

Nevada State University

Academic Personnel Policy

Division of Academic Affairs

TABLE OF CONTENTS

TABLE OF CONTENTS	2
Introduction	3
Chapter 1: Sabbatical Leave.....	4
Chapter 2: Promotion & Tenure (Tenure-track Faculty)	9
Chapter 3: Promotions for Non-tenure-track Faculty	10
Chapter 4: Emeritus/Emerita/Emerit Status for Academic Faculty	11
Chapter 5: Course Releases	14
Chapter 6: Department Chairs.....	17
Chapter 7: Supervised Independent Study Courses.....	18
Chapter 8: Academic Faculty Workload	20
Chapter 9: Extra-contractual Compensation.....	21
Chapter 10: Academic Faculty Merit Pay	25
Chapter 11: TBD.....	30
Chapter 12: Summer, Winter, and Overload Pay.....	31
Chapter 13: Promotion & Tenure (Academic Administrators).....	32
Chapter 14: Faculty Misconduct and Discipline	33
Chapter 15: TBD.....	34
Chapter 16: Intellectual Property (IP) Ownership	35
Chapter 17: TBD.....	36
Chapter 18: Transitions for Administrators with Academic Rank (Return to Faculty).....	37
Chapter 19: Periodic Review of Academic Administrators	38
Chapter 20: Part-Time Instructor Work Expectations	39
Appendix A: Glossary	40
Appendix B: Approvals.....	46
Appendix C: School of Nursing Promotion, Tenure, & Annual Review Expectations	47
Appendix D: University Library Promotion, Tenure, & Review Expectations	80
Appendix E: School of LASB Promotion, Tenure, & Annual Review Expectations	88

Introduction

This document contains policies and procedures related to personnel within the Division of Academic Affairs at Nevada State University. The Division of Academic Affairs maintains and approves content in each chapter. Throughout this document, “NS,” “NSU,” “Nevada State,” and “the University” refer to Nevada State University.

Chapter 1: Sabbatical Leave

The major purposes of a sabbatical leave are to provide academic faculty opportunities to enhance professional effectiveness, increase scholarly usefulness, and strengthen the University's academic, research, and service programs.

1.1 Eligibility

An academic faculty member who meets the following criteria is eligible to apply for sabbatical leave:

- Position is funded in whole from state sources;
- Has served as a full-time academic faculty member for at least 6 years total at NSU (regardless of contract type);
- Has not received sabbatical leave at NSU in the past 6 years. If there is an approved leave of absence, time accrued toward eligibility for a sabbatical will not be lost and the clock will continue once the leave of absence ends.

If an academic faculty member is not full-time at NSU but meets the 1.0 FTE criteria as an academic faculty member in NSHE as a whole, funding for a sabbatical leave must be negotiated proportionally with each of the affected NSHE institutions.

Administrative faculty and classified employees are not eligible for sabbatical leave or to serve on the Sabbatical Leave Committee.

1.1.1 Non-State Funded Positions

Full-time academic faculty whose positions are funded in whole or in part from non-state sources may be eligible for sabbatical leave only if the sabbatical can be funded from the non-state source. This use must be approved by the employee's appointing authority and the funding source.

Requests for sabbatical leaves for non-state funded positions follow the same review process as state-funded sabbatical requests.

1.2 Requirement to Return to Employment

According to Nevada Revised Statutes 284.345(2), "...no sabbatical leave with pay may be granted unless the person requesting the leave agrees in writing with the [employer] to return to the [employer] after the leave for a period not less than that required by the person's most recent contract of employment if the [employer] desires the person's continued service."

NSHE employment contracts cover a period of one fiscal year (running July 1st to the following June 30th). Academic faculty approved for a sabbatical leave must agree to return to NS in a paid status immediately upon the end of the sabbatical leave for at least one fiscal year; this agreement is submitted through the [Sabbatical Agreement Form](#).

1.3 Sabbatical Leave Availability

“Sabbatical leave with pay may not be granted to more than 2 percent of the teaching personnel of a branch or facility of the System with the rank of instructor or higher in any 1 year.” (NRS 284.345). The number of NS faculty who can receive a sabbatical leave is determined annually by NSHE. Available sabbatical leaves cannot be divided into smaller units or distributed to a larger number of faculty. For instance, if NSHE informs the University that four sabbatical spots are available, only four faculty members total can be approved for a sabbatical leave, whether their requests are for a half-year or full-year leave.

Applications often exceed the number of sabbatical leaves available. Applicants applying for a sabbatical should prepare their portfolios as carefully as they would for any competitive award.

1.4 Sabbatical Leave Committee

According to the NSHE Handbook Title 4, Chapter 3, Section 15.7.b, “The appropriate faculty senate shall select the Sabbatical Leave Committee to review and rank all applications.”

The Sabbatical Leave Committee (SLC) is made up of:

1. Up to 1 tenured faculty member from each school and the Library;
2. 1 tenured at-large representative;
3. The Faculty Senate Academic Faculty Affairs Committee Chair (or designee), who serves as SLC Chair.

The Vice Provost of Faculty Affairs reaches out to deans to determine membership on the Committee, distributes the call for applications, receives applications, and distributes them to Committee members.

1.5 Review Process

The SLC evaluates each application based on (1) value and benefits of the sabbatical plan to the applicant’s professional goals and the University’s mission, (2) the applicant’s record of teaching, service, and scholarly or creative endeavors, and (3) the applicant’s expertise and qualifications to perform the proposed work. The SLC ranks all applications.

Sabbatical leave is approved by the Provost based on a review of the recommendation (including the Committee's ranked list) of the SLC and the deans. The Provost makes the final decision on sabbatical applications.

1.5.1 Application Review

1. Applications are reviewed by the Sabbatical Leave Committee using the Sabbatical Leave Evaluation Rubric. The SLC forwards a recommendation to the candidate's dean.
2. If the dean does not agree with the Committee's recommendation, a written rationale shall be provided to the SLC and the Vice Provost of Faculty Affairs. If the dean agrees with the recommendation, they will inform the VP of Faculty Affairs of their agreement.
3. The Provost makes the final decision on sabbatical applications. Final decisions will be communicated by NSU email to the members of the Sabbatical Leave Committee and to applicants. This decision is final and is not subject to appeal.

1.5.2 Timeline

1. By September 15th: Faculty Senate Academic Faculty Affairs Committee Chair collaborates with the Vice Provost of Faculty Affairs to distribute the call for applications, including the deadline and instructions on accessing this policy and the Sabbatical Leave Evaluation Rubric.
2. By September 22nd: SLC established.
3. October 7th at noon (12 p.m. local time): Applications are due to the SLC, applicant's dean, and VP of Faculty Affairs.
4. By November 10th: SLC submits recommendations to deans.
5. By December 1st: Deans forward recommendation letters to VP of Faculty Affairs.
6. By December 15th: Provost notifies applicants of final decision.

1.6 Compensation

Academic faculty approved for sabbatical leave have two options:

- 1 academic year's leave at two-thirds of institutional base salary (IBS);
- A half-year leave at full IBS.

A half-year sabbatical will typically start on July 1 or January 1, but may be approved by the VP of Faculty Affairs to start at another time on the condition that a half-year leave cannot include more than one semester. For instructional faculty, sabbaticals must begin before or after the end of a semester.

Annual and/or sick leave is accrued at the appropriate FTE while on sabbatical.

1.6.1 Additional Compensation

A sabbatical leave requires the faculty member to devote their effort to the approved sabbatical activity; no other salary or stipend may be earned, with these exceptions (with dean and provost approval):

1. Faculty on sabbatical leave at less than full institutional base salary may engage in other non-teaching activity complementary to with that for which the sabbatical is granted and may receive salary, stipends, or honoraria from other sources provided that the total received does not exceed their IBS, plus any travel and research expenses. They may not receive salary for work that directly overlaps with their sabbatical project;
2. Faculty on sabbatical leave may receive grants for travel and research expenses related to their scholarly activity. Those funds do not count toward compensation;
3. Other suitable income (such as grant-in-aid or fellowships) may be accepted during the sabbatical leave provided the activity contributes to the individual's professional development or future usefulness to the University and does not overlap with or duplicate the approved sabbatical project.

Requests for additional compensation under one of these exceptions must be submitted by email to the dean. The request must include a justification clearly stating how the effort and outcomes complement and are distinct from those of the approved sabbatical project. Approval of additional compensation will be based on evidence of the significance of the proposed project and evidence that the workload is commensurate with the period of leave. Faculty members cannot receive salary funding from pre-existing grant projects while they are receiving salary for a sabbatical.

The ECC limit for faculty on sabbatical leave is calculated based on their full IBS.

1.7 Summary Report and Presentation

A three- to four-page written report that outlines sabbatical activities and associated accomplishments will be submitted to the Vice Provost of Faculty Affairs and the dean within 3 months of returning from sabbatical leave. Sabbatical recipients must present their research or activities to the campus community within one calendar year of returning from sabbatical.

1.8 Acknowledgements

NSHE requires faculty who receive a sabbatical leave to acknowledge the sabbatical support in any publications resulting from work accomplished during the sabbatical.

1.9 Related Information

- [Nevada Revised Statutes 284.345](#): Regulations for Attendance and Leave of Absence; Personnel of Nevada System of Higher Education
- NSHE Code [Title 4, Chapter 3, Section 15](#): Sabbatical Leave
- Sabbatical Leave Application memo (distributed annually)
- Sabbatical Leave Evaluation Rubric (available from Office of Faculty Affairs)
- [Sabbatical Agreement Form](#)

1.9.1 Sabbatical Application Materials

Faculty will submit applications electronically using a link provided in the annual call for applications.

1. Record of Professional Qualifications and Accomplishments
 - a. Current CV;
 - b. Ratings in teaching, scholarship, and service from the 3 most recent annual reviews completed by supervisor.
2. Sabbatical Plan and Justification (explains nature and value of project, outlines major aims or research questions, proposes a timeline, includes expected outcomes)
 - a. Action plan
 - i. Description of nature and purpose of project;
 - ii. Detailed explanation of proposed activities;
 - iii. Proposed timeline for activities;
 - iv. List of expected outcomes and how you will measure success of the project;
 - v. Summary of qualifications and expertise to perform the proposed work;
 - vi. Letters of acceptance, appointment, support, and/or itinerary (if applicable);
 - vii. Contact information for individuals or institutions (other than NS personnel) who will be involved in the project;
 - viii. Any additional funding received;
 - ix. Rationale for feasibility of project and proposed timeline.
 - b. Justification
 - i. Benefit to the University;
 - ii. Benefit to the discipline and/or community;
 - iii. Contribution to the faculty member's professional growth and development in teaching, service, and/or scholarship.
 - c. Letter of support from direct supervisor (chair, dean, or other supervisor)
 - d. Explanation of accomplishments from previous sabbatical leave (if applicable).

Chapter 2: Promotion & Tenure (Tenure-track Faculty)

[Reviewing for possible clarifying language (e.g., accomplishments during the year of tenure review can be counted in applications for promotion for full professor); will revise as needed and submit for review. [Existing policy is posted on NSU policy library](#)]

Chapter 3: Promotions for Non-tenure-track Faculty

[Reviewing for possible clarifications (e.g., accomplishments during the year of first promotion review can be counted in applications for promotion to Level III); will revise as needed and submit for review. Existing policy is posted on [NSU policy library](#)]

Chapter 4: Emeritus/Emerita/Emerit Status for Academic Faculty

Emeritus/emerita/emeryt status is granted to academic faculty to honor exemplary contributions and service to NS and to encourage continued association with the University.

4.1 Eligibility

Academic faculty must be employed full time by NS, normally for a period of least 10 consecutive years, immediately before beginning retirement (including phased-in retirement). Faculty employed for fewer than 10 years may be nominated in exceptional circumstances.

4.2 Benefits and Limitations

Emeritus/emerita/emeryt faculty have lifetime academic faculty status at NS.

4.2.1 Benefits and Privileges

Emeritus/emerita/emeryt faculty retain the following benefits and privileges:

1. Grant-in-aid (including for eligible relatives).
2. NS email account.
3. Faculty discounts on campus events.
4. Faculty library privileges.
5. Faculty ID card.
6. One box of complimentary NS business cards.
7. Inclusion in the NS online directory, if desired.
8. Inclusion on email lists for invitations to certain departmental, unit, and/or campus events and lecture series.
9. Use of NS-branded stationery to conduct institutional service.
10. Use of office space and/or equipment for research or creative works activities, if available and approved by the Executive Team, provided doing so does not interfere with the University's ability to serve students and provide adequate facilities for other faculty.
11. Ability to publish research and/or creative works as an affiliate of NS.
12. Ability to teach, at the invitation of the dean, at the summer rate for their rank.
13. Inclusion in the catalog list of academic faculty.
14. Inclusion in faculty seating at commencement, pinning ceremonies, and other official student recognitions.
15. New emeritus/emeryt/emeryt faculty are recognized at a faculty and staff awards event.

4.2.2 Limits and Exclusions

Emeritus/emeryt/emeryt faculty are non-voting members of their academic units and cannot

attend unit meetings unless specifically invited by the unit supervisor. They cannot serve on Academic Faculty Senate.

University presidents are not covered by this chapter; they are covered in the NSHE Handbook Title 4, Chapter 3, Section 32.

4.3 Nomination and Review

A nomination may be submitted at any time during the final academic year of employment or up to one calendar year from the effective date of retirement from NS.

4.3.1 Nomination Materials

Academic faculty must be nominated by their dean (or, for deans, by the Provost). The nomination letter should recommend emeritus/emerita/emerit status for the individual, summarize their achievements (including years of service to NS), and state the preferred title (emeritus, emerita, or emerit) and proposed effective date. The letter should include the nominee's current CV.

4.3.2 Review Process

1. *Academic Faculty Senate endorsement:* The Academic Faculty Senate Executive Committee (FSEC) and the appropriate standing Senate committee votes on whether to endorse the nomination. FSEC writes a brief letter with the result of the votes and whether Senate endorses conveying emeritus/emerita/emerit status. FSEC forwards the letter and nomination materials to the President.
2. *Presidential review:* The President reviews the nomination materials and Senate letter, makes a final decision, and informs the candidate in writing. The President will notify the Academic Faculty Senate at least 5 days before approving a request.

4.4 Revocation of Status

Emeritus/emerita/emerit status may be revoked if the employee may have an adverse impact on NS or bring discredit, disrepute, or potential legal liability upon the University. Should such circumstances occur, the Office of the President will submit a letter of intent to revoke emeritus/emerita/emerit status to the FSEC. The letter will explain the rationale for revocation. FSEC votes on whether to endorse the intent to revoke and writes a brief letter with the result of the vote and any concerns or general statements on the case. The President reviews the FSEC letter, makes a final decision, and informs the faculty member and the FSEC. The President's decision is binding and is not eligible for appeal.

4.5 Related Information and History

- NSHE Handbook Title 4, Chapter 3, Section 39 (Emeritus Status)
- NSHE Handbook Title 4, Chapter 3, Section 11 (Grant-in-Aid Benefit)
- NSHE Handbook Title 4, Chapter 3, Section 32 (Regents Professor and Emeritus Status)

Chapter 5: Course Releases

The purpose of course releases is to provide faculty members with teaching duties with time to undertake important activities such as scholarship, professional development, or other service for the University.

Course releases do not relieve the faculty member from other responsibilities such as advising, serving on committees, or participating in departmental or school business. Faculty are expected to continue to be in residence and carry out their other duties while they have a course release.

5.1 Situations Eligible for a Course Release

This chapter applies to all full-time academic faculty. It does not apply to emergency hires.

5.1.1 Professional/Scholarly Development

The Division of Academic Affairs sponsors course releases to assist in the professional growth of academic faculty. Course releases create time for faculty to be involved in activities (such as pedagogical or scholarship development) that support preparation for annual reviews and tenure or promotion consideration.

1. Newly-hired faculty
 - a. New tenure-track faculty are granted a 6-unit release to support their teaching and scholarly development. The course releases may be taken in their first academic year or may be split between the first and second academic years.
 - b. New lecturers are granted a 3-unit instructional course release to support their teaching development, to be taken in their first academic year.
2. Pre-tenure faculty
 - a. Deans may request one release of up to 3 units for a tenure-track faculty member to address needed improvements in teaching or scholarship. Deans recommend and the Provost approves pre-tenure course releases.

5.1.2 Administrative or Service Duties

Faculty members who assume significant administrative or service responsibilities within their school (such as department chair) or for the University (for example, Faculty Senate Chair) may be granted course releases during their term of service by recommendation of the dean and approval of the Provost. Refer to the appropriate policy or bylaws for the number of units eligible for release.

5.1.3 Sponsored-Project Research Activities (Course Buyout)

Faculty members may request a course buyout to work on a sponsored grant. The corresponding percentage of their appointment is charged to the grant account during the term of the course buyout. In effect, the grant buys the faculty member's released time so the equivalent amount of effort can be spent working on the grant. The standard method for determining the cost of a course buyout is to calculate the cost of the time the faculty member will work on grant activities based on a percentage of the faculty member's annual salary (for example, 25% effort dedicated to grant activities has a buyout cost of 25% of their annual salary).

Guidelines for Course Buyouts

1. Faculty cannot buy out of more than 6 units per semester or 12 units per academic year.
2. Faculty may not buy out of teaching responsibilities if it will compromise the ability to deliver a program.
3. Course buyouts for external personal or business interests not related to the mission of NS will not be granted.
4. The amount compensated by a grant should at minimum cover the cost of hiring a replacement to offer the course. The amount is determined by mutual consent of the department chair or dean, but generally should be at least 10% of the faculty member's salary.
5. A portion of the buyout amount should fund an alternative instructor to teach the released course and related instructional expenses.

Requesting Buyouts

Faculty request course buyouts by e-mail to the chair (if applicable), dean, and Provost at the time they develop the grant proposal and before the proposal is submitted. Faculty who receive grant funding without prior approval for buyouts may not be approved for a release.

The request should include:

- Number of units and the anticipated semester(s) in which the course buyout is requested;
- Size and scope of work to be conducted;
- Rationale for why a buyout is necessary to complete the scope of work;
- Sponsor providing funding.

After conferring with the chair and/or dean, the Provost makes the final decision regarding a course buyout. Approval is given on condition that a grant is funded and the course release time has been budgeted according to buyout procedures.

The faculty member must work with the Office of Grant Awards Services (OGAS) to budget for a buyout in the proposal to an external sponsor. For the purposes of budgeting, a release from one

3-unit course is defined as equivalent to 10% of a faculty member's FTE (assuming 1 FTE is equal to 80% teaching and 20% scholarship and service). Faculty should budget for the appropriate amount of salary and fringe to be charged to the grant.

In the rare case when a grant award is less than the amount requested in the proposal, faculty are not obligated to use a proposed buyout, as long as the funding agency allows for redistribution or rebudgeting of funds. If a faculty member chooses to forgo a buyout as part of rebudgeting, it is the PI's responsibility to work with OGAS to ensure the funding agency provides any necessary approvals for the budget adjustment.

5.2 Administering Course Releases

Instructional course releases are administered by the dean and monitored by the Division of Academic Affairs.

A faculty member receiving a course release may not:

1. Accept overload teaching assignments for additional compensation. If teaching a course is necessary, the course release should be deferred;
2. Receive stipends in place of the course release.

Unless otherwise specified, instructional course releases may be taken in increments that do not adversely affect the ability of the unit to deliver its curriculum.

Chapter 6: Department Chairs

[Revisions in review under GP2. Existing policy in [policy library](#)]

Chapter 7: Supervised Independent Study Courses

This chapter addresses expectations and instructor compensation for independent study, independent research or creative works project, and senior/honors thesis courses. It does not apply to field experience, student teaching, or internship courses.

7.1 Course Approval

Instructor and supervisor (chair or dean) approval is required for a student to enroll in a course covered by this chapter. Senior or honors thesis courses may have prerequisites that must be completed before enrollment is approved.

Independent study courses should be offered as exceptions rather than regular practice, with programs aiming to structure the curriculum and course offerings to ensure that class sections meet minimum enrollment targets. Requests for single enrollment sections of independent study courses, variable credit courses, and senior (honors) thesis courses as curriculum substitutions for courses that are required to complete a degree program but fail to meet minimum enrollment targets are strongly discouraged and should be minimized as much as possible. However, they may be granted in exceptional circumstances, particularly to help students graduate in a timely fashion, with special permission from the faculty member, chair (where applicable), and dean.

7.2 Pay Rates

Pay for instructor-supervised courses is calculated using a modifier of 0.2 applied to the normal pay rate per credit per student enrolled:

$$\text{Pay per student} = 0.2 \times (\# \text{ of credits}) \times (\# \text{ of students}) \times (\text{overload pay rate})$$

If pay for overload courses changes, the pay for supervised independent study courses will change accordingly.

A supervised independent study course may count toward a faculty member's instructional workload, with dean approval, if it meets a sufficient threshold of enrolled students and/or total units in a given term.

7.3 Related Information

1. Instructor and student meet to discuss the work or project and to outline deliverables.
2. Instructor completes e-form for supervised independent study courses.
3. E-form is routed to dean/chair for approval.
4. Administrative assistant completes faculty contract.

5. Pay is distributed on last paycheck of the term.

Chapter 8: Academic Faculty Workload

[Revision in review under GP2; [existing policy in policy library](#)]

Chapter 9: Extra-contractual Compensation

Extra-contractual compensation (ECC) may be appropriate for NS faculty who render services beyond their normal workload, duties, and/or responsibilities. This chapter applies to ECC paid to all NS employees, regardless of the funding source, for any work at an NSHE institution.

In order for NS to provide ECC from federally funded grants and contracts, NS must follow an established, institution-wide for the payment of all ECC from all funding sources. The University must comply with the Federal Cost Accounting Standards, specifically, 2 CFR 200 Uniform Guidance.

Payment of additional compensation is made through a job request in Workday. The reason for the additional compensation must be stated clearly in the comment section.

The Office of Human Resources is the official source of information on the ECC status of faculty.

9.1 Limits

Subject to limitations of this chapter and Chapter 8, A-contract faculty may earn a maximum of 25% of their IBS or the ECC minimum, whichever is higher, as additional compensation, regardless of funding source, during each ECC cycle.

B-contract faculty may earn a maximum of 67% of their IBS or the ECC minimum, whichever is higher, regardless of funding source, during each ECC cycle.

