Recommendations for Developing
PROMOTION GUIDELINES/STANDARDS
FOR NON-TENURE TRACK ACADEMIC FACULTY

The seven topics listed below are recommended in unit promotion guidelines/standards for non-tenure track academic faculty. Within each topic, you will find guiding tips to (1) increase transparency about the unit’s expectations, and (2) improve clarity about the unit’s promotion processes. The topics below are not required, nor are they limiting, but inclusion of them is endorsed as best practice.

I. DEFINITION OF NON-TENURE TRACK APPOINTMENTS WITHIN THE UNIT

Define the roles of non-tenure track appointments within the unit and briefly describe assigned duties – teaching (e.g., teaching load), teaching related duties (e.g., advising, mentoring, curricula redesign), research (e.g., creative activities, publications, presentations, grants), service (e.g., college and university committees, community outreach), administrative duties or special assignment (e.g., coordinator, director). Below are a few examples:

1. “FIRs [Faculty-in-Residence] have a 80-20 formula to their professional activities; that is, 80% of time devoted to their primary creative effort and/or responsibility, and 20% to service. In the School of Life Sciences, the primary creative effort and/or responsibility for FIRs is teaching, research, or undergraduate advisement.” - School of Life Sciences Bylaws (p.31)

2. “Lecturer: Teaching encompasses assigned duties including but not limited to direct classroom instruction, directed student learning activities, administrative duties, and supervising clinical experiences.” – School of Allied Health Sciences (pg. 3)

3. “…Faculty-in-Residence typically carry increased teaching loads, heavy service and administrative obligations and/or specialized assignments… [FIRs] bring both experiential and academic credentials to their positions in the college (see Appendix for list of non-tenure track positions). [FIRs] contribute to both the undergraduate and graduate programs within the college, serve on and chair student committees, and provide service in significant administrative positions.” – College of Urban Affairs.” (pg. 1)

4. “Faculty-in-Residence status falls into one of the following broad categories:
   i. Teaching-intensive: bulk of the workload is devoted to teaching (for instance, a 4/4 load)
   ii. Service-intensive: bulk of the workload is devoted to administrative/service-related tasks
   iii. Hybrid: a more evenly distributed set of teaching and administrative tasks.” – Academic Success Center (pg. 1)
II. **ELIGIBILITY**

Explain how eligibility to apply for promotion is determined—for example,

- By time (e.g., years of employment, semesters of employment)
- By criteria (e.g., achieving excellence in teaching on annual evaluations, achieving excellence in one’s primary duties and satisfactory in other categories, etc.)

If there are no conditions on eligibility, then explicitly state so.

III. **CRITERIA FOR PROMOTION & METRICS FOR EVALUATION**

Clearly articulate the criteria to evaluate a candidate for promotion – for example,

- By performance (e.g., excellence, commendable, satisfactory, etc.) in specific categories
- By predetermined benchmarks in specific duties and responsibilities
- By significance/impact of performed duties, achievements, activities, and honors

The criteria for promotion should illustrate higher expectations of candidates from rank to rank. And, when appropriate, the listed criteria should reflect an increase in access to new responsibilities and duties within the unit. Below are two examples:

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**Criteria for Promotion to Associate Professor in Residence**  
**Department of Educational Psychology & Higher Education (EPHE)**

Because the UNLV code does not address criteria for promotion of faculty-in-residence; this section of the document provides guidance in the absence of codified criteria.

Distinctions between excellent and satisfactory performance within the EPHE Department are based on the quality and impact of the work. For decisions regarding merit and promotion to Associate Professor-in-Residence, the specific benchmarks for “excellent” and “satisfactory” performance in the areas of teaching and administration/specialized assignments, as well as the specific benchmarks for “satisfactory” performance in the area of service, are summarized in the following section.

