

UNLV | Office of
**THE EXECUTIVE VICE PRESIDENT
AND PROVOST**

UNIVERSITY OF NEVADA, LAS VEGAS

March 15, 2019

TO: Marta Meana, Ph.D., President

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

RE: **School of Allied Health Bylaw Amendments**

I am in receipt of a request by Dr. Janet Dufek, Executive Associate Dean of the School of Allied Health Sciences, to approve the School of Allied Health Sciences bylaw amendments. The school's faculty approved these amendments on March 7, 2019 by a vote of 22-8-0. The School's Faculty Review Committee then approved the amendments (4-0-0). These amendments represent a total rewrite of the school's tenure and promotion guidelines. Specifically, the school wished to align its guidelines more closely with the practicality of top tier initiatives, and to ensure that its tenure and promotion practices, last revised in 2012, were reflective of the reality of the current campus climate. I approve these amendments and recommend you approve them as well. If you approve, please add your signature and the date to the front of the department bylaws.

APPROVED:


Marta Meana, Ph.D., President


3/15/19
(date)

Approved: _____



President Marta Meana

Date: _____

3/15/19

School of Allied Health Sciences (SAHS) Policies and Procedures for Determining Tenure and Promotion 2019

The provisions for tenure and promotion are stipulated in the NSHE Code (Title 2, Chapter 3) and UNLV By-Laws (Rev. 234 (06/08) Title 5, Chapter 6, Page 34), respectively. The SAHS provision for tenure and promotion can be found in Chapter 3 of the SAHS By-Laws. The appeals process for denied tenure and promotion is found in the UNLV Senate By-Laws for Grievance. Provisions for "Flexibility of Pre-Tenure Probationary Period Policy" can be found in the Promotion and Tenure Governing Documents from the Office of the Executive Vice President and Provost.

Tenure and Promotion to Associate Professor

It is understood that tenure-track faculty may be hired with different workload expectations that would affect successful promotion and awarding of tenure. Faculty hired with scholarship emphasis are expected to be excellent in scholarship. Evaluation of applications for promotion and/or tenure will include a review of workload assignment and startup package (if startup was provided).

It is also understood that annual evaluations and mid-tenure reviews are used to inform the candidate regarding evaluation of his/her work in the areas of teaching, scholarship, and service as it pertains to progress towards tenure. As per university guidelines, the Annual Evaluation must include a statement in the overall evaluation of the tenure-track faculty member explicitly stating whether or not the faculty member is making satisfactory progress towards tenure and promotion.

The ranking categories of excellent, commendable, satisfactory, and unsatisfactory of each area (i.e., teaching, scholarship, service) should be consistent with tenure and promotion guidelines. However, it is recognized that the ranking of each area on an annual basis is for work in that year whereas the Promotion and Tenure Guidelines are based upon a review of the body of work during the tenure period. It is not a requirement that a candidate necessarily be ranked 'excellent' in a specific area for a given year to yield an 'excellent' ranking in that area for Promotion and Tenure.

When submitting an application for Tenure and Promotion, it is incumbent upon the candidate to communicate the unique strengths of his/her application and how he/she has met the standards.

Because tenure and promotion to associate professor normally occur concurrently, criteria for both are defined together. A successful candidate must:

- Possess a terminal degree
- Be excellent in scholarship and at least satisfactory in teaching and service
- Be an active participant in activities of his/her department
- Be a collegial¹ and collaborative citizen of the department, school, university, and professional communities

¹ "...the demonstrated ability to work productively with colleagues, staff and students" (UNLV By-Laws) and "...ability to work with the faculty and students of the member institution in the best interests of the University of Nevada and the people that it serves, and to the extent that the job performance of the academic faculty member's administrative unit may not be otherwise affected" (NSHE Code)

In addition to these basic qualifications, the following criteria will be used for assessing the candidate. Specific examples of evidence that could be used by the candidate to support their application are included in the Appendix. Please understand that the Appendix is not an exhaustive list of examples of evidence to support applications for promotion and/or tenure.

Excellence:

- **Teaching:** Excellence in teaching may be demonstrated by outstanding curricular development, teaching awards, innovative approaches to teaching, successful mentoring of students, board exam scores, significant contributions to pedagogy, and acquisition of teaching grants. Teaching scores routinely reflect excellence on most parameters. Comments from students on teaching evaluations support innovative approaches to teaching and successful mentoring. See other examples of evidence in the Appendix.
- **Scholarship:** The school expects that the candidate will be highly productive and will have taken steps toward an independent scholarship program based on work conducted since appointment at UNLV. Evidence of consistent and on-going, high quality scholarship and grantsmanship can be documented through examples provided in the Appendix, specifically with high value evidence. In addition, candidates are expected to have:
 - Typically, at least 10 peer-reviewed publications during the tenure period and being senior or first author on at least 5 of the publications. However, a candidate with fewer, high ranking articles, may also be considered. Evidence for high quality publications can be documented using rankings from journal ranking services (e.g., ISI Journal Citation Reports), citations, media coverage, and/or reads.
 - Typically, having had at least 5 grant submissions during the tenure period; however, a candidate with fewer, large or complex proposals or many smaller simpler proposals may also be considered. Evidence of high quality grantsmanship can be documented by number of submissions, agencies/entities to which submitted, being 'scored' or given positive feedback if not funded or being funded.
- **Service:** Excellence in service would reflect a record of extensive or important service to the campus, profession, and community.

