

**UNLV School of Life Sciences – Bylaws  
(Approved by Faculty September 2010)**

**RULES AND BYLAWS**

**School of Life Sciences  
College of Sciences  
University of Nevada, Las Vegas**

**SECTION I. THE SCHOOL FACULTY – COMPOSITION AND RESPONSIBILITY**

**1.1 Structure.** The School of Life Sciences (SoLS) is composed of a single unified biology Faculty without additional formal structure. Faculty governance of the School will be guided by the entire faculty with individual faculty or faculty groups making proposals for approval by the entire voting faculty. Faculty may choose to associate into affinity groups for a variety of activities such as promoting research or educational programs.

**1.1.1 Graduate Program Structure.** The Graduate Program will be structured around semi-autonomous informal groups with guidelines and course lists specific to each group. Current groups include Cellular and Molecular Biology, Ecology and Evolutionary Biology, Integrative Physiology, and Microbiology. Changes to these groups may be approved by a majority vote of the faculty.

**1.2 Faculty.**

**1.2.1 Regular Faculty.** The Regular Faculty consists of all persons holding a full-time contract with the University of Nevada, Las Vegas for professional services as Professor, Associate Professor, Assistant Professor, or Faculty in Residence, and administrators holding rank in SoLS.

**1.2.2 Adjunct Faculty.** Adjunct Faculty members of SoLS are non-voting members of the Faculty. However, they may attend Regular Faculty meetings and serve on thesis and dissertation committees of graduate students, subject to the current SoLS and Graduate College regulations pertaining to such activities.

Adjunct Faculty Status (Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor) is awarded to those who desire an official association with SoLS for purposes of professional interaction with members of SoLS Faculty. The applicant must possess a terminal degree (*e.g.*, Ph.D., M.D., Ed.D.) in his/her respective field of research (except under extraordinary circumstances), have a strong record of scholarly contributions, and demonstrate a strong intent for establishing research and/or teaching interactions with SoLS Faculty.

An application to be an Adjunct faculty in SoLS will include: 1) a letter of intent, 2) a curriculum vitae, 3) a statement of how the applicant will contribute to SoLS,

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and 4) presentation of a research seminar to SoLS. The SoLS Personnel Committee will review the application and provide a recommendation to the Faculty. An affirmative majority vote of the faculty will confirm the award of Adjunct status.

An Adjunct Faculty member, being an affiliate of UNLV, will be expected to conduct himself/herself in a professional and collegial manner with all members of the University and the community. Adjunct status is not intended to allow the adjunct to present himself/herself to the community as an UNLV Faculty member.

The award of Adjunct Faculty status will normally confer certain rights that will be described in the Adjunct contract by specific statements, particularly regarding space and office support. The confirmation of Adjunct status does not guarantee space and services of the office support staff except when indicated. However, the right to submit research proposals through UNLV, to use Campus libraries, to be listed on SoLS website, and to obtain a staff parking permit ordinarily will be granted.

Adjunct Faculty status must be renewed through an affirmative vote by the majority of faculty within five-year intervals. Successful renewal will be dependent upon evidence and a written statement of positive, interactive collaborations with SoLS Faculty and continued professional contributions. However adjunct faculty must also maintain a valid adjunct contract with UNLV which must be renewed annually.

Adjunct faculty status confers a number of opportunities including the ability to act as joint collaborators on research grants. For adjunct faculty who wish to participate beyond research collaborations with SoLS faculty and actively mentor graduate students, a number of expectations are associated with this mentoring activity:

- Mentorship of graduate students must be shared between the adjunct and a SoLS primary appointee, that serves as chair of the student's advisory committee.
- The adjunct is encouraged to attend departmental seminars and colloquium presentations.
- The adjunct should be willing to serve on graduate student thesis and dissertation committees.
- The adjunct should be willing to contribute to teaching of an existing course in the graduate program.
- The adjunct must have Associate Graduate Faculty status.
- All publications and presentations at meetings including a UNLV graduate student as an author must list the SoLS as one of the affiliations.
- All grant applications by a UNLV graduate student should list the SoLS

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as the primary affiliation.

- 1.2.3 Affiliate Faculty.** Affiliate Faculty are those with less than 50% of their UNLV faculty contract assigned to SoLS.
- 1.2.4 Part-time Faculty.** Part-time Faculty includes those qualified individuals who may accept one semester or part-time appointments for an academic year to teach specific courses. Their appointment is subject to administrative approval. Part-time Faculty may be requested to serve in an advisory capacity and to select texts for the courses they teach, but they will not otherwise have a voice or vote in the internal academic policy of SoLS.
- 1.2.5 Visiting Faculty.** Visiting Faculty includes qualified individuals who participate in teaching and research activities. Their appointment is subject to administrative approval. Visiting Faculty in SoLS are non-voting members of the Faculty. Visiting Faculty may attend Regular Faculty meetings, serve on thesis and dissertation committees of graduate students (subject to existing SoLS and Graduate College regulations pertaining to such activities), and participate in discussions related to their area of specialization.
- 1.2.6 Research Personnel.** The Research Personnel consists of individuals holding a contract with the University of Nevada, Las Vegas for research services. Individuals holding a Ph.D. degree or its equivalent may hold the rank of Research Assistant Professor, Research Associate Professor or Research Professor. Individuals holding a M.S. or its equivalent or a lower level degree may hold the rank of Research Associate. Research personnel holding a Ph.D. or its equivalent may serve on thesis and dissertation committees of graduate students, subject to existing SoLS and Graduate College regulations pertaining to such activities.
- 1.2.7 Voting Faculty.** The voting Faculty consists of all persons holding a full-time contract with the University of Nevada, Las Vegas for professional services as Professor, Associate Professor, Assistant Professor, or Faculty in Residence with more than 50% of their time assigned to SoLS. First-year Faculty in the School of Life Sciences cannot vote on personnel decisions. All personnel elections with only one nominee on the ballot will include a “None of the above” option such that the nominee’s election must be confirmed by receiving a majority of the votes cast.
- 1.3 School Officers.**
- 1.3.1 Director.** The Director of SoLS (hereafter “the Director”) is the Chief Administrative Officer of SoLS, and is a tenured member of the Regular Faculty. The Director will represent SoLS Faculty to the College of Sciences, and implement College and University policy within SoLS. For the selection of an internal Director, the Personnel Committee will ask for nominations from the Voting Faculty. All candidates must make a presentation to the Faculty of SoLS detailing his/her

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qualifications and reasons for applying to the position of Director. An electronic or written copy of the presentation must be distributed to all Faculty. The Personnel Committee will hold an election by secret ballot (Class A action), and the nominee receiving a plurality of the votes will become SoLS nominee for Director.

The Director is appointed by the President on recommendation from the Dean of the College, and will hold the position of Director for a period of three years.

The position of Director of SoLS is a compensated position.

The performance of the Director will be evaluated each year through procedures established by the Dean's office. If the performance of the Director is considered unsatisfactory, he/she may be recommended for removal from office by a two-thirds majority of the vote of the Faculty. Such recommendation will be forwarded to the Dean by the Personnel Committee.

In addition to normal administrative duties, specific functions of the Director include:

- a. Preparation of the annual SoLS budget. At the start of the Fall and Spring semesters the Director must present and explain to the Faculty SoLS budget, and respond to specific recommendations made by the Faculty to revise it.
- b. The Director will report on the use of space within SoLS, and inform the Faculty of decisions regarding alterations of space use.
- c. Preparation of SoLS Class Schedule (in close consultation with the Faculty) for each academic session.
- d. Preparation of annual evaluations of SoLS Faculty, stressing performance on teaching, research, and service.
- e. Forward to the appropriate University officials the recommendations of SoLS Faculty on the following matters:
  - i. Decisions involving retention, promotion, and tenure.
  - ii. The hiring of new Faculty.
- f. Provide the Faculty with written copies of the Annual Reports of SoLS, Strategic Plans, and other operations documents sent by the Director to administrative offices on Campus (e.g., Dean's Office, Provost Office, President's Office) pertaining to the functioning of SoLS.

