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COLLEGE OF EDUCATION BYLAWS

Part 1 – Introduction

1. Authorization
These Bylaws are authorized by the University of Nevada, Reno Bylaws (see http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-11-18-09.pdf)

1.2 The authority of the Board of Regents as set forth in the Constitution and Statutes of the State of Nevada is affirmed and accepted.

1.3 These Bylaws are subordinate to the bylaws and policies of the University and to the Code and policies of the University and Community College System of Nevada. In the event of a conflict between the unit bylaws (or Bylaws) and the UCCSN Code and policies or University bylaws and policies, the UCCSN and University regulations shall supersede the unit bylaws or Bylaws, and the UCCSN or University policies shall apply.

1.4 For faculty and Senate votes conducted for ratifying or making changes to these Bylaws, at least 2/3 of the eligible faculty or senators must cast votes to make the results valid. Votes for routine Bylaws will require a majority of eligible faculty to make the results valid. All votes will be conducted by written, secret ballot.

2. Scope of the Bylaws
2.1 These Bylaws provide for the organizational and administrative structure and personnel, policies, and procedures for the faculty of the College of Education (COE), and shall be consistent with the UNR Bylaws, the UCCSN Code, and the laws of the State of Nevada and the United States. It is intended that these Bylaws be a statement of general policy.

2.2 After adoption, the procedures for implementing these Bylaws shall be in full force and effect upon approval by the faculty of the COE, the Dean of the COE, and the President of UNR.

3. Adoption of Bylaws
3.1 Adoption of these Bylaws will be by secret paper or electronic ballot. The Bylaws shall be considered as adopted and in full force and effect upon: (a) approval by a majority of the faculty who are eligible to vote; (b) approval by the Dean; and (c) approval by the President of UNR as specified in the UNR Bylaws.

4. Amendment of the Bylaws
4.1 Any member of the College faculty, dean, or associate deans may propose amendments to the Bylaws. Proposed amendments shall be submitted in writing to the College Senate, either directly to the Dean of the College or to a Senate representative. If the Senate does not approve the proposed amendment, it may be brought to the vote of the faculty by a petition of 25% of the faculty. If approved by a majority of the Senate proposed amendments shall be submitted to the faculty for a vote. Proposed amendments will occur at scheduled or Senate convened faculty meetings and shall be disseminated to the faculty in a format that includes original language, revised language, and reason(s) for the recommended revisions, where each listed item may be voted on separately or changes may be voted on as a whole. Faculty will be given a minimum of ten working days’ notice for voting. For passage, the amendment must be approved by 2/3 of the voting faculty.

4.2 In the event the Dean of the College does not approve the Bylaws of the College, or any amendment thereto that have obtained proper approval by the faculty, the Dean shall distribute to the faculty within
ten working days a statement in writing setting out the reasons for his or her inability to approve the Bylaws or any amendment. Further action by the faculty may include involvement of the UNR Faculty Senate, and/or the office of the Provost or President.

4.3 The amendment shall be in force upon: (a) approval of the faculty; (b) approval by the Dean; and (c) approval by the President of UNR.

5. **Storage and Review of the Bylaws**
5.1 The College Dean or designee will be responsible for maintaining an electronic copy of the approved College Bylaws. During the fall semester of each even calendar year, the College Bylaws will be reviewed by the College Executive Council and the College Senate. Any changes will follow the amendment process described in Section 4. Operating Procedures for College shall be maintained electronically for access by all College personnel.

6. **Interpretation of the Bylaws**
6.1 Questions of interpretation of these Bylaws and any unit bylaws shall be directed to the Dean of the College.

6.2 Where a faculty member understands an interpretation or action of the Dean, Associate Dean, or other college administrator to be inconsistent with the Bylaws, the faculty member may request a Bylaws interpretation from the College Senate by submitting a request in writing to the Senate. The Senate will respond in writing to the faculty member, with a concurrent copy to the Dean, after discussing the issue at the next regularly scheduled Senate meeting.

6.3 Where resolution of any issue in dispute between the Dean and faculty cannot be achieved, faculty may appeal to the Provost then the President. The adjudication of the Provost and/or President shall be binding on the Dean and the faculty.

6.4 When the Dean considers that any action of an individual faculty member does not conform to these Bylaws or the UNR Bylaws, the Dean shall present his or her position to the faculty member in writing.

