


March 15, 2019

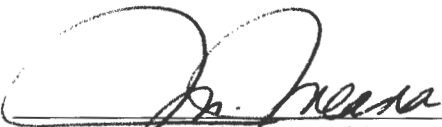
TO: Marta Meana, Ph.D., President

FROM: Diane Z. Chase, Ph.D., Executive Vice President and Provost 

RE: **Department of Teaching and Learning Bylaw Amendments**

I am in receipt of a request by Dr. Danica Hays, Executive Associate Dean of the College of Education, to approve the Department of Teaching and Learning bylaw amendments. The department faculty approved these amendments on March 6, 2019 by a vote of 25-0-0. These amendments change the language regarding the consideration of publications made at rank from another institution. I approve these amendments and recommend you approve them as well. If you approve, please add your signature and the date to the front of the department bylaws.

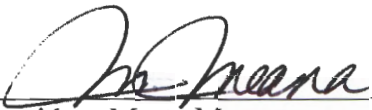
APPROVED:



Marta Meana, Ph.D., President



(date)

Approved:  Date: 3/15/19
President Marta Meana

Teaching & Learning Bylaws

Last updated 3/6/19

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Chapter 1 Mission and Goals

Section 1 Mission

- 1.1 The Department of Teaching and Learning (T&L) holds as its central mission the study of curriculum and its implementation at all levels of education. Further, in order to realize a broad range of curricular aims and goals, the Department engages in rigorous study of instruction to enhance teaching effectiveness by:
- 1.1.1 Providing comprehensive, contemporary programs of preservice teacher preparation and education to instruct professionals for elementary, middle level, secondary, post-secondary and vocational/technical settings.
 - 1.1.2 Offering Master's degree programs and inservice educational opportunities and being actively involved in the public schools for mutually beneficial purposes; i.e., updating and enhancing skills of the current teaching force while allowing Departmental faculty to remain current with public school trends and issues.
 - 1.1.3 Developing Educational Specialists in curriculum, instruction in the content areas, and teacher education through post-Master's degree programs.
 - 1.1.4 Developing effective teacher educators within the Doctoral programs through intensive study of content methods, instructional paradigms for teacher training, and research.
 - 1.1.5 Promoting within faculty and students rigorous scholarship through participation in basic and applied research, educational program development and implementation, and dissemination of knowledge in enlightening and utilitarian ways.

Section 2 Goals

- 2.1 The faculty and administration of T&L endorse and accept the following as Departmental goals:
- 2.1.1 To deliver the highest quality instruction and programs possible for students.
 - 2.1.2 To provide necessary support for students at all levels including effective advisement, comprehensive supervision of field experiences, and able direction of experiential and research activities, as well as mentoring of graduate students.
 - 2.1.3 To initiate and implement research; disseminate research findings; and engage in development projects, evaluation studies, and similar scholarly activities.
 - 2.1.4 To provide service and service-related assistance to local and state education agencies/institutions through such activities as teacher in-services, workshops, seminars, and professional consultations, and to serve on commissions and committees for the purpose of promoting educational excellence.

- 2.1.5 To promote a dynamic working environment for productive faculty where interests and expertise encourage collegiality in instruction, scholarly activities, and service based on collaboration.

Chapter 2 Organization of the Department

Section 1 Organization

- 1.1 The Department places a high value on a governance structure that balances broad faculty input and efficient decision-making. The current organizational structure includes six content area committees (Literacy, Math, Science, Social Studies/Multicultural, Technology, Career, Technical, and Post-Secondary Education, Health Education, and Teacher Education) and four program level committees (Elementary, Secondary, Master's, and Doctoral). Appendix A contains an organizational chart of the department.

Chapter 3 Administration and Governance

Section 1 Departmental Administration

- 1.1 Consistent with the NSHE Code, UNLV Bylaws and COE Bylaws, certain authority and responsibilities are delegated to the faculty of T&L as the major policy and procedure-recommending body of T&L. The departmental administration consists of the Department Chair, the Associate chair(s), and the Chair's Advisory Committee.
- 1.2 Department Chair: The Department Chair shall be the chief administrative officer and, normally, shall be a tenured member of the T&L faculty in rank IV, III or II. The Department Chair shall possess such powers and responsibilities as are assigned by these Bylaws or by higher authority.
 - 1.2.1 Selection. As stated in the COE Bylaws, procedures for nominating and recommending Department Chairs are described in the Bylaws of each respective Unit. The minimum term of office of Chairs of Departments of the COE will be three (3) years with the possibility of reappointment. Bylaws must conform to UNLV Bylaws, Chapter II, Section 10.8.
 - 1.2.2 Procedures for Recommending the Reappointment of the Chair:
 - a) Approximately one year before the expiration of the Chair's term, and no later than November 15th of the third year of office, the faculty shall meet to discuss the record of the incumbent Chair.
 - b) After full faculty discussion, the Associate chair shall distribute ballots to all voting members of the Department for a vote on reappointment of the Chair. The ballots shall be collected by a Departmental secretary and counted by three faculty members chosen by the faculty.

- c) If the incumbent Chair receives a majority of votes cast, a recommendation is then made for a new three-year term to begin the following July 1. In the event that the incumbent fails to receive a simple majority vote of the faculty, the Department shall begin the process of identifying a candidate for new Department Chair.
- 1.2.3 Procedures for Identifying Candidates for a New Department Chair:
- a) When the election of a new Department Chair is required, the Associate chair shall conduct an election for a Nomination Committee, to include one representative from each academic rank and two at-large positions from among the tenured and tenure-track faculty.
 - b) When formed, the Committee shall elect its own chair. The Nomination Committee shall formulate a slate of candidates for the new Department Chair. The ordinary procedure of this Committee shall be to begin meeting at least two semesters prior to the final faculty vote for the new Chair. Members of the Nomination Committee who are nominated and accept their nominations should remove themselves from the Nomination Committee and their seats be filled by suitable alternates appointed by the Nomination Committee chair.
 - c) The Nomination Committee shall arrange meetings with the faculty to establish nomination criteria and the candidate-selection process.
 - d) The Nomination Committee shall arrange for open meetings with the faculty for inside and outside candidates.
- 1.2.4 Duties and Responsibilities of the Chair:
- a) The Chair shall administer the operation of the Department. In this capacity, the Chair shall:
 - b) Be available and accessible as needed. This includes daily accessibility during the regular semesters, mini-terms, and the peak periods of registration, the end of semester period when grades are submitted, orientation, and placement testing during the summer. "Daily accessibility" normally means that a chair be physically on campus for a part of each day. Should a chair need to be away from campus, he or she should be in touch with the department office in order to deal appropriately with Departmental business. With the advice and consent of the Dean, the Chair should designate an Acting Chair during extended periods of absence.
 - c) Assume responsibility for the recruitment and evaluation of personnel, including recommendations on retention, tenure, promotion, merit, and annual performance of faculty and staff.
 - d) Schedule classes and other Departmental functions.
 - e) Assign faculty workloads.
 - f) Manage Departmental budget.

- g) Provide leadership in curricular review and/or alteration.
 - h) Appoint Departmental committees, except those provided by these Bylaws, and serve as an ex-officio member of all Departmental committees.
 - i) Represent the Department on and off campus.
 - j) Perform any other appropriate assignments that Department and/or College circumstances may require.
 - k) Annually, in concert with the faculty, the Chair shall develop and adopt a set of planning objectives to guide decisions on use of personnel and resources in program development.
 - l) As the official representative of T&L faculty, the Chair shall forward curricular, programmatic, or academic recommendations made by the faculty to higher administrative officers.
 - m) The Chair shall provide leadership in establishing and implementing Departmental goals, priorities, and policies.
 - n) The Chair shall advise students, respond to student requests for information, and evaluate student petitions.
 - o) The Chair shall be the liaison from higher levels of University administration to the faculty and shall make available on a regular basis the information which faculty members or the Chair deem appropriate for an efficient operation of the Department.
 - p) The chair shall have the discretion to call meetings of the entire T&L faculty as needed.
- 1.2.5 Evaluation of the Chair: The Chair shall be subject to annual review by all voting members of the Department. This review shall be accomplished by use of an "Evaluation of the Chair" form, developed by T&L faculty and administered by the Associate chair no later than the first week of May each year, with results and recommendations forwarded to the Dean of the College of Education.
- 1.2.6 Procedures for Requesting the Removal of the Chair: At the formal written request of a simple majority of the full-time faculty within the Department, removal of the Chair may be requested from the President of the University, through the Dean of the College of Education and Vice President for Academic Affairs/Provost.

