

College of Education ByLaws

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Chapter 1 - Mission and Goals

Section 1 Mission Statement

The College of Education is committed to an intellectual environment that promotes quality instruction, significant research, and professional service.

Section 2 Conceptual Framework

The College of Education is committed to preparing professionals for changing educational contexts.

Integral to the conceptual framework is a dedication to being a premier college of education that serves our dynamic and expanding community, the state, the region, and the nation.

This is accomplished by:

- **Creating Knowledge:** Examining topics incident to education
- **Transmitting Knowledge:** Developing capacity to create conditions for learning
- **Community Service:** Engaging in activities that provide educational benefit

Section 3 Goals

1. Engage in professionally significant research and scholarship
2. Contribute to the production of professionals for educational contexts
3. Develop and improve stakeholder and constituent initiatives
4. Establish the unit as a recognized moderator of critical topics in education
5. Expand our programs and offerings to new populations and global markets

The goals are further detailed in Appendix A - COE Goals.

Chapter 2 - Organization

Section 1 Academic Units

See NSHE Code 1.4.3 & 1.4.9; UNLV Bylaws Chap. I Sec.2.3.3 & Sec. 3.3.2

The academic departments of the COE are listed below. The listing of academic departments is updated annually as a responsibility of the Bylaws Committee.

- A. Department of Counselor Education, School Psychology, and Human Services
- B. Department of Educational and Clinical Studies
- B. Department of Educational Psychology and Higher Education
- C. Department of Teaching and Learning

Section 2 Board of Regents or Nationally Approved Centers and Administrative Units

2.1 Centers operate as a part of the College of Education by virtue of their designation by action of the NSHE Board of Regents or by designation by a national organization. Their education-related mission must complement the mission of the college and provide for the advancement of research/scholarship, service, and teaching for students and faculty. Board of Regents approved centers operate under the auspices of the NSHE and nationally-approved centers operate under the auspices of their national affiliation. A current listing and description of each center is found on the UNLV [Research web site](#).

2.2 Administrative units are authorized by and operate under the direct supervision of the Dean of the College of Education and are designed to fulfill the mission of the college. A current listing and description of each administrative unit can be obtained from the Dean's Office.

Chapter 3 - Administration and Governance

Section 1 Governance

The COE is one of the academic units comprising the University of Nevada, Las Vegas. Authorization for its bylaws and the bylaws of the departments that comprise it are given in Chapter I, Section 4.4 of the UNLV Bylaws, (03/10) Section 1 Governance Policy (See NSHE Code 1.3.5 & 1.4.6; UNLV Bylaws, Chap. 1 Sec 4.4.2).

Consistent with Chapter I, Section 1 of the UNLV Bylaws, which enunciates the delegation of certain authority to faculty by the Board of Regents, the faculty of the COE serves as the chief organizing and policy recommending body of the COE. The Dean of the COE is the chief administrative officer and a university administrator. Department Chairs are academic administrators. See (NSHE Code 1.6.1) (UNLV Bylaws, Chap. I Sec. 4.1.3).

As a public body, COE faculty meetings are governed by the Open Meeting Law of the state of Nevada.

Section 2 Dean

2.1 Selection. The formal procedures for selecting the Dean are described in Chapter II, Section 10.5.1 of the UNLV Bylaws.

In the COE, each department will elect two members as representatives on the Dean's recruitment and screening committee. Additional members will serve on the committee in accordance with UNLV Bylaws and/or System Code.

The Dean is considered to be a University administrator (Chapter I, Section 4.1.3 of the UNLV Bylaws) and is appointed by the President for an unspecified term. Although the Dean may be tenured as an academic faculty member, the Dean cannot be tenured in the position of an administrator. (See NSHE Code Chap. 3 Sec. 3.4.6).

2.2 Duties and Responsibilities. As the chief administrative officer of the COE, the Dean has authority and responsibility for the COE on all matters dealt with within the regular administrative channels of the University as defined in Chapter I, Section 5 of UNLV Bylaws. These include but are not restricted to policy formulation, interpretation and application; personnel selection, management and evaluations; budget preparation and allocation; fiscal oversight; and short and long range planning. The Dean is also the Chief Teacher Licensure Officer of UNLV and provides administrative leadership in both licensure and degree enterprises. See (NSHE Code 1.6.2)

2.3 Evaluation of the Dean. (UNLV Bylaws, Chap. III Sec. 14.3; also see NSHE Code 5.12.2)

In the COE, the Dean shall be evaluated according to the UNLV Bylaws as described in the section entitled "Evaluation of Administrators Other Than the President." (Chap. III, Sec. 14.3). The Dean's

Advisory Council shall design and conduct an annual evaluation of the Dean. Input should be solicited from all academic and nonacademic faculty. A synthesis of the evaluation shall be transmitted to the Provost in a timely manner. (see UNLV Bylaws Chapter 3: Section 14.3). This will follow the same time frame as all other faculty evaluations.

Section 3 Associate and Assistant Dean(s) of the College of Education

3.1 Selection. The Dean will solicit input from the Dean’s Advisory Council and then select the Associate and Assistant Deans for an unspecified term. Although the Associate and Assistant Dean(s) may be tenured as an academic faculty member(s), they cannot be tenured in the position of an administrator. (NSHE Code Chap. 3 Sec. 3.4.6)

3.2 Duties and Responsibilities. The Dean in consultation with the Dean’s Advisory Council will establish duties and responsibilities for the Associate and Assistant Deans. The Dean will distribute the list of duties and responsibilities to the faculty one week prior to the beginning of the academic year.

3.3 Evaluation of the Associate and Assistant Dean(s). In the COE, the Associate and Assistant Deans shall be evaluated according to the UNLV Bylaws as described in the section entitled “Evaluation of Administrators Other Than the President.” (Chapter III, Section 14.3). The elected faculty representatives of the Dean’s Advisory Council shall design and carry out an evaluation of the Associate and Assistant Dean(s) no less than once every three years. This will follow the time frame as all other faculty evaluations.

Section 4 Department Chairpersons

4.1 Selection. Procedures for nominating and recommending Department Chairpersons are described in bylaws of each respective unit. The minimum term of office of Chairpersons of Departments of the COE will be three years with the possibility of reappointment. Otherwise, Bylaws must conform to Chapter II, Section 10.8 of the UNLV Bylaws. (see also NSHE Code 1.6.1a).

4.2 Duties and Responsibilities. All Chairpersons should:

4.2.1 Be available and accessible as needed. This includes daily accessibility during the regular semesters, mini-terms, and the peak periods of registration, the end of semester period when grades are submitted, and orientation. “Daily accessibility” normally means that Chairpersons be physically on campus for a part of each day; should they need to be away from campus, they should be in touch with their offices in order to deal appropriately with Departmental business. With the advice and consent of the Dean, the Chairperson should designate an acting Chairperson during extended periods of absence. All such absences should be taken only in consultation with and approval by the Dean.

4.2.2 Be responsible for personnel recruitment and for personnel evaluation, to include recommendations on retention, tenure, promotion, and merit and annual performance evaluation

4.2.3 Schedule classes and other Departmental functions

4.2.4 Manage the Departmental budget

4.2.5 Provide leadership in establishing and implementing Department goals, priorities, and policies

4.2.6 Provide leadership in curricular review and/or alteration

4.2.7 Appoint, as appropriate, Departmental committees

4.2.8 Represent the Department both on campus and off

4.2.9 Advise students, respond to student requests for information, and evaluate student petitions

4.2.10 Perform any other appropriate assignments that the Department or College circumstances may require

4.3 Evaluation of Chairperson. The department chair will be evaluated annually as specified by the bylaws of the department. Results of the evaluation will be made available to the Dean of the COE.

Section 5 Standing Committees

(See NSHE Code 1.4.6 & 1.4.11(b)) The UNLV Bylaws, Chapter I, Section 4.7.1, 4.7.2 & 4.7.3, require the establishment of three (3) standing committees (College Curriculum Committee, Academic Standards Committee and College Bylaws Committee). These and other standing committees of the COE are listed below and described in Appendix B - Standing Committees:

1. Academic Standards Committee
2. Bylaws Committee
3. Committee on Diversity, Equity, Inclusion, and Justice
4. Curriculum Committee
5. Dean's Advisory Council
6. Graduate Studies Committee
7. Merit Review Committee
8. Peer Review Committee (PRC)
9. Scholarship and Honors Committee
10. Teacher Education, Licensed Personnel, and Field Experience Committee
11. Tenure and Promotion Committee

5.1 Establishment of Additional Standing Committees of the COE. The establishment of additional COE standing committees is permissible and shall be accomplished by vote of the COE faculty as an amendment to these Bylaws. A proposal for any such committees shall be presented in detail as to

membership, functions and duties, procedures of operation and related matters. A proposal to establish a new standing committee or to terminate any standing committee shall be made to the COE faculty in written form and shall include a statement of justification. Final consideration of the proposal cannot be acted upon at the same meeting at which it is introduced but must be finalized at a subsequent faculty meeting or by ballot. The Dean of the College and/or the Faculty Chair may establish ad hoc or special purpose COE committees from time to time on the basis of temporary or transitory needs and/or justification. Student representation is encouraged.

Chapter 4 – Faculty

Section 1 Academic Faculty

1.1 Definition. The categories of faculty are described in Chapter I, Section 4.1 of the UNLV Bylaws and includes Academic Faculty, Nonacademic Faculty, (e.g. Professional staff) and Nontenure Track Faculty, (e.g. Faculty-in-Residence). Faculty appointments within each department of the COE are considered to be Academic Faculty. UNLV Bylaws (Chap. I, Sec. 4.1.1) (See [Appendix C - Categories of Faculty](#)). All academic faculty, including tenured academic and nontenured academic faculty, may vote on all matters of educational policy that affect undergraduate programs of instruction. (UNLV Bylaws, Section 4.2.1). “Nontenured Academic Faculty” means members of the academic faculty who are in a tenure-track position but who have not completed their probationary period.

1.2 Qualifications. In general the minimum qualifications for a faculty appointment within any department of the COE should approximate or exceed those listed as necessary for appointment to Assistant Professor: See UNLV Bylaws (Chap. III, Sec. 16.3)

1.3 Recruitment. Selection and Hiring. See (NSHE Code Chap. 5, Section 5.4.1) and UNLV Bylaws (Chap. III, Sec. 15). Permission to recruit and select new faculty must be secured from the Executive Vice President and Provost via the Dean of the COE. In general this is done by 1) securing the reallocation of a faculty position vacated by a retirement or resignation, or 2) securing approval for a newly created faculty position. In addition to the guidelines for recruitment which are contained in Chapter III, Section 15 of the UNLV Bylaws, job descriptions will be drawn up by the appropriate Department, in consultation with the Chairperson and the Dean of the College. Job descriptions will be in a format consistent with requirements of the University Affirmative Action Office (AAO). Justification must be possible for each qualification. Vacancy notices will be sent out from the Department Chairpersons offices using recruitment lists developed for this purpose. Clearance from appropriate administrative officers shall be secured prior to such mailings.

A search and review committee will be appointed by the Department Chair with appropriate input by faculty and with clearance by the Dean in accordance with Human Resources policies and procedures.

The Department may recommend a ranked list of names to the Dean for approval. The Dean in turn recommends the hiring of a new faculty member to the Executive Vice President and Provost who makes the final decision on such matters.

The Department may make recommendations to the Dean regarding appropriate salary, years of credit, and rank for specific candidates.

