1. Promoting the mission and goals of the college.
2. Providing leadership in developing and implementing the college's strategic plan.
3. Holding regularly scheduled meetings with the Department Chairs and other administrative officers.
4. Presiding over college faculty meetings in the absence of the Dean.
5. Providing general oversight of research, teaching, and outreach activities of the college.
6. Promoting faculty recruitment and development.
7. Facilitating the process of faculty evaluation.
8. Providing leadership in program development and implementation.
9. Providing curriculum oversight.
10. Providing overall direction of the self-study accreditation process.
11. Ensuring the application and implementation of a comprehensive programmatic assessment and evaluation system.

12. Addressing academic and student affairs related issues.
13. Maintaining linkages and visibility of the college with external agencies and others.
14. Supporting compliance of departments to comply with standards of relevant licensure and accrediting bodies.
15. Performing other functions as the Dean may assign.

In the absence of the Dean, the Dean may assign one of the Associate Deans to assume the duties and responsibilities of the Dean as assigned.

#### SECTION 4.2: EVALUATION OF THE ASSOCIATE DEANS

The Associate Deans will be evaluated by the Dean of the college annually. The Dean shall seek input from the fulltime faculty and staff of the college by such procedures as the full-time faculty and staff may establish in collaboration with the Dean.

The evaluation shall be developed and coordinated by collaboration between the Office of the Dean and the Executive Committee of the college. Evaluation rubrics will be distributed to faculty and staff throughout the college to provide them with the opportunity to give feedback on their Associate Deans' leadership.

The evaluation rubric will consist of a series of questions in which participating faculty and staff will assign a score and will be given an opportunity for discursive comments. The discursive comments allow faculty and staff to provide feedback on the Associate Deans' performance in their own words.

#### SECTION 5: DEPARTMENT CHAIRS

There shall be a Department Chair (or Program Director) of each established department in the college to meet the needs of the college and the accrediting bodies to which each department is responsible. The Department Chair (or Program Director) is the administrator of the department and reports to the Dean. The Department Chair (or Program Director) represents the faculty and staff of his/her department in the identification, presentation, and resolution of departmental issues and concerns to the Associate Dean for Academic Affairs and Administration.

##### SECTION 5.1: SEARCH FOR AND APPOINTMENT OF DEPARTMENT CHAIRS

When a new Department Chair position is created, or an existing Department Chair position is vacated, a departmental search committee shall be established. The size and composition of the search committee shall be determined by the faculty of the department. The Dean shall appoint the chair of the search committee and notify the department, in writing, of the scope of the search. The search committee shall present a recommendation to the Dean, who shall also develop a recommendation. The Dean's recommendation, along with that of the departmental search committee, shall be forwarded to the Provost. The Provost will then provide any recommendations and forward all recommendations to the President for final decision.

The President appoints Department Chairs based on recommendations from the Provost, the Dean, and the departmental faculty search committee, as defined above. The term of office for Department Chairs shall be three

(3) years, unless a shorter term is stated in the letter of appointment, as determined by the President.

## SECTION 5.2: DUTIES AND RESPONSIBILITIES OF THE DEPARTMENT CHAIRS

Each Department Chair is responsible for the administration of the department to which he or she is assigned. The administrative functions, titles, and status of the Department Chairs shall be distinct from their functions, titles, and status, if any, as holders of academic positions. Department Chairs who are tenured within their departments will retain their departmental seniority and rights to return to a tenured position in their department when they leave their administrative position. The Department Chair's responsibilities may include, but are not limited to, the following:

1. Providing leadership in developing the department's mission, goals, and objectives.
2. Ensuring faculty recruitment, development, and evaluation.
3. Providing leadership in program and curriculum development, review, and evaluation.
4. Overseeing student advisement.
5. Managing departmental budgeting and budget control.
6. Planning course schedules and teaching assignments.
7. Coordinating research, teaching, and outreach activities of the department.
8. Planning for the continued growth, development, and retention of students and faculty.
9. Recommending the appointment and evaluation of support personnel, after prior consultation with the department faculty.
10. Supervising the care of equipment and facilities of the department in accordance with University and accreditation safety guidelines.
11. Consulting with the faculty in matters relevant to the academic programs and administration of the department and being guided by the principle of shared governance.
12. Coordinating accreditation processes to ensure program compliance.
13. Assuming an advocacy role for his/her department at the Executive Committee meetings of the college/University forums, as appropriate.

Department Chairs without faculty status have no retreat rights. A Department Chair who has not been awarded tenure does not have the right to assume a faculty position unless the individual's

credentials have been reviewed by the appropriate departmental and college committees and a recommendation for a faculty appointment has been made by both committees and approved by the President and Board of Trustees.

#### SECTION 5.3: REAPPOINTMENT AND EVALUATION OF THE DEPARTMENT CHAIRS

Incumbent Department Chairs shall be eligible for reappointment at the expiration of a term. Department Chairs shall be subject to performance evaluations by their respective Dean at least every two years. In addition, during the final year of a Department Chair's term, the Dean shall seek input from the full-time faculty of the department to evaluate the Department Chair's performance by such procedures as the full-time faculty may establish. On the basis of this evaluation, the full-time faculty shall recommend reappointment or replacement of the Department Chair to the Dean. The Dean's recommendation, along with that of the faculty, shall be forwarded through the Provost for a recommendation, and then on to the President for final decision.

The term of office shall be (3) three years, unless a shorter term is stated in the letter of appointment, as determined by the President.

#### SECTION 5.4: REMOVAL OF THE DEPARTMENT CHAIRS

A Department Chair may be removed at any time prior to the expiration of the term. The department, upon the vote of two-thirds of the full-time faculty, may initiate removal of a Department Chair. Also, the Associate Dean, the Dean, or the Provost and Chief Academic Officer may initiate removal. The Department Chair will be allowed to present his/her rebuttal to the Dean and the Provost and Chief Academic Officer prior to the final decision. Please refer to the Howard University Faculty Handbook for more information.

#### SECTION 6: PROGRAM DIRECTOR(S)/ COORDINATOR(S) AND OTHER ADMINISTRATORS

Directors are responsible for the administration of units that are not departments. Director(s) and Program Coordinator(s) shall be appointed to administer such programs in the college as required or stipulated by an accrediting agency or by the Dean. Procedures guiding the search for and the appointment, reappointment, term, evaluation, and removal of Directors of academic programs are the same as those for Department Chairs.

### **ARTICLE III: STANDING COMMITTEES OF THE COLLEGE**

#### SECTION 1: COLLEGE EXECUTIVE COMMITTEE

The Executive Committee consists of the Dean, who shall serve as the Executive Committee Chair, the Associate Deans, Department Chairs, Program Directors, and other administrators as deemed necessary by the Dean. The committee shall meet at least once a month to discuss matters related to the daily operations of the college's instructional, scholarly, and service activities. The Department Chairs and Directors will report to the appropriate units regarding

issues discussed in the meetings. Each eligible member of the committee shall have one vote, with the exception of the Dean, who shall vote only in the case of a tie.

#### SECTION 1.1: AUTHORITY OF THE COLLEGE EXECUTIVE COMMITTEE

The Executive Committee of the college shall be responsible for those matters delegated to it by the faculty and University administration. The specific authority and responsibilities of the Executive Committee shall be to:

1. Review and, where appropriate, act on information submitted by all duly constituted college and departmental committees.
2. Represent and act on behalf of the college faculty and other administrative personnel in the affairs of the college.
3. Serve in an advisory capacity to the Dean of the college concerning issues before the college and matters involving issues that are not resolved at the departmental level.
4. Develop a decanal evaluation subcommittee who tabulates the results of the decanal evaluation and submits a summary report and all completed evaluation rubrics to the Provost. The rubric responses and comments will be anonymous and will not be edited.
5. Propose programs, policies, and procedures on all matters regarding faculty affairs in the college, and handle matters related to faculty grievance, nominations, and elections.

#### SECTION 1.2: MEETINGS OF THE COLLEGE EXECUTIVE COMMITTEE

All proceedings and actions of the college Executive Committee shall be shared with the college faculty, Department Chairs and Associate Deans for feedback and input. The Dean shall convene regular committee meetings. Special meetings of the committee may be convened by the Dean or by written request of a majority of the voting members of the Executive Committee. The Executive Committee shall meet at least once monthly during the academic year. The quorum required to conduct official business shall be a majority of the members of the committee. The college Executive Committee shall be responsible for those matters delegated to it by the faculty. The Department Chair represents departmental faculty to the committee and then disseminates findings back to departmental faculty.

#### SECTION 2: COLLEGE APPOINTMENTS, PROMOTION AND TENURE (APT) COMMITTEE

Members of the college Appointments, Promotions and Tenure (APT) Committee shall be appointed annually from the eligible members of the tenured faculty. The Committee shall elect annually its chair from its membership. The Appointments, Promotions and Tenure Committee shall submit recommendations for faculty appointments, reappointments, promotion and tenure to the Dean. In emergency hiring situations, the Dean shall have the right to call an expedited meeting of the college APT Committee in order to fill a vacant position.

### SECTION 3: COLLEGE STUDENT AFFAIRS COMMITTEE

The college Student Affairs Committee shall handle matters referred to it from the departments that affect students on matters pertaining to student awards, student recruitment, admission, registration, retention, graduation clearance, financial aid, and alumni affairs activities. The Student Affairs Committee is comprised of the Associate Dean for Research, Assessment, and Operations, the Dean's designees, including the Directors of Student Affairs; three elected faculty representatives and two student representatives (one undergraduate and one graduate). A Dean's designee shall serve as the Student Affairs Committee Chair.

### SECTION 4: COLLEGE ACADEMIC EXCELLENCE/CURRICULUM COMMITTEE

The college Committee on Academic Excellence/Curriculum shall be responsible for academic activities including, but not limited to, review and evaluation of academic programs of instruction, passage rates on licensure and certification examinations; curriculum development; evaluation of instructional facilities and degree requirements; and advancement of national and community service efforts. All changes in curriculum and implementation of new programs must be reviewed by and voted upon by the college Academic Excellence/Curriculum Committee. The Academic Excellence/Curriculum committee is comprised of the Associate Dean of Academic Affairs and Administration as well as elected representatives from each department, and other representatives as appointed by the Dean in collaboration with the faculty. The Associate Dean or the Dean's designee shall chair the committee.

### SECTION 5: COLLEGE RESEARCH COMMITTEE

Members of the Research Committee shall include faculty representatives from each department of the college. The committee shall meet monthly to promote interdisciplinary scholarship among the faculty to meet the research goals of the college. The Associate Dean for Research, Institutional Assessment, and Operations shall chair the committee. Activities of the committee include but are not limited to identifying faculty research interests, and connecting potential faculty collaborators across the University, providing advisement on grant writing, and navigating institutional resources and procedures and management of online resource portals. The Associate Dean or the Dean's designee shall chair the committee.

## **ARTICLE IV: BOARD OF VISITORS (BOV)**

### SECTION 1: OVERVIEW

The College of Nursing and Allied Health Sciences should maintain a Board of Visitors (BOV) to provide academic, financial, and professional support and counsel to the college. The Board of Visitors is established by the Howard University Board of Trustees, and the BOV shall be governed in accordance with the BOV Policy, as set forth by the Board of Trustees.