Faculty-in-residence should meet the “excellent” benchmarks in either teaching or administration/specialized assignments, as well as the “satisfactory” benchmarks for the other. A rating of “commendable” represents performance that falls between the benchmarks for satisfactory and excellent. A candidate’s specific contractual duties may commingle teaching and administration/specialized assignment to a level in which it is impossible to separate the two. In these cases, it is the candidate’s responsibility to make the argument for an “excellent” ranking.

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Prepared by  
the Office for Faculty Affairs  
KDK/2019
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Lecturer</th>
<th>Senior Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates Teaching effectiveness in all assigned areas</td>
<td>Consistently receives at least satisfactory evaluations for the majority of courses taught</td>
<td>Demonstrates a consistent pattern of commendable evaluations for the majority of courses taught</td>
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<tr>
<td></td>
<td>Identifies areas of strength and weakness and formulates plans for success in meeting personal teaching goals</td>
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<tr>
<td>Develops activities/methods that facilitate student achievement</td>
<td>Course content is found to be current and evidence-based.</td>
<td>Implies course materials which reflect current knowledge of content and integration of related evidence</td>
</tr>
<tr>
<td></td>
<td>Provides course content and lectures consistent with the average teaching load of the department</td>
<td>Develops projects or grants that support effective teaching</td>
</tr>
<tr>
<td>Assumes responsibility in teaching, planning, revising, and evaluating courses</td>
<td>Identifies learning needs for course, teaching, practice and develops a plan to meet them</td>
<td>Leads review and revision of courses and contributes to curriculum revision</td>
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<tr>
<td></td>
<td>Revises teaching materials to include current practice standards and related evidence</td>
<td>Maintains teaching materials in compliance with current practice standards and related evidence</td>
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<tr>
<td>Participates in ongoing collaborative relationships within the SAHS</td>
<td>Establishes and maintains collaborative relationships with colleagues in SAHS</td>
<td>Assists junior faculty with professional development</td>
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<td></td>
<td>Engages in course planning with faculty colleagues when appropriate</td>
<td>Develops collaborative programs that facilitate student learning</td>
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<tr>
<td>Contributes to the teaching missions of the SAHS</td>
<td>Contributes to learning outcome evaluation through writing and analysis of test items and developing learning objectives</td>
<td>Mentors other faculty in learning outcome evaluation</td>
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<td></td>
<td>Documents student clinical and/or classroom achievements for assessment and accreditation</td>
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<td></td>
<td>Obtains or maintains a practice credential or specialization certificate as appropriate</td>
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<tr>
<td>Mentors and advises students</td>
<td>Develops effective strategies to promote student progress</td>
<td>Implements effective strategies to promote student progress</td>
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<tr>
<td></td>
<td>Serves as a member or co-chair of student professional paper and project committees</td>
<td>Serves as member of student professional paper and project committees</td>
</tr>
</tbody>
</table>
IV. EXAMPLES OF ACTIVITIES THAT MEET CRITERIA

Provide examples of activities, achievements, and/or performance standards that meet the listed criteria. Such a list serves as a reference for candidates— the list is not intended to be exhaustive or limiting, and language stating as much is recommended. Below are examples from the Lee Business School and the College of Urban Affairs.