**Part II – Organization of the College of Education**

7. **Mission of the College of Education and Its Centers**
7.1 The College of Education is divided into constituent units identified as programs and centers. The College of Education at the University of Nevada, Reno is focused on teaching, learning, collaboration, and inquiry within and beyond educational settings. We provide leadership by 1) conducting and disseminating quality research to improve professional practice and address contemporary educational issues; 2) offering high quality innovative programs that prepare educators, counselors, administrators, and child and family specialists to serve diverse populations as critical thinkers and leaders in their fields; and 3) providing leadership to the state and nation to improve educational practice and policy.

7.2 The College of Education is one administrative unit. The College includes centers and service units that address specific missions consistent with the overall mission of the College. The College of Education is divided into constituent units identified as programs and centers. The COE has seven academic program areas by which the faculty is identified for governance purposes. Academic degree areas may cross programmatic lines or may include a subset of the faculty in one of the following program areas:

- Counseling, educational psychology and information technology
7.3 The Counseling and Educational Psychology Program offers quality masters programs in counseling, educational psychology, and information technology in education which include various areas of emphasis available for further specialization. The area emphasizes research and scholarly activities that contribute to the advancement and dissemination of knowledge, provides course work that supports undergraduate education, and offers a number of community and public service programs.

7.4 The Elementary Program offers graduate degree programs preparing new generations of educators qualified to provide leadership in K-8 schools, in higher education, and in other education agencies as well as curriculum specialists in content areas such as mathematics, science, and social studies. They are a vital part of the IETP program at the undergraduate level. They provide graduate level teacher preparation programs and content area specialization for in-service teachers. Faculty is committed to developing a community of scholars and practitioners who investigate educational issues from a variety of perspectives, who recognize and engage in research that impacts education, and whose work will substantively contribute to the field.

7.5 The Secondary Program offers undergraduate and graduate degree programs preparing new generations of educators qualified to provide leadership in middle and high schools, in higher education, and in other education agencies as well as curriculum specialists in content areas such as mathematics, science, and social studies. They also provide undergraduate and graduate level teacher preparation programs for pre-service and in-service content area teachers. Faculty is committed to developing a community of scholars and practitioners who investigate educational issues from a variety of perspectives, who recognize and engage in research that impacts education, and whose work will substantively contribute to the field.

7.6 The mission of the Educational Leadership Program area is to develop leadership for quality education for all students by: (a) building a cohesive community of visionary reflective scholar practitioners, (b) contributing to new knowledge and improved practice through focused research and publication, (c) providing excellent teaching and effective learning of skills, attitudes, and knowledge, and (d) rendering visible service at local, state, national, and international levels.

7.7 The Human Development and Family Studies Program provides undergraduate and master’s degrees, and contribute early childhood expertise and courses to the IETP undergraduate program. The undergraduate HDFS major provides a foundation for students interested in working with individuals and families. HDFS graduates are employed in community settings, businesses, and organizations for their knowledge of individual development and family and group dynamics. The master’s degree program offers advanced study and scholarly preparation in areas related to children, adolescents, and families.

7.8 The Special Education Program offers graduate degree programs preparing in several areas of specialization including mild-moderate disabilities, severe intellectual disabilities, learning and behavioral disorders, autism, and early childhood special education/early intervention. Undergraduate courses leading to teacher licensure contribute to the IETP program. The doctoral emphasis prepares new generations of educators qualified to provide leadership in special education in schools, in higher education, and in other education agencies. Faculty is committed to developing a community of scholars...
and practitioners who investigate educational issues from a variety of perspectives, who recognize and engage in research that impacts education, and whose work will substantively contribute to the field.

7.9 The Language, Literacy, and Culture program area provides research, leadership, and instructional support for the undergraduate teacher education program by providing courses in language, literacy, and culture. The program also offers high quality master’s degree programs in literacy studies and in equity and diversity in education. The doctoral emphasis prepares educational leaders and scholars able to advance the field in the arenas of research, policy, and practice.

7.10 The Child and Family Research Center (CFRC). The CFRC provides: A safe and nurturing environment which promotes the physical, social, emotional and cognitive development of young children; on-site observation and participation opportunities that prepare students to work with children and families; and support for researchers studying the development of young children.