In special situations, faculty may request approval for an exception to the ECC limits from their appropriate executive-level approver (Provost, vice president). Requests must be received and approved before the activity begins. The Office of Human Resources will inform the Division of Academic Affairs of ECC-related contracts that violate the limits in this section if it is not accompanied by advance approval.

9.2 Forms of ECC

The sections below describe potential sources of ECC: teaching, administrative stipends, professional development participation, and sponsored projects. Compensation for any of these activities is subject to the limits above. Total compensation for all activities combined must fall within the maximum allowable ECC.

9.2.1 Teaching

1. A- or B-contract academic faculty may teach additional courses during the contract year. These requirements apply:
 - a. Maximum overload for full-time A-contract faculty is one course per semester or winter/summer session. Those in primarily administrative positions (such as deans, vice provosts) are compensated at the part-time instructor rate;
 - b. Maximum overload for full-time B-contract faculty is one course per semester or winter session. They may also teach a maximum of three summer session (or equivalent off-contract period) courses; of those, two courses are considered a full load for the off-contract period and one is overload;
 - c. The maximum overload for academic faculty cannot exceed four courses in a fiscal year, based on the course end date;
 - d. One course may carry up to five credits. Several courses (such as independent studies) may be considered one class, but only up to a total of three credits;
 - e. Approval of ECC for academic faculty for added teaching responsibilities is granted by the dean. Exceptions to the semester/annual credit limits must be requested through the dean and approved by the Provost.

2. Administrative faculty who want to teach at the request of an instructional unit may do so with approval of their direct supervisor. They may request additional compensation if the instructional activity is in addition to their regular work duties and performed outside of normal working hours. Where additional compensation is paid, these requirements apply:
 - a. The administrative faculty member's regular job requirements must be maintained and fulfilled;
 - b. Instructional activities must occur outside of their normal working hours. Any exception must be approved by the executive-level approver;
 - c. They may teach no more than one course per semester or winter/summer session. The course may carry up to five credits. Several courses (such as independent studies) may be considered one class, but only up to a total of three credits;
 - d. Administrative faculty must inform their hiring authority of their supervisor's approval.

9.2.2 Administrative Stipends

A- and B-contract faculty completing additional administrative duties may receive administrative stipends.

9.2.3 Professional Development Participation

1. B-contract academic faculty may participate in and receive additional compensation for professional development institutes held over the summer. They do not require special permission unless their participation will exceed 100% FTE or surpass the

allowable annual overload. Exceptions must be requested through the dean and approved by the Provost.

2. A-contract academic faculty may participate in and receive additional compensation for professional development institutes held over the summer. These requirements apply:
 - a. The faculty member's regular job requirements must be maintained and fulfilled;
 - b. The work completed must be beyond their normal workload and assigned duties;
 - c. They must consult with their dean about how they will maintain their regular work duties in addition to taking part in the professional development opportunity. Participation must be requested through the dean and approved by the Provost.

3. Administrative faculty may participate in and receive additional compensation for professional development institutes held over the summer. These requirements apply:
 - a. Their regular job requirements must be maintained and fulfilled;
 - b. The work completed must be beyond their normal workload and assigned duties;
 - c. They must consult with their direct supervisor about how they will maintain their regular work duties in addition to taking part in the professional development opportunity. Participation must be requested through their supervisor and approved by the appropriate executive-level approver.

9.2.4 Sponsored Projects

During the Academic Contract Period

For A- or B-contract academic faculty, sponsored research during the academic year may be undertaken on a released-time basis. The grant will be charged for the portion of their time devoted to the project, per the terms of the grant/contract. The rate of compensation is the same as that paid by NS.

If it is not possible for a faculty member to be released from regular NS duties to undertake sponsored research projects, ECC may be permitted, if approved by the dean. ECC duties will be undertaken only when they will not interfere with regular duties.

Academic faculty should work with their department chair and/or dean to determine if release time or ECC is appropriate. If ECC is approved, the dean must inform the Provost and Office of Grant Award Services (OGAS) of the additional allowable effort. ECC must be requested through by the dean and approved by the Provost.

During Off-Contract Periods

B-contract faculty may participate in and receive additional compensation for sponsored project activities over the summer. Research compensation during the summer months (or other periods not included in the base salary) is calculated for each faculty member at a rate not above the IBS divided by the period of the IBS. The maximum that may be earned during the summer is 1/3 of the faculty member's IBS; funding agencies may set lower limits. Where additional compensation may be paid, these requirements apply:

1. If a faculty member is working on several projects (such as teaching and a sponsored project) during an off-contract period, care must be taken to ensure that accurate effort reporting is certified.
2. ECC must be requested by the dean and approved by the Provost.

Administrative faculty may receive a buyout of all or a portion of their time. Buyouts must be approved by their direct supervisor and the appropriate executive.

9.3 Related Information

Route for approval:

1. Academic faculty requests: department chair → dean → Provost
2. Administrative faculty requests: supervisor → executive-level approver

Chapter 10: Academic Faculty Merit Pay

Merit pay is awarded to recognize and retain high-performing faculty who make significant contributions to the mission and goals of NS. It is earned based on their contributions, accomplishments, and ongoing high levels of performance, and must be earned each year.

A fundamental premise of an equitable merit system is that it is built upon a sound and valid performance management system that is perceived as being fair, equitable, measurable, and objective.

Merit pay is administered by the Division of Academic Affairs based on recommendations by department chairs (as applicable) and deans. The President makes final decisions regarding awards and the amount given to each eligible faculty member, based on the recommendation of the Provost.

10.1 Establishing a Merit Pool

NS will establish a merit pay pool of at least 1% of all eligible academic faculty salaries for the purpose of awarding merit pay based on performance in the prior evaluation year.

10.1.2 Eligible Faculty Groups

Faculty must have a start date of no later than September 30 of the fiscal year to be eligible to receive merit pay. Part-time instructors and faculty on temporary/emergency contracts are not eligible. In addition, faculty who are not continuing their employment at NS for the next fiscal year cannot receive merit pay.

10.2 Salary Adjustment Procedures

Merit pay is added to the IBS when calculating the salary for the new fiscal year. Any cost-of-living adjustment (COLA) is calculated after the merit increase.

10.3 Criteria for Earning Merit Pay

Annual reviews are the basis for merit pay increases. Annual reviews should provide enough information to allow for full and fair evaluation of faculty.

Merit pay recognizes, rewards, and reinforces exemplary performance in teaching, librarianship, and/or other professional duties (OPD), which can enhance retention. Merit pay is awarded to faculty who receive a rating of “commendable” or “excellent” in teaching, librarianship, or OPD.

Faculty must also receive a rating of “satisfactory” or higher in scholarship (for tenure-track and tenured faculty) and service. Faculty cannot earn merit pay if they receive a rating below “commendable” in teaching, librarianship, or OPD or a rating of “unsatisfactory” in any category.

Annual reviews are considered confidential and not a matter of public record. Once awarded, the amount of the merit increase is a matter of public record.

10.4 Award Process

Merit increases are awarded once per year. Increases go into effect on July 1 and first appear on August paychecks. The available merit pool, the number of shares, and the value per share will be provided to campus by July 1.

Teaching, librarianship, and/or OPD is the key category for awarding merit pay, and its contribution to merit determinations has greater weight than other areas. Chairs and/or deans submit annual evaluations to the Provost. If an academic faculty member does not submit self-assessment materials for evaluation, the faculty member is ineligible for merit pay for that year. If a supervisor fails to complete an annual review, the faculty member may submit their self-assessment to the chair or dean’s direct supervisor for evaluation; that evaluation will determine whether they earned merit pay.

The Vice President of Finance and Business Operations and/or AVP of Human Resources is responsible for calculating the amount awarded per share. This amount is calculated by adding up the total number of shares, then dividing the academic faculty merit pool by the number of shares.

The calculation includes self-supporting and state-supported positions. Grant, contract, and other self-supporting funding sources should be used to pay merit pay and associated fringe costs for their faculty. If self-supporting funding cannot cover merit pay, the increase will not be awarded to those positions.

10.4.1 Determining the Academic Faculty Merit Pool

The merit pool is calculated based on the IBS (prorated for FTE) of eligible positions. The Office of Human Resources will generate a report from Workday as of September 30 and will work with the Finance and Budgets Office to determine the merit pool by October 31 of each year. Fringe costs are not included in merit pool calculations.

10.4.2 Distributing Merit Shares

In support of NS’s focus on excellence in teaching, librarianship, and/or OPD, academic faculty with a rating of “excellent” in this category receive double shares (4 total) for this category. Service is counted twice for non-tenure-track faculty. The sum for each faculty

member makes up their total evaluation shares. A rating of “satisfactory” in scholarship and/or service earns 0 shares.

- Excellent: 2 shares (teaching, librarianship, OPD = 4 Shares)
- Commendable: 1 share
- Satisfactory (service/scholarship): 0 shares

10.4.3 Merit Calculations for Faculty on Sabbatical

Merit pay for faculty on sabbatical is based on the previous year’s annual review and calculated using their IBS (prorated for FTE).

10.4.4 Sample Calculations

Example of Merit Pool Calculation

If 50 academic faculty made \$70,000, the total IBS pool = \$3,500,000. The academic faculty merit pool would be \$3,500,000 x 1% = \$35,000.

Example of Merit Share Distribution

Each faculty member is assigned shares for teaching, librarianship, and/or OPD, scholarship (for tenure-track and tenured faculty), and service. For non-tenure-track faculty, service is counted twice and scholarship is not included.

The value of a share is calculated by dividing the merit pool by the sum of total evaluation shares.

Share Value = merit pool / total evaluation shares for all academic faculty

In a hypothetical year, if the annual review ratings are as follows:

- 20 faculty with excellent (8) = 160 shares
- 30 faculty with commendable (4) = 120 shares
- Total evaluation shares = 280

Then merit pay would be calculated as: \$35,000 merit pool / 560 Shares = \$125 per Share

Example of Earned Merit Pay

	Teaching, librarianship, and/or OPD	Service (x2 for Lecturers)	Scholarship (Tenure-track and Tenured Faculty)	Total Evaluation Shares	Merit Pay
<i>TT Faculty A</i>	Excellent (4)	Excellent (2)	Excellent (2)	8	\$1,000
<i>TT Faculty B</i>	Excellent (4)	Excellent (2)	Commendable (1)	7	\$875

<i>TT Faculty C</i>	Excellent (4)	Commendable (1)	Excellent (2)	7	\$875
<i>TT Faculty D</i>	Excellent (4)	Commendable (1)	Commendable (1)	6	\$750
<i>TT Faculty E</i>	Excellent (4)	Excellent (2)	Satisfactory (0)	6	\$750
<i>TT Faculty F</i>	Excellent (4)	Satisfactory (0)	Excellent (2)	6	\$750
<i>TT Faculty G</i>	Excellent (4)	Commendable (1)	Satisfactory (0)	5	\$625
<i>TT Faculty H</i>	Excellent (4)	Satisfactory (0)	Commendable (1)	5	\$625
<i>TT Faculty I</i>	Commendable (1)	Excellent (2)	Excellent (2)	5	\$625
<i>TT Faculty J</i>	Excellent (4)	Satisfactory (0)	Satisfactory (0)	4	\$500
<i>TT Faculty K</i>	Commendable (1)	Excellent (2)	Commendable (1)	4	\$500
<i>TT Faculty L</i>	Commendable (1)	Commendable (1)	Excellent (2)	4	\$500
<i>TT Faculty M</i>	Commendable (1)	Commendable (1)	Commendable (1)	3	\$375
<i>TT Faculty N</i>	Commendable (1)	Excellent (2)	Satisfactory (0)	3	\$375
<i>TT Faculty O</i>	Commendable (1)	Satisfactory (0)	Excellent (2)	3	\$375
<i>TT Faculty P</i>	Commendable (1)	Commendable (1)	Satisfactory (0)	2	\$250
<i>TT Faculty Q</i>	Commendable (1)	Satisfactory (0)	Commendable (1)	2	\$250
<i>TT Faculty R</i>	Commendable (1)	Satisfactory (0)	Satisfactory (0)	1	\$125
<i>NTT Faculty S</i>	Excellent (4)	Excellent (4)	--	8	\$1000
<i>NTT Faculty T</i>	Excellent (4)	Commendable (2)	--	6	\$750
<i>NTT Faculty U</i>	Excellent (4)	Satisfactory (0)	--	4	\$500
<i>NTT Faculty V</i>	Commendable (2)	Excellent (4)	--	6	\$750
<i>NTT Faculty W</i>	Commendable (2)	Commendable (2)	--	4	\$500
<i>NTT Faculty X</i>	Commendable (2)	Satisfactory (0)	--	2	\$250

10.5 Notice of Merit Award

Pay adjustments are visible in Workday.

The date of notification of merit awards for purposes of review and grievance will be the latter of (a) the first day of the fall semester or (b) the day the merit list is released to campus. The merit list is a public record subject to disclosure.

10.6 Suspension of Merit Pay and NSHE Reporting

The provisions of this chapter may be suspended for NS or NSHE as a whole. Requests for suspension must be presented to the Board of Regents with justification and require approval of the BOR. NS reports annually to the BOR regarding how policies covering merit pay have been met (NSHE Handbook Title 4, Chapter 3, Section 50).

10.7 Review of Increases

Academic faculty members who disagree with their merit award may seek review following the grievance process in the NS Bylaws.

10.8 Related Information

- [NSHE Code Chapter 5](#), Section 5.12 and 5.16
- [NSHE Handbook Title 4, Chapter 3](#), Section 50
- [NS Bylaws](#), Chapter 3, Section 3 Faculty Ranks; Chapter 6, Section 8 Evaluations; Chapter 6, Section 10 Merit Determinations; Chapter 6, Section 3-4 Grievance Procedures for Faculty

Chapter 11: TBD

Chapter 12: Summer, Winter, and Overload Pay

Summer term, winter term, and overload pay rates for instructional faculty are the same and are published in the Summer Term Salary Schedules in the NSHE P&G Manual.

Tenure-track faculty in administrative positions will be paid the academic faculty summer, winter, and overload pay rate for their rank if (1) teaching is a required part of their workload and (2) they are evaluated as academic faculty.

12.1 Reviewing Pay Rates

These pay rate will be reviewed at least every three years by a Provost-appointed task force. The task force will include cost-of-living adjustments in their considerations.

12.2 Related Information

- Rates reviewed in 2022-23 academic year
- [NSHE Procedures & Guidelines Manual Chapter 3, Section 6](#)

Chapter 13: Promotion & Tenure (Academic Administrators)

[In review under GP2. No existing policy.]

Chapter 14: Faculty Misconduct and Discipline

[Waiting for Faculty Senate approval and provost/general counsel review. No existing policy; refer to [NSHE policy](#) for details.]

Chapter 15: TBD

Chapter 16: Intellectual Property (IP) Ownership

[In review under GP2. No current policy. Refer to NSHE Handbook, Title 4, Chapter 12: Intellectual Property, Research, and Entrepreneurial Activity for details.]

Chapter 17: TBD

Chapter 18: Transitions for Administrators with Academic Rank (Return to Faculty)

[In review under GP2; no existing policy. Refer to NSHE Handbook Title 4, Chapter 3, Section 34: Vice Presidential Transition for details.]

Chapter 19: Periodic Review of Academic Administrators

[In review under GP2; no current policy.]

Chapter 20: Part-Time Instructor Work Expectations

20.1 Responsibilities

Part-time instructional faculty responsibilities include:

1. Reporting to appropriate dean/department chair/program director.
2. Collaborating with other instructors teaching the same course to maintain consistency, as needed.
3. Completing required trainings.
4. Teaching assigned courses according to key expectations:
 - a. Developing or contributing to course syllabi using school-approved template and distribute to students and department chair or dean prior to start of class;
 - b. Instructing assigned courses according to the modality, time, and location published in the class schedule;
 - c. Conducting course according to the schedule and policies outlined in the course syllabus;
 - d. Responding to the needs of student learners by providing high-quality education;
 - e. Selecting textbook and other resources for course, if not assigned by the school/department;
 - f. Implementing all disability accommodations approved by the Disability Resource Center (DRC);
 - g. Assessing student learning and post grades in Canvas within the time frame listed in the syllabus (typically 7-10 calendar days);
 - h. Scheduling and hosting one hour of weekly student support office hours (designated as in-person or online) per course taught;
 - i. Identifying supplies, equipment, and other necessary instructional resources and requesting them through the appropriate supervisor or administrative assistant;
 - j. Following institutional guidelines for course development within the learning management system (Canvas);
 - k. Submitting attendance verification information and final grades through the Faculty Center by established deadlines for the term.
5. Being available to students, staff, and supervisors:
 - a. Responding to NS emails sent within Canvas or through NSU email from supervisor and administrative staff within 48 hours during the contract period, and to students within 24 hours (excluding holidays and weekends);
 - b. Providing updated contact information to the department/school each term;
 - c. Notifying dean/department chair/program director of course absences due to emergencies or illness and work with them on plans for alternate assignments or faculty substitutions.
6. Adhering to all NSU, school, and course policies.

Appendix A: Glossary

Academic faculty (as defined by NSHE BOR 1/03): Instructional faculty, both full- and part-time, which consists of people teaching, tutoring, instructing, and lecturing in an activity of imparting knowledge; counseling faculty; and library faculty, consisting of those with a degree of at least a Master of Library Science from an accredited institution who are employed in the libraries of NSHE and who provide professional library services closely and directly supportive of teaching and research.

Academic rank: Position within the promotion and tenure structure: Rank I (Lecturer), Rank II (Assistant Professor), Rank III (Associate Professor), and Rank IV (Professor).

A contract: A twelve-month contract that is normally reserved for faculty members engaged in year-round programs or work responsibilities. Faculty on A Contracts accrue annual leave.

Acting chair: Unit administrator appointed by a dean in the case of a temporary absence of the department chair.

Administrative faculty: Faculty employed in executive, supervisory, or support positions (NSHE Code Chapter 1, Section 1.1(b)).

Administrator: A subset of the category defined in NSHE Code Section 1.1.b, including the president, provost, vice presidents, vice provosts, and deans.

Administrator return to teaching salary (ARTS): Shadow salary calculated for tenure-track or tenured administrators with academic rank in A-contract positions whose salary for the administrative position was negotiated independently rather than derived from their academic position salary.

Administrator with academic rank: Full-time administrative faculty who hold a shadow appointment as a tenure-track or tenured academic faculty member. Duties are largely administrative, although teaching and research responsibilities may be assigned.

B contract: Contract in which the institutional base salary period is 9 months; the actual number of contractual obligation days may vary each year. Faculty on B contracts do not accrue annual leave.

Complainant: Person who submits a charge alleging that a faculty member engaged in misconduct.

Course buyout: A situation in which a faculty member obtains salary funding from an external source (such as a grant) to cover a reduced teaching load and reallocation of time to an externally funded project.

Course credits: Activities associated with instruction, including the required number of instructional units consisting of a full teaching workload per academic year as per NSHE Policy (Title 4, Chapter 3, Section 3).

Department Chair: Academic faculty member who teaches classes and serves as the leader of an academic department.

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.

Election coordinator: Person appointed by a dean to manage the nominations and voting process for a department chair.

Emeritus/emerita/emerit status: Rank awarded by the President to qualifying full-time academic and administrative faculty at the time of retirement to recognize their distinguished contributions to NS and long-term achievements. Emeritus refers to male-identifying faculty, emerita is used for female-identifying faculty, and emerit is a gender-neutral option.

Employee: Any person employed full-time as academic or administrative faculty at Nevada State. Individuals or investigators (volunteers on federally funded projects, without paid compensation) are considered employees.

Extra-contractual compensation (ECC): Payment to a NS employee (academic or administrative faculty) for duties beyond the normal workload that relates to their institutional base salary or Extra-contractual compensation minimum, whichever is higher. ECC is payment beyond the IBS and is not guaranteed. ECC is contract work that can include (but is not limited to) teaching overloads, administrative stipends, participation in professional development institutes, participation in sponsored projects, or other extra service obligations that go beyond primary role assignments.

Extra-contractual compensation cycle: Time period from the first day of the nine-month obligation period in August through the last day of the summer term in the consecutive year.

Extra-contractual compensation minimum: Minimum alternative salary amount of \$75,000 per fiscal year used to calculate allowable ECC when an individual's IBS is \$74,999 or below. Will be evaluated and adjusted as needed every 5 years.

Fiscal year: Continuous 12-month period from July 1 to the following June 30.

Full-time: An appointment at 1.0 full-time equivalent (FTE) as defined by NSHE for the contract year.

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

Independent research or creative works project: Variable credit course (ranging from 1 to 6 credits) in which the instructor recruits a qualified student to meet independently and sets goals for the student to complete by the end of the term. May include a research project/essay, creative project, or comparable project developed by a student under the instructor's supervision. Typically enrolls one to three students per section, but may enroll more. Instructor approval required to enroll.

Independent Study: Variable credit course (ranging from 1 to 6 credits) in which student works on an individual basis with an instructor to read and study materials on selected topics. Typically enrolls one to three students per section, but may enroll more; in this case, the instructor may request approval from the dean to run the course as part of their instructional load. Instructor approval required to enroll.

Institutional base salary (IBS): Annual compensation paid by the University for an employee's appointment, whether their time is spent on research, instruction, administration, or other activities. Excludes income earned outside of duties stipulated in the employee's basic appointment.

Instructional faculty: Full-time faculty teaching, tutoring, instructing, and lecturing in the activity of imparting knowledge.

Instructional course release: A semester-long agreement for a full-time faculty member to have a reduced teaching load while being paid their normal salary.

Interim chair: Unit administrator appointed by a dean in the case of the removal or resignation of a department chair.

Lecturer: Title for full-time, non-tenure-track academic faculty. Includes three levels: Lecturer (Level I), Senior Lecturer (Level II), and Distinguished Lecturer (Level III).

Librarianship: Activities associated with librarian duties, including, but not limited to, teaching and consultation responsibilities, leadership responsibility for functional areas of library operations, and the expectation to work collaboratively with other institutional partners to enhance the success of the academic community.

Merit pay: Addition to base pay earned by eligible academic or administrative faculty with high levels of performance, as documented in their annual evaluation. Must be earned each year.

Merit Pool: Total funds allocated as a designated percentage of NS's annual budget.

Off contract: Dates not covered under a B-contract obligation period.

Other professional duties: Job duties assigned in place of teaching. May be a short-term or long-term assignment.

Overload: Teaching a course or completing other academic work that can be equated to courseload credits, completed over and above an instructional faculty member's contractual workload requirement.

