

March 21, 2017

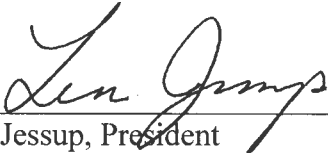
TO: Dr. Len Jessup, President

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

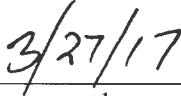
RE: **School of Allied Health Sciences Bylaws**

I am in receipt of a request from Dr. Ron Brown, Dean of the School of Allied Health Sciences, to approve its Faculty in Residence promotion criteria and its Lecturer to Senior Lecturer promotion criteria. The college faculty approved the attached promotion guidelines on December 16, 2016 and I recommend you approve them as well.

APPROVED:



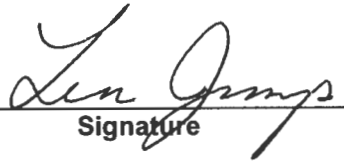
Len Jessup, President

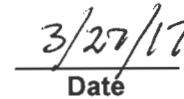


date

Approved by SAHS Faculty: 12_16_16

Approved by President Len Jessup:


Signature


Date

SCHOOL OF ALLIED HEALTH SCIENCES

POLICY AND PROCEDURE FOR FACULTY IN RESIDENCE PROMOTION

POLICY: In keeping with the University policy for promotion, the following are established SAHS guidelines.

RATIONALE: To provide a fair and objective mechanism for evaluating performance of faculty in consideration of promotion; thereby, providing a process for:

1. Maintaining and enhancing the quality of the educational programs in the School of Allied Health Sciences.
2. Facilitating the professional development and appropriate rewarding of individual faculty members through regular, objective, and rigorous performance in teaching, research, service and/or practice.

PROCEDURE: Evaluation for promotion among the following ranks will be conducted in accordance with criteria contained herein for Faculty in Residence.

- I. Faculty in Residence Ranks: (minimum earned terminal degree as recognized by their profession/discipline)
 1. Assistant Professor – Faculty in Residence
 2. Associate Professor – Faculty in Residence
 3. Professor – Faculty in Residence
- II. At a minimum, satisfactory performance is expected in all areas of assignment. Satisfactory performance requires the completion of all assigned activities in a manner consistent with the SAHS norms and standards. In addition to these basic qualifications, the following criteria will be used for assessing the candidate:
 - A. Excellence:
 - Teaching: Excellence in teaching may be demonstrated by outstanding curricular development, innovative approaches to teaching, unusually intense or successful mentoring of students, board exam scores or significant contributions to pedagogy. Teaching scores are routinely in the upper half of faculty within the SAHS.
 - Service: Excellence in service would reflect a record of unusually extensive or important service to the campus, profession and community.
 - B. Commendable:
 - Teaching: Commendable teaching evinces careful revision and development of courses, effective classroom practices, successful mentoring of students, and other contributions to pedagogy. Teaching scores are regularly near the median of faculty within the SAHS.
 - Service: Commendable service reflects extensive, significant, service on committees, on task forces, or in faculty governance as well as professional and community service.
 - C. Satisfactory:
 - Teaching: Satisfactory teaching is marked by sound pedagogy, careful classroom management, and successful work with students. Teaching evaluations scores are regularly above 3.8 out of 5, neutral student written comments, etc.
 - Service: Satisfactory service entails contribution to committees and task forces as well as active participation in other forms of faculty governance, and professional and community service.

D. Unsatisfactory:

- Teaching: Unsatisfactory teaching is marked by poor pedagogy, a lack of proper classroom management, and unsuccessful work with students. Teaching evaluations scores are regularly below 3.8 out of 5, negative student written comments, etc.
- Service: Unsatisfactory service entails a lack of contribution to committees and task forces as well as poor or absent participation in other forms of faculty governance, and professional and community service.

III. Promotion

- A. Those applying for promotion are responsible for collecting and submitting data that reflects qualitative, as well as quantitative, information regarding the candidate's strengths and weaknesses.
- B. The promotion dossier must include letters from not less than three external referees.
- C. To be eligible for promotion, the candidate must be considered excellent in teaching and minimally satisfactory in service on their overall dossier application.
- D. To be eligible for promotion, the candidate must have a minimum of 5 years' experience for promotion to Associate Professor and a minimum of 8 years' experience for promotion to Professor.
- E. Faculty eligible to vote on promotion are all tenured/tenure track faculty and faculty-in-residence who are at or above the rank (per UNLV rank designations) sought by the candidate.
- F. The remainder of the process for promotion follows UNLV Bylaws, Chapter III, Section 16.7.