1.3 Associate Department Chair(s):

- 1.3.1 Procedure for Appointment of the Associate chair: The Associate chair shall be appointed by the Chair, subject to approval by a simple majority of the voting faculty. The term of office of Associate chair will be three (3) years with the possibility of reappointment.
- 1.3.2 Duties and Responsibilities of the Associate chair(s) are to:
 - a) Preside over all Departmental elections.
 - b) Preside at faculty meetings in the absence of the Chair.
 - c) Perform other duties designed to assist the Chair.

- d) Serve as Acting Chair in the absence of the Chair.
 - e) Administer the annual evaluation of the Chair, using an evaluation form developed by T&L faculty.
 - f) Monitor and enforce all departmental bylaws.
 - g) Deal with student petitions and administrative requests.
 - h) Ensure that faculty meeting minutes are taken and posted to the Department website.
 - i) Work effectively with administration and faculty to create and maintain high quality programs.
- 1.3.3 Compensation of the Associate chair: The Associate chair shall receive a reduced teaching load in deference to the added time commitments involved in the position.
- 1.3.4 Chair's Advisory Committee: The chair's advisory committee will consist of the four program coordinators, the associate chair(s), and one representative selected by T&L's untenured faculty. The advisory committee will:
- a) Review recommendations from Program Committees (Elementary, Secondary, Master's, & Doctoral).
 - b) Develop and recommend department policy.
 - c) Assist the chair with budgetary matters.
 - d) Review all curriculum changes and proposals.
 - e) Review recommendations from individual faculty members.
 - f) Provide input on all other matters deemed appropriate by the chair.

Section 2 Program Committee

- 2.1 The main governing bodies of the department are the Elementary, Secondary, Master's, and Doctoral Program Committees.
- 2.2 Membership:
- 2.2.1 Each program committee shall consist of a minimum of one representative from each content area. The program committees are to be chaired by designated coordinators, each of whom is to be given reassigned time.
 - 2.2.2 The Department Chair will appoint chairs of the program committees.
- 2.3 Responsibilities:
- 2.3.1 Agendas, proposals, and all relevant documentation for each program committee meeting should be posted two working days in advance of its meeting date to ensure that faculty have adequate time to prepare for meetings (i.e., all materials should be distributed by Monday for Wednesday meetings).
 - 2.3.2 All faculty may attend these meetings and provide input.
 - 2.3.3 Program committee meetings will be scheduled in pairs (i.e., Elementary and Secondary on one day; Master's and Doctoral on another) to allow faculty to participate on more than one

committee. Joint meetings of either pair can be scheduled as needed to address common issues.

- 2.3.4 Recommendations from the program committees are sent to the chair. The Chair then determines whether the recommendation should be considered by a vote of the full faculty.

2.4 Program Coordinator Roles

2.4.1 Expectations Common to All Programs:

- a) Course scheduling
- b) Program meetings (includes scheduling, agenda, minutes and distribution)
- c) Oversee recruitment efforts
- d) Complete applicable reports
- e) Assessment
- f) Accreditation
- g) Program review
- h) Update program literature
- i) Catalog
- j) Department web site
- k) Guide program and course development efforts
- l) Ensure continuity across course offerings
- m) Coordinate programmatic communication with part time instructors
- n) Communicate content standards and agreed upon assessments
- o) Serve on Chair's Advisory Committee

More detailed roles for coordinators can be found in Appendix D

Section 3 Content Area Committees

3.1 The department is divided into six content area committees: Literacy, Mathematics, Science, Social Studies/Multicultural, Technology, Career, Technical, and Post-Secondary Education, Health Education, and Teacher Education.

3.2 Membership:

- 3.2.1 All faculty must be a member of one of the content area committees.
- 3.2.2 Faculty in the content area committees elect a chair at the end of the spring semester to serve a one-year term that begins in August. The position of chair may be extended beyond one year.
- 3.2.3 Content area committees are to send a minimum of one representative to each of the program committees (Elementary, Secondary, Master's, and Doctoral Committees).

3.3 Responsibilities:

- 3.3.1 Course schedules
- 3.3.2 Curriculum issues

- 3.3.3 Initiatives that require broad faculty approval (e.g., new courses and programs). Proposals from the content area committees are then to be forwarded to the program committees (Elementary, Secondary, Master's, and Doctoral Committees).

Section 4 Standing Committees

4.1 Promotion and Tenure Committee:

4.1.1 Membership:

- a) As pertains to pre-tenure or tenure review, membership shall consist of all tenured faculty in the Department.
- b) As pertains to any review for academic promotion, membership shall consist of all Departmental faculty whose rank is equal to, or higher than, the rank being sought by an applicant.
- c) Each year, the faculty as a whole will elect a new chair-elect who will serve one year as chair-elect and the subsequent year as chair of the committee.
- d) The Department Chair (even though tenured and/or a full professor) will not be a voting member of the Committee.
- e) The committee chair will also serve as the department representative on the COE Promotion and Tenure Committee.

4.1.2 Duties:

- a) To provide assistance and direction for those faculty who seek help when constructing the folios that accompany and support their pre-tenure, tenure, or promotion applications.
- b) To arrive at decisions regarding the pre-tenure status, tenure, or academic promotion of applicants.
- c) To review procedures pertaining to promotion and tenure and submit suggested revisions to the bylaws committee.
- d) c) Policies and Procedures:
- e) Processes concerned with 18-month review, mid-tenure review, tenure, and promotion of T&L faculty are contained in APPENDIX B of this document.

4.2 Bylaws Committee:

4.2.1 Membership:

- a) The Chair of the Bylaws Committee will be appointed by the Department Chair.
- b) The department chair will accept nominations for two or three additional members and conduct an election in the event that there are more than three nominees.

4.2.2 Duties:

- a) To review and recommend revisions as needed.
- b) The Chair of the Bylaws Committee will serve as the Department Parliamentarian to help monitor the implementation of the bylaws in departmental governance.

4.3 Merit Committee:

4.3.1 Membership:

- a) The Department Merit Committee will consist of three elected department faculty members.
- b) Members will serve two-year staggered terms.
- c) The College Merit Committee representative will be chosen from the Department Merit Committee by a separate vote of the faculty.

4.3.2 Duties:

- a) To determine if each merit applicant has met the minimum standard for merit.
- b) To rank order (in each of the areas of teaching, scholarship, and service) those applicants who are found to meet the minimum standards. Such standards shall take into account the variations in assigned workload present in the college [10.2.2]. No faculty member may be present or ranking of their application for an award of merit [10.2.3].
- c) To forward the three ranked lists to college committee.

Section 5 Meetings

5.1 Regular Meetings: The Department shall hold regularly scheduled meetings during the academic year. No regular meetings shall be scheduled outside the academic year.

5.2 Special Meetings: Special meetings may be called during the academic year at the pleasure of the Chair or at the signed written request of at least one-third of the voting members of the Department. No special meetings may be called outside the academic year.

5.3 Agenda Items: Agenda items will be presented by the Chair or at the written request of a voting member of the Department. Prioritization of agenda items will be at the discretion of the Chair.

5.4 Notification: Any meeting notification shall be by written memorandum to all members of the Department at least two workdays prior to the scheduled meeting date. An agenda for the meeting shall be included as part of the memorandum.

5.5 Quorum: A quorum shall be necessary for any official Departmental action and shall consist of a simple majority of the faculty voting membership.

5.6 Voting Procedures:

- 5.6.1 A simple majority of the faculty voting will be needed to pass motions, except for those designated as a two-thirds vote by the parliamentary authority.
- 5.6.2 No vote shall be taken on any major decision if that topic was not stated on the publicly announced agenda for that meeting.
- 5.6.3 Each full-time faculty member shall have one vote in all Departmental meetings and ballots, except where University policy

might state otherwise. Proxies will be accepted for absent members if presented in writing to the Department Chair prior to a vote. A faculty member may carry only one proxy. Proxies may be used to constitute a quorum.

- 5.7 Minutes of each Departmental meeting shall be prepared by the Chair and distributed to all faculty and the Dean of the COE within five workdays following the date of a regular or special meeting. The Chair will appoint a secretary/recorder to take Departmental minutes.
- 5.8 Parliamentary Authority: The rules contained in the current edition of Robert's Rules of Order shall govern the meetings in all cases to which they are applicable and in which they are consistent with T&L Bylaws and any rules or regulations of higher authority at the University.