1.4 Duties and Responsibilities. Departmental Faculty are responsible for:

- Formulating recommendations on the modification and/or termination of Department and COE policies, procedures and practices.

- Teaching at both the undergraduate and/or graduate levels.
- Producing, integrating, synthesizing and disseminating research and scholarly works in their respective area of specialization.
- Setting and enforcing academic standards within the Department and COE.
- Determining degree and program requirements in the Department.
- Approving the award of degrees and certificates.
- Participating in service activities both within and outside of the University.
- Participating in curriculum development, review, and approval.

Section 2 Faculty Affairs

2.1 Meetings. Meetings of the COE are called by the Faculty Chairperson or the Dean. A number equal to or exceeding fifty percent of the full-time voting faculty of the COE will constitute a quorum.

It will be the responsibility of the Faculty Chair or the Dean to delay action or balloting on issues when, in his/her judgment, attendance is not sufficient to insure adequate input and informed discussion.

2.2 Voting Rights. In all faculty meetings of the College of Education, voting privileges shall accrue to all persons holding a current full time academic and faculty-in-residence appointment in the College, and to all tenured members of the faculty. The list of eligible voting academic faculty shall be presented at the first COE faculty meeting in the Fall.

Motions shall pass or fail by a simple majority vote.

In any circumstance where there is not a complete slate of candidates for any COE committee or office, then those individuals nominated shall be considered elected by acclamation.

2.3 Personnel Recommendations for Academic Faculty.: (UNLV Bylaws Chapter 3, Section 6.1.A)

Department/Unit Personnel Procedures Authorized. The faculty of each academic department/unit shall establish its own procedures and criteria for all personnel recommendations in accordance with college/school and departmental/unit bylaws. Only tenured and tenure-track faculty and faculty in residence (excluding chairs, directors, assistant and associate deans and deans) may serve on departmental/unit personnel committees, attend personnel committee meetings at which recommendations for promotion, tenure, merit or annual evaluations will be made, or vote in such meetings. It shall be the responsibility of those in attendance to write a detailed report specifying majority and minority opinions. The administrative procedures of each department/unit and college/school shall ensure that the input of administrators is a formalized part of the process.

2.4 Annual Performance Evaluation. See Chapter III, Section 8, of the UNLV Bylaws: NSHE Chapter 5, Section 5.12.

The COE Annual Evaluation Report which conforms to the requirements of UNLV Bylaws is available through the UNLV Office of the [Provost Website](#). More detailed criteria and/or interpretations may be found within bylaws of each department. The annual evaluation of faculty is initiated by the Department Chairperson in harmony with guidelines established in the NSHE Code (Chap. III Section 3.4.2.b.- Standards for Recommending Appointment with Tenure) and UNLV Bylaws (Chap. III, Section 8, Annual Evaluation of Academic Faculty and Nonacademic Faculty) and implemented annually through regular administrative channels. Each review covers the preceding calendar year. This review is one indicator for determining the eligibility of faculty for salary increments, including merit, rank promotion and/or tenure. Attention should be given to Section 5.13.2. (b), of the NSHE Code that states, “An overall ‘unsatisfactory’ rating in two consecutive annual performance evaluations as provided in this section shall be cause for termination of employment.”

2.4.1 Disagreement with Annual Review. If a faculty member disagrees with an assigned rating, i.e., excellent, commendable, satisfactory, or unsatisfactory, in any of the three categories of performance (Teaching/Performance of Assigned Duties, Scholarly and Creative Activity, or Service) NSHE Code (Chap. III Section 3.4.2.a) or with the rating assigned for the Overall Evaluation, the faculty member may submit a written rejoinder or ask for a peer review. See UNLV Bylaws Chapter III, Section 8.3.

2.4.2 Rejoinder. If a faculty member only takes exception to the commentary or descriptions written by the department chairperson under any heading, s/he shall within thirty (30) calendar days after receipt of the annual review use the option of filing a written rejoinder. The rejoinder is considered to be a “disagreement” with the commentary or descriptions included in the evaluation, but is not regarded to be a formal “disagreement” with the overall evaluation.

2.4.3 Peer Review. If a faculty member “disagrees” with the rating assigned for the overall evaluation, i.e., unsatisfactory, the faculty member may ask for a peer review. (See [Appendix D – Peer Review](#)) A request for a peer review must be received by both the COE Faculty Chair and the COE Dean within fifteen (15) calendar days after receipt of the Annual Evaluation Report Form.

UNLV Bylaws (Chap III, section 8.3) requires each college to establish procedures for forming an elected peer review committee and to provide any operational guidelines deemed necessary. The election of the Peer Review Committee, the steps for requesting a peer review, and procedural/operational guidelines for disagreeing with an Annual Performance Evaluation are found in [Appendix D – Peer Review](#).

2.5 Guidelines for Academic Salary Increases. See Chapter III, Section 10.1 of the UNLV Bylaws. The “COE Annual Review Self-Report Criteria” are in harmony with the campus wide requirements and are employed in determining eligibility of faculty for salary increments. Current guidelines and procedures for the annual review self-report / merit process in the COE as adopted by faculty are presented in [Appendix E – Merit Process](#). See the [Provost Office Website](#) for the Annual Review Self-Report / Merit Application form.

2.5.1 Merit Recommendations. See Chapter III, Section 10.2 “Annual Merit Recommendations” of the UNLV Bylaws.

2.5.2 Equity Salary Increases. See UNLV Bylaws Chapter III, Section 10.1.C. & F. Salary inequity is defined as differences in salary for individuals with similar qualifications and rank which cannot be attributed to differences in degrees held, time in grade, and nature of previous assignments or productivity levels. Current procedures for identifying and correcting salary inequities are presented in [Appendix F – Salary Inequities](#).

2.5.3 Grievance. For information regarding a grievance of any personnel action (tenure, promotion, salary increment, merit, and others) see Title 2 – Chapter 5, Section 5.7 of the NSHE Code and Chapter I Section. 4.6.9 and Chapter III, Section 6.6 of UNLV Bylaws. For information as to procedures requesting reasons for denial of appointment with tenure, salary increases, promotion or reappointment and subsequent requests for reconsideration of personnel action, refer to Chapter 5, Section 5.2.3 and 5.2.4 of the NSHE Code and Chapter III Section 6.4 and 6.5 of the UNLV Bylaws

2.6 Promotion & Tenure. The mission of UNLV’s College of Education is “to achieve prominence locally, nationally, and internationally as a leading source of significant knowledge and innovative models to inform and affect policy, practice, and research.” This mission is aligned with the University’s aspiration to become ranked as a “Doctoral Universities – Highest Research Activity (R1)” (UNLV, 2015), and, thus, with its expanded mission “to promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services.” The process of faculty promotion and/or tenure is to be situated within these missions in a manner that empowers individuals seeking promotion and/or tenure. This empowerment must take into *careful* consideration: 1) the continuing impact of past discrimination on faculty from historically underrepresented racial and ethnic minority groups; 2) the impact of on-going discrimination on faculty from all underrepresented groups (e.g., race, gender, sexuality, nationality, religious/secular affiliation, among others); 3) faculty whose work is in historically marginalized disciplines and/or that employs related non-traditional, though still rigorous, methodologies (please see Appendix I for more guidance on these considerations).; and/or, 4) faculty whose work is in still-emergent fields and/or that employs still-emergent, though still rigorous, methodologies. Equity (differentiation), rather than equality (sameness), should be the metric guiding fair-mindedness in the assessment of faculty preparedness for tenure and/or promotion.

2.6 Promotion. Consideration for promotion is initiated by the individual faculty member if less than the maximum time in rank has elapsed or by the Department Chairperson if the maximum time in rank has transpired as specified by the UNLV Bylaws. See Chapter III, Section 16 of the UNLV Bylaws. In either case it is the responsibility of the person being considered for promotion to prepare a complete dossier for review that is in accordance with current Provost and Regents’ guidelines, as well as the COE procedures for consideration of promotion and tenure (see [Appendix G – Promotion and Tenure](#)).

2.7 Mid-Tenure. In accordance with UNLV Bylaws Chapter 1, Section 4.3.6.2, faculty members who are on a probationary period are to have a review at the end of the mid-point of that period. In addition to independent reviews at the department level (i.e., Department Chair, Department Tenure and Promotion

[T&P] Committee), candidates will have their materials reviewed independently by the College T&P Committee, and the Dean of the College of Education. Guidelines for reviews and materials submission are outlined in [Appendix G – Promotion and Tenure](#).

2.8 Tenure. Tenure is the major vehicle for investing in and protecting the rights of academic freedom for the individual faculty member. Tenure eligibility, procedures for consideration, and disposition follows the NSHE Code and UNLV Bylaws. (See NSHE Code, Title 2, Chapter 3, Section 3.2.1, 3.3.1 —3.4.8 and UNLV Bylaws, Chapter I, Sections 4.3.

Within the COE, tenure consideration is initiated by the individual faculty member if less than the maximum time at the University has elapsed and by the Department Chair/School Director if the maximum time has transpired. In either case it is the responsibility of the person being considered for tenure to prepare a complete dossier for review that is in accordance with current Provost and Regents' guidelines, as well as the COE procedures for consideration of promotion and tenure (see [Appendix G – Promotion and Tenure](#)).

Recommendations on tenure are processed through regular administrative channels to the Board of Regents. Appeals of decisions on tenure follow similar routes as described earlier in the section on "Promotion."

2.8.1 Grievance. See Section 2.5.3 (in this chapter) for options regarding grievance of denial of tenure.

2.9 Faculty Load and Assignments. See Chapter I, Section 4.2, Chapter II, Section 3.1, and Chapter III, Section 2 of the UNLV Bylaws. The Chairperson of each department, after consulting with the departmental faculty in accordance with the college bylaws, will assign each faculty member specific courses.

2.10 Graduate Faculty. Graduate Faculty status is granted in concert with the requirements and procedures established by the Graduate College in the current Policy Manual of the Graduate College.

2.11 Faculty Chairperson. The Faculty Chairperson (FC) is empowered to call and conduct College Faculty meetings

2.11.1. The FC shall appoint ad hoc committees, prepare and coordinate agendas for COE faculty meetings. Standard agenda items may include: Report of the Dean Report of the Associate Dean(s); Report of Department Chairs; Report of Directors; Reports of Standing and ad hoc Committees; Reports of Faculty Senators; New Business; Announcements; and special items when appropriate.

2.11.2. Faculty members may submit items for inclusion on the agenda prior to each meeting.

2.11.3. The FC shall coordinate formal requests from faculty regarding merit reconsideration.

2.11.4. The FC shall oversee recording and distribution of meeting minutes.

2.11.5. The Dean shall provide appropriate clerical assistance, supplies, and other services (minute-taking support) upon the request of the Faculty Chairperson in order to insure that the FC can carry out the functions of the Office.

2.11.6. The FC, with confirmation of vote counts with the Senior Senator, shall conduct a college-wide election to fill the college level service position of Faculty Chairperson.

2.11.7. The FC shall serve a two-year term.

2.11.8. The FC shall count the ballots for all college-wide elections with the counts being verified by the Senior Senator. The Senior Senator will count the ballots for all Faculty Senate elections with the counts being verified by the FC.

2.11.9. The FC may be removed by a two-thirds vote of the Faculty.

2.11.10. The FC may receive reassigned time as allowed by the existing COE workload document and approval by the COE Dean.