The Board of Visitors shall provide the President, Provost and Chief Academic Officer, Dean, and Board of Trustees with an objective, informed perspective in the form of an annual report and shall generate external financial support for the unit.

## SECTION 2: MEMBERSHIP APPROVAL

The approval of the appointment of BOV members rests with the Board of Trustees acting upon the recommendation of the President. Prior to making a recommendation, the President receives input from the Provost, the Dean of the college, and the Chair of the Board of Visitors. Nominations may come from any source (Deans, faculty, alumni, etc.).

### SECTION 2.1: MEMBERSHIP CRITERIA

Distinguished persons informed about and interested in the various fields relevant to the College of Nursing & Allied Health Sciences shall be appointed to the Board of Visitors. Interest may be theoretical or practical, academic or professional, vocational or avocational.

### SECTION 2.2: MEMBERSHIP COMPOSITION

The Board of Visitors shall consist of between 10 and 16 distinguished persons. Board of Visitors membership should represent a healthy blend of the pluralism that characterizes the healthcare space and the various programs within the College of Nursing and Allied Health Sciences, including qualified persons from a variety of professional backgrounds who share the College of Nursing & Allied Health Sciences mission to promote health equity. This should consist of people from all occupations with a wide array of ethnic, racial, and religious backgrounds, scholars, and practitioners. Howard University Alumni should constitute no less than 30 percent of the membership of the Board of Visitors.

### SECTION 2.3: MEMBER TERMS

Board of Visitor members will serve three (3) year terms and shall serve not more than three (3) full terms.

## SECTION 3: BOV CHAIR AND VICE CHAIR

The Board of Visitors Chair is appointed by the Board of Trustees acting on the advice of the President and is a Trustee. The Chair shall serve a one (1) year term, subject to annual renewal for a combined period not to exceed three (3) consecutive years. The Vice Chair is appointed in a comparable manner, with the same term limitations except the Vice Chair is not required to be a Trustee. The composition of the Board of Visitors shall reflect the disciplines that constitute the College of Nursing and Allied Health Sciences.

## ARTICLE V: ACADEMIC DEPARTMENT ORGANIZATION AND FUNCTIONS

### SECTION 1: STRUCTURE AND FUNCTION

The College of Nursing and Allied Health Sciences shall have individual departments. The departments shall consist of a Department Chair or Director and faculty members appointed to provide instruction in one or more established disciplines within the department. The department has the fullest measure of autonomy consistent with college and University policies.

## SECTION 2: DEPARTMENT RESPONSIBILITIES

Each department, through the Department Chair, shall be responsible for:

1. The program formation, development and implementation of the teaching, research, and service in conformity with college and University guidelines.
2. Collaborating with other departments within the college and University, as deemed necessary, for the effective implementation of the program.
3. Calling meetings and creating an agenda for the meeting with input from the faculty.

The department shall meet no less than three (3) times during a regular semester to conduct departmental affairs. The Department Chair shall call and preside over all regular and ad hoc meetings. Ad hoc meetings can be called by the Dean, Associate Dean, or upon the written request of one-fourth of the faculty members. The agenda and proceedings shall provide an opportunity for the active participation of all faculty members in the affairs of the department. Voting shall be restricted to full-time faculty only.

The meeting minutes are to be promptly prepared by an elected secretary or designee. All minutes must be reviewed, voted on, and approved by faculty before distribution and storage.

## SECTION 3: DEPARTMENT COMMITTEES

Each department shall have the following standing committees: an Executive Committee, a Curriculum Committee, and a Committee on Appointments, Promotions, and Tenure (APT). In addition, ad hoc committees may be established by vote from the faculty of the college, by provisions set forth in the Bylaws of CNAHS as determined by the faculty of CNAHS, or by appointment by the Department Chair.

All faculty members can propose the formation of ad hoc committees. The majority of full-time faculty must vote to approve the formation of the committee. The function, authority, and composition of each department standing committee shall be established by the department in conformity with University policies, and the college Bylaws as described in the following sections.

### SECTION 3.1: DEPARTMENTAL EXECUTIVE COMMITTEE

Each department shall have an Executive Committee with members elected annually by the voting members of the department faculty. Each department will develop its mechanisms and procedures regarding its internal functions.

Members of the committee shall be full-time faculty, and the Department Chair shall be the Chair of the Executive Committee. The department Executive Committee shall be responsible for planning and decision making relative to student concerns, special projects/programs, and advising the Department Chair on other matters as delegated to it by the department faculty in accordance with college and University guidelines.

## SECTION 3.2: DEPARTMENTAL CURRICULUM COMMITTEE

The departmental Curriculum Committee shall consist of members of the department faculty, and members of the committee shall elect a Curriculum Committee Chair. Each department will develop its own mechanisms and procedures regarding its internal functions. The committee shall periodically review and make curriculum recommendations regarding program course offerings. The recommendations shall be transmitted to the appropriate standing committees of the department or college. The Curriculum Committee is responsible for ensuring the department curricula meet all accreditation standards.

## SECTION 3.3: DEPARTMENTAL APPOINTMENTS, PROMOTIONS, AND TENURE COMMITTEE

The departmental APT Committee shall be limited to all tenured faculty. When there is not a sufficient number of tenured faculty to constitute the departmental APT Committee, the Dean, in consultation with the faculty, shall establish an ad hoc committee. The departmental ad hoc committee shall consist of all tenured faculty from the department, and the additional member(s) shall be nominated from a pool of tenured faculty from the college. The committee membership shall be limited to tenured faculty from within the college. The committee shall be responsible for making recommendations regarding the appointment, promotion, and tenure of faculty in accordance with the University Faculty Handbook. The department APT Committee makes recommendations to the Department Chair, who makes recommendations to the college APT Committee, which makes recommendations to the Dean, who makes recommendations to the Provost for appointments, promotions, and tenure. In emergency hiring situations, the Dean shall have the right to call an expedited meeting of the departmental APT Committee in order to fill a vacant position.

## ARTICLE VI: PARLIAMENTARY RULES

The rules contained in the most recent current edition of Robert's Rules of Order shall govern the college in all cases to which they are applicable and consistent with the college Bylaws or special rules of order that the college or University may adopt.

### SECTION 1: PARLIAMENTARIAN

The Parliamentarian shall be appointed by the Dean to advise the Dean, other administrative officers, committee chairs, and members of the faculty during faculty meetings on matters of parliamentary procedures.

## ARTICLE VII: COLLEGE FACULTY

### SECTION 1: COMPOSITION OF THE COLLEGE FACULTY

The college faculty shall consist of the Dean, Associate Deans who hold faculty appointments, and individuals with faculty appointments as Professors, Associate Professors, Assistant Professors, Instructors, and Lecturers, including those with Clinical appointments, in a full-time,

part-time or without compensation position. In addition, the President and the Provost of the University are members of the faculty of the College of Nursing and Allied Health Sciences.

#### SECTION 1.1: COLLEGE FACULTY MEETINGS

The College of Nursing and Allied Health Sciences shall meet at least twice each academic year as determined by the Dean. The Dean of the college shall serve as the Chair of the college faculty meetings. In the Dean's absence, he/she shall designate an Associate Dean or other designee to chair the faculty meeting. The Dean, the Provost and Chief Academic Officer, or the President of the University may call special meetings of the faculty of the college at their discretion. College faculty meetings may also be convened upon the written request of a majority of the voting members of the faculty. Approved minutes of faculty meetings shall be distributed to the faculty and maintained on file in the Office of the Dean by the Faculty Secretary.

The Dean shall prepare the faculty meeting agenda in consultation with the elected Faculty Secretary. In the case of regular faculty meetings, a fourteen-day notice of the meeting shall be provided. The Dean may convene special meetings of the faculty for matters determined to be in the best interest of the college or by written request to the Dean by a majority of full-time faculty. Notice of a special faculty meeting shall contain a statement of the purpose of the meeting and shall be provided as far in advance of the meeting date as possible. Meeting attendance and voting may be via in-person, mobile, or electronic technology using web-based video conferencing such as TEAMS, Zoom, Skype, etc.

#### SECTION 2: FACULTY SECRETARY

The faculty shall elect a Faculty Secretary at the beginning of the academic year during the first college-wide faculty meeting. The elected Faculty Secretary shall be a member of the full-time faculty and serve in the role for one academic year. The vote and nomination for Faculty Secretary shall follow Robert's Rules of Order (current edition) and require a quorum and plurality vote. The Dean shall appoint a Faculty Secretary if no quorum or plurality is met.

#### SECTION 2.1: FACULTY SECRETARY RESPONSIBILITIES

The Faculty Secretary's responsibilities shall include, but are not limited to:

1. Preparing and distributing the meeting agenda and minutes.
2. Notifying all faculty members of regular and special meetings.
3. Providing the minutes of the faculty meetings and distributing the minutes to all members at least seven  
  
(7) days prior to regularly scheduled meetings.
4. Maintaining an official file of the meeting minutes and a record of all measures formally enacted.

5. Sending an official communication to all members of the faculty in reference to the activities of the faculty.

## SECTION 2.2: AGENDA

The agenda of all regular meetings of the college shall include, but are not limited to, the following items:

1. Reports from committees that are pertinent and of current interest to the college faculty.
2. Reports from administrative officers on particular activities and issues of concern to the college faculty.
3. Reports on the actions of the Executive Committee of the college and information from the Dean that relates to the college and faculty.
4. Faculty may provide the Faculty Secretary with topics to potentially be included during the meetings to be reviewed by the Dean for college-wide impact.

## SECTION 3: FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE

### SECTION 3.1: TYPES OF FACULTY APPOINTMENTS

Faculty members in the College of Nursing and Allied Health Sciences hold appointments in one of three broad categories: (1) tenured and probationary tenure-track faculty; (2) faculty serving on non-tenured renewable term clinical educator track appointments; and (3) temporary faculty.

### SECTION 3.2: APPOINTMENT, REAPPOINTMENT, AND SEARCH PROCEDURES

An outstanding faculty is critical to developing and maintaining academic excellence. The faculty is at the core of a University environment that demands the best from all of its participants. Additionally, a well-qualified and productive faculty helps attract other individuals, faculty members, students, staff and administrators to the University who will assist the University in achieving its mission.

The faculty has the responsibility for appropriate action on such matters as faculty appointments, reappointments, promotions, the granting of tenure, and dismissals. The faculty's primary responsibility for appointment, reappointment, and search procedures affecting the nature and quality of the academic program, faculty welfare, student welfare, and research and scholarship is based on the fact that the faculty's judgment is central to general educational policy. Furthermore, scholars in a particular field or activity are expected to have the chief competence for judging the work of their colleagues. Such competence should be exercised before either adverse or favorable judgments are made. Consideration of these matters is to be by faculty action through established procedures. These actions shall be reviewed by the Dean, the Provost and the President, and shall be submitted to the Board of Trustees for decisive action, when necessary. The governing board and president should consider faculty input and clearly communicate the basis for institutional decisions to the faculty.