Chapter 4 Faculty

Section 1 Composition

- 1.1 Membership in the Department shall include all academic ranks and appointments that are approved by the university. Individuals in these ranks shall comprise the voting faculty of the Department.
- 1.2 Full-time faculty on leave from the Department shall retain voting privileges.

Section 2 Duties and Responsibilities

- 2.1 It is incumbent upon T&L faculty to:
- 2.1.1 Initiate, develop, and implement curricular offerings in harmony with stated goals of the Department.
 - 2.1.2 Conduct research and make scholarly contributions to the profession of education.
 - 2.1.3 Provide services to the various constituencies served by the Department, College of Education, and University.
 - 2.1.4 Approve all new or revised curricular/programmatic offerings pertinent to the Department and consistent with COE Bylaws and UNLV Bylaws.
 - 2.1.5 Confer degrees and approve graduation lists.

Section 3 Workloads

- 3.1 Individual workloads will be determined for each member of the Department in accordance with priorities of the Department and as specified in the COE Bylaws, Chapter 4, Section 2.8; and in the UNLV Bylaws, Chapter I, Section 4.2; Chapter II, Section 3; and Chapter III, Section 2. Additionally, Chapter 3, Section 3 of the NSHE Code outlines expectations for faculty at Universities within NSHE.

Section 4 Annual Evaluations

- 4.1 An annual evaluation of each faculty member shall be conducted in harmony with UNLV Bylaws, Chapter III, Section 8 (APPENDIX C, 4.0); and COE Bylaws, Chapter 4, Section 2.4 (APPENDIX D, 2.0); and "COE Annual Review Criteria and Rating Scales" (APPENDIX D, 6.0).
- 4.2 In conjunction with the annual evaluation, each faculty member shall have the prerogative to establish a Peer Evaluation File, to include those materials deemed pertinent to the annual evaluation. Materials might include, but not be limited to, exhibits of professional productivity, written works not offered for publication, creative productivity unique to a special class presentation, letters in support of accomplishments, printouts of student course evaluations, and so on.
- 4.3 The annual evaluation of each faculty member shall serve as the basis for determining the eligibility of each individual for retention, rank promotion and/or tenure recommendations.

Section 5 Promotion and Tenure

- 5.1 Eligibility: Eligibility for pretenure review shall be as set forth in the COE Bylaws, Chapter 4, Section 2.7 (APPENDIX D, 3.0). Eligibility for tenure or promotion shall be as set forth in the UNLV Bylaws, Chapter I, Section 4.3 (APPENDIX C, 5.0); and in the COE Bylaws, Chapter 4, Section 2.7 (APPENDIX D, 4.0) and Chapter 4, Section 2.6 (APPENDIX D, 5.0).
- 5.2 Criteria and Procedures: Guidelines for pretenure review, tenure, promotion, or appointment of Departmental faculty to academic rank shall be consistent with UNLV Bylaws and COE Bylaws.
- 5.3 The guidelines for Promotion and Tenure in the Department of Teaching and Learning are organized as follows:
 - 5.3.1. General Definitions for Tenure/Tenure Track Faculty
 - A. Teaching
 - B. Research/Scholarship
 - C. Service
 - 5.3.2. Eighteen-Month Review And Mid-Tenure Review
 - A. Eighteen-Month Review
 - B. Mid-Tenure Review
 - C. Additional Reviews
 - 5.3.3. Promotion: Assistant To Associate Professor
 - A. Introduction
 - B. Teaching
 - C. Research/Scholarship
 - D. Service
 - 5.3.4. Promotion: Associate To Full Professor
 - A. Introduction
 - B. Post-tenure 3-year Review(s)
 - C. Qualifications
 - D. Teaching

- E. Research/Scholarship
- F. Service
- 5.3.5. Faculty in Residence
 - A. Definition
 - B. Teaching
 - C. Professional Service
 - D. Mid-Promotion Review
- 5.3.6. Promotion to Associate Professor in Residence
 - A. Introduction
 - B. Teaching
 - C. Professional Service
- 5.3.7. Promotion to Professor in Residence
 - A. Introduction
 - B. Teaching
 - C. Professional Service
- 5.3.8. Tenure: All Ranks
- 5.3.9. Denial Of Tenure And/Or Promotion
- 5.3.10. Statement Of Due Process

5.3.1. General Definitions

Traditional roles and responsibilities of tenure/tenure-track faculty members in major universities focus on three categories: teaching, research/scholarship and service.

Listed below are definitions for teaching, research/scholarship, and professional service as they pertain to the tenure/tenure-track faculty in the Department of Teaching and Learning at UNLV. If progress in the areas that are considered for tenure and promotion is not evident, then these concerns must be shared with the candidate during eighteen-month and mid-tenure reviews.

A. Teaching

Teaching is an activity or function performed by a faculty member on behalf of students and their learning. It includes (a) course instruction (b) advising and mentoring (c) all planning and related program and curricular endeavors, (d) supervision of students including directing field experiences of students in practica, internships, or other comparable clinical and field-based activities, (e) directing dissertations, theses, and professional papers, and (f) all communication and coordination activities related to instruction.

B. Research/Scholarship

Research is broadly defined as those activities associated with the systematic collection, analysis, and dissemination of information or data for the generation or verification of new knowledge; the formulation of theories, models, or philosophies that stimulate the thinking and research of others; or the development of processes and procedures for practitioners based upon current empirical data or theory. Included under research are studies that

involve laboratory, field, clinic, library, and other creative endeavors. Competence and accomplishment must be documented.

The department of Teaching and Learning considers the publication record of faculty in the following ways:

- All publications at rank, including publications at other institutions, may be included by the candidate in his/her dossier for consideration of promotion and/or tenure.
- Candidates who wish to include previous work must serve a minimum of 2 years at UNLV at rank prior to consideration for promotion and/or tenure.
- Candidates may choose to conduct their mid-tenure review during the first year at UNLV. Included work will not be disregarded on the sole basis that it originated from a university/college other than UNLV.
- Candidates must (at least) demonstrate AND CONTINUE comparable rigor and trajectory while serving at UNLV in terms of research and scholarship, as defined by the scholarship rubric in 5.3.3.

C. Professional Service

Professional service is defined as those activities that provide assistance to the Department of Teaching and Learning, the College of Education, the University, and to professional clients in the field and in the profession generally. Included under professional service are contributions to local, state, regional and national committees: helping schools and other organizations plan, organize, conduct, or review programs appropriate to the area of specialization; advocacy of educational policies or leadership in groups devoted to such advocacy; and appropriate publications that do not fall into one of the research/scholarship categories. It also includes work on all Department, College (School) and University committees, and assignments at all levels of the University.

5.3.2. Eighteen-Month and Mid-Tenure Review

The pre-tenure review process is intended to assist, support, and evaluate tenure-track faculty as they progress toward tenure and promotion in the Department of Teaching and Learning. The process provides feedback to candidates in regard to their performance in teaching, scholarship, and service.

A. Eighteen-Month Review

1. This first review will occur during the fourth (4th) semester of a candidate's employment.
2. The intent of this review is to assist and support the candidate in the early stages of faculty development.
3. The following materials only will be considered at the time of the 18 - month review:
 - a) Current vita.

- b) All existing annual self-reports.
 - c) All existing annual evaluations by the department chair.
 - d) All existing teaching evaluations.
 - e) Copies of all publications.
4. The chair of the Promotion and Tenure (P & T) committee, along with the candidate's faculty mentor(s), will review the candidate's dossier. Thus, a total of up to four (4) P & T members will meet with the candidate to discuss identified strengths and recognized needs; and to make recommendations to the candidate for enhancing teaching, scholarship, and service. No written feedback will be provided at this time.

B. Mid-Tenure Review

1. This review usually occurs during the sixth (6th) semester of a candidate's employment.
2. This is an evaluative review in the areas of teaching, scholarship, and service.
3. The following materials only will be considered at the time of the mid-tenure review:
 - a. Current vita.
 - b. All existing annual self-reports.
 - c. All existing annual evaluations by the department chair.
 - d. All existing teaching evaluations.
 - e. Copies of all publications.
 - f. A completed NSHE form for tenure/promotion.
4. All members of the P&T committee will review the candidate's dossier. The committee chair will call a meeting of the P&T committee at which members will discuss the candidate's dossier after it is presented by the candidate's chosen representative (mentor or faculty designee).
5. A written report will be given to the department chair and the candidate. The report will include the committee's vote and a summary of comments made by members of the committee regarding the candidate's performance.
6. The candidate may write a response to the committee's report to be included in the candidate's file.