2.11.11. The FC may not serve as a department representative on college committees that are involved in personnel recommendations (Tenure and Promotion, Peer Review and Merit).

Chapter 5 – Students

Section 1 Undergraduate

6.2 Admission, Retention and Matriculation. See NSHE Code (Title 4, Chap. 8, Section 2) and the current UNLV Undergraduate Catalog for comprehensive information on undergraduate matriculation including specifications on admission to the University. Refer to individual department guidelines for current admission, retention and matriculation requirements.

Section 2 Graduate Students.

2.1 Admission, Retention, and Matriculation. See NSHE Code (Title 4, Chap. 8, Section 2) and the current UNLV Graduate Catalog for comprehensive information and a detailed specification of requirements on admission, retention, matriculation and completion. Also consult the current Policy Manual of the Graduate College for a general presentation of policies relating to admission, degree requirements, degree programs, grades, committees and examinations related to graduate student matriculation.

The Department of choice should be consulted for specific and detailed information related to graduate degree programs in the area of the major.

2.2 Graduate Assistants. Refer to the current Policy Manual of the Graduate College for information on application procedures, stipends, credit load and related topics. The allocation of Graduate Assistantships (GAs) to the COE and subsequently to its units involves the following steps.

2.2.1 Departments make needs for GAs known to their Academic Dean.

2.2.2 The Dean will prepare a prioritized list of the College needs and submit it to the Graduate Dean.

2.2.3 A final number of GAs will be made available to each Academic Dean by the Graduate Dean.

2.2.4 The Dean will assign GAs to units according to the earlier prioritized list.

Chapter 6 – Curriculum and Programs

Section 1 Curricular and/or Program Development

See UNLV Bylaws, Chapter II, Sections 4, 5, and 6. Each Department has the responsibility to include in its bylaws provisions for continuously evaluating its curriculum and programs of study; conducting ongoing evaluation reviews of the effectiveness of its graduates; developing new approaches; planning and initiating modifications, where appropriate; and discontinuing outmoded courses or programs. It is likewise the duty of the College and University to monitor such changes and to determine in the broader scope of College and University mission and goals when, and if, additional changes are necessary.

Section 2 Curricular Modifications, Deletions or Additions

Any proposed changes in courses or course offerings are to be initiated as specified in unit bylaws or by the Teacher Education, Licensed Personnel, and Field Experience Committee and processed via the procedures specified in the section of this document which discusses the COE Curriculum Committee ([Appendix B - Standing Committees](#)). The proper forms for such a request are available from the UNLV Undergraduate or Graduate College Curriculum Committee websites .

Section 3 Program Changes

In a similar fashion to course modification, changes in academic programs of study must be initiated and processed via the appropriate Department or Teacher Education, Licensed Personnel, and Field Experience Committee procedures and then submitted to the COE Curriculum Committee for action at the college level ([Appendix B - Standing Committees](#)). Subsequent treatment of requests and recommendations are by proper channels to the Faculty Senate Curriculum Committee or Graduate College for review and then to the Executive Vice President and Provost for final action. The proper forms for such a request are available from the UNLV Undergraduate Curriculum Committee or Graduate College websites.

Section 4 Teacher Education and Licensure Changes

Course, curricular and/or program changes which relate only to licensure or other professional personnel licensure or endorsements must also be initiated at the unit level or by the Teacher Education, Licensed Personnel, and Field Experience Committee and reviewed and evaluated by the COE Curriculum Committee. The Associate Dean of Academic and Professional Programs (ADAPP) will serve as chairperson for TELPFE. Course, curricular and / or program changes are moved forward from TELPFE to the COE Curriculum Committee upon agreement of a simple majority. It is the responsibility of the ADAPP to pursue changes and subsequent implementation with the Nevada State Department of Education.

Section 5 Catalog Material Modification

Catalog descriptions other than those related to courses and programs may also be modified utilizing the same general steps outlined for course changes. Initiation of the request is at the Department level, review is by the COE Curriculum Committee and approval at the college level is by the Dean. Referral of the request beyond the college is through regular administrative channels and those mechanisms established by the Faculty Senate. Catalog material is routinely reviewed and updated every other year. The Undergraduate Catalog is republished in even numbered years and the Graduate Catalog in odd numbered years. The normal time to modify and update all catalog descriptions is in concert with this schedule.

Chapter 7 – Budget

Section 1 Recommendations and Submissions

1.1 Budget Recommendations. As stated in the UNLV Bylaws (Chapter II, Section 7) each Department / School shall prepare and submit budget request recommendations via administrative channels when requested by the Executive Vice President and Provost to do so.

1.2 Budget Submission. The Dean of the COE shall have final responsibility and authority in determining specification of requests for the final COE budget request, as well as related requests, i.e., for new faculty FTE. The Dean shall involve the Dean's Advisory Council (DAC), Chairpersons and other administrators as appropriate in the budget building and resource request activities within the COE. In turn, the Chairs shall involve program coordinators, area lead persons and general faculty in the budget planning and resource request process at the unit level (see [Appendix B - Standing Committees](#) for guidelines regarding DAC involvement).

Section 2 Budget and Resource Allocations

2.1 Allocation of Resources. The Dean of the COE has responsibility and authority to work with the Controller's Office and/or Director of the Budget in determining final budget and other allocations for each fiscal year, once final figures become known.

The Dean shall take into account the recommendations emanating from the DAC and the academic units regarding the budget, the mission, and long-range plans accepted by faculty. Similar principles of decision making apply in the case of allocation of other resources, such as new faculty FTE, year-end monies and special thanks for equipment, travel or materials that become available.

Chapter 8 – Bylaw Amendments and Changes

8.1 The Articles in this document may be amended or changed by a two-thirds majority of the COE Faculty in attendance at a regularly scheduled faculty meeting. The articles in the document also may be amended through approval by two-thirds of those submitting votes. Changes to the appendices require a simple majority of the attending COE Faculty at a regularly scheduled faculty meeting. The appendices also may be amended by or a simple majority of those faculty casting a written ballot.

Such amendments are to be submitted, in writing, via College of Education Bylaws Proposal form to both the Faculty Chairperson and to the Bylaws Committee. The Bylaws Committee will review the proposal for alignment with existing NSHE Code and UNLV Bylaws. Once the review has been completed the proposal will be forwarded to the Faculty Chair for presentation to the faculty. The Faculty Chair will also send a copy to the Dean, and then to the Dean for notification appropriate action.

Editorial changes required due to action by the Nevada Board of Regents (including approval of modifications of the UNLV Bylaws) or those reflecting administrative fiats of the President or the Executive Vice President and Provost of the University are to be made by the Bylaws Committee at the time the changes become effective. A higher authority mandates these changes and, therefore, such changes do not require ratification by the faculty of the COE.

APPENDICES

- A: COE Goals
- B: Standing Committees
- C: Categories of Faculty
- D: Guidelines for Requesting a Peer Review
- E: Merit Process
- F: Procedure for Identifying and Correcting Salary Inequities
- G: Promotion and Tenure Guidelines
- H: Procedure for Securing Evaluations for External Referees
- I: Equity, Diversity, Inclusion, and Justice Concerns in Faculty Appointment, Promotion, and Tenure
- J: Accessing Citations and Journal Impact Factor Rankings
- K: Procedure for Promotion and Tenure Appeals

APPENDIX A: COE GOALS

Performance Goals: Engage in professionally significant research and scholarship

- Publication of peer-reviewed scholarly articles in refereed journals
- Publication of peer-reviewed books, chapters in books, and monographs
- Extramurally funded research grants and contracts
- Juried conference presentations of extant research
- Selection of unit and faculty for honors and awards

Contribute to the production of professionals for educational contexts

- Matriculate and complete candidates in licensure programs
- Produce a significant corpus of graduate professionals
- Demonstrate professional excellence of graduates

Develop and improve stakeholder and constituent initiatives

- Collaborate with Clark County and other Nevada school districts
- Establish continuing solutions to professional challenges
- Partner with relevant public stakeholder entities
- Garner public attention for programmatic achievements

Establish the unit as a recognized moderator of critical topics in education

- Editorships, lectureships, and convening academic meetings
- Housing professional secretariats
- Election of faculty to professional leadership positions
- Interactive web-portal interfacing educational communities

Expand our programs and offerings to new populations and global markets

- Expand modes of programmatic delivery
- Formalize international program agreements
- Evidence diversity of offerings, personnel, and students

APPENDIX B: STANDING COMMITTEES

Academic Standards Committee

The committee is composed of one faculty member from each department within the College of Education that offers undergraduate courses and one student representative. Faculty members are elected by their departments for 2-year terms. Terms are staggered across departments. The student representative is chosen from a pool nominated by COE faculty for a 1-year term. The chair is appointed by the Dean for an unspecified term.

The work of the committee is to formulate and implement COE academic standards that conform to University and COE academic policies, to review and recommend on individual student cases which are referred to it by units of the COE, or the undergraduate Academic Advising Office, to develop and update appropriate materials and policy statements and to monitor and to execute the COE policy probation, suspension and readmission by recommending action on individual student cases to the Dean following the conduct of appropriate hearings.

In order to conduct the aforementioned work of the committee, a quorum of no fewer than one third of the committee or no less than two members must be present.

Bylaws Committee

Purpose

1. To maintain an up-to-date file of the NSHE Code, UNLV Bylaws, and COE Bylaws.
2. To revise the COE Bylaws whenever so authorized by the COE Faculty.
3. To edit the COE Bylaws in accordance with the NSHE Code and the UNLV Bylaws.
4. To serve in an advisory capacity to the Dean and Department Chairs to prevent violations of the COE Bylaws.

The COE Bylaws committee shall review the NSHE Code, UNLV Bylaws, and COE Bylaws and recommend revisions to the COE Bylaws as needed. It shall also serve to interpret the COE Bylaws and recommend such interpretations to the COE faculty. The committee should obtain copies of the COE Faculty meeting minutes regarding actions that affect the College Bylaws, and take responsibility for confirming that the current edition of the COE Bylaws is posted on the COE website.

Amendment of Bylaws

Amendment of the COE Bylaws may be accomplished after following the procedures outlined below:

1. A prepared amendment must first be submitted to the Bylaws committee. The COE Bylaws committee will review the proposed amendment to check conformity with UNLV Bylaws and NSHE Code.

- a. If, upon review by the COE Bylaws committee, the proposed amendment to the Bylaws is found to NOT conform to UNLV Bylaws and NSHE Code, the individual who proposed the amendment will be notified of such by the bylaws committee.
 - b. If, upon review by the COE Bylaws committee, the proposed amendment to the Bylaws is found to conform to UNLV Bylaws and NSHE Code, the proposed amendment shall be forwarded to the Faculty Chair. The Faculty Chair will circulate the proposed amendment one (1) week prior to a properly called meeting of the COE Faculty.
2. The proposed amendment shall be discussed in a COE faculty meeting. If the proposed amendment is approved by a two-thirds (2/3) majority of the voting membership of the COE faculty, the amendment shall not take effect for 10 days.

Please use [this form to submit requests for review](#), providing reference to specific text that should be added, revised, or deleted. In the case of additional text, include detail about where in the bylaws the new text could appear.

Membership of COE Bylaws Committee

- One academic faculty from each department.
- Senior Faculty Senator (non-voting).
- COE representative to the University Bylaws Committee (non-voting)
- Membership shall be two-year staggered terms.

