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[Note: The following section will be revised based on guidelines and instructions being developed by the Provost’s office.]

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The faculty performance valued in the College of Education is described in this document. The Personnel Committee attempted to relate promotion and tenure standards to the core values and mission of the College of Education. In the College of Education, the following values are central to all that we do:

- Respect and concern for all individuals
- Good scholarship in its many forms
- Collaboration within the college and university, as well as collaboration in public schools and other relevant agencies
- A sense of community based on diversity and democratic values
- Professionalism

The College of Education’s mission corresponds with the mission of the University of Nevada, Reno as a land grant institution. The mission of the College of Education is to use intellectual and creative energy to improve the condition of education and students as well as their families by developing outstanding education professionals and by producing good scholarship aimed at improving professional practice.

The College of Education must attract, retain, and promote those faculty members who have demonstrated the potential for or who have attained a substantial record of scholarship that contributes to the realization of its mission. All faculty members bring different strengths to the College of Education and its programs, but certain basic expectations apply to all faculty in the College of Education. All faculty must:

1. establish their credentials as scholars;
2. strive to be excellent teachers and mentors with concern for the professional development of their students;
3. keep abreast of developments in their fields and remain professionally active throughout their careers;
4. reflect the highest standard of professional integrity;
5. have their work assessed in a variety of meaningful ways; and
6. be committed to the improvement of professional practice.

The diversity of people and programs in the College of Education necessitates flexible and sensitive application of these ideals.
PROMOTION

The promotion process and schedule and is discussed within Section 3.3.5 of the University Bylaws (http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-11-18-09.pdf)

TENURE

According to the UNR bylaws, “The major objectives of tenure are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited excellent abilities, sufficient to convince the University of Nevada, Reno community that their expected services and performances in the future justify the privileges afforded by tenure.” (Retrieved from Section 3.4.1 of the University Bylaws on February 21, 2011 http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-11-18-09.pdf.)

Section 3.4 of the University Bylaws discusses the tenure process in detail:
3.4.1 Justification: Tenure and Academic Excellence
3.4.2 Eligibility for Tenure
3.4.3 Probationary Period
3.4.4 Schedule for Evaluation of Probationary Faculty
3.4.5 Standards for Recommending Appointment with Tenure
3.4.6 Notice of Tenure
3.4.7 Annual Performance Evaluation of Tenured Faculty
3.4.8 Tenured Faculty in Administrative Positions
3.4.9 Relinquishment of Tenure on Transfer
3.4.10 Expiration of Tenure
3.4.11 Termination of Tenure
3.4.12 Financial or Curricular Reasons for Terminations
Teaching adults involves, at a minimum, making good decisions about how they learn. Students depend upon their professors to direct them to the best examples of current theory, research, and professional practice in their field, and to guide them in the interpretation of such ideas and materials. Teaching must be vigorously evaluated using criteria that are recognized within the academic community. Evidence to support teaching performance should be gathered from at least three sources: self-assessment, peer assessment, and student assessment.

All teachers should present an organized, intellectually appropriate course of study in a manner that can be understood by students. In addition, all teachers should be accessible to students outside of class hours, carry an appropriate number of advisees, and contribute to the shaping of curriculum in areas of expertise.

Effective teachers study their own teaching through documentation of goal setting for improvement of teaching, specific efforts to meet such goals, and analysis of changes made. Course syllabi should demonstrate the use of new/revised instructional strategies, materials, technologies, and updated readings and assignments. The improvement of teaching through attendance at professional development conferences, workshops, and seminars should also be documented.

Program and curriculum development can also be thought of as an aspect of teaching. Excellent teachers are expected to contribute to the development of education programs related to their expertise. For example, developing new courses and revising existing course demonstrates professors’ knowledge of their field and commitment to providing the most effective professional preparation possible for students.

Teaching, of course, is not limited to the classroom, and classroom teaching is no substitute for the personal guidance of an experienced mentor in preparing students to become independent thinkers and scholars. Excellent teachers are committed to providing professional guidance for all students.