In accordance with *UNLV Bylaws Chapter I, Section 4.3.6.2*:

In addition to the annual reviews conducted by chairs/directors and deans, every candidate will have a mid-tenure (pre-tenure) review at the mid-point of the probationary period. For the purposes of this review, the faculty committees who will participate in the tenure decisions at the unit level will review the materials submitted by the candidate (including but not limited to annual reports, annual evaluations, and other appropriate materials) and advise the chair/director/dean of their opinion of the candidate's progress toward tenure in terms of the criteria set forth in the Code, the university, college and unit bylaws, and any officially sanctioned standards provided. The chair/director will report the determination of the committee to the faculty member and to the dean. If the committee or the chair/ director/dean deems the progress toward tenure is not satisfactory, the

committee and/or the chair/director/ dean may recommend remediation or recommend non-reappointment. At the college/unit level, the committee that will participate in the tenure decision will review the materials submitted, along with the chair/ director's assessment, and provide the dean with their determination about the progress of the faculty member toward tenure. The committee may suggest remediation or recommend non-reappointment. The dean may, after conferring with the chair/director and/or the faculty committees, recommend remediation or non- reappointment in a summary report to the Executive Vice President and Provost. When the likelihood of meeting tenure standards as defined in Nevada System of Higher Education Code Section 3.4.2 is negative, the member shall be notified in accordance with the Nevada System of Higher Education Code Sections 5.2.3, 5.2.4 and 5.9.1. (B/R 12/04)

Additionally, the assessment letter from the departmental P&T committee will be forwarded as part of the materials submitted to college-level review. Furthermore, COE policies for mid-tenure are outlined in the COE Bylaws *Appendix G: Mid-Tenure*.

C. Additional Reviews Prior to Require Promotion and Tenure Review

Once the mid-tenure review is completed, the candidate has the option of requesting additional review. These reviews would be conducted following the same process as the 18-month review.

5.3.3. Promotion To Associate Professor

Refer to:

NSHE Code: (Title 2 Chapter 5)

UNLV Bylaws: (Title 5, Chapter 6, Section 16)

COE Bylaws: (Chapter 4, Section 2.5)

A. Introduction

The Department of Teaching and Learning is committed to the notion that promotion to Associate Professor requires that individuals participate in the three areas of teaching, research/scholarship, and service. According to UNLV Code, a successful candidate must have a record of excellence in either teaching or research/scholarship and at least satisfactory in the other. In addition, the candidate must demonstrate a satisfactory record in service.

UNLV Bylaws specify that an Assistant Professor may be considered for promotion at any time and must be considered for promotion after a period of not more than 6 years in this rank. Candidates typically apply for promotion to Associate Professor at the beginning of their sixth year unless otherwise specified at the time of hire.

Each candidate for promotion to Associate Professor must present a dossier identifying appropriate supporting evidence. COE Bylaws state that the candidate's dossier must contain:

1. The NSHE Recommendation for Tenure or Promotion form (“The Regents’ Form”).
2. Vita.
3. Mid-tenure Evaluation.
4. Annual Evaluations by Department Chair(s).
5. Summaries of teaching evaluations.
6. Examples of course syllabi.
7. Copies of scholarly work.

Candidates are responsible for providing additional materials to support their activity if requested to do so by the department Promotion and Tenure Committee.

The department will solicit and obtain at least four (4) letters from external referees outside the University, two (2) of which shall be from persons drawn from a list of names suggested by the candidate. Letters will be tagged for review indicating whether the letter came from referees suggested by the candidate or not. There will be no restrictions on relationships between candidates and referees.

A summary of expectations and examples of supporting evidence in each of the three areas of teaching, research/scholarship, and service follows. General expectations also have been defined in Section 1 of this document. The following lists of expectations are not exhaustive; they are intended to provide appropriate guides for the candidates.

B. Teaching

The candidate needs to demonstrate a record of effective teaching. A portfolio or dossier identifying appropriate supporting evidence shall be submitted for review. The items listed below are appropriate for inclusion in the dossier. This does not imply that the candidate must provide evidence in all of the areas identified, nor is the list exhaustive.

1. Copies of syllabi (required).
2. Student ratings of courses taught (required).
3. A record of courses taught during the evaluation period (required).
4. A record of advisement, particularly at the masters and doctoral level (required).
5. A statement of philosophy of teaching.
6. Evidence of new strategies, techniques, processes and technologies used in teaching.
7. Evidence of development, teaching, and/or assessment of new courses.
8. Attendance at professional development conferences, workshops and seminars related to the improvement of teaching.
9. Honors and awards for teaching.
10. Peer evaluations of teaching.

C. Research/Scholarship

For promotion to Associate Professor the candidate must demonstrate evidence of continuous quality research or scholarly productivity. The T&L Promotion and Tenure Committee requires that copies of scholarly work be included in the candidate's dossier. Research and scholarly productivity may also be demonstrated by, but not limited to, the following examples of supporting evidence. The list is neither all-inclusive nor exhaustive.

1. Articles published in nationally/internationally circulated, refereed journals.
2. Articles published in nationally recognized non-refereed journals.
3. Evidence of articles in press in either of the above.
4. Published books, book chapters, monographs.
5. Evidence of books, book chapters or monographs in press.
6. Book reviews, bulletins, technical reports, research reports, creative products, and editorials which contribute to the field of study.
7. Evidence of research/scholarly grants received.
8. Evidence of research/scholarly grants under review.
9. Research/scholarship or works in progress.
10. Honors and awards for research.
11. Presentations at professional meetings based on research or scholarly projects.

D. Service

Faculty members are expected to engage in both intra-university and extramural service. In evaluating service, emphasis is placed upon evidence of contributions to the department, college and university, the local community and the profession in general. Evidence should include documentation that addresses the quality and impact of service activities. The following list provides examples of supporting evidence. The list is neither all-inclusive nor exhaustive.

1. Chair or membership in program, department, college and university committees.
2. Participation in special university programs.
3. Service to the local community (workshops, presentations, serving on local boards, seminars, colloquia).
4. Participation in local, state and national organizations including offices held, committee memberships, editorial board membership, serving as a reviewer, serving as journal editor.
5. Service on special panels, task forces, committees and accreditation teams.
6. Consultation services in related fields.
7. Honors and awards for service.

Promotion and Tenure Scholarship Rubric for Assistant to Associate & Tenure Review
(Approved by a vote of the faculty on April 27, 2015)

UNSATISFACTORY	SATISFACTORY	COMMENDABLE	EXCELLENT
Fewer than 5 publications in peer-reviewed journals or the publications do not meet the content requirements for SATISFACTORY	Minimum of five (5) publications in peer-reviewed journals. PLUS Content is based on empirical data.	Minimum of six (6) publications in peer-reviewed journals. PLUS Content is based on empirical data. PLUS First authorship = 3 PLUS Minimum of four (4) additional publications such as: non-empirical journal articles, books, book chapters, monographs, conference proceedings, other non-peer reviewed professional publications. PLUS Minimum of one (1) grant application submitted as contributor or PI.	Requirements for COMMENDABLE. PLUS Additional publications in peer-reviewed journals. PLUS Content is based on empirical data. PLUS Evidence of significant contribution to the field through a clear line of scholarly inquiry and successful dissemination to the research community or to the practitioner community.
		Additional evidence may include: •Grants awarded as contributor or PI. •Journal quality demonstrated by: professional organization standards, external review letters, indices such as Thomson Reuters rating, or quantitative factors such as acceptance rates, citation indices.	Additional evidence may include: •Competitive grant applications to appropriate foundations and agencies. •Funded competitive grants from appropriate foundations and agencies. •Editorship, guest editorship
N.B. Authorship includes: author, co-author.	N.B. Empirical = "based on, concerned with, or verifiable by observation or experience rather than theory or pure logic."	N.B. Authorship includes: author, co-author, editor, co-editor.	

5.3.4. Promotion To Professor

NSHE Code: (Title 2, Chapter 5)

UNLV Bylaws: (Title 5, Chapter 6, Section 16.5)

COE Bylaws: (Chapter 4, Section 2.5)

A. Introduction

Promotion to the rank of professor means that the candidate has made a significant impact on her or his respective field. Such impact may be evidenced in various ways that can include, but are not limited to local, national, or international leadership, mentorship and induction of doctoral students and junior faculty to the field, securing external funding, publishing through traditional (Eurocentric) spaces (e.g., peer-reviewed articles, book chapters, or books), editorship as editors or guest editors, and/or through non-traditional and/or alternative (counter hegemonic) and/or digital spaces (e.g., academic social networking sites, blogs that are education-related, open access journals, other media, public intellectual venues).