Committee on Diversity, Equity, Inclusion, and Justice

The philosophy of the Committee on Diversity, Equity, Inclusion, and Justice is that excellence in education can only be achieved with educational access and equity for all.

Achievement of educational access and equity requires:

1. The cultivation and affirmation of educational spaces that are broadly diverse, meaningfully inclusive, and justice minded.
2. The identification, and subsequent confrontation, of educational inequities and barriers that might systematically exclude, deprive, marginalize, minoritize, or otherwise fail individuals or groups in our society based on critical components of their identities.
3. Respect for the experiences and knowledge of members of traditionally marginalized and minoritized groups on the basis of race, ethnicity, socioeconomic conditions, age, employment status, sex, (a)sexual orientation, gender, gender identity, gender expression, language, religious/spiritual/faith-based/secular affiliation, immigration status, disability, relationship and/or family status, any other form of social difference, and/or the intersections thereof.

The Mission of the Committee

The mission of the Committee on Diversity, Equity, Inclusion, and Justice is to produce, support, and highlight research, teaching, and service in the College of Education in which issues of equity, diversity, inclusion, and justice are centered. Additionally, the committee will advocate for policies, procedures, and practices that advance educational access, equity, and excellence in the College, in the University, and in the local and broader communities. The work of the Committee on Diversity, Equity, Inclusion, and Justice will support the College of Education in collaborating with partners at the local, regional, national, and international levels to create more equitable educational spaces.

Goals and Functions of the Committee

To achieve its mission, the Committee on Diversity, Equity, Inclusion, and Justice has the following goals and functions:

1. Coordinate, either independently or in collaboration with external partners, professional development opportunities for COE faculty, staff, and students on topics related to diversity, equity, inclusion, and justice.
2. Liaise with the COE leadership, labs, centers, departments, and programs on diversity, equity, inclusion, and justice related concerns and advocate for access and equity in policies and practices.
3. Annually review COE bylaws, policies, and procedures and make recommendations in collaboration with other committees to enhance COE operations that expand supports and improve systems for students, faculty, and staff from traditionally marginalized and minoritized groups.
4. Facilitate open and honest discourse between, among, and across COE faculty, administration, staff, and students regarding innovations, ideas, and concerns related to topics of diversity, equity, inclusion, and justice.
 - From these discussions, cull ideas and make recommendations to remove systemic barriers for COE members from traditionally marginalized and minoritized groups.
5. Support the development and implementation of College initiatives to recruit and retain students and faculty of traditionally minoritized and marginalized groups at all levels.
6. Every three years, conduct a climate, culture, and needs assessment with COE stakeholders focused on diversity, equity, inclusion, and justice.
 - Based on assessment findings, make specific recommendations for building and sustaining an increasingly welcoming, affirming, fair, and just COE environment.

Structure of the Committee

Each department will elect two (2) faculty representatives to serve as voting members on the Committee on Diversity, Equity, Inclusion, and Justice. These faculty representatives will serve two-year staggered terms. Additionally, each department will select one (1) student representative to the committee. Student representatives will serve as *ex-officio* members and will serve one-year terms. The process for selection of student representation will be determined by each department. While these elected positions will hold voting rights on the committee on Diversity, Equity, Inclusion, and Justice, any interested faculty, staff, and/or students within the College of Education will be welcome to attend meetings and activities of this committee.

Curriculum Committee

COE Curriculum Committee (CCC). The Committee shall consist of faculty representatives selected for two-year staggered terms, of whom two are elected by each Department. Each representative is a voting member of the committee and the Chairperson shall be elected by the committee.

The committee shall receive and review all undergraduate and graduate curriculum and program recommendations or proposals developed and forwarded by the Departments or the Teacher Education, Licensed Personnel, and Field Experience Committee. This shall include all new course proposals, suggested dual listings, course deletions, changes to course descriptions, prerequisite changes, substantive editorial rewording of program descriptions, credit modifications, changes affecting course integrity, new degree programs including minors and program changes other than editorial rewording. The committee shall also resolve interdepartmental disputes regarding programs and curriculum, handle curriculum appeals, recommend modifications in college curriculum regulations, and/or policy regarding curriculum matters.

After deliberation, the COE Curriculum Committee shall recommend appropriate action regarding all proposals. Feedback will be provided to all faculty via distribution of its committee minutes. It may (1) return the proposal to the originator for amendments or corrections, (2) reject it with stated reasons, or (3) accept and forward it with recommendation for its approval to the Dean. The committee will distribute minutes to the COE faculty within 3 working days of the committee meeting. Action items remain in the College of Education for five working days from the date of distribution of the minutes to the COE Faculty before being sent to the University levels of Curriculum and Program Committees as appropriate. A full faculty vote is not required to confirm acceptance unless five or more voting faculty request such action in writing to the Dean within five working days from the date of distribution of committee minutes. The Faculty Chair shall then place this matter on the agenda for the next COE faculty meeting or call a special meeting for full faculty review and vote. After such a full faculty vote, if required, the proposal(s) is (are) forwarded to the Dean of the COE for his/her approval or rejection. If rejected, the proposal(s) is (are) returned to the originator accompanied by stated reasons. The Dean forwards approved proposals to the University Curriculum and Program Committees as appropriate.

If a recommendation or proposal is rejected by the COE Curriculum Committee, an appeal for a general faculty discussion and vote may be made in writing if signed by ten faculty and presented to the Dean of the COE. Such an appeal must be filed within ten working days from the date of faculty notification. The Dean shall then place this matter on the agenda of the next COE faculty meeting for full faculty review and action.

Dean's Advisory Council

The Dean's Advisory Council (DAC) shall be advisory to the Dean of the COE. Membership shall consist of faculty elected for two-year staggered terms, from among the full-time, tenured or tenure-track faculty of the COE. One faculty member is elected by each department. The CSUN College of Education senators will serve as the student representatives on this committee. The faculty chairperson (FC) shall call the first meeting of the DAC by October 1 and serve as ex-officio. The committee will elect a chairperson from among the members.

The DAC as an advisory body shall receive, review and recommend action relative to any and all matters submitted to it for consideration by faculty as well as the Dean. The DAC shall advocate for equity and fairness among COE units in all matters, including but not limit to personnel, curricular, budget and program decisions. The DAC will also conduct the periodic evaluations of the Dean as described in Chapter 3, section 2.3 of the COE Bylaws.

Graduate Studies Committee (GSC)

The GSC shall consist of two representatives that hold graduate faculty status, selected by each department. Typically, the graduate coordinator(s) from each department will serve as departmental representatives on the GSC.

The general responsibility of the GSC shall be to serve as advisory to the Dean's Office concerning policies and procedures across all graduate programs in the COE. More specifically, it will advise on practices and suggest policies for COE faculty consideration pursuant to new programs, student admission, advisement, retention, evaluation, exit criteria, student appeals, criteria for graduate faculty status, and academic standards for graduate programs. It also will serve as a liaison body between the Graduate College and COE relative to general graduate programs, concerns, and issues.

Merit Review Committee

See [Appendix E - Merit Process](#)

Peer Review Committee (PRC)

Election of the Peer Review Committee, Steps For Requesting a Peer Review, & Procedural Guidelines for Disagreeing With an Annual Performance Evaluation.

At the beginning of each academic year, the COE Faculty Chairperson shall call for two (2) nominations from each department in the COE in order to provide a pool of tenured faculty to be considered for the COE Peer Review Committee (PRC).

All voting members of the COE faculty will vote for one individual from each department; The Peer Review Committee will be composed of the faculty members (one from each department) receiving the most votes in the College-wide election. The other nominated faculty members will become the alternate from their respective departments. The COE faculty Chairperson shall call the first meeting of the PRC by October 15 and inform committee members of the process and to elect a committee chairperson. (See Appendix D for the process for requesting a peer review.)

Scholarship and Honors Committee

The Scholarship and Honors Committee shall consist of two (2) elected representatives from each department in the College of Education. Terms of membership will be for two years and will be staggered to ensure continuity. The Chair will be elected from the membership of the committee. A chair-elect will also be elected and will serve as chair the following year.

The primary, responsibility of the Scholarship and Honors Committee is to select a recipient for the following faculty awards: Distinguished Research Award, Distinguished Teacher Award, Distinguished Service Award, Collaboration Group Award, and Early Career Award.

In addition, the committee will select the student recipients of the scholarships that are available each year.

Teacher Education, Licensed Personnel, and Field Experience Committee

General Purpose

The general responsibility of the Teacher Education, Licensed Personnel, and Field Experience Committee is to carry out the continuous review of teacher and other school personnel licensure programs at the undergraduate and graduate levels, so as to ensure the maintenance of appropriate accreditations and Nevada State Program Approval. In addition, the Committee shall provide guidance regarding all college field experiences including out of state and the International Student Teaching Program.

Specific Responsibilities

Teacher Education, Licensed Personnel, and Field Experience will be expected to 1) work with the Departments on the articulation of teacher and other school personnel licensure programs the academic degree programs that reside in these units, 2) recommend and, if adopted, subsequently monitor generic requirements for teacher and other school personnel licensure programs at the undergraduate and graduate levels that are college wide and 3) serve as an advisory committee on the COE Curriculum Committee.

General Procedures/Committee Membership

The Teacher Education, Licensed Personnel, and Field Experience committee shall consist of one elected representative from each of the teacher education and licensure programs as follows:

- Counselor Education
- Early Childhood Education
- Elementary Education
- Music Education
- Secondary Education
- School Psychology
- Special Education
- English Language Learning
- Education Student Services Center
- Education Policy and Leadership
- Human Services

And one field experience coordinator from the following programs:

- Counselor Education
- Early Childhood Education and Special Education
- Education Student Services Center
- Elementary Education and Secondary Education
- Music Education
- School Psychology

Terms of membership will be for two years and will be staggered to ensure continuity. The Associate Dean for Academic and Professional Programs shall chair the Teacher Education, Licensed Personnel, and Field Experience Committee but will vote only in case of a tie.

Tenure and Promotion Committee

1. Membership on the COE's Tenure and Promotion Committee (Committee) is restricted to Full Professors (unless no full professors are in a department).
2. Faculty members who serve on the Committee are restricted to voting once – at either the departmental or college level.
3. The Promotion and Tenure Committee consists of nine members:
 - a. Two from the Department of Counselor Education, School Psychology, and Human Services
 - b. Two from the Department of Educational & Clinical Studies,
 - c. Two from the Department of Educational Psychology and Higher Education,
 - d. Two from the Department of Teaching and Learning, and

e. One elected at-large from the College of Education.

4. Elections to the Committee are held in March prior to the first spring meeting of the Committee. The term of office is two years. Department representatives serve staggered terms with one representative elected each year. The at-large member is elected in even numbered years.

5. If a member informs the T & P Chair that s/he wishes to step down from the Committee, the committee chair informs the individual's department chair and requests that a replacement be identified for the remainder of that term. The Dean is notified of the replacement. The individual stepping down from the Committee submits all relevant materials to the new member; the Chair meets with all new members to inform them of their Committee responsibilities.

6. The COE Representative to the University Tenure and Promotion Committee is a Full Professor. The member attends COE tenure and promotion meetings (as a nonvoting member), hears all deliberations, and offers insights into the university's promotion and tenure process. The term of office, as stipulated by the senate, is three years. The member votes at the university level.