Academic advisement is a critical element for all professional programs. Effective advisors are knowledgeable about both graduate and undergraduate program requirements and communicate such information to students in a clear and consistent manner.

All faculty are expected to direct thesis and dissertation research and/or serve on graduate advisory committees. This work must be characterized by excellence and by consistency with the professional practice of the relevant field of study.
Teaching

**COE Bylaws:** Instruction includes teaching courses, advisement, supervision of student teaching, practica and internships, course development and revision, supervision of fieldwork and independent study, direction of theses and dissertations, and service on graduate committees within and outside of the home department. In addition, faculty members may be assigned responsibility for the maintenance and development of academic programs and participation in departmental performance assessment activities.

**UNR Bylaws:** (1) **Standard One:**

**Teaching/Performance of Assigned Duties**

Either of the following: …as a teacher, including, but not limited to demonstrated teaching competence and efficiency in a classroom and/or laboratory, and/or clinical setting, the ability to communicate effectively with students, and demonstrated skill in handling classroom and other duties related to teaching. (Such a record may include, for example, a showing of the ability to impart knowledge, to excite students' interest in the subject matter, and to evoke response in students and to demonstrate competence in advising students.) (B) …a record of effectiveness, efficiency, and ability to perform assigned duties.
Research, Scholarly, and Creative Work

Research, scholarly, and creative work includes activities such as research, publications, and the delivery of papers and other invited presentations in professional settings. Research includes the discovery, interpretation, and critical evaluation of new knowledge and practice; program evaluation; and curriculum and product development including software, multimedia forms, and testing and evaluation instruments. The scholar shares his or her research findings and ideas individually or collaboratively with professional peers and in so doing subjects them to peer evaluation. Thus, the scholar extends both his or her own knowledge and the knowledge of others. The extension of knowledge is further enhanced through obtaining funding from federal, state, local, and/or private sources to conduct a variety of research, scholarly, and creative activities.

| COE Bylaws: Research, scholarly, and creative work 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, reviewing journal and book manuscripts and conference and grant proposals, and recognition by professional peers representing the discipline. | UNR Bylaws: Standard Two: Scholarly and Creative Activity 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 resulting in publication or comparable productivity. |
Professional Service to the University, Profession, and Public

Service, although broadly viewed, has several aspects that can be delineated. Service includes participation in affairs relating specifically to the institution and extends beyond the institution to include the profession and society at large. All faculty members are expected to perform service, in balance with excellence in teaching or scholarship. Institutional service includes such activities as participation on department, college, and university committees and/or serving in administrative roles within the department or college.

Professional service is considered to be an application of scholarship to policy or practice which will impact the profession or enhance the welfare of schools and society. Such activities involving the faculty member's professional expertise should be connected with scholarly efforts and make a substantive contribution to the field. This application of the faculty member's special field of knowledge aimed at improving the profession and society's welfare extends to populations outside the institution (schools and other relevant agencies). “Outreach or service beyond the university and the profession includes but is not limited to: Public scholarship involving an ongoing relationship with professionals in a systematic exchange of practice and learning in a manner that exemplifies the land grant mission. Consulting and other service for groups and organizations outside the University where such service is intrinsically related to the professional expertise of the individual and is performed with University affiliation identified” (Academic Faculty Evaluation “Tool Kit”, August 2007, p. 14).

COE Bylaws: University, professional, public service, and other professional activities includes Department, 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, membership on accreditation teams, professional relations outside the University, and community-University activities.

UNR Bylaws: (3) Standard Three: Service …which may include, but not be limited to: (A) Membership and participation in professional organizations; (B) Ability to work with faculty 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 academic faculty member’s administrative unit may not be otherwise adversely affected; (C) Service on University or System committees; (D) Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement; and (E) Recognition and respect outside the System community for participation and service in community, state, or nationwide activity.
PROMOTION GUIDELINES

### Assistant to Associate Professor

For promotion to Assistant Professor, the candidate must demonstrate effective teaching.