Although the NSHE code does not specify a minimum time in rank as an associate professor, the candidate for Professor typically has:

1. A minimum of 5 years of University level service and/or significant employment in the public [relevant (faculty role-related) work in PK-12 education, community-based work, government work] or private sector since the last promotion, and,
2. At least 2 years on the UNLV faculty at the time of consideration unless otherwise specified at the time of hire.

The department will solicit and obtain at least four (4) letters from external referees outside the University, two (2) of which shall be from persons drawn from a list of names suggested by the candidate. Letters will be tagged for review indicating whether the letter came from referees suggested by the candidate or not.

A summary of expectations and examples of supporting evidence in each of the three areas of teaching, scholarship, and service follows. For each of these aspects University and College-level guidelines have already been established. This document is intended to provide detailed guidelines for the candidate; but, it is not intended to be used as a checklist. Within the opening statement, as well as appendices, the COE guidelines document outlines considerations for diversity with regard to publication, as well as ways in which various disciplines value research contributions to the field.

B. Post-tenure 3-Year Review(s)

1. Post-tenure 3-year reviews occur every three years after the candidate is awarded tenure and promotion to Associate. 3-year reviews continue until the candidate has been promoted to the Full professor rank. The first review usually begins during the sixth (6th) semester of the candidate's post-tenure date and is conducted every three years thereafter.
2. This is an evaluative review in the areas of teaching, scholarship, and service.
3. The following materials only will be considered at the time of the mid-tenure review:

- a) Current vita
- b) All existing post-tenure annual self-reports.
- c) All existing post-tenure annual evaluations by the department chair.
- d) All existing post-tenure teaching evaluations.
- e) Copies of all post-tenure publications.
- f) A completed NSHE form for tenure/promotion.

4. All members of the P&T committee who at the Full Professor rank will review the candidate's dossier. The committee chair will call a meeting of the P&T committee who at the Full Professor rank at which members will discuss the candidate's dossier after it is presented by the candidate's chosen representative (mentor or faculty designee).

- a) A written report will be given to the department chair and the candidate. The report will include the committee's vote and a summary of comments made by members of the committee regarding the candidate's performance.
- b) The candidate may write a response to the committee's report to be included in the candidate's file.

C. Teaching

The candidate for Full Professor should provide evidence of active mentoring and leadership in teaching and advising.

D. Research/Scholarship

The candidate for Full Professor shall provide evidence of national recognition in scholarship through publications, books, leadership in national professional organizations, research projects, editorship, and/or external funding. As specifically mentioned in the introduction to this section, such national recognition may be evidenced in various ways that can include, but are not limited to, national or international leadership, mentorship and induction of doctoral students and junior faculty to the field, securing external funding, publishing through traditional (Eurocentric) spaces (e.g., peer-reviewed articles, book chapters, or books), editorship as editors or guest editors, and/or through non-traditional and/or alternative (counter hegemonic) and/or digital spaces (e.g., academic social networking sites, blogs that are education-related, open access journals, other media, public intellectual venues). Candidates for Professor should demonstrate at least one programmatic line of research.

E. Service

The candidate should provide evidence of service and leadership within their field on a national or international level. Such service or leadership may include, but is not limited to, serving on executive or advisory boards of national or international organizations, serving as editors or on editorial boards or panels, serving on committees of national or international organizations, and/or serving on panels (e.g., state boards of education, National Science Foundation, or other relevant grant funding agencies). Additionally, the candidate should provide evidence of ongoing service and leadership within the department, college, and/or university level. Such service or leadership may include, but is not limited to, chairing department, college, and/or university committees and serving as members on department, college, and/or university committees.

5.3.5 Faculty in Residence

The promotion process for Faculty in Residence (FIRs) shall be consistent with existing college procedures. Criteria for promotion shall be consistent with expectations for tenure track faculty in the areas of teaching and service, with the exception that external letters of recommendation are not required. The requirement of recognition beyond the home institution is not required because of its connection to scholarship.

A. Faculty in Residence General Definition

Traditional roles and responsibilities of faculty members in major universities focus on two categories: teaching and service.

Listed below are definitions for teaching and professional service as they pertain to the faculty in the Department of Teaching and Learning at UNLV. If progress in the areas that are considered for promotion is not evident, then these concerns must be shared with the candidate during eighteen-month and mid-promotion reviews.

B. Teaching

Teaching is an activity or function performed by a faculty member on behalf of students and their learning. It includes (a) course instruction (b) advising and mentoring (c) all planning and related program and curricular endeavors, (d) supervision of students including directing field experiences of students in practica, internships, or other comparable clinical and field-based activities, and (e) all communication and coordination activities related to instruction.

C. Professional Service

Professional service is defined as those activities that provide assistance to the Department of Teaching and Learning, the College of Education, the University, and to clients in the field and in the profession generally. Included under professional service are contributions to local, state, regional and national committees: helping schools and other community-based, education-focused organizations plan, organize, conduct, or review programs appropriate to the area of specialization; and, advocacy of educational policies or leadership in groups devoted to such advocacy/ It also includes work on all Department, College (School) and University committees, and assignments at all levels of the University.

D. Mid-Promotion Review

1. This review usually occurs during the sixth (6th) semester of a candidate's employment.
2. This is an evaluative review in the areas of teaching, scholarship, and service.
3. The following materials only will be considered at the time of the mid-tenure review:
 - a) Current vita.
 - b) All existing annual self-reports.
 - c) All existing annual evaluations by the department chair.
 - d) All existing teaching evaluations.
 - e) Copies of all publications, if any
 - f) A completed NSHE form for tenure/promotion.

4. All members of the P&T committee will review the candidate's dossier. The committee chair will call a meeting of the P&T committee at which members will discuss the candidate's dossier after it is presented by the candidate's chosen representative (mentor or faculty designee).
5. A written report will be given to the department chair and the candidate. The report will include the committee's vote and a summary of comments made by members of the committee regarding the candidate's performance.
6. The candidate may write a response to the committee's report to be included in the candidate's file.

In accordance with *UNLV Bylaws Chapter I, Section 4.3.6.2*:

In addition to the annual reviews conducted by chairs/directors and deans, every candidate will have a mid-tenure (pre-tenure) review at the mid-point of the probationary period. For the purposes of this review, the faculty committees who will participate in the tenure decisions at the unit level will review the materials submitted by the candidate (including but not limited to annual reports, annual evaluations, and other appropriate materials) and advise the chair/director/dean of their opinion of the candidate's progress toward tenure in terms of the criteria set forth in the Code, the university, college and unit bylaws, and any officially sanctioned standards provided. The chair/director will report the determination of the committee to the faculty member and to the dean. If the committee or the chair/ director/dean deems the progress toward tenure is not satisfactory, the committee and/or the chair/director/ dean may recommend remediation or recommend non-reappointment. At the college/unit level, the committee that will participate in the tenure decision will review the materials submitted, along with the chair/ director's assessment, and provide the dean with their determination about the progress of the faculty member toward tenure. The committee may suggest remediation or recommend non-reappointment. The dean may, after conferring with the chair/director and/or the faculty committees, recommend remediation or non- reappointment in a summary report to the Executive Vice President and Provost. When the likelihood of meeting tenure standards as defined in Nevada System of Higher Education Code Section 3.4.2 is negative, the member shall be notified in accordance with the Nevada System of Higher Education Code Sections 5.2.3, 5.2.4 and 5.9.1. (B/R 12/04)

5.3.6. Promotion To Associate Professor in Residence

Refer to:

NSHE Code: (Title 2 Chapter 5)

UNLV Bylaws: (Title 5, Chapter 6, Section 18)

COE Bylaws: (Chapter 4, Section 2.5)

A. Introduction

The Department of Teaching and Learning is committed to the notion that promotion to Associate Professor in Residence requires that individuals participate in the two areas of teaching and service. A successful candidate must have a record of excellence in teaching and at least satisfactory in service.

UNLV Bylaws specify that an Assistant Professor in Residence may be considered for promotion at any time and will be considered for promotion after a period of no less than

6 years in this rank. Candidates typically apply for promotion to Associate Professor in Residence at the beginning of their sixth year unless otherwise specified at the time of hire.