7.11 The Nevada Center for Excellence of Disabilities (NCED). The NCED serves as Nevada’s University Center for Excellence in Developmental Disabilities (UCEDD). The UCEDDs were established and funded by the Developmental Disabilities Rights Assistance and Rights Act (DD Act). UCEDDs work to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Independence, productivity and community inclusion are key components of this vision.

7.12 The Raggio Research Center for Science, Technology, Engineering, and Math (STEM) Education. The Raggio Research Center for STEM Education has as its mission the advancement of the theory and practice of Science, Technology, Engineering and Mathematics (STEM) Education focused primarily on underrepresented groups. We accomplish this mission through research, development, instruction, dissemination, leadership and outreach.

7.13 Service Units of the College

   College of Education Student Advisement Center. The Advisement Center is involved with recruitment, retention, and advisement of undergraduate students. The Advisement Center coordinates admissions to undergraduate programs, collects data on student progression, and serves as a point of contact for inquiries about academic programs.

   Downing Counseling Clinic. The clinic provides low-cost mental health services for the university and the community. Services are provided by graduate students in appropriate programs under the supervision of qualified faculty members.

   E. L. Cord Foundation Center for Learning and Literacy (CLL). The CLL tutors children in grades 1-6 who have difficulties learning to read, write, and spell. Children are tutored in small groups by well-prepared education undergraduate and graduate students, with an emphasis on developmental instruction and providing positive learning experiences.

   The Learning and Resource Center (LRC). The mission of the LRC is to support teaching and learning through enhanced instructional design and the use of media. The LRC provides media, materials, and instructional design support to the educational community. The LRC is a unique cooperative endeavor co-sponsored by the Washoe County School District and the University of Nevada, Reno.

   Office of Field Experiences and Career Services. The Office of Field Experiences helps College of Education students with placement in an internship or practicum required for their degree. The
internship is a culminating experience, and it is also the transition from the university classroom to day-to-day practice as a classroom teacher. The role of Career Services is to facilitate student-employer connections so that career opportunities emerge.

7.14 The creation, abolition, transfer, or any significant modification in the organization, function, structure, or location of units shall be approved by the Board of Regents only after opportunity for formal consideration by the faculty concerned, the Dean of the College of Education, and the UNR Faculty Senate. Organizational changes may be initiated by a petition of 40% of faculty through the submission of a formal proposal to the Dean and Executive Council. The Executive Council shall approve an ad hoc committee to study the proposal and recommend action to the Dean. Prior to review outside the College of Education, such changes must be approved by the units impacted and the Dean of the College of Education.

8. **Dean of the College of Education**
8.1 The Dean of the COE is the administrative and executive officer and academic leader of the College, and an ex-officio member of all College committees. The Dean is directly responsible to the University President and Provost for the execution of University and College policy and implementation of College procedures.

8.2 The duties of the Dean shall be determined by the President and the Provost.

8.3 The Dean shall be responsible for establishing a means of communication to:
   a) Inform the faculty of actions of, or information from, the President, the Provost, or other university administrators which may be of significance to members of the faculty;
   b) Inform the President, Provost, or other University administrators of matters that may be of significance to members of the faculty as determined by the Dean.

8.4 In the temporary absence of the Dean, one of the Associate Deans or Dean's designee will serve as Acting Dean. If the Dean is incapacitated and the Associate Dean is unavailable, the University President or Provost shall appoint an Acting Dean. The Acting Dean will be selected from College tenured faculty.

8.5 In the event that a vacancy occurs prior to the expiration of the Dean’s term of office, the President shall appoint an Acting Dean. Within ten working days of the announcement of an existing vacancy or of a forthcoming vacancy, whichever is earlier, the Executive Council shall meet in an advisory manner to assist the President or Provost in the appointment of an Acting Dean.

8.6 The Acting Dean shall serve until the appointment of a Dean, as provided by the bylaws, but for no longer than twelve months.

8.7 If, at the end of twelve months, no appointment has been made, the procedures described in this paragraph for appointment of an Acting Dean shall be repeated.