For promotion to Associate Professor, the candidate must demonstrate evidence of continuous and consistent scholarly productivity. Applicants should note that some research, scholarly, and creative work will be more heavily weighted than other activities and are viewed as priority activities. Applicants should not have only practitioner articles, but must have a record that includes data-based publications. Applicants also should have a combination of single authored and first-authored publications. It is also important that an applicant for associate professor is developing a coherent area or two of scholarship. Additionally, the applicant should include other supporting evidence of research, scholarly, and creative work in the application. Although it is expected that applicants will have a combination of the priority activities and supporting activities, only in cases of unusual circumstances can the absence of priority activities be compensated for by multiple supporting activities.

It should be noted that the typical time in which an applicant requests promotion from Assistant Professor to Associate Professor is in the fifth year. It is understood that a faculty member in the first year or two of one’s career will be working towards a consistent publication record. However, in subsequent years it is expected that applicants will strive to attain an average of 2 to 3 publications per year within the priority activities delineated above. It is also understood that the quality of journals can vary a great deal. Good judgment will be used in reviewing the quality of the publications. It is essential that there must be evidence of a continuous and consistent record. In all evaluations of scholarship, excellence, application, and extension of knowledge are primary considerations.

Successful candidates for promotion to Associate Professor will have a satisfactory record of service to the institution and the profession. All

### Associate Professor to Professor

The typical time in rank prior to seeking promotion from Associate Professor to Professor is five years. Persons applying for the rank of Professor must have a record of substantial accomplishments in the previous rank, including a sufficient period of experience in teaching, research, and service to establish a professional standing.

Applicants must have maintained a record of effective teaching, with evidence of leadership and mentoring.

Applicants for the rank of Professor must have attained a sustained, distinguished record of research and related scholarly activity. These individuals will have established a national level of distinction and visibility in the field related to the faculty member’s discipline or program area. They will have maintained a substantial research focus that has contributed to the education knowledge base, and there will be demonstrable evidence of a sustained level of productivity through publications, presentations, and other means. Evidence of scholarly productivity shall include a record of publications in major journals in a particular field, presentations at national conferences, involvement in writing proposals for funding, and administration of research projects. In addition, there is a demonstrated history of scholarly leadership.

Successful candidates for promotion to Professor will have a record of leadership in providing service to the institution and the profession. All faculty members are expected to perform some service in balance with excellence in teaching or scholarship. Candidates will be responsible for demonstrating the quality and impact of the work they have done.

*It is incumbent upon the applicant to help reviewers to understand the importance of the activities included in the application. It is the applicant’s responsibility to make his/her case.*
faculty members are expected to perform some service in balance with excellence in teaching or scholarship.

**It is incumbent upon the applicant to help reviewers to understand the importance of the activities included in the application. It is the applicant’s responsibility to make his/her case.**
**Teaching**