**POLICY AND PROCEDURE FOR FACULTY IN RESIDENCE
PROMOTION**

**FACULTY-IN-RESIDENCE
TEACHING**

Definition: Teaching is the exchange of knowledge based on teachers' understanding and students' learning, and adds to deeper understanding of the discipline. Teaching emphasizes creating and maintaining supportive educational environments that embrace diverse learning styles and places the focus of education on the learner.

NOTE: These are offered as examples of how each criterion can be met. It is expected that there would be multiple items of support for the criteria overall.

Criterion	Assistant Professor	Associate Professor	Professor
Demonstrates teaching effectiveness in all assigned areas	Consistently receives at least satisfactory evaluations for the majority of courses taught Identifies areas of strength and weakness and formulates plans for success in meeting personal teaching goals	Demonstrates a consistent pattern of commendable evaluations for the majority of courses taught Takes on teaching course assignments to meet the curricular needs of the program	Demonstrates a consistent pattern of excellent evaluations in the majority of courses taught
Develops activities/methods that facilitate student achievement	Course content is found to be current and evidence-based. Provides course content and lectures consistent with the mean teaching load of the department	Implements course materials which reflect clarity, current knowledge of content, and integration of related evidence Develops projects or grants that support effective teaching	Selects and implements course materials which reflect innovation and expertise Continues to develop and implement projects or grants that support or evaluate the learning mission or program offering
Assumes responsibility in teaching, planning, revising, and evaluating courses	Identifies learning needs for course, teaching, practice and develops a plan to meet them Revises teaching materials to include current practice standards and related evidence	Leads review and revision of courses and contributes to curriculum revision Maintains teaching materials in compliance with current practice standards and related evidence	Introduces curriculum initiatives May seek external funding support for curriculum initiatives Recognized nationally and/or internationally for teaching expertise Contributes to development of current practice standards and related evidence
Participates in on-going collaborative relationships within the School of Allied Health Sciences	Establishes and maintains collaborative relationships with colleagues in AHS Engages in course planning with faculty	Assists junior faculty with professional development Develops collaborative programs that facilitate student learning	Develops programs to assist faculty in professional development Establishes projects or other collaborative

	colleagues when appropriate		efforts with colleagues to promote student learning
Participates in ongoing collaborative relationships with colleagues in the practice setting to promote student learning opportunities	Establishes and maintains collaborative relationships with colleagues in practice settings Engages in course planning with practice agencies when appropriate	Develops collaborative programs that facilitate student learning Evaluates new clinical sites and monitors the appropriateness of ongoing clinical sites	Provides new innovative or enhanced opportunities for clinical learning experiences for students with providers and institutions
Mentors and advises students	Develops effective strategies to promote student progress Serves as chair or co-chair of student professional paper and project committees	Implements effective strategies to promote student progress Serves as member or co-chair of student professional paper and project committees	Leads evaluation of strategies to promote student progression Serves as member of student professional paper and project committees
Contributes to the teaching missions of the Department and School Allied Health Sciences	Contributes to learning outcome evaluation through writing and analysis of test items and developing learning objectives	Mentors other faculty in learning outcome evaluation through writing and analysis of test items and developing learning objectives Participates in the development and implementation of projects/grants or formal study that supports the teaching mission or program innovations Documents student clinical and/or classroom achievements for assessment and accreditation Obtain or maintain a practice credential or specialization certificate as appropriate	Leads program and curriculum evaluation for assessment and accreditation Serve as lead instructor, course coordinator; may serve as level coordinator Mentors other faculty in developing course leadership skills Leads/coordinates the development and implementation of projects/grants or formal study that supports the teaching mission or program innovations

FACULTY-IN-RESIDENCE

SERVICE

Definition: Service comprises the non-scholarly activities for the School of Allied Health Sciences, the University of Nevada, Las Vegas, the Community, and Profession to achieve their missions and goals. Service includes participation in college and university governance, professional, and other health-related community activities. In addition, faculty participation in clinical practice is considered to be another component of service.

