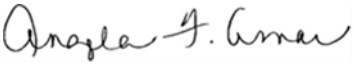
University of Nevada, Las Vegas School of Nursing Bylaws

Approved by:

Faculty Organization __09/27/21____
Date



_____ _12/9/2021_____
Dean Angela Amar Date

_____ 1/31/2022
President Keith Whitfield Date

Table of Contents

Chapter I: Faculty Organization of the UNLV School of Nursing (SON) 3

Section 1. Purpose of the SON Bylaws 3

Section 2. Shared Governance 3

Section 3. Faculty Organization Leadership 3

Section 4. Committees 6

Section 5. Faculty Organization 13

Section 6. Program Meetings 14

Section 7. Regular Channels of Communication Between Academic Faculty and Administrators 14

Section 8. Special Circumstances 15

Section 9. Bylaws Amendments/Revision 15

Chapter II. Faculty Rights and Duties 17

Section 1. Guidelines for Promotion and Tenure 17

Section 2. Emeritus Status 37

Chapter I: Faculty Organization of the UNLV School of Nursing (SON)

Section 1. Purpose of the SON Bylaws

The purpose of the SON Bylaws is to provide a framework for shared governance, decision-making, and communication so that the SON may carry out its tripartite mission. The Faculty Organization is the mechanism by which Academic Faculty have voice and vote within the SON shared governance model. Academic Faculty are represented on the SON Leadership Team by the Faculty Organization President and President-elect, who work with the Dean to cultivate and maintain an atmosphere of shared governance.

Section 2. Shared Governance

2.1 Definition

In certain decision-making processes, both Academic Faculty and Administration have a voice. Academic Faculty have a voice regarding curricula, which involves content, design, delivery, and evaluation (see 2.3). Associate Deans have voice as ex officio members of standing committees. Fiscal decisions and accountability related to the curricula (see 2.3) and other matters lie with the Administration.

2.2 Positive Work Environment and Faculty Mentoring as Key Shared Governance Attributes

The SON emphasizes the importance of a positive work environment and, through its shared governance, strives to foster and sustain such an environment through the Faculty Organization by maintaining clear, open communication and using a framework that encourages goal-setting and project completion. Faculty mentoring is a cornerstone of this atmosphere as it allows the SON to continually grow leaders among its Academic Faculty.

2.3 Curricula

Faculty are responsible to students and peers and accountable for maintaining current pedagogy, content delivery, and course and program evaluation. Administrators are responsible for overall school integrity and program resource allocation and accountable for accreditation and regulatory compliance. Accreditation is shared responsibility between Academic Faculty and Administrators.

Section 3. Faculty Organization Leadership

3.1 Description

The officers are the Immediate Past President, President, President-elect, and Faculty Senators. Eligible faculty to serve as officers are full-time Academic Faculty at the time of election and service. Additional qualifications are listed below. The SON Administrators (Dean and Associate Deans) are ineligible to serve as officers or senators.

3.1 Responsibilities

3.1.1 The President shall: a) identify and address Academic Faculty business and needs; b) develop the Faculty Organization meeting agenda in collaboration with the Dean and Standing Committee Chairs, schedule, and chair Faculty Organization meetings; c) represent the Faculty Organization on the SON Leadership Team; d) coordinate events with the SON Leadership Team; e) oversee standing committee nominations and elections with designated administrative support; f) ensure student representation on standing committees; g) strategize with standing committee chairs; h) coordinate volunteers for university or administrative asks; i) mentor the President-elect in all President functions; j) coordinate annual ad hoc committees (e.g., Academic Faculty handbook review/revision); and k) handle other Academic Faculty-related matters as needed.

3.1.2 The President-elect shall: a) chair Faculty Organization meetings in the absence of the President, b) participate in all SON Leadership Team meetings, c) assume the role of President at the end of the President's term, d) serve on special committees, and e) complete special assignments as needed by the President.

3.1.3 The Immediate Past President shall: a) serve as a mentor and advisor to the President to provide continuity operations, b) serve on special committees, c) complete special assignments as needed by the President, and d) conduct a periodic survey to seek suggestions for improving shared governance and assess understanding of the governance structure and communication channels.

3.1.4 Faculty Senators shall represent the SON within the Faculty Senate. The number of senators is determined by the UNLV Faculty Senate. Currently, there are two nursing senators—one is a senior senator. The Senior Senator is the senator who has served the longest in this position. The Senior Senator shall a) run the university senate and university ad hoc committee elections for SON representation during the spring term and b) disseminate the results to the Academic Faculty.

3.2 Qualifications

The President-elect must have 2 years of full-time UNLV Academic Faculty employment and at least 1 year of SON standing committee experience before election and service. A newly elected Faculty Senator must have 2 years of full-time UNLV Academic Faculty employment and prior governance leadership (e.g., standing or ad hoc committee chair, Faculty Organization President, professional organization officer, etc.).

3.3 Terms

3.1.5 The President is elected for a 1-year term and then serves one additional year as the Immediate Past President. The President-elect is elected every year and serves for 1 year. These officers are elected during the spring term, and the elected position starts on the first day of the fall term contract.

3.1.6 A Senator is elected for a 3-year term, starting July 1. The election shall be held in spring of the year in which a vacancy shall occur. The election shall be organized by the current senators.

3.4 Minimum Effort Expectations

Faculty leadership effort expectations are as follows: (a) President: 20% (8 hours per week or 120 hours per term); (b) President-elect 10% (4 hours per week or 60 hours per term); Immediate Past President 5% (2 hours per week or 30 hours per term); and Faculty Senators 5% (2 hours per week or 30 hours per term).