7. In April, at the conclusion of the Committee's business for the academic year and after College T & P elections have been held and new members join the Committee, the Chair calls a meeting of old and new members, steps down, and the Chair-elect assumes the role of Chair. The Committee also elects a new Chair-elect who serves with the incoming Chair as leaders of the Committee. The Chair-elect assists the Chair in all business with the intent of assuming the role of Chair the following academic year.

Roles and Responsibilities

The COE Promotion and Tenure Committee reviews the applications of each candidate for tenure and/or promotion. The committee is advisory to the Dean of the College. After reviewing the candidate's materials the committee forwards a written report (votes and reasons for votes) to both the candidate and the Dean. The written report of the COE Promotion and Tenure Committee becomes part of the candidate's promotion and/or tenure file (dossier of materials).

The COE Promotion and Tenure Committee, as a faculty committee, will forward a report of the actions of the committee (votes and reasons for the votes) to the Academic Freedom, Tenure and Promotion Committee, the faculty committee at the university level.

The COE Promotion and Tenure Committee shall work with the faculty in each department to establish minimal standards and criteria for promotion and tenure that are congruent with the NSHE CODE for all COE candidates. These standards serve to guide the committee's votes and reasons for the votes. Procedures, criteria, and standards established by the COE Promotion and Tenure Committee should undergo periodic reevaluation. The basic document and all changes resulting from reexamination are shared in writing with all COE faculty.

Procedures (to be followed in the promotion and/or tenure process)

At the time of hire, each candidate shall be furnished a letter of appointment which includes written guidelines and standards for review. Copies of annual reviews from the department chair(s) and the mid-tenure evaluation from the department will be provided to the candidate in written form. If specific concerns are identified by the department chair and department promotion and tenure committees, written suggestions for addressing those concerns should be provided to the candidate. It is the candidate's responsibility to ensure that copies of these evaluations (annual reviews and mid-tenure evaluation) be a part of the promotion/tenure dossier.

The faculty of each department shall establish written procedures to be followed for the evaluation and recommendation of members of the department for promotion and/or tenure.

Each September the Dean's office will provide the COE Promotion and Tenure Committee with a complete list of all faculty in the college who must be considered for promotion and/or tenure during the academic year. A list of additional faculty who have requested to be considered will also be provided. Department and college promotion and tenure deadlines must be set to allow time for due process.

Candidates are responsible for preparing a dossier of materials. The dossier must contain the following: The University of Nevada System Recommendation for Tenure or Promotion form ("The Regents' Form"); Vita; Mid-tenure Evaluation; Annual Evaluations by Department Chair(s); summary of teaching evaluation; examples of course syllabi; and samples of scholarly work. Candidates are responsible for providing additional materials to support their activity if requested to do so by the COE Promotion and Tenure committee.

Once the department promotion and tenure committee has evaluated the candidate's materials, the following parties have access to the dossier: members of the COE Promotion and Tenure Committee, appropriate administrators, and members of the Academic Freedom, Promotion and Tenure Committee.

Candidates are first considered at the department level by a committee of colleagues as specified by department by-laws. The report from the committee, including the votes and the reasons for the votes, will be transmitted in writing to the chair, the COE Promotion and Tenure Committee and the candidate.

The department chair reviews the entire record and makes an independent recommendation that is transmitted in writing along with the material from the department committee to the candidate and the Dean. The Dean refers each dossier, which includes reports from the department promotion and tenure committee and the department chair, the COE Promotion and Tenure Committee for review.

The COE Promotion and Tenure Committee will review each dossier and file a written report to the Dean of the COE, the Academic Freedom Promotion and Tenure Committee and to the candidate. The College Promotion and Tenure Committee may request and/or gather additional evidence before completing the report. If additional material is added to the dossier, the department will be notified.

Following completion of deliberations by the COE Promotion and Tenure Committee, the Dean reviews the entire dossier and makes an independent recommendation that is transmitted in writing to the candidate and becomes part of the dossier of materials.

APPENDIX C: CATEGORIES OF FACULTY

Academic Faculty. Authorized positions in the college and departments who are engaged in teaching and research and those persons specifically identified by the president of their need for the protection of academic freedom.

Tenured Academic Faculty. “Tenured Academic Faculty” refers to members of the academic faculty who have been awarded tenure at the University of Nevada, Las Vegas.

Nontenured Academic Faculty. “Nontenured Academic Faculty.” means members of the academic faculty who are in a tenure-track position but who have not completed their probationary period.

Nonacademic Faculty. Authorized professional positions (e.g. Professional Staff) in the units listed under Chapter 1, Section 3.3 of UNLV Bylaws. Faculty of special units shall not be eligible for appointment with, nor shall have tenure. (NSHE Code Chap. 5, section 5.2.5)

Nontenure-track Faculty. “Non-Tenure Track Faculty” refers to members of the faculty who are not eligible to receive appointment with tenure. (e.g. Faculty-in-Residence, visiting faculty) (UNLV Bylaws, Chapter 1, Section 4.1.1.3)

Emeritus Faculty. The title “professor emeritus” must be approved through regular administrative channels and is reserved as an honorary title for a professor who enters retirement with the respect and admiration of colleagues. (UNLV Bylaws Chap. III Section 18.3)

Faculty-In-Residence (FIR). FIR refers to members of the academic faculty that are eligible for promotion but not eligible for tenure.

For other categories of faculty, refer to Chapter 3, Section 18.4 of the UNLV Bylaws.

APPENDIX D: GUIDELINES FOR REQUESTING A PEER REVIEW

1. The peer review procedure is not automatic; rather it becomes operative only after the Dean and chairperson of the peer review committee receives a written request from the faculty member. The contesting faculty member has fifteen (15) calendar days from the date s/he signs the Annual Evaluation Report to submit the peer review request.
2. Upon receipt of the faculty member's request, the Chairperson of the Peer Evaluation Committee (PRC) will organize the PRC within fifteen (15) calendar days after receipt of a request for a peer review.
 - a. Members of the PRC will be provided with copies of the faculty member's self-report, the faculty member's written request for an appeal, and any other relevant documentation used during the evaluation process.
 - b. The PRC will meet within fifteen (15) calendar days of the date the request was made to the Chair of the PRC by the faculty member.
 - c. The Committee shall conduct an Annual Evaluation and submit its written evaluation report in harmony with its purpose as stated in the UNLV Bylaws, Chapter III, Section 8.3 to the Dean and Executive Vice President and Provost. The committee should strive to file a report within ten (10) working days from the date of receiving its charge but no later than the end of the B-contract period. Both the department chair and the faculty member will receive copies of the peer evaluation report and a copy will be placed in the master personnel file of the faculty member. The appropriate Vice President or Executive Vice President and Provost shall make the final decision on the evaluation to be issued to the faculty member for the year.
 - d. The proceedings of the Peer Review Committee will be confidential. The peer review will not be distributed beyond those individuals named above and university officers in regular administrative channels.

APPENDIX E: MERIT PROCESS

Merit in the College of Education will be based on exceptional achievement in the three areas of academe (e.g., teaching, service, scholarship) with equal weight given to each area. Merit awards in the College of Education are based on the recognition that faculty have continuing responsibilities in all three areas and that merit is reserved for exceptional achievement, not simply meeting minimal job requirements.

All College of Education faculty (clinical, tenure-track, tenured, newly-hired faculty, and faculty on leave or sabbatical) are eligible to apply for merit regardless of the length of time they have been employed by UNLV. The award of merit shall require a specific application and an evaluation process separate from annual or other evaluations made of faculty. Unit administrators, including chairs, directors, associate deans, and assistant deans, must file applications through the faculty process to receive merit awards for teaching, research and non-administrative service (UNLV Bylaws, Chapter III, 10.2). All faculty, including unit administrators, will use the adopted COE merit application form and will be reviewed using the adopted COE merit process. Merit will be based on a calendar year and may include accomplishments while working at another institution or as a doctoral student. Appropriate documentation must be provided when applying for merit.

Faculty has the right to grieve a merit decision. See UNLV Bylaws for information pertaining to requests for merit reconsideration including channels and procedures for grievance beyond the College.

Minimum Standard

A minimum standard must be met in each of the three areas of academic performance described by the UNLV and COE Bylaws (teaching, service, & scholarship) for a faculty member to be considered for merit.

Teaching: A minimum of one (1) course, or the equivalent, taught during calendar year (summers excluded, 3 hrs. on campus) will be required. An average student rating of 3.0 (of 5.0) on a uniform COE evaluation form (average of averages) will be required.

Service: A minimum of two (2) service contributions to the department, college, university, community, or profession will be required. At least one of the two service contributions must be performed for the department, college, or university.

Scholarship: A minimum of one from the following list with publication / presentation date within the calendar year under review will be required. No credit will be given for letters of acceptance or in-progress work. ("In press" publications will be accepted only under circumstances in which a publication is late in the physical printing of an issue. Evidence of "in press" must include a letter from the publisher indicating volume and issue numbers for publication that is in press for the calendar year under review.) Under no circumstances shall faculty "count" the same publication in more than one merit year. (Minimum of one from the following list.)

1. peer-reviewed publication (regional, national or international journal)
2. peer-reviewed presentation (regional, national or international conference)
3. competitive grant awarded (travel awards excluded)
4. book, book chapter, or monograph
5. article in an editor-reviewed professional publication
6. initial publication or significant distribution of curriculum materials, media, software, etc.

Department Committee

A department committee will consist of three elected department faculty members (UNLV Bylaws Chapter III, Section 6.1.A). Following the election of the department committee members, one of the elected department committee members will be selected by the department to serve as department representative to the college committee. Clinical, tenure-track, and tenured faculty are eligible for election to the department committee. The department committee will undertake three roles in the merit review process.

1. The department committee will determine if each merit applicant has met the minimum standard for merit.
2. The department committee will rank order (in each of the three areas of teaching, service, and scholarship) those applicants who are found to meet the minimum standards. Such standards shall take into account the variations in assigned workload present in the college (UNLV Bylaws chapter III, Section 10.2.2). No faculty member may be present during the presentation or ranking of his or her application for an award of merit. (UNLV Bylaws chapter III, Section 10.2.3).
3. The department committee will forward the three ranked lists to the college committee and chairs.

Feedback to faculty regarding merit ranking in the department will be included as part of the department chair's annual evaluation process with each faculty member.

College Committee

The college committee will consist of a representative from each department. A committee chair will be appointed by the COE Dean from the elected members. The college committee will undertake two roles in the merit review process.

1. The college committee will rank order merit applicants in the college using the following process:
 - a. Using the rank-ordered lists from each department the COE committee will select the top-ranked COE faculty member (in each of the three areas of teaching, service, and scholarship) by comparing the applicants who are at the top of each department list. No faculty member may be present during the presentation or ranking of his or her application for an award of merit. [10.2.31].