Criterion	Assistant Professor	Associate Professor	Professor
Participates in service activities that benefit the School of Allied Health Sciences, the University, the profession and community	<p>Serves on a Department, SAHS, or University committee(s)</p> <p>Serves as an active member of local or regional professional or community service organization</p> <p>Engages in active membership in related professional organization</p> <p>Manuscript reviewer for professional journal</p>	<p>Holds elected or appointed leadership positions in SAHS and/or University committees</p> <p>Recognized for service to School, University and/or professional organization</p> <p>Provides service or leadership in state, regional, or national professional or service organizations</p> <p>Performs duties and responsibilities related to administration and management of a program</p> <p>Manuscript reviewer for professional journal</p>	<p>Demonstrates a consistent record of elected or appointed leadership positions in SAHS and/or University</p> <p>Maintains national certification and clinical practice credential</p> <p>Demonstrates a record of internationally or nationally recognized leadership positions in the profession and/or appropriate health care service organizations</p> <p>Receives award(s) for leadership</p> <p>Editor or member of the editorial board of a professional journal</p> <p>Provide mentoring in all aspects of teaching</p>

FACULTY-IN-RESIDENCE SCHOLARSHIP

FIRs are **not** routinely evaluated on this criterion, as the research requirement is minimal where it exists (eg. per unit-specific requirements). SAHS committees and administrators may weigh favorably, voluntary participation in scholarly activities. However, it is recognized that **evaluation is based primarily on teaching and service, with emphasis on teaching**. FIRs are encouraged to participate in the intellectual activity of their disciplines, e.g., stay up to date with current evidence, but not required to generate new knowledge.

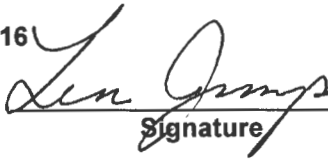
Definition: Scholarly activities are (1) significant to the profession, (2) creative, (3) demonstrable, (4) replicable, and (5) reviewed by peers. Scholarship for faculty-in-residence, therefore, is reflected through integration and translation of knowledge. Scholarly activity may include (but is not limited to) the following examples: Performance/process improvement, innovative patient care projects, consultation, publication, conference presentations.

Criterion	Assistant Professor	Associate Professor	Professor
Develops a record of integrating and translating knowledge through scholarly activities	<p>Uses research findings to update clinical practice</p> <p>Meets minimum professional standards in scholarly activity for accreditation</p> <p>Uses research findings to update course content</p>	<p>Designs innovative educational/client care programs that are self-sustaining</p> <p>Gains recognition beyond the college for expertise in a specific practice area</p> <p>Participates in collaborative relationships to promote scholarship for practice and patient care</p>	<p>Receives national recognition for scholarly activity which translates knowledge that significantly influences the practice</p> <p>Sits on editorial board(s) or clinical program study panel(s)</p> <p>Demonstrates a record of creative activities or development of intellectual properties</p>
Disseminates knowledge	<p>Active member of research team</p> <p>Presentations at local, state, and regional meetings</p> <p>Pursuing and/or obtaining advanced degree</p> <p>Publication of abstracts in proceedings of professional meetings</p> <p>Invitations to participate in symposia</p> <p>Contribute to a book chapter</p> <p>Contribute to program accreditation report</p>	<p>Publishes in peer-reviewed journals</p> <p>Presentations at national and international meetings</p> <p>Invitations to chair or organize symposia</p> <p>Presents practice-oriented scholarly papers to regional and/or national audiences</p> <p>Edit or author a book chapter</p> <p>Submit grant proposals</p> <p>Major contributor to program accreditation report</p>	<p>Demonstrates a continuing record of peer-reviewed publications of scholarly activities</p> <p>Demonstrates a continuing record of regional, national and/or international presentations of scholarly activities</p> <p>Provides educational workshops or in-service presentations</p> <p>Synthesize new theoretical frameworks based on previously published data</p> <p>Leadership of program accreditation report</p>

Approved by Faculty Review Committee: 12_09_16
 Approved by SAHS Faculty: 12_16_16
 Approved by SAHS Dean: 01_19_17

Approved by SAHS Faculty: 12_16_16

Approved by President Len Jessup:


Signature

3/27/17
Date

SCHOOL OF ALLIED HEALTH SCIENCES
POLICY AND PROCEDURE FOR LECTURER
PROMOTION

POLICY: In keeping with the University policy for promotion, the following are established SAHS guidelines.

