

# UNLV | ACADEMIC SUCCESS CENTER

## **Academic Faculty Workload Policy and Faculty-in-Residence Guidelines for Promotion**

The Academic Success Center (ASC) offers a first-year seminar program (COLA 100E) through a partnership with the College of Liberal Arts. First-year seminar sections are primarily taught by faculty-in-residence, lecturers, visiting professors and part-time instructors. All of these positions are non-tenure track.

### **Teaching Load**

Faculty-in-residence, lecturers, and visiting professors generally teach a 4/4 load. Load reassignments may be granted if approved by the ASC program coordinator (chair or equivalent), ASC Assistant Dean, ASC Dean, and Executive Vice President and Provost.

### **Evaluations**

Faculty-in-residence, lecturers, and visiting professors undergo annual evaluations based on the calendar year. The annual evaluation process is conducted by the ASC first-year seminar program coordinator. Annual evaluations are subsequently reviewed by the ASC Dean and Assistant Dean.

### **Promotion for Faculty-in-Residence**

- 1) In consultation with the Faculty-in-Residence (Assistant Professor-in-Residence), the program coordinator determines his or her status. The Faculty-in-Residence's status would fall 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 and service-related tasks
  - iii. Hybrid: a more evenly distributed set of teaching and administrative tasks
- 2) Annual Evaluations are conducted every calendar year.

In the Spring semester after the fifth calendar year, the Faculty-in-Residence (in consultation with the program coordinator) will determine whether he or she wishes to enter the promotion process.
- 3) Depending on the above determination (2i, 2ii), the Faculty-in-Residence will need to achieve (on the Annual Evaluation conducted for the fifth calendar year) an excellent rating in at least two dominant categories and satisfactory ratings in the other categories in order to be considered for promotion. (Note: There are three UNLV Faculty-in-Residence titles: Assistant Professor-in-Residence, Associate Professor-in-Residence and Professor-in-Residence)
- 4) After a period of twelve years, the Faculty-in-Residence will be eligible for promotion to Professor-in-Residence.

- 5) Each incoming Faculty-in-Residence should be assigned a departmental mentor.
- 6) Below are guidelines (mostly adopted from the Department of Sociology) for faculty-in-residence in regards to teaching and service. The committee would encourage adding criterion that assesses the faculty-in-residence's inclusion of the UULOs within his or her courses and syllabi. The idea is to create a checklist or menu of criteria that will be used in faculty-in-residence evaluations.
- 7) Classroom observations can be used as a component of the annual evaluation process.
- 8) Faculty-in-residences should create a Teaching/Service Portfolio for promotion consideration.

### **Teaching**

Strong teaching is viewed as a critical component to an effective first-year seminar program. In keeping with UNLV's student-centered focus, candidates for promotion are expected to demonstrate a commitment to excellence in the classroom. Candidates are also expected to show willingness to mentor undergraduate students through research, service, scholarship programs and other professional avenues.

The following general information related to teaching is suggested for inclusion in the candidate's portfolio:

- (a) Evaluations for all courses taught at UNLV, with GPA, enrollment, and type (e.g., pilot course, modular) indicated for each
- (b) Statement on teaching philosophy and methodology
- (c) Special teaching responsibilities and related assignments: teaching workshops and seminars, honors courses and advising, independent study courses supervised; internships supervised, membership on student committees; number of degree recipients for which the candidate is/was mentor
- (d) Awards: teaching awards, University teaching awards, system teaching awards, professional association teaching awards and others
- (e) Placement and success of students if applicable;
- (f) Annual evaluations and other types of assessment and feedback
- (g) Teaching-related scholarship and publications
- (h) Development of innovative teaching models, tools or collaborative processes
- (i) Inclusion of the University Undergraduate Learning Objectives (UULOs) in courses and syllabi

### **Service**

Professional service is an integral part of faculty duties in the Academic Success Center. Candidates for promotion are expected to demonstrate commitment to service activities at the unit, center and university levels. In all cases, service is evaluated so that weight is given to leadership, time, effort, and breadth of service. For example, being chair of a laborious committee will weigh more than being a member of a less laborious committee.

The following general information related to service is suggested for inclusion in the candidate's portfolio for evaluation:

- (a) Professional Service
- (b) Membership on unit/center/university/system committees relevant to the ASC and University's mission and vision
- (c) Administrative duties for the first-year seminar program or other ASC programs and services
- (d) Engagement in efforts pertaining to UNLV student retention, persistence and graduation
- (e) Represent the ASC at student-focused events and activities
- (f) Activity in professional (local, regional, national) groups beyond simple dues paying membership (e.g., role as officer, committee member)
- (g) Advisor for a student organization
- (h) Assisting individual students working with local, regional, or national organizations
- (i) Membership and/or participation in professional organizations
- (j) Other related service areas as identified and described by faculty promotion candidate

### **Research**

Although Teaching and Service are cornerstones of the Faculty-in-Resident positions, publication within the realm of higher education can be considered as a positive contributor to the portfolio of the candidate for promotion.

While the ASC will provide as much assistance and mentoring as possible for these processes, the final responsibility for understanding the program guidelines rests with the candidate.

(Updated August, 2015)