



## ACADEMIC POLICY

# School of Education Promotion, Tenure, and Review Requirements (AA 17.2)

## POLICY STATEMENT

This policy delineates the expectations for annual reviews and for earning tenure and/or promotion within the School of Education (SoE) at Nevada State University (NS) within the Nevada System of Higher Education (NSHE).

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## DEFINITIONS

**Academic Rank:** The position of academic faculty within NS's promotion and Tenure structure. NS recognizes four ranks: Rank I for Lecturer, Rank II for Assistant Professor, Rank III for Associate Professor, and Rank IV for Professor.

**Administrators with Academic Rank:** Administrative faculty who hold a shadow appointment.

**Diversity, Equity, and Inclusion (DEI):** Initiatives, activities, or efforts that promote a culture of belonging in which all perspectives are valued; advocate for and amplify voices of marginalized and minoritized people to advance the success of historically excluded individuals and populations; and bridge communities to lay pathways for social justice, equal opportunity, excellence, and innovation in a diverse global society.

**Lecturer:** Title conferred on full-time, non-Tenure-track academic faculty whose roles focus on academic or clinical course instruction. The Academic Rank of Lecturer includes three levels: Lecturer (Level I), Senior Lecturer (Level II), and Distinguished Lecturer (Level III).

**Other Professional Duties (OPD):** Assigned job duties that are evaluated in lieu of Teaching for promotion and tenure. Other Professional Duties may be a short-term or long-term assignment.

**Peer Review:** External review and evaluation of research and creative works conducted by peer experts in the field prior to publication or exhibition.

**Probationary Period:** Period of full-time employment in a Tenure-track position before applying for Tenure; may not exceed seven years except with approval of the president, as allowed in NSHE Code.

**Service:** Consultation, administration, or other activities directed toward the NS community's welfare. Activities including, but not limited to, advising students and/or mentoring colleagues; participation in professional organizations; working with NS faculty, staff, and students in the best interests of the academic community and the people it serves and to the extent that the job performance of the faculty member's unit is not otherwise adversely affected; membership on and contributions to NS or NSHE committees; recognition among colleagues for possessing professional integrity and the capacity for further significant intellectual and professional achievement; and recognition and respect outside NS for participation in activities that use the faculty member's

knowledge and expertise, further the mission of NS, or provide an opportunity for professional growth through interaction with industry, business, government, and other institutions at the local, state, national, or global level (NSHE Code Section 7.4.2). Faculty specialty practice shall not exceed 20% of academic base pay per NSHE policy.

**Scholarship:** Activities including, but not limited to, creation, application, synthesis, or transmission of knowledge; cross-disciplinary collaboration; acquiring and sustaining faculty expertise; and, in appropriate fields or disciplines, visual, performing, and literary arts that express original ideas, interpretations, imaginations, thoughts, or feelings (NSHE Code Chapter 7, Section 7.4.2). NS recognizes three categories of Scholarship: Growth and Development, Scholarship of Discovery and Creation, and Scholarship of Dissemination.

**Scholarship of Discovery and Creation:** Engagement in activities that lead to the development or production of research findings or, in relevant fields, artistic creations.

**Scholarship of Dissemination:** Communicating findings, knowledge, product/s, or artistic work related to Scholarship for the benefit of others.

**Scholarship of Growth and Development:** Maintaining currency of knowledge and advancements related to Teaching, mentoring, and other professional activities while developing additional skills.

**Teaching:** Activities associated with instruction of students, including, but not limited to, lecture course, laboratory, practicum, and laboratory instruction; course preparation; holding regular office hours; evaluation of students' performance; direction of independent study, student research, and thesis projects; and consultations with students enrolled in classes.

**Tenure:** A status granted to an eligible academic faculty member after a Probationary Period that provides protection from summary dismissal.

**Timeline:** Required timing and procedures for faculty to submit materials for the promotion and/or Tenure may be found within [NS AA 5.1 Promotion & Tenure Policy Timeline](#).

**Unit Promotion and Tenure (P&T) Committee:** Unit Committees are composed of three Tenured faculty members drawn from the Unit's ranks. For applications for promotion to the rank of Professor, faculty at the rank of Professor are preferred, but Tenured faculty at the rank of Associate Professor may serve with approval of the Dean.

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## PROCEDURES

### I. Overview and Philosophy

The major objective of Tenure is to provide a substantial degree of security to those persons who have exhibited excellent abilities, sufficient to convince the Nevada community that their expected Services and performances in the future justify the privileges afforded by Tenure (NSHE Code Chapter 7, Section 7.1.2). The purpose of promotion is to advance and compensate full-time faculty with a demonstrated record of excellence in Teaching/OPD and appropriate levels of Service and Scholarship (as defined by the unit's Tenure expectations). Advancement is reflected in promotion in Academic Rank or level, and compensation reflected in an increase in salary.

This document outlines the guidelines and expectations for the SoE Unit P&T Committee and the SoE Dean to review and submit their recommendations to the Provost and NS P&T Committee as to whether an applicant should receive promotion and/or Tenure. The President will make all final promotion decisions and will forward all positive Tenure recommendations to the Nevada Board of Regents. The Board of Regents will vote on Tenure appointments.

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## **II. Guidelines and Expectations for Tenure and Promotion to Rank III Associate Professor**

The only areas evaluated for promotion and Tenure decisions shall be Teaching/OPD, Scholarship, and Service.

Evaluations for Tenure and promotion in SoE assess faculty's developmental progression in Teaching, Scholarship, and Service. In Teaching, faculty are expected to demonstrate advances in pedagogy and contributions to the overall Teaching program. In OPD, faculty are expected to demonstrate a record of excellence in performing assigned duties in the position description, including demonstrated effectiveness, efficiency, and professional growth and improvement over the course of the Probationary Period. In Scholarship, faculty are expected to publish at least one Peer Reviewed article or Peer Reviewed, discipline-appropriate equivalent in a scholarly journal or outlet. Because the Scholarship process varies by discipline and may involve progression over multiple years, Tenure expectations for Scholarship should focus on the faculty member's cumulative accomplishments completed when applying for promotion during the Probationary Period. In Service, faculty progress in their Service commitments and progressively assume additional responsibilities in one's Department, SoE, and NS. More detailed examples and expectations for Teaching/OPD, Scholarship, and Service are found in Appendix A and in the [NS AA 5.1 Promotion & Tenure Policy](#).

**To receive Tenure and promotion, the NS Promotion and Tenure (P&T) Committee must assign a candidate's portfolio a rating of "Excellent" in the area of Teaching/OPD and a minimum rating of "Satisfactory" in the areas of Scholarship and Service.** Candidates should submit a portfolio, per the page limit outlined in the Promotion & Tenure Application, that addresses these criteria for promotion and Tenure.

	<b>Teaching/OPD</b>	<b>Scholarship</b>	<b>Service</b>
Required Rating for Tenure and Promotion	Excellent	Satisfactory, Commendable, or Excellent	Satisfactory, Commendable, or Excellent

The Unit P&T Committee and the SoE Dean will each recommend ratings for each area, as well as their recommendation as to whether the applicant should receive promotion and Tenure, using the below guidelines and expectations specific to SoE for each area of evaluation.

Per the [NS AA 5.1 Promotion & Tenure Policy](#), academic faculty (with the exception of those housed in the Library) must teach a minimum of 50% of the Teaching load expected for their position during the full Probationary Period to be eligible for Tenure (Section III.F.). These credits may be taught in any combination of academic terms, including winter and summer sessions, during the Probationary Period. A-contract faculty must teach a minimum of 75 total credits and B-contract faculty must teach a minimum of 60 credits during the Probationary Period. Academic faculty with other Teaching loads specified in their contract must teach a minimum of 50% of the specified total credits expected for their Probationary Period.

Annual review criteria hold Tenure-track faculty to high-performance standards in Teaching, Scholarship, and Service. While ratings on annual reviews inform a faculty's promotion and Tenure review process, ratings may vary between annual reviews and the promotion and Tenure review. Annual reviews are meant to inform faculty of their progress toward promotion and Tenure, but they are not an equivalent: annual reviews do not substitute for NS and NSHE requirements to earn promotion and/or Tenure as outlined below.

Therefore, annual review ratings are contextualized to represent expectations for "Unsatisfactory", "Satisfactory", "Commendable", and "Excellent" ratings in the Tenure and promotion application process. The promotion and Tenure ratings will be based on faculty members' cumulative performance during the time leading up to the Tenure and promotion review. An overall rating from the NS P&T Committee of "Unsatisfactory" in any area disqualifies a candidate from promotion and Tenure.

Authorized periods of leave, paid or unpaid, may be excluded from the required number of years of employment upon written request of the faculty member and approval of the Dean and Provost in accordance with published policy. Such requests should be submitted in writing, via email, to the Dean and Provost, and should include a justification for the request.

## **II.A Teaching/Other Professional Duties**

Faculty must have a pattern of growth and excellence. This includes, but is not limited to, the following: demonstrated Teaching/OPD effectiveness and use of evidence-based practices for instructional design and delivery; the ability to communicate effectively with students and create an inclusive learning environment for a diverse study body; and demonstrated skill in class management and performance of other duties related to Teaching and mentoring students. Faculty with OPD must have a record of excellence in performing assigned duties in the position description, including demonstrated effectiveness, efficiency, and professional growth and improvement over the course of the Probationary Period.

For supporting documentation of Teaching effectiveness, faculty members applying for Tenure and promotion in SoE shall provide a brief narrative description, per the page limit outlined in the Promotion & Tenure Application, of excellence in Teaching/OPD, including evidence of commitment to DEI. This narrative will provide context for the review of the individual's excellence in Teaching or OPD/OPD. It is the candidate's responsibility to make a case that the level of "Excellent" is achieved in Teaching. Appropriate and consistent application of rigor for each SoE course shall be prioritized over student perception of Teaching effectiveness when a candidate makes a case for a rating of Excellent in Teaching.

## **II.B Scholarship**

To receive Tenure, the candidate must have a record of accomplishments in the Scholarship of Discovery and Creation and/or the Scholarship of Dissemination leading to Peer Reviewed contributions or equivalent that are appropriate to the candidate's field, position, and requirements or expectations of program-specific accrediting bodies. It is the candidate's responsibility to present evidence that the body of Scholarship completed during the Probationary Period is sufficient to merit granting of Tenure and promotion to the rank of Associate Professor.

Faculty members applying for Tenure and promotion shall provide a brief narrative description, per the page limit outlined in the Promotion & Tenure Application, regarding Scholarship. This narrative will provide context for the review of the individual's rating in Scholarship, including evidence of commitment to DEI. External validation (Peer Reviewed) of one's work in a published or exhibited

product is requisite for promotion and Tenure at NS. **One published Peer-Reviewed article or Peer Reviewed, discipline-appropriate equivalent in a scholarly journal or outlet is required for a “Satisfactory” rating and Tenure.** Faculty should provide evidence and justification for a scholarly outlet they wish to be considered as an equivalent to a Peer Reviewed article. Publications, or the equivalent, will be considered for Tenure and promotion only if they are published with NS as the faculty member’s affiliation. Faculty must include descriptions of the publications that indicate that the outlet is a reputable Peer Reviewed journal.

Evidence of productive Scholarship may be supported by published records and other original discipline specific Peer Reviewed and editor-reviewed work of a professional nature, including research on the Scholarship of Teaching, creative works for those in the arts, and the mentoring of substantial student research projects. Scholarly collaboration is encouraged and supported by the faculty of SoE; however, candidates’ authorship role, per discipline best practices, will be reviewed for the purpose of promotion and Tenure

Predatory pay-for-publication outlets are not admissible. Tenure-seeking faculty members should plan out their Scholarship agendas during their Probationary Period, so they have time to complete the required expectations listed below.

## **II.C. Service**

The applicant must have a record of meaningful, active Service to the faculty member’s students, program, Unit, and/or broader institution and community. Faculty members applying for Tenure and promotion shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in Service, including evidence of commitment to DEI. This narrative will provide a context for reviewing the individual’s contributions to SoE, NS, to students, to the profession, and to the community. A consistent rating of “Satisfactory” on annual review is not equivalent to a rating of “Satisfactory” on the Tenure review. It is the candidate’s responsibility to make a case that the level of “Satisfactory” or higher is achieved in Service.

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## **III. Guidelines and Expectations for Promotion to Rank IV Professor**

In evaluating a candidate’s qualifications for promotion to Professor, any accomplishments relevant to the criteria for promotion occurring during the period since promotion to Associate Professor may be considered. The applicant must present evidence of continued effective performance in Teaching/OPD, Scholarship, and Service that align with the criteria outlined for granting Tenure and promotion from the Associate Professor’s rank. An Associate Professor is expected to be in the position for five years before applying for promotion to Professor. Promotion to Professor is optional.