3.5 Resignation

3.1.7 If an officer resigns from the position, the individual shall write a letter of resignation to the President. The President shall communicate this resignation to the Faculty Organization and the SON Leadership Team. If the resigning officer is the President, then the President will write a letter of resignation to the President-elect. The President-elect shall communicate this resignation to the Faculty Organization and the SON Leadership Team.

3.1.8 If the resigning officer is the President, then the President-elect shall assume the President position and shall hold an election for a new President-elect.

3.1.9 If the resigning officer is the President-elect, then the President shall handle the election to fill the President-elect.

3.1.10 If the resigning officer is a Senator, then the remaining Senator shall hold an election to fulfill the remaining term.

3.1.11 An election to replace a resigning officer shall occur before or at the next Faculty Organization scheduled meeting.

3.6 Replacement

An incumbent officer will be replaced if the faculty determine that the responsibilities of the position are not completed satisfactorily. The process is:

3.1.12 A motion to vote for officer removal with a second originating from the Faculty Organization. Rationale and documentation must accompany this motion. The incumbent officer is informed in writing of the Faculty Organization's motion/second and the rationale and documentation for removal.

3.1.13 A vote to remove the officer is conducted before or at the next meeting of the Faculty Organization. The voting process shall be decided by the other officers. If the vote is in favor of officer removal, the remaining officers will hold an election as soon as possible to fill the position.

3.1.14 The voting outcome is disseminated to the Academic Faculty and Administration and then recorded in the minutes at the next Faculty Organization meeting.

Section 4. Committees

4.1 Ad Hoc Committees

An ad hoc committee (formerly known as a "task force") shall be created in consultation with the Faculty Organization President and the Dean when a need/problem arises, which does not fall within the specific purposes and functions of the standing committees or when a one-time task needs to be accomplished. Each ad hoc committee is task specific, and a timeline is established for the completion of the work. Each ad hoc committee reports to the Faculty Organization President, Dean, or whoever formed the committee. The ad hoc committee size can vary and is determined by the task at hand. Whenever possible, the ad hoc committee members will be volunteers or elected by the Faculty Organization. The Committee Chair will be determined when the committee is formed. The formation of an ad hoc committee will be communicated to the Faculty Organization. The formation of ad hoc committees stipulated in the UNLV Bylaws or in a standing committee's responsibilities list does not need approval by the Dean or the Faculty Organization President (e.g., full professor promotion and mid-tenure grievance appeal).

4.2 General Information

4.1.1 All full-time Academic Faculty are expected to serve on at least one SON standing or ad hoc committee (e.g., Bylaws Revision, Outside Compensation, Workload Guidelines, etc.). The time frame for this service depends on the Academic Faculty's annual/promotion goals and workload. Standing committees are Academic Faculty Search; Bylaws; Diversity, Equity, and Inclusion; Graduate Programs; Promotion and Tenure; and Undergraduate Programs. The standing committee elections shall occur each spring term, and the elected position shall start on the first day of the fall term contract. All standing committee positions should be staggered as much as possible.

4.1.2 Members. Each standing committee will be composed of full-time Academic Faculty who are elected and serve staggered 3-year terms. The appointment starts on the first day of the fall term contract. Administrators will serve as *ex officio* (nonvoting) members as described in these bylaws. Student members will be excused from the meeting when content merits. For members who fill a vacancy, see Resignation and Replacement.

4.1.3 Chair and Chair-elect. Each year, the standing committee will elect a Chair and Chair-elect. The Chair shall: a) prepare the meeting agenda and convene the meetings and b) ensure that the meeting minutes and annual report are posted to the shared drive. The Chair serves a 1-year term, which starts on the first day of the fall term contract. The Chair-Elect should be elected no later than the start of the summer term. The Chair-Elect must have served on the committee for at least 1 year unless the committee is newly formed and shall: a) serve as Chair in the absence of the Chair and b) record meeting minutes in the absence of assigned staff. After a 1-year term, the Chair-elect shall assume the role as chair.

4.1.4 Meetings. The Undergraduate Programs Committee and Graduate Programs Committee shall meet at least three times during each fall and spring term. The Chairs of these committees may call special meetings during the summer. Other standing and ad hoc committees will

determine meeting frequency, duration, and dates. A simple majority shall constitute a quorum for all standing and ad hoc committees.

4.1.5 Minutes. Each ad hoc or standing committee is expected to maintain meeting minutes. The Chair will disseminate draft minutes to the committee within one week of the meeting. Upon request, the Chair may disseminate these minutes to others. The minutes are approved at the next meeting. Once approved, the Chair ensures that a copy of the minutes is posted at the designated location.

4.1.6 Annual Goal-Setting. Early in the fall term, each standing committee will set actionable and measurable goals for the academic year and communicate these goals during the first Faculty Organization meeting in the fall term. These goals will be aligned with the SON's strategic plan.

4.1.7 Annual Report. During the final Faculty Organization meeting of the spring term, each standing committee will submit a written report of progress toward annual goals. These reports will be maintained as part of the Faculty Organization meeting minutes.

4.1.8 Resignation and Replacement

4.1.8.1 In the event that a standing committee Chair intends to resign, the Chair shall inform the Faculty Organization President in writing of the intention to resign, whereupon the Chair-elect assumes the Chair position. Additionally, the Chair-elect shall inform each of the committee members, and the committee shall elect another Chair-elect. This election should be before or at the committee's next scheduled meeting. The election process shall be decided by the committee (electronic or paper ballot). The affected committee shall then provide the voting results to the Faculty Organization President who shall disseminate that information to the Academic Faculty.