- b. In each area, the applicant who is selected as superior in the across-department comparison goes to the top of the COE rank-ordered list and his/her name is removed from his/her respective department rank-order list.
 - c. The process is repeated until all faculty are ranked in a COE list for each of the three areas of teaching, service, and scholarship. During each iteration one person is selected from those applicants who are currently at the top of each department list (e.g., if applicant John Smith is selected from Department A, then he is replaced at the top of the list by the next applicant, Mary Jones, in Department A's rank-ordered list. Mary Jones will then be compared to the same persons who are at the top of the lists for other departments).
 - d. The COE committee will also serve an oversight function in reviewing each rank-ordered list for the college. The committee will re-rank applicants that the committee feels are misplaced in the rank order at the department level. If the ranking made by the college committee differs from the ranking presented by the department committee, explicit reasons must be provided by the college committee to the applicant. (NB. It is very possible that more than one person from a single department will be selected for the COE list consecutively before someone from one of the other departments is selected).
 - e. Next, a rank-ordered list is created for the entire college. This combined list incorporates data from the existing three rank-ordered lists by the adding ranks across categories for each applicant (e.g., an applicant who was ranked 3rd in teaching, 10th service, and 1st in scholarship will be given a ranking score of 14). This scoring formula gives equal weight to teaching, scholarship, and service. An applicant's position in the college rank-ordered list will be determined by sorting the list of applicants by the ranking score. The smaller the number, the better the rank in the college list.
2. The college committee will assign merit categories to the applicants in the COE rank-ordered list in the following manner:
- a. The committee will consider each applicant, beginning at the top of the COE rank-order list, and assign the applicant to one of the merit award levels.
 - b. The committee will continue the process in item A until reaching the end of the COE rank-ordered list.
 - c. The committee will then compare the total amount of the awards recommended with the total amount of merit money available to the college. Current UNLV administrative recommendations will be applied for percentage of faculty who should receive merit from any one merit level and percentage of faculty who should receive merit overall.
 - d. The committee will make reconsiderations for the merit award levels in order to bring the amount recommended for merit distribution equal to the amount of merit money available.
 - e. The college committee will forward four (4) separate lists to the COE Dean: (1), (2), & (3) ranked lists for each of the three areas and (4) combined-rank list with merit award levels indicated.
 - f. The college committee will notify each merit applicant of his/her final college rankings and the assigned merit award.

Dean

The Dean of the COE will make the final decision on merit awards for faculty at the college level by taking into consideration both the final college rankings and the assigned merit award.

The Dean shall recommend the dollar amount of each award of merit for teaching, research and non-administrative service, in accordance with all policies and procedures mandated by the Provost or President. Where the award made by the dean differs from the final rankings presented by the committee, explicit reasons must be provided by the dean to the Provost. Reasons can include those outlined in Section 10.2A-D, input obtained from other sources deemed important by the dean, (e.g., chairs, departmental faculty committees, performance assessments by external constituencies, such as college awards, etc.) and/or specific knowledge of performance areas for a faculty member not reflected in the rankings. The President makes the final determination of the amount awarded to each faculty member, upon recommendation by the Provost. [10.2.41]

Unit administrators, including chairs, directors, and assistant and associate deans and chairs, must file applications through the faculty process to receive merit award for teaching, research, and non-administrative service. [10.2.11] Once unit administrators have filed application through the faculty COE merit process for research, teaching, and non-administrative service, merit for administrative service shall be recommended at the discretion of the Dean. [10.2.61]

Notification of Merit Awards

The official date of notification of merit awards for the purpose of grievance shall be the later of (a) the first day of the Fall semester or (b) the day the merit list is released to the campus. The merit list shall be made available to all faculty. When responding to a request from a faculty member for the reasons they received a particular award of merit, or no award, the Dean shall include in the letter the ranking of the faculty member by the college committee and the reasons for that award, which must include any information provided to the Provost. [10.2.51]

Required Documentation

The following lists include the minimum documentation for each of the three areas of teaching, service, and scholarship. The documentation will reside with the applicant's respective department until all merit deliberations are finished.

Scholarship

- Copies of articles and supporting documentation for other scholarship.

Teaching

- A copy of the official department student evaluation summary for each class taught (a standard COE form will be used by all departments).

Service

- Documents that indicate the applicant's involvement in each committee, professional organization, school, and community enterprise, etc. that is reported as part of the merit application.

APPENDIX F: PROCEDURE FOR IDENTIFYING AND CORRECTING SALARY INEQUITIES

When data on salary inequities among current faculty are requested by the Executive Vice President and Provost the following guidelines on criteria and procedures will apply (see UNLV Bylaws Chapter III, Section 10.1.C & F):

1. An inequity is defined as existing when there is a difference in salary within a given rank where the deviation cannot be accounted for by differences in years of service, time in rank, productivity record or history of the individual's role at the University.
2. In determining an inequity, the salary of an individual must fall below the salaries of two or more comparable colleagues. An inequity cannot be based simply on a one-to-one comparison.
3. If an entire class or category of faculty is believed to be salaried below an appropriate level, it is acceptable to use some documented benchmark such as the institutional average for a rank or category.
4. The procedure for establishing the claim for an equity salary adjustment may be initiated by an individual faculty member or by the Department Chair. In either case, it will be the responsibility of the Department Chair to analyze completely the array of salaries within that unit.
5. Salary comparison is based on the base salary ("B" contract or its equivalent).
6. The Department Chair will provide recommendations with accompanying documentation including the salary, salary benchmark (average of comparison faculty) and the amount of the equity adjustment justified to the Dean of the College of Education.
7. The Dean of the College of Education is responsible for completing college-wide analyses. The Dean will compile the final list of those recommended for equity salary adjustments and forward it to the Executive Vice President and Provost.

APPENDIX G: PROMOTION AND TENURE GUIDELINES

Promotion

Initiation of the process of consideration for promotion by a faculty member must be within the time frame established by the deadline dates of the UNLV Administrative Calendar. If the process cannot be accommodated in time to meet the deadlines, the request for consideration must be delayed until the following year.

Each Department shall specify in its bylaws the criteria and procedures for determining the basis for the unit recommendation regarding rank promotion. Appeals of recommendations to deny or defer promotions shall be consistent with the unit bylaws.

Mid-Tenure

Mid-tenure reviews should comment on the candidate's overall productivity and balance in accordance with Departmental T&P criteria. In all cases, it is the responsibility of the reviewer to document specific strengths and recommendations for improvement of the faculty member during the remainder of the probationary period.

The following materials should be submitted for mid-tenure review: current vita, all existing previous annual reports, all previous teaching evaluations, examples of course syllabi, copies of all publications, documentation of service contributions, and a completed NSHE form for T&P. Additional materials (e.g., self-statement) may be submitted if the candidate believes it would be useful for articulating factors or additional details related to his or her progress and/or level of productivity. The Department Chair is responsible for ensuring all relevant materials, in addition to department-level reviews, are completed and submitted to the Dean no later than April 1.

The College T&P Committee should submit their review of the candidate's materials to the Dean no later than April 15. The Dean is responsible for ensuring college-level reviews are provided to the candidate and his or her Department Chair by May 1. Following communication of college level reviews, the College T&P Committee Chair or Dean shall meet with the faculty member and discuss findings and recommendations of the college-level reviews.

Tenure

The Dean and or Chair may, at his/her discretion, request written evaluations of the candidate from all Departmental faculty.

The tenured faculty of the Department, after review of the dossier, must arrive at a recommendation on tenure for the individual and this along with the recommendation of the unit head must be transmitted to the Dean of the COE along with the dossier.

To be tenured in a unit of the COE, a person must meet all qualifications of a faculty member (see Section 1.2 of this document), have displayed a continuous record of productivity as judged by tenured colleagues and appropriate administrators during the period of tenure probation, and have functioned in an acceptable fashion in collegial relationships during the probationary period.

There will be an annual pre-tenure review of each tenure-track faculty member during the probationary period. Procedures for this review are specified within the bylaws of each Department of the COE.

For the current Regents form, see the Provost Web Site.

Submission Guidelines

In line with common R1 standards, this document outlines the materials and supporting documentation that each faculty member will submit for evaluation in promotion and/or tenure processes. The submission of materials and supporting documentation adhere to the primary goal: to provide evidence of the faculty member's achievements in the areas of scholarship, teaching, and service. These guidelines refer to the essential materials and supporting documentation that will comprise the dossiers of each faculty member within the College of Education. The creation of standards, benchmarks, and criteria for the evaluation of those materials is the responsibility of each department within the College.

The demonstration of evidence in the categories of scholarship, teaching, and service exists at two levels: the micro level and the macro level.

The first level is the micro, which refers to each instance of faculty activity, product, or outcome that evinces scholarship, teaching, and service. The faculty member must present each activity/product and then provide indicators of quality for each activity/product. Across all activities/products, quality will be assessed by two global indicators: effort/contribution and impact. See Figure 1 for activity/product examples (representative, not exhaustive) for each category of scholarship, teaching, and service. Effort and impact indicators can and should be established and assessed for each activity/product. Indicators should also be considered in concert with the empowerment considerations iterated above.

Effort/contribution may be defined as the role of the faculty member for a particular activity/product. For example, a journal article is an activity/product for scholarship.

Effort/contribution can be assessed by order of authorship and description of the contribution (e.g., conceptualization, data analysis).

Impact may be assessed through a range of indicators, including but not limited to the ranking of the journal within the discipline (if available), citations of the article, or the readership of the journal.

Quality, effort / contribution, and impact should be considered in concert with the empowerment considerations iterated above.

The second level is the macro or aggregate level of scholarship, teaching, and service. Faculty members within the College of Education must review their products/activities in each of these three areas in totality to make the case for quality (effort/contribution and impact) in summary statements on each one.

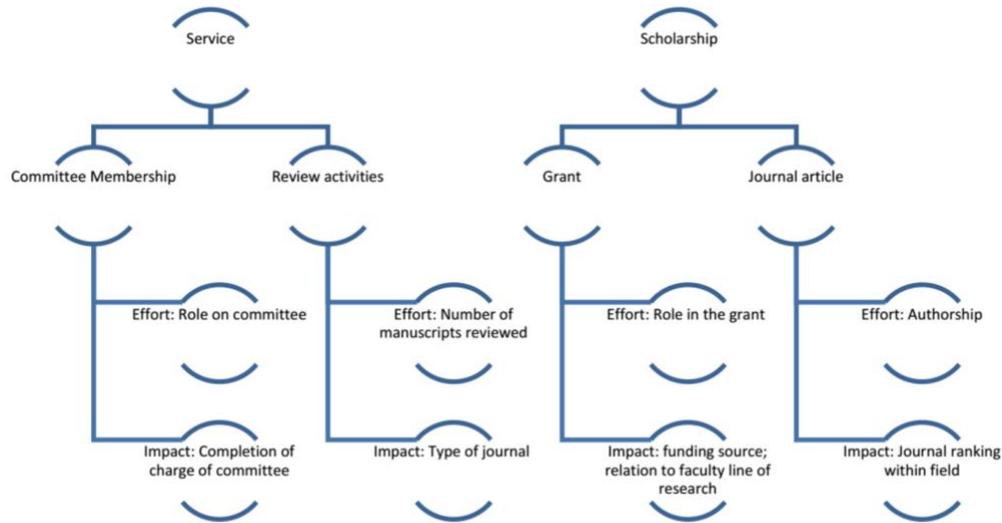


Figure 1: Example of activity/product and quality indicators

In each area of scholarship, teaching, and service the faculty member will provide evidence for impact per activity/unit. These sources may be in numerical and/or narrative format, but evidence must include: (1) the nature and source of the evidence; (2) the standard by which this evidence should be compared; (3) the faculty member’s interpretation of the evidence.

These impact criteria may be applied to scholarship, teaching, and service, however it is the departmental and college task to determine if the evidence is aligned with R activity and productivity. The department and college should consider discipline, content area, sub-disciplines, and contextual factors when determining if the faculty member has provided (a) sufficient detail and quality to be considered as “evidence” and (b) to the extent that the “evidence” is indicative of impact in the faculty member’s field. It is the responsibility of the faculty member to provide this evidence. Here again, these impact criteria should be considered in concert with the empowerment considerations iterated above.