RATIONALE: To provide a fair and objective mechanism for evaluating performance of faculty in consideration of promotion; thereby, providing a process for:

1. Maintaining and enhancing the quality of the educational programs in the School of Allied Health Sciences.
2. Facilitating the professional development and appropriate rewarding of individual faculty members through regular, objective, and rigorous performance in teaching, research, service and/or practice.

PROCEDURE: Evaluation for promotion between the following ranks will be conducted in accordance with criteria contained herein for Lecturer.

I. Lecturer Ranks:

1. Lecturer
2. Senior Lecturer

II. At a minimum, satisfactory performance is expected in all areas of assignment. Satisfactory performance requires the completion of all assigned activities in a manner consistent with the SAHS norms and standards. In addition to these basic qualifications, the following criteria will be used for assessing the candidate:

A. Excellence:

- Teaching: Excellence in teaching may be demonstrated by outstanding curricular development, innovative approaches to teaching, unusually intense or successful mentoring of students, board exam scores or significant contributions to pedagogy. Teaching scores are routinely in the upper half of faculty within the SAHS.
- Service: Excellence in service would reflect a record of unusually extensive or important service to the campus, profession and community.

B. Commendable:

- Teaching: Commendable teaching evinces careful revision and development of courses, effective classroom practices, successful mentoring of students, and other contributions to pedagogy. Teaching scores are regularly near the median of faculty within the SAHS.
- Service: Commendable service reflects extensive, significant, service on committees, on task forces, or in faculty governance as well as professional and community service.

C. Satisfactory:

- Teaching: Satisfactory teaching is marked by sound pedagogy, careful classroom management, and successful work with students. Teaching evaluations scores are regularly above 3.8 out of 5, neutral student written comments, etc.
- Service: Satisfactory service entails contribution to committees and task forces as well as active participation in other forms of faculty governance, and professional and community service.

- D. Unsatisfactory:
 - Teaching: Unsatisfactory teaching is marked by poor pedagogy, a lack of proper classroom management, and unsuccessful work with students. Teaching evaluations scores are regularly below 3.8 out of 5, negative student written comments, etc.
 - Service: Unsatisfactory service entails a lack of contribution to committees and task forces as well as poor or absent participation in other forms of faculty governance, and professional and community service.
- III. Promotion to Senior Lecturer
- A. Those applying for promotion are responsible for collecting and submitting data that reflects qualitative, as well as quantitative, information regarding the candidate's strengths and weaknesses.
 - B. The promotion dossier must include letters from not less than three external referees.
 - C. To be eligible for promotion, the candidate must be considered excellent in teaching and minimally satisfactory in service on his or her overall dossier application.
 - D. To be eligible for promotion, the candidate must have a minimum of 4 years' experience for promotion.
 - E. Faculty eligible to vote on promotion are all faculty with a 50% or more appointment who are at or above the rank (per UNLV rank designations) sought by the candidate including untenured faculty.
 - F. The remainder of the process for promotion follows UNLV Bylaws, Chapter III, Section 16.7

POLICY AND PROCEDURE FOR LECTURER PROMOTION

LECTURER TEACHING

Definition: Teaching encompasses assigned duties including but not limited to direct classroom instruction, directed student learning activities, administrative duties, and supervising clinical experiences.

NOTE: These are offered as examples of how each criterion can be met. It is expected that there would be multiple items of support for the criteria overall.

Criterion	Lecturer	Senior Lecturer
Demonstrates teaching effectiveness in all assigned areas	Consistently receives at least satisfactory evaluations for the majority of courses taught Identifies areas of strength and weakness and formulates plans for success in meeting personal teaching goals	Demonstrates a consistent pattern of commendable evaluations for the majority of courses taught Takes on course assignments to meet the curricular needs of the program
Develops activities/methods that facilitate student achievement	Course content is found to be current and evidence-based. Provides course content and lectures consistent with the average teaching load of the department	Implements course materials which reflect clarity, current knowledge of content, and integration of related evidence Develops projects or grants that support effective teaching
Assumes responsibility in teaching, planning, revising, and evaluating courses	Identifies learning needs for course, teaching, practice and develops a plan to meet them Revises teaching materials to include current practice standards and related evidence	Leads review and revision of courses and contributes to curriculum revision Maintains teaching materials in compliance with current practice standards and related evidence
Participates in on-going collaborative relationships within the School of Allied Health Sciences	Establishes and maintains collaborative relationships with colleagues in SAHS Engages in course planning with faculty colleagues when appropriate	Assists junior faculty with professional development Develops collaborative programs that facilitate student learning
Participates in ongoing collaborative relationships with colleagues in the	Establishes and maintains collaborative relationships with colleagues in practice	Develops collaborative programs that facilitate student learning