The rank of Professor is awarded to those who demonstrate the following: cumulative and ongoing professional achievements; significant contributions to advancing the University’s mission; continued innovation and dedication in Teaching/OPD; leadership with sustained contributions in Service beneficial to the University and NS’ internal and/or external communities in significant ways; professional growth and improvement over time germane to the applicants position; scholarly contributions; and evidence of commitment to DEI at NS. More detailed examples and expectations for Teaching/OPD, Scholarship, and Service are found in Appendix B and in the [NS AA 5.1 Promotion & Tenure Policy](#).

**To be eligible for promotion to Professor, the University P&T Committee must assign a candidate’s portfolio a rating of “Excellent” in the area of Teaching/OPD and a “Commendable” in either Scholarship or Service with rating of at least “Satisfactory” in the**

**third area. An overall rating from the NS P&T Committee of “Unsatisfactory” in any area disqualifies a candidate from promotion.**

### **III.A Teaching/Other Professional Duties**

The applicant for promotion to rank of Professor must provide evidence of consistent, sustained activities and contributions that benefit the University community. Faculty members applying for this promotion shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in Teaching/OPD.

For Teaching, candidates should demonstrate continued innovation, professional growth, and improvement that builds on evidence-based practices and the candidate's own evolving methods or practices. It is expected that the candidate will share successful efforts with other faculty and their professional community through leadership in campus initiatives related to their position and fulfillment of the University's mission. It is the candidate's responsibility to make a case that the level of "Excellent" is sustained in Teaching.

For OPD, applicants must show consistent, sustained, and meaningful undertaking and execution of professional duties, including serving in capacities that benefit the University, the profession, the community, and/or NSHE when relevant. Faculty members applying for this promotion shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in OPD, including evidence of commitment to DEI. Professional duties rendered to the University will be given the most emphasis during the evaluation process. With promotion to Professor, the rank comes with the expectation that the candidate will have fulfilled other obligations professionally, with leadership roles being a prominent part of those duties. It is the candidate's responsibility to make a case that the level of “Excellent” is achieved in the category of Teaching/OPD over the post-Tenure period.

### **III.B Scholarship**

Candidates for promotion to the rank of Professor must show scholarly contributions in the post-Tenure period. Faculty members applying for this promotion shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in Scholarship, including evidence of commitment to DEI. Candidates must include accomplishments in the Scholarship of Discovery and Creation and/or the Scholarship of Dissemination leading to Peer Reviewed contributions or equivalent that are appropriate to the candidate's field, position, and requirements or expectations of program-specific accrediting bodies. The candidate's responsibility is to make a case that the level of "Satisfactory," or higher is achieved in Scholarship while being in the Associate Professor's rank. All scholarly work under consideration for application to Professor must be produced since the time of Tenure and while the applicant is affiliated with NS.

### **III.C. Service**

Applicants must show consistent, sustained, and meaningful Service, including serving in capacities that benefit the University, NS staff, NS students, the profession, the community, and NSHE. Faculty members applying for this promotion shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in Service, including evidence of commitment to DEI. Service to the University will carry the most significance during the evaluation process and should include leadership roles. With promotion to Professor, the rank comes with the expectation that the candidate will have fulfilled Service obligations professionally, with leadership roles being a prominent part of that Service. The candidate's responsibility is to make a case that the level of "Satisfactory," or higher is achieved in Service over the post-Tenure period.

## **IV. Guidelines and Expectations for Promotion of Rank I Non-Tenure-Track Lecturers**

Full-time academic faculty in Lecturer (Rank I, Level I) and Senior Lecturer (Rank I, Level II) positions who satisfy the required years of employment are eligible to apply for promotion. Lecturers are not required to apply for promotion; however, those applying for promotion to Senior Lecturer or Distinguished Lecturer (Rank I, Level III) will submit their materials in accordance with the published timeline.

Lecturers must complete five full academic years of employment at NS, or a combination of four years of employment at NS with a year of credit awarded for full-time employment at another accredited institution as determined and approved by their supervisory Dean, to be eligible for promotion to Senior Lecturer.

Faculty at the level of Senior Lecturer must complete nine full years of employment at NS (with a minimum of three full academic years at the level of Senior Lecturer) or a combination of eight years of employment at NS (with a minimum of three full academic years at the level of Senior Lecturer) in addition to a year of credit awarded for full-time employment at another accredited institution or as a full-time faculty member on a temporary contract at NS, as determined and approved by their supervisory Dean, to apply for promotion to Distinguished Lecturer. Temporary or emergency Lecturer contracts may be used to satisfy one full academic year of this requirement.

Authorized periods of leave, paid or unpaid, may be excluded from the required number of years of employment upon written request of the faculty member and approval of the Dean and Provost in accordance with published policy. Such requests should be submitted in writing, via email, to the Dean and Provost, and should include a justification for the request.

**For a candidate to receive a promotion to Senior Lecturer, the NS P&T Committee must assign a candidate's portfolio a rating of "Excellent" in Teaching and/OPD and a minimum rating of "Satisfactory" in both Service and Scholarship of Growth and Development. More detailed examples and expectations for Teaching/OPD, Scholarship of Growth and Development, and Service are found in Appendix C and in the [NS AA 5.1 Promotion & Tenure Policy](#).**

**For a candidate to receive a promotion to Distinguished Lecturer, the NS P&T Committee must assign the applicant's portfolio an overall rating of "Excellent" in the area of Teaching/OPD as well as a rating of "Commendable" in either Scholarship of Growth and Development or Service. An overall rating from the NS P&T Committee of "Unsatisfactory" in any area disqualifies a candidate from promotion.**

### **IV.A Teaching/Other Professional Duties**

Faculty members applying for promotion to Senior Lecturer shall provide a brief narrative description, per the page limit outlined in the Promotion & Tenure Application, of excellence in Teaching. This narrative will provide a context for the review of the individual's Teaching excellence and it is the candidate's responsibility to make a case that the level of "Excellent" is achieved, including evidence of commitment to DEI. Those applying for promotion to Distinguished Lecturer must provide evidence of a pattern of sustained and substantial excellence in Teaching, with meaningful contributions in other areas of evaluation. Appropriate and consistent application of rigor for each course shall be prioritized over student perception of Teaching effectiveness when a candidate makes a case for a rating of "Excellent" in Teaching.



#### **IV.B. Scholarship of Growth and Development**

The applicant must have a record of continuing activities in the Scholarship of Growth and Development. Faculty members applying for this shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in this area, including evidence of commitment to DEI. Evidence may include, but is not limited to the following: creation, application, synthesis, or transmission of knowledge; cross-disciplinary collaboration; acquiring and maintaining expertise; and visual, performing, and literary arts that express original ideas, imagination, thoughts, or feelings; professional development germane to the candidate's area of expertise or a relevant area of professional interest. It is the candidate's responsibility to make a case that the level of "Satisfactory," or higher is achieved in the Scholarship of Growth and Development while in the rank of Lecturer. Those applying for promotion to Distinguished Lecturer must make a case that the level of "Satisfactory," or higher is sustained in Scholarship of Growth and Development while at the rank of Senior Lecturer.

#### **IV.C. Service**

The applicant must have a record of meaningful, active Service to the faculty member's students, program, unit, or broader institution. Faculty members applying to Senior Lecturer shall provide a brief narrative, per the page limit outlined in the Promotion & Tenure Application, describing performance in Service, including evidence of commitment to DEI. This narrative will provide a context for reviewing the individual's contributions to SoE, NS, to students, to the profession, and to the community. It is the candidate's responsibility to make a case that the level of "Satisfactory" or higher is achieved in Service while at the rank of Lecturer. Those applying for promotion to Distinguished Lecturer must make a case that the level of "Satisfactory," or higher is sustained in Service while at the rank of Senior Lecturer. Annual review ratings are used to inform the promotion process, but the annual review and promotion rankings may vary.

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### **V. Annual Reviews**

SoE subscribes to the philosophy that Teaching should be the primary area of emphasis for faculty members, with Scholarship and Service as important but lower priorities. Faculty will be recruited, evaluated, awarded Tenure, and promoted predicated on this perspective. **Scholarship is not required as part of a Lecturer contract**, and is not evaluated in annual reviews.

The academic evaluation process and reward system SoE have three purposes: to provide the means by which faculty, through annual reviews, progress through the academic ranks; to certify high achievement; and, to determine eligibility for merit pay when applicable. The annual review is meant to serve as a guide of progress toward promotion and/or Tenure, but not as a substitute for the criteria for promotion and Tenure.

Evaluators should converse with faculty member to determine the quality of Service, considering the time and effort required and the substance of the contribution. The quantities indicated below are general guidelines, not fixed designations. The quantity required may vary based on the quality of the contribution. Failure to meet designated obligations may diminish a faculty member's annual review ratings, regardless of other contributions.

#### **V.A. Annual Review Plan**



Faculty will submit a self-evaluation each year responding to goals and listing accomplishments in consultation with the supervisor or evaluator. The annual review plan will include goals for the faculty member to achieve in Teaching, Scholarship (for Tenure-track faculty), and Service to ensure they are on track toward Tenure and/or promotion. At each annual review, the faculty member must provide a copy of the annual review plan agreed upon at the previous year's review and indicate which items they completed. As part of the annual review, the faculty member will indicate progress toward each goal during the year under consideration, with an emphasis on Teaching goals. Faculty members may not fully accomplish each goal, but should demonstrate effort toward achieving them while striving for development. Faculty may also indicate accomplishments beyond the goals, and new faculty who do not have an annual review plan from a previous year should also discuss accomplishments rather than goal fulfillment.

## **V.B. Annual Review Portfolio**

Faculty will submit an annual review self-evaluation each year responding to goals and listing accomplishments. Faculty may also submit a portfolio, including the self-evaluation, of no more than 12 pages. In addition to this portfolio, faculty may submit no more than 15 pages of additional evidence or materials related to accomplishments and may be required by their supervisor to submit a narrative in addition to lists or tables. The page limit on evidence does not apply to the following: CV, syllabi, student evaluations, student papers submitted to demonstrate instructor feedback, or items specifically requested by the evaluator after receiving the annual review file.

## **V.C. Teaching/Other Professional Duties**

For annual reviews, Teaching refers to the act of cultivating a rich learning environment, which includes sharing knowledge, nurturing critical inquiry, inspiring curiosity, and encouraging students to apply what they have learned. Teaching primarily reflects instruction-related activities that directly impact student learning. Because NS is a Teaching institution, offering engaging and meaningful instruction is a highly valued activity in SoE.

According to the NS' mission statement, "excellence in Teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills." To support this mission, the lines of evidence for excellence in Teaching provide some comparability in evaluation while recognizing the diverse ways in which faculty may demonstrate Teaching excellence.

As part of their annual review materials, faculty members shall submit a Teaching narrative that provides context for the review of the individual's Teaching effectiveness. The narrative will be a reflection on important Teaching activities, accomplishments, and challenges experienced in the year under review, including evidence of commitment to DEI.

Faculty with OPD should submit a narrative that outline the duties and their impact, when possible.

## **V.D. Guidelines and Expectations for Annual Reviews**

### **V.D.1. Teaching and/or Other Professional Duties**

Teaching effectiveness is measured by the Dean or Associate Dean using the following lines of evidence:

- Syllabus for each course taught using the standard SoE template

- Official course evaluations for each course taught with annual means per course including intersession and summer semesters
- Final grade distributions for each course taught
- Teaching observation(s) from the Dean or designated individual
- A teaching narrative
- A current CV
- Faculty must provide evidence/examples in their narrative on teaching that demonstrates teaching or professional duty effectiveness.