When the designated decisional authority regarding initial faculty appointments (the Provost for all temporary appointments and the President for all tenured, probationary tenure-track, and non-tenured renewable term appointments) approves the appointment, the decisional authority will notify the applicant of the approval and enclose the employment contract specifying the rank and type of appointment (i.e., temporary, probationary, tenured, non-tenured renewable term), salary, full- or part-time status, term of the appointment, and academic unit(s) to which the person is assigned, and referencing the Faculty Handbook (including instructions for accessing it electronically). As noted below, in the course of recruiting new faculty members to the University, Deans and other administrators may send offer letters to prospective faculty members that, besides the particulars noted above, make reference to such additional considerations as release from certain workload responsibilities, access to facilities and equipment, and financial support for travel or research assistance. All such offers of employment are contingent on final approval. Following final approval, the Department Chair or Dean must also inform persons newly appointed to probationary tenure-track positions of the timeline for the pre-tenure review (where applicable) and the promotion and tenure review, as well as the criteria and procedures that will be observed in evaluating him or her for reappointment, tenure, and/or promotion. Persons appointed to non-tenured renewable term appointments must similarly be informed of the timelines, procedures, and criteria that will govern recommendations for their reappointment or (where applicable) promotion.

### SECTION 3.3: FACULTY PROMOTION AND TENURE

Eligible faculty in the college may apply for promotion and tenure consistent with the requirements of the Howard University Faculty Handbook and the College of Nursing and Allied Health Sciences (CNAHS) Criteria for Appointment, Promotion, and Tenure. In response to a promotion and tenure application, the Department Chair shall forward the application to the departmental APT Committee for review. The candidate, Department Chair, and Chair of the department APT Committee shall collaborate in securing external reviews of the applicant's file consistent with the requirements of the Faculty Handbook and the CNAHS Criteria for Appointment, Promotion, and Tenure.

### SECTION 4: FACULTY DISCIPLINARY ACTION, SUSPENSION AND TERMINATION

The procedures for disciplinary action, suspension, and termination shall be in accordance with the Faculty Handbook.

### SECTION 5: FACULTY RESPONSIBILITIES

An appointment to the faculty carries with it responsibilities for excellence in teaching, the promotion of the intellectual growth of students, sustained scholarship and research, and service to the University community and general society. Although final authority for the conduct of University affairs is vested in the Board of Trustees, the academic judgments and recommendations of the faculty are central to the development and progress of the University as an institution of higher education. The academic reputation of the college depends on the recruitment of outstanding faculty members who are willing to provide effective teaching, mentor students, make scholarly contributions through research or creative works, engage in

professional development activities, and provide service to the department, college, University and the community.

The faculty responsibilities, in addition to those outlined in the Faculty Handbook, include, but are not limited to:

1. Deliberating and making recommendations regarding all policies relating to the quality of instruction within the college.
2. Establishing and maintaining standards of academic excellence for faculty and students.
3. Developing, evaluating, and revising department curricula.
4. Approving standards for admission to the departments as recommended by the professional disciplines.
5. Approving standards for advancement and matriculation of each professional discipline to meet graduation and accreditation requirements.

#### SECTION 5.1: FACULTY RESEARCH AND SCHOLARLY RESPONSIBILITIES

The University requires all full-time tenured and probationary tenure-track faculty members to maintain their professional development through research and publications, advanced study, participation in professional societies, and/or original creative production as appropriate to their discipline. Such professional growth derives from contributions made through effective teaching and research laboratory and/or clinical practice which leads to the discovery of new techniques or knowledge, the synthesis of ideas, and other creative activities.

#### SECTION 5.2: FACULTY TEACHING RESPONSIBILITIES

Faculty members are expected to pursue teaching excellence and, at a minimum, meet the following standards when carrying out their teaching and student mentoring responsibilities:

1. Meet all classes as assigned, hold regular office hours and be available for consultation with students.
2. Develop and maintain a regular evaluation of student performance adjusted to the type and organization of the course.
3. Develop an objective and fair student evaluation system that is consistent with the University's regulations and explain the system to students.
4. Maintain appropriate records of grades and meet all deadline dates.
5. Select teaching strategies that facilitate learning and help communicate subjects effectively. These responsibilities are further delineated in the Faculty Handbook.

## SECTION 5.3: FACULTY UNIVERSITY AND COMMUNITY SERVICE RESPONSIBILITIES

The faculty shall engage in service to the University and community, in areas that are health or education related, and shall assume a prominent role (e.g., facilitator, evaluator, consultant), and engage in other activities that enhance the education, health and general well-being of the community. The faculty is also encouraged to seek and hold national or local offices in health-related professional organizations, and serve on health-related community task forces, committees and commissions. Additional information regarding service can be found in Chapter B of the Howard University Faculty Handbook.

## SECTION 5.4: FACULTY PROFESSIONAL ETHICS AND OBLIGATIONS

Membership in the University, college, and departments brings with it special obligations to abide by University policies, rules and regulations, actively participate in the affairs of the University and contribute to its general operation. Therefore, faculty members are expected to:

1. Attend departmental, college and University Faculty Senate faculty meetings.
2. Support, encourage, and protect the academic quality of the programs of the college.
3. Strive for professional growth through membership in professional organizations.
4. Plan and engage in continuing education in the respective fields/professions.
5. Engage in research and creative activities, academic and/or professional.
6. Maintain an active interest in and contribute to college and/or University committees.
7. Secure prior approval for planned absences from the appropriate administrative officer.
8. Attend official University ceremonies, including Opening Convocation, Charter Day Convocation, and Commencement Convocation.

## ARTICLE VIII. VOTING RIGHTS AND PROCEDURES

### SECTION 1: VOTING RIGHTS AND PROCEDURES

The voting rights of the faculty and staff shall be dictated by the type of appointment:

1. *Voting Rights of Full-Time Faculty.* Voting rights shall be extended to all full-time faculty in residence. Each member of the faculty shall have the right to cast one vote in all matters coming before the faculty, with the presiding officer voting only in the case of a tie.
2. *Voting Rights of Faculty on Sabbatical Leave.* Faculty on sabbatical leave who attend either departmental or college-wide meetings of the faculty shall have voice and vote.

3. *Voting Rights of Faculty on Administrative or Special Leave.* Faculty on either administrative leave or leave without pay status, or those on leave in order to perform some full-time function within the college or University, shall have a voice and vote in departmental and college-wide faculty meetings. Persons on special leave to perform a full-time, non-Howard University function shall have a voice and vote in departmental and college-wide faculty meetings.
4. *Voting Rights of Part-Time Faculty.* Persons designated as part-time faculty who are not full-time staff are invited to attend meetings of the faculty at both the college-wide and departmental levels and shall have the right to voice but no vote.
5. *Voting Rights of Full-time Staff with Teaching Responsibilities.* Full-time staff with teaching responsibilities are invited to attend meetings of the faculty at both the college-wide and departmental levels and shall have the right to voice and vote.

When a vote is called, the following voting procedures shall be followed:

1. Every member of the faculty, as defined in Section 1, Article VIII of these Bylaws, shall be entitled to vote on every matter before the faculty, and such voting shall not be done by proxy.
2. Students shall not be entitled to vote on matters before the faculty.
3. On matters pertaining to the appointment, retention, tenure, or promotion of a faculty member, all votes shall be cast by secret in-person ballot.
4. Voting shall occur in-person or via secure electronic means, but not a combination of both. Voting by proxy is disallowed. When a vote is called, a seven-day review is required prior to the vote.
  - a. When voting electronically, the voting portal must be accessible for 72 hours.
  - b. When voting in-person, the vote must occur within the specified meeting time. Voting shall be done either by voice vote, a rising or showing of hands, or by secret ballot when ordered by majority vote of the assembly.
5. In urgent or emergency situations requiring an expeditious vote, the review period may be shortened.
6. The presiding officer of the meeting shall vote only in the event of a tie in the case of a majority vote.

As a matter of policy, any full-time CNAHS faculty can be nominated to be part of Faculty Senate and maintain voting rights.

## SECTION 2: QUORUM AND MAJORITY

A quorum must be present for official business to be conducted at a college-wide faculty meeting, a departmental faculty meeting, and a committee meeting. A quorum at college-wide faculty meetings shall consist of a simple majority of the faculty who are eligible to vote, provided the required meeting notification agenda was distributed in conformity with the Bylaws of the college. If less than a simple majority of the faculty members eligible to vote in college-wide faculty meetings attends three (3) consecutive meetings, the college-wide Executive Committee shall convene and take action on the agenda before the faculty.

When voting, the following standards regarding quorum and majority shall be followed:

1. Fifty-one percent (51%) of the full-time faculty and staff with teaching or advising responsibilities shall constitute a quorum for a regular meeting.
2. Fifty-one percent (51%) of the full-time faculty and staff with teaching or advising responsibilities shall constitute a quorum for a special faculty meeting.
3. When a quorum is met, fifty-one percent (51%) shall represent a majority vote.

## ARTICLE IX: AMENDMENT OF THE BYLAWS

### SECTION 1: AMENDMENT OF THE BYLAWS

Bylaws and appointments, promotions, and tenure criteria shall be reviewed for updating at a minimum of every five years. The Bylaws of the College of Nursing and Allied Health Sciences may be amended after a written revision, or an amendment has been passed by a two-thirds vote of the faculty via secret ballot. Copies of all proposed amendments must have been distributed in official college correspondence or distributed to the faculty at least one month before voting is to occur. This distribution may be made by hard copy or electronic, but not limited to, fax and e-mail transmissions, which must ensure the timely receipt of the notice and may ensure verifiable receipt of the notice by the intended recipients. Approval of an amendment must follow the regular sequence of approvals by the Office of General Council, Office of the Provost and President, then the Board of Trustees. Only changes within the scope of those contained in the substitution can be considered. Portions of the substitution which remain in the existing version cannot be amended since they involve areas for which no change has been made.

## ARTICLE X: APPROVAL AND IMPLEMENTATION OF THE BYLAWS

### SECTION 1: APPROVAL AND IMPLEMENTATION OF THE BYLAWS

The Bylaws, as the governing document of the College of Nursing and Allied Health Sciences, is subject to review by the Provost and Chief Academic Officer and the President before receiving final approval by the Board of Trustees. Upon final approval by the Board of Trustees, the Bylaws shall take effect immediately.

## CRITERIA FOR APPOINTMENT, PROMOTION AND TENURE

This document refers to faculty in the College of Nursing and Allied Health Sciences who receive a probationary tenure-track appointment from their respective academic department. The candidate must also fulfill the criteria set forth in the Howard University Faculty Handbook and must comply with the terms and conditions of employment. These criteria supersede all other criteria previously employed for the evaluation of candidates for appointment, reappointment, promotion and tenure.

### I. AREAS OF PROFICIENCY:

These include **Teaching, Scholarship** and **Service**, which are described in sections V, VI and VII respectively.

### II. RATING:

Candidates are assigned one of the following ratings based on their performance in each of the above areas of proficiency: For the ranks of Professor, Associate Professor and Assistant Professor (reappointments), **Outstanding, Excellent** and **Good**; for initial appointment at the rank of Assistant Professor, **Good** or **Satisfactory**. The criteria provided in each of the proficiency areas are guidelines only. Quality and significance of contribution shall be determined by the College's Appointment, Promotion and Tenure (APT) Committee and shall be based on the evidence provided by the candidate. It is incumbent upon the candidate to prepare the dossier accurately and provide a detailed narrative with proper evidence to make the case that the criteria claimed should be accepted.

### III. TYPES OF APPOINTMENT:

Upon acceptance of employment, a candidate is appointed to the tenure track. Within the first two years (not later than the first reappointment), following the initial appointment, a faculty member has the option of a one-time switch to clinical educator track. After two years and first reappointment, a faculty member no longer has the option to switch from tenure-track to clinical educator track.