Overload pay rate: Compensation for overload activities.

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: Years 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.

Publication or equivalent: Peer-reviewed publication with NS as the institutional affiliation, with evidence that the faculty member contributed significantly to the publication.

Remuneration: Includes salary and any payment for services not otherwise identified as salary (such as consulting fees, honoraria, paid authorship).

Respondent: Faculty member accused of engaging in misconduct.

Sabbatical leave: Period of paid leave for academic faculty to complete study, research, writing, creative work, and/or travel that contributes to continued professional growth and new or renewed intellectual achievement.

Sanctions: Disciplinary actions imposed through processes described in Chapter 14.

Scholarship: Activity 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 two categories: discovery and creation (activities that lead to developing or producing research findings or artistic creation) and dissemination (communicating findings, knowledge,

products, or artistic work for the benefit of others).

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.

Senior thesis course (also known as honors thesis course): Course (usually 3 credits) that provides a summative assessment of a student's mastery of academic content and outcomes in the field of study. Typically involves preparation and defense of a research document or comparable project. May enroll one or more students per section. Instructor approval required to enroll.

Sexual Harassment: A situation in which submission to a request or demand of a sexual nature is either an explicit or implicit term or condition of employment or of academic study or grading, or where verbal or physical conduct of a sexual nature has the effect of creating an intimidating, offensive, or hostile work or educational environment. Sexual harassment includes sexual violence. There are two categories of sexual harassment:

- *Title IX Sexual Harassment:* Creates a discriminatory and/or hostile environment that significantly affects another person's access to education, University benefits, and/or University activities;
- *Non-Title IX Sexual Harassment:* Sexual harassment that is not within the scope of Title IX. This includes, but is not limited to, sexual harassment that occurred against a person outside of the United States or outside of a University educational program or activity; retaliation against an individual exercising rights connected to sexual harassment complaints.

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).

Shadow appointment: B-contract tenure-track or tenured academic appointment held by a faculty member before moving into a full-time administrative position. Used to monitor and acknowledge tenure and promotion progress and compensation changes related to the academic

position while serving in the administrative capacity. Faculty reserve the right to return to their B-contract academic position at the rank, tenure status, and compensation level in effect for the shadow appointment on the date of their return.

Share: Portion of merit pool available to faculty based on their annual evaluation ratings.

Stipend: Supplemental pay for compensation based on significant contributions that fall outside of a faculty member's regular workload.

Supervised independent study course: Course in which the number of credits earned varies based on the workload and amount of material agreed upon by the instructor and student. Instructor approval required to enroll.

Teaching: Activities associated with instruction of students, such as lecture course, practicum, and laboratory instruction; course preparation; evaluation of student performance; directing independent study, student research, and thesis projects; office hours meetings with students enrolled in classes; and professional development related to pedagogy and effective instruction.

Tenure: Status granted to eligible academic faculty after a probationary period that provides protection from summary dismissal.

Unit Promotion and Tenure (P&T) Committee: Each academic department in LASB is treated as a unit for the purposes of P&T evaluations. Unit committees are made up of three tenured faculty members drawn from the department. 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. Senior and/or Distinguished Lecturers may serve on committees to review non-tenure-track applications.

University responsibilities: An employee's professional responsibilities on behalf of NS, and as defined by the University, including but not limited to research, research consultation, teaching, professional practice, institutional committee memberships, and other service.

Workload: Overall responsibility consisting of: a) teaching/librarianship/other professional duties, b) scholarly research, creative activity, and c) service.

Workload credit: Responsibilities beyond the standard workload that have been determined by the dean (or designee) and Provost as eligible for workload credit.

Appendix B: Approvals

- Chapter 1: Sabbatical Leave policy first approved August 2008. Revised and approved by Dr. Abbey Peters on 5/28/2019; Dr. Vickie Shields on 6/24/2019; and President Bart Patterson on 8/19/2019. Revisions approved by Dr. David Cooper on 11/05/2024; Dr. Sarah Frey on 12/16/2024; Berna Rhodes-Ford on 3/04/2025; and President DeRionne Pollard on 4/02/2025.
- Chapter 4: Emeritus/Emerita/Emerit Status approved by Dr. David Cooper on 2/4/2025; Dr. Sarah Frey on 2/10/2025; and Dr. DeRionne Pollard on 6/09/2025.
- Chapter 5: Course Releases approved by Dr. Zachary Woydziak on 4/03/2018; Dr. Vickie Shields on 4/09/2018; and President Bart Patterson on 10/08/2018.
- Chapter 6: Department Chairs approved by Dr. Abbey Peters on 2/07/2019; Dr. Vickie Shields on 2/11/2019; and President Bart Patterson on 3/18/2019.
- Chapter 7: Supervised Independent Study Course approved by Dr. Molly Appel on 7/27/2023; Dr. Tony Scinta on 7/27/2023; and President DeRionne Pollard on 9/13/2023.
- Chapter 9: Extra-contractual Compensation approved by Dr. Vickie Shields on 5/02/2022 and President DeRionne Pollard on 7/01/2022.
- Chapter 10: Academic Faculty Merit Pay revised and approved by Dr. Sam Jewell on 1/13/2022; Dr. Tony Scinta on 7/11/2023; and President DeRionne Pollard on 8/14/2023.
- Chapter 11: Administrative Faculty Merit Pay revised and approved by Dr. Sam Jewell on 1/13/2022; Dr. Vickie Shields on 1/14/2022; and President DeRionne Pollard on 1/14/2022. Removed from this policy 10/23/2025; housed in institutional policy library.
- Chapter 12: Academic Faculty Summer and Overload Pay approved by Dr. Molly Appel on 11/14/2023; Dr. Sarah Frey on 4/19/2024; and Dr. DeRionne Pollard on 5/29/2024.
- Chapter 15: Conflicts of Interest and Compensated Outside Services approved by Mr. Kevin Butler on 11/29/2022 and President DeRionne Pollard on 11/30/2022. Removed from policy 10/23/2025; housed in institutional policy library.
- Appendix C added 8/12/2025 with Dean Eastridge's approval.
- Appendix D added 9/10/2025 with Dean King's approval. Last approved by Dean Nathaniel King on 5/10/2023. Approved by Provost Vickie Shields on 6/06/2023.

Appendix C: School of Nursing Promotion, Tenure, & Annual Review Expectations

1 Overview and Philosophy

Annual review criteria hold faculty to high performance standards in teaching/other professional duties, scholarship (for tenure-track and tenured faculty), and service. While ratings on annual reviews inform a faculty's promotion and tenure reviews, 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 tenure.

Tenure is a privilege granted to recognize excellence and an expectation of sustained high-quality performance in the future. Promotions, in the form of advancement in academic rank or level, recognize and compensate full-time academic faculty with demonstrated records of excellence in the area of teaching and/or other professional duties and appropriate levels of performance in service and scholarship (for tenure-track and tenured faculty).

SON's expectations for tenure and promotion provide guidance to academic faculty to assist them in preparing for tenure and/or promotion evaluations. They also guide evaluators (such as the NS Promotion & Tenure Committee) as they review application materials from Nursing faculty.

2 Guidelines and Expectations for Tenure and Promotion to Associate Professor (Rank III)

Annual review criteria hold tenure-track faculty to high-performance standards in teaching, scholarship, and service. It is not the School of Nursing's intent to expect or require only Excellent ratings on annual reviews to receive an overall Excellent rating in any of the three areas when applying for tenure.

Therefore, annual review ratings are contextualized to represent expectations for Unsatisfactory, Satisfactory, Commendable, and Excellent ratings in the tenure and promotion review process. These ratings will be based on faculty members' cumulative performance during the time leading up to the tenure and promotion review.

Evaluators for tenure and promotion assess for developmental progression in teaching, scholarship, and service. In teaching, faculty are expected to demonstrate advances in pedagogy, contribute to the overall teaching program, and mentor other faculty. The development of scholarship can include projects that take multiple years. Consequently, expectations regarding quality and quantity of scholarship should focus on the faculty member's cumulative accomplishments. In service, faculty grow in their roles and progressively assume additional

responsibilities in the School of Nursing, Nevada State, and NSHE. They become chairs of committees and leaders at the University.

2.1 Teaching and/or Other Professional Duties (OPD)

Faculty members applying for tenure and promotion will provide a brief narrative description of excellence in teaching. This narrative will provide context for reviewing the individual's excellence in teaching. 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 nursing course shall be considered over student perception of teaching effectiveness when a candidate makes a case for a rating of Excellent in teaching. Diversity, equity, and inclusion are integral to the practice of nursing. Inclusiveness is practiced in all aspects of educating nurses as assumptions are challenged, perspectives are broadened, and socialization across diverse settings and people occurs. This should be evident in all aspects of review for promotion and tenure decisions.

2.1.1 Unsatisfactory

Fails to meet expectations. Fails to produce evidence of Satisfactory performance.

2.1.2 Satisfactory

Meets expectations.

Teaching

- Well-developed syllabi and topical calendar.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use of content that is relevant to the course.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions are not significantly skewed in a persistent manner.

Other Professional Duties

- Attend conferences related to OPD.
- Supervise lab/clinical/other activities and experiential learning.
- Reserve rooms/space and complete other administrative tasks for exams or other activities.
- Use the NSU student notification systems for academic concerns.
- Coach/create/maintain Canvas shells for other faculty.

2.1.3 Commendable

Exceeds expectations.

Teaching

- Meets Satisfactory performance standards.
- Application of appropriate rigor for the level of the course.
- Positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, and/or technologies.
- Adapt and improve teaching based on feedback from students, peers, and the Dean (or designee).
- Assess the effectiveness of teaching and student learning outcomes mastery.
- Incorporate or significantly address diversity issues in courses or course materials.

Other Professional Duties

- Engage in professional development related to committee/meeting management, agenda development, and other elements of group management.
- Develop an appropriate timeline for projects and ensure projects are completed on time.
- Search for open-source texts.
- Apply concepts of innovative teaching/learning frameworks across courses.
- Coordinate the work of multiple faculty teaching the same course.
- Faculty specialty active practice during the academic year over the past 1-5 years. Specialty practice cannot exceed 20% of academic base pay (NSHE Handbook Title 4, Chapter 3, Section 9).

2.1.4 Excellent

Exceeds expectations in a sustained manner

Teaching

- Consistently meets and exceeds Commendable performance standards.
- Consistent evidence of application of appropriate rigor for meeting course outcomes.
- Consistent integration of active learning strategies in the classroom.
- Consistent use of highly engaging and appropriate learning materials that are targeted to the respective course and student learning outcomes.
- Design and revise courses based on evidence from published literature on teaching effectiveness.
- Earn/maintain external certification in teaching/professional practices.
- Teaching awards through the University or professional organizations.
- Effective integration of written work and use of data-driven strategies for improving student writing skills for courses that require or can benefit from written assignments.
- Highly attentive to classroom dynamics and work to ensure the participation of all students.
- Consistent and well-researched innovation in andragogy (e.g., technologies, teaching techniques) that is practically applied and successful most of the time.

Other Professional Duties

- Successfully manage/lead a campus initiative or program.
- Develop and/or apply an assessment procedure to activities in area of responsibility.
- Course/clinical placement management: “...maintaining and operating a course” or clinical placement.
- Instructional research: “...skills and techniques associated with...scholarly inquiry into all aspects of instruction, teaching, and education.”
- Provide faculty development and mentorship in order to improve quality of course delivery.
- Mediate student and faculty conflict, consistently maintaining and applying SON standards and policies.

2.2 Scholarship

External validation (peer review) of one’s work as a primary author in a published product is required for tenure and promotion to the rank of full professor at NSU. Candidates must include accomplishments in the Scholarship of Discovery, Creation, Application, or Evaluation. **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 must include descriptions of their publications that indicate that the outlet is a reputable peer-reviewed journal; predatory publication outlets are not acceptable. A peer-reviewed article accepted and in press may be considered. Publications, or the equivalent, will be considered for tenure and promotion if they are published with NS as the faculty member’s affiliation, unless other arrangements are made at the time of hire. Tenure-seeking faculty members should plan their scholarship agendas during their probationary period to ensure they have time to complete the required items. A consistent rating of Satisfactory on annual reviews is not equivalent to a rating of Satisfactory on the tenure Review.

The School of Nursing has set benchmarks for rating scholarship in the tenure review process. These benchmarks serve solely as a guide. Evaluators can be flexible in cases where faculty members have undertaken exemplary forms of scholarship or scholarly leadership not listed here.

2.2.1 Unsatisfactory

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

2.2.2 Satisfactory

Meets expectations.

- One **published peer-reviewed article**. (Not in predatory or pay-for-publication outlets.) Can be accompanied by, but not replaced by, additional forms of scholarship.
- Active program of quality research or creative activity exemplified by sustained involvement in scholarly activities.

- Conference papers, poster presentations, or peer-reviewed, discipline-specific equivalents.
- Mentorship of undergraduate student research.
- Publication of shorter works that advance public knowledge.
- Active membership on editorial or review boards of scholarly journals.
- Publication of a research note or book review.
- Submission of a scholarly or research-based grant.

2.2.3 Commendable

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

- Meets Satisfactory performance standards.
- Two published peer-reviewed articles (not in predatory or pay-for-publication outlets). A single article in a journal consensually defined as a pre-eminent publication in the field may be considered; it is the responsibility of the faculty member to provide evidence that the journal meets this standard.
- Completion of an editor-reviewed book chapter.
- Production of professional reports, technical reports, monographs, and lab manuals.
- Leadership in regional, national, or international conferences to disseminate research findings (e.g., conference planning, review of abstracts, organization of a conference).
- Refereeing a book, book chapter, or other significant work for an academic press.

2.2.4 Excellent

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

- Meets and exceeds Commendable performance standards.
- Three or more published peer-reviewed articles or peer-reviewed, discipline-specific equivalents (not in predatory or pay-for-publication outlets).
- Peer-reviewed, discipline-specific book or peer-reviewed, discipline-specific equivalent.
- Invited addresses, symposia, colloquia, or presentations.
- Obtaining funding through competitive grant-writing.

2.3 Service

Faculty members applying for tenure and promotion will provide a brief narrative description of performance in service. This narrative will provide context for reviewing their contributions to the School of Nursing, University, professional, and community areas. It is the candidate's responsibility to make a case that the level of Satisfactory or higher is achieved in service.

2.3.1 Unsatisfactory

Fails to meet expectations. Fails to produce evidence of Satisfactory performance.

2.3.2 Satisfactory

Meets expectations.

- Serving on a University-level committee.
- Serving on a School of Nursing ad-hoc task force.
- Serving on a School of Nursing subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.
- Actively serving on a Faculty Senate committee.
- Serving on a School of Nursing standing committee, in which regular attendance and substantive contributions are demonstrated through evidence.
- Volunteering with a private or public organization that directly relates to the faculty member's discipline, position, or skills.
- Contributing information to SON advising site in Canvas.
- Initiating communication with advisees on a regular basis each semester.
- Responding to and supporting advisees who have academic or social concerns.
- Maintaining office hours for student advisees.

2.3.3 Commendable

Exceeds expectations.

- Primary role in organizing and leading a campus-wide presentation.
- Contributes significant content for a campus-wide presentation.
- Presenting at a faculty development workshop.
- Serving on the University P&T Committee.
- Serving as a search committee member for other NSU units.
- Serving as a search committee member for SON.
- Serving as a chair on a standing committee in SON.
- Substantially developing or revising curricula or programs (e.g., redesigning a program or making substantial degree revisions).
- Leading a CTLE Faculty Learning Community.
- Holding office in a significant professional or community organization.
- Contributing in a significant way to a committee for a governmental, academic, or community organization.
- Writing a grant for a community organization.
- Serving as a board member for a community or professional organization.
- Establishing partnerships with external organizations (e.g., creating student internship opportunities).

- Providing individual or group mentorship to students that goes well beyond the advisory role expected of faculty and provides significant support to promote student progression in SON.
- Providing advising-related programs for groups of students outside of the SON curriculum.
- Developing new resources on advising topics that benefit groups of students.

2.3.4 Excellent

Exceeds expectations in a sustained manner

- Serving as a search committee chair for other NSU units.
- Serving as a search committee chair for SON.
- Chairing a Faculty Senate committee.
- Holding office in Faculty Senate (vice-chair, secretary, or parliamentarian).
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, and skills.
- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position, and skills.
- Serving as a faculty advisor to a student organization, including Nevada State Student Nurses Association, with evidence of sustained and substantial time investment.
- Developing innovative approaches to student advising and mentoring.

3 Guidelines and Expectations for Promotion to Professor (Rank IV)

In evaluating a candidate's qualifications for promotion to the rank of professor, the candidate must demonstrate academic accomplishments that occurred during the period after the award of tenure. The applicant must present evidence of continued effective performance in teaching/OPD, scholarship, and service that exceeds the criteria for granting tenure and promotion to the associate professor rank. 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. An associate professor is expected to be in the position for 5 years before applying for promotion to professor. Applying for promotion to professor rank 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 or other professional duties.
- Leadership and sustained contributions in service that benefits the University and community in significant ways.
- Professional growth and improvement over time.
- Scholarly contributions.

3.1 Teaching and/or OPD

The applicant must provide evidence of consistent, sustained activities and contributions that benefit the University community. 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 or other professional duties. Diversity, equity, and inclusion are integral to the practice of nursing. Inclusiveness is practiced in all aspects of educating nurses as assumptions are challenged, perspectives are broadened, and socialization across diverse settings and people occurs. This should be evident in all aspects of review for promotion.

3.1.1 Unsatisfactory

Fails to meet expectations. Fails to produce evidence of Satisfactory performance.

3.1.2 Satisfactory

Meets expectations.

Teaching

- Well-developed syllabi and topical calendar.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use of content that is relevant to the course.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions not significantly skewed in a persistent manner.

Other Professional Duties

- Attend conferences related to OPD.
- Supervise lab/clinical/other activities and/or experiential learning.
- Reserve rooms/space and complete other administrative tasks for exams or other activities.
- Organize poster sessions and other exhibition events for a class.
- Use the NSU student notification systems for academic concerns.
- Coach/create/maintain Canvas shells for other faculty.

3.1.3 Commendable

Exceeds expectations.

Teaching

- Meets Satisfactory performance standards.
- Application of appropriate rigor for the level of the course.
- Positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, or technologies.
- Consistent integration of active learning strategies in the classroom.
- Adapting and improving teaching based on feedback from students, peers, and the Dean (or designee).
- Participation in structured assessment of the effectiveness of teaching endeavors and student learning outcomes mastery.
- Incorporating or significantly addressing diversity issues in courses or course materials.

Other Professional Duties

- Engage in professional development related to committee/meeting management, agenda development, and other elements of group management.
- Develop an appropriate timeline for a project and ensure projects are completed on time.
- Search for open-source texts.
- Apply concepts of innovative teaching/learning frameworks across courses.
- Coordinate the work of multiple faculty teaching the same course.
- Meet with students as part of the student complaint process, assisting in resolution within the limits of SON standards and policies.
- Faculty specialty active practice during the academic year over the past 1-5 years. Specialty practice cannot exceed 20% of academic base pay (NSHE Handbook Title 4, Chapter 3, Section 9).

3.1.4 Excellent

Exceeds expectations in a sustained manner.

Teaching

- Consistently meets and exceeds Commendable performance standards.
- Consistent evidence of application of appropriate rigor for meeting course outcomes.
- Consistently positive student evaluation ratings with positive written comments.
- Continued innovation that builds on the best pedagogical practices and the candidate's own evolving methods.
- Mentorship and leadership to share successful practices with other faculty and the teaching community.

- Teaching awards through the University or professional organizations.
- Consistent use of highly engaging and appropriate learning materials that are targeted to the respective course and student learning outcomes.
- Efforts to design and revise courses based on evidence from personal reflection, student evaluations, and published literature on teaching effectiveness.
- Earning/maintaining external certification in teaching/professional practices.
- Effective integration of written work and use of data-driven strategies for improving student writing skills for courses that require or can benefit from written assignments.
- Development of new methods to ensure the participation of all students through attention to classroom dynamics and best practices.
- Continued innovation in andragogy (e.g., technologies, teaching techniques) to achieve positive student outcomes.
- Participation in University-level assessment events, focusing on course and program student learning outcomes.

Other Professional Duties

- Successfully manage/lead a campus initiative or program.
- Develop and/or apply an assessment procedure to activities in your area of responsibility.
- Course/clinical placement management: “...maintaining and operating a course” or clinical placement.
- Instructional research: “...skills and techniques associated with...scholarly inquiry into all aspects of instruction, teaching, and education.”
- Provide faculty development and mentorship to improve quality of course delivery.
- Mediate student and faculty conflict, consistently maintaining and applying SON standards and policies.

3.2 Scholarship

Candidates must show appropriate scholarly contributions since applying for tenure and promotion to the rank of associate professor. They must include (a) accomplishments in the Scholarship of Discovery and Creation leading to peer-reviewed (or equivalent externally reviewed) contributions and (b) achievements in the Scholarship of Dissemination 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, Commendable, or higher is achieved in scholarship since the last date of application for promotion. All scholarly work should be produced since applying for tenure.

3.2.1 Unsatisfactory

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

3.2.2 Satisfactory

Meets expectations. Active program of quality research or creative activity, since applying for tenure, as exemplified by sustained involvement in scholarly activities such as:

- One published peer-reviewed articles or peer-reviewed, discipline-specific equivalent in a scholarly journal or outlet (not a predatory or pay-for-publication outlet) since earning tenure.
- Completion of an editor-reviewed book chapter.
- Exhibition or release of a substantial creative work in a peer-reviewed venue related to nursing aesthetics (e.g., poetry, art, music).
- Conference papers, poster presentations, or peer-reviewed, discipline-specific equivalents.
- Mentorship of undergraduate research, including guiding students in publishing their work.
- Publication of shorter works that advance public knowledge.
- Active membership on editorial or review boards of scholarly journals.
- Publication of a research note or book review.
- Submission of a scholarly or research-based grant.
- Refereeing a book or other major work for an academic press.

3.2.3 Commendable

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

- Meets Satisfactory performance standards.
- Two published peer-reviewed articles or peer-reviewed, discipline-specific equivalent in a scholarly journal or outlet (not a predatory or pay-for-publication outlet.) A single high-level research article in a journal consensually defined as a preeminent high-impact publication in the field may be considered; it is the responsibility of the faculty member to provide evidence that the journal meets this standard.
- Peer-reviewed book chapters or scholarly equivalents accepted with or without revision.
- Production of professional reports, technical reports, monographs, and lab manuals.
- Leadership in regional, national, or international conferences for dissemination of research findings (e.g., conference planning, review of abstracts, organization of conference).