**1.3.2 Associate Director.** An individual designated as Associate Director will provide assistance and support to the Director in accomplishing administrative and other tasks related to SoLS. The Associate Director will represent the Director and SoLS

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at official activities, and have signature authority in the absence of the Director.

- a. **Qualifications.** The Associate Director must be a tenured, full-time Faculty member in SoLS.
- b. **Duties.** The Associate Director will take on specific tasks and responsibilities as determined by the Director. These duties will not involve personnel issues, decisions involving space utilization, Faculty teaching and workloads, or annual Faculty evaluations. The Associate Director is specifically prohibited from serving in either the Personnel Committee or the Space Use Committee.
- c. In the event that the Director cannot fulfill his/her duties for an extended period of time, the Associate Director will become the Interim Director and assume the responsibilities of the Director for the remaining of the person's term as Associate Director, or until the Faculty selects a new candidate for Director, whichever occurs first. If the Associate Director becomes the Interim Director, the Faculty will elect a new Associate Director as soon as possible.
- d. **Duration of Term.** The Associate Director will serve for a period of one year. The term is renewable by the mechanism described below in *Method of Selection* (below). If the Associate Director is unable to continue his/her term, then the Director may appoint an Interim Associate Director for a term no longer than one semester, pending a regular election of a new Associate Director. The Interim Associate Director may apply for the position of Associate Director in a subsequent election.
- e. **Method of Selection.** During the second half of the Spring semester, the Director will issue a call for applications for the position of Associate Director, which will include examples of duties and likely projects in which the individual may be involved in the upcoming year. Any qualified Faculty interested in applying for the position must submit a letter to the Personnel Committee detailing his/her qualifications and reasons for applying. An *ad hoc* committee consisting of all members of the Personnel Committee and the Director will review the application letters. This Committee will choose up to two applicants to submit to the Faculty for confirmation. The nominee receiving a plurality of the votes cast in a secret ballot (Class A Action) by the voting Faculty (Section 1.2.7) will become the Associate Director.
- f. **Evaluation.** At the end of the Associate Director's term, the Director will provide the Personnel Committee with a written evaluation of the Associate Director's fulfillment of his/her duties. This evaluation will become part of the personnel file of the Faculty member who served as Associate Director.
- g. **Compensation.** The position of Associate Director of the School of Life Sciences is a compensated position.

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**1.3.3 Graduate Coordinator.** The Director will appoint a Graduate Coordinator at the beginning of each academic year. This individual will have overall responsibility for the Graduate Program, work closely with the Graduate Admissions Committee and the Graduate Operations Committee, promote and coordinate long-term strategic planning on graduate issues, and serve as SoLS representative to the Graduate Council. The Graduate Coordinator will review the files of applicants for Graduate Assistantships and, together with the Director, make recommendations for awards to the Graduate College. The Graduate Coordinator will advise graduate students on matters of policy of SoLS Graduate Program. The Graduate Coordinator will be an *ex officio* member of the Graduate Admissions Graduate Operations and Committees.

**1.3.4 Undergraduate Coordinator.** The Director will appoint an Undergraduate Coordinator at the beginning of each academic year. This individual will work closely with the Director to coordinate daily tasks such as student petitions, and long-term strategic planning of undergraduate educational and programmatic activities. This individual will be an *ex officio* member of the Curriculum Committee and advise this Committee as needed.

The Undergraduate Coordinator will use the following guidelines for evaluating college transfer requests:

- a. The Undergraduate Coordinator will consult with the College of Sciences Advising Center to ensure that all applicable University and NSHE policies are enforced.
- b. Transfer courses must have been completed at an institution of higher education accredited by an organization listed in the UNLV catalog.
- c. Transfer courses must have a prefix designating it as a biology course. The Undergraduate Coordinator and Director have the authority to make appropriate exceptions.
- d. All transfer requests must be accompanied by a course syllabus that includes lecture and lab (if applicable) topics, credit hours, method(s) of assessment, and a clear indication of rigor. Transfer courses must be equivalent to existing SoLS courses. Equivalent is defined as at least 80% of the topics listed on the syllabus of the transfer course as being substantially similar to the SoLS counterpart. The Undergraduate Coordinator and Director have the authority to evaluate syllabi.
- e. All requests for transfer credit for undergraduate research, independent study, and work experience will not be accepted unless there is verifiable documentation of scholarship. Examples of acceptable documentation

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include either an abstract or research poster presented at a scientific colloquium, publication authorship, and a research term paper. The Undergraduate Coordinator and Director have the authority to evaluate the documentation of scholarship.

- f. Transfer courses must have been completed less than 10 years prior to the transfer submission date.

**1.4 Faculty Responsibilities.** The Faculty, under the guidance of the Director, will have authority over matters of internal education policy of SoLS.

**1.4.1 Teaching.** The Faculty member(s) responsible for teaching a course will have authority over all matters of internal educational policy of that course, including selection of textbook(s) and determination of course content (within the framework of the catalogue description). In courses with multiple sections, the instructors will work together to select the textbook(s) and determine course content. The content of introductory core courses of SoLS undergraduate curriculum will be determined by the entire SoLS Faculty.

**1.4.2 Directors of Research Facilities, Collections and Centers.** The Director of SoLS will appoint a Director for each of these entities. Each Director will supervise the various functions of the respective facility or collection, and file an annual report with SoLS Director concerning activities that include educational, research, and public service functions performed by these units. As appropriate, Directors will also engage in strategic planning for their respective entities.

**1.5 Extra-School Activities.** Regular Faculty members of SoLS may hold appointments in other academic divisions or Schools, provided that these appointments (1) do not interfere with the teaching load, and (2) all arrangements are made with the full knowledge and consent of SoLS Director.

### **SECTION II. PURPOSES AND PROCEDURE OF SCHOOL FACULTY MEETINGS**

**2.1 Purpose.** The School Faculty will hold periodic meetings for the purpose of receiving information, and discussing and taking action on any matter of general School education policy or Faculty interest.

**2.2 Quorum.** A quorum will consist of two-thirds majority of the voting School Faculty. Action by the Faculty will be through a motion approved by a majority of the Faculty members present at a meeting where a quorum is constituted. The quorum may be adjusted during the first meeting of each semester to accommodate known absences due to administrative assignment or sabbatical leaves that prevent certain Faculty from regularly attending meetings. A two-thirds majority of the Faculty without official leave is required to adjust the quorum.

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- 2.3 Presiding Officer.** The Director will preside at the meetings of the School Faculty. The Director will designate a Faculty member of the School to preside for the meetings that he/she cannot attend.
- 2.4 Secretary.** The Director is responsible for providing secretarial support for the School Faculty meetings. The Secretary will maintain accurate, written records of the meeting deliberations.
- 2.5 Meetings.** Meetings will normally be conducted according to *Robert's Rules of Order*. The Director will call a regular meeting at the beginning of each semester. Additional meetings can be called when the Director determines that they are warranted. The Director must call a Faculty meeting within the time frame specified by a written request signed by one-third of the voting members of the School Faculty. For personnel sessions at faculty meetings, only faculty with 50% or more of their contract assigned to SoLS (also defined in Section 1.2.7 as "voting faculty" will be permitted to attend.
- 2.6 Student Representation.** One representative of SoLS graduate students will attend all Faculty meetings, except those related to personnel matters. The graduate student representative will be elected by a majority vote of at least 50% of the students enrolled in SoLS Graduate Program.
- 2.7 Agenda.** The Director will announce the date, time, place, and agenda of each Faculty meeting in a memorandum to the Faculty sent at least four days before the meeting. The agenda will allow opportunity for the introduction of additional business by any Faculty member. Faculty members wishing to discuss additional business will inform the Director as to their nature before the meeting.
- 2.8 Minutes.** A written copy of the minutes of each meeting will be distributed to the Faculty and the student representative no more than 14 days after each meeting. Such minutes, once approved by a majority vote of the voting Faculty, will constitute the official record and notice of the official actions of the School Faculty. Minutes dealing with personnel matters will only be distributed to voting Faculty and appropriate administrators.
- 2.9 Class A Actions.** Actions taken by the Faculty that substantially alter or affect School policy will be designated Class A Actions. Such actions are exemplified by, although not exclusively limited to, matters of academic standards, undergraduate and graduate degree programs, and amendment of these Bylaws.
- 2.9.1** Amendments to the Bylaws are Class A Actions. On other matters, the School Faculty will determine by simple majority of those present and voting in a Faculty meeting whether any action will be designated a Class A Action.