### IV. QUALIFICATIONS AND RATINGS:

The following are the qualifications and ratings required for initial appointment, reappointment, promotion and/or tenure of candidates in the tenure track.

**Professor:** For initial appointment, or promotion to this rank, the candidate must hold a doctoral degree. The candidate shall also have a minimum of four years of experience as Associate Professor. In addition, he/she must receive an **Outstanding** rating in the scholarship area of proficiency and an **Excellent** rating in teaching and service.

**Associate Professor:** For initial appointment or promotion to this rank, the candidate must hold a doctoral degree. The candidate shall also have a minimum of four years of experience as an Assistant Professor. In addition, he/she must receive an **Excellent** rating in scholarship or teaching areas of proficiency and a **Good** rating in the other two areas. About tenure of

candidates at this rank, he/she must receive a rating of **Excellent** in both scholarship and teaching areas of proficiency.

**Assistant Professor:** For initial appointment or reappointment to this rank, the candidate must hold a doctoral degree. For initial appointment at this rank, the applicant must receive Satisfactory rating in two of the areas of proficiency. For reappointment at this rank the applicant must receive a rating of Good in all areas of proficiency.

## V. TEACHING CRITERIA AND SUPPORTING DOCUMENTS

Teaching refers to instruction of undergraduate, professional and/or graduate students, residents, fellows, postdoctoral associates, and visiting professors in classroom or non-classroom (clinical or laboratory) settings. Assessment is based on: 1) pursuing activities to improve teaching skills; 2) advising and supervising undergraduate, professional and graduate students, residents and fellows in research; 3) providing continuing education lectures; and 4) publication on development of instructional methodologies or curriculum design. Supporting documentation on teaching skills include 1) Pedagogical contributions, 2) Peer Evaluations; and 3) Student Evaluations.

### Principal Criteria

**Example: Must have taught a minimum of X #course at Howard for X #years above and beyond professional teaching at other Institutions.**

1. Fulfilling didactic, clinical and undergraduate/graduate/professional teaching responsibilities.
2. Providing instructional activities for educational programs including precepting professional (graduate students), residents/fellows, staff development lectures, and research/elective courses.
3. Demonstrating mastery of subject matter.
4. Utilizing effective communication skills in teaching.
5. Developing and/or utilizing innovative teaching methodologies and/or techniques.
6. Demonstrating effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.

### Evaluation

Faculty performance shall be assigned one of the following ratings: **Outstanding, Excellent, Good, and Satisfactory**. It is also recognized that occasionally an individual may make extraordinary contributions to teaching in a manner not specifically characterized in this criterion including, but not limited to, serving as a course coordinator or a faculty mentor, motivating students toward higher educational/professional goals, and peer recognition for superior performance in teaching as recognized by national awards. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an **Outstanding or Excellent** rating. The APT Committee shall assess and determine the depth and significance of these contributions. In such cases, the APT

Committee shall detail specific documentation of these contributions in the justification of this assessment.

### Student Evaluations

Student evaluations shall be used in the assessment of the teaching criteria. Students' course and instructor evaluations questionnaires shall be based upon Likert scale items: Strongly Agree, Agree, Disagree, and Strongly Disagree. A sample evaluation instrument is attached. A favorable evaluation must have a majority (see ratings below) of Strongly Agree and Agree responses of students. Evaluations of the previous three years prior to application shall be considered.

### Peer Evaluations

Peer evaluation shall be conducted by the College Peer Review committee on a bi-annual basis to improve faculty teaching. Evaluation shall be made in the areas of preparation, delivery, and interactions with students as well as an overall rating. The emphasis shall be placed upon the improvement of teaching skills over a three-year period. The results of the evaluation shall be provided to the candidate and shall be forwarded to the Chair of his/her department and to the APT Committee as part of the Promotion and Tenure evaluation.

### Ratings

#### Outstanding:

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the levels described below:

1. There is substantiated evidence of the development of unique or novel teaching methodologies and/or techniques.
2. There is substantiated evidence of effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.
3. Ninety percent (90%) of ratings from student evaluations, in the previous 3 years are Strongly Agree, or Agree
4. Sixty percent (60%) of ratings from Peer evaluations are Strongly Agree, or Agree.

#### Excellent:

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the levels described below:

1. Demonstration of effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.
2. Eighty-five percent (85%) of ratings from student evaluations, in the previous 3 years, are Strongly Agree, or Agree.
3. Sixty percent (60%) of ratings from Peer evaluations are Strongly Agree, or Agree.

### Good:

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the level described below:

1. Sixty percent (60%) of ratings from student evaluations, in the previous 3 years, are Strongly Agree, or Agree.
2. Sixty percent (60%) of ratings from Peer evaluations are Strongly Agree, or Agree.

### Satisfactory:

In order to achieve this rating, the candidate portfolio must demonstrate performance in at least three of the principal criteria for teaching.

### Supportive Evidence:

Criteria		Evidence	
1.	Fulfillment of didactic, clinical and undergraduate/graduate/professional teaching responsibilities.	1.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
2.	Provide instructional activities for educational programs including precepting professional students, residents/fellows, staff development lectures, and research/elective courses.	2.	Evidence of lectures developed, courses developed, and materials provided to students/residents/fellows. Course syllabi, evidence of newly developed instructional techniques.
3.	Demonstrate mastery of subject matter.	3.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
4.	Utilize effective communication skills in the application of teaching methods.	4.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
5.	Development of teaching methods and/or techniques.	5.	Peer evaluation data from previous 3 years if provided, assessment of Department Chair, and student evaluation data from previous 3 years.
6.	Demonstrate effective student mentoring and advisory that stimulates and motivates students toward higher educational/ professional goals.	6.	Evidence of mentoring activities, and student advisement, provision of supporting materials indicating student progression to higher educational/professional goals.

## VI. SCHOLASHIP CRITERIA AND SUPPORTING DOCUMENTS

Scholarship is the advancement of knowledge through the conduct of research and/or development of innovative teaching methods and/or professional practice. Research is comprised of systematic collection and analysis of information that generates new knowledge. Evaluative research is the application of appropriate research methodologies to study the effectiveness, efficiency, efficacy and usefulness of a procedure, therapeutic intervention or service. An innovative professional practice method such as a case report or discovery involves the application or relevancy of clinical, health care economics and/or organizational mechanisms to impact or solve health care problems. Proficiency in scholarship is primarily documented by the submission and acquisition of grants/contracts, conduct/supervision of research, development of innovative health care practices, contributions to peer-reviewed publications and recognition by peers and professional/scientific organizations, and the submission and acquisition of external awards.

### Principal Criteria

**Example: Define a minimum of X #publications, books/ supervised research (graduate students/postdocs), professional practice, submitted and funded grants as PI and Co-PI brought to Howard or since being at Howard, above and beyond research/scholarly activities at other Institutions. In this area, give to prior work. That is what brings credibility and recognition to Howard Faculty.**

1. Initiation/conduct/supervision of research/scholarly activities or development of innovative professional practice.
2. Publication of articles in refereed professional/scientific journals as a primary or secondary author<sup>1</sup>.
3. Publication of books, chapters, book reviews, review articles, editorials, monographs, letters, responses to letters, continuing education (CE) articles and newsletters.
4. Service as editor (primary or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or on grant/contract evaluation committees.
5. Submission of research grants/contracts which are approved and funded<sup>2</sup>.
6. Scholarly contribution that provides breakthrough in professional/ scientific fields or impacts these fields.
7. Presentation at professional/scientific meetings/conferences/symposia of abstracts, research, and innovative/provocative thoughts.

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<sup>1</sup> Primary author is the person designated in the article as the "corresponding author". If the journal does not require such a designation, the first author shall be considered the primary author. All other authors are considered secondary authors. A copy of the article should be included in the application dossier.

<sup>2</sup> Indicate whether the candidate is the Principal Investigator (PI), Co-Investigator (Co-I). PI is an individual who initiates and writes the grant/contract and provides most of effort in its implementation. Co-I is an individual who assists in writing the grant/contract and provides a significant part of the effort in its implementation.

8. Election or appointment to state, national or international professional/ scientific organizations in recognition of outstanding scholarship.
9. Appointment as professional/scientific consultants or service on an advisory committee that is based on scholarship.

## **Evaluation**

The purpose of this evaluation is to assess the quality and quantity of the candidate's activity in scholarly areas. Faculty performance shall be assigned one of the following ratings: **Outstanding, Excellent, Good, and Satisfactory**. It is also recognized that occasionally an individual may make extraordinary contributions to the scholarship in a manner not specifically characterized in this criterion including, but not limited to, securing patent rights and national awards of recognition by peers for outstanding scholarship achievements. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an **Outstanding** or **Excellent** rating. In such cases, the APT Committee shall detail specific documentation of these contributions in the justification of this assessment.

## **Rating**

### **Outstanding:**

To receive this rating, the applicant must fulfill all of the following:

1. During the period prior to the application, the applicant has received funding on two or more grants/contracts, at least one of which was extramural, and he/she was the PI.
2. During the period prior to the application, the applicant has either:
  - i) Submitted three (3) grants/contracts as a PI or Co-I; or
  - ii) Initiated, conducted or supervised at least three (3) research projects; or
  - iii) Developed at least one (1) professional/scientific project which provided breakthrough information that impacted the field.
3. The candidate has published on an average at least one of the following as a primary author or corresponding author prior to his/her application:
  - i) Two peer-reviewed research articles per year;
  - ii) Three monographs per year;
  - iii) One book or book chapter every two years.

**All publications must be in refereed journals or books.**

4. The candidate fulfilled any three (3) of the following criteria:

During each year prior to the application,

- i) The candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.

- ii) The candidate's scholarly contribution provided new Information that stimulated/impacted the field.
- iii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
- iv) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committees.

#### Excellent:

To receive this rating, the candidate must fulfill all of the following:

1. During the period prior to the application, the candidate has received funding on one grant/contract in which he/she was the PI.
2. During the period prior to the application, the applicant has either:
  - i) Submitted two (2) grants/contracts as a PI or Co-I; or
  - ii) Initiated, conducted or supervised at least two (2) research projects; or
  - iii) Developed at least two (2) professional/scientific projects which provided new information that stimulated the field.
3. The candidate has published on an average at least one of the following as a primary author or corresponding author prior to his/her application:
  - i) One research/review/ editorial article per year;
  - ii) Two monographs/letters/responses to letter(s) per year;
  - iii) One book or book chapter every three years.

**All publications must be in refereed journals or books.**

4. The candidate fulfilled any two (2) of the following criteria:
  - i) During each year prior to the application, the applicant has presented at least one paper at professional/scientific meetings/conferences/symposia.
  - ii) The candidate's scholarly contribution provided new information in professional/scientific fields or stimulated/impacted these fields.
  - iii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
  - iv) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committees.

## Good

To receive this rating, the candidate must fulfill all of the following:

1. During the period prior to the application, the candidate has either:
  - i) Submitted one (1) grant/contract as a PI; or
  - ii) Initiated, conducted or supervised at least one (1) research project.
2. The candidate has published on an average at least one of the following as a primary author or corresponding author every other year prior to his/her application:
  - i) One research/review/editorial article per year;
  - ii) Two monographs/letters/responses to letters per year;
  - iii) One book or book chapter as a primary author every three years.