9. **Associate Deans of the College of Education**
9.1 The Dean, in making a nomination for an Associate Dean, shall consult with the Executive Council and College Senate. The duties of the Associate Deans shall be determined by the Dean in consultation with the faculty. Responsibilities should include but not be limited to those for which the Associate Dean(s) is evaluated as detailed below in this document. Associate Deans must hold or be qualified for academic faculty status at the associate professor level or above. Associate Deans may not serve as committee chairs or program coordinators unless necessary.
9.2 Associate Deans do not relinquish tenure or academic appointment in their disciplinary areas. When service as Associate Dean is terminated, the member of the faculty shall return to a position in his or her academic or service area. An Associate Dean who does not have academic rank at the time of appointment shall be subject to the college rules of appointment of academic faculty when the period of service as Associate Dean is terminated.

10. Program Coordinators & Other Administrative Roles
10.1 Program coordinators shall provide support to the COE Dean in the execution of College policy and for the efficiency and educational effectiveness of their program areas. Additional administrative roles in the college may be created by the Dean as needs and programs change in the college. The creation of these roles may include course release or overload compensation for specialized services.

10.2 Appointment to an administrative role is made by the Dean with recommendations from the Executive Council, Faculty Senate, programs, or committees in the college as is appropriate to the role. Administrative roles will have a renewable term of three years. A specific role description will be created for any administrative roles and reflected in the individual’s role statement. The Associate Deans will be subject to a yearly review and recommendation by the faculty of the college.

11. Definition of Faculty
11.1 The faculty shall consist of all persons holding authorized professional contracts in the College of Education. All administrative faculty and academic faculty (including instructors) with at least a .5 FTE contract, including faculty on leave, shall be a voting member. Faculty appointed between or among colleges will be represented as agreed to by the Deans and department chairs concerned and approved by the President. The negotiated agreement shall be reflected in the faculty members’ role statements.

11.2 Field Based Faculty (FBF) are practicing professionals in a school district who are assigned to work full-time in the College for a prescribed term and retain their benefits and status within their school districts. FBF are evaluated annually in the format prescribed by their school districts. FBF are members of College committees and Programs and are part of quorum or majority in votes by those units. FBF are not considered part of a quorum or majority on votes on the College of Education Bylaws.

11.3 Letter of Appointment (LOA) instructors or Graduate Assistants (GA) are semester or annual appointments and are not considered faculty of the College as defined by 12.1. LOAs or GAs who have sole responsibility for teaching a course in the college must hold a master’s degree or higher from an accredited institution of higher education. Exceptions to this can be made by the Dean of the College on a case-by-case basis. LOA faculty or GAs who teach courses at the 700 level must have an earned doctorate or must work under the direct and close supervision of a College faculty member and be approved to teach through the Office of the Provost.

11.4 Adjunct faculty in the College of Education are those individuals who are affiliated with the College in important ways but are not paid by the College. Examples include but are not limited to the teacher in the Early Learning Center or related units, grant supported faculty where grants are administered by another entity, faculty from other institutions or units who serve on graduate programs, school district collaborators, or volunteers who teach or supervise students or work in other capacities in the College. Adjunct faculty do not have role statements and do not vote in the College.

11.4 Emeritus faculty are those faculty who have left the University, met the emeritus criteria, applied, and been approved by the President of the University with emeritus status. Emeritus faculty who are hired as LOAs may serve as voting members of programs, but not for college-wide ballots or for College Bylaws. Emeritus faculty who meet the criteria for graduate faculty status and who are hired as LOAs may serve as members and chairs of graduate advisory programs through the duration of their
employment. Emeritus faculty who have not been hired as LOAs, and who meet the criteria for graduate faculty status, may continue to chair graduate student advisory committees for one year after leaving the university. This one year term can be extended with approval of the dean of the graduate school. Emeritus faculty may continue to serve as members on graduate advisory committees with the approval of the chair of the student’s graduate advisory committee

12. College of Education Governance Committees
12.1 The College of Education has standing governance committees. These committees are the College Senate, the College Personnel Committee, the Doctoral Committee, the Teacher Licensure Coordinating Committee, the Public Relations and Communications Committee, the Research and Grants Support Committee, the Recruitment and Retention Committee, and the Executive Council. All committees are advisory to the Dean of the College and meet a minimum of two times per semester and should post minutes within a week of their approval. Committee members are selected by program areas. All committee members serve three year terms with 1/3 of the membership turning over each year. Any curricular changes must be voted on by faculty in program areas.