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- 2.9.2** A Class A Action will be submitted in writing to the Faculty, along with a mail ballot to be returned by a specified deadline. The ballots cannot be marked in any extraneous manner whatsoever. The Director and three Faculty members will count the ballots and announce the results to the Faculty.
- 2.9.3** Approval by simple majority of the School Faculty is required for the adoption of any Class A Action, except as provided otherwise in these Bylaws.
- 2.9.4 Proxy Votes.** A proxy is the power given by one person to another to vote in his/her stead. Proxy votes will be allowed in votes taken by the School Faculty. A Faculty member may only hold a proxy vote for one other Faculty.

### SECTION III. COMMITTEES

- 3.1 Standing Committees.** The following standing committees will be created from among the members of the School Faculty. Whenever possible, each of these committees should have Faculty representation from each of the Sections of the School. These committees will report directly to the Faculty. When notified by the Director in advance, the Chair of each standing committee will report at School meetings as to the progress, actions, and recommendations of the committee on matters under its responsibility.
- 3.1.1 Personnel Committee.** The Personnel Committee has specific responsibilities (listed below) for personnel actions related to the Faculty and professional staff of the School. Other responsibilities may be added on a permanent or *ad hoc* basis by the School Faculty, or delegated by the Director with the consent of the Faculty.

Membership. The Committee is composed of seven full-time Faculty members of the School of Life Sciences who have held their position within the School for at least one year. Five of these members must be tenured at the time of their election. At least one of these five individuals must hold the rank of Professor. The two remaining members of the Committee will be either tenure-track Assistant Professors or any Voting Faculty.

Election. The tenured and untenured members of the Committee will be elected by the entire voting School Faculty. Tenured Committee members will serve for a term of two academic years, whereas untenured members of the Committee will serve for a term of one academic year. The composition of the Personnel Committee will be established at the end of the Spring semester.

Duties and Responsibilities. The Committee has the following specific duties and responsibilities.

- a. *Dissemination.* The Committee will regularly review University and College

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governance documents pertaining to personnel issues and recommend modification of appropriate School Bylaws. The Committee will assemble and disseminate integrated (University, College, and School-approved) criteria and expectations for:

- i. Promotion to various academic ranks.
    - ii. Award of academic tenure.
    - iii. Award of merit.
  - b. *Evaluation.* The Committee will evaluate records of current or prospective School Faculty members and make recommendation for personnel action to the School or Director, as appropriate. In particular, the Committee will:
    - i. Review applications for promotion and tenure of School Faculty.
    - ii. Review applications for awarding and renewing Graduate Faculty status.
    - iii. Review applications for prospective Adjunct members of the Faculty.
    - iv. Invite and review applications for merit.
    - v. Conduct a sub-tenure review of all tenure-track Faculty (Section 4.2.4).
  - c. *Elections.* The Committee will have the responsibility of conducting elections within the School, as required by these Bylaws rules, or as requested by the Director.
  - d. *Committee Voting and Governance.* The Committee may establish its own rules for internal voting, within the framework of the following two recommendations:
    - i. Voting for award of academic tenure is restricted to those members holding academic tenure.
    - ii. Voting on issues relating to distribution of merit will be unrestricted within the Committee.
- Decisions made by the Personnel Committee will be presented to the School Faculty as recommendations.
- e. *Committee Chair.* The Committee will annually select its own Chair from among the tenured members of the Committee. The Committee Chair must serve at least one year on the Committee as a regular member prior to accepting the responsibilities of the Chair.
  - f. *Merit.* Faculty wishing to be considered for merit must submit to the Personnel Committee early in the Spring semester the completed annual report form supplied by the Dean's Office, as well as all other necessary

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supporting documentation. The Committee will evaluate and rank applications for merit according to the College of Sciences Merit document. If merit money is not available to the University in a given year, then Faculty will be evaluated for the period of time since the last merit allocation. The Personnel Committee provides representatives to the Teaching, Research, and Service Merit Subcommittees of the College of Sciences. Any Faculty member who is not satisfied with the merit awarded may follow established grievance procedures of the College of Sciences and the University.

- g. *Tenure and Promotion.* The Personnel Committee will solicit nominations from the Faculty for promotion and tenure by the end of each Spring semester. At that time, the candidate(s) will provide a list of twelve reviewers (Section 4.2.3). The Personnel Committee will evaluate the nominee(s) in accordance with the School's Bylaws (Section 4.2). The Personnel Committee will make recommendations for promotion and tenure to the SoLS Faculty. Upon receiving the recommendation of the Faculty, the Director will proceed in accordance with School's Bylaws (Section 4.2.5).

**3.1.2 Curriculum Committee.** This Committee is composed of three full-time Faculty members appointed annually by the Director. The Committee will appoint its own Chair. The responsibilities of the Committee are listed below.

- a. The Committee is responsible for overseeing graduate and undergraduate curricular matters, and making recommendations to the Faculty. All curricular matters will be taken to the Committee before presenting them to the School Faculty. Should a Faculty member believe that the Committee has not dealt with a curricular matter properly, he/she may present that matter to the Faculty directly.
- b. The Committee will scrutinize the undergraduate and graduate catalog entries one year prior to the publication of the new catalog to provide time for curriculum and program changes (including School graduation requirements). A revised draft of the entire entry will be written by the Committee and presented to the Faculty for approval.
- c. All graduate curricular issues will be communicated to the Graduate Operations Committee.
- d. The Committee will screen new course proposals and course revisions, and present its findings to the Faculty.
- e. The Committee will meet with, and advise Community College of Southern Nevada representatives on curricular changes of freshman and sophomore courses offered by the School of Life Sciences.
- f. The Committee will prepare and distribute materials to advertise curricular issues, and coordinate these efforts with the College of Sciences Advising Center.
- g. The Chair of the Committee will keep the Faculty informed about any new

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curricular issues.

**3.1.3 Graduate Admissions Committee.** This Committee has the responsibility of administering activities related to the recruitment and admission of students to the School's Graduate Program. Membership of the Committee consists of four members of the Graduate Faculty appointed annually by the Director. Each Graduate Program Group in the School must be represented in the Committee. One of the members of the Committee will serve as Chairperson. The Director and the Graduate Coordinator are *ex officio* members of this Committee. The responsibilities of the Committee are to:

- a. Develop policies and criteria for admission of students to the School's Graduate Program.
- b. Carry out a systematic program of recruiting activities by:
  - i. Developing or revising posters, brochures, and other advertising materials.
  - ii. Responding to inquiries from prospective students.
  - iii. Arranging Campus visits and interviews for prospective students.
- c. Develop out-reach programs for colleges and universities from which prospective students may be recruited.
- d. Process and review the files of prospective students, and make recommendations to the Graduate College concerning their admission.
- e. Advise the Graduate Coordinator on the awarding of Graduate Assistantships.
- f. Advise the Director as to the use and dispersal of funds for recruiting graduate students.

**3.1.4 Graduate Operations Committee.** This Committee has the responsibility of administering activities related to the training of students in the School's Graduate Program. The Committee is composed of four members of the Graduate Faculty appointed annually by the Director. Each Graduate Program Group in the School must be represented on the committee. One of the members of the Committee will serve as Chairperson. The Director and the Graduate Coordinator are *ex officio* members of this Committee. The responsibilities of the Committee are to:

- a. Provide new or revised materials for the Graduate College Catalog.
- b. Revise the *Graduate Student Handbook* when necessary.
- c. Periodically review existing graduate programs.
- d. Conduct a single orientation meeting with all new students, preferably in early September. The purpose of this meeting is to welcome the students, talk to them about the general policies of the Graduate Program, and answer questions they may have.
- e. Review the composition of Advisory Committees.