Scholarship

The faculty member is to provide a brief description per product/activity (e.g., publication, professional presentation, funded grant) of the effort and impact of scholarship. In addition, the faculty member should comment briefly on the totality of their scholarly activity for the review period (e.g., number of publications, number of international/national presentations, number of grant submissions and awards). At the macro level, the faculty member is encouraged to make their overall case of effort/contribution and impact while highlighting any potentially influential supports and/or barriers.

Evidence of both effort/contribution and quality for each activity/product must be provided. The following bullet points are possible indicators of effort/contribution or quality. See Appendix J for additional guidance.

- Order of authorship
- Description of the contribution
- Journal impact factor
- Journal ranking within discipline (if such information is available)
- Citations and h index–web of science, google scholar, SCOPUS (excluding self-citations)
- Readership of journals
- Publisher ranking/reputation in field
- Downloads
- Grant submissions
- Grant awards
- Other sources of internal/external funding
- Number of publications (invited, refereed, level)
- Types of publications (journal articles, book chapters, technical reports)
- Author/editor order for multiple author publications
- Co-authorship with graduate students/junior colleagues
- Number of conference presentations (invited, refereed, level)
- Co-presentation with graduate students/junior colleagues

Assessment of scholarship should be considered in concert with the empowerment considerations iterated above and the examples of bias that commonly act as barriers to positive assessment of scholarship iterated in Appendix I.

Teaching

The faculty member is to provide a brief description per product/activity (e.g., course, advising, graduate student committees) of the effort and impact of teaching. In addition, the faculty member should comment briefly on the totality of their teaching record for the review period (e.g., mean ratings/narratives of course evaluations across time per course, number of new courses or course preparations, evaluation response rates, graduate student placement, teaching load). At the macro level, the faculty member is encouraged to make their overall case of effort/contribution and impact in teaching while highlighting any potentially influential supports and/or barriers.

Evidence of both effort/contribution and quality for each activity/product must be provided. The following bullet points are possible indicators of effort/contribution or quality. See Appendix J for additional guidance.

- Role/percent contribution for courses taught
- Role on advisory committee

- End of semester student course evaluations (may include reference to historical ratings for a particular course; comparisons to department means may not be appropriate given variation in course content and format)
- Enrollment numbers
- Academic level of course
- Course content area (difficulty, controversial nature of content)
- Pedagogy
- Methods of assessment (e.g. quantitative or qualitative)
- Formative evaluations
- Peer evaluation of syllabi
- Peer observation of course instruction/peer teaching evaluations
- Teaching mentorship of graduate students
- Co-teaching with graduate students/colleagues
- Service on graduate committees (advisory, dissertation)
- Mentorship of/Involvement with undergraduate/graduate student scholarship/work
- Practicum or internship supervision (format, number of supervisees)
- New course development/prep
- Utilization of graduate assistants in teaching

Assessment of teaching should be considered in concert with the empowerment considerations iterated above and the examples of bias that commonly act as barriers to positive assessment of teaching iterated in Appendix I.

Service

The faculty member is to provide a brief description per product/activity of the effort and impact of service. In addition, the faculty member should comment briefly on the totality of their scholarly activity for the review period. At the macro level, the faculty member is encouraged to make their overall case of effort/contribution and impact while highlighting any potentially influential supports and/or barriers. Evidence of both effort/contribution and quality for each activity/product must be provided. The following bullet points are possible indicators of effort/contribution or quality. See Appendix J for additional guidance.

- Frequency and intensity of involvement
- Role on committee
- Mentorship (extended beyond current students, junior faculty)
- Leadership (level, formal positions held, scope)
- Review involvement (e.g., journals, grants, academic programs, external faculty P & T)
- Committee involvement (member/chair) in professional, university, community organizations
- Student organization advisor
- Community engagement

Assessment of service should be considered in concert with the empowerment considerations iterated above and the examples of bias that commonly act as barriers to positive assessment of service iterated in Appendix I.

Role of the Department

This document refers to the guidelines associated with the materials and supporting documentation that will comprise the dossiers of each faculty member in the College of Education. In accordance with NSHE, UNLV, and COE bylaws, the creation of standards, benchmarks, and criteria for the evaluation of those materials will be left to each department. Specifically, it is each department's responsibility to define quality and impact. During review of the materials, the department committee should also consider ensuring that assessment of quality is explicit in the determination of the recommendation. Building on the scholarship example, the number of publications may be an indicator of faculty activity. However, this should be considered separate from an assessment of the quality of this activity. The committee should consider not only the number of products, but also the evidence for quality of these products.

External Reviewer Process

Reviewer will send CV and disclose relationship to the applicant in their letter. Reviewers that served as a doctoral or thesis advisor or with whom the applicant has had a publishing relationship or grant making relationship over the preceding 5 years shall be excluded from serving as a reviewer. Portfolio sent to the reviewer should include a letter from the Department Chair; T&P bylaws from University, College, and applicant's department; the applicant's personal statement; applicant's cv; and 3 publications selected by the applicant.

External Letters

Assessment of external letters should be considered in concert with the empowerment considerations iterated above and the examples of bias that commonly act as barriers to positive external assessments. See Appendix H for procedure for securing evaluations for external referees.

APPENDIX H: PROCEDURE FOR SECURING EVALUATIONS FOR EXTERNAL REFEREES

The deadline for recommendations for promotion is established each year by the Executive Vice President and Provost and listed on the UNLV administrative calendar. Usually by November 1, the process of consideration for promotion must be completed and the recommendations in to the office of the Executive Vice President and Provost. Thus, all review by the faculty and administration at department and college levels must take place prior to that date.

The UNLV Bylaws contain the following statement on the criteria for promotion to full professor:

See UNLV Bylaws Chapter III, Section 16.5 Professor

Therefore, data from external referees will be collected by the Department Chair. A person intending to be considered for promotion to Full Professor in a given cycle must prepare a dossier of appropriate materials. This should include copies of four or five publications. These may be reprints if they are articles in nationally circulated refereed journals, lists of properly referenced bibliographic items if books or monographs, and/or copies of other circulated professional materials. Any other description of scholarly activities, which are clearly documented and which can be evaluated by a person not familiar with the candidate, may be included. These publications or descriptions of creative or research activities must be in the discipline in which promotion is desired. These are to be submitted to the Department Chair of the candidate. In addition, the candidate should prepare and submit to the Chair a short list of professors at other universities (comparable to UNLV in mission and operation), agencies or institutions who might be used as external referees. Two persons will be selected from that list; two others not on the list and identified by the Chair will also be used in this process.

“Tips” on Securing External Reviews

External reviews can be effective and critical sources of supplemental data which can be powerful aids in the decision process. Suggested “tips” that may be helpful to the Chair.

1. Make a telephone call to each prospective external referee (two from the list provided by the candidate and two which were not on the list) - present the request, the purpose, assurance of confidentiality, a summary of the UNLV or Departmental criteria and procedures for promotion, and the deadline date - and secure his/her consent to do the task.
2. Mail materials with a cover letter (sample attached) right away repeating much of what was covered in the telephone conversation.
3. Acknowledge in writing the receipt of the external review report when it arrives
4. After the final decision has been made and the Board of Regents have acted let each external reviewer know what outcome occurred relative to the promotion consideration.

SAMPLE LETTER

Dr. Ima Chair

Department of Teacher Education
University of Wyoming
Laramie, Wyoming

Dear Dr. Chair:

I appreciate your willingness to serve as an external referee in the procedure as Dr. Samuel Bigelow is considered for promotion to Full Professor here at the University of Nevada, Las Vegas.

As I indicated I would in our recent telephone conversation, I am sending selected materials to you that will enable you to do this vital and helpful evaluation. I am enclosing copies of the criteria used by the university and the department, a completed TINS Promotion Form as submitted by the candidate, a current resume for Dr. Bigelow, and reprints of four journal articles or research reports authored by him.

I would appreciate your response to the following questions:

1. Are you personally or professional acquainted with this person? If so please explain.
2. In your judgment how does the overall productivity of this candidate compare with others in the field of _____? Please address both quantity and quality of performance in each of three categories a) teaching, b) scholarly activities, and c) service.
3. Would you judge this person be promotable to Full Professor at UNLV?

Please feel free to be completely frank. Your letter will become part of the official personnel review file, but it will be seen only by appropriate colleagues of Dr. Bigelow. The candidate will not have access to your letter. Please return your letter in the enclosed envelope which is marked "CONFIDENTIAL."

Our goal is to assemble material for our Promotion Committee to review by October 10, XXXX. We hope to be able to include your letter in that package. I realize that this important request is an imposition, but I'm sure you understand the importance and significance of the information only you can provide.

Sincerely,

Enc. 2 sets of criteria, Resume, 4 reprints, Promotion Form Return envelope

APPENDIX I: EQUITY, DIVERSITY, INCLUSION, AND JUSTICE CONCERNS IN FACULTY APPOINTMENT, PROMOTION, AND TENURE

This appendix is intended to provide brief contextual information and resource recommendations to faculty as they engage in evaluation of colleagues relative to appointment, promotion, tenure. In most instances, the faculty conducting this evaluation will be white and male. According to Knapp, et al. (2008), "...current data regarding the distribution of faculty by rank and race indicated very little minority representation among those full professors actually making the hiring and promotion decisions" (Knapp, et al., 2008). Research on unconscious bias reveals that, despite best intentions and efforts to the contrary, it is hard for members of dominant groups to learn to meaningfully value the achievements, and the contextual factors impacting the achievements (i.e., continuing impacts of past discrimination and on-going discrimination), of those who have been "otherized" by the colonialism, eurocentrism, patriarchy, and other forms of oppression and discrimination (Collins, 2007; Fraser & Hunt, 2011). Further, "traditions of academic freedom, professional autonomy, and academic decision making" empower faculty against "central administrative efforts" including those that seek to promote equity, diversity, inclusion, and justice, thus there is "little external pressure to address disparities or modify governance practices. Accordingly, improving faculty diversity remains the responsibility of mostly middle-aged, White males who suffer no consequences for maintaining the status quo" (Minor, 2013, p. 54).