**All publications must be in refereed journals or books.**

3. The candidate fulfilled any one (1) of the following criteria:

During each year prior to the application,

- i) The candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.
- ii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
- iii) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committees.

## Satisfactory:

To receive this rating, the candidate must fulfill at least two of the principal criteria under scholarship.

### Supportive Evidence:

Criteria	Evidence
1. Initiation/conduct/supervision of research/scholarly activities or development of innovative professional practice.	1. Statement of the goals and objectives or abstract of the research/scholarly activities or innovative professional practice.

2. Publication of articles in refereed professional/scientific journals as a primary or secondary author. <sup>3</sup>	2. Submit a copy of each of the publications or documented evidence of acceptance of manuscript(s) for publication.
3. Publication of books, chapters, book reviews, review articles, editorials, monographs, letters, responses to letters, continuing education (CE) articles and newsletters.	3. Submit a copy of each of the publications or documented evidence of acceptance of manuscript(s) for publication.
4. Service as editor, reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or on grant/contract evaluation committees.	4. Documented evidence of the service and a statement of the depth of activities provided.
5. Submission of research grants/contracts which are approved and funded. <sup>4</sup>	5. List of grant applications including author(s), grant number, funding agency, project title, date of approval, dollar amount approved and duration of the grant or contract. Submit a copy of the approval letter.
6. Scholarly contribution that provides new breakthrough in professional/ scientific fields or stimulates/impacts these fields.	6. Documented evidence of the scholarly contributions. A statement to include how this contribution provided a new breakthrough in the field must be provided.
7. Presentation at professional/scientific meetings/conferences/symposia of abstracts, research, and innovative/provocative thoughts.	7. Documented evidence of presentation.
8. Election or appointment to state, national or international professional/ scientific organizations in recognition of outstanding scholarship.	8. Documented evidence of appointment and statement of the depth of contribution.
9. Appointment as a professional/scientific consultant or provide service on an advisory committee that is based on scholarship.	9. Documented evidence of appointment and a statement of the depth of the service provided.

<sup>3</sup> Primary author is the person designated in the article as the "corresponding author". If the journal does not require such a designation, the first author shall be considered the primary author. All other authors are considered secondary authors. A copy of the article should be included in the application dossier.

<sup>4</sup> Indicate whether the candidate is the Principal Investigator (PI), Co-Investigator (Co-I). PI is an individual who initiates and writes the grant/contract and provides most of effort in its implementation. Co-PI is an individual who assists in writing the grant/contract and provides a significant part of the effort in its implementation.

## VII. SERVICE CRITERIA AND SUPPORTING DOCUMENTS

Service includes engaging in exemplary practice and management of progressive/contemporary health care and community services that function as models of global interests and promote collegiality. Service may include administration and/or participation/contribution to service activities locally, nationally, and internationally. The candidate shall provide evidence of sustained and substantive contribution to the College and/or University and to his/her profession or discipline external to Howard University. Emphasis shall be given to both quality and quantity of the candidate's activity in service areas. Participation and contribution documentation are in three distinct areas: Health Care Organization, the College/University, and the Professional/Scientific fields.

### **Principal Criteria**

#### **Health Care Organization**

1. Provision of health care services, which includes but is not limited to, monitoring of patient therapeutic intervention, decision-making processes in acute care, ambulatory, and/or community-based environments; and performing pharmaceutical, nursing, and allied health care services.
2. Advisement and counseling of patients on the proper use of therapeutic interventions pertinent to patient care management.
3. Evaluation and recommendations on therapies that promote rational use in the treatment of diseases.
4. Participation in practice-site quality assessment and improvement activities.
5. Provision of Nursing and Allied Health education services for patients and health professionals.
6. Publication of professional journal articles on the provision of patient-care services.
7. Development of health care services that may serve as training sites for faculty, students and other health care providers.

#### **College/University:**

1. Development of workshops, seminars and continuing education programs in the college or university level.
2. Service as a mentor of junior faculty.
3. Service as director of college or university programs (e.g., graduate program, experiential program, distance learning, etc.).
4. Service as an officer of committee(s).
5. Service as official/administrative head of department/college/university unit.
6. Participation in departmental, college and university committees.

#### **Professional/Scientific**

1. Participation in professional/scientific meetings and/or continuing professional education as invited speaker or coordinator, moderator, facilitator.
2. Participation in professional/scientific meetings and/or continuing professional education as contributor of papers, and/or program participant.
3. Participation in editorial and/or review publication process of a professional/scientific/community organization.

4. Service as member of special task force of professional, academic, or community organization with significant contributions.
5. Service as officer or special designated position on committees for professional/scientific/health-related community organization.
6. Service as official/administrative head of professional/scientific society or community organization.
7. Provision of invited lectures/seminars to professional, societal and/or public groups.

## Evaluation

Faculty candidates shall be assessed based upon the following categories of accomplishment: **Outstanding, Excellent, Good, and Satisfactory**. It is also recognized that occasionally an individual may make extraordinary contributions to the College or profession in a manner not specifically characterized in this criterion, including (but not limited to) service as a consultant to a health-related program at the local, state, national, or international level, national distinctions, peer recognition for superior performance in professional practice, and peer recognition for superior performance in public service. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an Outstanding or Excellent evaluation. The APT Committee shall determine the depth and significance of these contributions. In such cases, the APT Committee shall detail specific documentation of these contributions in the justification of this assessment.

## Rating

In order to achieve the **Outstanding, Excellent, Good, and Satisfactory** rating, faculty in the College of Nursing and Allied Health Sciences must demonstrate accomplishment in at least two of the areas of Health Care Organization, College/University, or Professional/Scientific area. The quality of the accomplishment shall be judged by the depth of participation and evidence of significant activity during the stated period. The candidate must provide documentation in each category as follows:

### Outstanding

To receive this rating a candidate must accomplish all criteria.

#### *Health Care Organization*

1. Documentation of health care activities (College of Nursing and Allied Health) exemplified as outstanding and performance evaluations, reports, or general communication methods from directors, healthcare administrators, and/or health care providers.
2. There is substantiated and consistent evidence of professional competence, local/national recognition for clinical expertise through invitations from other institutions or organizations to plan, organize, or review professional-related activities.
3. There is substantiated and consistent evidence for participation in practice-site committees and in-service/presentations, and/or received grants/contracts to provide service to health care organizations.

4. There is substantiated evidence for practice/service-related honors, certification, and awards; or appointment to administrative and special duties at practice/service site.

#### *College/University*

1. There is substantiated and consistent evidence for participation in departmental, college and university committees as Chair, Coordinator, Secretary, and other tangible responsible positions.
2. There is substantiated evidence of serving as a mentor for junior faculty, if needed, and/or if a mentoring program is available.
3. There is substantiated and consistent evidence in the participation as program director (i.e., graduate program, post-graduate training program, experiential or other discipline-specific program).
4. There is substantiated evidence of performance to fulfill administrative appointments and/or maintenance of contractual agreements.

#### *Professional/Scientific*

1. There is substantiated and consistent evidence of service as an officer and member in professional and community organizations.
2. There is substantiated evidence of participation and contributions for presentations, advising, and/or task force duties for organizations and continuing education programs.
3. There is substantiated and consistent evidence of engaging in administrative and coordinated functions related to professional, societal and/or public groups.
4. There is substantiated evidence in the participation of invited lectures/seminars to professional, societal and/or public groups.
5. There is substantiated evidence of fulfilling the duties of representation of the college at professional and scientific forums and community organizations.
6. There is substantiated evidence of healthcare-related community outreach activities.

#### *Excellent*

##### *Health Care Organization*

1. Documentation of healthcare activities (College of Nursing and Allied Health) and performance evaluations, reports, or general communication methods from directors, healthcare administrators, and/or health care providers.
2. There is substantiated evidence of professional competence, local/national recognition for clinical expertise through invitations from other institutions or organizations to plan, organize, or review professional-related activities.
3. There is substantiated evidence for participation in practice-site committees and in-service/presentations, and/or received grants/contracts to provide service to healthcare organizations.
4. There is substantiated evidence for practice/service-related honors, certification, and awards.

##### *College/University*

1. There is substantiated evidence for participation in departmental, college and university committees.

2. There is substantiated evidence of serving as mentor for junior faculty, if needed, and/or if a mentoring program is available.
3. There is substantiated evidence in the participation as program director (i.e. graduate program, post-graduate training program, experiential or another discipline-specific program).

#### *Professional/Scientific*

1. There is substantiated evidence of service as an officer and member in professional and community organizations.
2. There is substantiated evidence in participation and contributions for presentations, advising, and/or task force duties for organizations and continuing education programs.
3. There is substantiated evidence in the participation of invited lectures/seminars to professional, societal and/or public groups.
4. There is substantiated evidence of fulfilling the duties of representation of the college at professional and scientific forums and community organizations.
5. There is substantiated evidence of healthcare-related community outreach activities.

#### *Good*

#### *Health Care Organization*

1. Documentation of healthcare activities (College of Nursing and Allied Health) and performance evaluations, reports, or general communication methods from directors, healthcare administrators, and/or healthcare providers.
2. There is substantiated evidence for participation in practice-site committees or in-service/presentations or received grants/contracts to provide service to healthcare organizations.

#### *College/University*

1. There is substantiated evidence for participation in departmental, college and university committees.
2. There is substantiated evidence of participation in graduate program, post-graduate training program, experiential or discipline-specific program.

#### *Professional/Scientific*

1. There is substantiated evidence of service in professional and community organizations.
2. There is substantiated evidence of participation and contributions for presentations, advising for organizations and continuing education programs.
3. There is substantiated evidence of voluntary healthcare-related community outreach activities.

#### *Satisfactory*

The candidate must demonstrate evidence of performance in at least two of service categories.