12.2 Unless otherwise noted, all committee action and deliberations require a quorum consisting of a majority of the committee membership, including authorized substitutes. Proxies will not be used to constitute a quorum. No committee member may vote more than one proxy.

12.3 Committees will forward recommendations for governance decisions, along with a rationale, to the Dean, Executive Council, and COE Faculty Senate for response. The individuals making a recommendation should have an opportunity to present their recommendation and answer questions that arise in the executive meeting. With the exception of individual personnel decisions, these recommendations will also be posted electronically. In the event the Dean does not concur with the committee’s recommendation, the Dean will discuss the recommendations with the originating committee to work toward compromise. The Dean will forward his/her decision and rationale back to the recommending committee. If the Dean and the committee cannot reach an agreement, a committee member may refer the issue to the Senate.

12.4 General descriptions of standing college committees appear below. Annual charges will be provided to the committees, and the committees can determine additional charges to be accomplished in a given year. Each committee designates a chair for organizational purposes, but work is shared by all committee members. Minutes or notes about committee activities are posted electronically for access by all college faculty and staff. All college committees operate through consensus whenever possible. If voting is needed, Roberts Rules of Order will be followed.

12.5 The Dean, Executive Council, College Senate, or individual faculty may propose task force groups or ad hoc committees to study and recommend on specific programs, issues or needs in the College. These groups provide recommendations to the Dean, Executive Council and College Senate for consideration.

12.6 College Faculty Senate. The College Faculty Senate ensures that a transparent, objective structure exists to fairly represent the voice of the faculty in decisions/issues affecting the college. The Senate acts as a liaison between the college faculty and college administration, serving in an advisory role to the Dean of the College of Education and reporting issues and recommendations directly to the Dean. No one program area will dominate the membership. Chairs/Co-chairs have a single vote and vote only in the case of ties. The UNR COE faculty senate will consist of:

- 7 faculty - Each program area will designate one representative
• 3 from center/administrative faculty – The two largest centers (NCED & CFRC) will each designate 1 representative. The remaining representative would come from any of the other centers and would serve as the representative for all of these smaller groups.

Senate meetings are open for observation for any member of the faculty. Meetings will be held every month as necessary at a time designated mutually agreeable to all representatives. If a meeting does not need to be held due to lack of business, all faculty will be informed. Senate will meet regardless of whether all program areas elect to send a representative. Chair/Co-chairs will be elected by the senate body. Five members will constitute a quorum.

12.7.1 Two committees fall under and report to the Senate. Membership on standing committees shall be determined by the COE Senate. Members will serve three-year terms. Committee members will elect committee chairs and minutes will be submitted to Senate Chair(s). The Senate and the dean may also appoint or solicit ad hoc committees for specific purposes as the need arises.

12.8.1 Committee of Students: This committee will open and maintain lines of communication between faculty and students by giving students a voice in College affairs. It will provide a medium for making student issues and interests public and allow for issues to be dealt with institutionally. Representation: CEP—1 graduate; CTL—3 students (2 undergraduate, 1 graduate); EDS—3 students (2 undergraduate, 1 graduate); EL—1 graduate. Four undergraduates come from UNEA, but representatives do not need to be UNEA members. UNEA decides how to select 4 representatives. Graduate student representatives come from the GSA. Students selected must be enrolled in programs in the appropriate COE programs. Representation: Chaired by one undergraduate representative and one graduate student representative. The committee membership will be determined by the students and students selected must be enrolled in a variety of degree programs in the COE.

12.9.1 Diversity Committee: This committee will promote and support a greater proportion of faculty and students who are from historically marginalized or underrepresented groups. The goals of this committee are (1) to recruit and retain diverse faculty and students, and (2) to strive to ensure that individuals from marginalized or underrepresented groups experience a positive, supportive, and equitable climate in the College of Education. Representation: as needed

12.10 College Personnel Committee: 1) oversees the implementation of the College of Education Bylaws pertaining to annual faculty evaluation, merit, promotion, tenure, and retention; 2) reviews recommendations on annual faculty evaluation, merit, promotion, tenure, and merit; 3) reviews and recommends action on promotion, tenure, and retention; 4) reviews and recommends action on appeals regarding evaluation, merit, promotion, tenure, and retention; 5) recommends revisions to the Bylaws that pertain to personnel issues to the Dean for faculty consideration; 6) conducts mid-point reviews for promotion and/or tenure for tenure-track faculty; and 7) conducts required annual evaluations of the Dean and Associate Dean.