#### **V.D.1.i Evidence of Teaching or Professional Duty Effectiveness**

Teaching or professional duty effectiveness examples should be evidence-based strategies or best practices known for improving student learning, engagement, achievement, outcomes, or retention, especially for first-generation and diverse students, or for the key responsibilities of a position assigned other professional duties. Emphasis should be placed on quality and substance, not quantity, of evidence. The Teaching examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

#### **V.D.1.ii Teaching and Professional Duty Categories**

1. **Instructional Design:** “skills in designing, sequencing, and presenting experiences which induce learning.”
  - Create/revise course materials (e.g., syllabi, lectures, individual class agenda, activities, assignments, effective graphics, supplemental materials, integrate evidence-based practices learned at conferences/trainings/workshops)
  - Choose course materials that effectively align with curriculum (e.g., readings, required materials/equipment, open-source materials)
  - Design/plan field trips, experiential learning, and service learning for a class
  - Develop lab activities
  - Develop/prep pre-clinical and post-conference materials/plans
  - Develop student trainings necessary for clinical/lab or other experiences (e.g., lab safety, CERNER competence, electronic health records)
  - Develop an independent study course
  - Prepare for each class session (e.g., collect needed materials, review agenda)
  - Plan grading based on assignment structures, assessment methods, and course structure/pacing
  - Incorporate information literacy into courses and use the library as a resource
  - Design course to integrate Supplemental Instruction or Writing Intensive elements
  - Use developmentally appropriate evidence-based instructional practices
  - Draft assignment instructions using principles of the transparent assignment model so all learners have an equitable understanding of the instructions
  - Develop student learning outcomes for courses
  - Develop course content consistent with best practices in DEI.
2. **Instructional Delivery:** “...interactive skills that promote or facilitate learning.”
  - Teach study/learning skills, metacognition
  - Deliver instruction in various formats including lecture, clinical, lab, and virtual
  - Teaching methodology consistent with best practices in DEI.

- Record/post lectures and activities (e.g., online lectures, edited lecture capture for study aids)
  - Supervise lab/clinical/other activities and experiential learning
  - Conduct exam review sessions
  - Avails self to clarify assignment instructions, clarify content when unclear to students via office hours, remote sessions, after class conversations
  - Incorporation in the classroom of professional development centered on DEI.
3. **Instructional Assessment:** "...developing and using tools and procedures for assessing student learning". Includes developing effective tests and using appropriate grading practices and procedures.
- Develop/revise effective quizzes and exams (qualitative or quantitative)
  - Create rubrics
  - Grade student work (e.g., give appropriate type of feedback on drafts and final papers)
  - Proctor ATI or other discipline-specific standardized exams and evaluate results
  - Embed formative and summative assessment practices regularly in instruction, which may include midterm/final assessments
  - Use of research on learning theory to develop effective learning environments
4. **Course/Clinical Placement Management:** "...maintaining and operating a course" or clinical placement
- Manage/supervise course and off-campus learning sites (in-person or online, including student teaching and clinical sites)
  - Troubleshoot lab/technology issues
  - Submit verifications of participation and other required course reporting
  - Reserve rooms/space and complete other administrative tasks for exams or other activities or organize poster sessions and other exhibition events for a class
  - Implement student accommodations approved by the DRC
  - Utilize the NSU student notification systems for academic concerns (e.g. Starfish and CARES Team)
  - Make arrangements for guest speakers
  - Supervise required external testing (e.g., ATI, Praxis) within a course
5. **Instructional Research:** "...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education." (May overlap in some cases with Scholarship of Growth & Discovery; for teaching, the focus is directly relevant to the implementation in your own courses.)
- Identify and implement changes that demonstrably improve the learning experience for students in your courses
  - Search for open-source texts
  - Embed time-in-motion research, class feedback, or action research as part of instructional practice
6. **Effective Use of Information Technology:** "...all forms of technology used to create, store, exchange, and use information..."
- Explore and utilize evolving instructional and assistive technology

- Troubleshoot technology or media
  - Create/maintain Canvas shells
  - Apply concepts of Universal Design for Learning (UDL) across courses
7. **Effective Communication:** "...how to recognize an individual's preferred style of communicating and what strategy to use in communicating most effectively with [them]."
- Respond effectively, appropriately, and in a timely manner to student emails/other communications
  - Foster inclusivity in classroom and in course materials
  - Convey feedback on assignments appropriately for needs/levels of students
  - Ensure course materials are accessible/ADA-compliant
  - Effective public speaking (e.g., lecturing in class)
8. **Team Building and Conflict Management:** "Groups...go through several predictable stages before useful work can be done." "...identifying and handling conflict in a sensible, fair, and efficient manner."
- Address student issues/concerns related to your class, refer to Starfish or CARE Team if needed
  - Develop and post appropriate classroom policies and expectations in syllabi/Canvas
  - Effectively design and manage group work/projects; address conflicts or issues that arise; train students on working together as a group
  - Build rapport with students
9. **Growth & Development:** Maintaining currency of knowledge and advancements related to teaching, mentoring, and other professional activities while developing additional skills.
- Engage regularly in professional development and training opportunities
  - Read best practices, research, and/or completing literature reviews related to teaching and learning
  - Oversee student research effectively
  - Attend a conference related to teaching, mentoring, or your other professional duties
  - Continuing education, specialized program training, maintaining clinical or other professional competence, or earning certificates related to licensing, certification requirements, or professional duties
  - Participate in CTLE workshops, activities, Faculty Learning Communities (FLCs) (with evidence of implementation of a concept or some other type of final product)
  - Implement information and/or skills from campus trainings/workshops to enhance your teaching or professional activities
  - Take courses to retain licensure/increase knowledge
  - Self- reflection through student evaluations

#### **V.D.1.iii Rating Teaching in the Annual Review Process**

When rating teaching, evaluators will consider the faculty member's progress toward meeting the goals in the annual review plan. The quality of contributions will be rated more highly than the quantity.

Excellent: Exceeds expectations in a sustained manner. Faculty provide exceptional evidence of satisfying the best practices under *Evidence of Teaching or Professional Duties Effectiveness*.

Commendable: Exceeds expectations. Faculty provide strong evidence of satisfying the best practices under *Evidence of Teaching or Professional Duty Effectiveness*.

Satisfactory: Meets expectations. Faculty provide adequate evidence of satisfying the best practices under *Evidence of Teaching or Professional Duty Effectiveness*.

Unsatisfactory: Fails to meet expectations. Faculty provide limited or no evidence of satisfying the best practices under *Evidence of Teaching or Professional Duty Effectiveness*.

## **V.D.2. Scholarship (Tenure-Track Faculty Only)**

Evidence of productive scholarship can be supported by published records and other original discipline specific peer-reviewed and editor-reviewed work of a professional nature, including research on the scholarship of teaching, evidence-based speech-language pathology and the mentoring of substantial student research projects. Categories of evidence of scholarship are presented in Section 3.2.

Scholarly activities should be systematic and show a contribution in areas such as pedagogy, models and methods of teaching, speech-language pathology, curriculum research, grants, etc. Evidence of scholarship in-progress serves as an indicator of the candidate's intent to demonstrate scholarly productivity. Statements of scholarship in-progress, supported by evidence, are required.

Quality is an essential factor in judging scholarship. Quality refers to the effect that scholarship makes on advances in knowledge, the professional community, and the enrichment of teaching and learning. This concept of quality places high emphasis on original thinking, process, and effect as opposed to the sheer quantity of products. To this end, faculty will provide a narrative description to the Dean of the School of Education, on an annual basis, of their scholarly activities.

Tenure-track and Tenured faculty must have accomplishments in the Scholarship of Dissemination to be eligible for Tenure and/or promotion. One refereed publication is required for satisfactorily meeting expectations for promotion and Tenure from Assistant to Associate. It is *recommended* that Tenure-track faculty will have a minimum of one work submitted for review by the third-year review that reflects sole or principal authorship.

Non-Tenure-track faculty engage in Growth and Development, a form of scholarship focused on teaching/professional growth, and these may satisfy their entire scholarship requirement. Contributions in the Scholarship of Discovery/Creation or Dissemination may also be counted, but are not required.

Each year, all faculty members shall present evidence of scholarly progress that outlines their scholarly contributions over the year in review. Evaluators will then assess each faculty member's scholarly output by applying the categories to the ratings requirements.

### **V.D.2.i Evidence of Scholarship (Tenure-Track Faculty Only)**

#### **Scholarship of Discovery/Creation**

Definition: Engagement in activities that lead to the development or production of research findings or, in relevant fields, artistic creations. Examples:

- Secure materials for creative arts projects
- Develop manuscripts for submission (e.g., writing, revisions)
- Develop grant proposals
- Supervising/managing research/creative grant activities
- Write IRB proposals
- Design study, develop surveys, assessments, or other research or creative project measures, collect and clean data (e.g., knowledge/use of psychometrics & statistics)
- Manage undergraduate research/creative works (e.g. teach students to write IRB proposals, discuss articles/literature, give feedback) leading to a final scholarly product (outside of a course that is part of the teaching load)
- Significant mentoring role for students conducting independent research or creative projects (outside of a class that is part of the teaching load)
- Manage participants/human subjects
- Data analysis
- Develop software/write computer code

#### **Scholarship of Dissemination**

Definition: Communicating findings, knowledge, product(s), or artistic work related to scholarship for the benefit of others. Examples:

- Published a peer-reviewed journal article or book chapter
- Substantial role in guiding a student research project that may or may not be accepted for peer-reviewed publication
- Acceptance of a national-level external research grant (level of contribution may be indicated by whether faculty member is among principal researchers)
- Completion of two or more chapters or equivalent of an accepted editor- or peer-reviewed book that is scholarly and based on original research and thought
- Completion and publication of a book that is scholarly and based on original research and thought
- Completion and publication of an edited or co-edited book that is relevant to the candidate's discipline
- Exhibition, publication, or release of a substantial creative work in a peer-reviewed venue
- Serving as editor of a journal or book;
- Write a textbook
- Serving as chair of Master's' thesis and/or Doctoral dissertation committee

- Invited public scholarship (e.g. keynote speaker, blogs, editorials)
- File a patent based on research/creative works
- Submission of a manuscript to a refereed publication for initial peer-review
- Resubmission of an article to a peer-reviewed journal that required substantial revisions
- Completion and publication of one book chapter (editor- or peer-reviewed);
- Presentation of a scholarly paper or a research presentation at a professional conference
- Substantial role in mentoring a student or students toward the successful presentation of a scholarly paper or poster at a professional conference
- Mentoring a student to publish work in an undergraduate research journal or creative outlet
- Editor-reviewed articles & book chapters
- Refereeing a book for an academic press
- Receipt of an NSU, local or regional external grant or seed money (level of contribution may be indicated by whether faculty member is among principal researchers)
- Peer-reviewed exhibition or release of a single, discipline-specific, stand-alone piece of creative work
- Completion of a scholarly technical/professional report or monograph;
- Publish professional/technical reports
- Publication of a laboratory workbook or other original material generated by the faculty member and used as course content
- Acceptance of book prospectus
- Presentation of a poster at professional conference
- Submit grant proposal
- Write a book review for a journal
- Organize/edit conference proceedings
- Management of an external grant (level of contribution may be indicated by whether the faculty member is the principal researcher)
- Develops, conducts, and/or supervises research with students
- Acceptance of an invited publication
- Evidence of preparation of scholarly work with a clear timeline for completion (e.g., pilot testing; data collection, literature review)
- Submit to film festivals, exhibitions, journals, or conferences
- Completion of other scholarly products (e.g., software or conference proceedings);
- Refereeing an article for a peer-reviewed journal
- Serving as a reviewer for regional, national, or international conferences;
- Serving as invited reviewer of textbook
- Publication of a peer-recognized field-specific encyclopedia article
- Submission of an external grant (level of contribution may be indicated by whether a faculty member is the principal researcher). Note: Submission of external grant applications that require significant research and preparation may be considered as a level B item at evaluator's' discretion
- Two short discipline-specific published works that advance public knowledge (non-refereed); (Note: Two works that fall into this category together count as *one* item for the purposes of annual review. This item cannot be counted more than once in any review year.)
- Exhibit creative works
- Give invited talks/workshops



- Write for non-academic outlets related to your discipline or to teaching and learning

#### **Scholarship of Growth and Development for Lecturers**

- Maintaining current knowledge within the profession
- Advancing knowledge and skills in their specialized field of expertise
- Teaching awards
- Faculty mentoring

#### **V.D.2.ii Scholarship Ratings for Annual Review (Tenure-Track Faculty Only)**

Level A: Includes the following items or equivalent not listed in priority order:

- Published a peer-reviewed journal article or book chapter
- Substantial role in guiding a student research project that may or may not be accepted for peer-reviewed publication
- Acceptance of a national-level external research grant (level of contribution may be indicated by whether faculty member is among principal researchers)
- Completion of two or more chapters or equivalent of an accepted editor- or peer-reviewed book that is scholarly and based on original research and thought
- Completion and publication of a book that is scholarly and based on original research and thought
- Completion and publication of an edited or co-edited book that is relevant to the candidate's discipline
- Exhibition, publication, or release of a substantial creative work in a peer-reviewed venue
- Serving as editor of a journal or book;
- Write a textbook
- Serving as chair of Master's' thesis and/or Doctoral dissertation committee
- File a patent based on research/creative works