#### **Evidence of the Service Criteria**

Criteria		Evidence	
Health Care Organization			
1.	Provision of exemplary health care services, which includes but is not limited to monitoring of patient therapeutic intervention; decision-making processes in acute care, ambulatory, and/or community- based environments; and performing Nursing and Allied Health care services.	1.	a. Documentation of Services b. Clear and adequate evidence of activities
2.	Advisement and counseling of patients on the proper use of pertinent patient care management.	2.	a. Documentation of Services b. Clear and adequate evidence of activities
3.	Evaluation and recommendations on therapeutic intervention that promote rational use in the treatment of diseases.	3.	a. Documentation of Services b. Clear and adequate evidence of activities
4.	Participation in practice-site quality assessment and improvement activities.	4.	a. Documentation of Services b. Clear and adequate evidence of activities
5.	Provision of Nursing and Allied Health education services for patients and health professionals.	5.	a. Documentation of Services b. Clear and adequate evidence of activities
6.	Publication of professional journal articles on the provision of patient-care services	6.	a. Documentation of Services b. Clear and adequate evidence of activities
College/University			
1.	Service in the development of workshops, seminars and continuing education program in the college or university level.	1.	a. Documentation of Services b. Clear and adequate evidence of activities
2.	Service as a mentor of junior faculty.	2.	a. Documentation of Services b. Clear and adequate evidence of activities
3.	Service as director of college or university programs (e.g., drug information, poison center, graduate program, experiential program etc.).	3.	a. Documentation of Services b. Clear and adequate evidence of activities
4.	Service as an officer of committee(s).	4.	a. Documentation of Services b. Clear and adequate evidence of activities
5.	Service as official/administrative head of department/college/ university unit.	5.	a. Documentation of Services b. Clear and adequate evidence of activities

6. Participation in departmental, college and university committees.	6. a. Documentation of Services b. Clear and adequate evidence of activities
<b>Professional/Scientific</b>	
1. Participation in professional/scientific meetings and/or continuing professional education as invited speaker or coordinator, moderator, facilitator.	1. a. Documentation of Services b. Clear and adequate evidence of activities
2. Participation in professional/scientific meetings and/or continuing professional education as contributor of papers, and/or program participant.	2. a. Documentation of Services b. Clear and adequate evidence of activities
3. Participation in editorial and/or review publication process of a professional/scientific/community organization.	3. a. Documentation of Services b. Clear and adequate evidence of activities
4. Service as member of special task force of professional, academic, or community organization with significant contributions.	4. a. Documentation of Services b. Clear and adequate evidence of activities
5. Service as officer or special designated position of committees for professional/scientific health-related community organization.	5. a. Documentation of Services b. Clear and adequate evidence of activities
6. Service as official/administrative head of professional/scientific society or community organization.	6. a. Documentation of Services b. Clear and adequate evidence of activities
7. Provision of invited lectures/seminars to professional, societal and/or public groups.	7. a. Documentation of Services b. Clear and adequate evidence of activities

## VIII. LETTERS OF RECOMMENDATION FROM DEPARTMENT CHAIRPERSON

As part of the evaluation process, Department Chairs write letters to the Faculty APT Committee recommending promotion and tenure. The following list of content is suggested:

### Teaching

1. Teaching experience both qualitative and quantitative.
2. Effectiveness of teaching (i.e. classroom/clinical observation, teaching portfolio, etc.).
3. Extent of continued competency and/or improvement of teaching abilities.

### Scholarship

1. Quality of publications, presentations, grants and contracts or contributions to professional practice in terms of creativity, originality and impact on the scientific field or professional practice.

2. Prospects for continuing productivity.
3. Collaborative efforts both inside and outside of the College of Nursing and Allied Health Sciences.

**Service**

1. Evaluation of the clinical practice that has led directly to the establishment of new standards of care within the practice setting.
2. Evaluation of the impact of the clinical services in the overall healthcare system.
3. Evaluation of service in terms of involvement and degree of self-motivation.
4. Evaluation of positive contributions during service activities.

The letter should also include a ranking of the candidate's level of performance (satisfactory, good, excellent, or outstanding) in each of the above categories.

## **CRITERIA FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION OF NON-TENURED RENEWABLE TERM CLINICAL EDUCATOR TRACK FACULTY**

This document refers to faculty in the College of Nursing-and Allied Health Sciences who receive a clinical educator track appointment from their respective academic department. The candidate must also comply with the criteria set forth in the Howard University Faculty Handbook and with the terms and conditions of employment. Individuals appointed to the clinical educator track faculty in the College of Nursing and Allied Health must have a professional degree in Nursing, postgraduate training in a residency or fellowship program and current licensure. Individuals appointed to the clinical educator track faculty in the Division of Nursing must have at least a Master's degree in Nursing (doctoral degree preferred), a minimum of three years of professional clinical practice and a current license as a registered nurse. Individuals appointed to the clinical educator track faculty in the Division of Allied Health Sciences must have at least a Master's degree (doctoral degree preferred), a minimum of three years of practice, and a current license/certification in the respective allied health discipline. Clinical educator track faculty appointments are typically made for a two-year term for Instructors and Assistant Professors, and a three-year term for Associate Professors and Full Professors. Upon appointment, the candidate must show evidence of application for licensure or certification in the District of Columbia or national certification.

### **I. AREAS OF PROFICIENCY:**

These include Teaching, Scholarship and Service, which are described in sections V, VI and VII respectively.

### **II. RATING:**

Candidates are assigned one of the following ratings based on their performance in each of above areas of proficiency: For the ranks of Professor, Associate Professor, and Assistant Professor (reappointments): Outstanding, Excellent, Good and Satisfactory. For the initial appointment at the rank of Assistant Professor: Good or Satisfactory.

### **III. TYPES OF APPOINTMENT:**

Upon acceptance of employment, a candidate is appointed to clinical educator track. Within the first two years following the initial appointment, a faculty member has a one-time option to apply for a tenure track appointment. After two years, a faculty member no longer has the option to switch from a clinical educator track to a tenure track appointment.

### **IV. QUALIFICATIONS AND RATINGS:**

The provision of health care is a major activity of clinical educator track faculty, and a high level of competency is expected at all ranks. Emphasis in evaluation will be placed on clinical practice

and teaching. However, clinical educator track faculty members are also expected to perform at a satisfactory level of competency on scholarship and other service activities. The following are the qualifications and ratings required for initial appointment, reappointment and promotion of candidates to each rank.

**Clinical Professor:** For initial appointment or promotion to this rank, the candidate must hold a doctorate. \* The candidate shall also have a minimum of four years of experience as an Associate Professor. In addition, he/she must receive an **Outstanding** rating in service area of proficiency and an **Excellent** rating in the areas of teaching and scholarship.

**Clinical Associate Professor:** For initial appointment, reappointment or promotion to this rank, the candidate must hold a doctorate. \* The candidate shall also have a minimum of four years of experience as an Assistant Professor. In addition, he/she must receive an **Excellent** rating in service area of proficiency and a **Good** rating in the areas of teaching and scholarship.

**Clinical Assistant Professor:** For initial appointment, the candidate must hold a Doctor of Nursing degree,\* or a Master's degree in Nursing (Doctorate preferred) or in Allied Health (Doctorate preferred). In the Divisions of Nursing and Allied Health Sciences, the candidate shall also have a minimum of two years of teaching and/or three years of clinical experience. For initial appointment at this rank, the applicant must receive **Satisfactory** rating in two of the areas of proficiency and show promise for growth in all these areas. For reappointment at this rank, the applicant must receive a rating of **Good** or better in all areas of proficiency.

**Clinical Instructor:** For initial appointment or reappointment at this rank in the Divisions of Nursing and Allied Health Sciences, the candidate must hold a minimum of a Master's degree (Doctorate preferred). For reappointment, he/she must receive a **Good** rating in services in any one of the other areas of proficiency.

## V. SERVICE CRITERIA AND SUPPORTING DOCUMENTS

Service includes exemplary practice and management of progressive/contemporary health care services that function as models for global interests and promote collegiality. Service may include administration and/or participation/contribution to service activities locally, nationally, and internationally. Emphasis shall be given to both quality and quantity of the candidate's activity in service areas. The candidate shall provide evidence of sustained and substantive contribution to the Division, College and/or University and also to his/her profession or discipline external to Howard University. Participation and contribution documentation are in three distinct areas: Health Care Organization, the College/University, and the Professional/Scientific fields.

\*For the College of Nursing and Allied Health, the candidate must have completed a residency and/or fellowship program.

## Principal Criteria

### Health Care Organization

1. Provision of health care services, which may include but is not limited to monitoring of patient therapeutic interventions; decision-making processes in acute care, chronic care, ambulatory, and/or community-based environments; and performing nursing, and allied health care services.
2. Advisement and counseling of patients on the proper use of therapeutic interventions.
3. Evaluation and recommendations therapies that promote rational use in the treatment of diseases.
4. Participation in practice-site quality assessment and improvement activities.
5. Provision of nursing/or allied health education services for patients and health professionals.
6. Development of health care services that may serve as training sites for faculty, students and other health care providers.
7. Publication of professional journal articles on the provision of patient care services.

### College/University

1. Development of workshops, seminars and continuing education programs in the college or university level.
2. Service as a mentor of junior faculty.
3. Service as director of division, college or university programs (e.g., drug information, poison center, graduate program, experiential program, distance learning, etc). '
4. Service as an officer of committee(s).
5. Service as official/administrative head of department/college/ university unit.
6. Participation in departmental, division, college and university committees.

### Professional/Scientific

1. Participation in professional/scientific meetings and/or continuing professional education as invited speaker, coordinator, moderator, or facilitator.
2. Participation in professional/scientific meetings and/or continuing professional education as contributor of papers, and/or program participant.
3. Participation in editorial and/or review publication process of a professional/scientific/community organization.
4. Service as member of special task force of professional, academic, or community organization with significant contributions.
5. Service as officer or special designated position of committees for professional/scientific/health-related community organization.
6. Service as official/administrative head of professional/scientific society or community organization.
7. Provision of invited lectures/seminars to professional, societal and/or public groups

## **Evaluation for Service**

Faculty candidates shall be assessed based upon the following categories of accomplishment: Outstanding, Excellent, Good and Satisfactory. It is also recognized that occasionally an individual may make extraordinary contributions to the College/Division or profession in a manner not specifically characterized in this criteria including (but not limited to) service as a consultant to health-related programs at local, state, national, or international level, national distinctions, peer recognition for superior performance in professional practice, and peer recognition for superior performance in public service. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an Outstanding or Excellent evaluation. The APT Committee shall determine the depth and significance of these contributions. In such cases, the APT Committee shall detail specific documentation of these contributions in the justification of this assessment.

## **Rating**

In order to achieve the Outstanding, Excellent, Good and Satisfactory rating, College of Nursing and Allied Health Sciences faculty must demonstrate accomplishment in Health Care Organization and either the area of Division, College, University or in Professional/Scientific area. The quality of the accomplishment shall be judged by the depth of participation and evidence of significant activity during the stated period. The candidate must provide documentation in each category as follows:

### **Outstanding**

#### *Health Care Organization*

1. Documentation of healthcare activities (Nursing and Allied Health) exemplified as outstanding based on performance evaluations and reports or general communication methods from directors, healthcare administrators, and/or healthcare providers.
2. There is substantiated and consistent evidence of professional competence, local/national recognition for clinical expertise through invitations from other institutions or organizations to plan, organize, or review professional-related activities.
3. There is substantiated and consistent evidence for participation in practice-site committees, in-service/presentations, and/or received grants/contracts to provide service to health care organizations.
4. There is substantiated evidence for practice/service-related honors, certification, and award; or appointed to administrative and special duties at practice/service site.

#### *Division/College/University*

1. There is substantiated and consistent evidence for participation in departmental, division/college and university committees as Chair, Coordinator, Secretary, and other responsible positions.
2. There is substantiated evidence of serving as mentor for junior faculty if needed and if a mentoring program is available.

3. There is substantiated and consistent evidence in the participation as program director (i.e. undergraduate program, graduate program, post-graduate training program, experiential or other discipline-specific programs).
4. There is substantiated evidence of performance to fulfill administrative appointments and/or maintenance of contractual agreements.

### *Professional/Scientific*

1. There is substantiated and consistent evidence of service as an officer and member in professional and community organizations.
2. There is substantiated evidence in participation and contributions for presentations, advising, and/or task force duties for organizations and continuing education programs.
3. There is substantiated and consistent evidence of engaging in administrative and coordinated functions related to professional, societal and/or public groups.
4. There is substantiated evidence in the participation of invited lectures/seminars to professional, societal and/or public groups.
5. There is substantiated evidence of fulfilling the duties of representation of the college/division at professional and scientific forums and community organizations.
6. There is substantiated evidence of healthcare related community outreach activities.