<table>
<thead>
<tr>
<th>Required Evidence for Those Applying for Promotion from Assistant Professor to Associate Professor and Promotion from Associate Professor to Professor</th>
<th>Evidence of Supporting Activities / Information for Those Applying Promotion from Assistant Professor to Associate Professor and Promotion from Associate Professor to Professor</th>
<th>Evidence of Supporting Activities / Information for Those Applying for Promotion from Associate Professor to Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>There is an expectation of multiple measures of excellence in teaching; faculty should provide evidence of additional activities from each column below. Those applying for promotion to the rank of Associate Professor will select from Column 1. Those applying for promotion to rank of Professor must have evidence from both Columns 1 and 2. The activities listed should not be viewed as an exhaustive list.</strong></td>
<td>Column 1</td>
<td>Column 2</td>
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<th><strong>Column 1</strong></th>
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<tbody>
<tr>
<td><strong>Student evaluation data must be provided and should be summarized in table format showing all courses taught each semester and summer with a statement of the Mean of Medians. Courses taught are presented in chronological order.</strong></td>
<td><strong>Discussion of pedagogical innovations for courses</strong></td>
<td><strong>Demonstrating a record of leadership in teaching (see activities in Column 1)</strong></td>
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<td></td>
<td><strong>Discussion of new teaching material (e.g., cases, videotapes, audiotapes, course modules, instructor manuals, test banks, or simulations) that were developed and/or implemented</strong></td>
<td><strong>Demonstrating a record of leadership in mentoring</strong></td>
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<td></td>
<td><strong>Discussion of any activities in course that enhanced student learning and/or student contact with the business community (e.g., guest speaker, SBDC, SBI, or outside projects, field trips, field projects, etc.)</strong></td>
<td>✓ Evidence of acting as a teaching mentor* for junior/other faculty and doctoral students</td>
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<tr>
<td></td>
<td><strong>Discussion of student evaluation data</strong></td>
<td>✓ Evidence of mentoring* field supervisors/ providing leadership in progressive collaborative experiences in the field</td>
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<td></td>
<td><strong>Discussion of program development and curriculum redesign activities</strong></td>
<td>✓ Evidence of mentoring* junior faculty in their role as doctoral advisors</td>
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<td></td>
<td><strong>Documenting attendance at professional development conferences, workshops, or seminars and including a statement of their effect on teaching</strong></td>
<td>✓ Evidence of mentoring* master’s / doctoral advisees</td>
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<td></td>
<td><strong>Documenting a systematic process and implementing action research (self-study) in classes and statement of effect on teaching</strong></td>
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### Required Evidence for Those Applying for Promotion from Assistant Professor to Associate Professor and Promotion from Associate Professor to Professor

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</table>
| - Developing and teaching new courses  
- Conducting independent studies  
- Receiving honors and awards  
- Peer and/or administrator review of teaching  
- Completion of master’s and doctoral students  
- Advising* master’s and doctoral students  
- Mentoring* undergraduate/graduate students and field supervisors  
- Supervising interns  |

*Advising* refers to assisting students to develop academic programs, course sequences, etc.

*Mentoring* activities can involve junior faculty, students, or practitioners (e.g., teachers, school administrators, counselors, early interventionists) and refers to providing professional career guidance and/or collaborating on research, teaching, or outreach activities.
### Research, Creative, and Scholarly Activities

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<th>Supporting Activities / Information for Those Applying for Promotion to the Rank of Professor</th>
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<tr>
<td>There is an expectation of supporting activities in the area of research and scholarly activities; faculty should provide evidence of additional activities from the columns below. Those applying for promotion to the rank of Associate Professor will select from Column 1. Those applying for promotion to rank of Professor must have evidence from both Columns 1 and 2. The activities listed should not be viewed as an exhaustive list.</td>
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<tr>
<td>• Publishing scholarly articles (e.g., data-based articles, reviews of research, research to practice articles, reflective essays) in international or national refereed journals</td>
<td>• Presenting competitively accepted presentations at professionally recognized meetings of international or national scholarly or professional organizations</td>
<td>The priority and supporting activities listed in the first two columns are also relevant here. Additionally, leadership in scholarly activities or research may be demonstrated by, but are not limited, to the following activities:</td>
</tr>
<tr>
<td>• Obtaining funding for research, development, or training proposals from external sources</td>
<td>• Presenting invited presentations at professionally recognized meetings of international or national scholarly or professional organizations</td>
<td>• Co-authored publications with graduate students or colleagues (especially junior faculty)</td>
</tr>
<tr>
<td>• Writing books and monographs that were peer reviewed and accepted for publication</td>
<td>• Publishing scholarly articles in regional refereed journals</td>
<td>• Lead author on co-authored publications</td>
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<td>• Publishing chapters in scholarly books</td>
<td>• Developing scholarly or creative products such as non-refereed articles, conference proceedings, books, curriculum materials, computer software, multimedia forms, and testing or evaluation instruments</td>
<td>• Presentations at conferences with graduate students or colleagues (especially junior faculty)</td>
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<td></td>
<td>• Publishing book, test, or other reviews in books or international, national, or regional journals</td>
<td>• Pursuit of external funding that aids research activities of graduate students and/or colleagues, and/or provides moneys for graduate assistantships</td>
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<td>• Serving as an editor or co-editor of a journal</td>
<td>• Research activities in school settings or other applied settings</td>
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| **Institutional Service:** Active participation on program, departmental, college, and university committees or serving in administrative roles. | **Professional Service:** Active membership on editorial boards; reviewing manuscripts for refereed journals; reviewing prospectuses for manuscripts of books prior to publication; reviewing program proposals for international, national, or regional conferences of professional organizations; active membership on committees of local, state, national, and international organizations; and a statewide emphasis in working in school settings and other relevant agencies. **Institutional Service:** Program activities (e.g., development of performance assessment, strategic planning, special reports) **Outreach Activities:** Activities reflecting the land grant mission of the University (e.g., consulting, workshops) | The priority and supporting activities in the first two columns are also relevant here. **Leadership** in service to the institution may be demonstrated by, but are not limited, to such activities as:  
- Chairing university, college, and departmental committees  
- Serving in administrative roles within a college or department unit  
- Providing leadership as a member of university, college, and departmental committees **Leadership** in service to the profession may be demonstrated by, but are not limited, to the following activities:  
- Membership on editorial boards  
- Leadership in national organizations (elected and appointed offices)  
- Membership on advisory boards for agencies and organizations  
- Leadership role in organizing conferences |
There is an expectation of multiple measures of excellence in service; faculty should provide evidence of additional activities from each column below. Those applying for promotion to the rank of Associate Professor will select from Column 1. Those applying for promotion to the rank of Professor must have evidence from both Columns 1 and 2. The activities listed should not be viewed as an exhaustive list.