Level B - Includes the following items or equivalent not listed in priority order:

- Submission of a manuscript to a refereed publication for initial peer-review
- Resubmission of an article to a peer-reviewed journal that required substantial revisions or further research, as documented by evidence
- Completion and publication of one book chapter (editor- or peer-reviewed);
- Presentation of a scholarly paper or a research presentation at a professional conference
- Substantial role in mentoring a student or students toward the successful presentation of a scholarly paper or poster at a professional conference
- Mentoring a student to publish work in an undergraduate research journal or creative outlet
- Editor-reviewed articles & book chapters
- Invited public scholarship (e.g. keynote speaker, blogs, editorials)
- Refereeing a book for an academic press

- Receipt of an NSU, local or regional external grant or seed money (level of contribution may be indicated by whether faculty member is among principal researchers)
- Peer-reviewed exhibition or release of a single, discipline-specific, stand-alone piece of creative work
- Completion of a scholarly technical/professional report or monograph;
- Publish professional/technical reports
- Publication of a laboratory workbook or other original material generated by the faculty member and used as course content
- Acceptance of book prospectus
- Presentation of a poster at professional conference
- Submit grant proposal
- Write a book review for a journal
- Organize/edit conference proceedings
- Management of an external grant (level of contribution may be indicated by whether the faculty member is the principal researcher)

Level C - Includes the following items or equivalent not listed in priority order:

- Develops, conducts, and/or supervises research with students
- Acceptance of an invited publication
- Evidence of preparation of scholarly work with a clear timeline for completion (e.g., pilot testing; data collection, literature review)
- Submit to film festivals, exhibitions, journals, or conferences
- Completion of other scholarly products (e.g., software or conference proceedings);
- Refereeing an article for a peer-reviewed journal
- Serving as a reviewer for regional, national, or international conferences;
- Serving as invited reviewer of textbook
- Publication of a peer-recognized field-specific encyclopedia article
- Submission of an external grant (level of contribution may be indicated by whether a faculty member is the principal researcher). Note: Submission of external grant applications that require significant research and preparation may be considered as a level B item at evaluator's' discretion
- Two short discipline-specific published works that advance public knowledge (non-refereed); (Note: Two works that fall into this category together count as *one* item for the purposes of annual review. This item cannot be counted more than once in any review year.)
- Exhibit creative works
- Give invited talks/workshops
- Write for non-academic outlets related to your discipline or to teaching and learning
- Secure materials for creative arts projects
- Develop manuscripts for submission (e.g., writing, revisions)
- Develop grant proposals
- Supervising/managing research/creative grant activities
- Write IRB proposals
- Design study, develop surveys, assessments, or other research or creative project measures, collect and clean data (e.g., knowledge/use of psychometrics & statistics)

- Manage undergraduate research/creative works (e.g. teach students to write IRB proposals, discuss articles/literature, give feedback) leading to a final scholarly product (outside of a course that is part of the teaching load)
- Significant mentoring role for students conducting independent research or creative projects (outside of a class that is part of the teaching load)
- Manage participants/human subjects
- Data analysis
- Develop software/write computer code

SoE set the following rating guidelines for assessing Scholarship on the annual review. These benchmarks serve solely as a guide. Evaluators can be flexible in the ratings where faculty members have undertaken forms of scholarship or scholarly leadership not listed here.

Note: A consistent rating of Satisfactory on annual reviews is not equivalent to a rating of Satisfactory on the Tenure review. Tenure-seeking faculty should plan out their scholarship agenda so they have time to complete the required expectations listed in the Tenure Guidelines.

Excellent: Exceeds expectations in a sustained manner. Distinguished by the quality and quantity of contributions which advance knowledge, as indicated by:

One (1) Level A item, or equivalent; OR

Two (2) Level B and two (2) Level C items, or equivalent.

Commendable: Exceeds expectations. Evidence of quality peer-reviewed research accomplishment as evidenced by either:

Two (2) Level B items or equivalent; OR

One (1) Level B item and two (2) Level C items.

Satisfactory: Meets expectations. Active program of quality research or creative activity which contributes to the discipline's body of knowledge and includes either:

Two (2) items at Level C or equivalent; OR

One (1) Level B item or equivalent.

Unsatisfactory: Fails to meet expectations. Fails to produce evidence of a Satisfactory performance.

### **V.D.3. Service**

Service is a standard element of an academic faculty member's position, and an integral part of creating a healthy and thriving campus and community. To be eligible for promotion and/or Tenure at NSU, a faculty member must complete service projects in the time leading up to promotion and/or Tenure. Service, as defined in the NSHE Code (Chapter 7, Section 7.4.2 (a.3) and in the categories below, may include Service to the Profession and Service to the Community; however, to receive promotion and/or Tenure, a faculty member's service portfolio must include Service to the Institution.

#### **V.D.3.i. Evidence of Service**

Academic faculty must submit evidence of meaningful service that may include, but is not limited to, evidence of completed projects and contributions to ongoing activities. A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member's narrative. The Service examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

\*Depending on the work involved, selected items throughout this Service section may be considered Scholarship. It is up to the faculty member to make a case regarding where such items should be counted; the evaluator(s) make the final determination.

## **Service to the Institution**

Definition: "...carrying out assigned non-teaching responsibilities or duties...that contribute to the functional operation of the institution" (Arreola, p. 28). For academic faculty with other professional duties in place of some or all teaching responsibilities, service includes activities and duties *outside of* the normal expectations and requirements of the position.

### **1. Committee Work**

- Work completed on program, department, school, and campus committees (e.g., Sabbatical Leave Committee, Promotion & Tenure Committee, Technology Committee, Faculty Senate, NFA, Campus Taskforces, Nursing Reinstatement and Behavioral Review Committees, Search Committees, University Grade Appeal Committee)
- Serve on Master's or Honors Thesis Committee for NSU students
- Graduate admissions review
- Planning committees for events (e.g. Convocation, student research conferences, campus events)
- Actively contribute to required program or department meetings

### **2. Administrative Duties (for those with Other Professional Duties, this includes administrative responsibilities outside of the faculty member's normal position expectations)**

- Accreditation-related activities
- Chairing a committee
- Significant role organizing/planning School or campus activities/events
- Serve as course coordinator for a program (beyond teaching your own course)
- Administer competency exams and standardized testing (separately from exams in your own course)
- Supervise clinical observation hours (not clinical instruction)
- Maintain/update degree and program materials
- Review petitions
- Recruit/hire PTIs
- TAPP liaison
- Policy analysis/development
- Dual credit supervision
- Maintain NSU/department/program website or social media content

- Identify and implement changes that demonstrably improve the learning experience for students, faculty, and staff (outside of a class)
  - Plan field trips and experiential learning (outside your own course)
  - Supervising/managing institutional or student support grant activities
3. Student Advising/Mentoring: “Academic advising is defined as consulting with students on an individual basis for the purpose of providing guidance and advice concerning their academic endeavors.” (Arreola, p. 31)
- Writing recommendation or nomination letters
  - Chairing master’s or honors thesis project committee or taking significant mentor role for master’s or honors project
  - Monitor student clinical, research, and creative projects (outside of one’s own course) d. Invisible labor involved in counseling students (e.g. emotional labor, mentoring on topics beyond academics, mentoring beyond graduation)
  - Assist with student clubs and events (e.g., Help coordinate NSSA events, serve as club advisor)
  - Discuss degree/graduate school plans/preparation, provide feedback on statements of purpose/cover letters, advising about grad school
  - Assisting students with job/volunteer/internship applications
  - Discuss and/or write degree plan/pathway
  - Review/judge for campus events (e.g., URCWC proposals/presentations)
  - Get approval or assist with approval for student research (e.g. IRB approval)
  - Professional development of students
  - Secure funding for student projects
  - Oversee collaborations between students for research/creative projects
  - General mentoring/counseling of students (and alumni)
  - Organize service learning activities (when not part of a class)
  - Support and encourage active participation in external partnerships and initiatives (e.g. CCSD events)
4. Mentoring Other Faculty
- Peer observations of teaching
  - Help with onboarding
  - Serve as mentor for new faculty
  - Lead CTLE events/workshops or FLC
  - Support PTIs
  - Support faculty through the promotion and/or Tenure process
  - Give talks/workshops for the campus community (Convocation, professional development, etc.)
5. Curriculum/Program Development and Assessment

- Complete and submit curriculum proposals
- Contribute to accreditation paperwork
- Program/outcomes assessment
- Write budget proposals and strategic initiative justifications
- Developing/reporting on results of surveys to assess campus programs or needs

#### 6. Community Outreach

- Attend events at the request of the University (e.g., community events, legislative days)
- Attend conferences on behalf of NSU (not for own scholarship/teaching)
- Volunteer at campus events (e.g. Open House, Scorpion Day, Tunnel of Awareness, Be Involved, graduation, student clubs)
- Recruit students
- Networking and partnership building for internships/field placements
- Volunteer to supervise students participating in community events (outside of course requirements, e.g. health fairs, medical tents/hydration stations)
- Attend NSHE/BOR meetings on behalf of NSU.

#### 7. General Program or Unit Service

- Searches: attend presentations, meals, etc. (non-committee members)
- Give guest lectures
- Fix/maintain lab equipment (e.g. SLP program or technology lab)

### **Service to the Profession**

Definition: "...voluntarily carrying out responsibilities or duties...which contribute to the functional operation of a professional organization within one's content field" (p. 28)

- Serve on master's/dissertation committees (external to NSU)
- Serve as external reviewer for Tenure applications (for other institutions)
- Chair/organize conference committee or session (non-NSU-sponsored)
- Chair or serve as officer or member of national conference, professional organization, or professional organization committee
- Edit academic journal
- Serve on journal editorial board
- Peer review conference submissions

### **Service to the Community**

Definition: the "...application of a faculty member's recognized area of expertise in the community without pay" (p. 28); and "...the definition of community service must be restricted to those activities

that could reasonably reflect, positively or negatively, on the academic program in which the faculty member teaches” (p. 30).

Community service that does *not apply to the faculty member’s disciplinary or professional expertise or is not connected to higher education and/or the faculty member’s academic program* is not included.

- Serve on NV Department of Education, NSHE, or other state-wide workgroups voluntarily or at the request of NSU
- Give talks/workshops for community groups (related to position or academic expertise)
- Community service (related to position or academic expertise)
- Serve on state/national boards

### **V.D.3.ii Rating Service in the Annual Review Process**

While the emphasis is on institutional service, faculty members may propose including significant forms of academic leadership in service to the profession (national, regional, or local) as part of the performance rating. Such service should be demonstrably related, directly or indirectly, to the mission of NSU or SoE or to the faculty member’s discipline or department.

To acknowledge various service contributions, the three service levels equate to this point scale:

1 Level A activity = 4 points

1 Level B activity = 2 points

1 Level C activity = 1 point

A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member’s narrative.

The following lists offer examples of potential activities that may reflect time and depth of service for each level and should be interpreted as a guide. *Level A* activities are typically reserved for leadership roles in service or those that involve significant contact hours directly with students, such as advising and clinical supervision. However, a faculty member may argue that a particular service activity goes beyond Levels B and C and deserves a higher rating.

Level A - Substantive involvement in a single meaningful event or participation in an endeavor that requires a high time commitment.

Examples of Level A Service include, but are not limited to,

- Serving as Faculty Senate chair;
- Serving as NFA president;
- Serving as a search committee chair;
- Serving as Curriculum Committee chair;
- Serving as the Promotion and Tenure Committee chair;



- Serving as president in a local, state, regional, or national professional or learned society;
- Serving as a faculty advisor for SOE program students;
- Supervise clinical observation hours (not clinical instruction);
- Substantially developing curricula or programs (e.g., designing a program or making substantial degree revisions that include new course proposals);
- Serving as editor of a journal.

Level B – Substantive involvement in a single meaningful event or participation in an endeavor that requires a moderate time commitment.

Examples of Level B Service include, but are not limited to,

- Holding office in Faculty Senate (vice chair, secretary, or parliamentarian);
- Chairing a Faculty Senate committee, or actively serving on a Faculty Senate committee that holds regular meetings;
- Chairing an SOE committee, or actively serving on an SOE committee that holds regular meetings
- Chairing an NSU committee or task force, or actively serving on and NSU committee or taskforce that holds regular meetings;
- Serving as a search committee member;
- Serving as an officer in a local, state, regional, or national professional or learned society;
- Substantially revising curricula or programs (e.g., redesigning a program or making substantial degree revisions that include modified course proposals);
- Providing individual mentorship to students that goes well beyond the advisory role expected of faculty;
- Chair honors or graduate thesis committee;
- Serve as course coordinator for a program (beyond teaching your own course);
- Serve as mentor for new faculty;
- Support PTIs ;
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, or skills;
- Playing a significant role in planning a conference;
- Acting as a faculty advisor to a student organization;
- Serving as co-editor of a journal.