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- f. Monitor the progress of students toward their degrees by reviewing the annual evaluations submitted by the students and their advisors.
- g. Provide the Graduate Coordinator with information on the standing and progress of students towards their degree. This information may be used in deliberations concerning the assignment of financial assistantships to graduate students.
- h. Act as an *ad hoc* advisory body to the Director on matters of Graduate Faculty status.

**3.1.5 Space Use Committee.** This Committee consists of four full-time Faculty members appointed by the Director. The Committee membership will elect a Committee Chair. The Director serves as a permanent, non-voting member of the Committee. The primary duty of the Committee is to plan and make recommendations to the Director for the use of all space assigned to the School of Life Sciences. The Space Use Committee must meet at least once every semester, and inform the Faculty about any space issues being considered or decisions that were made.

The Director may designate space for short-term use (one semester or less) without the advice and consent of the Committee. Before doing this, the Director must seek and obtain the consent of the principle user(s) of that space.

**3.1.6 Greenhouse Use Committee.** The responsibilities of this Committee include advising the Greenhouse Manager on maintenance and purchasing issues related to the White Hall Atrium and the Greenhouse, and making recommendations to the Director on matters related to the Greenhouse and the Atrium. The membership of the Committee consists of the Greenhouse Manager and three full-time Faculty members appointed by the Director.

**3.1.7 Seminar Coordinator.** The Seminar Coordinator will be appointed by the Director. The responsibilities of this individual include:

- a. Coordinate and broadly advertise the weekly School Seminar Series.
- b. Solicit the Faculty and graduate students suggestions of researchers to invite to give talks at the School.
- c. Work with speaker hosts and School staff on scheduling and arranging accommodations for the seminar speakers.
- d. Make recommendations to the Faculty and Director to increase the effectiveness and prestige of the Seminar Series.

**3.1.8 White Distinguished Lecture Committee.** This Committee has the responsibility of organizing the events associated with the Juanita Greer White Distinguished Lecture, which is usually held in the first half of the Spring semester. The Committee will usually consist of one Faculty member, who will be appointed by the Director, and members of the School's staff.

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**3.1.9 Computing Services Representative.** The Computing Services Representative will be a full-time Faculty member of the School of Life Sciences appointed by the Director. His/her responsibilities include:

- a. Advise Faculty on purchasing, maintenance, and servicing of computing hardware and software related to research, teaching, and administration.
- b. When necessary, help facilitate the purchase, ordering, and delivery of hardware and software.
- c. Make recommendations to the Director for establishing policies about computing services, including electronic communications and networking.
- d. Make recommendations to the Computing Services Committee of the College of Sciences on computing issues that affect the School of Life Sciences.

**3.2 Ad Hoc Committees.** The Director will appoint *ad hoc* committees (e.g., Search Committees) as required from time to time. Such committees will terminate at the end of each academic year. They may be reappointed for the next academic year at the discretion of the Director.

#### **SECTION IV. POLICIES AND PROCEDURES RELATING TO FACULTY**

**4.1 Workload for Academic Faculty.** The workload for each Faculty member will be determined in consultation with the Director and in accordance with the criteria listed in the College of Sciences Workload Policy, and in Chapter III, Section 2.2 of the UNLV Bylaws.

**4.2 Personnel Procedures.** All personnel matters will be confidential. Decisions on personnel issues will be made by secret ballot.

**4.2.1 Development.** Affinity groups may form for the purpose of contributing to the development of SoLS strategic plans, including curricular development issues and hiring priorities.

**4.2.2 Recruitment Procedures.** When it becomes necessary to fill a Faculty position, the Director will appoint a Search Committee consisting of at least three Regular Faculty members. The Search Committee, in consultation with the Director and the Dean, will draft the necessary announcement to publicize the position through appropriate national channels. Faculty-in-Residence will be hired, except under extraordinary circumstances, by similar procedures as for the hiring of tenure-track faculty. All voting Faculty (except first year Faculty) will select the most appropriate candidate for the position. The Director will inform the Dean of the College of Sciences of the recommendation of the School Faculty.

**4.2.3 Promotion or Appointment to Academic Rank Procedures.** The Chair of the Personnel Committee will ask the Faculty member being considered for promotion

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for (1) a list of six collaborators (*i.e.*, mentor(s) or student(s) at any time during the candidate's career, or co-author(s) on publications or grant proposals during the last five years), and (2) a list of six individuals with whom the candidate has not collaborated. The Chair of the Personnel Committee will request a confidential evaluation of the candidate's research accomplishments from the listed investigators. The reviewers will be asked to provide a copy of their curriculum vitae. Only members of the Personnel Committee will have access to the evaluation letters. These evaluations will apply to both promotion and tenure, and will be summarized and presented to all Faculty members at a special meeting where the probationary Faculty is being evaluated for promotion and tenure. The candidate may also supply names of any persons that he/she does not want to review his/her file. In addition, the Personnel Committee will solicit at least two additional letters from individuals not suggested by the candidate. All three types of contributions (*i.e.*, collaborators, non-collaborators, Committee-initiated letters) will be marked as to their kind.

The applicant has the option to request that one or more faculty review their Promotion or Promotion and Tenure application and present a recommendation to the Personnel Committee.

All voting Faculty will vote on promotion, with the exception of first year Faculty of any rank (as noted in Section 1.2.7). Approval or denial of promotion (by a majority of those voting) must be carefully documented before the Director informs the Dean of the College of Sciences of the outcome of the vote.

Guidelines for this procedure must be consistent with NSHE Code, Sections 4.4.1 and 4.10.1 and UNLV Bylaws Chapter III, Sections 7, 8, 12, and 16.

**4.2.4 Subtenure Review.** During the sixth semester of his/her probationary period in SoLS, a tenure-track Faculty member will receive a subtenure review from the Personnel Committee that evaluates progress toward tenure. This evaluation will offer guidance to the Faculty member to enhance his/her progress toward a favorable tenure decision.

**4.2.5 Tenure Recommendations and Guidelines.** Following a meeting at which the tenured Faculty members voted on the question of whether or not to recommend tenure for a probationary Faculty member, the Director will make recommendations for tenure to the Dean of the College of Sciences based on the outcome of the vote. The timing of tenure applications follows UNLV Bylaws, Chapter 3, Section 16.

The discussion on the question of tenure will include all the voting Faculty members, as defined in Section 1.2. The Director must send a summary of the vote to the Dean. Granting of tenure requires a two-thirds majority vote of the tenured Faculty. Tenure can be granted or denied to an individual. Tenure is a wager of future productivity. Guidelines will be consistent with available regulations in the

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University Code and the UNLV Bylaws, which use the following guidelines:

- a. Teaching effectiveness.
- b. Research and/or creative performance.
- c. University, College and School service.
- d. Community service related to the individual's discipline.
- e. Respect and esteem of colleagues and students.

There will not be any quota system on the number of tenured Faculty. The Faculty member will not be considered for tenure prior to the end of his/her second year.

Section VII of these Bylaws contains further guidelines for promotion and tenure of Faculty in the School of Life Sciences.

**4.2.6 Merit Guidelines.** To be considered for merit, Faculty must demonstrate satisfactory performance in the area(s) for which the person is being evaluated (*i.e.*, teaching, research and service), and be meritorious in at least one area. The School of Life Sciences follows the College merit document.

**4.2.7 Voting procedures for elections.** Elections within SoLS will employ a Preferential Voting (Preference Voting, Instant Run-off) procedure. Voters will be provided with a ballot containing a list of candidates (if only one candidate, a "None of the above" will be included) and they will vote by providing a numerical ranking of the candidates (a rank of 1 indicates first choice).

The tallying of the votes proceeds as follows:

- For the first round, candidates receiving number 1 votes are counted. If any one candidate receives a majority of the votes (>50%), that candidate is declared the winner.
- If no candidate receives a majority, the candidate receiving the fewest number 1 votes is eliminated. Voters who selected the eliminated candidate as their number 1 choice, now have their second choice counted - those votes are transferred to their chosen second choice candidate.
- This process is repeated until one candidate receives a majority of the votes. If ties exist among candidates with the fewest number 1 votes, all candidates tied for the fewest votes will be eliminated,

Elections for multiple positions (such as Personnel Committee membership) will use a related system: Single Transferable Voting. The balloting proceeds in the



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same manner as described above, whereby voters provide a ranking of the candidates. The tallying of votes will utilize a standard procedure.<sup>1</sup>

**4.3 Promotion Procedures for FIRs.** The Chair of the Personnel Committee will ask the FIR member being considered for promotion for a list of eight peers not employed in the School of Life Sciences. The Chair of the Personnel Committee will request a confidential evaluation of the candidate's accomplishments from the listed individuals. The reviewers will be asked to provide a copy of their curriculum vitae. Only members of the Personnel Committee will have access to the evaluation letters. The candidate may also supply names of any persons that he/she does not want to review his/her file.