<table>
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<tr>
<td>• Leadership in accreditation issues</td>
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<td>• Service on commissions</td>
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<td>• Serving in a significant role on a national committee</td>
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<td>• Reviewing for funding agencies, competitive reviews, etc.</td>
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THE PROMOTION AND TENURE PROCESS

[Note: The following section will be revised based on guidelines and instructions being developed by the Provost’s office. No substantial revisions are expected.]

The General Process

As specified in the “Survival Guide for UNR Academic Faculty” (1999), personnel recommendations, whether for tenure or promotion, originate in the department and must be based on criteria specified in the departmental and college bylaws as well as the responsibilities that have been agreed upon with the department chair. A faculty member must submit an annual role statement to his or her chair and dean for their comments. This is especially helpful if a faculty member has made any special agreements. Typically, a traditional role statement would be more beneficial to junior faculty than would a nontraditional role statement. (A traditional role statement is one that reflects the traditional balance between teaching, research, and service rather than a role statement that allows, for example, an increased teaching load with a decreased research expectation. A role statement for a junior faculty member should reflect appropriate attention to teaching, research, and service as per the expectations for promotion and tenure.)

To begin the application process, a faculty member needs to obtain a copy of the recommendation form from the department or dean’s office. The faculty member is expected to complete the first part of the recommendation. Attach all supporting documents that are important or noteworthy as components of a portfolio. If a faculty member is applying for tenure or promotion, the department chair will ask for letters of recommendation from people outside UNR. These individuals are in the faculty member’s field and able to assess his or her work and comment on his or her regional and national standing. These letters are an important component of this application.

After the faculty member has completed the first part of the form and portfolio, it is submitted to the department chair. The chair will make a recommendation to the dean, who will, in turn, seek the written recommendation of the COE Personnel Committee. The dean will evaluate the material submitted and consider the advisory reports of the department chair and the COE Personnel Committee. The dean will then make a recommendation to the Vice President for Academic Affairs (VPAA). At this point, all of the recommendations for promotion and tenure go to a university personnel committee, known more commonly as the Promotion and Tenure Committee. This group reviews all applications and makes a formal recommendation to the VPAA, who reviews the application and makes a recommendation to the President for the final decision.