Level C - Substantive involvement in a single meaningful event or participation in an endeavor that requires a low time commitment.

Examples of Level C Service include, but are not limited to,

- Leading a campus presentation;
- Serving on the Travel and Incentive Grant Committee or another committee with infrequent meetings;

- Actively recruiting at University fair events;
- Presenting at a faculty development workshop;
- Serving as a Faculty Senate representative;
- Serve on honors or graduate thesis committee;
- Actively contribute to required program or department meetings;
- Attend events at the request of the University (e.g., community events, legislative days)
- Volunteer at campus events (e.g. Open House, Scorpion Day, Tunnel of Awareness, Be Involved, graduation, student clubs);
- Providing pro bono consultation to individuals or local, state, regional, national, or federal organizations;
- Contributing in a significant way to a committee for a governmental, academic, or community organization;
- Writing a grant for a community organization;
- Establishing partnerships with external organizations (e.g., creating student internship opportunities);
- Volunteering with a private or public organization that directly relates to the faculty member's discipline, position, or skills;
- Serving as a reviewer for a journal.

Excellent: Exceeds expectations in a sustained manner. To achieve an Excellent rating, the faculty member must receive 8 points. At least one commitment must include service to the institution.

Commendable: Exceeds expectations. To achieve a Commendable rating, the faculty member must receive 6-7 points. At least one commitment must include service to the institution.

Satisfactory: Meets expectations. To achieve a Satisfactory rating, the faculty member must receive 4-5 points. At least one commitment must include service to the institution.

Unsatisfactory: Fails to meet expectations. To achieve an Unsatisfactory rating, the faculty member must receive fewer than 4 points or no service to the institution.

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## Appendix A

### Guidelines and Criteria for Rank II Assistant Professor to Rank III Associate Professor

#### I. Teaching and Other Professional Duties

Teaching excellence and best classroom practices are required at all academic ranks. Therefore, the SoE believes the evidence of teaching or professional duty effectiveness should be the same at all ranks.

**Excellent:** Exceeds expectations in a sustained manner. Faculty provide **exceptional** evidence of satisfying the best practices listed in Evidence of Teaching or Professional Duties Effectiveness.

**Commendable:** Exceeds expectations. Faculty provide **strong** evidence of satisfying the best practices listed in Evidence of Teaching or Professional Duty Effectiveness.

**Satisfactory:** Meets expectations. Faculty provide **adequate** evidence of satisfying the best practices in Evidence of Teaching or Professional Duty Effectiveness.

**Unsatisfactory:** Fails to meet expectations. Faculty provide **limited or no** evidence of satisfying the best practices in Evidence of Teaching or Professional Duty Effectiveness.

#### A. Evidence of Teaching or Professional Duty Effectiveness

Teaching or professional duty effectiveness examples should be evidence-based strategies or best practices known for improving student learning, engagement, achievement, outcomes, or retention, especially for first-generation and diverse students, or for the key responsibilities of a position assigned other professional duties. Emphasis should be placed on quality and substance, not quantity, of evidence. The Teaching examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

#### Teaching and Professional Duty Categories

1. **Instructional Design:** “skills in designing, sequencing, and presenting experiences which induce learning.”
  - Create/revise course materials (e.g., syllabi, lectures, individual class agenda, activities, assignments, effective graphics, supplemental materials, integrate evidence-based practices learned at conferences/trainings/workshops)
  - Choose course materials that effectively align with curriculum (e.g., readings, required materials/equipment, open-source materials)
  - Design/plan field trips, experiential learning, and service learning for a class
  - Develop lab activities
  - Develop/prep pre-clinical and post-conference materials/plans
  - Develop student trainings necessary for clinical/lab or other experiences (e.g., lab safety, CERNER competence, electronic health records)
  - Develop an independent study course
  - Prepare for each class session (e.g., collect needed materials, review agenda)
  - Plan grading based on assignment structures, assessment methods, and course structure/pacing
  - Incorporate information literacy into courses and use the library as a resource

- Design course to integrate Supplemental Instruction or Writing Intensive elements
  - Use developmentally appropriate evidence-based instructional practices
  - Draft assignment instructions using principles of the transparent assignment model so all learners have an equitable understanding of the instructions
  - Develop student learning outcomes for courses
  - Develop course content consistent with best practices in DEI.
2. **Instructional Delivery:** "...interactive skills that promote or facilitate learning."
- Teach study/learning skills, metacognition
  - Deliver instruction in various formats including lecture, clinical, lab, and virtual
  - Teaching methodology consistent with best practices in DEI.
  - Record/post lectures and activities (e.g., online lectures, edited lecture capture for study aids)
  - Supervise lab/clinical/other activities and experiential learning
  - Conduct exam review sessions
  - Avails self to clarify assignment instructions, clarify content when unclear to students via office hours, remote sessions, after class conversations
  - Incorporation in the classroom of professional development centered on DEI.
3. **Instructional Assessment:** "...developing and using tools and procedures for assessing student learning". Includes developing effective tests and using appropriate grading practices and procedures.
- Develop/revise effective quizzes and exams (qualitative or quantitative)
  - Create rubrics
  - Grade student work (e.g., give appropriate type of feedback on drafts and final papers)
  - Proctor ATI or other discipline-specific standardized exams and evaluate results
  - Embed formative and summative assessment practices regularly in instruction, which may include midterm/final assessments
  - Use of research on learning theory to develop effective learning environments
4. **Course/Clinical Placement Management:** "...maintaining and operating a course" or clinical placement
- Manage/supervise course and off-campus learning sites (in-person or online, including student teaching and clinical sites)
  - Troubleshoot lab/technology issues
  - Submit verifications of participation and other required course reporting
  - Reserve rooms/space and complete other administrative tasks for exams or other activities or organize poster sessions and other exhibition events for a class
  - Implement student accommodations approved by the DRC
  - Utilize the NSU student notification systems for academic concerns (e.g. Starfish and CARES Team)
  - Make arrangements for guest speakers
  - Supervise required external testing (e.g., ATI, Praxis) within a course

5. **Instructional Research:** "...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education." (May overlap in some cases with Scholarship of Growth & Discovery; for teaching, the focus is directly relevant to the implementation in your own courses.)
  - Identify and implement changes that demonstrably improve the learning experience for students in your courses
  - Search for open-source texts
  - Embed time-in-motion research, class feedback, or action research as part of instructional practice
6. **Effective Use of Information Technology:** "...all forms of technology used to create, store, exchange, and use information..."
  - Explore and utilize evolving instructional and assistive technology
  - Troubleshoot technology or media
  - Create/maintain Canvas shells
  - Apply concepts of Universal Design for Learning (UDL) across courses
7. **Effective Communication:** "...how to recognize an individual's preferred style of communicating and what strategy to use in communicating most effectively with [them]."
  - Respond effectively, appropriately, and in a timely manner to student emails/other communications
  - Foster inclusivity in classroom and in course materials
  - Convey feedback on assignments appropriately for needs/levels of students
  - Ensure course materials are accessible/ADA-compliant
  - Effective public speaking (e.g., lecturing in class)
8. **Team Building and Conflict Management:** "Groups...go through several predictable stages before useful work can be done." "...identifying and handling conflict in a sensible, fair, and efficient manner."
  - Address student issues/concerns related to your class, refer to Starfish or CARE Team if needed
  - Develop and post appropriate classroom policies and expectations in syllabi/Canvas
  - Effectively design and manage group work/projects; address conflicts or issues that arise; train students on working together as a group
  - Build rapport with students
9. **Growth & Development:** Maintaining currency of knowledge and advancements related to teaching, mentoring, and other professional activities while developing additional skills.
  - Engage regularly in professional development and training opportunities
  - Read best practices, research, and/or completing literature reviews related to teaching and learning
  - Oversee student research effectively
  - Attend a conference related to teaching, mentoring, or your other professional duties

- Continuing education, specialized program training, maintaining clinical or other professional competence, or earning certificates related to licensing, certification requirements, or professional duties
- Participate in CTLE workshops, activities, Faculty Learning Communities (FLCs) (with evidence of implementation of a concept or some other type of final product)
- Implement information and/or skills from campus trainings/workshops to enhance your teaching or professional activities
- Take courses to retain licensure/increase knowledge
- Self- reflection through student evaluations

## **B. Scholarship**

Tenure-track and Tenured faculty must have accomplishments in the Scholarship of Dissemination to be eligible for Tenure and/or promotion. One Peer Reviewed publication is required for satisfactorily meeting expectations for promotion and Tenure from Assistant to Associate. It is *recommended* that Tenure-track faculty will have a minimum of one work submitted for review by the third-year review that reflects sole or principal authorship.

SoE set the following rating guidelines for assessing Scholarship for promotion and Tenure. These benchmarks serve solely as a guide.

**Excellent:** Exceeds expectations in a sustained manner. Distinguished by the quality and quantity of contributions which advance knowledge, as indicated by:

One (1) Peer Reviewed article or Peer Reviewed, discipline-appropriate equivalent in a scholarly journal or outlet; AND

- One (1) Level A item, or equivalent; OR
- Two (2) Level B and two (2) Level C items, or equivalent.

**Commendable:** Exceeds expectations. Evidence of quality peer-reviewed research accomplishment as evidenced by either:

One (1) Peer Reviewed article or Peer Reviewed, discipline-appropriate equivalent in a scholarly journal or outlet; AND

- Two (2) Level B items or equivalent; OR
- One (1) Level B item and two (2) Level C items.

**Satisfactory:** Meets expectations. Active program of quality research or creative activity which contributes to the discipline's body of knowledge and includes either:

One (1) Peer Reviewed article or Peer Reviewed, discipline-appropriate equivalent in a scholarly journal or outlet; AND

- Two (2) items at Level C or equivalent; OR
- One (1) Level B item or equivalent.

**Unsatisfactory:** Fails to meet expectations. Fails to produce evidence of a Satisfactory performance.

## **1. Evidence of Scholarship**

## **Scholarship of Discovery/Creation**

Definition: Engagement in activities that lead to the development or production of research findings or, in relevant fields, artistic creations. Examples:

- Secure materials for creative arts projects
- Develop manuscripts for submission (e.g., writing, revisions)
- Develop grant proposals
- Supervising/managing research/creative grant activities
- Write IRB proposals
- Design study, develop surveys, assessments, or other research or creative project measures, collect and clean data (e.g., knowledge/use of psychometrics & statistics)
- Manage undergraduate research/creative works (e.g. teach students to write IRB proposals, discuss articles/literature, give feedback) leading to a final scholarly product (outside of a course that is part of the teaching load)
- Significant mentoring role for students conducting independent research or creative projects (outside of a class that is part of the teaching load)
- Manage participants/human subjects
- Data analysis
- Develop software/write computer code

## **Scholarship of Dissemination**

Definition: Communicating findings, knowledge, product(s), or artistic work related to scholarship for the benefit of others. Examples:

- Published a peer-reviewed journal article or book chapter
- Substantial role in guiding a student research project that may or may not be accepted for peer-reviewed publication
- Acceptance of a national-level external research grant (level of contribution may be indicated by whether faculty member is among principal researchers)
- Completion of two or more chapters or equivalent of an accepted editor- or peer-reviewed book that is scholarly and based on original research and thought
- Completion and publication of a book that is scholarly and based on original research and thought
- Completion and publication of an edited or co-edited book that is relevant to the candidate's discipline
- Exhibition, publication, or release of a substantial creative work in a peer-reviewed venue
- Serving as editor of a journal or book;
- Write a textbook
- Serving as chair of Master's' thesis and/or Doctoral dissertation committee
- Invited public scholarship (e.g. keynote speaker, blogs, editorials)
- File a patent based on research/creative works
- Submission of a manuscript to a refereed publication for initial peer-review
- Resubmission of an article to a peer-reviewed journal that required substantial revisions
- Completion and publication of one book chapter (editor- or peer-reviewed);