4.1.8.2 Standing committee members who intend to resign their position shall notify the Chair, members, and the President in writing. A special election will be held to fill the vacancy. The term for individuals filling vacated positions begins immediately upon appointment and terminates at the end of the original term of the committee member who resigned.

4.1.8.3 Any standing committee may vote to remove its incumbent Chair, if the members determine that the Chair is not satisfactorily fulfilling responsibilities. The process is:

a. A motion to vote for Chair removal (along with rationale and documentation) and a second of this motion must originate from the affected committee.
b. The Chair-elect informs the incumbent Chair and President in writing of the committee's motion/second to vote to remove. This statement shall consist of rationale and documentation.
c. A vote to remove the Chair shall be conducted before or at the next meeting of the committee.
d. If the vote is in favor of Chair removal, the Chair-elect informs the Chair and the Chair-elect assumes the Chair position and a vote for a new Chair-elect is held.
e. The affected committee shall then provide the outcome to the Faculty Organization President who shall disseminate that information to the Faculty Organization.
f. If the Chair is removed, the individual will remain as a committee member.

4.3 Standing Committees

4.1.9 Academic Faculty Search

4.1.9.1 Purpose. To recruit qualified Academic Faculty.

4.1.9.2 Members. The Chair must hold an associate professor or above rank with 3 years of academic experience. There will be three members who represent a mix of nontenured and tenured Academic Faculty. The Associate Dean for Faculty Affairs serves as an *ex officio* (nonvoting) member.

4.1.9.3 Responsibilities

a. Each spring term, the Chair shall meet with the SON Leadership Team to discuss hiring needs for the next academic year.
b. Follow all Human Resources policies regarding search and recruitment. In addition, 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; Note: Section 15 refers to both Academic and Nonacademic Faculty. At this time, the SON does not employ Nonacademic Faculty.).
c. The Chair shall provide regular search and recruitment updates at Faculty Organization meetings, including hiring needs for the next academic year.
d. Determine which candidates shall be brought forward for an on-campus presentation and interview with faculty. The Chair shall be the point of contact for the candidate while under consideration.
e. Creates a comprehensive interview schedule and plan to ensure meetings between the candidate and appropriate SON and other UNLV faculty.
f. After the campus presentation and interview with faculty, the Chair shall ensure that all Faculty receive a survey to vote and provide feedback regarding each candidate. Faculty are expected to provide their vote and feedback to the Chair by the end of the next business day of the on-campus interview. The Chair will tally the votes, organize and compile the faculty feedback, and forward this information to the Dean.

4.1.10 Bylaws

4.1.10.1 Purpose. To describe and communicate a shared governance structure consistent with the UNLV Bylaws and other governing documents related to the Nevada System of Higher Education.

4.1.10.2 Members. There will be three voting members who represent a mix of nontenured and tenured Academic Faculty. The Faculty Organization Past President will serve as an ex-officio member of this committee.

4.1.10.3 Responsibilities

a. Reviews the entire Bylaws document every odd year for amendments or revisions. However, a bylaws review may occur more frequently if needed.
b. Ensures that Faculty-approved revisions are forwarded to the Dean and UNLV President (via the Office of Faculty Affairs) for approval.
c. Serves as an advisory group to Faculty regarding interpretation of bylaws.
d. Holds an open discussion during the fall Faculty Organization meeting regarding the bylaws.

4.1.11 Diversity, Equity, and Inclusion

4.1.11.1 Purpose. To ensure diversity, equity, and inclusion within the SON.

4.1.11.2 Members. The Chair and Chair-elect shall be Administrative or Academic Faculty. There will be seven voting members: two students (one undergraduate and one graduate) and a mix of Classified Staff, Administrative Faculty, and Academic faculty.

4.1.11.3 Responsibilities

a. Cultivates a climate that promotes equity, inclusion, and justice for faculty, staff, and students.
b. Partners with the programs committees to ensure that a) thread equity, inclusion, and justice are evident throughout the curricula, and b) the programs admit and retain underrepresented students.
c. Ensures that a plan is in place for reporting incidents according to university policies.
d. Partners with the Academic Faculty Search Committee to hire underrepresented faculty.
e. Partners with the SON Leadership Team to retain underrepresented Classified Staff, Administrative Faculty, and Academic Faculty.
f. Aligns initiatives with the UNLV Diversity, Equity, and Inclusion Committee.
g. Engages alumni in committee initiatives.
h. Participates in the SON program assessment/evaluation.

4.3.4. Graduate Programs Committee (GPC)

4.3.4.1 Purpose. To ensure and maintain quality graduate programs.

4.3.4.2 Members. The Chair shall have experience teaching in one of the SON graduate programs. There will be five voting Academic Faculty members and three nonvoting student members. As much as possible, student members shall represent the master's, DNP, and PhD programs. The Program Directors, Track Leads, and others with an administrative program role are nonvoting members if in attendance at the meeting. The Associate Dean for Academic Affairs serves as an *ex officio* (nonvoting) member.