The mission of UNLV's College of Education is "to achieve prominence locally, nationally, and internationally as a leading source of significant knowledge and innovative models to inform and affect policy, practice, and research." This mission is aligned with the University's aspiration to become ranked as a "Research University Very High (RUVH)" (UNLV, 2015), and, thus, with its expanded mission "to promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services." The process of faculty appointment, promotion, tenure is to be situated within these missions in a manner that empowers individuals seeking appointment, promotion, tenure. This empowerment must take into *careful* consideration:

- 1) the continuing impact of past discrimination on faculty from historically underrepresented racial and ethnic minority groups*;

**Indigenous Americans (American Indians, Native Americans, First Peoples of the Americas), African Americans (the descendants of enslaved Africans), and Latinx Peoples—Mexican/Mexican America/Chicanx and Puerto Rican (groups whose land was made part of the United States through past and on-going colonization)—distinguished from Latin Americans and increasingly referred to as Latinx Peoples to avoid the gender binary. It is important here to also note the impact of identity-based and role-based "diversity." Diverse people or people with various non-dominant identity dimensions (i.e., based on race, socioeconomic class background, gender, etc.) are subject to various forms of implicit and explicit exclusion which they seek to successfully navigate/overcome. Because some diverse people buy into the established Eurocentric norms (though not always consciously/intentionally), there is often a two-fold erroneous perception: one, that they do not experience discrimination because they have*

*successfully assimilated, and, two, that this is a good thing, thus that all diverse people should likewise assimilate and, if they don't, that that is the reason for any challenges they experience (including in the appointment, tenure, and promotion process in the academy), rather than external factors (e.g., bias, structural barriers, etc.). **Diversity people** (who are often also diverse people) generally challenge established Eurocentric norms, and thus are subject to various forms of implicit and explicit exclusion which they seek to successfully navigate while also seeking to reveal, disrupt, alter, and/or eradicate these established norms.*

- 2) the impact of current discrimination on faculty from all underrepresented groups (e.g., race, gender, sexuality, nationality, religious/secular affiliation, among others);
- 3) faculty whose work is in historically marginalized disciplines and/or that employs related non-traditional, though still rigorous, methodologies**; and/or,
 - **For example, ethnic studies and other “critical” or “resistance” disciplines, and/or work that employs qualitative and/or critical research methodologies.*
- 4) faculty whose work is in still-emergent fields (i.e., new technologies) and/or that employs still-emergent, though still rigorous, methodologies (i.e., experimental social science).

In sum, equity-focused*** (differentiated), rather than equality-focused (the same) metrics should inform and guide fair-mindedness in the assessment of faculty preparedness for appointment, promotion, and tenure.

****Immediately below are two research-informed, but intentionally more “accessible” in presentation (for readers outside this field of scholarship, i.e., laypersons), resources for furthering understanding of equity and equality:*

<http://www.theinclusionsolution.me/staywoke-live-inclusively-equity-vs-equality/>

<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

From a review of the literature (see “Selected References,” below) on equity, diversity, inclusion, and justice concerns in public higher education, four broad themes emerge:

- 1) research focusing on what the orientation of the Chief Diversity Officer position is and/or should be and why;
- 2) scholarship documenting the educational benefits of diversity;
- 3) literature describing the nature of diversity work, especially successes and/or struggles in doing the work;** and,
- 4) examinations of curriculum transformation frameworks and processes.

Focusing on the literature in #3 (above) that primarily examines equity, diversity, inclusion, and justice issues in faculty appointment, promotion and tenure, the following kinds of concerns surface (the concerns iterated below are intended to be representative, not exhaustive). These concerns should be considered during appointment, promotion, and tenure deliberations and, where necessary to ensure fair-

mindfulness in those deliberations, deliberators should seek additional guidance (i.e., consult the “Selected References,” below, and/or colleagues (at UNLV or other institutions) for whom faculty diversity is an area of research (as a scholar) and/or practice (as a Chief Diversity Officer) expertise):

Teaching, Research, and Service

- What is the level of cultural competence/responsiveness of the faculty to assess diverse faculty and/or diversity-related teaching, research, service contributions?
- What is the level of cultural competence/responsiveness of the leadership of professional organizations that establish Standards of Professional Practice (SPAs)? Do SPAs reflect equity, diversity, inclusion, and justice concerns relevant to their disciplines?
- How do fixed and/or changeable weighted responsibilities align with diverse/diversity faculty strengths (e.g., 20/40/40, professors of clinical practice, etc.)?
- Has the diverse/diversity faculty member had adequate formal/informal mentorship? What is the level of cultural competence/responsiveness of the mentor? What has been the impact of that mentorship on the diverse/diversity faculty member’s annual evaluation?
- What is the valuation of additional demands (“cultural taxation”) on the time of diverse/diversity faculty (e.g., on committees and grants, and/or in student advising)?
- What forms of documentation are allowed and/or have been considered in assessing diverse/diversity teaching (e.g., teaching effectiveness based on peer observational review, teaching philosophy/rationale aligned with portfolio evidence, etc., versus solely student evaluations)?
- How is collegiality assessed (e.g., as popularity, “likability” (e.g., Black women as “angry,” the assumption that there is a “voice of reason” versus “the reason in any voice,” the privileging of dispassionate dispositions and “social awkwardness” over passionate and relational dispositions)? Does the assessment of collegiality give more grace to faculty who are perceived to be “deferent” and/or faculty who bring in a lot of external funding dollars regardless of their perceived deference?
- Are there tenure clock delay options for injury, pregnancy, adoption, etc., for faculty regardless of sex/gender? Are there protections for faculty who use this option (i.e., who might be subject to negative bias in assessment of their tenure portfolio as a result of using this option)?

Teaching

- Is new course and/or program assessment considered in teaching workload?
- Are the number of course preps, course enrollment numbers, pedagogical differentiation/variation/innovation, varied methods of assessing students, etc., considered in teaching workload?
- Are faculty race/ethnicity, language/accent, sex/gender/sexuality, community/country of origin/immigration status, religion, etc., considered relative to student teaching evaluations?
- Is faculty discipline (controversy, perceived/expected rigor, newness, etc.) considered relative to student teaching evaluations?
- Is student advising assessed relative to teaching and/or service?
 - How is the effectiveness of student advising assessed (e.g., is the academic entry level of students and/or their progression over time considered, are student completion rates considered, etc.)?

- How is equity assessed in advising when some departments/colleges have centralized advising supports and others do not? Are the higher informal advising demands that diverse/diversity faculty typically experience acknowledged/assessed?

Research

- How is “research” defined and/or distinguished from “scholarly and/or creative activity”?
- How is “evidence” defined?
- When faculty are hired for specific specialized positions are expectations for research norms related to their specialization understood and accepted (e.g., an “Eastern history” hire and expectations for the language of scholarship (English versus other), the venue of scholarship (international versus domestic journals, conferences, service activities, etc.), and the format of publication (e.g., “coffee table” text versus ranked journal, etc.))?
- Is there understanding that so-called disciplinary standards and “sub-disciplinary” standards may be very different, even contradictory (e.g., education standards versus critical multicultural education standards)?
- Is quality assessed relative to “sub-disciplinary” standards or so-called disciplinary standards (e.g., the presence of “realismo mágico” in Latin American literature versus the presence of “denouement” in European American literature)?
- Are national rankings of journals/publishers considered more valuable than field/disciplinary/organizational ranking of journals/publishers?
- Is there understanding that journal/publisher impact factors/citation indices and/or instruments/metrics may not be salient measures of quality and/or rigor for emerging journals, and/or for published work in emerging research areas/fields (especially “sub” areas/fields), and/or for published work that employs emerging research methods, and/or for emerging/seminal works in emerging areas/fields/journals and/or that use emerging methods (e.g., critical race theory in the education), and/or for work published in open source journals, etc.?
- Is author order considered relative to faculty rank (e.g., in moving from assistant to associate or from associate to full, is there increased evidence of mentorship of students and/or junior colleagues)?
- Is scholarly collaboration valued? If so, how?
- How are journal editorships, editorial board member roles, and manuscript reviewer roles valued?
- What constitutes peer-review? How is this established/assessed? To what is it applied (e.g., scholarship (edited volumes versus journals, printed journals versus online journals, etc.), conferences/annual meetings (local versus national, etc.))?
- How is importance of research assessed? How is evidence of spread (where) and effect (on whom) of research assessed? Is research in the public interest (versus various private interests) valued?
- How does resources availability for junior faculty/faculty from working class communities factor into performance assessments (e.g., travel for conference presentations, organizational memberships, travel for journal board meetings)?
- What kinds and sources of external funding are available and how are they valued (e.g., many grants ask for diversity-related information (i.e., demographics), but are not actually diversity-related (i.e., grant focus or objective) which can make it harder for faculty in diversity-related fields to get funding

and/or more likely that faculty in diversity-related fields will be “used” to secure funding in other fields (i.e., education faculty on STEM grants)?

- How are factors outside the control/agency of the faculty member (e.g., institutional history with various funding entities, institutional demographics, institutional commitments to match funds/institutionalize efforts) considered relative to the assessment of the faculty member’s grant-seeking efforts?
- How are grant-seeking efforts assessed when there are different levels of institutional support for grant-seeking based on areas of research (e.g., STEM versus other) and/or methodological approaches (e.g., quantitative versus qualitative) and/or for research over program grants?
- What is the process for selecting external review letters (reviewer stature in their field, ranking of the reviewer’s institution), and how is the quality of external review letters assessed (reviewer stature in their field, ranking of the reviewer’s institution, the reviewer’s assessment of the faculty member’s contribution to their field, the reviewer’s use of their own institutional metrics, the reviewer’s fidelity to assigned assessment parameters (i.e., UNLV metrics), etc.)?

Service

- What extra resources are available for junior and/or diverse/diversity faculty/faculty from working class communities to meet performance metrics (e.g., travel for presentations, organizational memberships, travel for organizational leadership meetings)?
- How are different forms of service, especially different forms of *academic* service, valued (i.e., participation on a national professional organization board versus provision of informal academic advising to diverse communities of origin)? What kinds of service are valued? How is “academic” service defined and valued?
- Is student advising assessed relative to service and/or teaching?
 - How is the effectiveness of student advising assessed (e.g., is the academic entry level of students and/or their progression over time considered, are student completion rates considered, etc.)?
 - How is equity assessed in advising when some departments/colleges have centralized advising supports and others do not? Are the higher informal advising demands that diverse/diversity faculty typically experience acknowledged/assessed?

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APPENDIX J: ACCESSING CITATIONS AND JOURNAL IMPACT FACTOR RANKINGS

How to Access Citations of a Person's Scholarship via Web of Knowledge

On the UNLV Website, go to:

Libraries
All Library Databases
Scroll to Web of Knowledge, click on it

On the Web of Knowledge page:

Under "Basic Search," enter Author last name, space, Author first name
Under "Topic," select Author
Enter "Search"

This will bring up a list of publications with the person's name highlighted in yellow; the number of times each article has been cited will be on the right.

On the same page, in the upper right-hand corner, click "Create Citation Report"

This will provide the h-index, as well as a listing of all of the person's articles, and how many times they were cited in past years.

A note of caution:

Each article with the person's name in it needs to be checked to make sure it is, indeed, that person; there are many people who share last names and initials, so, make sure it is the work of the person at focus that is being cited before copying down the numbers.

How to Access Journal Impact Factor Rankings via Web of Knowledge

On the UNLV Website, go to:

Libraries
All Library Databases
Scroll to Web of Knowledge, click on it

On the Web of Knowledge page:

In the upper left corner, click "Journal Citation Reports," then click "Journal by Rank"
Select a category (there are several sub-categories listed under both Education and Psychology)
At the bottom of the page, click "Submit," then select all, and download as an Excel file (it will not download as a pdf file)

APPENDIX K: PROCEDURE FOR PROMOTION AND TENURE APPEALS

Appeals to the COE shall be handled directly by the Dean of the COE who may involve the Advisory Council or an ad hoc committee for advisory purposes if s/he desires. The disposition of appeals at the College level; however, shall be the responsibility of the Dean. A full report of the outcome of the appeal process must be transmitted by the Dean to the Executive Vice President and Provost and appropriate Faculty Senate Committees upon request. (see UNLV Bylaws, Chapter III, 16.9). For the procedures for requesting reconsideration of Personnel Action Denying Promotion beyond the COE, see Chapter III, Section 16.9 of the UNLV Bylaws (5/12).

The faculty member may also request help from the Grievance Committee of Senate. See UNLV Bylaws, Chapter I, Section 6.6 (5/12).