<table>
<thead>
<tr>
<th>Teaching Criteria and Evidence (Examples)</th>
<th>Lee Business School Lecturer &amp; FIR Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>Examples</td>
</tr>
<tr>
<td>Demonstrates teaching effectiveness</td>
<td>- Develops, implements, and promotes innovative teaching techniques.</td>
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<td></td>
<td>- Maintains appropriate certification for their business discipline.</td>
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<td></td>
<td>- Receives above satisfactory student evaluations</td>
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<td></td>
<td>- Leads the review and revision of courses and contributes to curriculum revision.</td>
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<td></td>
<td>- Serves as lead instructor and/or course coordinator.</td>
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<td></td>
<td>- Receives honors, awards, or other recognition for effective teaching.</td>
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<td></td>
<td>- Presents at regional, national, or international educational conferences.</td>
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<td></td>
<td>- Serves as a peer reviewer for educational journals or conferences.</td>
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<tr>
<td>Demonstrates expertise in advising and mentoring.</td>
<td>- Promotes development of students in preparation for a successful career.</td>
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<tr>
<td></td>
<td>- Involves students in scholarly activities and presentations/publications.</td>
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<tr>
<td></td>
<td>- Serves as the advisor to students involved in state, regional, or national educational conferences or competitions.</td>
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<td></td>
<td>- Mentors master’s students or serves as a UG or Grad program coordinator.</td>
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<tr>
<td></td>
<td>- Advises/evaluates scholarly projects for presentation or publication.</td>
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<tr>
<td></td>
<td>- Takes an active role in developing teaching skills of colleagues.</td>
</tr>
</tbody>
</table>
Indicators of Significance of the Work
College of Urban Affairs Guidelines for Promotion for Faculty-in-Residence

I. Administrative/Specialized Assignment

Indicators of quality and significance may include (but are not limited by or to) the following factors:

- Significance of the specialized assignment within the candidate’s unit and/or the university
- Significance of the specialized assignment within the candidate’s professional and/or academic area of expertise
- Curriculum/program development, accreditation.
- Administrative/fiscal management.
- External awards or recognition of distinguished administration/specialized assignment activities from honorary, learned, and/or professional societies.
- Internal awards for excellence -- university awards are given the most weight, followed by college awards and then departmental awards.

III. Service

Indicators of quality and significance may include (but are not limited by or to) the following factors:

- External awards of distinguished service from honorary, learned, and/or professional societies.
- Internal awards for excellence in service-- university awards are given the most weight, followed by college awards and then departmental awards.
- Writing grants that help support the unit’s teaching or service missions
- University-based service activities:
  - Major administrative appointments (e.g., graduate or undergraduate coordinator, basic course director, debate/forensics coach).
  - Chairing university, college, and departmental committees.
  - Active participation as a member of multiple committees at all levels
  - Individual service initiatives that benefit the University (e.g., writing accreditation reports).
- Professional service activities:
  - Membership on editorial boards and other review bodies.
  - Reviews of textbooks and manuscripts for professional journals.
  - Organization of professional conferences.
  - Elected positions or appointments to leadership positions in professional organizations.
  - Individual service initiatives that benefit the profession (e.g., workshop coordinators).
- Community service activities:
  - Appointments to leadership positions within community-based organizations.
  - Active participation in multiple collaborative partnerships between the university and community organizations.
  - Individual service initiatives that benefit the community (e.g., service training, outreach).

-College of Urban Affairs Guidelines for Promotion and Merit for Faculty-in-Residence, Appendix B: Indicators of the Significance (Quality and Impact) of the Work
V. INSTRUCTIONS ON MATERIALS TO INCLUDE IN DOSSIER

Advise candidates of the types of materials to include in his/her dossier (commonly listed dossier materials are presented below). Here are other questions to consider:

- Should the contents of the dossier be presented in a specific order? If so, advise the candidate accordingly.
- Inform the candidate of the type of medium to use to prepare the dossier—paper binder or electronically? If paper copies (binders) are required, how many binders should the candidate create?
- If external letters are required, what is the process to solicit letters?

Common dossier materials: The items marked with an asterisk are most common for candidates with teaching duties, whereas a combination of the full list of items are most common for candidates having duties in one or more categories (teaching, teaching related duties, research, service, or administrative duties/specialized assignment.)

- Personal statement*
- Annual evaluations*
- Teaching portfolio* (peer evaluations, list of courses taught, syllabi, teaching philosophy, sample exams and assignments, and sample course projects)
- Awards, honors, and recognitions*
- Research or scholarly activities (includes research statement)
- Service activities
- Outcomes of special assignments/administrative duties
- External letters
VI. INFORMATION ON INTERNAL PROCEDURES

When describing your unit’s internal procedures to apply for promotion, discuss how the candidate should declare his/her interest in applying for promotion, how to submit a dossier for evaluation, how the dossier will be evaluated, and when the applicant will be notified of a decision.