4.3.4.3 Responsibilities. The GPC shall meet at least three times during each fall and spring term. Responsibilities fall under five categories: accreditation, curricula, allocation of instructional resources, student issues, and program handbooks.

a. Accreditation

i. Stays informed regarding changes in accreditation standards.
ii. Maintains records of curricular evaluation, proposed curricular changes, including votes, for accreditation.

b. Curricula

i. Identifies criteria for the admission, progression, and graduation of students in the graduate programs in collaboration with Program Director(s) and revise as needed.
ii. Oversees changes, revisions, expansions, and discontinuation of courses in the graduate curricula. These changes include course descriptions, course objectives, and course prerequisites.
iii. At a minimum of every 3–5 years, reviews program data for evaluation of the curricula to offer recommendations and revisions.
iv. At regular intervals as per the Program Assessment Plan and as needed, reviews program data, including but not limited to: student feedback; reports regarding Quality Matters standards; and progression, retention, and certification test results.
v. Reviews curricular changes requested from the Academic Faculty, Program Director(s), and Associate Dean for Academic Affairs.
vi. Collaborates with other committees to offer curricular recommendations.
vii. Prior to votes on curricular changes, there must be unanimous approval by voting committee members to vote on this motion in the GPC. If there is at least one member who disapproves of voting on the motion in the GPC, then the Chair must bring the motion to the Faculty Organization.
viii. With motions that are voted by the GPC, the Chair communicates these approved changes to the Academic Faculty at the next Faculty Organization meeting.
ix. In consultation with the Program Director(s), develops and maintains a process of continuity of program materials.

c. Allocation of Instructional Resources

i. Anticipates future needs based on program growth, development, and community demand. Reviews proposed purchases, including supplies and other support for academic instruction in a timely manner.
ii. Presents proposed purchases to the Dean.

d. Program Handbooks: Participates in the revision and approval of program handbooks in collaboration with the Program Director(s) under the direction of the Director of Student Services.

4.3.5 Promotion and Tenure

4.3.5.1 Purpose. To ensure a promotion and tenure process consistent with the UNLV Bylaws.

4.3.5.2 Members. There will be three voting members who hold tenured status. An ad hoc subcommittee consisting of two or three tenured faculty with full professor rank will be elected to handle promotion cases to the rank of nontenured or tenured full professor. In a full professor promotion case of nontenured faculty, the ad hoc committee of tenured faculty will request nontenured full professors to review the promotion case and provide feedback to the ad hoc committee.

4.3.5.3 Responsibilities

a. Reviews and recommends changes to mid-tenure and tenure and promotion criteria/guidelines or process.
b. Establishes the timeline that aligns with the UNLV timeline for internal review of Academic Faculty under consideration for promotion and tenure.
c. Ensures that activities designated in the timeline for the tenure and promotion process are implemented and upheld.
d. Forms an ad hoc subcommittee of tenured Academic Faculty for peer review (e.g., grievance of annual evaluation/grievance or mid-tenure review).

4.3.6 Undergraduate Programs Committee (UPC)

4.3.6.1 Purpose. To ensure and maintain quality undergraduate programs.

4.3.6.2 Members. The Chair shall have experience teaching in the undergraduate program. There will be five voting Academic Faculty members and two nonvoting student members. As much as possible, student members shall represent the two undergraduate programs. The Program Directors, Track Leads, and others with an administrative program role are nonvoting members if in attendance at the meeting. The Associate Dean for Academic Affairs serves as an *ex officio* (nonvoting) member.

4.3.6.3 Responsibilities. The UPC shall meet at least three times during each fall and spring term. Responsibilities fall under five categories: accreditation, curricula, allocation of instructional resources, student issues, and program handbooks.

a. Accreditation
   i. Stays informed regarding changes in accreditation standards.
   ii. Maintains records of curricular evaluation, proposed curricular changes, including votes, for accreditation.

b. Curricula
   i. Identifies criteria for the admission, progression, and graduation of students in the undergraduate programs in collaboration with Program Director(s) and revise as needed.

ii. Oversees changes, revisions, expansions, and discontinuation of courses in the undergraduate curricula. These changes include course descriptions, course objectives, and course prerequisites.
iii. At a minimum of every 3–5 years, reviews program data for evaluation of the curricula to offer recommendations and revisions.
iv. At regular intervals as determined by the Program Assessment Plan and as needed, reviews program data, including but not limited to: student feedback; reports regarding Quality Matters standards; and progression, retention, and certification test results.
v. Reviews curricular changes requested from the Academic Faculty, Program Director(s), and Associate Dean for Academic Affairs.
vi. Collaborates with other committees to offer curricular recommendations.
vii. Prior to votes on curricular changes, there must be unanimous approval by voting committee members to vote on this motion in the UPC. If there is at least one member who disapproves of voting on the motion in the UPC, then the Chair must bring the motion to the Faculty Organization.
viii. With motions that are voted by the UPC, the Chair communicates these approved changes to the Academic Faculty at the next Faculty Organization meeting.
ix. In consultation with the Program Director(s), develops and maintains a process of continuity of program materials.

c. Allocation of Instructional Resources

i. Anticipates future needs based on program growth, development, and community demand. Reviews proposed purchases, including supplies and other support for academic instruction in a timely manner.
ii. Presents proposed purchases to the Dean.

e. Program Handbooks: Manages the process of revision and approval of program handbooks in collaboration with the Program Director(s)under the direction of the Director of Student Services.

Section 5. Faculty Organization

5.1 Meetings

5.1.1 Regular
Four regular Faculty Organization meetings shall be scheduled during the academic year by the Faculty Organization President and follow Robert's Rules of Order unless otherwise noted. The meetings shall be scheduled at minimum during the following terms: two in the fall and two in the spring. The summer term meeting would occur as needed. The meeting scheduled during the month of April shall consist of annual reports and goals for the next academic year. These meetings shall be scheduled on a master calendar distributed at the beginning of each term. The meeting agenda shall be determined through collaboration with the Dean, Faculty Organization President, and Standing Committee Chairs. The Faculty Organization President shall ensure that the agenda or action items are disseminated to Academic Faculty at least 5 business days prior to each regular meeting.