Each candidate for promotion to Associate Professor in Residence must present a dossier identifying appropriate supporting evidence. COE Bylaws state that the candidate's dossier must contain:

1. The NSHE Recommendation for Promotion form
2. Vita.
3. Mid-promotion Evaluation.
4. Annual Evaluations by Department Chair(s).
5. Summaries of teaching evaluations.
6. Examples of course syllabi.

Candidates are responsible for providing additional materials to support their activity if requested to do so by the department Promotion and Tenure Committee.

A summary of expectations and examples of supporting evidence in teaching, and service follows.

General expectations also have been defined in Section 1 and 5 of this document.

The following lists of expectations are not exhaustive; they are intended to provide appropriate guides for the candidates.

B. Teaching

The candidate needs to demonstrate a record of effective teaching. A portfolio or dossier identifying appropriate supporting evidence shall be submitted for review. The items listed below are appropriate for inclusion in the dossier. This does not imply that the candidate must provide evidence in all of the areas identified, nor is the list exhaustive.

1. Copies of syllabi (required).
2. Student ratings of courses taught (required).
3. A record of courses taught during the evaluation period (required).
5. A statement of philosophy of teaching.
6. Evidence of new strategies, techniques, processes and technologies used in teaching.
7. Evidence of development, teaching, and/or assessment of new courses.
8. Attendance at professional development conferences, workshops and seminars related to the improvement of teaching.
9. Honors and awards for teaching.
10. Peer evaluations of teaching.

C. Professional Service

Faculty members are expected to engage in both intra-university and extramural service. In evaluating service, emphasis is placed upon evidence of contributions to the department, college and university, the local community and the profession in general. Evidence should include documentation that addresses the quality and impact of service activities. The following list provides examples of supporting evidence. The list is neither all-inclusive nor exhaustive.

1. Chair or membership in program, department, college and university committees.
2. Participation in special university programs.
3. Service to the local community (workshops, presentations, serving on local boards, seminars, colloquia).
4. Participation in professional and/or community-based, education-focused organizations at local or state levels.
5. Service on special panels, task forces, committees and accreditation teams.
6. Honors and awards for service.

5.3.7. Promotion To Professor in Residence

NSHE Code: (Title 2, Chapter 5)

UNLV Bylaws: (Title 5, Chapter 6, Section 18.1)

COE Bylaws: (Chapter 4, Section 2.5)

A. Introduction

The Department of Teaching and Learning is committed to the notion that promotion to Professor in Residence requires that individuals participate in teaching and service, and that, in the years under consideration, the candidate demonstrates leadership in these two areas.

Although the NSHE code does not specify a minimum time in rank as an Associate Professor in Residence the candidate for Professor in Residence typically has:

1. A minimum of 5 years of University level service or significant employment in the public sector outside the University or in the private sector since the last promotion, and
2. At least 2 years on the UNLV faculty at the time of consideration unless otherwise specified at the time of hire.

A summary of expectations and examples of supporting evidence in each of the two areas of teaching and service follows. Incorporated within each of these areas are appropriate UNLV and COE guidelines already established. This document is intended to provide flexible guidelines for the candidate; it is not intended to be used as a checklist.

B. Teaching

In addition to the criteria identified for promotion to Associate Professor in Residence, the candidate for Full Professor in Residence should provide evidence of active mentoring and leadership in teaching and advising.

C. Professional Service

In addition to the criteria identified for promotion to Associate Professor in Residence, the candidate should provide evidence of local or national recognition.

5.3.8. Tenure

Refer to:

NSHE Code: (Title 2, Chapter 3)

UNLV Bylaws: (Title 5, Chapter 6, Chapter 1, Section 4.3)

COE Bylaws: (Chapter 4, Section 2.5)

Tenure is one of the more significant investments a university makes in its faculty. Although tenure is not a job guarantee, it does provide due process protection; thus permitting professors the academic freedom so often needed in their teaching and research. The tenure applicant must demonstrate a balance of success in teaching, scholarship, and service. In addition, the college criteria specify that the candidate will display “propitious professional and human relationships with colleagues, students and administrators.”

Although a professor at any rank may be considered for tenure at any time, it is commonly practiced that at the time of consideration the person must be in his/her final year of tenure probationary period. At the Assistant Professor level, the criteria for tenure are essentially parallel to those for promotion to Associate Professor. Tenure and promotion are generally concurrent at that level. For faculty at the Associate level, the criteria are essentially the same, but the probationary period may be shortened for credit given during the hire.

A professor or associate professor with a well-established career and who has received tenured at other accredited universities may be tenured at the time of initial employment provided he/she meets UNLV basic standards and is recommended by a vote of tenured faculty of the appropriate department.

5.3.9. Denial Of Tenure, Promotion, Or Reappointment

Refer to:

NSHE Code: (Title 2, Chapter 5, Section 5.2.3, 5.2.4)

UNLV Bylaws: (Title 5, Chapter 6, Chapter 3, Section 6)

COE Bylaws: (Chapter 4, Section 2.4.3)

5.3.10. Statement Of Due Process

At any point in the tenure and promotion process, if the criteria for teaching, scholarship, and/or service are not evident, concerns shall be shared with the candidate in writing. Due process dictates the following:

1. A documentation of the deficits.
2. A history of events that indicate deficits.
3. A written plan for remediation of documented deficits.
4. An evaluation of the faculty member’s corrective action.

Section 6 Merit

- 6.1 Eligibility and procedures for merit shall conform to the College guidelines specified in the COE Bylaws.

Section 7 Procedures For The Screening And Hiring Of New Faculty

- 7.1 Searches will be conducted in accordance with the university adopted procedures.

In particular, UNLV Bylaws Chapter III Section 15 outlines the following procedures germane to the departmental level:

Search Committees: Following administrative approval for recruitment, department or unit faculty shall elect faculty to search committees. The search committee will elect its chair and facilitate the recruitment and screening process according to unit bylaws.

Recommendations for Appointment: Each academic and nonacademic faculty unit shall determine by vote which candidate or candidates they wish to recommend for appointment and submit their credentials and applications for employment through regular administrative channels for review. (6/15)

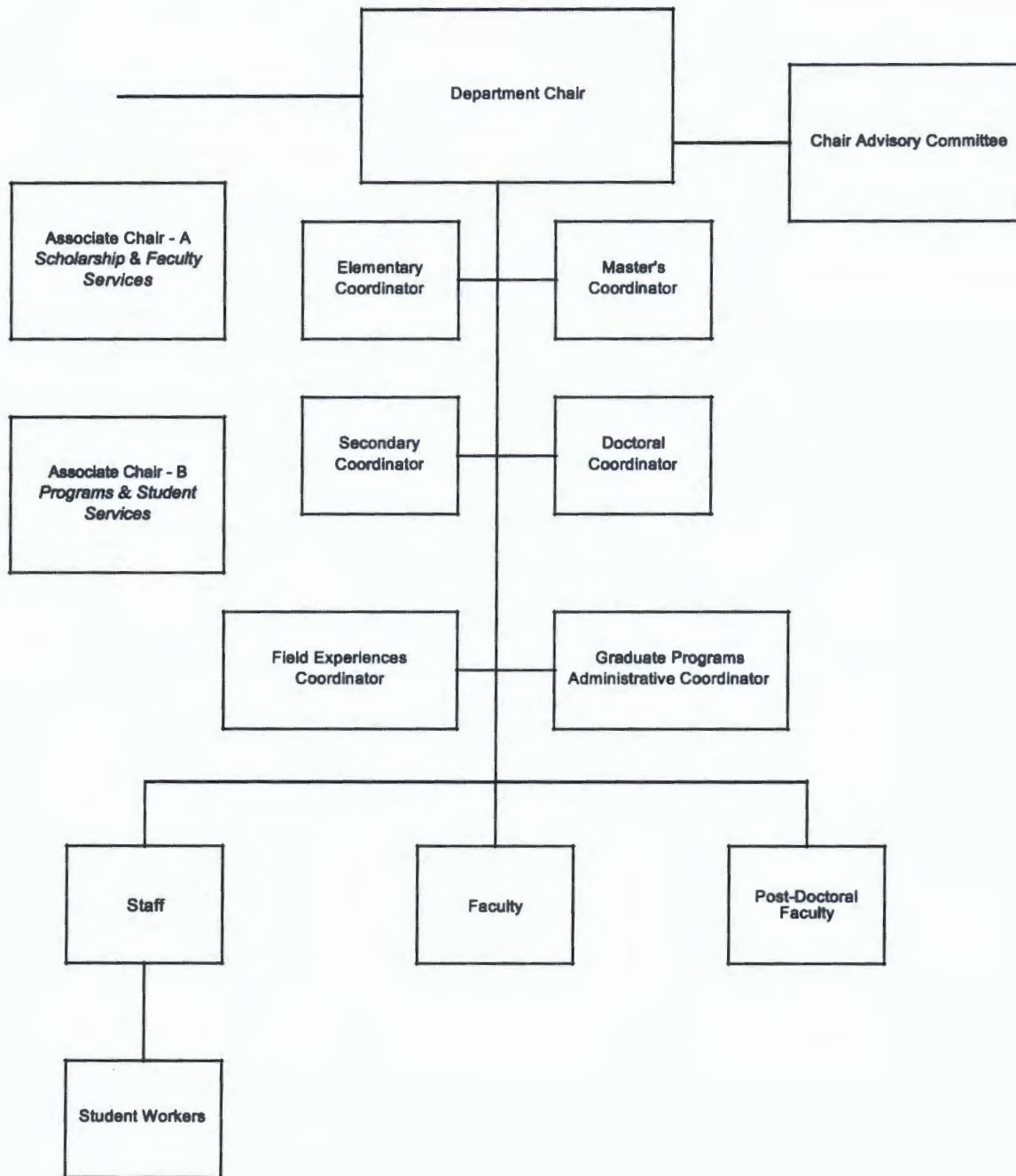
Except as otherwise provided in Board of Regents policy, Title 4, Chapter 8, Section 7.2, all academic appointments must follow the procedures described in Chapter III, Section 15 (Recruitment of Faculty). The unit faculty may approve a suspension of all or a portion of Section 15 by no less than a majority vote of all eligible faculty in accordance with unit bylaws. (12/15)