### *Excellent*

### *Health Care Organization*

1. Documentation of healthcare activities (Nursing and Allied Health) and performance evaluations, reports, or general communication methods from directors, healthcare administrators, and/or health care providers.
2. There is substantiated evidence of professional competence, local/national recognition for clinical expertise through invitations from other institutions or organizations to plan, organize, or review professional-related activities.
3. There is substantiated evidence for participation in practice-site committees, and in service/presentations, and/or received grants/contracts to provide service to health care organizations.
4. There is substantiated evidence for practice/service-related honors, certification, and awards.

### *Division/College/University*

1. There is substantiated evidence for participation in departmental, division/college and university committees.
2. There is substantiated evidence of serving as mentor for junior faculty if needed and if a mentoring program is available.
3. There is substantiated evidence in the participation as program director (i.e. undergraduate program, graduate program, post-graduate training program, experiential or other discipline-specific program).

### *Professional/Scientific*

1. There is substantiated evidence of service as an officer and member in professional and community organizations.
2. There is substantiated evidence in participation and contributions for presentations, advising, and/or task force duties for organizations and continuing education programs.
3. There is substantiated evidence in the participation of invited lectures/seminars to professional, societal and/or public groups.
4. There is substantiated evidence of fulfilling the duties of representation of the college at professional and scientific forums and community organizations.
5. There is substantiated evidence of healthcare related community outreach activities.

### *Good*

### *Health Care Organization*

1. Documentation of healthcare activities (Nursing and Allied Health) and performance evaluations, reports, or general communication methods from directors, health care administrators, and/or health care providers.
2. There is substantiated evidence for participation in practice-site committees, and in-service/presentations, and/or received grants/contracts to provide service to health care organizations.

### *Division/College/University*

1. There is substantiated evidence for participation in departmental, division, college and university committees.
2. There is substantiated evidence of participation in graduate program, post- graduate training program, experiential or other discipline-specific program.

### *Professional/Scientific*

1. There is substantiated evidence of service in professional and community organizations.
2. There is substantiated evidence in participation and contributions for presentations, advising for organizations and continuing education programs.
3. There is substantiated evidence of voluntary healthcare related community outreach activities

### *Satisfactory*

### *Health Care Organization*

1. Documentation of healthcare activities (Nursing and Allied Health) and performance evaluations, reports, or general communication methods from directors, healthcare administrators, and/or healthcare providers.

*Division/College/University*

1. There is substantiated evidence for participation in departmental, division, college and university committees.

*Professional/Scientific*

1. There is substantiated evidence of service in professional and community organizations.

**Evidence of the Service Criteria:**

Criteria		Evidence	
Health Care Organization			
1.	Provision of exemplary health care services, which includes but is not limited to monitoring of patient, decision-making processes in acute care, chronic care, ambulatory, and/or community-based environments; and performing nursing and allied health care services.	1.	a. Documentation of Services b. Clear and adequate evidence of activities
2.	Advisement and counseling of patients on the proper use of medications and pertinent patient care management.	2.	a. Documentation of Services b. Clear and adequate evidence of activities
3.	Evaluation and recommendations on therapeutic intervention that promote rational use in the treatment of diseases.	3.	a. Documentation of Services b. Clear and adequate evidence of activities
4.	Participation in practice-site quality assessment and improvement activities.	4.	a. Documentation of Services b. Clear and adequate evidence of activities
5.	Provision of nursing or allied health education services for patients and health professionals.	5.	a. Documentation of Services b. Clear and adequate evidence of activities
6.	Publication of professional journal articles on the provision of patient-care services	6.	a. Documentation of Services b. Clear and adequate evidence of activities
College/University			
1.	Service in the development of workshops, seminars and continuing education program in the college or university level.	1.	a. Documentation of Services b. Clear and adequate evidence of activities
2.	Service as a mentor of junior faculty.	2.	a. Documentation of Services b. Clear and adequate evidence of activities
3.	Service as director of college or university programs (e.g., drug	3.	a. Documentation of Services b. Clear and adequate evidence of activities

information, poison center, graduate program, experiential program etc.).	
4. Service as an officer of committee(s).	4. a. Documentation of Services b. Clear and adequate evidence of activities
5. Service as official/administrative head of department/college/ university unit.	5. a. Documentation of Services b. Clear and adequate evidence of activities
6. Participation in departmental, college and university committees.	6. a. Documentation of Services b. Clear and adequate evidence of activities
<b>Professional/Scientific</b>	
1. Participation in professional/scientific meetings and/or continuing professional education as invited speaker or coordinator, moderator, facilitator.	1. a. Documentation of Services b. Clear and adequate evidence of activities
2. Participation in professional/scientific meetings and/or continuing professional education as contributor of papers, and/or program participant.	2. a. Documentation of Services b. Clear and adequate evidence of activities
3. Participation in editorial and/or review publication process of a professional/scientific/community organization.	3. a. Documentation of Services b. Clear and adequate evidence of activities
4. Service as member of special task force of professional, academic, or community organization with significant contributions.	4. a. Documentation of Services b. Clear and adequate evidence of activities
5. Service as officer or special designated position of committees for professional/scientific health-related community organization.	5. a. Documentation of Services b. Clear and adequate evidence of activities
6. Service as official/administrative head of professional/scientific society or community organization.	6. a. Documentation of Services b. Clear and adequate evidence of activities
7. Provision of invited lectures/seminars to professional, societal and/or public groups.	7. a. Documentation of Services b. Clear and adequate evidence of activities

## VI. TEACHING CRITERIA AND SUPPORTING DOCUMENTS

Teaching refers to instruction of undergraduate, professional and/or graduate students, residents, fellows, post-doctoral associates, and visiting professors in classroom or non-classroom (clinical or laboratory) settings. Assessment is based on (1) pursuing activities to improve teaching skills; (2) advising and supervising undergraduate, professional and graduate students, residents and fellows in research; (3) providing continuing education lectures; and (4) publication on development of instructional methodologies or curriculum design. Supporting documentation for

teaching skills includes (1) Pedagogical contributions; (2) Peer Evaluations; and (3) Student Evaluations.

### **Principal Criteria**

1. Fulfilling undergraduate and graduate teaching responsibilities (didactic and clinical).
2. Providing instructional activities for educational programs including precepting residents/fellows, staff development lectures, and research/elective courses.
3. Demonstrating mastery of subject matter.
4. Utilizing effective communication skills in teaching.
5. Developing and/or utilizing innovative teaching methodologies and/or techniques.
6. Demonstrating effective use of technology that enhances the teaching-learning process.
7. Utilizing effective and appropriate assessment methodologies.
8. Demonstrating effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.

### **Evaluation for Teaching**

Faculty performance shall be assigned one of the following ratings: Outstanding, Excellent, Good and Satisfactory. It is also recognized that occasionally an individual may make extraordinary contributions to teaching in a manner not specifically characterized in these criteria including, but not limited to, serving as a course coordinator or a faculty mentor, motivating students toward higher educational/professional goals, and peer recognition for superior performance in teaching as recognized by national awards. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an Outstanding or Excellent rating. The APT Committee shall assess and determine the depth and significance of these contributions. In such cases, the APT Committee shall detail specific documentations of these contributions in the justification of this assessment.

### **Student Evaluations**

Student evaluation shall be used in the assessment of the teaching criteria. Students' course and instructor evaluations shall be based upon the scale as indicated in the evaluation form. A sample evaluation instrument is attached. A favorable evaluation must have a majority (see ratings below) of Strongly Agree and Agree responses of students. Evaluations of the previous three years prior to application shall be considered.

### **Peer evaluations**

Peer evaluation shall be conducted by the College Peer Review Committee on a biannual basis in an effort to improve faculty teaching. Evaluation shall be made in the areas of preparation, delivery, and interactions with students as well as an overall rating. The emphasis shall be placed upon the improvement of teaching skills over a three-year period. The results of the evaluation shall be provided to the candidate and shall be forwarded to the Chair of his/her department and to the APT Committee as part of the reappointment and promotion evaluation.

## **Ratings**

### **Outstanding**

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the levels as follows:

1. There is substantiated evidence of the development of unique and innovative teaching methodologies and/or techniques.
2. There is substantiated evidence of effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.
3. Majority of ratings from Peer evaluations are Strongly Agree, or Agree.
4. Ninety percent (90%) of ratings from student evaluations, in the previous 3 years, are Strongly Agree or Agree.

### **Excellent**

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the levels described below:

1. There is substantiated evidence of effective student mentoring and advising that stimulates and motivates students toward higher educational/professional goals.
2. Majority of ratings from peer evaluations are Strongly Agree, or Agree.
3. Eighty-five percent (85%) of ratings from student evaluations, in the previous three (3) years, are Strongly Agree, or Agree.

### **Good**

In order to achieve this rating, the candidate's portfolio must demonstrate performance in each of the criteria at the level described below:

1. Majority of ratings from student evaluations, in the previous 3 years, are Strongly Agree, or Agree.
2. Majority of ratings from peer evaluations are Strongly Agree, or Agree.

Any rating below Good indicates that the candidate has not met the minimum criteria and is not eligible for reappointment or promotion.

### **Satisfactory**

In order to receive this rating, the candidate must demonstrate evidence of performance in the two following areas:

1. Demonstrating mastery of subject matter.
2. Utilizing effective communication skills in teaching.

## **Supportive Evidence**

Criteria		Evidence	
1.	Fulfillment of didactic, clinical and undergraduate/graduate teaching responsibilities.	1.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
2.	Provide instructional activities for educational programs including precepting graduate students, residents/fellows, staff development lectures, and research/elective courses.	2.	Evidence of lectures developed, courses developed, and materials provided to students/residents/fellows. Course syllabi, evidence of newly developed instructional techniques.
3.	Demonstrate mastery of subject matter.	3.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
4.	Utilize effective communication skills in the application of teaching methods.	4.	Peer evaluation data from previous 3 years, assessment of Department Chair, and student evaluation data from previous 3 years.
5.	Development of teaching methods and/or techniques.	5.	Peer evaluation data from previous 3 years if provided, assessment of Department Chair, and student evaluation data from previous 3 years.
6.	Demonstrate effective student mentoring and advisory that stimulates and motivates students toward higher educational/ professional goals.	6.	Evidence of mentoring activities, and student advisement, provision of supporting materials indicating student progression to higher educational/professional goals.

## VII. SCHOLARSHIP CRITERIA AND SUPPORTING DOCUMENTS

Scholarship is the advancement of knowledge through the conduct of research and/or development of innovative teaching methods and/or professional practice. Research is comprised of systematic collection and analysis of information that generates new knowledge. Evaluative research is the application of appropriate research methodologies to study the effectiveness, efficiency, efficacy and usefulness of a procedure, drug regimen or service. An innovative professional practice method such as a case report or discovery involves the application or relevancy of clinical and organizational mechanisms to impact or solve healthcare problems. Proficiency in scholarship is primarily documented by the submission and acquisition of grants/contracts, conduct/supervision of research, development of innovative healthcare practices, contributions to peer-reviewed publications, recognition by peers and professional/scientific organizations, and the submission and acquisition of an academic excellence award.