3.2.4 Excellent

Exceeds expectations in a sustained manner. Contributions should have an impact on the discipline at a national level and are distinguished by the quality and quantity of contributions that advance knowledge, as indicated by:

- Meets and exceeds Commendable performance standards.
- Three or more published peer-reviewed articles or peer-reviewed, discipline-specific equivalent in a scholarly journal or outlet (not a predatory or pay-for-publication outlet).
- Peer-reviewed, discipline-specific book published.

- Development of a model or practice that is widely adopted.
- Invited address, symposia, colloquia, or presentation.
- Obtaining funding through competitive grant-writing, including managing an external grant.
- Editor of a peer-reviewed journal.
- Mentorship of other faculty in research.

3.3 Service

Applicants must show consistent, sustained, and meaningful service, including serving in capacities that benefit the University, the profession, the community, and NSHE. Service to the University will be given the most emphasis in evaluations. With promotion to the rank of professor comes 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 Satisfactory, Commendable, or higher is achieved in service since applying for tenure.

3.3.1 Unsatisfactory

Fails to meet expectations, Fails to produce evidence of Satisfactory performance.

3.3.2 Satisfactory

Meets expectations.

- Serving on a University-level committee or a SON ad-hoc task force.
- Serving on a SON subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.
- Actively serving on a Faculty Senate committee.
- Serving on a School of Nursing standing committee, with regular attendance and substantive contributions evidenced through documentation.
- Volunteering with a private or public organization relating to the faculty member's discipline, position, or skills.
- Contributing information to SON advising site in Canvas.
- Initiating communication with advisees on a regular basis each semester.
- Responding to and supporting advisees who have academic or social concerns.
- Maintaining office hours for student advisees.

3.3.3 Commendable

Exceeds expectations.

- Primary role in organizing and leading a campus-wide presentation.

- Contributes significant content for a campus-wide presentation.
- Presenting at a faculty development workshop.
- Serving on the University P&T Committee.
- Serving as a search committee member for other NSU units.
- Serving as a search committee member for SON.
- Chairing a standing committee in the School of Nursing.
- Substantially developing or revising curricula or programs (e.g., redesigning a program or making substantial degree revisions).
- Leading a CTLE Faculty Learning Community.
- Contributing in a significant way to a committee for a governmental, academic, or community organization.
- Holding office in a significant professional or community organization.
- Writing a grant for a community organization.
- Serving as a board member for a community or professional organization.
- Establishing partnerships with external organizations (e.g., creating student internship opportunities).
- Providing individual or group mentorship to students that goes well beyond the advisory role expected of faculty and provides significant support to promote student progression in SON.
- Providing advising-related programs for groups of students outside of the SON curriculum.
- Developing new resources on advising topics that benefit groups of students.

3.3.4 Excellent

Exceeds expectations in a sustained manner.

- Chairing a search committee for other NSU units.
- Chairing a search committee for SON.
- Chairing a Faculty Senate committee.
- Chairing University P&T Committee.
- Holding office in Faculty Senate (vice-chair, secretary, or parliamentarian).
- Serving on an NSHE committee or advisory board.
- Taking a leadership role in a University task force to advance the University's mission.
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, and skills and increases the visibility or stature of the University.
- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position, and skills.
- Serving as a faculty advisor to a student organization, including Nevada State Student Nurses Association, with evidence of sustained and substantial time investment.
- Developing innovative approaches to student advising and mentoring.

4 Guidelines and Expectations for Promotion of Lecturers (Rank I, Levels II and III)

4.1 Teaching and/or Other Professional Duties

Faculty members applying for promotion to senior lecturer (Rank I, Level II) or distinguished lecturer (Rank I, Level III) will provide a brief narrative description of excellence in teaching. This narrative will provide context for reviewing the individual's teaching excellence. It is the candidate's responsibility to make a case that the level of Excellent is achieved. Those applying for promotion to Level III, distinguished lecturer, must provide evidence of a pattern of sustained and substantial excellence in teaching, with meaningful contributions in service. Appropriate and consistent application of rigor for each nursing course will be considered over student perceptions of teaching effectiveness when a candidate makes a case for a rating of Excellent in teaching.

Diversity, equity, and inclusion are integral to the practice of nursing. Inclusiveness is practiced in all aspects of educating nurses as assumptions are challenged, perspectives are broadened, and socialization across diverse settings and people occurs. This should be evident in all aspects of review for promotion.

4.1.1 Unsatisfactory

Fails to meet expectations. Fails to produce evidence of Satisfactory performance.

4.1.2 Satisfactory

Meets expectations.

Teaching

- Well-developed syllabi and topical calendar.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use of content that is relevant to the course.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions not significantly skewed in a persistent manner.
- 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 teaching.

Other Professional Duties

- Attend conferences related to OPD.
- Supervise lab/clinical/other activities and/or experiential learning.
- Reserve rooms/space and complete other administrative tasks for exams or other activities.
- Use the NSU student notification systems for academic concerns.
- Coach/create/maintain Canvas shells for other faculty.

4.1.3 Commendable

Exceeds expectations.

Teaching

- Meets Satisfactory performance standards.
- Application of appropriate rigor for the level of the course.
- Positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, or technologies.
- Adapting and improving teaching based on feedback from students, peers, and the Dean (or designee).
- Assessment of effectiveness of teaching endeavors and student learning outcomes mastery.
- Incorporating or significantly addressing diversity issues in courses or course materials.
- Earn CTLE teaching certificate.
- Earn/maintain external certification in teaching/professional practices.
- Apply research findings in the context of teaching and professional practice.
- Evaluate student outcomes mastery through assessment of learning outcomes.

Other Professional Duties

- Engage in professional development related to committee/meeting management, agenda development, and other elements of group management.
- Develop appropriate timelines for a project and ensure projects are completed on time.
- Search for open-source texts.
- Apply concepts of innovative teaching/learning frameworks across courses.
- Coordinate the work of multiple faculty teaching the same course.
- Faculty specialty active practice during the academic year over the past 1-5 years. Specialty practice cannot exceed 20% of academic base pay (NSHE Handbook Title 4, Chapter 3, Section 9).

4.1.4 *Excellent*

Exceeds expectations in a sustained manner.

Teaching

- Consistently meets and exceeds Commendable performance standards.
- Consistent evidence of application of appropriate rigor for meeting course outcomes.
- Positive student evaluation ratings with positive written comments.
- Consistent integration of active learning strategies in the classroom.
- Consistent use of highly engaging and appropriate learning materials that are targeted to the respective course and student learning outcomes.
- Efforts to design and revise courses based on evidence from published literature on teaching effectiveness.
- Effective integration of written work and use of data-driven strategies that improve students' writing skills for courses that require or can benefit from written assignments.
- Being highly attentive to classroom dynamics and working to ensure the participation of all students.
- Consistent and well-researched innovation in andragogy (e.g., technologies, teaching techniques) that is practically applied and is successful most of the time.
- Mentorship and leadership to share successful practices with other faculty and the teaching community.
- Teaching awards through the University or professional organizations
- Consistent use of highly engaging and appropriate learning materials and methods that include multicultural and diverse learners.
- Earning/maintaining external certification in teaching/professional practices.
- Sustained or substantial participation in educational programs that benefit SON, the University, the profession, and/or community groups.

Other Professional Duties

- Successfully manage/lead a campus initiative or program.
- Develop and/or apply an assessment procedure to activities in your area of responsibility.
- Course/clinical placement management: "...maintaining and operating a course" or clinical placement.
- Instructional research: "...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education."
- Provide faculty development and mentorship to improve quality of course delivery.
- Mediate student and faculty conflict, consistently maintaining and applying SON standards and policies.

4.2 Service

Faculty members applying for promotion will provide a brief narrative description of their performance in service. This narrative will provide context for reviewing the individual's

contributions to SON, the University, and professional or community areas. It is the candidate's responsibility to make a case that the level Satisfactory or higher is achieved. Those applying for promotion to Level III (distinguished lecturer) must make a case that the level of Satisfactory, Commendable, or higher was sustained since applying for Level II (senior lecturer).

4.2.1 Unsatisfactory

Fails to meet expectations. Fails to produce evidence of Satisfactory performance.

4.2.2 Satisfactory

Meets expectations.

- Serving on a University-level committee.
- Serving on a SON ad-hoc task force.
- Serving on a SON subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.
- Actively serving on a Faculty Senate committee.
- Serving as an active advisor to nursing students.
- Serving on a SON standing committee, with regular attendance and substantive contributions demonstrated through evidence.
- Volunteer activities with a private or public organization that directly relates to the faculty member's discipline, position, or skills.
- Contributing information to SON advising site in Canvas.
- Initiating communication with advisees on a regular basis each semester.
- Responding to and supporting advisees who have academic or social concerns.
- Maintaining office hours for student advisees.

4.2.3 Commendable

Exceeds expectations.

- A primary role in leading and organizing a campus-wide presentation.
- Contributes significant content for a campus-wide presentation.
- Actively serving on a Faculty Senate committee.
- Serving as a search committee member for other NSU units.
- Serving as a search committee member for SON.
- Chairing a standing SON committee.
- Substantially developing or revising curricula or programs (e.g., redesigning a program, introducing a course, or making substantial degree revisions).
- Contributing in a significant way to a committee for a governmental, academic, or community organization.
- Holding office on a significant professional or community organization.
- Serving as a board member for a community or professional organization.

- Establishing partnerships with external organizations (e.g., creating student internship opportunities).
- Providing individual or group mentorship to students that goes well beyond the advisory role expected of faculty and provides significant support to promote student progression in SON.
- Providing advising-related programs for groups of students outside of the SON curriculum.
- Developing new resources on advising topics that benefit groups of students.
- Present at a faculty development workshop.
- Participation on panels and presentations on pedagogy at the School or University level or to external audiences in Nevada or nationally.
- Mentor new faculty in the program or school.

4.2.4 Excellent

Exceeds expectations in a sustained manner.

- Chairing a search committee for other NSU department units.
- Chairing a search committee for SON.
- Chairing a Faculty Senate committee.
- Participation in University assessment events focusing on course and program student learning outcomes mastery.
- Holding office in Faculty Senate (vice chair, secretary, or parliamentarian).
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, and skills.
- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position and skills.
- Developing innovative approaches to student advising and mentoring.
- Leading a CTLE Faculty Learning Community.
- Writing a grant for a community organization.
- Serving as a faculty advisor to a student organization, including Nevada State Student Nurses Association, with evidence of sustained and substantial time investment.
- Developing innovative approaches to student advising and mentoring.

5 Guidelines and Expectations for Annual Reviews

The School of Nursing subscribes to the philosophy that teaching should be the primary area of emphasis for faculty members, with scholarship (for tenure-track faculty) and service as important but lower priorities. Faculty are recruited, evaluated, awarded tenure, and promoted based on this perspective. Scholarship is not required as part of a lecturer contract.

The academic evaluation and reward system in the SoN has three purposes: (a) to provide the means by which faculty, through annual reviews, progress through the academic ranks; (b) to certify high achievement, and (c) to determine eligibility for merit pay.

5.1 Teaching and/or Other Professional Duties

For annual reviews, teaching refers to the act of cultivating a rich learning environment, including 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 Nevada State University is a teaching institution, offering engaging and meaningful instruction is a highly valued activity in the SoN.

According to the Nevada State University 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.

Diversity, equity, and inclusion are integral to the practice of nursing. Inclusiveness is practiced in all aspects of educating nurses as assumptions are challenged, perspectives are broadened, and socialization across diverse settings and people occurs. This should be evident in all aspects of the annual review.

As part of their annual review materials, faculty members submit a teaching narrative that provides context for reviewing their teaching effectiveness. The narrative is a reflection on important teaching activities, accomplishments, and challenges experienced in the year under review.

Material evaluated for annual reviews will include an example course syllabus, official student course evaluations, and exemplars of student learning or accomplishments from courses taught during the year. Faculty members should expect to provide additional evidence of teaching effectiveness requested by the Dean (or designee) during the review process.

Items submitted as evidence of teaching effectiveness should relate to the quality of the learning environment provided to students in courses at NSU. Other items that may be related to teaching, such as research or publications in the scholarship of teaching and learning (SoTL), mentoring students toward making a conference presentation, or taking a leadership role in teaching workshops, should be submitted in the scholarship or service categories.

5.1.1 Required Evidence of Teaching Effectiveness

- Syllabus for each course that incorporates the elements in the standard SoN template (courses taught during review period only).
- Teaching observation(s) from the Dean (or designee).
- Teaching narrative highlighting teaching exemplars and other examples of teaching effectiveness.

- Final grade distributions and student evaluations are imported from the data warehouse. Faculty include a summary self-analysis of these materials as part of their narrative. The faculty member may request that the Dean (or designee) exclude course evaluations with extremely low response rates from consideration.

5.1.2 Additional Evidence of Teaching Effectiveness

May include, but are not limited to:

- Exams, assignments, projects, or other assessments developed by the instructor to measure student performance.
- Lectures, handouts, and other materials used to aid instruction.
- Peer observations of a colleague's teaching conducted by the faculty member.
- Video- or audio-recordings of teaching.
- Descriptions of innovative teaching methods used.
- Grade distributions for assignments or exams.
- Descriptions of how diversity issues were incorporated into course content.
- Examples of feedback provided on papers, projects, exams, or other assignments.
- Data-driven (quantitative and/or qualitative) assessment of the effectiveness of an assignment, activity, or instructional technique used in a course.
- Video- or audio-recordings of student performance.
- Website/URL of any other technological assignment completed by students.
- Teaching awards.
- Other discipline-specific evidence of teaching effectiveness.
- Acceptance of an external teaching-related grant.
- Additional evidence as requested by the Dean (or designee).

5.1.3 Activities Related to Teaching

As part of their teaching responsibilities, faculty members often participate in related activities that enrich the quality of education at Nevada State University. A description of these activities should be provided in their annual review materials. These activities may include, but are not limited to:

- New preparations or substantial revisions to a course that go beyond routine updates.
- Significant student mentoring that includes a teaching component and an assessment of student learning.

5.1.4 Rating Teaching in Annual Reviews

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. Due to variability of numerical ratings on student evaluations across courses, numerical

thresholds provided below should be interpreted as guidelines and not absolute standards. Numerical ratings are one measure among many used for evaluation.

Unsatisfactory

Fails to meet expectations. An Unsatisfactory rating indicates one or more of the following conditions:

- Fails to produce evidence of a Satisfactory performance.
- Failure to sufficiently improve in aspects of teaching identified in previous annual reviews as essential areas for improvement.
- Failure to regularly meet academic calendar and departmental deadlines, including but not limited to attendance rosters, failure notifications, reinstatement recommendations, and final grade submissions.
- Substantiated formal student documented complaint.
- Existence of a pattern of student written complaints about one or more of the instructor's courses. If such complaints occur, the faculty member may provide a justification or explanation regarding the complaints. This explanation will be considered by the Dean (or designee) when determining whether an Unsatisfactory rating is appropriate.

Satisfactory

Meets expectations. At the Satisfactory level, faculty members are expected to be competent instructors, as evidenced by the creation of a classroom climate that respects students and welcomes diversity, the absence of major problems or written student complaints related to an instructor's courses, and by quality contributions in all of the following areas:

- Well-developed syllabi with adequate expectations and rigor that include a course description, course objectives, evaluation criteria/methods, and office hours; additionally, a well-developed and feasible topical calendar must be documented.
- Canvas Course is minimally organized.
- Availability to students outside of classroom hours, such as established/posted office hours and other scheduled appointments.
- Content that is relevant to the course as evidenced by adequately rigorous readings, texts, and updated course materials that demonstrate a systematic effort by the instructor to convey course material.
- Student evaluations include written comments that are generally satisfactory and numerical ratings above 3.0 on a 5-point scale, with 5.0 being the highest. Where faculty members do not meet these criteria, they may explain mitigating circumstances they believe led to lower student ratings.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Participation in CTLE programs.
- Demonstrated evidence of substantive feedback given to students regarding performance on major assignments, exams, and high-stakes learning projects/activities.

- Final grade distributions not significantly skewed in a persistent manner. Faculty members may submit a rationale explaining cases in which grade distributions are skewed, which will be considered by the Dean (or designee).

Commendable

Exceeds expectations.

- Meets Satisfactory performance standards.
- Evaluations with positive written (qualitative) comments and numerical ratings (quantitative) above 3.0 on a 5-point scale.
- Quality contributions in some of the following major areas of teaching effort or equivalent (emphasis is on quality and substance, not quantity):
 - Development and use of innovative course materials, teaching and active-learning techniques, or technologies.
 - Adapting and improving teaching based on feedback from students, peers, and the Dean (or designee).
 - Grading assignments and providing effective feedback in a reasonable timeframe (students receive feedback on previous assignments prior to the subsequent assignment's due date) so students are aware of their progress throughout the course.
 - Assessment of the effectiveness of teaching endeavors.
 - Application of appropriate rigor for the level of the course.
 - Assessment of student learning.
 - Incorporating or significantly addressing diversity issues in courses or course materials.
- Demonstrated effort toward meeting goals set in the annual review plan for the year or new goals that developed during the year.
- Supervision of an independent study or experiential learning activities that include assessment of student learning.

Excellent

Exceeds expectations in a sustained manner.

- Consistently meets and exceeds Commendable performance standards;
- Evaluations should have positive written (qualitative) comments and numerical ratings (quantitative) above 3.5 on a 5-pt scale.
- High-quality contributions in some of the following major areas of teaching effort or equivalent (emphasis is on quality and substance, not quantity):
 - Consistent integration of active learning strategies in the classroom.
 - Consistent use of highly engaging and appropriate learning materials that are targeted to the respective course and student learning outcomes.
 - Efforts to design and revise courses based on evidence from published literature on teaching effectiveness.

- Effective integration of written work and use of data-driven strategies that improve students' writing skills.
- Being highly attentive to classroom dynamics and working to ensure the participation of all students.
- Consistent and well-researched innovation in andragogy (e.g., technologies, teaching techniques) that is practically applied and successful most of the time.
- Earning/maintaining external certification in teaching/professional practices recognized by the NLN, ANCC, and/or the AANP (nurse practitioners) national accrediting bodies, which positively impact teaching within the SoN. Other nationally recognized accrediting bodies for certifications(s) will be considered.
- Receipt of a teaching award or certificate.
- Acceptance of an external teaching-related grant.

5.1.5 Rating Other Professional Duties in Annual Reviews

Academic faculty may have decreased teaching loads to accommodate completion of administrative duties. The annual review combines evaluation of teaching and of OPD. When rating other professional duties, the Dean (or designee) will consider the faculty member's progress toward meeting the goals in the annual review plan from the previous year. Specific duties and expectations vary by faculty release and are based on activities included in the role description. The following list is not meant to be comprehensive or specific, but serves as a guide for ratings.

Satisfactory

Meets expectations.

- Attend conferences related to OPD.
- Engage regularly in professional development and training opportunities.
- Support and collaborate with faculty and staff to solve problems.
- Supervise lab/clinical/other activities and/or experiential learning.
- Reserve rooms/space and complete other administrative tasks for exams or other activities.
- Organize poster sessions and other exhibition events for a class.
- Use the NSU student notification systems for academic concerns.
- Coach/create/maintain Canvas shells for other faculty.
- Respond effectively, appropriately, and in a timely manner to student emails/other communications.
- Submit reports and recommendations to the Dean on a regular basis.

Commendable

Exceeds expectations.

- Engage in professional development related to committee/meeting management, agenda development, and other elements of group management.

- Develop appropriate timelines for projects and ensure projects are completed on time.
- Manage/supervise course and off-campus learning sites (in-person or online, including student teaching and clinical sites).
- Foster inclusivity in the instructional environment.
- Implement information and/or skills from campus trainings/workshops to enhance job duties or professional activities.
- Orient faculty, staff, and students by planning, leading, and participating in orientation sessions.
- Conduct peer reviews of faculty and contribute to evaluating faculty and staff.
- Participate in search committees and interviews for new faculty and staff.
- Participate in campus leadership committees which contribute to teaching and learning, such as the CTLE Board and Library Board.

Excellent

Exceeds expectations in a sustained manner.

- Successfully manage/lead a campus initiative or program.
- Develop and/or apply an assessment procedure to activities in the area of responsibility.
- Course/clinical placement management: “...maintaining and operating a course” or clinical placement.
- Participate in instructional research: “...skills and techniques associated with the scholarly inquiry into all aspects of instruction, teaching, and education.”
- Identify and implement changes that demonstrably improve the learning experience for students.
- Consult with faculty to improve teaching and incorporate innovative approaches such as UDL, clinical judgment, and caring theory.
- Develop and update Canvas resource sites for SON faculty and staff.
- Effectively design and manage group work/projects; address conflicts or issues that arise.
- Sustained participation in campus leadership committees that contribute to teaching and learning, such as the CTLE Board and Library Board.
- Mediate student and faculty conflict, consistently maintaining and applying SON standards and policies.

5.2 Scholarship

For annual reviews of tenure-track and tenured faculty, SON defines scholarship as the process of exploring a relevant question or problem, synthesizing existing knowledge, developing new ideas, and sharing the results through discipline-appropriate outlets. The SON values scholarly efforts representing the spectrum from basic to applied, including the scholarship of teaching and learning (SoTL). 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 and learning, creative works, and mentoring substantial student research projects.

Lecturer (Rank I) positions do not require scholarship. Scholarship is not evaluated in their annual evaluations, nor is it used in their merit pay calculations.

Regarding the scholarship criterion in annual reviews, quality refers to the extent to which scholarship contributes to advances in knowledge and/or the enrichment of teaching. This concept of quality places more importance on the process and effect than on the quantity of products. Collaboration on products is encouraged and supported by SON faculty, although it is expected that a share of the products will reflect sole or primary authorship.