- Presentation of a scholarly paper or a research presentation at a professional conference
- Substantial role in mentoring a student or students toward the successful presentation of a scholarly paper or poster at a professional conference
- Mentoring a student to publish work in an undergraduate research journal or creative outlet
- Editor-reviewed articles & book chapters
- Refereeing a book for an academic press
- Receipt of an NSU, local or regional external grant or seed money (level of contribution may be indicated by whether faculty member is among principal researchers)
- Peer-reviewed exhibition or release of a single, discipline-specific, stand-alone piece of creative work
- Completion of a scholarly technical/professional report or monograph;
- Publish professional/technical reports
- Publication of a laboratory workbook or other original material generated by the faculty member and used as course content
- Acceptance of book prospectus
- Presentation of a poster at professional conference
- Submit grant proposal
- Write a book review for a journal
- Organize/edit conference proceedings
- Management of an external grant (level of contribution may be indicated by whether the faculty member is the principal researcher)
- Develops, conducts, and/or supervises research with students
- Acceptance of an invited publication
- Evidence of preparation of scholarly work with a clear timeline for completion (e.g., pilot testing; data collection, literature review)
- Submit to film festivals, exhibitions, journals, or conferences
- Completion of other scholarly products (e.g., software or conference proceedings);
- Refereeing an article for a peer-reviewed journal
- Serving as a reviewer for regional, national, or international conferences;
- Serving as invited reviewer of textbook
- Publication of a peer-recognized field-specific encyclopedia article
- Submission of an external grant (level of contribution may be indicated by whether a faculty member is the principal researcher). Note: Submission of external grant applications that require significant research and preparation may be considered as a level B item at evaluator's' discretion
- Two short discipline-specific published works that advance public knowledge (non-refereed); (Note: Two works that fall into this category together count as *one* item for the purposes of promotion and Tenure. This item cannot be counted more than once in any review year.)
- Exhibit creative works
- Give invited talks/workshops
- Write for non-academic outlets related to your discipline or to teaching and learning

### C. Service

Academic faculty must submit evidence of meaningful service that may include, but is not limited to, evidence of completed projects and contributions to ongoing activities. A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member's narrative. The Service examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

\*Depending on the work involved, selected items throughout this Service section may be considered Scholarship. It is up to the faculty member to make a case regarding where such items should be counted; the evaluator(s) make the final determination.

## 1. Rating Service for Promotion to Rank of Associate Professor

While the emphasis is on institutional service, faculty members may propose including significant forms of academic leadership in service to the profession (national, regional, or local) as part of the performance rating. Such service should be demonstrably related, directly or indirectly, to the mission of NSU or SoE or to the faculty member's discipline or department.

A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member's narrative.

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**Satisfactory:** Meets expectations. Faculty provide **adequate** evidence of satisfying the best practices under Sections 1.2, Evidence of Service.

**Unsatisfactory:** Fails to meet expectations. Faculty provide **limited or no** evidence of satisfying the best practices under Sections 1.2, Evidence of Service.

## 2. Evidence of Service

### Service to the Institution

**Definition:** "...carrying out assigned non-teaching responsibilities or duties...that contribute to the functional operation of the institution" (Arreola, p. 28). For academic faculty with other professional duties in place of some or all teaching responsibilities, service includes activities and duties *outside of* the normal expectations and requirements of the position.

#### 1. Committee Work

- Work completed on program, department, school, and campus committees (e.g., Sabbatical Leave Committee, Promotion & Tenure Committee, Technology Committee, Faculty Senate, NFA, Campus Taskforces, Nursing Reinstatement and Behavioral Review Committees, Search Committees, University Grade Appeal Committee)
- Serve on Master's or Honors Thesis Committee for NSU students
- Graduate admissions review
- Planning committees for events (e.g. Convocation, student research conferences, campus events)

- Actively contribute to required program or department meetings

**2. Administrative Duties** (for those with Other Professional Duties, this includes administrative responsibilities outside of the faculty member's normal position expectations)

- Accreditation-related activities
- Chairing a committee
- Significant role organizing/planning School or campus activities/events
- Serve as course coordinator for a program (beyond teaching your own course)
- Administer competency exams and standardized testing (separately from exams in your own course)
- Supervise clinical observation hours (not clinical instruction)
- Maintain/update degree and program materials
- Review petitions
- Recruit/hire PTIs
- TAPP liaison
- Policy analysis/development
- Dual credit supervision
- Maintain NSU/department/program website or social media content
- Identify and implement changes that demonstrably improve the learning experience for students, faculty, and staff (outside of a class)
- Plan field trips and experiential learning (outside your own course)
- Supervising/managing institutional or student support grant activities

**3. Student Advising/Mentoring:** "Academic advising is defined as consulting with students on an individual basis for the purpose of providing guidance and advice concerning their academic endeavors." (Arreola, p. 31)

- Writing recommendation or nomination letters
- Chairing master's or honors thesis project committee or taking significant mentor role for master's or honors project
- Monitor student clinical, research, and creative projects (outside of one's own course) d. Invisible labor involved in counseling students (e.g. emotional labor, mentoring on topics beyond academics, mentoring beyond graduation)
- Assist with student clubs and events (e.g., Help coordinate NSSA events, serve as club advisor)
- Discuss degree/graduate school plans/preparation, provide feedback on statements of purpose/cover letters, advising about grad school
- Assisting students with job/volunteer/internship applications
- Discuss and/or write degree plan/pathway
- Review/judge for campus events (e.g., URCWC proposals/presentations)
- Get approval or assist with approval for student research (e.g. IRB approval)
- Professional development of students
- Secure funding for student projects
- Oversee collaborations between students for research/creative projects
- General mentoring/counseling of students (and alumni)

- Organize service learning activities (when not part of a class)
- Support and encourage active participation in external partnerships and initiatives (e.g. CCSD events)

#### **4. Mentoring Other Faculty**

- Peer observations of teaching
- Help with onboarding
- Serve as mentor for new faculty
- Lead CTLE events/workshops or FLC
- Support PTIs
- Support faculty through the promotion and/or Tenure process
- Give talks/workshops for the campus community (Convocation, professional development, etc.)

#### **5. Curriculum/Program Development and Assessment**

- Complete and submit curriculum proposals
- Contribute to accreditation paperwork
- Program/outcomes assessment
- Write budget proposals and strategic initiative justifications
- Developing/reporting on results of surveys to assess campus programs or needs

#### **6. Community Outreach**

- Attend events at the request of the University (e.g., community events, legislative days)
- Attend conferences on behalf of NSU (not for own scholarship/teaching)
- Volunteer at campus events (e.g. Open House, Scorpion Day, Tunnel of Awareness, Be Involved, graduation, student clubs)
- Recruit students
- Networking and partnership building for internships/field placements
- Volunteer to supervise students participating in community events (outside of course requirements, e.g. health fairs, medical tents/hydration stations)
- Attend NSHE/BOR meetings on behalf of NSU

#### **7. General Program or Unit Service**

- Searches: attend presentations, meals, etc. (non-committee members)
- Give guest lectures
- Fix/maintain lab equipment (e.g. SLP program or technology lab)

### **Service to the Profession**

**Definition:** "...voluntarily carrying out responsibilities or duties...which contribute to the functional operation of a professional organization within one's content field" (p. 28)

- Serve on master's/dissertation committees (external to NSU)
- Serve as external reviewer for Tenure applications (for other institutions)
- Chair/organize conference committee or session (non-NSU-sponsored)
- Chair or serve as officer or member of national conference, professional organization, or professional organization committee
- Edit academic journal\*
- Serve on journal editorial board\*
- Peer review conference submissions\*

## Service to the Community

**Definition:** the "...application of a faculty member's recognized area of expertise in the community without pay" (p. 28); and "...the definition of community service must be restricted to those activities that could reasonably reflect, positively or negatively, on the academic program in which the faculty member teaches" (p. 30).

Community service that does *not apply to the faculty member's disciplinary or professional expertise or is not connected to higher education and/or the faculty member's academic program* is not included.

- Serve on NV Department of Education, NSHE, or other state-wide workgroups voluntarily or at the request of NSU
- Give talks/workshops for community groups (related to position or academic expertise)
- Community service (related to position or academic expertise)
- Serve on state/national boards

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## Appendix B

### Guidelines and Criteria for Rank III Associate Professor to Rank IV Professor

#### I. Teaching and Other Professional Duties

Teaching excellence and best classroom practices are required at all academic ranks. Therefore, the SoE believes the evidence of teaching or professional duty effectiveness should be the same at all ranks.

**Excellent:** Exceeds expectations in a sustained manner. Faculty provide **exceptional** evidence of satisfying the best practices under Section 1.2, Evidence of Teaching or Professional Duties Effectiveness.

**Commendable:** Exceeds expectations. Faculty provide **strong** evidence of satisfying the best practices under Section 1.2, Evidence of Teaching or Professional Duty Effectiveness.

**Satisfactory:** Meets expectations. Faculty provide **adequate** evidence of satisfying the best practices under Sections 1.2, Evidence of Teaching or Professional Duty Effectiveness.

**Unsatisfactory:** Fails to meet expectations. Faculty provide **limited or no** evidence of satisfying the best practices under Sections 1.2, Evidence of Teaching or Professional Duty Effectiveness.

#### A. Evidence of Teaching or Professional Duty Effectiveness

Teaching or professional duty effectiveness examples should be evidence-based strategies or best practices known for improving student learning, engagement, achievement, outcomes, or retention, especially for first-generation and diverse students, or for the key responsibilities of a position assigned other professional duties. Emphasis should be placed on quality and substance, not quantity, of evidence. The Teaching examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

#### Teaching and Professional Duty Categories

1. **Instructional Design:** “skills in designing, sequencing, and presenting experiences which induce learning.”
  - Create/revise course materials (e.g., syllabi, lectures, individual class agenda, activities, assignments, effective graphics, supplemental materials, integrate evidence-based practices learned at conferences/trainings/workshops)
  - Choose course materials that effectively align with curriculum (e.g., readings, required materials/equipment, open-source materials)
  - Design/plan field trips, experiential learning, and service learning for a class
  - Develop lab activities
  - Develop/prep pre-clinical and post-conference materials/plans
  - Develop student trainings necessary for clinical/lab or other experiences (e.g., lab safety, CERNER competence, electronic health records)
  - Develop an independent study course
  - Prepare for each class session (e.g., collect needed materials, review agenda)

- Plan grading based on assignment structures, assessment methods, and course structure/pacing
- Incorporate information literacy into courses and use the library as a resource
- Design course to integrate Supplemental Instruction or Writing Intensive elements
- Use developmentally appropriate evidence-based instructional practices
- Draft assignment instructions using principles of the transparent assignment model so all learners have an equitable understanding of the instructions
- Develop student learning outcomes for courses
- Develop course content consistent with best practices in DEI.

2. **Instructional Delivery:** "...interactive skills that promote or facilitate learning."

- Teach study/learning skills, metacognition
- Deliver instruction in various formats including lecture, clinical, lab, and virtual
- Teaching methodology consistent with best practices in DEI.
- Record/post lectures and activities (e.g., online lectures, edited lecture capture for study aids)
- Supervise lab/clinical/other activities and experiential learning
- Conduct exam review sessions
- Avails self to clarify assignment instructions, clarify content when unclear to students via office hours, remote sessions, after class conversations
- Incorporation in the classroom of professional development centered on DEI.

3. **Instructional Assessment:** "...developing and using tools and procedures for assessing student learning". Includes developing effective tests and using appropriate grading practices and procedures.