<p>practice setting to promote student learning opportunities</p>	<p>settings</p> <p>Engages in course planning with practice agencies when appropriate</p>	<p>Evaluates new clinical sites and monitors the appropriateness of ongoing clinical sites</p>
<p>Mentors and advises students</p>	<p>Develops effective strategies to promote student progress</p> <p>Serves as member or co-chair of student professional paper and project committees</p>	<p>Implements effective strategies to promote student progress</p> <p>Serves as member of student professional paper and project committees</p>
<p>Contributes to the teaching missions of the Department and School Allied Health Sciences</p>	<p>Contributes to learning outcome evaluation through writing and analysis of test items and developing learning objectives</p>	<p>Mentors other faculty in learning outcome evaluation through writing and analysis of test items and developing learning objectives</p> <p>Participates in the development and implementation of projects/grants or formal study that supports the teaching mission or program innovations</p> <p>Documents student clinical and/or classroom achievements for assessment and accreditation</p> <p>Obtains or maintains a practice credential or specialization certificate as appropriate</p>

LECTURER SERVICE

Definition: Service comprises the non-scholarly activities for the School of Allied Health Sciences, the University, the community, and profession to achieve their missions and goals. Service includes participation in college and university governance, professional, and other health-related community activities. In addition, faculty participation in clinical practice or scholarship is considered to be another component of service.

Criterion	Lecturer	Senior Lecturer
Participates in service activities that benefit the School of Allied Health Sciences, the University, the profession, or community	<p>Serves on Department, SAHS, or University committee(s)</p> <p>Serves as an active member of local or regional professional or community service organization</p> <p>Engages in active membership in related professional organization</p> <p>Manuscript reviewer for professional journal</p>	<p>Holds elected or appointed leadership positions in SAHS and/or University committees</p> <p>Recognized for service to School, University and/or professional organization</p> <p>Provides service or leadership in state, regional, or national professional or service organizations</p> <p>Performs duties and responsibilities related to administration and management of a program</p> <p>Manuscript reviewer for professional journals</p>

LECTURER SCHOLARSHIP

Lecturers are **not** routinely evaluated on this criterion, as the research requirement is minimal where it exists (e.g., per unit-specific requirements); however, these activities may be considered professional service. SAHS committees and administrators may weigh favorably, voluntary participation in scholarly activities. However, it is recognized that **evaluation is based primarily on teaching and service, with emphasis on teaching**. Lecturers are encouraged to participate in the intellectual activity of their disciplines, for example, stay up to date with current evidence, but not required to generate new knowledge.

Definition: Scholarly activities are (1) significant to the profession, (2) creative, (3) demonstrable, (4) replicable, and (5) reviewed by peers. Scholarship for Lecturers, therefore, is reflected through integration and translation of knowledge. Scholarly activity may include (but is not limited to) the following examples: Performance/process improvement, innovative patient care projects, consultation, publication, conference presentations.

Criterion	Lecturer	Senior Lecturer
Develops a record of integrating and translating knowledge through scholarly activities	<ul style="list-style-type: none"> Uses research findings to update clinical practice Meets minimum professional standards in scholarly activity for accreditation Uses research findings to update course content 	<ul style="list-style-type: none"> Designs innovative educational/client care programs that are self-sustaining Gains recognition beyond the college for expertise in a specific practice area Participates in collaborative relationships to promote scholarship for practice and patient care
Disseminates knowledge	<ul style="list-style-type: none"> Active member of research team Presentations at local, state, and regional meetings Pursuing and/or obtaining advanced degree Publication of abstracts in proceedings of professional meetings Invitations to participate in symposia Contribute to a book chapter Contribute to program accreditation report 	<ul style="list-style-type: none"> Publishes in peer-reviewed journals Presentations at national and international meetings Invitations to chair or organize symposia Presents practice-oriented scholarly papers to regional and/or national audiences Edit or author a book chapter Submit grant proposals Major contributor to program accreditation report

Approved by Faculty Review Committee: 12_09_16

Approved by SAHS Faculty: 12_16_16

Approved by SAHS Dean: 01_19_17