5.1.2 Special
Special meetings may be called by the Dean or the Faculty Organization President when deemed necessary or upon petition of one third of the voting members. Special meetings may be held online or in-person as deemed necessary.

5.2 Voting

5.1.3 Voice and Vote
All full-time and part-time (0.5 FTE or more) SON Faculty have voice and vote and are designated as voting faculty.

5.1.4 Voice Only. Those who only have voice but no vote are as follows:

- PTI and Adjunct Faculty
- Faculty with less than 0.5 FTE appointment
- Students
- Administrative Faculty
- Classified Staff

5.1.5 Guidelines
5.2.3.1 A quorum of 50% of the total SON voting faculty is required for voting on motions.

5.2.3.2 Decisions shall be determined by 50% of those present.

5.2.3.3 Voting will be conducted using an electronic ballot. The ballot will be sent prior to the Faculty Organization meeting.

5.2.3.4 Motions amended during the Faculty Organization meeting will be redistributed for voting.

5.2.3.5 For those voting faculty who are unable to attend the Faculty Organization meeting, a vote may be cast after reviewing accompanying documentation within 24 hours of the scheduled meeting end time.

5.2.3.6 In rare circumstances (e.g., if there is no scheduled Faculty Organization meeting), the President may distribute information and solicit votes via electronic means. One week for discussion shall be followed by one week of voting. A summary of any discussion of the matter in question shall accompany the request for votes. Results of electronic votes shall be reported in the minutes of the first regular faculty meeting following the vote.

5.2.3.7 A simple majority is required for all motions to pass except for bylaws motions. Bylaws motions require approval by two thirds of the voting faculty.

5.2.3.8 Results of voting will be reported after the conclusion of the voting period.

Section 6. Program Meetings

Program meetings fall under administrative responsibilities, and as such, Program Directors should schedule and set the agenda for these meetings at least 5 business days in advance. The agenda should be goal-oriented toward deliverables and align with the meeting time allotment. In addition, Program Directors are responsible for ensuring the recording of minutes and distributing these minutes within one week after the meeting. Program Directors are responsible for communicating the program meeting outcomes with the UPC or GPC.

Section 7. Regular Channels of Communication Between Academic Faculty and Administrators

7.1 Academic Faculty and Administrators

All Academic Faculty and Administrators must follow the SON organizational structure regarding communication. For example, all academic program matters are first communicated to the Program Director. If the matter is deemed unresolved, then the matter is communicated to the UPC or GPC at which the Associate Dean serves as an ex officio member. If the matter remains unresolved, then the issue may be brought to the Dean.

7.2 Faculty Organization Leaders

Faculty Organization President and President-Elect (see 3.1) represent the Academic Faculty on the SON Leadership Team. When matters of importance necessitate communication to Academic Faculty, the Dean and the Faculty Organization leaders will determine the most appropriate method.

7.3 Faculty Senators

Faculty Senators will communicate information to Academic Faculty and provide recommendations in collaboration with Faculty Organization leaders for action and advocacy at

the university level. Similarly, Faculty Senators as advocates will bring SON Academic Faculty matters to the Faculty Senate.

7.4 Academic Faculty and Broad Governance Matters

Related to broad governance matters (e.g., program development, program direction, overall SON direction, Academic Faculty recruitment, curricula, student affairs, and Academic Faculty affairs), Academic Faculty are responsible for providing input or communicating ideas by contacting Committee Chairs or the Faculty Organization President. The Faculty Organization President or President-elect may bring such matters to the SON Leadership Team for discussion.

Section 8. Special Circumstances

Whenever special or unusual circumstances (e.g., pandemics and financial exigencies) arise that impact the SON mission and/or Academic Faculty responsibilities or salary, the Faculty Organization President will seek periodic updates from the SON Leadership Team throughout the period of the special circumstances and seek ongoing Academic Faculty input regarding managing strategies and shifts in SON priorities or strategic goals.

Section 9. Bylaws Amendments/Revision

9.1 Approval

Bylaws amendments require approval by two thirds of the voting Faculty. Guidelines changes (e.g., Chapter II, Workload and Promotion and Tenure) require a simple majority vote.

9.2 Process

The amendment process is:

a. Academic Faculty submit bylaws amendments in writing to the Bylaws Committee no later than the end of week eight during the fall term. However, amendments may also be considered at other times due to special circumstances.
b. Bylaws Committee reviews these amendments.
c. Once the Bylaws Committee has completed its review, the proposal will be forwarded to the Faculty Organization President for presentation to the Faculty. The Faculty Organization President will also send a copy to the Dean.
d. During the subsequent spring term, the Bylaws Committee will bring forward amendments to the Faculty Organization.
e. The SON's Senior Faculty Senator will communicate any relevant changes from the Nevada Board of Regents or the Faculty Senate to the Bylaws Committee. These changes do not require ratification by the Academic Faculty. The Bylaws Committee will notify the Academic Faculty and Administrators when such changes have been implemented.

Chapter II. Faculty Rights and Duties

Section 1. Guidelines for Promotion and Tenure

1.1 Tenure Track

1.1.1 Current Status - Assistant Professor - Research Criteria and Evidence (Examples)

Criteria	Current Status - Minimum Evidence	Annotation
● Progressive funded program of research ● Research dissemination ● Involvement in interdisciplinary research collaborations	● Provides evidence of establishing a program of research as a principal investigator. ● Provides evidence of starting to gain national prominence in research dissemination. ● Provides evidence of publishing first author peer-refereed journal article/s that center/s on the research-focused area, including the dissertation or postdoctoral research and presenting at local/regional/national conferences. ● Provides evidence of participating in or leading interdisciplinary research activities.	● The program of research centers on a research-focused area (not a method). ● The program represents cumulative science and not a series of multiple studies on different themes or problems or multiple studies focused on different populations with the same aims. ● Studies using UNLV start-up funds have been conducted. ● External research grant applications have been submitted.