The applicant may provide a list of up to eight former students or workshop participants no longer enrolled at UNLV to the Chair of the Personnel Committee to be contacted as potential reviewers regarding the promotion.

As concordant with tenure-track Faculty, all FIR's applying for promotion will be expected to deliver a departmental seminar to the SoLS Faculty prior to the vote on promotion. The focus of the seminar will be dependent upon the FIRs' primary responsibilities. Topics may include:

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<sup>1</sup> For the initial round of counting ballots, the so-called Droop quota is applied:

$$\text{Votes needed} = \left( \frac{\text{Votes cast}}{\text{Positions} + 1} \right) + 1$$

Candidates exceeding the above quota are declared elected.

In the second round of tallying, if those previously declared winning candidates received votes in excess of the quota, the excess votes are re-allocated based on those voters' second choice. Again the quota is applied to see if additional candidates can be declared winners. If no additional candidates can be declared winners, the candidate with the fewest votes is eliminated. Ties for the fewest votes result in those tied candidates being eliminated.

Votes from the eliminated candidates are re-allocated based on the next choices of those voters. Again the quota is applied. If another candidate is declared elected, surplus votes are re-allocated and another round continues. The process continues until all positions have been filled.

Basic steps in the process:

- Surplus votes are re-allocated to those voter's next choices.
- When no quota is reached, the candidate with the fewest votes is eliminated.

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- A sample class lecture
- Their philosophy of teaching
- Philosophy of learning
- Presentation/summary of creative activities
- Summary of outreach or non-departmental teaching opportunities
- Presentation of scholarly research

The applicant has the option to request that one or more faculty review their Promotion application and present a recommendation to the Personnel Committee.

All voting Faculty will vote on promotion, with the exception of first year Faculty of any rank (as noted in Section 1.2.7). Approval or denial of promotion (by a majority of the voting Faculty) must be carefully documented before the Director informs the Dean of the College of Sciences of the outcome of the vote.

Guidelines for this procedure must be consistent with NSHE Code, Sections 4.4.1 and 4.10.1 and UNLV Bylaws Chapter III, Sections 7, 8 and 12.

**4.3.1 Subpromotion Review for FIRs.** During the sixth semester of his/her probationary period in SoLS, a FIR member will receive a subpromotion review from the Personnel Committee that evaluates progress toward promotion. The objective of the subpromotion review is to offer guidance to the Faculty member to enhance his/her progress toward a favorable promotion decision. The subpromotion review for Teaching FIRs will include a minimum of two peer observations of instruction by a SoLS faculty member, as designated by the Personnel Committee.

**4.3.2 Promotion Recommendations and Guidelines for FIRs.** Following a meeting at which the eligible voting Faculty members voted on the question of whether or not to recommend promotion for the FIR, the Director will make recommendations for promotion to the Dean of the College of Sciences based on the outcome of the vote. The timing of promotion applications follows UNLV Bylaws, Chapter 3, Section 16.

The discussion on the question of promotion will include all the voting Faculty members, as defined in Section 1.2. The Director must send a summary of the vote to the Dean. Promotion can be granted or denied to an individual. Promotion is a wager of future productivity. Guidelines will be consistent with available regulations in the University Code and the UNLV Bylaws

**4.4 Instructional Procedures - Course cancellation policies.** Lab sections may only be canceled with the approval of the course instructor after consultation with the Director of the School of Life Sciences and any cancellation must comply with all UNLV policies. PTI Lab instructors, Graduate Student Teaching Assistants, and lab coordinators may not cancel classes without consulting both the course instructor and Director. In the event of a cancellation, students will be notified

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by either UNLV RebelMail or WebCampus. It may not be possible to reschedule canceled lab sections and in these cases the formula to calculate the final grade will need to be modified.

**SECTION V. PROCEDURES FOR APPROVAL OF NEW AND REVISED CURRICULA**

- 5.1** Proposals at the undergraduate or graduate levels for (1) new degree programs and courses, (2) deletion of existing programs or courses, and (3) substantial revision of existing courses or degree program requirements will be approved by the School Faculty. Such proposals originate with one or more individuals, and will be considered for adoption by the Curriculum Committee, and approved or rejected by the School Faculty. Core courses will be determined by the entire SoLS Faculty, not by individual Sections. If the proposed changes are approved, the Director will submit them to the College Curriculum Committee.
- 5.2** A detailed record will be kept of all courses currently offered by the School, and of classes that have been offered since the most recent accreditation recommendation. These files will be available for review by Faculty members proposing changes to any curriculum, and by individuals evaluating the School for accreditation.

**SECTION VI. AMENDMENT OR SUSPENSION OF BYLAWS**

- 6.1** Proposed amendments to these Bylaws may be initiated by placing the proposed amendment on the agenda of a regular or special meeting of the School Faculty. All such proposed amendments will be Class A Actions.
- 6.2** Approval by two-thirds of the voting Faculty is required for the adoption of any amendment. More than one-half of the School Faculty must have voted in any Class A balloting in order for a proposed amendment to be adopted.
- 6.3** Suspension for a specific purpose of any procedural clause stipulated in these Bylaws may be accomplished at any Faculty meeting at which there is a quorum by unanimous consent of all individuals present.

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**SECTION VII. GUIDELINES FOR ASSISTANT PROFESSORS IN PREPARATION FOR PROMOTION TO ASSOCIATE RANK AND AWARD OF ACADEMIC TENURE IN THE SCHOOL OF LIFE SCIENCES**

- 7.1 Preamble.** The following guidelines represent an attempt by the School of Life Sciences to provide a context for the professional development of as-yet untenured Assistant Professors on its Faculty. It is a set of *guidelines*, not a collection of firm rules or a checklist of yearly minimum expectations. There are no *quantitative* statements of performance requirements; rather, the guidelines represent the School's best current description of some *qualitative* attributes or achievements of a junior Faculty member who desire to attain tenure and promotion to the Associate Professor rank.

The School expects all prospective members of the tenured Faculty to be capable educators, productive researchers, and contributing institutional citizens. These expectations are not unique to the School of Life Sciences, but represent Campus and system-wide areas of professional performance and evaluation (see forms for Annual Reports and Annual Evaluations). Given this perspective on teaching, research, and service, it is not surprising that all junior Faculty are judged in these three areas during evaluation for tenure and promotion. However, the School recognizes that not all individuals will put equivalent time and energy into each of these areas; Faculty members differ in their overall duties, and those duties vary semester-by-semester. Accordingly, the Personnel Committee and the Faculty of the School of Life Sciences look for excellence in an integrated performance over a period of years; a pattern of excellence that inspires confidence that a candidate for tenure and promotion will sustain a productive professional life for many years to come.

As stated, this document should be viewed as a series of guidelines applicable throughout the sub-tenure period. However, at the time of application for promotion and award of academic tenure, the following narrative statements will assist the Personnel Committee on properly evaluating an applicant's record: (1) the rationale for the choice of a particular publication outlet, (2) a description of the relative degree of contribution of the applicant for articles and presentation titles with multiple authorship, and (3) a full description of grants activity, even when proposals have not been funded. Providing peer reviews or other documentation from a granting agency would be useful, but is optional.

These guidelines have been written as pertaining to the three fundamental areas of Faculty effort: teaching, research, and service.

- 7.2. Teaching.** Award of tenure and promotion in rank will be determined partially through appraisal of the candidate's performance in the category of teaching. The accomplishments and performance of a candidate will normally be considered under the categories listed below.