5.2.1 *Scholarship Evidence*

May include, but not limited to:

- *Research and professional publications.* The quality of the publications or reports will be evaluated within the context of norms for the area of expertise. Peer-reviewed outlets are accorded more significance than publications that do not go through peer review. Tenure-track faculty must have at least one peer-reviewed publication prior to application for tenure.
- *Book chapters.* Book chapters will be evaluated in terms of the inherent quality of the piece and scope of impact or dissemination within the context of the norms for the discipline. Refereed chapters are accorded more significance than non-refereed chapters.
- *Books.* Scholarly books that broaden a disciplinary knowledge base with original research or produce novel applications of existing knowledge to professional problems are accorded the most significance. Textbooks that compile and organize existing knowledge are weighted less than unique work. Readings, edited books, and conference proceedings are given less significance than textbooks.
- *Aesthetic creations.* The School of Nursing respects the work of scholars engaged in the aesthetics of nursing and supports such efforts. Works that are creative in nature (nursing aesthetics) will be evaluated within the context of norms for the nursing discipline.
- *Undergraduate research.* Faculty members are encouraged to mentor student research and research projects. Mentorship and supervision of student research will be evaluated in terms of the length of project, dissemination of findings, and peer-reviewed professional publications. Projects that are more time-intensive (over several semesters) will be accorded more significance than those where faculty take a more peripheral role in mentoring students or research projects. Student work accepted for publication in a professional, peer-reviewed journal will be accorded the most significance.
- *Professional reports, technical reports, informational reports, monographs, and lab manuals.* Professional publications are evaluated in terms of their quality, with reference to the intended audience. As with books and book chapters, the scope of dissemination is considered.
- *Conference papers and poster presentations.* The value attributed to paper and poster presentations varies and will be evaluated by the following six factors (listed in no particular order of importance): (a) quality of the paper or poster, (b) quality of the

conference, (c) scope of the conference (international, national, regional, or local), (d) scope of dissemination, (e) whether the item was refereed, and (f) whether the paper or poster was invited. Generally paper presentations will be granted more weight than poster presentations. Evaluators may grant more weight to papers or presentations that include significant student involvement.

- *Scholarly grants and contracts.* Funded grants and contracts provide evidence of the capacity to organize scholarly activity that is judged meritorious by external funding agencies. Therefore, external funding will be accorded more significance than internal (University) funding. Grant and contract proposals will be evaluated in terms of the funding agency and the scope of the funded research.
- *Scholarship in progress.* Evidence of scholarship in progress, particularly the continuation of funded endeavors, manuscripts under review, exhibitions under development, and formal working papers, serves as an indicator of the candidate's intent to complete projects. Examples of work in progress include completing a prospectus, literature review, or data collection, and writing individual parts or chapters of a project. Statements of scholarship in progress should be supported by evidence such as working drafts or notes.
- *Other peer-reviewed endeavors.* Evidence provided for scholarship production in other forms (such as lectures, creative work, unique equipment, computer software/program design, video productions) will be evaluated in terms of (a) scope of dissemination, (b) nature of intended/receiving audience, and (c) prestige of validating authority, institution, or agency. External validation of quality is essential.
- *Peer-reviewing books and articles.* Reviewing the contributions of other scholars is an important aspect of the creation of knowledge. This will be evaluated based on the time and effort it takes to referee the item, as well as the overall impact of the publication outlet.
- *Shorter works that advance public knowledge.* This may include short articles published in the bulletins of academic organizations and mass media (newspapers, legitimate web magazines, etc.) that advance general public knowledge. Such activities have less significance than original peer-reviewed contributions such as journal articles. Two works in this subcategory count as one item for annual reviews. This category cannot be counted more than once in any review year, regardless of the total number of items published.

5.2.2 Academic Leadership in Scholarship

May include, but not limited to:

- Identifying, developing, funding, designing, implementing, and completing research, development, dissemination, or evaluation projects of significant scope. Evaluations will consider the extent to which such projects enhance the faculty member's recognition and involve other faculty, students, and staff.
- Developing regional, national, or international conferences, symposia, or the like for disseminating research findings.
- Active membership on editorial boards of scholarly journals.

5.2.3 National Recognition in Scholarship

May include, but not limited to:

- Development of a model or practice that is widely adopted.
- Extensive publications in primary scholarly outlets.
- Record of high accomplishment in creative endeavors of relevance to the field.
- Frequent citations in the literature.
- Obtaining funding through competitive proposal writing.
- Number and quality of invited addresses, symposia, colloquia, and presentations.

5.2.4 Categories for Scholarship Evidence

Tenure-track and tenured faculty members present evidence of scholarly progress that outlines their contributions during the year in review. Evaluators assess scholarly output by applying the following categories.

Contributions not listed below will be taken into consideration during the review based on the scope and contribution to knowledge in nursing and education.

Level C: Includes quality contributions in some of the following major areas of scholarly effort or equivalent (emphasis is on quality and substance, not quantity):

- Develops, conducts, and/or supervises research with students.
- Evidence of preparation of scholarly work with a clear timeline for completion (e.g., pilot testing; data collection, literature review).
- Submission of a manuscript to a refereed publication for initial peer review (primary or non-primary authorship).
- Resubmission of an article to a peer-reviewed journal that required revisions.
- Submission for presentation at a conference.
- Completion of other scholarly products (e.g., software or conference proceedings).
- Refereeing an article for a peer-reviewed journal.
- Presentation of a new poster at a professional conference.
- Publication of a research note or book review.
- Publication of a peer-recognized field-specific encyclopedia article.
- Submission of an external grant (level of contribution may be indicated by whether the faculty member is among principal investigators). Submission of external grant proposals that require significant research and preparation may be considered as a level B item at the evaluator's discretion.
- Management of an external grant (level of contribution may be indicated by whether the faculty member is among the PIs). Acceptance of a management role of a large external grant may be considered as a level B item at the evaluator's discretion.
- 2 short discipline-specific published works that advance public knowledge (non-refereed). Two works in this category together count as one item for the annual review. This item cannot be counted more than once in any review year.

Level B: Includes high-quality contributions in some of the following major areas of scholarly effort or equivalent (emphasis is on quality and substance, not quantity):

- Acceptance of a peer-reviewed journal article for publication (non-primary authorship).
- Presentation of a new scholarly paper or a research presentation at a professional conference.
- Substantial role in mentoring a student(s) toward 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.
- Presentation as keynote or invited speaker at a conference, symposium, colloquium, or other significant academic event.
- Publishing a book chapter (editor- or peer-reviewed).
- Refereeing a book for an academic press.
- Receipt of a local or regional external grant (level of contribution may be indicated by whether the faculty member is among PIs).
- Completion of two or more chapters of an accepted book that is a synthesis of previously compiled knowledge.
- Completion of final draft of an accepted book that is a synthesis of previously compiled knowledge.
- Peer-reviewed exhibition or release of a single, discipline-specific, stand-alone piece of creative work (for those in the arts).
- Completion of a scholarly technical/professional report or monograph.
- Publication of a laboratory work book.
- Publication of an accepted book chapter that required substantial revisions or further research (documented by evidence).
- Acceptance of book prospectus.
- Serving as editor of a peer-reviewed journal.

Level A: Includes superior contributions in some of the following major areas of scholarly effort or equivalent (emphasis is on quality and substance, not quantity):

- Acceptance of a peer-reviewed journal article for publication (sole or primary authorship).
- Substantial role in guiding an undergraduate research project that is accepted for peer-reviewed publication.
- Acceptance of a national external research grant (faculty member is among PIs).
- Acceptance of a scholarly peer-reviewed or editor-reviewed book chapter.
- Completion of two or more chapters of an accepted editor- or peer-reviewed book that is scholarly and based on original research and thought.
- Exhibition or publication of a major discipline-specific nationally or regionally recognized peer-reviewed creative/innovative work.

5.2.5 Scholarship Ratings for Annual Reviews (Tenure-track and Tenured Faculty)

The School of Nursing sets the following rating guidelines for assessing scholarship in annual reviews. 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 and as accounted for in the faculty member’s narrative.

A consistent rating of Satisfactory on annual reviews is not equivalent to a rating of Satisfactory on a tenure or promotion review. Tenure-seeking faculty should plan out their scholarship agendas so they have time to complete the requirements provided in the tenure section.

Unsatisfactory	Fails to meet expectations	Fails to produce evidence of a Satisfactory performance
Satisfactory	Meets expectations	Active program of quality research or creative activity that contributes to the discipline’s body of knowledge and includes either: 2 Level B items <i>or</i> 1 Level B item.
Commendable	Exceeds expectations	Evidence of quality peer-reviewed research accomplishment as evidenced by either: 2 Level B items <i>or</i> 1 Level B and 2 Level C items.
Excellent	Exceeds expectations in a sustained manner	Distinguished by the quality and quantity of contributions that advance knowledge, as indicated by: 1 Level A item <i>or</i> 2 Level B and 2 Level C items.

5.3 Service

The SoN defines service as a faculty member’s professional responsibilities to Nevada State University and its external community. Service is one of the many ways that faculty work together to fulfill our mission. First and foremost, faculty are expected to demonstrate how they contribute significantly to meeting the needs of Nevada State University, followed to a lesser degree by contributions to the profession and community or government agencies.

When evaluating service contributions, both quantity and quality are important considerations. Quantity in the absence of quality is insufficient to earn high ratings. As part of their annual review materials, faculty members submit a brief narrative description of their service activities. Faculty members are encouraged to submit relevant evidence (e.g., documents created, revisions or edits made) that reflects particular service contributions and may be asked to provide additional evidence as requested by the Dean (or designee).

5.3.1 Service Evidence

Lines of evidence for demonstrating service accomplishments are listed below but are examples only and do not exhaust the range of possibilities. A case may be made for a service contribution in one level that, due to a particular time commitment or other requirements, might qualify for another level.

Institutional Service

Level A: Substantive involvement in or guidance of a meaningful endeavor that requires a significant time commitment, involves an important leadership role, and reflects the faculty member's contribution to accomplishing an essential institutional goal. Examples:

- Holding office on Faculty Senate (Chair, vice-chair, secretary, or parliamentarian).
- Chairing a Faculty Senate Committee.
- Serving on University P&T Committee.
- Chairing a search committee.
- Serving as a faculty advisor to a student organization, including Nevada State Student Nurses Association, with evidence of sustained and substantial time investment.
- Developing innovative approaches to student advising and mentoring.

Level B: Substantive involvement in a meaningful endeavor that requires a moderate time commitment and/or reflects the faculty member's contribution to accomplishing an important institutional goal. Examples:

- Serving as a search committee member (University and/or School of Nursing).
- Chairing a standing SON committee.
- Serving as NFA president.
- Substantially developing or revising curricula or programs (e.g., redesigning a program or making substantial degree revisions).
- Providing individual or group mentorship to students that goes well beyond the advisory role expected of faculty and provides significant support to promote student progression in SON.
- Providing advising-related programs for groups of students outside of the SON curriculum.
- Developing new resources on advising topics that benefit groups of students.

Level C: Substantive involvement in a single meaningful event (e.g., University fair) or participation in an endeavor that requires a relatively low time commitment. Examples:

- Leading and/or major contributions in organizing a campus-wide presentation.
- Serving on a University-level committee and/or a School of Nursing ad-hoc task force or subcommittee.
- Actively recruiting at a college fair event.
- Presenting at a faculty development workshop.
- Serving as a Faculty Senate representative.
- Actively serving on a Faculty Senate committee.
- Serving on a School of Nursing standing committee, with regular attendance and substantive contributions clearly evidenced.
- Contributing information to SON advising site in Canvas.
- Initiating communication with advisees on a regular basis each semester.
- Responding to and supporting advisees who have academic or social concerns.
- Maintaining office hours for student advisees.

Community and Professional Service

Contributions to the profession or community may be counted as service if they contribute to the mission or promote the objectives of NSU. The examples below are not exhaustive.

Level A: This category is typically reserved for institutional service within the University. However, a faculty member may provide evidence that a particular external service activity goes beyond Level B and deserves a higher rating. For example, a faculty member who plans an entire national conference that directly benefits the University may argue that the effort justifies Level A status.

Level B: Substantive involvement in a meaningful service endeavor in the community that requires a moderate time commitment. Examples:

- 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 that directly relates to the faculty member's discipline, position and/or skills.

Level C: Substantive involvement in a single meaningful event (e.g., participating as a speaker at a community event) or participation in an endeavor that requires a relatively low time commitment. Examples:

- Serving as an officer in a local, state, regional, or national professional or learned society.
- 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.

5.3.3 Rating Service in Annual Reviews

The following are non-comprehensive examples of how service to the institution and community/profession might be evaluated for annual reviews. Evaluators should converse with faculty members 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 thresholds. The quantity required may vary based on the quality of the contribution. Failure to meet designated service obligations may reduce a faculty member’s annual review rating, regardless of other service contributions.

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

- 1 Level C activity = 1 point
- 1 Level B activity = 2 points
- 1 Level A activity = 4 points

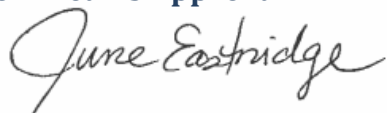
Unsatisfactory	Fails to meet expectations	3 points or fewer	2 Level C items = 2 points
Satisfactory	Meets expectations	4-5 points	1 Level A item = 4 points 4 Level C items = 4 points 2 Level B items + 1 Level C item = 5 points
Commendable	Exceeds expectations	6-7 points, including one Level A or B item	1 Level A item + 2 Level C items = 6 points 5 Level C items + 1 Level B item = 7 points
Excellent	Exceeds expectations in a sustained manner	8 or more points, including one Level A or B item	1 Level A item + 4 Level C items = 8 points 5 Level C items + 2 Level B items = 9 points

A faculty member who completes six or more Level C items would not meet the standard for a Commendable rating because it requires at least one Level A or B item.

6 Related Information

- Application for Third-Year Review and Recommendation for Promotion and/or Tenure (NSHE)
- [NSHE Code, Chapter 5](#)
- [NSHE Code, Chapter 7](#)

6.1 Dean's Approval



May 27, 2025

Dean's Signature

Date

Appendix D: University Library Promotion, Tenure, & Review Expectations

1 Overview and Philosophy

Tenure is a privilege granted to recognize excellence and an expectation of sustained high-quality performance in the future on the part of academic faculty. Promotions, in the form of advancement in academic rank or level, recognize and compensate full-time academic faculty with demonstrated records of excellence in librarianship and/or other professional duties and appropriate levels of performance in service and scholarship.

The unit-level expectations for tenure and promotion provide guidance to academic faculty to assist them in preparing for tenure and/or promotion evaluations. They also guide evaluators (e.g., the NS Promotion & Tenure Committee) as they review application materials from faculty within the unit.

2 Guidelines and Expectations for Tenure and Promotion to Associate Professor (Rank III)

The only areas evaluated for promotion and tenure decisions will be librarianship and/or other professional duties, scholarship, and service.

Library faculty at Nevada State hold 12-month appointments. Given the variety of possible assignments, Library faculty responsibilities are outlined in individual position descriptions. The standard annual assignment for the librarianship category comprises approximately 80% of a librarian's role, with the remaining 20% assigned to scholarship and service categories. A master's degree from a program accredited by the American Library Association is the [terminal professional degree for academic librarians](#).

To receive tenure and promotion, the NS P&T Committee must assign a candidate's portfolio a rating of "Excellent" in librarianship and/or other professional duties and a minimum rating of "Satisfactory" in scholarship and service. These ratings are based on the NS P&T Committee's review and are distinct from ratings in annual reviews.

2.1 Librarianship and/or Other Professional Duties

Faculty 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. Faculty members applying for tenure and promotion shall provide a brief narrative description of excellence in librarianship. This narrative will provide a context for the review of the individual's performance. The evaluator has some latitude to make exceptions to the requirements in the case of unusual circumstances as presented in the

narrative.

2.2 Scholarship

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. For publications with multiple authors, faculty members should be able to justify their contribution. A consistent rating of satisfactory on a faculty member’s annual review is not equivalent to a rating of satisfactory on the tenure review. Research, scholarly, creative, or other activities related to the faculty member’s professional or work-related discipline will be evaluated on its quality and significance, regardless of publication format.

2.3 Service

The applicant must have a record of meaningful, active service, including service in capacities that benefit professional organizations, the University, or the Library. Faculty members applying for tenure and promotion to the rank of associate professor shall provide a brief narrative of their service in the tenure application. This narrative contextualizes the list of accomplishments. The evaluators have some latitude to make exceptions to the requirements in the case of unusual circumstances as presented in the narrative. Service assignments and other professional activities will be evaluated on their quality and significance.

3 Guidelines and Expectations for Promotion to Professor (Rank IV)

In the evaluation of a candidate’s qualifications for promotion to the rank of professor, accomplishments occurring during the period since the last promotion will be considered. The applicant must demonstrate evidence of continued effective performance in librarianship and/or other professional duties, scholarship, and service that exceeds criteria outlined for granting tenure and promotion to the rank of associate professor. Library faculty at Nevada State hold 12-month appointments. Given the variety of possible assignments, Library faculty responsibilities are outlined in individual position descriptions. The standard annual assignment for the librarianship category comprises approximately 80% of a librarian’s role, with the remaining 20% assigned to scholarship and service. The master’s degree from a program accredited by the American Library Association is the [terminal degree](#) for academic librarians.

To be eligible for promotion to the rank of professor, the NS P&T Committee must assign a candidate’s portfolio a rating of “Excellent” in librarianship/other professional duties as well as a “Commendable” in either scholarship or service; the candidate may not have a rating of “Unsatisfactory” in any area. These ratings are based on the NS P&T Committee’s review and are distinct from ratings in annual reviews.

The rank of professor is awarded to those who demonstrate the following:

- Cumulative and ongoing professional achievements.
- Significant contributions to advancing the mission of Nevada State.
- Continued innovation and dedication in librarianship and/or other professional duties.
- Leadership and sustained contributions in service that benefit the Nevada State community in significant ways.
- Professional growth and improvement over time.
- Scholarly contributions.

3.1 Librarianship and/or Other Professional Duties

The applicant must provide evidence of consistent, sustained activities and contributions that benefit the Nevada State community. 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 Nevada State's mission.

Applicants for promotion to the rank of professor shall provide a brief narrative description of excellence in librarianship and/or other professional duties. This narrative will provide a context for the review of the individual's performance. The evaluator has some latitude to make exceptions to the requirements in the case of unusual circumstances as presented in the narrative.

3.2 Scholarship

Faculty members shall provide a brief narrative describing scholarship activities in the promotion application. One published peer-reviewed article or peer-reviewed, discipline-appropriate equivalent in a scholarly journal or outlet is required for a "Satisfactory" rating. For publications with multiple authors, faculty members should be able to justify their contribution. All scholarly work under consideration for application to professor must be produced since the time of successful application to associate professor and while the applicant is affiliated with Nevada State.

Research, scholarly, creative or other activities related to the faculty member's professional or work-related discipline will be evaluated based on its quality and significance.

3.3 Service

Applicants must show evidence of consistent, sustained, and meaningful service, including serving in capacities that benefit Nevada State, the profession, the community, and NSHE.

Faculty members shall provide a brief narrative of their service activities in the promotion

application. This narrative contextualizes the list of accomplishments. The evaluators have some latitude to make exceptions to the requirements in the case of unusual circumstances as presented in the narrative.

Service assignments and other professional activities will be evaluated on their quality and significance.

4 Guidelines and Expectations for Annual Reviews

Library faculty at Nevada State hold 12-month appointments. Given the variety of possible assignments, Library faculty responsibilities are outlined in individual position descriptions. The standard annual assignment for the librarianship category comprises approximately 80% of a librarian's role, with the remaining 20% assigned to scholarship and service.

4.1 Librarianship

Library faculty are evaluated annually on three core competencies in librarianship: collaboration, impact, and job duties. These competencies are evaluated through a combination of the following sources: evaluator observations, faculty self-evaluation, faculty submitted artifacts, and peer/direct report feedback from colleagues in the Library. These sources provide a holistic view of the faculty member's work during the evaluation period. Evaluators use these sources to apply a "best fit" approach to determine the overall evaluation rating.

4.1.1 Librarian Competencies

Collaboration

Enhances individual work by soliciting contributions from others and enhances others' work by contributing to their success to more effectively meet the unit's mission.

Examples:

- Highly inclusive; seeks-out, encourages, recognizes, and incorporates diverse points of view.
- Actively supports and implements team decisions and ideas and gives full credit to the team for successful outcomes.
- Involves and informs campus stakeholders in an appropriate manner.
- Creates a culture of balancing one's own interests with others' while facilitating open dialogue with a wide variety of contributors and stakeholders.
- Prioritizes teamwork to deliver results and builds a culture of appreciation and recognition for team effort and success.

Impact

Uses knowledge, skills, and professional experience to make demonstrable improvements.

Examples:

- Moves beyond traditional ways of doing things and pushes past the status quo.
- Tries multiple, varied approaches to seek efficiencies and improve work outcomes.
- Exercises sound judgment in evaluating impact when balancing workload and competing priorities.

Job Responsibilities

Demonstrates the knowledge, skills, and abilities that result in high performance and contributions within the scope of the position description.

Examples:

- Effectively pursues opportunities to improve current skill set or obtain new skills and applies them to enhance performance contributions without supervisor intervention.
- Demonstrates expert decision making and consistently promotes and enables sound decisions across the organization.
- Takes ownership of development, embraces and seeks feedback, highly coachable, anticipates guidance and direction, improves performance through the integration of stakeholder feedback.
- Consistently fulfills commitments.

4.1.2 Overall Rating Rubric

Excellent

- Contributions have significant and consistently exceptional impact and value to the Library and/or the University.
- Makes unique, often one-time achievements that measurably advance progress towards organizational goals and/or result in major improvements.
- Easily recognized as a role model by peers.
- Viewed as an excellent resource to provide expertise, guidance, advice, mentorship, or support to others.
- Demonstrates a range of high-level capabilities and actively takes on higher levels of responsibility.

Commendable

- Consistently demonstrates meaningful impact through accomplishments and contributions.
- This level of performance is reflective of a competent and experienced individual in this role.
- Viewed by peers as someone who gets the job done and effectively prioritizes work and produces strong results.

- Contributes positively to the overall objectives of the Library and /or the larger organization.
- Achieves valuable accomplishments in several important areas of the job and/or on assigned projects.

Satisfactory

- Needs to gain proficiency and/or productivity in the position to achieve consistent impact.
- Stronger or additional knowledge, skills and abilities need to be demonstrated for consistent success in the role.
- This rating is typically utilized when an employee is still coming up-to-speed with their job responsibilities based on limited tenure in the role.

Unsatisfactory

- The quality of performance is below expectations for the role.
- Knowledge, skills, abilities and/or productivity have not been demonstrated at the appropriate levels.