12.11 Doctoral Committee: This committee is responsible for providing recommendations concerning doctoral programs in the College. The committee admits students and tracks student progress on degree requirements. In addition, the doctoral committee is responsible for reviewing proposed curricular changes in doctoral programs, including the addition, modification, or elimination of 700 level or doctoral courses as part of the curriculum approval process. The doctoral committee accepts and makes recommendations for state-funded Graduate Assistantships awarded in the college. It also provides leadership in defining broad policy for doctoral programs in the College. This may include, but is not limited to, such issues as the role of scholarship/research, mentoring graduate students, program/course quality, frequency of course offerings, and performance assessment. The committee makes
recommendations for doctoral recruitment activities.

12.12 **Teacher Licensure Coordinating Committee** is responsible for the overall management and coordination of initial teacher preparation and licensure activities, as well as review and approve proposed curricular and course changes to teacher education and licensure programs, including the addition of new courses.

12.13 **Public Relations and Communications Committee**’s function is to strengthen the position of the college within the university and increase the internal and external visibility of the college and to contribute to positive and productive communication within the college. Specific responsibilities include but are not limited to selection of individuals for college awards, recommendations for the college website, recommendations for printed materials, and publicizing faculty, staff, and student accomplishments.

12.14 **Recruitment and Retention Committee** develops and oversees plans for recruiting and engaging students in graduate and undergraduate programs, as well as encouraging timely completion of degrees and programs. Permanent members of the committee include advisement personnel and an associate dean or dean’s designee. Academic faculty participates as representatives of graduate and undergraduate programs.

12.15 **Research and Grants Support Committee** increases the culture of research in the college through activities for faculty and students. Specific responsibilities include but are not limited to recommending on the distribution of college research funds and other incentives to increase grant and research quantity and quality within the college. The committee also recommends the recipient of the college faculty research award.

12.16 **Executive Council (EC)** is designated by the dean and serves as an advisory body to the Dean on personnel, budget, policy, program, and other issues impacting the College of Education. The EC shall collaborate with the Dean to strengthen the position of the college within the university, assist and advise the dean in long range planning, in the development of budget priorities, and analysis of potential challenges. Members of the Executive Council represent program areas, center directors, governance committees, classified staff, and include one graduate student representative. A member may represent more than one group (such as a program and a governance committee). The Associate Deans are also members of the EC. Additional members may be added as needed for adequate college representation. The dean or designee will prepare an agenda for each EC meeting. Any member can suggest agenda items. Faculty can request agenda items through a representative or directly to the dean or associate deans. Members will represent their constituent groups and discuss relevant issues with their groups before and after meetings. Notes of the meeting are posted on an electronic site for access by faculty and staff.

13. **Program Areas**

13.1 College academic faculty are organized into program areas. Each program area contributes to the preparation of undergraduate, masters, and doctoral students. Program areas provide academic leadership by 1) conducting and disseminating quality research to improve professional practice and address contemporary educational issues; 2) offering high quality innovative programs that prepare educators, counselors, administrators, and child and family specialists to serve diverse populations as critical thinkers and leaders in their fields; and 3) providing leadership to the state and nation to improve educational practice and policy.

13.2 The COE has seven academic program areas, but degrees may cross or combine program areas or may be made up of a subset of the faculty in a program:
13.3 Changes to the programs and assignment of faculty into programs must be approved by the Senate, the Executive Council and the Dean. Academic faculty may be affiliated with more than one program but may vote in only one. Program affiliation of faculty must be posted electronically and accessible to faculty and staff.

13.4 The program representative on the Executive Council will serve as the facilitator for communication purposes with the Dean or Associate Deans. It is not assumed that the EC representative leads all aspects of program administration. Each program will designate responsibilities as determined by the group. Program areas operate through consensus whenever possible. If voting is needed, Roberts Rules of Order will be followed.

13.5 The Integrated Elementary Teacher Preparation program is made up of several overlapping program areas and includes faculty who teach courses in elementary education, special education, early childhood education, literacy studies, and equity and diversity in education. The program has a facilitator and may operate with a sub-group or as a committee of the whole. The IETP is represented in the EC by a member of one of its program groups.