1.1.2 Current Status - Assistant Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— o Warmth and concern for students; o Dedicated mentorship of individual students; o Content expertise and familiarity with developments in the discipline; o Use of sound and articulated pedagogy; o A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; o Timely, accurate, consistent, and clear feedback to students; o Use of appropriate technology; o Use of innovations in curricular content and delivery; and o Adherence to academic integrity in self and students.	● Provides evidence of consistently receiving satisfactory or above satisfactory student evaluations for the majority of courses taught. ● Provides evidence of reflective self-evaluation of teaching. ● Provides evidence of identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of implementing course materials that reflect clarity, current knowledge of content, and integration of related evidence. ● Provides evidence of updated course materials. ● Provides evidence of incorporating/utilizing various teaching methods. ● Provides evidence of identifying learning needs for course, teaching, and practice; and develops a plan to meet these needs. ● Provides evidence of revising teaching materials based on student, self, and peer evaluations. ● Provides evidence of mentoring students in all capacities.	Teaching is viewed broadly and includes course instruction and course development/design.

1.1.3 Current Status - Assistant Professor - Service Criteria and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of one or more types of service, but must include SON committee membership. ● Provides evidence of willingness to meaningfully engage in the larger university community, indicating an ability to work with faculty and students in the best interests of the academic community.	There are four types of service: ● SON and UNLV Service – SON committee membership, SON events, UNLV standing or ad hoc committees, faculty governance groups, such as Faculty Senate, etc.; ● Student-related Service – service to students beyond the normal scope of course instruction or thesis mentoring. Examples include coordination or participation in student clubs, student projects, journals, field trips or other activities; a faculty mentor for a student organization; and writing multiple letter of recommendations; ● Service to the Community – faculty members' professional activities that contribute to the community, such as participating in collaborative endeavors with schools, industry, or civic agencies; and ● Service to the Profession – activities that enhance the faculty member's discipline, such as journal reviewing, editorial service, elected or appointed service to professional organizations, conference organizing, etc.

1.1.4 Current Status - Assistant Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

1.1.5 Promotion to Associate Professor - Research Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Progressive funded program of research ● Research dissemination ● Involvement in interdisciplinary research collaborations	● Provides evidence of maintaining a program of research as a principal investigator. ● Provides evidence of receiving substantial and/or progressive external research funding as a principal investigator for which UNLV is the recipient institution. ● Provides evidence of impact of research findings, including but not limited to publications cited by others (i.e., referenced in journal articles). ● Provides evidence of two peer-refereed journal articles every year (at least one peer-refereed publication must be data driven). ● Provides evidence of publishing at least 12 articles in the focused research area and high quality journals. ● Provides evidence of first author of 50% of the peer-refereed journal articles. ● Provides evidence of presenting (podium or poster) research at peer-refereed state, national, and international conferences. ● Provides evidence of leading interdisciplinary research activities.	● Upon tenure, the associate professor must demonstrate a trajectory to a strong national or international reputation in the appropriate field. ● The interdisciplinary activities may involve working with previous advisors, new colleagues, or both. The candidate must demonstrate and explicate the collaborative relationship and the expertise that the candidate contributes to the activities.

1.1.6 Promotion to Associate Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— o Warmth and concern for students; o Dedicated mentorship of individual students; o Content expertise and familiarity with developments in the discipline; o Use of sound and articulated pedagogy; o A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; o Timely, accurate, consistent, and clear feedback to students; o Use of appropriate technology; o Use of innovations in curricular content and delivery; and o Adherence to academic integrity in self and students.	● Provides evidence of a consistent pattern of above satisfactory or excellent student evaluations for the majority of courses taught. ● Provides evidence of reflective self-evaluation of teaching, identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of selecting and implementing course materials that reflect innovation and expertise. ● Provides evidence of the innovation and expertise. ● Provides evidence of incorporating current technologies in teaching students. ● Provides evidence of role-modeling the use of technology for colleagues. ● Provides evidence of revising teaching materials to include current practice standards and related evidence. ● Provides evidence of mentoring graduate students as part of an advisory committee. ● Provides evidence of serving as chair of a graduate advisory committee.	Teaching is viewed broadly and includes course instruction and course development/design.

1.1.7 Promotion to Associate Professor - Service Criteria and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of a service commitment of two types: one must be SON service as a committee member/chair and the other must represent a significant record of service outside of the university (community or professional service). ● Provides evidence of an ability to work with faculty and students of the university in the best interests of the academic community.	

1.1.8 Promotion to Associate Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

2.1 Tenured

2.1.1 Promotion to Full Professor - Research Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Progressive funded program of research ● Research dissemination ● Involvement in interdisciplinary research collaborations	● Provides evidence of sustaining a program of research as a principal investigator. ● Provides evidence of a progressive record of substantial external research funding. ● Provides evidence of sustaining a record of peer-refereed, data-based publications in high quality journals. ● Provides evidence of sustaining a record of research presentations at national and international conferences. ● Provides evidence of sustaining interdisciplinary research leadership activities. ● Provides evidence of engaging in university research-related initiatives. ● Provides evidence of developing independent research activities for students as appropriate.	The full professor must have established national or international prominence in the appropriate field.