Chapter 5 Bylaws Amendments/Changes

- 1.1 The Articles in this document may be amended or changed by a two-thirds majority of the attending T&L Faculty at a regularly scheduled faculty meeting or two-thirds of those faculty casting a written ballot. Such amendments are to be submitted in writing to the Bylaws Committee Chair and then to the department Chair for appropriate action. Changes to the appendices require a simple majority of the attending COE Faculty at a regularly scheduled faculty meeting or a simple majority of those faculty casting a written ballot.
- 1.2 Editorial changes required due to action by the Nevada Board of Regents (including approval of modifications of the UNLV Bylaws) or those reflecting administrative fiats of the President or the Provost of the University are to be made by the Bylaws Committee at the time the changes become effective. Since a higher authority mandates these changes, such changes do not require ratification by the T&L faculty.

Appendix A: Teaching and Learning Organizational Structure

Teaching and Learning Organizational Structure



Appendix B: Guidelines for Consideration of Merit for Research

Research/scholarship refers to systematic investigations and inquiry. Research activities, whether empirical or theoretical in emphasis, should demonstrate relevance and contribution to the field through peer review. Research involves discovery of new knowledge, critical reflection on existing knowledge, integration of existing knowledge into the extant knowledge base; the development of ideas or products; and the demonstration of impact and dissemination through instruction, publishing, and presentations at professional conferences.

To clarify the relative importance of scholarly products, products are grouped into primary, secondary, and tertiary categories. In general, books, book chapters, and empirical or theoretical journal articles in refereed journals receive greater consideration than articles in non-refereed journals, newsletters, research reports to private or public institutions, conference proceedings or other work not subjected to editorial review. Candidates' annual review document may include a combination of products considered to be of primary, secondary, or tertiary importance. Greater consideration will be given to products of primary importance. Junior, non-tenured faculty members are encouraged to focus the majority of their scholarly efforts toward activities within the primary importance category with emphasis on peer-reviewed articles.

The individual faculty member is expected to distinguish for the merit committee whether works are *refereed* (a blind peer review process), *reviewed* (reviewed by a professional/editorial process but not by a blind anonymous peer review process), or *invited* (the author was requested to write a manuscript, make a presentation, or present a paper, because of her/his known expertise in a given area). Reviewed publications would be listed with refereed ones but the refereed publications will be designated with an asterisk. Greater consideration is given to refereed works, followed by those that are reviewed, and finally those that are invited. In the case of multiple authorship, candidates are expected to follow guidelines regarding order of authorship found in the Publication Manual of the American Psychological Association (5th Edition), which states "The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution." P. 351.

Examples of research and scholarly products grouped by level of importance include:

Primary Importance:

- Articles (empirical or theoretical) published in high quality, refereed journals as defined by the candidate's field (*Targeted Journals*)
- Authored (empirical or theoretical) academic books
- Edited academic/professional books
- Refereed or reviewed chapters (empirical or theoretical) in edited academic/professional books
- PI or Co-PI on major research grants/contracts and fellowships from external sources that generate revenue through indirect cost generation, buyouts for faculty, and/or support for graduate assistantships
- Peer reviewed international/national conference presentations

Secondary Importance:

- Regents/University/College Research Award
- Articles published in refereed professional journals (*Other Journals*)
- Textbooks/Monographs
- Significant distribution of curriculum/training materials, media, software

- PI or Co-PI on research grants/contracts and fellowships from external sources that do not generate primary revenue
- Major research grants/contracts (e.g., NSF, Department of Education) submitted to external sources but not funded
- Invited international/national conference presentations
- Peer reviewed regional conference presentations

Tertiary Importance:

- Minor research or internal funded grants and contracts
- Book reviews
- National association newsletters
- Essay reviews in national academic journals
- Articles in national non-refereed journals and publications
- Articles in editor reviewed publications
- Presentations at state conferences
- Technical reports to sponsors
- Prefaces, introductions, catalogue statements, dictionary entries, etc.
- Nomination for research award (non self nomination)

Targeted Journals

Scholarly activities generally lead to results such as publications, presentations, grant activity, etc. While these are not the only way scholarly activities become represented, journal publication is recognized as a key component. Thus, it is important for T&L to define the parameters of quality journal publications. Other aspects of scholarship will be addressed in subsequent documents.

For a department as diverse as T&L, assessing the relative quality of publications is fraught with challenges. Our faculty publish in a broad range of curricular areas. However, there are important reasons to identify characteristics of publications that the faculty might consider when assessing the value a contribution.

1. By identifying and publicizing these characteristics faculty assessments of individuals in decisions regarding promotion, tenure and merit in the area of scholarly publications can become more consistent and reliable.
2. By identifying and publicizing these characteristics junior faculty members can make more informed decisions regarding scholarly publications.

When identifying targeted journals content groups will generally consider the following characteristics:

- Nature of submission
 - o Invited
 - o Author initiated
- Nature of review
 - o Peer
 - o Editor
 - o Not reviewed
- Article characteristics

- Type of article (primary emphasis)
 - Original research
 - Theoretical
 - Issue introduction
 - Theory to practice
 - Review of literature
 - Commentary
 - Book review
- Number of times cited
- Length
- Authorship
 - Number of authors
 - Author order
- Journal reputation
 - Editor
 - Editorial review board
 - Intended audience
 - Indexed
 - Acceptance rate
 - Sponsorship / affiliation
 - Journal history

The discussion of a listing of journals is the purview of content areas. These listings included targeted journals that are identified using the criteria described above.