Commendable:

- **Teaching:** Commendable teaching evidences may include careful revision and development of courses, effective classroom practices, successful mentoring of students, and other contributions to pedagogy. Teaching scores routinely reflect commendable performance on most parameters. Comments from students on teaching evaluations support assertions of effective approaches to teaching and successful mentoring of students.
- **Scholarship:** Evidence of consistent and continuing scholarship and grantsmanship. The candidate is developing a coherent program of scholarship that is likely to lead to recognition of significant contributions to his/her field. Fewer or lower quality publications than would be considered excellent with more publications as a middle author. Internal grant submissions as PI or Co-PI, and external grant submissions as co-I may be considered commendable. Evidence may include a mix of high, medium and low value items from the Appendix.
- **Service:** Commendable service reflects significant, service on committees, on task forces, or in faculty governance as well as professional and community service.

Satisfactory:

- **Teaching:** Satisfactory teaching is marked by sound pedagogy, careful classroom management, and successful work with students. Teaching evaluation scores and student comments are indicative of successful teaching.
- **Scholarship:** Evidence of consistent and continuing scholarship as evidenced by medium and lower value items in Appendix.
- **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.

Appendix

The following tables provide examples of evidence that candidates could use to support their application for promotion or tenure. 'High value evidence' items would be given more weight in candidate evaluation than 'Medium value evidence' or 'Lower value evidence' items. 'Medium value evidence' and 'Lower value evidence' items would still be seen as positive but would be seen to serve a supportive role to 'High value evidence' items, particularly when making determinations of excellence in any area.

Scholarship	Definition
<i>High value evidence</i>	
Peer reviewed publications	Continuous publication record, some as first or senior author. Authorship of peer-reviewed data based and review articles.
Publication quality and impact	Since these criteria may vary by field and discipline, it is incumbent upon the candidate to clearly describe the quality and impact of their publications. These items are a list of examples for how a candidate could define the quality and impact of a publication and are not required for each publication: Impact factor Journal acceptance rate Citation numbers (Google Scholar, SCOPUS, etc) H index Media coverage Documented influence in field ResearchGate for the number of views and downloads Other alt-metrics can be used as well
Grants and contracts	Grants and contract submission numbers (external > internal; PI and Co-PI > Co-I) Evidence of a developing trajectory culminating in submissions to external agencies Funded projects (external > internal; PI and Co-PI > Co-I) Mission-critical investigator roles on funded team research projects Grant scores, Feedback from reviewers GA or student support – full or part time support Student participation – student worker, student co-author
Presentations	Keynote or invited international presentations Invited scientific lectures at outside institutions Presenting or senior authorship on oral abstract presentations at national/international meetings
Patents/Intellectual Property	Develop Intellectual Property (IP); Work with appropriate University staff to seek patents and/or license agreements to advance IP

Books	Author; contributing author
Awards	Scholarly recognition awards (e.g. travel awards, abstract awards, etc.) from professional societies
<i>Medium value evidence</i>	
Peer reviewed publications	Publications as middle author (middle author publications should support a scholarship record that includes publications as primary or senior author) Invited editorials or commentaries Response to letters
Grants and contracts	Local foundation without indirect money
Book chapters, Educational Materials	Author; contributing author
<i>Lower value evidence</i>	
Grants and contracts	Internal awards
Presentations, peer reviewed	Poster presentations, oral presentations as middle author

Teaching	Definition
<i>High value evidence</i>	
Class evaluations	Teaching scores routinely reflect excellence on most parameters for face-to-face and online classes using school-wide approved course evaluation form, students' comments and description of how candidate has used information from evaluations to improve teaching. It is the faculty member's responsibility to encourage that evaluations are completed for classes.
Advisory committee chair	Chair graduate student advisory committees (e.g., doctoral dissertation, Master's thesis, professional paper)
Advisory committee member	Serve as a member of a student's advisory committee (e.g., doctoral dissertation, Master's thesis, professional paper)
Teaching awards and recognition	Teaching/mentoring-related award, committee chair for student who receives an award such as outstanding thesis, recognition for developing new methods/curricula
Teaching / training grants	Extramural/Intramural funding for course, program, or curricular development
Peer reviewed publications relevant to teaching	Articles, curricula, book chapters
Peer review	Evaluation of classes in person by someone with expertise in the field. The evaluator would indicate excellence in the teaching they observed. It is the candidate's responsibility to document the qualifications of the peer reviewer.
<i>Medium value evidence</i>	
Graduate College representative/External committee member	Serve as a graduate college advisory committee representative for another school/college or serve as an external committee member for another institution.
Presentations relevant to teaching	Lead on peer reviewed oral/workshop/poster presentation – progression from local to national level forums
<i>Lower value evidence</i>	
Mentoring and advising	Documentation of course or career counseling, independent study, or other advising activity
Accreditation	Course mapping and other curricular organization for accreditation reports
Other	Guest lectures in other UNLV departments

Service	Definition
<i>High value evidence</i>	
Professional service	Editorial board, grant study section, review board, manuscript review, president or treasurer, committee member on national/international professional organization, Editor of professional journal, advisory boards, conference planning committee
<i>Medium value evidence</i>	
SAHS committee service	SAHS and department committee participation
SAHS service	New student orientation, graduation ceremony, student interviews
Community service	Discipline-specific participation in community or professional service (e.g., leadership roles, task forces, committee work, advisory boards, events)
Professional service	Discipline-specific participation in local/regional professional organizations (e.g., leadership roles, task forces, committee work, advisory boards, events; peer-review activities.
<i>Lower value evidence</i>	
Non-peer reviewed presentations	Non-peer reviewed community or professional lectures or presentations