Initiating the promotion process

- Does the faculty member announce his/her interest to apply for promotion? Or is the faculty member notified by the unit leader of eligibility to apply?
- Is there a deadline for faculty to announce interest?

Submitting the dossier

- Is there a submission date or window?
- Who should the dossier be submitted to?

Evaluation of the dossier

- Who will evaluate the dossier (e.g., Personnel Committee, P&T Committee)?
- Which faculty in the unit are eligible to vote on promotion applications?

Notification of decision

- When will the candidate be notified of a decision?
- Who will communicate the decision to the candidate?

Denial or appeal process (if any)

- Explain the unit’s denial and/or appeal process (if any), inclusive of deadlines
- What happens if a candidate’s request for promotion is denied?
  - Are reasons for the denial explained in writing?
  - Are recommendations to improve the candidate’s dossier presentation provided? Are suggestions to improve the candidate’s performance within specific criteria provided?
  - Can the candidate reapply for promotion the following year? If not, when?
VII. DATES AND DEADLINES

List important dates and deadlines. The best standards provide a schedule from start to finish that captures important unit processes. Below is an example from the School of Nursing: Faculty in Residence Promotion Standards.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE DATE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean notifies all faculty who are eligible for promotion with schedule.</td>
<td>January, 2nd Monday</td>
</tr>
<tr>
<td>Eligible faculty have the option to request a meeting with P&amp;T Committee to discuss timeline and process.</td>
<td>January, 4th Monday</td>
</tr>
<tr>
<td>Applicant submits to the Chair of the P&amp;T Committee as an electronic portfolio (prepared with the Associate Dean for Faculty Affairs Administrative Assistant’s assistance): 1. Letter addressed to the Dean requesting review 2. UNLV P&amp;T application 3. CV 4. Supporting documentation in reverse chronological order. Teaching must be separate from service. 5. School of Nursing promotion criteria</td>
<td>February 15</td>
</tr>
<tr>
<td>Chair of the P&amp;T Committee makes application packet (electronic portfolio) available to those faculty eligible to vote (see p. F-19:1.).</td>
<td>February 15</td>
</tr>
<tr>
<td>Eligible faculty provide written feedback to the Chair of the P&amp;T Committee.</td>
<td>February 28</td>
</tr>
<tr>
<td>Associate Dean for Faculty Affairs provides recommendation letter to the Dean.</td>
<td>March 15</td>
</tr>
<tr>
<td>P&amp;T Committee provides recommendation letter to the Dean.</td>
<td>March 15</td>
</tr>
<tr>
<td>Dean prepares recommendation and forwards application to the Provost.</td>
<td>April 1</td>
</tr>
</tbody>
</table>

*Note: If due date falls on a weekend or UNLV holiday, the due date is changed to the next business day.
SPECIAL THANKS

The following individuals contributed to the contents of this document:

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John Tuman, Interim Associate Dean & Professor, College of Liberal Arts

RESOURCES & REFERENCES

A repository of UNLV college and department promotion standards can be found on the Faculty Affairs website: www.unlv.edu/provost/ofa/promotion-tenure#policies-nontenured

- Academic Success Center. Academic Faculty Workload Policy and Faculty-in-Residence Guidelines for Promotion, 2015.
- Greenspun College of Urban Affairs. Guidelines for Promotion and Merit for Faculty in Residence, 2012.
- Department of Educational Psychology & Higher Education. Bylaws, 2017.
- School of Allied Health Sciences. Policy and Procedure for Faculty in Residence Promotion, 2017.
- School of Life Sciences. Rules and Bylaws, 2018.
- School of Nursing. Faculty in Residence Promotion Standards, 2016.