4.2 Scholarship

Evidence of productive scholarship can be supported by published records as well as other original work of a professional nature. In annual reviews, evidence of scholarship in-progress (e.g., data collection, manuscripts under review, etc.) serves as an indicator of the faculty's intent to complete the scholarship and/or creative activity. Statements of scholarship in-progress, supported by evidence, are required. Faculty may provide a narrative description of their scholarly activities to provide context for the annual review.

4.2.1 Rating Scholarship in the Annual Review Process

To promote consistency in ratings of scholarship, a unit of measure called Scholarly Effort [SE] will be used. An SE is equivalent to any quality scholarly contribution, such as a conference presentation with significant content. Quality can refer to the effect scholarship makes on advances in knowledge, the professional community, and especially, the enrichment of library practice. One accepted peer reviewed publication or its equivalent is equal to 2 SE. Consult with your evaluator early in the development of your scholarship plan to ensure that your completed work would meet these standards.

Level 1: Fails to meet expectations (Unsatisfactory)

Performance at a level less than that specified in Level 2.

Level 2: Meets expectations (Satisfactory)

Tangible evidence of one SE in process (e.g., a completed IRB application, submitted presentation proposal, significant progress on a publication draft, etc.), plus a timetable for completion.

Level 3: Exceeds expectations (Commendable)

One completed SE and tangible evidence of one additional SE in process (e.g., a research plan, submitted presentation proposal, significant progress on a publication draft, etc.), plus a timetable for completion.

Level 4: Exceeds expectations in a sustained manner (Excellent)

2 SEs.

4.3 Service

When evaluating faculty contributions in service, both the quantity and quality of service are important considerations. Quantity in the absence of quality is insufficient to earn high ratings in service. Faculty members are encouraged to submit relevant evidence (e.g. documents created, revisions or edits made, feedback from committee chairs) that reflect particular service contributions. Consult with your evaluator early in the development of your service plan to ensure that your activities would meet these standards.

*4.3.1 Rating Service***Level 1: Fails to meet expectations (Unsatisfactory)**

Performance at a level less than that specified in Level 2.

Level 2: Meets expectations (Satisfactory)

Evidence of contribution to committees and/or service activities in a professional organization, the University, or the Library.

Level 3: Exceeds expectations (Commendable)

Evidence of significant contribution to committees and/or service activities in a professional organization, the University, or the Library.

Level 4: Exceeds expectations in a sustained manner (Excellent)

May include, but is not limited to, evidence of exceptional service leadership to committees and/or service activities in a professional organization, the University, or the Library.

5 Related Information

- Board of Regents [NSHE Code, Chapter 5](#).
- Board of Regents [NSHE Code, Chapter 7](#).
- Tenure expectations for each academic unit.
- 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).

Appendix E: School of LASB Promotion, Tenure, & Annual Review Expectations

1 Overview and Philosophy

This document serves as policy and guidelines for promotion and tenure at all ranks. Tenure provides a substantial degree of security to faculty 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). A promotion advances and compensates full-time faculty with a demonstrated record of excellence in Teaching/OPD and appropriate levels of service and, for tenure-track faculty, scholarship. Advancement is reflected in promotion in academic rank or level, and compensation reflected in a salary increase.

This document outlines the guidelines and expectations for LASB Unit P&T Committees and the LASB Dean to review and use for making recommendations as to whether an applicant should receive promotion and/or tenure. The President makes final promotion decisions and will forward all positive tenure recommendations to the Nevada Board of Regents. The Board of Regents votes on tenure appointments.

2 Expectations for Tenure and Promotion to Associate Professor (Rank III)

The only areas evaluated shall be teaching/OPD, scholarship, and service.

Evaluations for tenure and promotion in LASB assess a faculty member's developmental progression in teaching/OPD, 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. 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 during the probationary period at NS. In service, faculty are expected to progress in their service commitments and progressively assume additional responsibilities in the department, LASB, and NS. Faculty are encouraged, but not required, to demonstrate evidence of sustained commitment to DEI at NS in teaching, scholarship, and/or service. More detailed examples and expectations for teaching/OPD, scholarship, and service are found in Appendix A and the NS Promotion & Tenure policy.

2.1 Required Ratings

To receive tenure and promotion, the NS Promotion and Tenure (P&T) Committee must assign a

candidate’s portfolio a rating of “Excellent” in teaching/OPD and a minimum rating of “Satisfactory” in scholarship and service. Candidates should submit a portfolio, following the page limits outlined in the P&T application, addressing the criteria for promotion and tenure.

	Teaching/OPD	Scholarship	Service
<i>Required rating</i>	Excellent	Satisfactory, Commendable, or Excellent	Satisfactory, Commendable, or Excellent

The Unit P&T Committee and the LASB Dean each recommend ratings for each area, as well as a recommendation as to whether the applicant should receive promotion and tenure, using the guidelines and expectations specific to LASB for each area of evaluation.

2.3 Relationship to Annual Review Ratings

Annual review criteria hold tenure-track faculty to high standards in teaching, scholarship, and service. While ratings on annual reviews inform the 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 for tenure and promotion. Promotion and tenure ratings are based on faculty members’ cumulative performance during the time leading up to the tenure and promotion review. A rating from the NS P&T Committee of “Unsatisfactory” in any area disqualifies a candidate from promotion and tenure.

2.4 Teaching/Other Professional Duties

Faculty must have a pattern of growth and excellence as an instructor. This includes, but is not limited to, the following: 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 student body; 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, faculty members applying for tenure and promotion in LASB provide a brief narrative description of excellence in teaching/OPD. This narrative provides context for reviewing the individual’s excellence in teaching or OPD. It is the candidate's responsibility to make a case that the level of “Excellent” is achieved. Pedagogical rigor for each

LASB course shall be prioritized over student perception and evaluation of Teaching effectiveness when a candidate makes a case for a rating of “Excellent” in teaching.

Lecturers may include their professional development in this section. Examples of professional development include: attending or presenting at a conference in one’s discipline with a connection to instruction; attending or presenting at a conference centered on pedagogy; or similar activities.

2.5 Scholarship

To receive tenure, the candidate must have a record of accomplishments in 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 tenure and promotion.

Faculty members applying for tenure and promotion provide a brief narrative description regarding scholarship. This narrative provides context for reviewing the individual’s scholarship. External validation (peer review) of work in a published or exhibited product is required for promotion and tenure at NS. One published peer-reviewed journal article or peer-reviewed, discipline-appropriate equivalent in a scholarly outlet is required for a “Satisfactory” rating and tenure. Faculty must demonstrate the status or quality of the outlet for equivalent works. 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 and Learning (SoTL), creative works for those in the arts, and mentoring substantial student research projects. Scholarly collaboration is encouraged and supported, and each candidate’s contribution to a peer-reviewed publication, per discipline best practices, will be considered for the purpose of promotion and tenure review.

Predatory or 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.

2.6 Service

The applicant must have a record of meaningful, active service to the faculty member’s students, program, LASB, the broader institution, and/or the community. Faculty members applying for tenure and promotion provide a brief narrative describing performance in service. This narrative provides context for reviewing the individual’s contributions to LASB, NS, students, the profession, and the community. A consistent rating of “Satisfactory” on annual reviews 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.

3 Expectations for Promotion to Professor (Rank IV)

In evaluating a candidate’s qualifications for promotion to the rank of Professor, any accomplishments since applying for promotion to the rank of 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 for promotion to Rank IV. An Associate Professor is expected to be at that rank for five years before applying for promotion. Applying for promotion to the rank of Professor is optional, and a faculty member whose application is denied may reapply.

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 internal and/or external communities in significant ways; professional growth and improvement over time germane to the applicant’s position; and scholarly contributions. Faculty are encouraged, but not required, to demonstrate evidence of sustained commitment to DEI at NS in teaching, scholarship, and/or service. More detailed examples and expectations for teaching/OPD, scholarship, and service are found later in this document and in the NS Promotion & Tenure Policy.

To be eligible for promotion, the University P&T Committee must assign a candidate’s portfolio a rating of “Excellent” in teaching/OPD and a “Commendable” in either scholarship or service, with a rating of at least “Satisfactory” in the third area. A rating from the NS P&T Committee of “Unsatisfactory” in any area disqualifies a candidate from promotion.

3.1 Teaching/Other Professional Duties

The applicant must provide evidence of consistent, sustained activities and contributions that benefit the University community. Faculty members provide a brief narrative describing their performance in teaching/OPD.

3.1.1 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 achieved.

3.1.2 Other Professional Duties

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 who have other professional duties provide a brief narrative describing their performance. Professional duties rendered to the University will be given the most emphasis in evaluations. The rank of Professor 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.

3.2 Scholarship

Candidates must show scholarly contributions since applying for tenure and promotion to Rank III. Faculty members provide a brief narrative describing their performance in scholarship. Candidates must include accomplishments in the Scholarship of Dissemination leading to peer-reviewed contributions or equivalent that are appropriate to their field, position, and requirements or expectations of program-specific accrediting bodies. The candidate is responsible for making a case that the level of "Satisfactory" or higher is achieved. One published peer-reviewed journal article or peer-reviewed, discipline-appropriate equivalent in a scholarly journal or outlet is required for a "Satisfactory" rating. All scholarly work under consideration must be produced since applying for promotion to the rank of Associate Professor and while the applicant is affiliated with NS.

3.3 Service

Applicants must show consistent, sustained, and meaningful service, including serving in capacities that benefit the University, NS staff and students, the profession, NSHE, the broader institution, and/or the community. Faculty members provide a brief narrative describing their performance in service. Service to the University will carry the most significance in evaluations and should include leadership roles. The rank of Professor 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 is responsible for making a case that the level of "Satisfactory" or higher is achieved.

4 Guidelines and Expectations for Promotion of Non-tenure-track Faculty (Rank I)

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

4.1 Required Ratings

To receive a promotion to Senior Lecturer (Level II), the NS P&T Committee must assign a candidate's portfolio a rating of "Excellent" in teaching /OPD and a minimum rating of "Satisfactory" in service. Faculty are encouraged, but not required, to demonstrate evidence of sustained commitment to DEI at NS in teaching and/or service. More detailed examples and expectations for teaching/OPD and service are found in Appendix C and the Non-tenure-track Faculty Promotion Policy.

To receive a promotion to Distinguished Lecturer, the NS P&T Committee must assign the applicant's portfolio a rating of "Excellent" in teaching/OPD as well and a rating of "Commendable" in service. A rating from the NS P&T Committee of "Unsatisfactory" in either area disqualifies a candidate from promotion.

4.2 Teaching/Other Professional Duties

4.2.1 Promotion to Senior Lecturer

Faculty members provide a brief narrative description of excellence in teaching. The narrative provides context for reviewing the individual's teaching excellence. It is the candidate's responsibility to make a case that the level of "Excellent" is achieved.

4.2.2 Promotion to Distinguished Lecturer

Faculty members 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."

4.3 Service

The applicant must have a record of meaningful, active service to the faculty member's students, program, LASB, or the institution.

4.3.1 Promotion to Senior Lecturer

Faculty members provide a brief narrative describing their performance in service. The narrative provides context for reviewing the individual's contributions to LASB, NS, students, the profession, the broader institution, and/or the community. It is the candidate's responsibility to make a case that the level of "Satisfactory" or higher is achieved.

4.3.2 Promotion to Distinguished Lecturer

Applicants must make a case that the level of "Satisfactory" or higher was sustained in service since applying for promotion to the level of Senior Lecturer.

5 Guidelines and Expectations for Annual Reviews

LASB subscribes to the philosophy that teaching should be the primary area of emphasis for faculty members, with scholarship (for tenure-track faculty) and service as important but lower priorities. Faculty are recruited, evaluated, awarded tenure, and promoted based on this perspective. Faculty are encouraged, but not required, to demonstrate evidence of sustained commitment to DEI at NS in teaching, scholarship (for tenure-track faculty), and/or service.

The academic evaluation process and reward system in LASB has three purposes: to provide an opportunity through which faculty, by acting on feedback from annual reviews, progress through the academic ranks; to certify high achievement; and to determine eligibility for merit pay, when applicable. The annual review serves as a guide of progress toward promotion and/or tenure, but not as a substitute for the criteria for promotion and tenure.

Annual review ratings are used to inform the promotion process, but the annual review and promotion rankings may vary.

5.1 Annual Reviews

Faculty submit a self-evaluation each year responding to goals and listing accomplishments, in consultation with their supervisor or evaluator. The annual review includes goals for the faculty member to achieve in teaching, scholarship (tenure-track faculty only), 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 goals agreed upon in the previous year's review and indicate which items they completed. Faculty members 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 include accomplishments beyond the goals, and new faculty who do not have an annual review plan from a previous year should discuss accomplishments rather than goal fulfillment.

5.1.1 Annual Review Portfolio

Faculty submit materials each year responding to their goals and listing accomplishments. Faculty may be required by their supervisor to submit additional materials. Any page or word limits on evidence do not apply to CVs, syllabi, student evaluations, student papers submitted to demonstrate instructor feedback, or items specifically requested by the evaluator after receiving the portfolio.

5.2 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 in an inclusive environment. Teaching primarily reflects instruction-related activities that directly impact student learning. Because NS is a teaching institution, offering engaging and meaningful instruction is highly valued in LASB.

According to the University 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 submit a teaching narrative that provides context for reviewing the individual’s teaching effectiveness. The narrative is a reflection on important teaching activities, accomplishments, and challenges experienced in the year under review.

Faculty with OPD, including activities supported through a course release, should submit an additional narrative outlining the duties and their impact, when possible.

5.2.1 Ratings for Teaching

Teaching is an essential element of an academic faculty member’s position and an integral part of creating a healthy and thriving campus and local community through higher education. Institutions such as NS value the teaching contributions of its faculty. It is the primary avenue by which faculty fulfill our mission. First and foremost, faculty are expected to demonstrate excellence in teaching.

Rating	Definition	Criteria
<i>Excellent</i>	Exceeds expectations in a sustained manner	Consistently meets and exceeds Commendable performance standards and consistently and effectively elevates students’ learning experiences through student-centered pedagogy, thoughtfully designed activities and assignments, and inclusive classroom practices.
<i>Commendable</i>	Exceeds expectations	Meets and exceeds Satisfactory performance standards and makes effort to elevate students’ learning experiences through student-centered pedagogy, thoughtfully designed activities and assignments, and inclusive classroom practices with an absence of patterns or themes of problematic issues in student feedback.
<i>Satisfactory</i>	Meets expectations	Faculty members are expected to be competent instructors, as evidenced by the creation of a classroom climate that respects students and welcomes diversity. If patterns or themes of problematic issues in student feedback are present, faculty corrected the issues or will design a plan to do so.

<i>Unsatisfactory</i>	Fails to meet expectations	Has not effectively executed some essential teaching responsibilities and/or approach to teaching and assessment results, and there are recurring patterns or themes of problematic issues in student feedback without correction.
-----------------------	----------------------------	--

5.2.2 Evidence of Teaching Effectiveness

Material evaluated for annual reviews includes required and suggested materials. These include supervisors' course observations, student course evaluations, grade distributions, an evaluation of syllabi, teaching materials, learning management system course builds, and any other evidence of student learning or accomplishment provided by the faculty member or requested by the evaluator. No single item should determine the rating; all evidence should be taken together as a whole.

Items submitted as evidence of teaching effectiveness should relate to the quality of the learning environment provided to students in courses. Additionally, participation in professional development activities, especially when resulting in specific changes or improvements to course methods, may be included in teaching. Other items that may be related to teaching, such as research or publications in the Scholarship of Teaching and Learning or mentoring students toward presenting at a conference, as defined in this document, may be categorized as scholarship. When there is a choice of placement, the candidate may make that decision.

Required Evidence

- Canvas shells and syllabi will be reviewed by chairs/deans, and these materials should be available to reviewers.
- Official student evaluations, aggregated across each course taught during the review period. The faculty member may request that the evaluator exclude course evaluations with extremely low response rates.
- Record of office hours, such as those included in syllabi, posted on an office door, or posted in a digital space.
- Final grade distributions, aggregated across each course taught during the review period (supplied by the Office of Institutional Effectiveness).
- Teaching observation(s) from the Department Chair, Dean, or Dean's designee.
- Teaching narrative highlighting teaching exemplars and other examples of teaching effectiveness.

Additional Evidence

May include, but is not limited to:

- Exams, assignments, projects, or other assessments developed by the instructor to measure student performance.
- Lectures, handouts, and other materials used to aid instruction.
- Peer observations of teaching conducted by the faculty member.

- Peer observations of teaching conducted by faculty peers.
- Video- or audio-recordings of teaching.
- Descriptions of innovative teaching methods used.
- Grade distributions for specific assignments or exams.
- Descriptions of how diversity issues were incorporated into course content.
- Examples of feedback provided on papers, projects, exams, or other assignments.
- Data-driven (quantitative and/or qualitative) assessment of the effectiveness of an assignment, activity, or instructional technique used in a course.
- Video- or audio-recordings of student performance.
- Website or digital address of a technological assignment completed by students.
- Nomination for and/or recipient of teaching award.
- Evidence of excellent student coursework (such as being published in an undergraduate journal/magazine, accepted for a conference, or performance at literary and arts festivals).
- Student reflections/portfolios.
- Other discipline-specific evidence of teaching effectiveness.
- Recipient of an external teaching-related grant.
- Additional evidence as requested by the evaluator
- Evidence with similar time, scope, and intellectual commitment to the items above.

Activities Related to Teaching

As a part of their teaching responsibilities, faculty members often participate in related activities that enrich the quality of instruction at NS. A description of these activities should be provided in the annual review materials. Activities may include, but are not limited to:

- New preparations or substantial revisions or improvements to a course the faculty member is teaching, to be counted in the year the course is first offered by the faculty.
- Fieldwork supervision as part of a course.
- Supervision of course assistants or supplemental instructors.
- Developing and leading a campus-wide teaching opportunity, such as a speaker series or pedagogical workshop.
- Develop and lead in-class workshops for students.
- Structured mentorship for peer tutors/mentors.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

5.2.3 Ratings Guidelines for Teaching

Excellent

Exceeds expectations in a sustained manner. Faculty consistently meet and exceed “Commendable” performance standards and consistently and effectively elevate students’ learning experiences through student-centered pedagogy, thoughtfully designed activities and assignments, and inclusive classroom practices.

- Evaluations with consistently positive written (qualitative) comments and numerical ratings (quantitative). These will be evaluated holistically and faculty may explain

mitigating circumstances they believe led to unreasonably low scores in their teaching narrative.

- Receives a teaching award.
- Consistently integrates active learning strategies in the classroom.
- Consistently designs and/or integrates highly engaging and appropriate learning materials that are targeted toward the respective course and student learning outcomes.
- Designs innovative student assessments or activities that assess the highest levels of Bloom’s Taxonomy.
- Uses techniques or assignments that build, scaffold, or strengthen student learning over the term.
- Demonstrates efforts to design and revise courses based on evidence from published literature on teaching effectiveness.
- Earns external certification in teaching practices.
- Uses evidence-based feedback techniques when evaluating student work, such as live grading, “wise” feedback, or post-exam reflection.
- Is highly attentive to classroom dynamics and works to ensure the participation of all students.
- Demonstrates consistent and well-researched innovation in pedagogy, such as technologies and teaching techniques that are practically applied and successful most of the time.
- Demonstrates use of inclusive policies such as late policies and assignment revision policies.
- Demonstrates responsiveness to students’ individual circumstances, such as identifying students who need additional support or who show improvement.
- Effectively integrates written work and use of data-driven strategies that improve students’ writing skills.
- Evaluators may also consider acceptance of an external teaching grant as evidence of excellence in teaching and professional development.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

Commendable

Faculty consistently meet and exceed “Satisfactory” performance standards and consistently and effectively elevate students’ learning experiences through student-centered pedagogy, thoughtfully designed activities and assignments, and inclusive classroom practices.

- Meets annual review goals.
- Evaluations with mostly positive written (qualitative) comments and numerical ratings (quantitative). These will be evaluated holistically and faculty may explain mitigating circumstances they believe led to unreasonably low scores in their teaching narrative.

- Develops and uses innovative course materials, teaching and active-learning techniques, or technologies.
- Adapts and improves teaching based on feedback from students, peers, and the Chair, Dean, or Dean's designee.
- Provides individualized feedback on student work.
- Applies appropriate rigor for the course level.
- Designs multiple forms of assessment or activities that measure various levels of Bloom's Taxonomy.
- Incorporates or significantly addresses diversity issues in courses or course materials, such as readings, texts, or other materials from culturally diverse authors or on culturally diverse topics.
- Incorporates practices that foster an inclusive classroom, such as universal design principles and culturally diverse and responsive examples.
- Designs well-organized and navigable learning management system course shells.
- Uses experiential learning activities that include assessment of student learning.
- Uses NS student support services such as CARE referrals and Scorpion Success Network, when appropriate.
- Assesses effectiveness of teaching endeavors.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

Satisfactory

Meets expectations. Faculty members are expected to be competent instructors, as evidenced by the creation of a classroom climate that respects students and welcomes diversity, the absence of patterns or themes of problematic issues in student feedback related to an instructor's courses, and by quality contributions in all of the following areas.

- Well-developed syllabi with adequate expectations and rigor that include a course description, course objectives, evaluation criteria/methods, office hours, and a well-developed and feasible calendar of course topics.
- Availability to students outside of classroom hours, such as established/posted office hours and other scheduled appointments.
- Content is relevant to the course, as evidenced by adequately rigorous readings, texts, and updated course materials that demonstrate a systematic effort by the instructor to convey course material.
- Student evaluations include written comments that are generally satisfactory. Where faculty members do not meet these criteria, they may explain mitigating circumstances they believe led to unreasonably poor student evaluations in their teaching narrative.
- Major assignments, projects, exams, or other assessments developed by the instructor that assess course learning outcomes.
- Grading assignments in a timely fashion.
- Demonstrated evidence of consistent feedback given to students regarding performance on major assignments, exams, and high-stakes learning projects/activities.

- Final grade distributions not significantly skewed in a persistent manner. Faculty members may submit a rationale in their teaching narrative explaining cases in which grade distributions are skewed, which will be considered by the evaluator.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

Unsatisfactory

Fails to meet expectations. The faculty member has not effectively executed some essential teaching responsibilities and/or their approach to teaching and assessment results in patterns or themes of problematic issues in student feedback. Indicates evidence of more than one of the following conditions:

- Fails to produce evidence of a “Satisfactory” performance.
- Fails to sufficiently improve in aspects of teaching identified in previous annual reviews as essential areas for improvement.
- Existence of major student written complaints about one or more of the instructor’s courses backed by other sources of data including course observations by evaluator. The faculty member may provide a justification or explanation of the student complaints in their teaching narrative. This explanation will be considered by the evaluator when determining whether an “Unsatisfactory” rating is appropriate.
- Evaluator feedback of teaching documents unsatisfactory teaching.
- Little to no student-centered pedagogy.
- Fails to satisfactorily carry out essential teaching responsibilities such as instruction, assessment of student work, and posting grades.