2.1.2 Promotion to Full Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— o Warmth and concern for students; o Dedicated mentorship of individual students; o Content expertise and familiarity with developments in the discipline; o Use of sound and articulated pedagogy; o A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; o Timely, accurate, consistent, and clear feedback to students; o Use of appropriate technology; o Use of innovations in curricular content and delivery; and o Adherence to academic integrity in self and students.	● Provides evidence of a consistent pattern of excellent student evaluations in the majority of courses taught in the preceding three years. ● Provides evidence of reflective self-evaluation of teaching. ● Provides evidence of identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of recognized nationally and internationally for teaching innovations. ● Provides evidence of implementing a variety of teaching methodologies to enhance student learning. ● Provides evidence of innovative teaching models, assignments, tools or collaborative processes. ● Provides evidence of continuing to develop and implement projects that support or evaluate the learning mission or program offering. ● Provides evidence of experimenting with new teaching technologies and role-modeling evidence-based curricular and course decisions. ● Provides evidence of any modifying or restructuring of courses or programs. ● Provides evidence of leading a review and revision of courses and contributing to curriculum revision.	Teaching is viewed broadly and includes course instruction and course development/design.

	● Provides evidence of a need for change in introducing new course/program, and curricula initiatives. ● Provides evidence of mentoring students as an advisory committee member and chair.	

2.1.3 Promotion to Full Professor - Service Criteria and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of a commitment of service to the SON and university as a committee member/chair. ● Provides evidence of a significant record of service outside of the university (community or professional service). ● Provides evidence of an ability to work with faculty and students of the university in the best interests of the academic community.	

2.1.4 Promotion to Full Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

3.1 Nontenured

3.1.1 Current Status - Assistant Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— ○ Warmth and concern for students; ○ Dedicated mentorship of individual students; ○ Content expertise and familiarity with developments in the discipline; ○ Use of sound and articulated pedagogy; ○ A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; ○ Timely, accurate, consistent, and clear feedback to students; ○ Use of appropriate technology; ○ Use of innovations in curricular content and delivery; and ○ Adherence to academic integrity in self and students.	● Provides evidence of consistently receiving satisfactory or above satisfactory student evaluations for the majority of courses taught. ● Provides evidence of reflective self-evaluation of teaching. ● Provides evidence of identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of implementing course materials that reflect clarity, current knowledge of content, and integration of related evidence. ● Provides evidence of updated course materials. ● Provides evidence of incorporating/utilizing various teaching methods. ● Provides evidence of identifying learning needs for course, teaching, and practice; and develops a plan to meet them. ● Provides evidence of revising teaching materials based on student, self, and peer evaluations. ● Provides evidence of mentoring students in all capacities.	Teaching is viewed broadly and includes course instruction and course development/design.

3.1.2 Current Status - Assistant Professor - Service Criterion and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of one or more types of service, but must include SON committee membership. ● Provides evidence of willingness to meaningfully engage in the larger university community, indicating an ability to work with faculty and students in the best interests of the academic community.	There are four types of service: ● SON and UNLV Service – SON committee membership, SON events, UNLV standing or ad hoc committees, faculty governance groups, such as Faculty Senate, etc.; ● Student-related Service – service to students beyond the normal scope of course instruction or thesis mentoring. Examples include coordination or participation in student clubs, student projects, journals, field trips or other activities; a faculty mentor for a student organization; and writing multiple letter of recommendations; ● Service to the Community – faculty members' professional activities that contribute to the community, such as participating in collaborative endeavors with schools, industry, or civic agencies; and ● Service to the Profession – activities that enhance the faculty member's discipline, such as journal reviewing, editorial service, elected or appointed service to professional organizations, conference organizing, etc.

3.1.3 Current Status - Assistant Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

3.1.4 Promotion to Associate Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— ○ Warmth and concern for students; ○ Dedicated mentorship of individual students; ○ Content expertise and familiarity with developments in the discipline; ○ Use of sound and articulated pedagogy; ○ A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; ○ Timely, accurate, consistent, and clear feedback to students; ○ Use of appropriate technology; ○ Use of innovations in curricular content and delivery; and ○ Adherence to academic integrity in self and students.	● Provides evidence of a consistent pattern of above satisfactory or excellent student evaluations for the majority of courses taught. ● Provides evidence of reflective self-evaluation of teaching, identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of selecting and implementing course materials that reflect innovation and expertise. ● Provides evidence of the innovation and expertise. ● Provides evidence of incorporating current technologies in teaching students. ● Provides evidence of role-modeling the use of technology for colleagues. ● Provides evidence of revising teaching materials to include current practice standards and related evidence. ● Provides evidence of mentoring graduate students as part of an advisory committee. ● Provides evidence of serving as chair of a graduate advisory committee.	Teaching is viewed broadly and includes course instruction and course development/design.

3.1.5 Promotion to Associate Professor - Service Criterion and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of a service commitment of two types: one must be SON service as a committee member/chair and the other must represent a significant record of service outside of the university (community or professional service). ● Provides evidence of an ability to work with faculty and students of the university in the best interests of the academic community.	