More Specifically

1. The College of Education process for promotion and tenure will be overseen by the appropriate associate dean as outlined in this document.
2. The associate dean will follow university policy to solicit letters from outside reviewers. These letters must be returned to the associate dean by August 30th.
3. The candidate will submit the completed promotion and/or tenure portfolio to the associate dean by September 1st. The associate dean will add the outside letters to the portfolio and arrange for it to be available for review by faculty eligible to vote on the promotion and/or tenure application.
4. The eligible voters for a candidate applying for promotion and/or tenure will consist of the faculty at or above the rank being sought who reside in the program area with which the candidate is
associated. Given the small size of some program areas, if there are less than 5 eligible voters for a tenure decision or less than 3 eligible voters for a promotion decision, the associate dean will appoint additional faculty members from the College of Education until these minimum number requirements have been met. In adding voters, the one-vote policy must be kept in mind. If a faculty member is on the College of Education Personnel Committee or the University Personnel Committee and will be voting on the candidate at that level, this faculty member cannot be counted toward the 5 or 3 faculty needed to vote for tenure or promotion at the program level.

5. The associate dean will call and preside over a meeting of the eligible voters as described in item 4. The eligible voters will be expected to have thoroughly reviewed the promotion and/or tenure portfolio prior to the meeting. After discussion, a secret written ballot will be conducted by the associate dean. If the candidate is applying for both promotion and tenure, separate votes must be taken on each of these applications. This meeting must be held by September 15th.

6. Following the vote, the associate dean will write a letter discussing the candidate’s qualifications for promotion and/or tenure. This letter must report the vote taken by the eligible faculty. The letter must be submitted to the dean by September 22nd.

7. The chair of the Personnel Committee will call and preside over a meeting of the Personnel Committee. Committee members will be expected to have thoroughly reviewed the promotion and/or tenure portfolio prior to the meeting. After discussion, a secret written ballot will be conducted. If the candidate is applying for both promotion and tenure, separate votes must be taken on each of these applications. This meeting must be held by October 7th.

8. The chair of the Personnel Committee will write a letter discussing the candidate’s qualifications for promotion and/or tenure. This letter must report the vote taken by the eligible faculty and the vote taken by the Personnel Committee. The letter must be submitted to the dean within three working days of the meeting.

9. The will reviews all tenure and/or promotion materials including the vote of the program faculty and the vote of the personnel committee. The dean will write a letter discussing the candidate’s qualifications for promotion and/or tenure by October 15th.

10. It should be noted that regardless of any voting results and/or concerns expressed by the Personnel Committee or the Associate Dean, this process cannot be terminated until all steps have been completed and all required information and letters have been forwarded to the Dean of the College of Education.

The Role of the COE Personnel Committee

The COE Personnel Committee (a) oversees the implementation of the College of Education bylaws pertaining to annual faculty evaluation, merit, promotion, tenure, and retention, (b) reviews recommendations on annual faculty evaluation and merit, (c) reviews and recommends action on promotion, tenure, and retention, (d) reviews and recommends action on appeals regarding evaluation, merit, promotion, tenure, and retention, (e) recommends revisions to the bylaws, which pertain to personnel issues, to the Dean for faculty consideration, (f) addresses mentoring needs, and (g) provides an orientation each fall for new faculty, letter of appointments, and graduate assistants.

The Personnel Committee currently consists of the following representatives:

- 3 Curriculum and Instruction
- 1 Educational Leadership
- 2 Counseling and Educational Psychology
- 2 Non-tenure track faculty (e.g., Research and Educational Planning Center, Learning and Resource Center, Field Placement, Advisement Center, and others)

Representatives are chosen by faculty vote within each unit. In the academic departments all associate and full professors with tenure are eligible to serve. Each member will serve a two-year term. Nominations for chair will come from within the committee with the chair to be
elected by a college-wide vote conducted by the COE Faculty Senate. All actions pertaining to promotion and tenure will be determined by committee members who are tenured.

Prior to meeting to discuss applications for promotion and/or tenure, the Personnel Committee will receive from the Dean the completed application, portfolio, the department chair’s recommendation, and the department vote for each applicant. Tenured members of the Personnel Committee will review all materials. Within a Personnel Committee meeting, tenured members will be invited to discuss each application and to give reasons for their support or lack of support. A formal, secret written ballot will be cast in which each tenured member is asked to vote “yes,” “no,” or “abstain.” If the applicant is applying for both promotion and tenure, two separate votes will be taken: one for promotion and one for tenure. The chair of the Personnel Committee will forward to the Dean a written recommendation that includes the vote as well as a discussion of the vote. The recommendation of the Personnel Committee is not binding on the Dean or others involved in the promotion and tenure process.