5.3 Scholarship (Tenure-track Faculty)

LASB sets the following rating guidelines for assessing scholarship for annual reviews of tenure-track faculty. These benchmarks are a guide. Evaluators may be flexible in the ratings where faculty members have undertaken forms of scholarship or scholarly leadership not listed here, and as accounted for in a narrative provided by the faculty. A consistent rating of “Satisfactory” on annual reviews is not equivalent to a rating of “Satisfactory” on a tenure or promotion review. Tenure- and/or promotion-seeking faculty should plan their scholarship agendas in order to complete the required expectations listed in this document and referenced in the NS Promotion & Tenure Policy.

Rating	Definition	Criteria
<i>Excellent</i>	Exceeds expectations in a sustained manner	Distinguished by the quality and quantity of contributions which advance knowledge, as indicated by: <ul style="list-style-type: none"> • 1 A-level item or • 2 B-level items + 2 C-level items, or equivalent.

<i>Commendable</i>	Exceeds expectations	Evidence of quality peer-reviewed research accomplishment as evidenced by: <ul style="list-style-type: none"> • 2 B-level items or equivalent or • 1 B-level item + 2 C-level items, or equivalent.
<i>Satisfactory</i>	Meets expectations	Active program of quality research or creative activity which contributes to the discipline's body of knowledge and includes: <ul style="list-style-type: none"> • 2 C-level items or equivalent or • 1 B-level item or equivalent.
<i>Unsatisfactory</i>	Fails to meet expectations	Fails to produce evidence of Satisfactory performance

5.3.1 Evidence of Scholarship

Research, Journal Articles, and Professional Publications

The quality of the candidate's research and professional publications or reports will be evaluated within the context of norms for the discipline. Juried outlets are accorded more significance than publications that do not undergo peer review.

- *Peer-Reviewed Journal Article*. One published peer-reviewed journal article or peer-reviewed, discipline-appropriate equivalent in a scholarly outlet.
- *Book Chapters*. Quality will be evaluated within the context of norms for the discipline. Refereed chapters are accorded more significance than non-refereed ones.
- *Books*. Scholarly books that broaden a disciplinary knowledge base with original research or produce novel applications of existing knowledge to professional problems are accorded the most significance. A book of translation that has significant scholarly framing also falls within this subcategory. Textbooks that compile and organize existing knowledge are weighted less than unique work, but the scope of works should be considered. Readings, edited books, and conference proceedings are, in turn, given less significance than standard textbooks.
- *Artistic Production*. NS respects the work of artistic scholars and supports their efforts. For those in fields where artistic production is standard, works that are creative in nature (such as fine art, films, creative writing, poetry, and others) will be evaluated within the context of norms for the discipline.
- *Undergraduate Research*. Faculty members are encouraged to mentor and support student research and research projects. Mentorship and supervision of student research will be evaluated in terms of the length of project, dissemination of the research, and peer-reviewed professional publications. Projects that are more time-intensive (over several semesters) will be accorded more significance than those where faculty take a more peripheral role in mentoring students or research projects. Student work accepted for publication in a professional, peer-reviewed publication will be accorded the most significance within this subcategory.

- *Professional Reports, Technical Reports, Informational Reports, Monographs, and Lab Manuals.* These publications will be evaluated in terms of their quality, with reference to the intended audience and the scope of dissemination.
- *Conference Papers and Poster Presentations.* The value attributed to paper and poster presentations varies and will be evaluated by the following six factors (in no particular order of importance): quality of the paper or poster; quality of the conference; scope of the conference (international, national, regional, or local); scope of dissemination; whether the item was refereed; and whether the paper or poster was invited. Generally, paper presentations will be granted more significance than poster presentations. Evaluators may also grant more significance to papers or presentations that include significant student involvement.
- *Scholarly Grants and Contracts.* Funded grants and contracts provide evidence of the capacity to organize scholarly activity judged meritorious by external funding agencies. Therefore, external funding is accorded more significance than internal NS funding. Grant and contract proposals should be evaluated in terms of the competitiveness of the funding agency and the scope of the funded research, such as total amount funded and scope of the research agenda.
- *Scholarship Production in Progress.* Evidence of scholarship in progress, particularly the continuation of funded endeavors, manuscripts under review, exhibitions under development, and formal working papers, serves as an indicator of the candidate's intent to complete projects. Completing a prospectus, literature review, or data collection, and writing individual parts or chapters of a project, are examples of production in progress. Additional examples include attendance at professional events that further the production of the work, such as writers' conferences and generative workshops that lead to the advancement of manuscripts. Statements of scholarship in progress should be supported by artifacts, such as working drafts or notes.
- *Peer-reviewed Creative Endeavors.* Evidence of scholarship in other forms, such as lectures, creative work, unique equipment, computer software/program design, and video productions, will be evaluated in terms of the scope of dissemination, character of receiving audience, and prestige of validating authority, institution, or agency. External validation of quality is essential.
- *Other Scholarly Endeavors.* Evidence of scholarship in other forms, including but not limited to lectures, software or app design, intellectual property development, patent applications, consulting, and related activities, will be evaluated according to discipline-specific practice and the scope of the work. External validation may be requested by the evaluator.
- *Refereeing Books and Journal Articles.* Reviewing the contributions of other scholars is an important service. This achievement will be evaluated based on the length and/or quantity of manuscripts/publications reviewed, as well as the overall impact.
- *Shorter Works that Advance Public Knowledge.* This may include short articles published in bulletins of academic organizations and various forms of public media such as newspapers and legitimate web magazines that advance general public

knowledge. Such activities are distinct from original peer-reviewed contributions such as journal articles insofar as they may advance public awareness and education. Therefore, two works that fall into this category count as one item for annual review. This category cannot be counted more than once in any review year, regardless of the total number of items published.

- Evidence of scholarship with similar time, scope, and intellectual commitment to the items above.

Academic Leadership in Scholarship

May include, but not limited to:

- Identifying, developing, funding, designing, implementing, and completing research, development, dissemination, or evaluation projects of significant scope. Evaluations will consider the extent to which such projects enhance the faculty member's reputation and involve other faculty, students, and staff.
- Developing regional, national, or international conferences, symposia, or the like for disseminating research findings.
- Guest editing an issue of a journal or collection/anthology.
- Internal and cross-institutional mentorship of colleagues regarding their scholarship.
- Active membership on editorial boards of scholarly journals or creative publications, including journals/magazines.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

National Recognition in Scholarship

May include, but not limited to:

- Development of a model or practice that is widely adopted.
- Extensive publications in scholarly outlets.
- Record of high accomplishment in creative endeavors of relevance to the field.
- Frequent citations in the literature.
- Obtaining funding through a competitive grant process.
- Number and quality of invited addresses, symposia, colloquia, and presentations.
- Serving as sole editor or managing editor of a scholarly journal/magazine.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

5.3.2 Rating Scholarship in Annual Reviews

Tenure-track faculty members present evidence of scholarly progress that outlines their contributions over the year in review. Evaluators assess scholarly output by applying the following categories. These align with the tenure and/or promotion guidelines in this document and in the NS Promotion & Tenure Policy. Items in Levels A and B are important work toward tenure and/or promotion, but do not replace the A-level publication required for tenure and/or promotion.

Contributions to scholarship not listed will be considered based on the scope and contribution to knowledge in the relevant field.

Level A

Includes superior contributions in some major areas of scholarly effort or equivalent (emphasis is on quality and substance, not quantity), and demonstrates scholarship that is peer reviewed, juried, or undergoes equivalent external review. Examples include:

- Acceptance of a peer-reviewed journal article for publication.
- Substantial role in guiding an undergraduate research project that is accepted for peer-reviewed publication.
- Acceptance of a national external research grant; level of contribution may be indicated by whether faculty member is among principal researchers.
- Acceptance of a scholarly peer-reviewed or editor-reviewed book chapter.
- Completion of two or more chapters of an accepted editor- or peer-reviewed scholarly book based on original research and thought.
- Completion of final draft of an accepted scholarly book that is based on original research and thought.
- Exhibition or publication of a substantial major creative, discipline-specific work that is nationally or regionally recognized in a peer-reviewed venue, such as a major exhibition or film or novel release (for those in the arts).
- Serving as editor of a peer-reviewed journal, ideally for tenured faculty.
- Guest editing an issue of a journal.
- Publication of a paper in the proceedings of a major conference.
- Development and publication of a significant software application that serves academic, public, or business needs in a novel and major way.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

Level B

Includes high-quality contributions in some major areas of scholarly effort (or equivalent). Emphasis is on quality and substance, not quantity. Examples include:

- Substantial internal and/or cross-institutional mentorship of colleagues regarding scholarship that leads to presentations, submissions, or publications.
- Submission of a manuscript to a refereed publication for initial review.
- Resubmission of a revised article to a peer-reviewed journal that required revisions. Could be considered a Level A achievement based on the amount of work required; the faculty member must provide evidence that the resubmission is equivalent to other Level-A achievements.
- Submission of an external grant; level of contribution may be indicated by whether the faculty member is among principal researchers. Submission of external grant applications

that require significant research and preparation may be considered as Level-A items at evaluators' discretion.

- Presentation of a new scholarly paper or research presentation at a professional conference.
- Substantial role in mentoring student(s) toward 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.
- Presentation as keynote or invited speaker at a conference, symposium, colloquium, or other significant academic event.
- Refereeing a book for an academic press.
- Receipt of a local or regional external grant; level of contribution may be indicated by whether faculty member is among principal researchers.
- Completion of two or more chapters of an accepted book that is a synthesis of previously compiled knowledge.
- Completion of final draft of an accepted book that is a synthesis of previously compiled knowledge.
- Peer-reviewed exhibition or release of a single, discipline-specific, stand-alone piece of creative work (for those in the arts).
- Completion of a technical/professional report or monograph.
- Publication of a lab workbook.
- Successful resubmission of an accepted book chapter that required substantial revisions or further research, as documented by evidence.
- Acceptance of book prospectus.
- Participation in a scholarship-oriented writing group that meets regularly for one or more terms.
- Acceptance to a scholarship-oriented institute or professional development opportunity requiring multi-day commitment, such as the Summer Scholarship Institute or statistics camp.
- Creation of a substantial, public-facing data project.
- Submission of a pre-print working paper demonstrating substantive statistical analysis.
- Development and publication of a software application that serves academic, public, or business needs in a novel way.
- Management in the role of PI or co-PI of an external grant. Managing a large external grant may be considered a Level-A item at evaluators' discretion.
- Development of novel intellectual property.
- Evidence of applied research.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

Level C

Includes quality contributions in some major areas of scholarly effort or equivalent.

Emphasis is on quality and substance, not quantity. Examples include:

- Evidence of preparation of scholarly work, such as pilot testing, data collection, or literature reviews, with a timeline for completion but not completed during the year under review. Faculty may generally receive credit for a single year of preparation for a given work, with the exception of multiyear book-length projects.
- Submission of an IRB protocol or equivalent to engage in research.
- Completion of human subjects protections training or equivalent.
- Participation in a scholarship-oriented professional development opportunity requiring one-time commitment, such as a training workshop.
- Submission of scholarly work for presentation at a conference.
- Completion of other scholarly products, such as software development or conference proceedings, commensurate in effort or scope with other items in this list.
- Refereeing an article for a journal.
- Presentation of a new poster at professional conference.
- Publication of a research note or book review.
- Publication of a field-specific encyclopedia article.
- Submission of an external grant; level of contribution may be indicated by whether faculty member is among principal researchers. Submission of external grant applications that require significant research and preparation may be considered as a Level-B or Level-A item at evaluators' discretion.
- Participation as personnel on an external grant; may be considered a Level-B item at evaluators' discretion.
- Internal and/or cross-institutional mentorship of colleagues regarding their scholarship.
- Scholarly support activities associated with the publication of a major work, such as media interviews following book publication.
- Creation of a minor public-facing data project or aiding in the creation of a major public-facing project.
- Minor statistical consulting for an interdisciplinary academic work or public project, such as one that merits acknowledgement but not authorship.
- Management of an external grant; level of contribution may be indicated by whether faculty member is among principal researchers. Managing a large external grant may be considered a Level-B item at evaluators' discretion.
- Two short discipline-specific published works that advance public knowledge but are non-refereed. Two works in this category together count as one item for annual reviews. This item cannot be counted more than once in any review year.
- Evidence of activities with similar time, scope, and intellectual commitment to the items above.

5.4 Ratings for Service

LASB defines service as a faculty member's professional responsibilities to NS and its external community. Service is a standard element of an academic faculty member's position and an integral part of creating a healthy and thriving campus and local community through higher

education. NS values the service contributions of its faculty. It is one of the many ways that faculty work together to fulfill our mission.

Service encompasses three areas: service to the institution, service to students, and external service to the profession and community. Faculty can demonstrate service in all three areas; however, LASB places most emphasis on institutional service. First and foremost, faculty are expected to demonstrate how they contribute significantly to meeting the needs of the University, followed to a lesser degree by contributions to students, the profession, the community, and external agencies. Faculty should plan their service agendas in order to complete the required expectations listed in this document and referenced in the NS Promotion & Tenure Policy.

Evaluators should converse with the 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.

- A-level service = 4 points
- B-level service = 2 points
- C-level service = 1 point

Rating	Definition	Criteria	Examples
<i>Excellent</i>	Exceeds expectations in a sustained manner	8 points	1. 1 Level A + 2 Level B items = 8 points 2. 1 Level A + 1 Level B + 2 Level C items = 8 points 3. 3 Level B + 2 Level C items = 8 points
<i>Commendable</i>	Exceeds expectations	6-7 points	1. 2 Level B + 3 Level C items = 7 points 2. 1 Level A + 1 Level B items = 6 points 3. 3 Level B items = 6 points
<i>Satisfactory</i>	Meets expectations	4-5 points for fall faculty	1. 2 Level B items + 1 Level C item = 5 points 2. 1 Level B + 3 Level C items = 5 points 3. 1 Level A item = 4 points

<i>Unsatisfactory</i>	Fails to meet expectations	0-3 points	<ol style="list-style-type: none"> 1. 1 Level B item + 1 Level C item = 3 points 2. 3 Level C items = 3 points 3. 1 Level B item = 2 points
-----------------------	----------------------------	------------	--

5.4.1 Evidence of Service

When evaluating faculty service contributions, both quantity and quality are important considerations. Quantity in the absence of quality is insufficient to earn high ratings in service. As part of their annual review materials, faculty members submit a brief narrative description of their service activities. The examples below are not exhaustive, and faculty may describe the amount of investment for a service activities and request that they be categorized at a higher level, at evaluators’ discretion. Service may include stipend-compensated activities. Faculty may be asked to provide additional evidence of service contributions by their evaluator.

These ratings align with the tenure and/or promotion guidelines. Items in Levels B and C are important work toward tenure and/or promotion, but do not replace the required A-level work for tenure and/or promotion. A faculty member who completes seven or more Level C activities would not meet the standards for “Commendable,” because they require at least one Level A or B activity.

Institutional Service

Level A

Substantive involvement in or guidance of a meaningful endeavor that requires a significant time commitment, involves an important leadership role, and reflects the faculty member’s contribution to accomplishing an essential institutional goal. The examples are not exhaustive, and faculty may describe the amount of investment for institutional service activities and request consideration at a higher level, at evaluators’ discretion. Faculty may be asked to provide additional evidence of service contributions by their evaluator. Examples include:

- Serving as Faculty Senate chair.
- Serving as Nevada Faculty Alliance (NFA) chair.
- Serving as Faculty Senate Curriculum Committee chair.
- Chairing the University-level Promotion and Tenure Committee.
- Chairing a search committee.
- Activities with similar time, scope, and intellectual commitment.

Level B

Substantive involvement in a meaningful endeavor that requires a moderate time commitment and/or reflects contributions to accomplishing an important institutional goal. Examples include:

- Assisting with significant departmental service such as evaluating part-time instructors, coordinating multi-section courses, or similar responsibilities.
- 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.
- Serving as a search committee member.
- Serving as a Curriculum Committee member.
- Serving as LASB Strategic Planning chair.
- Serving as a Faculty Senate representative.
- Serving as assessment chair.
- Serving on Dean's faculty advisory council.
- Substantially developing or revising curricula or programs, such as proposing a new course, carrying out an NSHE curriculum initiative, redesigning a program, or making substantial degree revisions.
- Leading ongoing faculty workshops or development, such as an FLC or workshop series.
- Leading NSU or NSHE programming initiatives such as Core revisions, corequisite revisions, or similar activities.
- Providing substantive comments, feedback, or multiple revisions on one or more policies.
- Providing significant administrative support for program or department organization and function.
- Designing and leading campus events to foster campus community, pedagogy, and/or support, such as Tunnel of Awareness, Nepantla Día de los Muertos, or similar activities.
- Developing and leading training workshops for faculty.
- Developing and leading groups for faculty scholarly support.
- Activities with similar time, scope, and intellectual commitment.

Level C

Substantive involvement in a single meaningful event such as a University fair or participation in an endeavor that requires a relatively low time commitment. Examples include:

- Leading a campus presentation.
- Serving on the Travel and Incentive Grant Committee or another committee with infrequent meetings.
- Actively recruiting at University fair events.
- Representing a department or organization at a campus event.
- Participating in campus events to foster campus community, pedagogy, and/or support.
- Participating in NSU or NSHE programming initiatives such as Core revisions, corequisite revisions, or similar activities.
- Presenting at a faculty development workshop.
- Serving as an LASB Strategic Planning member.
- Serving as a faculty liaison to the Academic Advising Center.
- Providing some comments or feedback on a policy.

- Drafting and submitting strategic initiative budget requests on behalf of a department or unit.
- Serving as a faculty mentor or providing significant mentorship to another faculty member.
- Providing administrative support for department organization and function, such as maintaining social media, websites, and/or bulletin board, coordinating meeting agendas, and/or taking and disseminating minutes.
- Participating in candidate recruitment activities such as attending teaching demonstrations or presentations and attending meetings and/or meals with a candidate as a non-committee member.
- Activities with similar time, scope, and intellectual commitment.

Service to Students

Service contributions to the University also include support for students, as these contribute to the mission and promote the objectives of NS. An example is providing mentorship or support to students that goes well beyond the advisory role expected of faculty. Faculty members may submit relevant evidence, such as a list of students served, thank you letters, sign-in sheets, a summary of calendar meetings, written feedback to students, and/or copies of letters of recommendation, that reflects service to students. Where relevant, faculty should indicate work with underrepresented minorities, first-generation students, and/or other historically bypassed individuals. The examples below are not exhaustive, and faculty may describe the amount of investment for student related service activities and request consideration at a higher level, at evaluators' discretion. Faculty may be asked to provide additional evidence of service contributions by their evaluator.

Level A

Level A is typically reserved for institutional service. However, a faculty member may argue that a particular combination of student service activities goes beyond Level B and deserves a rating of Level A.

Level B

Involvement with one or more students that requires a moderate time commitment.

Faculty may describe the time commitment. Examples include:

- Acting as a faculty advisor to a student organization.
- Documented mentorship of students that significantly extends beyond an advisory role.
- Documented student meetings that provide substantive mentorship, such as career or professional advising, that goes significantly beyond the advisory role expected of faculty.
- Student meetings that provide substantive personal support that goes well beyond the advisory role expected of faculty.
- Other documented, substantive student-centered activities that go well beyond a faculty advisory role.
- Activities with similar time, scope, and intellectual commitment to those above.

Level C

Involvement with students that requires a relatively low time commitment. Faculty may describe the time commitment. Examples include:

- Documented student meetings that provide some mentorship, such as career or professional advising, beyond the advisory role expected of faculty.
- Documented student meetings that provide some personal support beyond the advisory role expected of faculty.
- Writing letters of recommendation.
- Participating in a panel or professional event for students.
- Providing substantive feedback on student applications or materials, such as cover letters, resumes, and graduate program statements.
- Other documented student-centered activities that go beyond a faculty advisory role.
- Activities with similar time, scope, and intellectual commitment to those above.

External Service

External service is defined by contributions of time, intellectual labor, and social value to the profession and/or community. The examples below are not exhaustive, and faculty may describe the amount of investment for external service activities and request consideration at a higher level, at evaluators' discretion. Faculty may be asked to provide additional evidence of service contributions during the annual review process.

Level A

Level A is typically reserved for institutional service. However, a faculty member may provide evidence that a particular external service activity goes beyond Level B and deserves a higher rating. For example, a faculty member who plans an entire national conference in Las Vegas that directly benefits the University may argue that the effort justifies Level A status.

Level B

Substantive involvement in a meaningful service endeavor in the community or profession that requires a moderate time commitment. Examples include:

- 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 that directly relates to the faculty member's discipline, position, and/or skills.
- Creating and disseminating substantial pedagogical materials for a cross-institutional audience.
- Activities with similar time, scope, and intellectual commitment.

Level C

Substantive involvement in a single meaningful event, such as participating as a speaker at a

community event, or participation in an endeavor that requires a relatively low time commitment.

Examples include:

- Serving as an officer in a professional or learned society.
- 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, such as creating student internship opportunities.
- Volunteering with a private or public organization that directly relates to the faculty member's discipline, position, or skills.
- Activities with similar time, scope, and intellectual commitment.

6 Related Information

- NS Promotion & Tenure Policy
- Board of Regents [NSHE Code, Chapter 5](#)
- Board of Regents [NSHE Code, Chapter 7](#)
- Yearly Memorandum on P&T Timeline

6.1 History

- Replaces NS Policy AA 14 Standards of Academe: Tenure-Track/Tenured Faculty and Tenure Guidelines (School of Liberal Arts and Sciences approved January 1, 2015).
- Replaces NS Policy AA 15 Standards of Academe: Lecturers (School of Liberal Arts and Sciences approved June 22, 2019).