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**7.2.1 Teaching Effectiveness.** The effectiveness of a candidate as a teacher refers to his/her ability to communicate with students in a classroom environment, provide current information, produce appropriate examination methods, and, importantly, show that these abilities are sustainable over time. Teaching will be assessed from two perspectives:

- a. **Quantitative.** Average numerical values from the student-generated teaching evaluations will be considered. Candidates for promotion should maintain a minimum of satisfactory performance for all courses taught. In other words, the candidate is expected to earn scores indicative of good to excellent teaching for a substantial fraction of his/her courses.
- b. **Qualitative.** Narrative comments will also be considered in the assay of teaching effectiveness. These comments will be obtained directly from the student-generated instructor evaluation forms, and should reflect conscientious and effective performance. Peer-generated narrative comments may be solicited by the Personnel Committee for candidates who have collaborated with other Faculty members in team-taught courses. If a candidate for promotion and tenure wants such consideration, a complete list of collaborators from all team-taught courses for which they contributed should be provided.

**7.2.2 Instructional Organization.** Course and curricular organization will be viewed by the Committee as fundamental to overall performance in the area of teaching. The following materials are indicative of the state of instructional organization, and may be provided by the applicant or be requested by the Committee for the most recently taught version of each course:

- a. Textbooks
- b. Representative exams
- c. Course syllabi
- d. Assigned readings
- e. Other materials/ancillaries employed in teaching

The Personnel Committee will be aware that issues of academic freedom may be encountered in this evaluation area, and this review is not intended to infringe on the instructor's right to determine course content.

**7.2.3 Graduate Mentoring.** It is expected that a candidate for promotion and tenure will exhibit positive efforts in the mentoring of graduate students, as determined by information provided in the following areas:

- a. Overall progress towards degree

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- b. Student graduation success
- c. Scholarly output by the student, especially in the form of peer-reviewed publications

**7.2.4 Undergraduate Mentoring.** Involvement with undergraduate mentoring or other activities is encouraged, and represents a valuable contribution to teaching.

**7.2.5 Postdoctoral Mentoring.** Involvement with postdoctoral mentoring, although not expected, represents a valuable contribution.

**7.2.6 Further Indications.** Further indications of teaching performance include any commendations or awards received by the candidate during the period of evaluation.

**7.3 Research.** Research and/or creative efforts are activities expected of all tenure-track Faculty at UNLV. In the School of Life Sciences these endeavors take the form of theoretical, observational, or experimental work pertaining to the structure and function of living systems at all levels of biological organization, from molecules to the biosphere. The School regards research as encompassing several inclusive stages of conventional scientific methodology, from hypothesis formulation to publication.

**7.3.1 Research Publications.** Publication of research reports, articles, book chapters, and books is regarded as the culminating step of research. Whereas all tenure-track SoLS Faculty are expected to conduct scientific research, a fraction of such scholarly output may be in related disciplines, such as pedagogy. The School uses published work, particularly from UNLV, as a primary indicator of continuing scientific professional activity and achievement. Publications are essential pieces of documentation that are routinely used in evaluation of Faculty for promotion, award of academic tenure, and merit allocation. However, not all publication formats, journals, or levels of author contribution are considered equivalent. Candidates should recognize that for any given discipline there may be a variety of journals of differing quality, and therefore submission to the best or otherwise most appropriate journals is encouraged. Candidates for promotion, tenure, or merit are reminded that evaluation of written contributions partly relies on the following criteria:

- a. *Type of Publication* (in descending order of significance):
  - i. Articles in peer-reviewed journals or chapters in scholarly works (if subject to conventional peer and editorial review)
  - ii. Non peer-reviewed articles or book chapters

Although not necessarily expected of junior Faculty, original books or book-length monographs published by national or international publishers

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and subject to extensive peer and editorial review, or edited books published as collections of the work of various investigators will be judged as significant.

b. *Authorship.*

For multiple author works, the applicant should indicate the level of individual contribution.

**7.3.2. Meetings.** As part of demonstrating their effectiveness in conducting scientific research, Faculty are ordinarily expected to disseminate their work in a variety of ways. Invited talks will generally be ranked more highly than contributed talks and posters. Similarly, dissemination of results at international and national meetings will be ranked more highly than such activities at regional and local meetings. Attendance and participation at workshops will also be judged as significant.

**7.3.3. Laboratory Development and External Funding.** The School expects the development of an independent research program by all non-tenured tenure-track Faculty. The term “independent” is meant to construe intellectual independence from (for instance) former mentors or research advisors, such that the probationary Faculty member develops as the primary or driving intellectual force behind a body of research. The term “independent” does not mean isolated, or devoid of collaboration; the School encourages such scientific teamwork with colleagues on or off Campus, and especially with graduate or undergraduate students. Evidence of an independent research effort could include, for example, research conducted locally, or work, ideas, and experiments that were developed by the Faculty member while at UNLV.

Research Faculty are also expected to obtain external funding for the development of their research programs. The School recognizes that funding is a means toward producing scholarly output and not an end unto itself, but also a necessary component of developing an independent and modern research program in the life sciences. In evaluating grants activity, the School will view with particular emphasis awarded grants with the Faculty member as the principal or co-principal investigator, and a strong record of attempts to obtain external funding, particularly for proposals submitted to peer-review-based granting agencies. Receipt of substantial donations will also be recognized.

**7.4 Service.** Service-related activities to be considered when evaluating Faculty for tenure or promotion can generally be grouped under the following headings:

**7.4.1 Committee Service.** Committee assignments at multiple levels (School, College, University, and/or System) are expected. Not all such assignments are equal. For example, a School standing Committee that meets regularly and often, and which requires significant effort from its members would ordinarily be rated at a higher

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value than one that rarely meets and requires only a minimum amount of work. Assignment as a Committee Chair, or as another Committee officer, would normally suggest a heightened level of commitment by the individual. The Faculty member should provide tangible evidence of the contribution that he/she has made toward meeting the Committee's mission. Time, effort, and institutional importance are the key factors in evaluating Committee service.

**7.4.2 Professional Service.** Some of the more significant activities in this area include:

- a. Membership in professional Societies. In some instances (especially for more senior Faculty) this may also include service as an officer or as a Chair of a Society's Committee or Program.
- b. Serving as a reviewer/referee of manuscripts submitted for publication.
- c. Serving as a reviewer of research proposals, including membership in review panels of national and international organizations.
- d. Although not specifically expected, serving as Editor or member of an Editorial Board of a scientific publication.
- e. Planning or chairing symposia or sessions at scientific meetings.
- f. Involvement in curatorial activities. The maintenance and expansion of scientific collections, and the provision of curatorial services related to such holdings.

**7.4.3 Extra-institutional and Community Service.** Faculty are often asked to provide expert information to individuals, groups, and organizations outside of the University. Faculty willing to provide this type of information, either on an individual basis or through the University's Speakers Bureau, provide a valuable service.

**7.4.4 Extended Education.** Participation in courses offered through the University's Extended Education Program is recognized as a valuable service.

**7.5 Collegiality.** The School of Life Sciences recognizes that academic success in teaching and research is dependent on the ability of Faculty to work productively with colleagues, staff, and students to advance the goals of the School and University. As such, SoLS follows the Nevada System of Higher Education (NSHE) Code (Title 2, Sections 2.1, 2.3, 3.4, and 6.2) and University of Nevada, Las Vegas Bylaws (Chapter 6, Section 16.3) with respect to collegiality, job performance, and protection of academic freedom. According to the NSHE Code, Faculty are granted academic freedom in that speaking and writing are free from institutional censorship and, in turn, Faculty have the responsibility to respect the academic freedom of others, and not create a disruptive or hostile work environment. As stated in the NSHE Code, acts of physical force, or disruptive acts that interfere with freedom of speech, freedom to be heard, freedom for



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students to pursue their studies, freedom for Faculty to pursue research, or with any institutional activity of the University of Nevada are the antithesis of academic freedom and responsibility. To ensure academic freedom within the Campus community and to promote efficient performance of administrative units, each Faculty member must show respect for the rights of students, Faculty and staff at all times, and avoid antagonistic and harmful behavior that disrupt and impair the productivity of these members of the University community. While institutional governance documents only explicitly require evaluation of Assistant Professors according to Collegiality criteria, the School of Life Sciences expects that *all* members of the School community will embrace the rights and responsibilities described above and elsewhere in the UNLV Handbook, Bylaws, and NSHE System Code.