- Develop/revise effective quizzes and exams (qualitative or quantitative)
- Create rubrics
- Grade student work (e.g., give appropriate type of feedback on drafts and final papers)
- Proctor ATI or other discipline-specific standardized exams and evaluate results
- Embed formative and summative assessment practices regularly in instruction, which may include midterm/final assessments
- Use of research on learning theory to develop effective learning environments

4. **Course/Clinical Placement Management:** "...maintaining and operating a course" or clinical placement

- Manage/supervise course and off-campus learning sites (in-person or online, including student teaching and clinical sites)
- Troubleshoot lab/technology issues
- Submit verifications of participation and other required course reporting
- Reserve rooms/space and complete other administrative tasks for exams or other activities or organize poster sessions and other exhibition events for a class
- Implement student accommodations approved by the DRC
- Utilize the NSU student notification systems for academic concerns (e.g. Starfish and CARES Team)
- Make arrangements for guest speakers
- Supervise required external testing (e.g., ATI, Praxis) within a course



5. **Instructional Research:** "...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education." (May overlap in some cases with Scholarship of Growth & Discovery; for teaching, the focus is directly relevant to the implementation in your own courses.)
  - Identify and implement changes that demonstrably improve the learning experience for students in your courses
  - Search for open-source texts
  - Embed time-in-motion research, class feedback, or action research as part of instructional practice
6. **Effective Use of Information Technology:** "...all forms of technology used to create, store, exchange, and use information..."
  - Explore and utilize evolving instructional and assistive technology
  - Troubleshoot technology or media
  - Create/maintain Canvas shells
  - Apply concepts of Universal Design for Learning (UDL) across courses
7. **Effective Communication:** "...how to recognize an individual's preferred style of communicating and what strategy to use in communicating most effectively with [them]."
  - Respond effectively, appropriately, and in a timely manner to student emails/other communications
  - Foster inclusivity in classroom and in course materials
  - Convey feedback on assignments appropriately for needs/levels of students
  - Ensure course materials are accessible/ADA-compliant
  - Effective public speaking (e.g., lecturing in class)
8. **Team Building and Conflict Management:** "Groups...go through several predictable stages before useful work can be done." "...identifying and handling conflict in a sensible, fair, and efficient manner."
  - Address student issues/concerns related to your class, refer to Starfish or CARE Team if needed
  - Develop and post appropriate classroom policies and expectations in syllabi/Canvas
  - Effectively design and manage group work/projects; address conflicts or issues that arise; train students on working together as a group
  - Build rapport with students
9. **Growth & Development:** Maintaining currency of knowledge and advancements related to teaching, mentoring, and other professional activities while developing additional skills.
  - Engage regularly in professional development and training opportunities
  - Read best practices, research, and/or completing literature reviews related to teaching and learning

- Oversee student research effectively
- Attend a conference related to teaching, mentoring, or your other professional duties
- Continuing education, specialized program training, maintaining clinical or other professional competence, or earning certificates related to licensing, certification requirements, or professional duties
- Participate in CTLE workshops, activities, Faculty Learning Communities (FLCs) (with evidence of implementation of a concept or some other type of final product)
- Implement information and/or skills from campus trainings/workshops to enhance your teaching or professional activities
- Take courses to retain licensure/increase knowledge
- Self- reflection through student evaluations

## B. Scholarship

Tenure-track and Tenured faculty must have accomplishments in the Scholarship of Dissemination to be eligible for Tenure and/or promotion. Two Peer Reviewed publications, or the equivalent are required for satisfactorily meeting expectations for promotion from Associate to Professor. For faculty that received Tenure and promotion from Assistant to Associate at NS, this may include a total of two Peer Reviewed publications, or the equivalent, with at least one from the post-Tenure period.

SoE set the following rating guidelines for assessing Scholarship for promotion and Tenure. These benchmarks serve solely as a guide.

**Excellent:** Exceeds expectations in a sustained manner. Distinguished by the quality and quantity of contributions which advance knowledge, as indicated by:

Two (2) Peer Reviewed articles or Peer Reviewed, discipline-appropriate equivalents in scholarly journals or outlets; AND

- Two (2) Level A items, or equivalent; OR
- Three (3) Level B items and three (3) Level C items, or equivalent.

**Commendable:** Exceeds expectations. Evidence of quality peer-reviewed research accomplishment as evidenced by either:

Two (2) Peer Reviewed articles or Peer Reviewed, discipline-appropriate equivalents in scholarly journals or outlets; AND

- Two (2) Level B items or equivalent; OR
- Two (2) Level B items and two (2) Level C items, or equivalent.

**Satisfactory:** Meets expectations. Active program of quality research or creative activity which contributes to the discipline's body of knowledge and includes either:

Two (2) Peer Reviewed articles or Peer Reviewed, discipline-appropriate equivalents in scholarly journals or outlets; AND

- One (1) Level B item or equivalent; OR
- One (1) Level B item and one (1) Level C item, or equivalent.

**Unsatisfactory:** Fails to meet expectations. Fails to produce evidence of a Satisfactory performance.

## **1. Evidence of Scholarship**

### **Scholarship of Discovery/Creation**

Definition: Engagement in activities that lead to the development or production of research findings or, in relevant fields, artistic creations. Examples:

- Secure materials for creative arts projects
- Develop manuscripts for submission (e.g., writing, revisions)
- Develop grant proposals
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- Chair or serve as officer or member of national conference, professional organization, or professional organization committee
- Edit academic journal
- Serve on journal editorial board
- Peer review conference submissions

### **Service to the Community**

**Definition:** the "...application of a faculty member's recognized area of expertise in the community without pay" (p. 28); and "...the definition of community service must be restricted to those activities that could reasonably reflect, positively or negatively, on the academic program in which the faculty member teaches" (p. 30).

Community service that does *not apply to the faculty member's disciplinary or professional expertise* or *is not connected to higher education and/or the faculty member's academic program* is not included.

- Serve on NV Department of Education, NSHE, or other state-wide workgroups voluntarily or at the request of NSU
- Give talks/workshops for community groups (related to position or academic expertise)
- Community service (related to position or academic expertise)
- Serve on state/national boards



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## Appendix C

### Guidelines and Criteria for Lecturer to Senior Lecturer and for Senior Lecturer to Distinguished Lecturer

**Criteria for Promotion to Level of Senior Lecturer:** Criteria for promotion decisions shall be based upon Teaching, Professional Development (Scholarship of Growth and Development), and Service. For a candidate to receive a promotion, the P&T Committee must assign a candidate's portfolio a rating of "excellent" in Teaching and/or Other Professional Duties and a minimum rating of "satisfactory" in both Service and Scholarship/Professional Development.

**Criteria for Promotion to the Level of Distinguished Lecturer:** In the evaluation of a candidate's qualifications for promotion to the rank of Distinguished Lecturer, any accomplishments relevant to the criteria for promotion occurring during the period since promotion to Senior Lecturer may be considered. The applicant must demonstrate evidence of continued effective performance in Teaching, Scholarship/Professional Development, and Service that includes and exceeds criteria outlined for promotion to the rank of Senior Lecturer. These criteria require that the P&T Committee assign the applicant's portfolio an overall rating of "excellent" in the area of Teaching and/or Other Professional Duties as well as a rating of "commendable" in either Service or Scholarship/Professional Development. An overall rating from the NS P&T Committee of "unsatisfactory" in any area disqualifies a candidate from promotion.

#### I. Teaching and/or Other Professional Duties

To receive promotion, the candidate must have a record of growth and excellence as a teacher. This includes, but is not limited to, demonstrated teaching effectiveness and use of evidence-based practices for instructional design and delivery; the ability to communicate effectively with students and create an inclusive learning environment for a diverse study body; and demonstrated skill in class management and performance of other duties related to teaching and mentoring students. Faculty with Other Professional Duties must have a record of excellence in performing assigned duties in the position description, including demonstrated effectiveness, efficiency, and professional growth and improvement.

##### A. Overview

Teaching effectiveness is measured by the Dean or Associate Dean using the following lines of evidence:

- Syllabus for each course taught using the standard SoE template
- Official course evaluations for each course taught with annual means per course including intersession and summer semesters
- Final grade distributions for each course taught
- Teaching observation(s) from the Dean or designated individual
- A teaching narrative
- A current CV
- Faculty must provide evidence/examples from section 2.2 in their narrative on teaching that demonstrates teaching or professional duty effectiveness

## B. Teaching Ratings for Lecturers

Teaching excellence and best classroom practices are required at all academic ranks. Therefore, the SoE believes the evidence of teaching or professional duty effectiveness should be the same at all ranks.

**Excellent:** Exceeds expectations in a sustained manner. Faculty provide **exceptional** evidence of satisfying the best practices under Section 1.2, Evidence of Teaching or Professional Duties Effectiveness.

**Commendable:** Exceeds expectations. Faculty provide **strong** evidence of satisfying the best practices under Section 1.2, Evidence of Teaching or Professional Duty Effectiveness.

**Satisfactory:** Meets expectations. Faculty provide **adequate** evidence of satisfying the best practices under Sections 1.2, Evidence of Teaching or Professional Duty Effectiveness.

**Unsatisfactory:** Fails to meet expectations. Faculty provide **limited or no** evidence of satisfying the best practices under Sections 1.2, Evidence of Teaching or Professional Duty Effectiveness.

## 2. Evidence of Teaching or Professional Duty Effectiveness

Teaching or professional duty effectiveness examples should be evidence-based strategies or best practices known for improving student learning, engagement, achievement, outcomes, or retention, especially for first-generation and diverse students, or for the key responsibilities of a position assigned other professional duties. Emphasis should be placed on quality and substance, not quantity, of evidence. The Teaching examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

### Teaching and Professional Duty Categories

1. **Instructional Design:** “skills in designing, sequencing, and presenting experiences which induce learning.”

- Create/revise course materials (e.g., syllabi, lectures, individual class agenda, activities, assignments, effective graphics, supplemental materials, integrate evidence-based practices learned at conferences/trainings/workshops)
- Choose course materials that effectively align with curriculum (e.g., readings, required materials/equipment, open-source materials)
- Design/plan field trips, experiential learning, and service learning for a class
- Develop lab activities
- Develop/prep pre-clinical and post-conference materials/plans
- Develop student trainings necessary for clinical/lab or other experiences (e.g., lab safety, CERNER competence, electronic health records)
- Develop an independent study course
- Prepare for each class session (e.g., collect needed materials, review agenda)
- Plan grading based on assignment structures, assessment methods, and course structure/pacing
- Incorporate information literacy into courses and use the library as a resource
- Design course to integrate Supplemental Instruction or Writing Intensive elements
- Use developmentally appropriate evidence-based instructional practices
- Draft assignment instructions using principles of the transparent assignment model so all learners have an equitable understanding of the instructions
- Develop student learning outcomes for courses

- Develop course content consistent with best practices in DEI.

2. **Instructional Delivery:** "...interactive skills that promote or facilitate learning."

- Teach study/learning skills, metacognition
- Deliver instruction in various formats including lecture, clinical, lab, and virtual
- Teaching methodology consistent with best practices in DEI.
- Record/post lectures and activities (e.g., online lectures, edited lecture capture for study aids)
- Supervise lab/clinical/other activities and experiential learning
- Conduct exam review sessions
- Avails self to clarify assignment instructions, clarify content when unclear to students via office hours, remote sessions, after class conversations
- Incorporation in the classroom of professional development centered on DEI.

3. **Instructional Assessment:** "...developing and using tools and procedures for assessing student learning". Includes developing effective tests and using appropriate grading practices and procedures.

- Develop/revise effective quizzes and exams (qualitative or quantitative)
- Create rubrics
- Grade student work (e.g., give appropriate type of feedback on drafts and final papers)
- Proctor ATI or other discipline-specific standardized exams and evaluate results
- Embed formative and summative assessment practices regularly in instruction, which may include midterm/final assessments
- Use of research on learning theory to develop effective learning environments

4. **Course/Clinical Placement Management:** "...maintaining and operating a course" or clinical placement

- Manage/supervise course and off-campus learning sites (in-person or online, including student teaching and clinical sites)
- Troubleshoot lab/technology issues
- Submit verifications of participation and other required course reporting
- Reserve rooms/space and complete other administrative tasks for exams or other activities or organize poster sessions and other exhibition events for a class
- Implement student accommodations approved by the DRC
- Utilize the NSU student notification systems for academic concerns (e.g. Starfish and CARES Team)
- Make arrangements for guest speakers
- Supervise required external testing (e.g., ATI, Praxis) within a course

5. **Instructional Research:** "...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education." (May overlap in some cases with Scholarship of Growth & Discovery; for teaching, the focus is directly relevant to the implementation in your own courses.)

- Identify and implement changes that demonstrably improve the learning experience for students in your courses
- Search for open-source texts
- Embed time-in-motion research, class feedback, or action research as part of instructional practice

6. **Effective Use of Information Technology:** "...all forms of technology used to create, store, exchange, and use information..."

- Explore and utilize evolving instructional and assistive technology
- Troubleshoot technology or media
- Create/maintain Canvas shells
- Apply concepts of Universal Design for Learning (UDL) across courses

7. **Effective Communication:** "...how to recognize an individual's preferred style of communicating and what strategy to use in communicating most effectively with [them]."

- Respond effectively, appropriately, and in a timely manner to student emails/other communications
- Foster inclusivity in classroom and in course materials
- Convey feedback on assignments appropriately for needs/levels of students
- Ensure course materials are accessible/ADA-compliant
- Effective public speaking (e.g., lecturing in class)

8. **Team Building and Conflict Management:** "Groups...go through several predictable stages before useful work can be done." "...identifying and handling conflict in a sensible, fair, and efficient manner."

- Address student issues/concerns related to your class, refer to Starfish or CARE Team if needed
- Develop and post appropriate classroom policies and expectations in syllabi/Canvas
- Effectively design and manage group work/projects; address conflicts or issues that arise; train students on working together as a group
- Build rapport with students

9. **Growth & Development:** Maintaining currency of knowledge and advancements related to teaching, mentoring, and other professional activities while developing additional skills.