### Principal Criteria

1. Initiation/conduct/supervision of research/scholarly activities or development of innovative professional practice.

2. Publication of articles in refereed professional/scientific journals as a primary or secondary author<sup>5</sup>.
3. Publication of books, chapters, book reviews, review articles, editorials, monographs, letters, responses to letters, continuing education (CE) articles and newsletters.
4. Service as editor (primary or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or on grant/contract evaluation committees.
5. Submission of research grants/contracts that are approved and funded.
6. Scholarly contribution that provides new breakthrough in professional/ scientific fields or stimulates/impacts these fields.
7. Presentation at professional/scientific meetings/conferences/symposia of abstracts, research, and innovative/provocative thoughts.
8. Election or appointment to state, national or international professional/ scientific organizations in recognition of outstanding scholarship.
9. Appointment as professional/scientific consultants or service on an advisory committee that is based on scholarship.

## **Evaluation for Scholarship**

The purpose of this evaluation is to assess the quality and quantity of the candidate's activity in scholarly areas. Faculty performance shall be assigned one of the following ratings: Outstanding, Excellent, Good and Satisfactory. It is also recognized that occasionally an individual may make extraordinary contributions to the Scholarship in a manner not specifically characterized in this criteria including, but not limited to, securing patent rights and national awards of recognition by peers for outstanding scholarship achievements. In such rare cases, "Additional Contribution" considerations of achievements shall be made and assessment of the evidence overwhelmingly may suggest an Outstanding or Excellent rating. In such cases, the APT Committee shall detail specific documentation of these contributions in the justification of this assessment.

## **Rating**

### **Outstanding**

In order to receive this rating, the candidate must fulfill all of the following:

1. During the period prior to the application, the applicant has received funding on two or more grants/contracts at least one of which was extramural and he/she was the PI.
2. During the period prior to the application, the applicant has either:
  - i) Submitted three (3) grants/contracts as a PI, Co-I; or
  - ii) Initiated, conducted or supervised at least three (3) research projects; or
  - iii) Developed at least one (1) professional/scientific project which provided breakthrough information that impacted the field.

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<sup>5</sup> Primary author is the person designated in the article as the "corresponding author". If the journal does not require such a designation, the first author shall be considered the primary author. All other authors are considered secondary authors. A copy of the article should be included in the application dossier

3. The candidate has published on an average at least one of the following as a Primary Author or Corresponding Author prior to his/her application:

- i) Two peer-reviewed research articles per year;
- ii) Three monographs per year;
- iii) One book or book chapter every two years;
- iv) Two peer-reviewed non-research articles per year.

**All publications must be in refereed journals or books.**

4. The applicant fulfilled any three (3) of the following criteria:

During each year prior to the application, the candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.

- i) The candidate's scholarly contribution provided new breakthrough in professional/scientific fields or stimulated/impacted these fields.
- ii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
- iii) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committees.

### Excellent

To receive this rating, the candidate must fulfill all of the following:

1. During the period prior to the application, the candidate has received funding on one grant/contract in which he/she was the PI.
2. During the period prior to the application, the candidate has either:
  - i) Submitted two (2) grants/contracts as a PI or Co-PI; or
  - ii) Initiated, conducted or supervised at least two (2) research projects; or
  - iii) Developed at least one (1) professional/scientific project which provided breakthrough information that impacted the field.
3. The candidate has published on an average at least one of the following as a Primary Author prior to his/her application:
  - i) One research/review/ editorial article per year;
  - ii) Two monograph/letters/response to letters per year;
  - iii) One book or book chapter every three years.

**All publications must be in refereed journals or books.**

4. The candidate fulfilled any two (2) of the following criteria:

During each year prior to the application,

- i) The candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.
- ii) The candidate's scholarly contribution provided breakthrough in professional/scientific fields or stimulated/impacted these fields.
- iii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
- iv) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committees.

### Good

To receive this rating, the candidate must fulfill all of the following:

1. During the period prior to the application, the candidate has either:

- i.) Submitted one (1) grant/contract as a PI or Co-PI; or
- ii.) Initiated, conducted or supervised at least one (1) research project.

2. The candidate has published on an average at least one of the following as a Primary Author every other year prior to his/her application:

- i.) One research/review/ editorial article per year;
- ii.) Two monograph/letters/response to letters per year;
- iii.) One book or book chapter as a primary author every three years.

**All publications must be in a refereed journal or book.**

3. The candidate has fulfilled any one (1) of the following criteria:

During each year prior to the application,

- i) The candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.
- ii) The candidate was elected or appointed to professional/scientific organizations in recognition of outstanding scholarship contribution.
- iii) The candidate has served as editor (primary and/or section), reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or grant/contract evaluation committee.

### Satisfactory

In order to receive this rating, the Candidate must fulfill any one of the following criteria:

- i) The candidate has presented at least one paper at professional/scientific meetings/conferences/symposia.
- ii) Publication of an article in a refereed professional/scientific journal as a primary or secondary author.

### Evidence of Scholarship Criteria

Criteria	Evidence
1. Initiation/conduct/supervision of research/scholarly activities or development of innovative professional practice.	1. Statement of the goals and objectives or abstract of the research/scholarly activities or innovative professional practice.
2. Publication of articles in refereed professional/scientific journals as a primary or secondary author.	2. Submit a copy of each of the publications or documented evidence of acceptance of manuscript(s) for publication.
3. Publication of books, chapters, book reviews, review articles, editorials, monographs, letters, responses to letters, continuing education (CE) articles and newsletters.	3. Submit a copy of each of the publications or documented evidence of acceptance of manuscript(s) for publication.
4. Service as editor, reviewer or member of editorial boards/advisory committees of professional/scientific publications and/or on grant/contract evaluation committees.	4. Documented evidence of the service and a statement of the depth of activities provided.
5. Submission of research grants/contracts which are approved and funded.	5. List of grant applications including author(s), grant number, funding agency, project title, date of approval, dollar amount approved and duration of the grant or contract. Submit a copy of the approval letter. Documentation of outcomes of grant activities.
6. Scholarly contribution that provides new breakthrough in professional/ scientific fields or stimulates/impacts these fields.	6. Documented evidence of the scholarly contributions. A statement to include how this contribution provided a new breakthrough in the field must be provided.
7. Presentation at professional/scientific meetings/conferences/symposia of abstracts, research, and innovative/provocative thoughts.	7. Documented evidence of presentation, such as program with name and title of presentation listed.
8. Election or appointment to state, national or international professional/ scientific organizations in recognition of outstanding scholarship.	8. Documented evidence of appointment and statement of the depth of contribution.

9. Appointment as a professional/scientific consultant or provide service on an advisory committee that is based on scholarship.	9. Documented evidence of appointment and a statement of the depth of the service provided.
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## VIII. LETTERS OF RECOMMENDATION FROM DEPARTMENT CHAIRPERSON

As part of the evaluation process, Department Chairs write letters to the Faculty APT Committee recommending reappointment and promotion. The following list of content is suggested:

### **Service**

1. Evaluation of the clinical practice, which has led directly to the establishment of new standards of care within the practice setting.
2. Evaluation of the impact of the clinical services in the overall healthcare system.
3. Evaluation of service in terms of involvement and degree of self-motivation.
4. Evaluation of positive contributions during service activities.

### **Teaching**

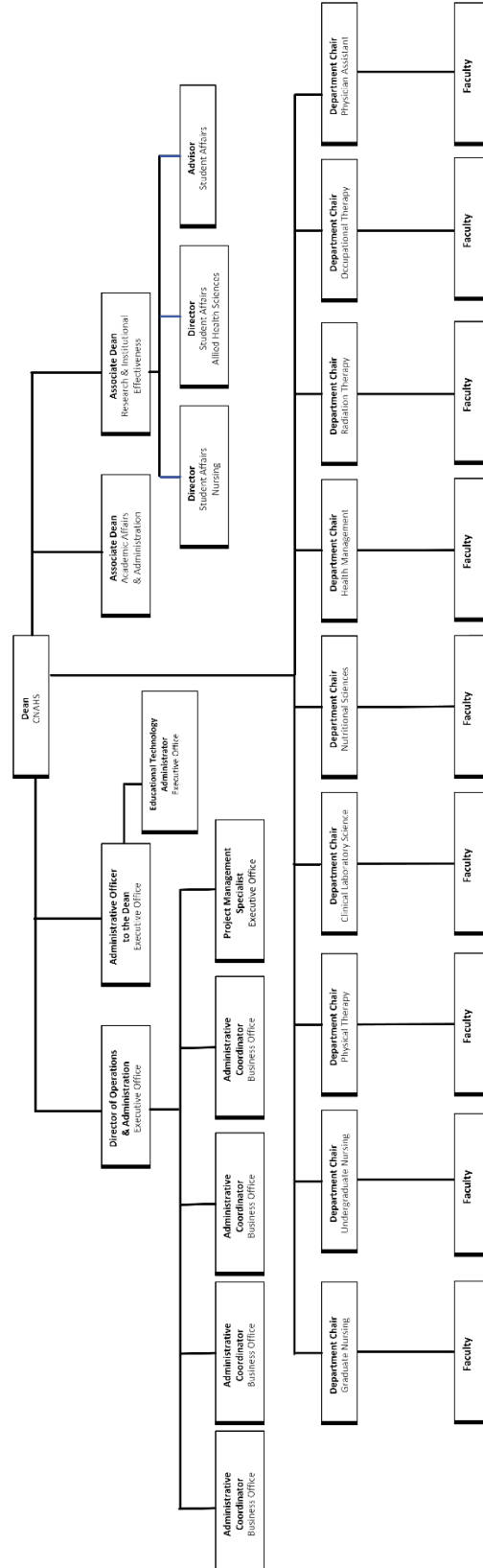
1. Teaching experience both qualitative and quantitative.
2. Effectiveness of teaching (i.e., classroom/clinical observation, etc.).
3. Extent of continued competency and/or improvement of teaching abilities.

### **Scholarship**

1. Quality of publications, presentations, grants and contracts or contributions to professional practice in terms of creativity, originality and impact on the scientific field or professional practice.
2. Prospects for continuing productivity.
3. Collaborative efforts both inside and outside of the unit (College of Nursing and Allied Health Sciences).

The letter should also include a ranking of the candidate's level of performance (good, excellent or outstanding) in each of the above categories.

# APPENDIX I: ORGANIZATIONAL STRUCTURE OF THE COLLEGE



## APPENDIX II: PEER EVALUATION OF TEACHING (SAMPLE)

1. The instructor was well prepared for this course.
  - A. Strongly Agree
  - B. Agree
  - C. Disagree
  - D. Strongly Disagree
2. The delivery of the content of course was effective and aided student learning.
  - A. Strongly Agree
  - B. Agree
  - C. Disagree
  - D. Strongly Disagree
3. The instructor had positive interaction with students which contributed to a positive atmosphere for learning.
  - A. Strongly Agree
  - B. Agree
  - C. Disagree
  - D. Strongly Disagree
4. The instructor created an atmosphere conducive to learning.
  - A. Strongly Agree
  - B. Agree
  - C. Disagree
  - D. Strongly Disagree
5. The instructor appeared to be well organized.
  - A. Strongly Agree
  - B. Agree
  - C. Disagree
  - D. Strongly Disagree
6. Overall my rating of this instructor is:
  - A. Outstanding
  - B. Excellent
  - C. Good
  - D. Satisfactory
7. Have you rated this instructor previously?
  - A. Yes
  - B. No

Additional Comments: \_\_\_\_\_