### **SECTION VIII. GUIDELINES FOR PROMOTION TO PROFESSOR**

- 8.1 Preamble.** The following guidelines are written with the same purpose that Section VII has for Assistant Professors, namely to provide a set of qualitative guidelines for those Associate Professors applying for promotion to Professor. As clearly stated in Section VII, there are no definitive checklists or strictly quantitative evaluations that are used in evaluating applications, but an overall expectation of excellence in an integrated program of teaching, research, and service. The “bar is clearly higher” for promotion to Professor than for promotion to Associate Professor, and consequently, expectations are for clear examples of accomplishment and leadership in each of the three areas. In addition, the candidate should address how his/her record demonstrates qualities and products that reflect leadership and maturation of his/her teaching, integrated program of research, and service.
- 8.2 Teaching.** Continued demonstration of teaching effectiveness is expected for promotion to Professor. This is typically demonstrated through the maintenance and development of an integrated teaching program that includes undergraduate and graduate classes, curriculum development, and mentoring (Sections 7.2.1–7.2.5. Post-doctoral mentoring, although not expected, can add considerably to both mentoring and research profiles. Contributions to educational activities at University, national and international levels are also indicative of leadership in teaching.
- 8.3 Research.** Key to promotion to Professor is attainment of a national and/or international reputation in research in the life sciences. Such a reputation is typically judged by one’s peers in the area of specialization, but in exceptional cases is recognized across areas of specialization as well. Letters from referees will weigh heavily in this determination. The most common contribution to a reputation of research of national or international caliber is a continuing production of publications that result in significant contributions to the field

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(see details about research publications in Section 7.3.1). Collaborations and co-authorship of reports, articles, book chapters, and books with scientists from outside UNLV may be seen as an indication of a growing reputation. Invited presentations and demonstrated leadership at national and international meetings may also contribute to one's research record, particularly through the completion of tangible products (see Section 7.3.2 for more details). Laboratory development and external funding (Section 7.3.3) also normally contribute to the development of a national and international research reputation. Continuing excellence in research implies an increase of one's research efforts in quality, quantity.

- 8.4 Service.** Demonstration of leadership and/or significant activity in professional or academic organizations is important for promotion to Professor. Examples of such professional service include membership on Editorial Boards of scientific journals or of special publications, membership on review panels of scientific organizations such as the National Science Foundation or National Institute of Health, and presiding national committees or organizing symposia or national meetings. A significant record of contributions to the University community is also expected. Service to the public is also relevant. (These issues are well described in Sections 7.4.1-7.4.3).
- 8.5 Collegiality.** The expectations of collegiality for promotion to Professor are the same as those for promotion to Associate Professor (Section 7.5).

### **SECTION IX. GUIDELINES FOR ASSISTANT FACULTY-*in-RESIDENCE* IN PREPARATION FOR PROMOTION TO ASSOCIATE FACULTY-*in-RESIDENCE* RANK**

- 9.1 Preamble.** The following guidelines represent an attempt by the School of Life Sciences to provide a context for the professional development of Assistant Faculty-*in-Residence* (FIRs) on its Faculty. FIRs are full-time, non-tenure track faculty (rank 0) with responsibilities and expectations equivalent with tenure-track faculty. FIRs have an 80-20 formula to describe their professional activities; that is, 80% of time devoted to their primary creative effort and/or responsibility, and 20% to service. In the School of Life Sciences, the primary creative effort and/or responsibility for FIRs is teaching, research, or undergraduate advisement.

The expectations in this section are consistent with promotion guidelines already established in the School of Life Sciences, and are reflected in the Annual Reports and Annual Evaluations for non-tenure track (rank 0) faculty. Given this perspective, all Assistant FIRs are to be judged first and foremost in their primary responsibility, but also with an expectation of contribution to service and collegiality. Accordingly, the Personnel Committee and the Faculty of the School of Life Sciences look for excellence in an integrated performance over a period of

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years, a pattern of excellence that inspires confidence that a candidate for promotion will sustain a productive professional life for many years to come.

This document presents a set of *guidelines*, not a collection of firm rules or a checklist of yearly minimum expectations. There are no *quantitative* statements of performance requirements; rather, the guidelines represent the School's best current description of some *qualitative* attributes or achievements of a junior Faculty member who desire to attain promotion to the Associate Faculty-*in-Residence* rank. The applicant for promotion will supply evidence of effectiveness in (1) their primary creative efforts and/or responsibility, and (2) service.

### 9.2 Evaluation of FIR primary creative effort and responsibility

**9.2.1 Evaluation of Teaching FIRs.** The effectiveness of a teacher refers to his/her ability to communicate with students in a classroom environment, provide current information, produce appropriate examination methods, and, importantly, show that these abilities are sustainable over time. Candidates will be asked to supply the Personnel Committee with a **Teaching Portfolio** that summarizes evidence of teaching effectiveness. The Personnel Committee will be aware that issues of academic freedom may be encountered in this evaluation area, and this review is not intended to infringe on the instructor's right to determine course content.

#### Mandatory Components of a Teaching Portfolio

**Opening statement.** Includes an overall approach or philosophy towards teaching, a synopsis of scholarly activities that support or supplement teaching, and service responsibilities.

**For each course taught,** the following materials are required for the evaluation period:

- A syllabus that includes course title, course objectives, course/grading policies, lecture schedule, assignment, text title, and exam dates
- All course evaluations completed by students along with a graphical representation of instructor GPA from student evaluations
- End of semester student grade distribution
- A complete list of collaborators for all team-taught courses

In addition, the following are also required for a teaching portfolio:

- Three peer observations of instruction by more than one member of the SoLS faculty, to be designated by the Personnel Committee
- A copy of each annual report during the period of evaluation
- A description of scholarly activities that support or supplement classroom instruction

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The candidate may elect to include the following optional materials:

- Evidence of significant mentoring of undergraduates
- Teaching philosophy
- Philosophy of learning
- Leadership in student organizations
- Examples of lectures, exams, lab practicals, grading rubrics, assignments, lab curricula and other instructional materials developed
- Curriculum development or substantial revisions to existing curriculum
- Video recordings of teaching
- Development of new undergraduate and graduate courses
- Development of new degree and certificate programs
- Grant applications and activities that support education, curriculum development, science teaching, undergraduate advisement and research
- Acquiring and/or improving science library resource materials
- Collaboration with research faculty leading to a publication or scientific presentation
- Original peer reviewed scientific publications
- Evidence of significant mentoring of post-doctoral associates, graduate students and undergraduate students in research and/or science teaching
- Examples of student mentoring that includes a teaching component
- Evidence of significant student academic advisement
- Samples of exemplary student work
- SoLS annual evaluations
- Other significant materials/ancillaries employed in teaching
- Commendations or awards received by the candidate during the period of evaluation

**9.2.2 Evaluation of Research FIRs.** The primary creative effort and/or responsibility for all Research FIRs is the development of an independent research program. In the School of Life Sciences, these endeavors take the form of theoretical, observational, or experimental work pertaining to the structure and function of living systems at all levels of biological organization, from molecules to the biosphere. The School regards research as encompassing several inclusive stages of conventional scientific methodology, from hypothesis formulation to publication.

**FIR Research Publications.** Publication of research reports, articles, book chapters, and books is regarded as the culminating step of research. Whereas all Research FIRs are expected to conduct scientific research, a fraction of such scholarly output may be in related disciplines, such as pedagogy. The School uses published work, particularly from UNLV, as a primary indicator of continuing

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scientific professional activity and achievement. Publications are essential pieces of documentation that are routinely used in evaluation of Faculty for promotion, award of academic promotion, and merit allocation. However, not all publication formats, journals, or levels of author contribution are considered equivalent. Candidates should recognize that for any given discipline there may be a variety of journals of differing quality, and therefore submission to the best or otherwise most appropriate journals is encouraged. Candidates for promotion, or merit are reminded that evaluation of written contributions partly relies on the following criteria:

- a. *Type of Publication* (in descending order of significance):
  - i. Articles in peer-reviewed journals or chapters in scholarly works (if subject to conventional peer and editorial review)
  - ii. Non peer-reviewed articles or book chapters

Although not necessarily expected of non-tenure track faculty, original books or book-length monographs published by national or international publishers and subject to extensive peer and editorial review, or edited books published as collections of the work of various investigators will be judged as significant.