3.1.6 Promotion to Associate Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

3.1.7 Promotion to Full Professor - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence	Annotation
● Facilitation of Teaching Effectiveness ● Facilitation of Learning: Demonstrates teaching effectiveness in all assigned areas— ○ Warmth and concern for students; ○ Dedicated mentorship of individual students; ○ Content expertise and familiarity with developments in the discipline; ○ Use of sound and articulated pedagogy; ○ A commitment to continuous improvement as evidenced by frequent revisions of materials and techniques; ○ Timely, accurate, consistent, and clear feedback to students; ○ Use of appropriate technology; ○ Use of innovations in curricular content and delivery; and ○ Adherence to academic integrity in self and students.	● Provides evidence of a consistent pattern of excellent student evaluations in the majority of courses taught in the preceding three years. ● Provides evidence of reflective self-evaluation of teaching. ● Provides evidence of identifying areas of strength and weakness and plans for success in meeting personal teaching goals. ● Provides evidence of recognized nationally and internationally for teaching innovations. ● Provides evidence of implementing a variety of teaching methodologies to enhance student learning. ● Provides evidence of innovative teaching models, assignments, tools or collaborative processes. ● Provides evidence of continuing to develop and implement projects that support or evaluate the learning mission or program offering. ● Provides evidence of experimenting with new teaching technologies and role-modeling evidence-based curricular and course decisions. ● Provides evidence of any modifying or restructuring of courses or programs. ● Provides evidence of leading a review and revision of courses and contributing to curriculum revision.	Teaching is viewed broadly and includes course instruction and course development/design.

	● Provides evidence of a need for change in introducing new course/program, and curricula initiatives. ● Provides evidence of mentoring students as an advisory committee member and chair.	

3.1.8 Promotion to Full Professor - Service Criterion and Evidence (Examples)

Criterion	Minimum Evidence	Annotation
Participation in service activities that benefit the SON, university, profession and community	● Provides evidence of a commitment of service to the SON and university as a committee member/chair. ● Provides evidence of a significant record of service outside of the university (community or professional service). ● Provides evidence of an ability to work with faculty and students of the university in the best interests of the academic community.	

3.1.9 Promotion to Full Professor - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

4.1 Lecturer and Senior Lecturer

4.1.1 Current Status - Lecturer - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence (Examples)
Demonstrates teaching effectiveness in all assigned areas.	● Begins to identify recognized area of expertise within academic or professional education. ● Uses innovative teaching techniques. ● Develops course material and lecture content that reflect state of the science and application of evidence to practice. ● Uses feedback from student & peer evaluations to refine techniques and course materials. ● Receives satisfactory student evaluations for the majority of courses taught. ● Establishes collaborative relationships with SON and clinical agency colleagues. ● Presents at local or state educational conferences.
Demonstrates expertise in advising and mentoring.	● Serves as effective student advisor. ● Actively advises students regarding curriculum and professional development. ● Serves as an advisor for a class or a student organization.

4.1.2 Current Status - Lecturer - Service Criteria and Evidence (Examples)

Criteria	Minimum Evidence (Examples)
Provides leadership to advance the health professions and to improve health.	● Participates in organizing local clinics (e.g., immunization clinics, health fairs, etc.). ● Organizes conferences or workshops on local level.
Provides service/leadership within the University.	● Serves on SON committee(s). ● Participates in SON student events. ● Serves as a member, officer, chair, director, etc. of an association, agency, society, organization, task force, and/or review group on a local level.

4.1.3 Current Status - Lecturer - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

4.1.4 Promotion to Senior Lecturer - Teaching Criteria and Evidence (Examples)

Criteria	Minimum Evidence (Examples)
Demonstrates teaching effectiveness in all assigned areas.	● Serves as lead instructor and/or course coordinator. ● Receives above satisfactory student evaluations for the majority of courses taught. ● Receives the highest summative peer evaluation ranking for the majority of courses taught. ● Leads review and revision of courses and contributes to curriculum review. ● Develops, implements, and evaluates innovative teaching techniques. ● Maintains certification as a nurse educator. ● Receives honors, awards, or other recognition for effective teaching. ● Leads collaborative efforts with SON and clinical colleagues. ● Presents at regional, national, and international educational conferences. ● Serves as a peer reviewer.
Demonstrates expertise in advising and mentoring.	● Promotes development of students and takes active role in developing teaching skills of colleagues. ● Involves students in scholarly activities and presentations/publications. ● Promotes student involvement in state, regional, or national educational conferences. ● Mentors master's students. ● Advises/evaluates scholarly projects for presentation or publication. ● Assist students in presenting or publishing their work.

4.1.5 Promotion to Senior Lecturer - Service Criteria and Evidence (Examples)

Criteria	Minimum Evidence (Examples)
Provides leadership to advance the health professions and to improve health.	● Serves in a leadership or officer role of an association, agency, society, organization, task force, and /or review group on a national level. ● Chairs a national committee or task force. ● Is active in planning and evaluating programs or services. ● Testifies at the state or national level on legislative issue; plays instrumental role in passage of national legislation. ● Organizes conferences or workshops on a state/regional or national level. ● Participates in small grants review within UNLV SON or for a local or regional conference or grants program. ● Provides consultation as requested by professional/government agencies on a state or regional level.
Provides service/leadership within the University.	Chairs a SON or university committee.

4.1.6 Promotion to Senior Lecturer - Special, Non-administrative Assignments - Evidence (Examples)

Criterion	Minimum Evidence	Annotation
	Evidence of excellence in performing these assigned duties, includes peer reviews, letters of recognition/acknowledgment, independent reviews, reflections, etc.	Reassigned time provided for special noncurricular or noninstructional activities that are not administrative activities.

Section 2. Emeritus Status

Academic Faculty who are interested in applying for emeritus status should review the most recent UNLV Emeritus Policy and other information provided by the UNLV Office of Faculty Affairs. Within the SON, Academic Faculty provide a majority affirmative vote to recognize a distinguished career of teaching, research, service, or administration within the discipline of Nursing. The Associate Dean for Faculty Affairs organizes the faculty vote and reports the results to the Dean. In addition, the Associate Dean for Faculty Affairs and the Dean provide an endorsement if affirmative, which is forwarded to the Provost for consideration.