- Engage regularly in professional development and training opportunities
- Read best practices, research, and/or completing literature reviews related to teaching and learning
- Oversee student research effectively
- Attend a conference related to teaching, mentoring, or your other professional duties

- Continuing education, specialized program training, maintaining clinical or other professional competence, or earning certificates related to licensing, certification requirements, or professional duties
- Participate in CTLE workshops, activities, Faculty Learning Communities (FLCs) (with evidence of implementation of a concept or some other type of final product)
- Implement information and/or skills from campus trainings/workshops to enhance your teaching or professional activities
- Take courses to retain licensure/increase knowledge
- Self- reflection through student evaluations

## C. Scholarship

The candidate must have a record of continuing activities in the Scholarship of Growth and Development (Professional Development). Accomplishments in the Scholarship of Discovery and Creation and the Scholarship of Dissemination may also be included for review, but are not required. It is the candidate's responsibility to present evidence that the body of Scholarship is sufficient to merit promotion.

### Overview

Evidence of productive scholarship can be supported by published records and other original discipline specific peer-reviewed and editor-reviewed work of a professional nature, including research on the scholarship of teaching, evidence-based speech-language pathology and the mentoring of substantial student research projects. Categories of evidence of scholarship are presented in Section 3.2.

Scholarly activities should be systematic and show a contribution in areas such as pedagogy, models and methods of teaching, speech-language pathology, curriculum research, grants, etc. Evidence of scholarship in-progress serves as an indicator of the candidate's intent to demonstrate scholarly productivity. Statements of scholarship in-progress, supported by evidence, are required.

Quality is an essential factor in judging scholarship. Quality refers to the effect that scholarship makes on advances in knowledge, the professional community, and the enrichment of teaching and learning. This concept of quality places high emphasis on original thinking, process, and effect as opposed to the sheer quantity of products.

### 1.Scholarship Ratings for Lecturers

SoE set the following rating guidelines for assessing Scholarship for lecturers. These benchmarks serve solely as a guide.

Should a Lecturer produce scholarly or creative works, that work may be included here, and if needed, evaluated in alignment with the criteria in section **V.D.2.ii Scholarship Ratings for Annual Review**

**Excellent:** Exceeds expectations in a sustained manner with items and examples below.

- Teaching awards through the University or professional organization.
- Participation on panels and presentations on pedagogy at the School or University level or to external audiences in the state or nationally.
- Present at a faculty development workshop.
- Contribute as a team member to research projects and publications.
- Mentor new faculty in the program or school.

- Production of professional reports, technical reports, monographs, and lab manuals.
- Present poster at a professional conference.
- Leading professional development centered on diversity issues in the profession, in research, and/or in Teaching.
- Activities with similar time, scope, and intellectual commitment to the items above.

**Commendable:** Exceeds expectations with items and examples below.

- Earn Teaching certificates offered by the Center for Teaching and Learning Excellence (CTLE).
- Earn/maintain external certification in Teaching/professional practices.
- Develop new curriculum and courses for the program.
- Apply research findings in the context of Teaching and professional practice.
- Evaluate student outcomes through assessment of learning outcomes for the Department or program.
- Publication of shorter works that advance public or professional knowledge.
- Write a grant for a community organization.
- Applying professional development centered on diversity issues in the profession, in research, and/or in Teaching.
- Activities with similar time, scope, and intellectual commitment to the items above.

**Satisfactory:** Meets expectations with items and examples below.

- Reflect on one's Teaching and continual improvement of Teaching effectiveness.
- Foster integration and synthesis in Teaching to inspire knowledge development by students.
- Commitment to active learning and creating an engaging learning environment for students.
- Engage regularly in professional development and training opportunities.
- Attend conferences related to own Teaching or scholarly activities.
- Pursuing professional development centered on diversity issues in the profession, in research, and/or in Teaching.
- Activities with similar time, scope, and intellectual commitment to the items above.

**Unsatisfactory:** Fails to meet expectations or to produce evidence of a "Satisfactory" performance. See above.

## D. Service

### 1. Service Ratings for Lecturers

While the emphasis is on institutional service, faculty members may propose including significant forms of academic leadership in service to the profession (national, regional, or local) as part of the performance rating. Such service should be demonstrably related, directly or indirectly, to the mission of NSU or SoE or to the faculty member's discipline or department.

A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member's narrative.

**Excellent:** Exceeds expectations in a sustained manner. Faculty provide **exceptional** evidence of satisfying service commitments under Evidence of Service.

**Commendable:** Exceeds expectations. Faculty provide **strong** evidence of satisfying the best practices under Evidence of Service.

**Satisfactory:** Meets expectations. Faculty provide **adequate** evidence of satisfying the best practices under Evidence of Service.

**Unsatisfactory:** Fails to meet expectations. Faculty provide **limited or no** evidence of satisfying the best practices under Evidence of Service.

## Overview

Service is a standard element of an academic faculty member's position, and an integral part of creating a healthy and thriving campus and community. To be eligible for promotion and/or Tenure at NSU, a faculty member must complete service projects in the time leading up to promotion and/or Tenure. Service, as defined in the NSHE Code (Chapter 7, Section 7.4.2 (a.3) and in the categories below, may include Service to the Profession and Service to the Community; however, to receive promotion and/or Tenure, a faculty member's service portfolio must include Service to the Institution.

## 2. Evidence of Service

Academic faculty must submit evidence of meaningful service that may include, but is not limited to, evidence of completed projects and contributions to ongoing activities. A detailed description of contributions made that reflect time and depth of the service should be included in the faculty member's narrative. The Service examples herein are not an exhaustive list. Faculty may include and discuss other examples not listed below.

\*Depending on the work involved, selected items throughout this Service section may be considered Scholarship. It is up to the faculty member to make a case regarding where such items should be counted; the evaluator(s) make the final determination.

### Service to the Institution

Definition: "...carrying out assigned non-teaching responsibilities or duties...that contribute to the functional operation of the institution" (Arreola, p. 28). For academic faculty with other professional duties in place of some or all teaching responsibilities, service includes activities and duties *outside* of the normal expectations and requirements of the position.

#### 1. Committee Work

- Work completed on program, department, school, and campus committees (e.g., Sabbatical Leave Committee, Promotion & Tenure Committee, Technology Committee, Faculty Senate, NFA, Campus Taskforces, Nursing Reinstatement and Behavioral Review Committees, Search Committees, University Grade Appeal Committee)
- Serve on Master's or Honors Thesis Committee for NSU students
- Graduate admissions review
- Planning committees for events (e.g. Convocation, student research conferences, campus events)
- Actively contribute to required program or department meetings

#### 2. Administrative Duties (for those with Other Professional Duties, this includes administrative responsibilities outside of the faculty member's normal position expectations)

- Accreditation-related activities
- Chairing a committee
- Significant role organizing/planning School or campus activities/events

- Serve as course coordinator for a program (beyond teaching your own course)
- Administer competency exams and standardized testing (separately from exams in your own course)
- Supervise clinical observation hours (not clinical instruction)
- Maintain/update degree and program materials
- Review petitions
- Recruit/hire PTIs
- TAPP liaison
- Policy analysis/development
- Dual credit supervision
- Maintain NSU/department/program website or social media content
- Identify and implement changes that demonstrably improve the learning experience for students, faculty, and staff (outside of a class)
- Plan field trips and experiential learning (outside your own course)
- Supervising/managing institutional or student support grant activities

**3. Student Advising/Mentoring:** “Academic advising is defined as consulting with students on an individual basis for the purpose of providing guidance and advice concerning their academic endeavors.” (Arreola, p. 31)

- Writing recommendation or nomination letters
- Chairing master’s or honors thesis project committee or taking significant mentor role for master’s or honors project
- Monitor student clinical, research, and creative projects (outside of one’s own course)
- d. Invisible labor involved in counseling students (e.g. emotional labor, mentoring on topics beyond academics, mentoring beyond graduation)
- Assist with student clubs and events (e.g., Help coordinate NSSA events, serve as club advisor)
- Discuss degree/graduate school plans/preparation, provide feedback on statements of purpose/cover letters, advising about grad school
- Assisting students with job/volunteer/internship applications
- Discuss and/or write degree plan/pathway
- Review/judge for campus events (e.g., URCWC proposals/presentations)
- Get approval or assist with approval for student research (e.g. IRB approval)
- Professional development of students
- Secure funding for student projects
- Oversee collaborations between students for research/creative projects
- General mentoring/counseling of students (and alumni)
- Organize service learning activities (when not part of a class)
- Support and encourage active participation in external partnerships and initiatives (e.g. CCSD events)

#### **4. Mentoring Other Faculty**

- Peer observations of teaching
- Help with onboarding
- Serve as mentor for new faculty
- Lead CTLE events/workshops or FLC
- Support PTIs
- Support faculty through the promotion and/or Tenure process
- Give talks/workshops for the campus community (Convocation, professional development, etc.)



## **5. Curriculum/Program Development and Assessment**

- Complete and submit curriculum proposals
- Contribute to accreditation paperwork
- Program/outcomes assessment
- Write budget proposals and strategic initiative justifications
- Developing/reporting on results of surveys to assess campus programs or needs

## **6. Community Outreach**

- Attend events at the request of the University (e.g., community events, legislative days)
- Attend conferences on behalf of NSU (not for own scholarship/teaching)
- Volunteer at campus events (e.g. Open House, Scorpion Day, Tunnel of Awareness, Be Involved, graduation, student clubs)
- Recruit students
- Networking and partnership building for internships/field placements
- Volunteer to supervise students participating in community events (outside of course requirements, e.g. health fairs, medical tents/hydration stations)
- Attend NSHE/BOR meetings on behalf of NSU

## **7. General Program or Unit Service**

- Searches: attend presentations, meals, etc. (non-committee members)
- Give guest lectures
- Fix/maintain lab equipment (e.g. SLP program or technology lab)

### **Service to the Profession**

Definition: "...voluntarily carrying out responsibilities or duties...which contribute to the functional operation of a professional organization within one's content field" (p. 28)

- Serve on master's/dissertation committees (external to NSU)
- Serve as external reviewer for Tenure applications (for other institutions)
- Chair/organize conference committee or session (non-NSU-sponsored)
- Chair or serve as officer or member of national conference, professional organization, or professional organization committee
- Edit academic journal
- Serve on journal editorial board
- Peer review conference submissions

### **Service to the Community**

Definition: the "...application of a faculty member's recognized area of expertise in the community without pay" (p. 28); and "...the definition of community service must be restricted to those activities that could reasonably reflect, positively or negatively, on the academic program in which the faculty member teaches" (p. 30).

Community service that does *not apply to the faculty member's disciplinary or professional expertise or is not connected to higher education and/or the faculty member's academic program* is not included.

- Serve on NV Department of Education, NSHE, or other state-wide workgroups voluntarily or at the request of NSU
- Give talks/workshops for community groups (related to position or academic expertise)
- Community service (related to position or academic expertise)
- Serve on state/national boards

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## FORMS/INSTRUCTIONS

Application for Third-Year Review and Recommendation for Promotion and/or Tenure (NSHE)

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## CONTACT

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## RELATED INFORMATION

- Board of Regents [NSHE Code, Chapter 5](#).
  - Board of Regents [NSHE Code, Chapter 7](#).
  - Tenure expectations for each academic unit.
  - [NS AA 5.1 Promotion and Tenure Policy](#).
  - Provost's Yearly Memorandum on P&T Timeline.
  - Raoul A. Arreola. (2007). *Developing a Comprehensive Faculty Evaluation System: A Guide to Designing, Building, and Operating Large-Scale Faculty Evaluation Systems*, 3rd Edition. San Francisco: Anker Publishing (now Jossey-Bass).
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## HISTORY

- Replaces NS Policy AA 14 Standards of Academe: Tenure-Track/Tenured Faculty and Tenure Guidelines (School of Education).
  - Replaces NS Policy AA 15 Standards of Academe: Lecturers (School of Education).
  - Updates NS Policy 17.1 SoE Promotion Tenure Annual Review Requirements (revised to align service points with other academic units)
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## APPROVAL SIGNATURES PAGE



3/07/2024

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Academic Unit (Dean's Signature)

Date

Recommendation (check one):

	Denial	Approval	Approval w/ condition*
<i>Recommendation</i>		X	

  
 Office of Academic Affairs (Provost's Signature) Date 3/12/24

Recommendation (check one):

	Denial	Approval	Approval w/ condition*
<i>Recommendation</i>		X	