**Requesting External Peer Review Letters**

A minimum of three external peer review letters is to be included in the application. Chairs should ask the reviewers to explain their association with the candidate (e.g., known through their published work, a former faculty colleague) and whether, in the reviewer’s opinion, the candidate would be recommended for promotion and/or tenure at the reviewer’s institution.

In addition, when requesting letters of reference the referee should be informed about whether or not the letter can be kept confidential. According to the UNR Vice President for Academic Affairs office, the language shown below in quotation marks is used by a number of universities. This statement, or one like it, is recommended for inclusion in the department chair’s letter requesting peer review.

“The external peer review letters will become part of the candidate’s application file and will be held in confidence. However, a candidate may, upon request and at certain states of the promotion/tenure process, be provided access to such letters in redacted form. Redaction is defined as the removal of identifying information (including name, title, institutional affiliation, and relationship to the candidate) contained either at the top of the letterhead or within and below the signature block of the letter of evaluation. The full text of the body of the letter would be provided to the candidate if so requested.”

It is important for applicants to note that any external letters received will be included in the application packet as it is forwarded. Applicants will not have the option of removing any letters.

**Completing the Application and Compiling Supporting Materials for Promotion and/or Tenure**

The applicant for promotion and/or tenure will use the UNR form initially. Tenure recommendations going forward to the Board of Regents will require the Board of Regents form at a later date (to be requested by office of the Vice President of Academic Affairs). A copy of the UNR form is included in Appendix A. The applicant can also obtain a copy on disk (Word)
upon request from the Academic Affairs Office. Guidelines for completion of the form are as follows:

1. There is no page limitation on the UNR form.

2. Adhere to format prescribed (one inch margins; information requested in bold print with responses in normal print).

3. If you prepare the form on your computer, be sure to allow space on the signature page for the comments and signatures indicated.

Supporting materials will be compiled in three areas: (1) documentation of teaching effectiveness, (2) documentation for research/scholarly/creative activity effectiveness, and (3) documentation for effectiveness in service. In providing supporting documentation for teaching effectiveness multiple indices should be included if possible. Examples include average student evaluations for courses taught (including information for department and college and norms), reports of peer review visits to classes, teaching awards, and teaching portfolios (including syllabi, sample assignments, statements of teaching philosophy, measures of teaching outcomes, activities directed toward enhancement of teaching effectiveness. Examples of supporting documentation for research/scholarly/creative work effectiveness includes selective copies of representative publications, reports of grant and contract activity if relevant, peer review comments on publications, grants, shows, etc. Finally, supporting documentation for effectiveness in service includes letters acknowledging outstanding service on committees, etc. as well as listing participation in professional organizations, service on review groups, and so forth.

Application Submission

After review by the appropriate groups at the various levels of review (i.e., department faculty, department chair, COE Personnel Committee, dean), the following are forwarded to the Academic Affairs Office:

1. One original and six copies of the completed application form

2. One set of attachments and supplemental information (i.e., portfolio)

The deadline for submission to Academic Affairs is mid-November. Thus, it is important that colleges and departments have earlier deadlines in order to meet the Academic Affairs mid-November deadline. It is also important to allow department faculty, members of the COE Personnel Committee, and the Dean of the COE sufficient time to review materials. Therefore, due dates are as follows:

On or before August 1: Applications submitted to department chair

On or before October 1: Applications voted on by department faculty and submitted to the Dean for review by the COE Personnel Committee

By the end of the third week of October: Applications voted on by the COE Personnel Committee with results submitted to the Dean
By mid-November: Dean reviews applications and forwards to Academic Affairs Office

It is important to note that individual departments could choose to require that potential candidates be required to submit materials earlier than September.