6.2 Guidelines & Criteria for Promotion to Associate Professor (Rank III)

6.2.1 Teaching

6.2.1.1 Excellent

Exceeds expectations in a sustained manner through demonstrating several items and examples below:

- Consistently meets and exceeds "Commendable" performance standards.
- Consistent excellence in teaching evidenced by evaluators' observations.
- Consistently positive student evaluation ratings with positive written comments.
- Sustained and evidenced responsiveness to student feedback in course evaluations.
- Consistently applies appropriate rigor for meeting course outcomes.
- Consistently integrates active learning strategies in the classroom.
- Consistently uses highly engaging and appropriate learning materials targeted to the course and student learning outcomes.

- Efforts to design and revise courses based on evidence from published literature on teaching effectiveness.
- Course development, course sequence development, new areas of instruction, and/or significant improvements and revisions to curricula.
- Earning/maintaining external certification in teaching/professional practice.
- Teaching awards from the University or professional organizations.
- Effective integration of written work and use of data-driven strategies for improving students' writing skills, in courses that require or can benefit from written assignments.
- Highly attentive to classroom dynamics and works to ensure the participation of all students.
- Consistent and well-researched innovation in andragogy, such as technologies and teaching techniques that are practically applied and successful most of the time.
- Consistent demonstration of teaching methodology aligned with best practices in DEI.
- Consistent demonstration of course content aligned with best practices in DEI.
- Documented and measurable classroom application of professional development centered on DEI.
- Documented dissemination of effective teaching methodology to colleagues through formal workshops or other professional venues.
- Activities with similar time, scope, and intellectual commitment.

6.2.1.2 Commendable

Exceeds expectations in a sustained manner through demonstrating several items and examples below:

- Exceeds "Satisfactory" performance standards.
- Applies appropriate rigor for the level of the course.
- Generally positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, or technologies.
- Adapting and improving teaching based on feedback from students, peers, and the Chair, Dean, or Dean's designee.
- Assessing the effectiveness of teaching endeavors and student learning outcomes.
- Application in the classroom professional development and/or pedagogy centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.2.1.3 Satisfactory

Meets expectations in a sustained manner through a demonstrating several items and examples below:

- Well-developed syllabi and topical calendar.
- Evaluator feedback assesses teaching as adequate based on course observations.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use content that is relevant to the course.

- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions not significantly skewed in a persistent manner.
- Application in the classroom of professional development centered on DEI.
- Incorporating or significantly addressing DEI in courses or course materials.
- Activities with similar time, scope, and intellectual commitment.

6.2.1.4 Unsatisfactory

Fails to meet expectations.

- Fails to produce evidence of “Satisfactory” performance.
- Evaluator feedback assesses teaching as poor based on course observations.
- Little to no student-centered pedagogy.
- Failure to carry out teaching responsibilities satisfactorily.

6.2.2 Scholarship

6.2.2.1 Excellent

Exceeds expectations in a sustained manner distinguished by the quality and quantity of contributions which advance knowledge, consistent with a nationally recognized research agenda, with outcomes as indicated by the following:

- Exceeds “Commendable” performance standards.
- Three or more published peer-reviewed journal articles, three editor-reviewed book chapters, or three peer-reviewed, discipline-specific equivalents. Predatory or pay-for-publication outlets are not admissible.
- Peer-reviewed, discipline-specific book or peer-reviewed, discipline-specific equivalent.
- Invited addresses, symposia, colloquia, or presentations.
- Obtaining funding through competitive grant writing.
- Sustained demonstration of research centered on DEI in the faculty’s field of study.
- Documented application of research centered on DEI with measurable outcomes, such as peer citations.
- Documented dissemination of research methodology centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.2.2.2 Commendable

Exceeds expectations with evidence of quality peer-reviewed research accomplishments as evidenced by the following:

- Exceeds “Satisfactory” performance standards.
- Two or more published peer-reviewed articles, two editor-reviewed book chapters, or two peer-reviewed, discipline-specific equivalents. Predatory or pay-for-publication outlets are not admissible.

- A single article in a journal consensually defined in the field as a preeminent publication may be considered; it is the faculty member's responsibility to provide evidence that the journal meets this standard.
- Professional reports, technical reports, monographs, and lab manuals.
- Leadership in regional, national, or international conferences to disseminate research, such as conference planning, review of abstracts, or conference organization.
- Refereeing a book, book chapter, or other significant work for an academic press.
- Incorporation of research methodology germane to one's field centered on DEI and disseminated as noted in this list.
- Activities with similar time, scope, and intellectual commitment.

6.2.2.3 Satisfactory

Meets expectations with evidence of quality peer-reviewed research accomplishments as evidenced by the following:

- One published peer-reviewed article, editor-reviewed book chapter, or peer-reviewed discipline-appropriate equivalent. Predatory or pay-for-publication outlets are not admissible. This requirement can be accompanied by, but not replaced by, additional forms of scholarship.
- Completion of an editor-reviewed book chapter yet to be published.
- Active program of quality research or creative activity as exemplified by sustained involvement in scholarly activities.
- Conference papers, poster presentations, or peer-reviewed, discipline-specific equivalents.
- Mentorship of undergraduate research students.
- Publication of shorter works that advance public knowledge.
- Active membership on editorial or review boards of scholarly journals.
- Publication of a research note or book review.
- Submission of a scholarly grant.
- Documented research centered on DEI germane to one's field.
- Research methodology centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.2.2.4 Unsatisfactory

Fails to meet expectations or to produce evidence of a "Satisfactory" performance.

6.2.3 Service

6.2.3.1 Excellent

Exceeds expectations in a sustained manner by demonstrating several items and examples:

- Exceeds "Commendable" performance standards.
- Chairing a search committee for LASB or another unit.
- Chairing the Faculty Senate Curriculum Committee.

- Holding office in Faculty Senate, NFA, or a significant professional or community organization, such as vice-chair, secretary, or parliamentarian.
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, and skills.
- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position, and skills.
- Documented leadership in service centered on social justice and/or DEI at the Department, School, University, or professional level.
- Documented dissemination of professional expertise centered on social justice and/or DEI.
- Activities with similar time, scope, and intellectual commitment.

6.2.3.2 Commendable

Exceeds expectations in a sustained manner by demonstrating several items and examples:

- Exceeds "Satisfactory" performance standards.
- Primary role in organizing and leading a campus-wide presentation.
- Contributing significant content for a campus-wide presentation.
- Presenting at a faculty development workshop.
- Chairing or actively serving on a Faculty Senate committee.
- Serving on the University Promotion and Tenure Committee.
- Serving as a search committee member for a search external to one's department.
- Serving as a search committee member for LASB.
- Chairing a standing LASB committee.
- Serving as a faculty advisor to a student organization(s).
- Leading a CTLE Faculty Learning Community.
- Contributing in a significant way, such as giving a public lecture or facilitating a workshop for a governmental, academic, or community organization.
- Writing a grant for a community organization.
- Serving as a board member for a community or professional organization.
- Establishing partnerships with external organizations, such as creating student internship opportunities.
- Documented collaborative service activity centered on social justice and/or DEI at the Department, School, University, or professional level.
- Activities with similar time, scope, and intellectual commitment.

6.2.3.3 Satisfactory

Meets expectations in a sustained manner by demonstrating several items and examples:

- Serving on a University-level Committee.
- Serving on an LASB ad-hoc task force.
- Serving on an LASB subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.

- Serving on an LASB or department standing committee, with regular attendance and substantive contributions demonstrated by evidence.
- Volunteering with a private or public organization that directly relates to the faculty member's discipline, position, or skills.
- Participating in a Department, School, University, professional, or community committee or organization centered on social justice and/or DEI, with documented time and contributions.
- Activities with similar time, scope, and intellectual commitment.

6.2.3.4 Unsatisfactory

Fails to meet expectations or to produce evidence of "Satisfactory" performance.

6.3 Guidelines and Criteria for Promotion to Professor (Rank IV)

6.3.1 Teaching

6.3.1.1 Excellent

Exceeds expectations in a sustained manner by demonstrating several items and examples:

- Consistently meets and exceeds "Commendable" performance standards.
- Consistent evidence of applying appropriate rigor for meeting course outcomes.
- Consistently positive student evaluation ratings with positive written comments.
- Continued innovation that builds on best pedagogical practices and the candidate's own evolving methods.
- Mentorship and leadership to share successful practices with other faculty and the teaching community.
- Teaching awards from the University or professional organizations.
- Consistently uses highly engaging and appropriate learning materials targeted to the course and student learning outcomes.
- Efforts to design and revise courses based on evidence from personal reflection, student evaluations, and published literature on teaching effectiveness.
- Earning/maintaining external certification in teaching/professional practice.
- Effective integration of written work and use of data-driven strategies for improving students' writing skills (for courses that require or can benefit from written assignments).
- Developing new methods to ensure the participation of all students through attention to classroom dynamics and best practices.
- Continued innovation in andragogy, such as technologies and teaching techniques to achieve positive student outcomes.
- Documented sustained classroom application of professional development centered on DEI.
- Documented and sustained dissemination of effective teaching methodology to colleagues through formal workshops or other professional venues.

- Participation in assessment activities, focusing on course and program student learning outcomes.
- Activities with similar time, scope, and intellectual commitment.

6.3.1.2 Commendable

Exceeds expectations in a sustained manner by demonstrating several items and examples:

- Exceeds “Satisfactory” performance standards.
- Applies appropriate rigor for the level of the course.
- Generally positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, or technologies.
- Consistently integrates active learning strategies in the classroom.
- Adapting and improving teaching based on feedback from students, peers, and the Chair, Dean, or Dean’s designee.
- Participating in structured assessment of the effectiveness of teaching endeavors and student learning outcomes.
- Incorporating or significantly addressing diversity issues in courses or course materials.
- Incorporating professional development and/or pedagogy centered on DEI into the classroom.
- Activities with similar time, scope, and intellectual commitment.

6.3.1.3 Satisfactory

Meets expectations in a sustained manner by demonstrating several items and examples:

- Well-developed syllabi and topical calendar.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use of content that is relevant to the course.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions not significantly skewed in a persistent manner.
- Classroom application of professional development centered on DEI.
- Participating in a Department, School, University, professional, or community committee or organization centered on social justice and/or DEI, with documented time and contributions.
- Activities with similar time, scope, and intellectual commitment.

6.3.1.4 Unsatisfactory

Fails to meet expectations or to produce evidence of “Satisfactory” performance.

6.3.2 Scholarship

6.3.2.1 Excellent

Accomplishments should have an impact on the discipline at a national level and be distinguished by the quality and quantity of contributions that advance knowledge, as indicated by the following items and examples:

- Exceeds “Commendable” performance standards.
- Published three or more peer-reviewed articles, editor-reviewed book chapters, and/or peer-reviewed, discipline-specific equivalent in a scholarly journal or outlet. Predatory or pay-for-publication outlets are not acceptable.
- Peer-reviewed, discipline-specific book.
- Development of a model or practice that is widely adopted.
- Invited address, symposia, colloquia, or presentation.
- Obtaining funding through competitive grant writing, including managing an external grant.
- Editor of a peer-reviewed journal.
- Mentoring other faculty regarding their scholarship.
- Documented application of research centered on DEI, with measurable outcomes such as peer citations.
- Documented dissemination of research methodology centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.3.2.2 Commendable

Evidence of quality peer-reviewed research accomplishments as evidenced by the following items and examples:

- Exceeds “Satisfactory” performance standards.
- Published two peer-reviewed articles, editor-reviewed book chapters, and/or peer-reviewed, discipline-specific equivalents in a scholarly journal or outlet. Predatory or pay-for-publication outlets are not accepted. A single article in a journal consensually defined in the field as a preeminent publication may be considered; it is the faculty member’s responsibility to provide evidence that the journal meets this standard.
- One peer-reviewed book chapter or scholarly equivalent.
- Professional reports, technical reports, monographs and lab manuals.
- Leadership in regional, national, or international conferences for disseminating research, such as conference planning, review of abstracts, or conference organization.
- Documented application of research centered on DEI.
- Documented research methodology centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.3.2.3 Satisfactory

Meets expectations with an active program of quality research or creative activity since applying for tenure, as exemplified by sustained involvement in scholarly activities such as the following:

- Published one peer-reviewed article or peer-reviewed, discipline-specific equivalent in a scholarly journal or outlet. Predatory or pay-for-publication outlets are not admissible.
- Completion of an editor-reviewed book chapter yet to be published.
- Exhibition or release of a substantial creative work in a peer-reviewed venue related to discipline-specific aesthetics such as poetry, art, and music.
- Conference papers, poster presentations, or peer-reviewed, discipline-specific equivalents.
- Mentorship of undergraduate research, including guiding students toward publication of their work.
- Publication of shorter works that advance public knowledge.
- Active membership on editorial or review boards of scholarly journals.
- Publication of a research note or book review.
- Submission of a scholarly grant.
- Refereeing a book or other major work for an academic press.
- Documented research centered on DEI relevant to the faculty member's field.
- Research methodology centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.3.2.4 Unsatisfactory

Fails to meet expectations or to produce evidence of a "Satisfactory" performance.

6.3.3 Service

6.3.3.1 Excellent

Exceeds expectations in a sustained manner with evidence of items and examples:

- Chairing a search committee chair for LASB or other units.
- Chairing Faculty Senate Curriculum Committee.
- Chairing NS Promotion & Tenure Committee.
- Holding office in Faculty Senate, NFA, or a significant professional or community organization (such as vice-chair, secretary, or parliamentarian).
- Serving on an NSHE committee or advisory board.
- Taking a leadership role in a University task force to advance the University's mission.
- Participating in a significant humanitarian endeavor that directly relates to the faculty member's discipline, position, and skills and increases the visibility or stature of the University.
- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position, and skills.
- Documented leadership in service centered on social justice and/or DEI at the Department, School, University, or professional level.
- Documented dissemination of professional expertise centered on social justice and/or DEI, with demonstrated impact.
- Documented writing and/or significant revision of policy to positively impact social justice and/or DEI.

- Activities with similar time, scope, and intellectual commitment.

6.3.3.2 Commendable

Exceeds expectations, with documentation of items and examples:

- Primary role in organizing and leading a campus-wide presentation.
- Contributes significant content for a campus-wide presentation.
- Presenting at a faculty development workshop.
- Chairing or actively serving on a Faculty Senate committee.
- Serving on the University Promotion and Tenure Committee.
- Serving as a search committee member on a search in LASB or another unit.
- Chairing a standing LASB committee.
- Serving as a faculty advisor to a student organization(s).
- Substantially developing or revising curricula or programs, redesigning a program, or making substantial degree revisions.
- Leading a CTLE Faculty Learning Community.
- Providing individual mentorship to students that goes well beyond the advisory role expected of faculty.
- Contributing in a significant way to a committee for a governmental, academic, or community organization.
- Writing a grant for a community organization.
- Serving as a board member for a community or professional organization.
- Establishing partnerships with external organizations, such as creating student internship opportunities.
- Documented collaborative service activity centered on social justice and/or DEI at the Department, School, University, or professional level.
- Activities with similar time, scope, and intellectual commitment.

6.3.3.3 Satisfactory

Meets expectations with items and examples:

- Serving on a University-level committee.
- Serving on a LASB ad-hoc task force or subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.
- Serving on an LASB committee, with evidence of regular attendance and substantive contributions.
- Volunteering with a private or public organization relating to the faculty member's discipline, position, or skills.
- Activities with similar time, scope, and intellectual commitment.

6.3.3.4 Unsatisfactory

Fails to meet expectations or to produce evidence of "Satisfactory" performance.

6.3.4 Other Professional Duties

6.3.4.1 Excellent

Exceeds expectations in a sustained manner with items and examples:

- Documented pattern of building operational excellence, including developing, implementing, evaluating, and/or revising professional duties and/or areas of supervision to the University, with favorable measurable outcomes for multiple stakeholders.
- Evidence of excellent management of staff provided through staff and supervisor evaluations.
- Documented improvement with measurable results or new initiatives related to social justice and/or DEI in the professional area of responsibility.
- Evidence of meeting deliverables required for OPD and improving processes and procedures or implementing innovative strategies or practices.
- Activities with similar time, scope, and intellectual commitment.

6.3.4.2 Commendable

Exceeds expectations with items and examples:

- Evidence of creating and/or sustaining operations.
- Evidence of consistent attention to DEI for unit or University stakeholders.
- Evidence of “Commendable” management of staff, as indicated by staff and supervisor evaluations.
- Documented improvement or new initiatives related to social justice and/or DEI in the professional area of responsibility.
- Activities with similar time, scope, and intellectual commitment.

6.3.4.3 Satisfactory

Meets expectations with items and examples:

- Evidence of sustaining operations.
- Evidence of attention to DEI for unit or University stakeholders.
- Evidence of satisfactory management of staff, as indicated by staff and supervisor evaluations, if applicable.
- Evidence of meeting deliverables in a timely fashion.
- Activities with similar time, scope, and intellectual commitment.

6.3.4.4 Unsatisfactory

Fails to meet expectations or to produce evidence of “Satisfactory” performance.

6.4 Guidelines and Criteria for Lecturer Promotions

6.4.1 Teaching/Other Professional Duties

Some examples overlap with service so that Lecturers may decide where to place evidence in their application for promotion.

6.4.1.1 Excellent

Exceeds expectations in a sustained manner through demonstrating several items and examples below:

- Consistently meets and exceeds “Commendable” performance standards.
- Consistent excellence in teaching as assessed by evaluators’ observations.
- Consistently positive student evaluation ratings with positive written comments.
- Sustained and evidenced responsiveness to student feedback in course evaluations.
- Consistently applies appropriate rigor for meeting course outcomes.
- Consistently integrates active learning strategies in the classroom.
- Consistently uses highly engaging and appropriate learning materials targeted to the course and student learning outcomes.
- Efforts to design and revise courses based on evidence from published literature on teaching effectiveness.
- Course development, course sequence development, new areas of instruction, and/or significant improvements and revisions to curricula.
- Earning/maintaining external certification in teaching/professional practice.
- Teaching awards from the University or professional organizations.
- Effective integration of written work and use of data-driven strategies for improving students’ writing skills, in courses that require or can benefit from written assignments.
- Highly attentive to classroom dynamics and works to ensure the participation of all students.
- Consistent and well-researched innovation in andragogy, such as technologies and teaching techniques that are practically applied and successful most of the time.
- Consistent demonstration of teaching methodology aligned with best practices in DEI.
- Consistent demonstration of course content aligned with best practices in DEI.
- Documented and measurable classroom application of professional development centered on DEI.
- Documented dissemination of effective teaching methodology to colleagues through formal workshops or other professional venues.
- Activities with similar time, scope, and intellectual commitment.

6.4.1.2 Commendable

Exceeds expectations in a sustained manner through demonstrating several items and examples below:

- Exceeds “Satisfactory” performance standards.
- Applies appropriate rigor for the level of the course.
- Generally positive student evaluation ratings with positive written comments.
- Development and use of innovative course materials, teaching and active-learning techniques, or technologies.

- Adapting and improving teaching based on feedback from students, peers, and the Chair, Dean, or Dean’s designee.
- Assessing the effectiveness of teaching endeavors and student learning outcomes.
- Application in the classroom professional development and/or pedagogy centered on DEI.
- Activities with similar time, scope, and intellectual commitment.

6.4.1.3 Satisfactory

Meets expectations in a sustained manner through demonstrating several items and examples below:

- Well-developed syllabi and topical calendar.
- Evaluator feedback assesses teaching as adequate through course observations.
- Adequate student evaluation ratings, including positive written comments.
- Availability to students outside of classroom hours.
- Use content that is relevant to the course.
- Major assignments, projects, exams, or other assessments are developed by the instructor.
- Final grade distributions not significantly skewed in a persistent manner.
- Application in the classroom of professional development centered on DEI.
- Incorporating or significantly addressing DEI in courses or course materials.
- Activities with similar time, scope, and intellectual commitment.

6.4.1.4 Unsatisfactory

Fails to meet expectations.

- Fails to produce evidence of “Satisfactory” performance.
- Evaluator feedback assesses teaching as poor based on course observations.
- Little to no student-centered pedagogy.
- Fails to carry out teaching responsibilities satisfactorily.

6.4.2 Service

Some examples overlap with teaching so that Lecturers may decide where to place evidence in their application for promotion.

6.4.2.1 Excellent

Exceeds expectations in a sustained manner, with items and examples:

- Chairing a search committee for LASB or other units.
- Chairing Faculty Senate Curriculum Committee.
- Holding office in Faculty Senate, NFA, or a major professional or community organization (such as vice-chair, secretary, or parliamentarian).
- Participating in a significant humanitarian endeavor that directly relates to the faculty member’s discipline, position, and skills.

- Playing a significant role in planning a conference that directly relates to the faculty member's discipline, position, and skills.
- Developing innovative approaches to student advising and mentoring.
- Documented dissemination of professional expertise centered on social justice and/or DEI, with demonstrated impact.
- Activities with similar time, scope, and intellectual commitment.

6.4.2.2 Commendable

Exceeds expectations, with items and examples:

- Primary role in organizing and leading a campus-wide presentation.
- Contributes significant content for a campus-wide presentation.
- Chairing or actively serving on a Faculty Senate committee.
- Serving as a search committee member for LASB or other units.
- Chairing a standing LASB committee.
- Serving as a faculty advisor to a student organization(s).
- Substantially developing or revising curricula or programs, redesigning a program, or making substantial degree revisions.
- Providing individual mentorship to students that goes well beyond the advisory role expected of faculty.
- Contributing in a significant way to a committee for a governmental, academic, or community organization.
- Serving as a board member for a community or professional organization.
- Establishing partnerships with external organizations, such as creating student internship opportunities.
- Documented leadership in service centered on social justice and/or DEI at the Department, School, University, or professional level.
- Documented dissemination of professional expertise centered on social justice and/or DEI.
- Activities with similar time, scope, and intellectual commitment.

6.4.2.3 Satisfactory

Meets expectations, with items and examples:

- Serving on a University-level committee.
- Serving on an LASB ad-hoc task force or subcommittee.
- Actively recruiting at University fair events.
- Serving as a Faculty Senate representative.
- Serving as an active advisor to LASB students.
- Serving on a department or LASB standing committee, with regular attendance and substantive contributions demonstrated by evidence.
- Volunteer activities with a private or public organization that directly relates to the faculty member's discipline, position, or skills.

- Participating in a Department, School, University, professional, or community organization or committee centered on social justice and/or DEI, with documented time and contributions.
- Activities with similar time, scope, and intellectual commitment.

6.4.2.4 Unsatisfactory

Fails to meet expectations or to produce evidence of “Satisfactory” performance.