- b. *Authorship.*

For multiple author works, the applicant should indicate the level of individual contribution.

**Research FIR attendance at Meetings.** As part of demonstrating their effectiveness in conducting scientific research, Faculty are ordinarily expected to disseminate their work in a variety of ways. Invited talks will generally be ranked more highly than contributed talks and posters. Similarly, dissemination of results at international and national meetings will be ranked more highly than such activities at regional and local meetings. Attendance and participation at workshops will also be judged as significant.

**Laboratory Development and External Funding.** The School expects the development of an independent research program by all Research FIRs. The term “independent” is meant to construe intellectual independence from (for instance) former mentors or research advisors, such that the probationary Faculty member develops as the primary or driving intellectual force behind a body of research. The term “independent” does not mean isolated, or devoid of collaboration; the School encourages such scientific teamwork with colleagues on or off Campus, and especially with graduate or undergraduate students. Evidence of an independent research effort could include, for example, research conducted locally, or work, ideas, and experiments that were developed by the Faculty member while at UNLV.

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Research FIRs are also expected to obtain external funding for the development of their research programs. The School recognizes that funding is a means toward producing scholarly output and not an end unto itself, but also a necessary component of developing an independent and modern research program in the life sciences. In evaluating grants activity, the School will view with particular emphasis awarded grants with the Faculty member as the principal or co-principal investigator, and a strong record of attempts to obtain external funding, particularly for proposals submitted to peer-review-based granting agencies. Receipt of substantial donations will also be recognized.

**Research Portfolio.** Research FIRs are being evaluated for promotion based on their research efforts. Candidates will be asked to supply the Personnel Committee with a Research Portfolio that summarizes evidence of research effectiveness.

### **Mandatory Components of a Research Portfolio**

**Opening statement** Includes a description of major and minor research projects, synopsis of any scholarly activities that support or supplement research, a service responsibilities

The following materials are also required:

- Copies of all peer reviewed research publications and book chapters
- A full description of grant activity, even when proposals have not been funded. Providing peer reviews or other documentation from a granting agency would be useful, but is optional
- List of scientific presentations and meetings attended

The candidate may elect to include the following optional materials:

- Acquisition of laboratory equipment through extramural funding
- Activities as a curator of biological collections
- Grant applications and activities that support education, curriculum development, science teaching, undergraduate advisement and research
- Evidence of significant mentoring of post-doctoral associates, graduate students and undergraduate students in research, and/or science teaching
- SoLS annual evaluations
- Commendations or awards received by the candidate during the period of evaluation

**9.2.2 Evaluation of Undergraduate Advising FIRs.** The effectiveness of an undergraduate advisor refers to his/her ability to appropriately counsel students

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so that they are prepared to achieve their academic goals. Advisors must be able to clearly communicate and encourage students to acquire the necessary skills in order to graduate, and submit competitive applications for jobs and post-baccalaureate education. Candidates will be asked to supply the Personnel Committee with an **Advising Portfolio** that summarizes evidence of effectiveness. The Personnel Committee will be aware that issues of student confidentiality may be encountered in this evaluation area, and this review is not intended to infringe on the privacy of students' academic record.

### **Mandatory Components of an Advising Portfolio**

**Opening statement.** Includes an overall approach or philosophy towards student advisement, a synopsis of scholarly activities that support or supplement advising and service responsibilities.

The following materials are also required:

- A summary of appropriate metrics that describe the status of advisement responsibilities, and may include, but are not limited to, (1) rates of retention, graduation, acceptance to graduate programs and/or professional schools, (2) improvements or gains in the above areas, (3) improvements or gains in minority recruitment, retention and acceptance to graduate programs and/or professional schools.
- A description of the activities the applicant initiated or participated in that either maintained and/or significantly improved undergraduate advisement.
- A copy of each annual report during the period of evaluation.

The candidate may elect to include the following optional materials:

- Evidence of significant mentoring of undergraduates
- Leadership in student organizations
- Organization and participation in career fairs, graduate and professional
  - school exam preparation courses, resume and job interview workshops
- Examples of lectures, exams, lab practica, grading rubrics, assignments, lab curriculum and other instructional materials related to advisement
- Curriculum development or substantial revisions to existing curriculum related to advisement
- Grant applications and activities that support education, curriculum development, science teaching, and/or undergraduate advisement
- Collaboration with research faculty leading to a publication or scientific presentation

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- Original peer reviewed scientific publications
- Evidence of significant mentoring of post-doctoral associates, graduate students and undergraduate students in research, science teaching and/or undergraduate advisement
- SoLS annual review
- Commendations or awards received by the candidate during the period of evaluation

**9.3 Service.** Service-related activities to be considered when evaluating FIRs for promotion can generally be grouped under the following headings:

**9.3.1 Committee Service.** Committee assignments at multiple levels (School, College, University, and/or System) are expected. Not all such assignments are equal. For example, a School standing Committee that meets regularly and often, and which requires significant effort from its members would ordinarily be rated at a higher value than one that rarely meets and requires only a minimum amount of work. Assignment as a Committee Chair, or as another Committee officer, would normally suggest a heightened level of commitment by the individual. The Faculty member should provide tangible evidence of the contribution that he/she has made toward meeting the Committee's mission. Time, effort, and institutional importance are the key factors in evaluating Committee service.

**9.3.2 Professional Service.** Some of the more significant activities in this area include:

- a. Membership in professional Societies. This may also include service as an officer or as a Chair of a Society's Committee or Program.
- b. Serving as a reviewer/referee of manuscripts submitted for publication.
- c. Serving as a reviewer of research proposals, including membership in review panels of national and international organizations.
- d. Although not specifically expected, serving as Editor or member of an Editorial Board of a scientific publication.
- e. Planning or chairing symposia or sessions at scientific meetings.
- f. Involvement in curatorial activities. The maintenance and expansion of scientific collections, and the provision of curatorial services related to such holdings.

**9.3.3 Extra-institutional and Community Service.** Faculty are often asked to provide expert information to individuals, groups, and organizations outside of the University. Faculty willing to provide this type of information, either on an individual basis or through the University's Speakers Bureau, provide a valuable service.



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**9.3.4 Extended Education.** Participation in courses offered through the University's Extended Education Program is recognized as a valuable service.

**9.4 Collegiality.** The School of Life Sciences recognizes that academic success in teaching and research is dependent on the ability of Faculty to work productively with colleagues, staff, and students to advance the goals of the School and University. As such, SoLS follows the Nevada System of Higher Education (NSHE) Code (Title 2, Sections 2.1, 2.3, 3.4 and 6.2) and University of Nevada, Las Vegas Bylaws (Chapter 6, Section 16.3) with respect to collegiality, job performance, and protection of academic freedom. According to the NSHE Code, Faculty are granted academic freedom in that speaking and writing are free from institutional censorship and, in turn, Faculty have the responsibility to respect the academic freedom of others, and not create a disruptive or hostile work environment. As stated in the NSHE Code, acts of physical force, or disruptive acts that interfere with freedom of speech, freedom to be heard, freedom for students to pursue their studies, freedom for Faculty to pursue research, or with any institutional activity of the University of Nevada are the antithesis of academic freedom and responsibility. To ensure academic freedom within the Campus community and to promote efficient performance of administrative units, each Faculty member must show respect for the rights of students, Faculty and staff at all times, and avoid antagonistic and harmful behavior that disrupt and impair the productivity of these members of the University community. While institutional governance documents only explicitly require evaluation of Assistant Professors according to Collegiality criteria, the School of Life Sciences expects that *all* members of the School community will embrace the rights and responsibilities described above and elsewhere in the UNLV Handbook, Bylaws, and NSHE System Code.