14. Meetings of the Faculty
14.1 The faculty may hold meetings for discussion or to propose action on any matter concerning programs, policies, functions, or faculty welfare. Meetings of the faculty may be called by:
   a. the Dean or a designee
   b. an Associate Dean
   c. a petition signed by at least twenty percent of the College faculty, or
   d. a vote of the College Senate.

14.2 The petition or notice of a meeting of the faculty (as per letters a through d above) will be submitted to the Dean. In the case of a matter deemed urgent by any of the parties noted above, the meeting shall occur within ten university workdays. General meetings of a non-urgent manner should provide at least one calendar month's notice. An agenda shall be made available to all members of the College faculty at least three workdays before the meeting.

14.3. The Dean, Associate Dean(s), or a designee shall preside over meetings of the faculty. Robert’s Rules of Order (current version) shall be the guide to the conduct of such meetings when matters require voting.

Part III – Personnel Policies

15. Faculty Responsibilities
15.1 The responsibilities of individual faculty members shall be defined in accordance with the UNR Bylaws. Those responsibilities are categorized: (a) Instruction; (b) Research, scholarly, and creative work; (c) Public, community, and university service; and (d) Other professional activities. The rights and academic freedom of a faculty member shall be defined in accordance with the UNR Bylaws. Official annual role statements, which should clearly link to College and University goals, establish individual faculty members’ balance of responsibilities among these categories.
15.2 The professional responsibilities and duties of a faculty member shall be established in accordance with the UNR Bylaws.

15.3 All faculty members shall perform their duties in a professional manner designed to further the mission of their department, the College, and the University.

15.4 The specified professional responsibilities and performance expectations for each faculty member shall be determined annually by an Associate Dean in consultation with the faculty member and approved by the Dean in accordance with the University and College bylaws.

16. Evaluation and Merit

16.1 Evaluation of faculty shall be conducted annually, according to specified professional responsibilities and performance expectations, and in accordance with the provisions of the UNR Bylaws. Faculty members shall submit documentation that indicates the individual’s annual performance to the Associate Dean(s) and Dean. They should consult the document pertaining to evaluation and merit developed by the College Personnel Committee and located on the College of Education website as a guide to preparing annual reviews.

16.2 The Personnel Committee shall review requested reconsiderations of annual evaluations or personnel recommendations, including promotion, tenure, and retention.

16.3 The Dean shall review the evaluations of all faculty members in accordance with the provisions in the UNR Bylaws. In conjunction with the Associate Deans, the Dean will make recommendations for merit. All members of the faculty shall be evaluated and formally considered annually for merit. The Personnel Committee shall review recommendations pertaining to annual faculty evaluations and merit in terms of fairness and consistency.

16.4 The Personnel Committee shall collect the information for evaluating the Dean and Associate Dean every year.

16.5 The procedures used in the evaluation shall obtain evidence of the Associate Deans’ performance in at least the following areas:
   a. Communication within the college
   b. Communication outside the college
   c. Leadership and support
   d. Specific responsibilities assigned to the associate dean evaluated

16.6 Administrative faculty shall be evaluated annually by their designated supervisors according to the accepted criteria for their rank and according to specified professional responsibilities and performance expectations. Unit and selected center directors will be evaluated in a similar manner by their designated supervisors.

16.7 Faculty members shall complete annual role statements (academic faculty) or goal statements (administrative faculty) and submit them to the associate deans/unit directors for each calendar year. They will develop revised role/goal statements if their duties change during the year.

17. Criteria and Standards

17.1 Criteria for evaluation of faculty shall be consistent with the UNR Bylaws. Additional information may be found on the evaluation, merit, and promotion and tenure documents that may be accessed from the College of Education web site.
17.2 Instruction, research, scholarly and creative activity, and university, professional, and public service are important responsibilities.