Appendix C: Program Coordinator Responsibilities

Elementary Program Coordinator

1. Coordinate with the Office of Professional Experiences
2. Coordinate with the Professional Development Schools
3. Nevada Department of Education liaison
4. Clark County School District liaison
5. Serve on the College Teacher Education Committee and Council of Field Experiences

Secondary Program Coordinator

1. Coordinate with Office of Professional Experiences
2. Coordinate with Professional Development Schools
3. Nevada Department of Education liaison
4. Clark County School District liaison
5. Serve on the College Teacher Education Committee and Council of Field Experiences

Masters Program Coordinator

1. Direct culminating experience process
2. Manage Masters Studies Office and Professional Development Office
3. Program liaison with:
 1. Nevada Department of Education
 2. Clark County School District
 3. Graduate College
 4. UNLV office of Assessment
 5. RPDP
 6. CTE
4. Direct admissions process
5. RPDP Liaison

Doctoral Program Coordinator

1. Doc advisory council
2. Doc colloquium (4 per year)
3. Manage Doctoral Studies Office
4. Program liaison with:
 1. Clark County School District
 2. Graduate College
 3. UNLV Office of Assessment
5. Direct admissions process
6. Direct student annual reviews

File History

1. CI_bylaws_5-4-04: Adopted at department faculty meeting based upon recommendations from the 2003- department bylaws committee.
2. CI_bylaws_5-4-04-2: Formatting changes. Hartley (9-15-07)
3. CI_bylaws_5-4-04v3: Additional formatting changes (11-15-07)
4. CI_bylaws_1_8_08: Bylaws committee removed procedures for chair on Merit committee
5. CI_bylaws_3_31_08: Changes approved at 3_31_08 faculty meeting. Merit committee composition and college rep selection.
 - 1.3 CI_bylaws_9_26_08: Bylaws committee changes.
 - 1.4 Changed Graduate to Masters for coordinator and committee
 - 1.5 Removed reference to COE Bylaws and time in rank from. Page 17 section IV. A.
 - o Finally, although the NSHE code does not specify a minimum time in rank as an associate professor, ~~the College of Education~~ and the Department of Curriculum and Instruction recommends that the candidate for Professor typically has:
 - A minimum of 5 years of University level service or significant employment in the private sector since the last promotion, and
 - At least 2 years on the UNLV faculty at the time of consideration unless otherwise specified at the time of hire.
6. Ci_bylaws_11_6_08.doc: Changes approved at 10-13-08 Faculty meeting
 - i. Quality Scholarship Proposal added as an appendix to the Bylaws. The motion passed unanimously.
 - ii. Program Coordinators role proposal – Specific coordinator responsibilities added as an appendix to the Bylaws. The general Coordinator responsibilities added to the Bylaws. The motion passed unanimously.
 - iii. Changed UCCSN -> NSHE
 - iv. Removed strikeout referenced in 1.5 in CI_bylaws_3_31_08 (above).
7. Ci_bylaws_1_20_10.docx:
 - a. Changes approved at 1-6-2010 Faculty meeting
 - i. Struck assistant chair evaluation. Chapter 3, section 1.3.4.
 - b. Change made by department bylaws committee in response to UNLV Bylaw change (12-1-09 meeting)
 - i. Add as the next to last paragraph in Appendix B, Section IIIA.
Introduction:
 1. [[The department will solicit and obtain at least four (4) letters from external referees outside the University, two (2) of which shall be from persons drawn from a list of names suggested by the candidate. Letters will be tagged for review indicating whether the letter came from referees suggested by the candidate or not. There will be no restrictions on relationships between candidates and referees.]]
8. tl_bylaws_11-27-12.docx
 - a. update department name
9. tl_bylaws_11-18-13.docx

- a. Discussed in October 2013 department meeting. Unanimously approved in November 2013 meeting.
 - i. Removed sections 7.1 and 7.2. Replaced with:
 - 1. 7.1 Searches will be conducted in accordance with the university adopted procedures. These procedures are described in detail on the Human Resources Website (<http://hr.unlv.edu/search/search-facpro.html>).
 - b. Discussed in November 2013 meeting. No vote necessary.
 - i. Removed the following sentence from Appendix B, Section IIID as it contradicts current department, college and university policy for promotion from Assistant to Associate.
 - 1. "External letters of support or recommendation are not required."
10. tl_bylaws_04_27_15.docx
- a. Discussed in March 2015 department meeting. Approved by faculty in April 2015 department meeting.
 - i. Added "Promotion and Tenure Scholarship Rubric for Assistant to Associate & Tenure Review" to Appendix B, Section III to clarify expectations.
11. tl_bylaws_10_19_15.docx
- a. Discussed in October 2015 department meeting. Approved by unanimous vote of 19 faculty members in October 2015 department meeting.
 - i. Removed "***THESE CRITERIA ARE IN EFFECT FOR ALL TENURE-TRACK FACULTY HIRED AS OF THE 2012-2013 ACADEMIC YEAR***" from Appendix B, Section III to remove inappropriate date reference.
12. tl_bylaws_11_23_15.docx
- a. Discussed in October 2015 department meeting, and voted on in November 2015 department meeting. Approved by unanimous vote of faculty present at the November 2015 department meeting.
 - i. Removed Appendix B: Promotion and Tenure Guidelines, and placed guidelines within the body of the Bylaws document as Section 5.3.
 - ii. Modified Appendix labels accordingly: Appendix C became Appendix B, Appendix D became Appendix C.
 - iii. Friendly amendment accepted to change, where appropriate, reference to Department of Curriculum and Instruction (or C&I) to Department of Teaching and Learning (or T&L).
13. tl_bylaws_2_27_17.docx
- a. Discussed in February 2017 department meeting, and voted on in February 2017 department meeting. Approved by unanimous vote of faculty present at the February 2017 department meeting.
 - i. Changed wording from Assistant Chair to Associate Chair.
 - ii. Included Annual review and mid-tenure review language from UNLV and COE bylaws.
 - iii. Cleaned up workload section references to appendices that were non-existent. Added reference to NSHE Code.
 - iv. Cleaned up promotion to professor reference to 8-year limit to being at Associate level.
 - v. Added pertinent sections from UNLV bylaws regarding search procedures for faculty hiring.
14. tl_bylaws_3_27_17.docx

- a. Discussed at March 2017 department meeting. Presented friendly amendments to include “Career, Technical, and Post-Secondary Education, Health Education” in list of content areas within the department where appropriate.
15. tl_bylaws_12_11_17.docx
- a. Discussed in October 2017 department meeting, and voted on in November 2017 department meeting
 - i. FIR-Assistants to Associates Final Language
 - 1. Discussion and review of final language of FIR-Assistant to Associate Professor in Residence T&P Bylaws. Dr. Karen Grove made the motion to amend the final wording and accept changes made on the FIR-Assistants to Associates Professor in Residence T&P Bylaws. Dr. PG Schrader seconded. No discussion. By show of hands - 22 approved motion, 0 no, 0 abstained.
 - ii. FIR-Associates to Full Professor Final Language
 - 1. Discussion and review of final language of FIR-Associate to Full Professor in Residence T&P Bylaws. Dr. Karen Grove made the motion to amend the final wording and accept changes made on the FIR-Associate to Full Professor in Residence T&P Bylaws. Dr. Travis Olson seconded. No discussion. By show of hands – 22 approved motion, 0 no, 0 abstained.
 - b. Discussed in November 2017 department meeting, and voted on in December 2017 department meeting
 - i. Motion was made to adopt highlighted changes made to the Promotion to Professor bylaws by Dr. Levitt. Motion seconded by Dr. Schrader. No discussion. By show of hands: approved – 25; opposed - 0; abstained - 0.
 - ii. Motion to approve changes made to the P&T Promotion from Associate Professor to Full Professor bylaws was made by Dr. Hasan Deniz. Seconded by Dr. Travis Olson. No discussion. By show of hands: approve – 22, opposed - 0, abstained – 0.
16. tl_bylaws_3_6_19.docx
- a. Discussed in 1.16.19 department meeting and language was proposed for subcommittee discussion. Language voted electronically for inclusion of publication record prior to joining UNLV during promotion and/or tenure.
 - i. Shih presented language. Faculty moved to work via sub-committee.
 - b. Subcommittee changes were presented and discussed in 3.6.19 emergency meeting called by chair.
 - i. The department of Teaching and Learning considers the publication record of faculty in the following ways:
 - 1. All publications at rank, including publications at other institutions, may be included by the candidate in his/her dossier for consideration of promotion and/or tenure.
 - 2. Candidates who wish to include previous work must serve a minimum of 2 years at UNLV at rank prior to

consideration for promotion and/or tenure. Candidates may choose to conduct their mid-tenure review during the first year at UNLV.

3. Included work will not be disregarded on the sole basis that it originated from a university/college other than UNLV.
 4. Candidates must (at least) demonstrate AND CONTINUE comparable rigor and trajectory while serving at UNLV in terms of research and scholarship, as defined by the scholarship rubric in 5.3.3.
- ii. With 25 of 26 eligible faculty in attendance a quorum was met.
 - iii. A motion was made (Dr. Jane McCarthy) to suspend process for the purpose of voting/discussing changes presented. Motion seconded (Dr. Linda Quinn). No discussion. By show of hands, vote to suspend process carried unanimously to discuss and possibly vote on new language. Approve – 25, opposed - 0, abstained – 0.
 - iv. A motioned was made to approve language presented by subcommittee (Dr. Greg Levitt). Motion was seconded (Dr. Steve Grubaugh). No discussion. By show of hands, motion carried unanimously to approve new language in bylaws. Approve – 25, opposed – 0, abstained – 0.
 - v.