17.3 Evaluation shall include the following classifications of responsibility, where impact of the sample major activities listed bears particular importance:
   a. Teaching. This includes teaching courses, advisement, supervision of student teaching, practica and internships, course development and revision, supervision of fieldwork and independent study, honors theses and undergraduate research projects, participation in performance assessment of students, direction of graduate theses and dissertations, and service on graduate committees within and outside of the program and college. In addition, faculty members may be assigned responsibility for the maintenance and development of academic programs.
   b. Research, scholarly, and creative work. This includes creative and scholarly contributions appropriate to the faculty member’s position description and professional area, such as conducting research and publishing scholarly writing, acquiring and administering external funding, editing professional journals, and project reports, and recognition by professional peers representing the discipline.
   c. University, professional, public service, and other professional activities. This includes Program, College, and University committees and assignments, service to public and private schools, consultative activities related to public and private agencies employing professional personnel prepared by programs similar to those offered by the College, leadership and other active roles in appropriate professional associations, reviewing journal and book manuscripts and conference and grant proposals, membership on accreditation teams, professional relations outside the University, and community-University activities.

17.5 The activities listed above shall be in accord with the UNR workload policies and procedures.

18. Tenure and promotion

18.1 All personnel evaluation involving tenure and promotion shall be made on the basis of the person’s professional performance in meeting the responsibilities specified in the UNR Bylaws. As noted previously, additional information may be found on the evaluation, merit, and promotion and tenure documents that may be accessed from the College of Education’s web site.

18.2 A candidate for tenure shall have earned an appropriate terminal degree, typically an accredited doctoral degree; shall be in Rank II, III, or IV; shall have demonstrated effectiveness as a university teacher; shall have performed creative or research activity resulting in a national publication or comparable productivity; shall have performed recognized service to the College, University, and professionally related service to the community and to the discipline; shall have demonstrated capacity for and promise of further significant intellectual professional achievement; and shall receive a minimum of one excellent rating in (1) or (2); with no rating below satisfactory: (1) demonstrated teaching competence and efficiency in a classroom and other duties related to teaching; (2) demonstrated continuing professional growth related to the academic faculty member’s discipline or program area as shown by a record of scholarly research or creative activity; and (3) demonstrated continued professional growth in the area of service.

18.3 College of Education Criteria for promotion is as follows:
   a. To Assistant Professor (Rank II): A candidate for promotion to Assistant Professor shall have earned an accredited doctoral degree or appropriate terminal degree; shall have demonstrated effective classroom teaching ability; and shall have given evidence of continued professional growth through study, professional activities, and creative work.
b. To Associate Professor (Rank III): A candidate for promotion to Associate Professor shall have a record of substantial accomplishments in the previous rank; shall have given evidence of increasing effectiveness in university teaching activities including classroom instruction and advisement; shall have performed research or creative activity resulting in national level publication or comparable productivity; shall have a consistent record of service to the College, the University, and professionally related and recognized service to the community and the discipline; and shall have demonstrated capacity for a promise of continuing significant intellectual and professional achievement.

c. To Professor Rank (Rank IV): A candidate for promotion to Professor shall have a record of substantial accomplishments in the previous ranks; shall have achieved and maintained high quality in university teaching; shall have attained a national reputation in the special professional field; shall have a record of significant publication or comparable creative activity; shall have made a significant and continuous contribution to the University, to the College, to the community, and to the profession.

19. **Search Procedures**

19.1 Search procedures in the College shall be in accordance with the UNR Bylaws.

19.2 Whenever a vacancy shall occur in the position of the Dean of the COE, the UNR President/Provost shall appoint a search and screening committee consisting of at least four tenured or tenure-track faculty representatives of disciplinary groups within the College; at least two administrative faculty from within the college; at least one student from within the college; and other members to be determined by the Provost.

19.3 When a faculty vacancy occurs, the Dean will inform Senate and Executive Council for input prior to forming a search committee. The Dean will initiate an external search for faculty only with the permission of the Provost. Recommendations to the Dean for appointment of new faculty, shall originate in the search committee concerned, with faculty input, and shall follow UNR and College Bylaws. The terms and conditions of employment shall be specified in the contract in accordance with the UCCSN Code. The duties and responsibilities of a member of the faculty shall be determined on the basis of specific professional responsibilities and performance objectives developed pursuant to the UNR Bylaws.

19.4 Recruitment of new faculty shall be conducted by the search committee according to the procedures of the University. The final nominees of the search committee are recommended to the Dean. The Dean’s final recommendation will be communicated to the search committee and submitted to the Provost for approval.