

COLLEGE OF EDUCATION

Retention and Review Statement for Career-Line, Adjunct, and Visiting Faculty and Other Instructional Personnel

Approved by College of Education Tenure-line & Career-line Faculty: December 14, 2022

Approved by Dean: January 5, 2023

Approved by Senate Faculty Review Standards Committee on January 31, 2023 and the Senior Vice President on July 1, 2023, for implementation on July 1, 2023.

This document serves as the College of Education's Statement of retention and review criteria, standards, evidence, and procedures for Career-Line, Adjunct, and Visiting Faculty and Other Instructional Personnel as required by University Policy. This statement along with relevant University Policies, 6-310, found at <http://regulations.utah.edu/academics/6-310.php>, 6-302, found at <http://regulations.utah.edu/academics/6-302.php>, and 6-300, found at <http://regulations.utah.edu/academics/6-300.php>, govern these processes.

The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all students. Through the integration of outstanding teaching, research, and community engagement, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

The College of Education is organized in four academic departments of Education, Culture, & Society (ECS), Educational Leadership & Policy (ELP), Educational Psychology (EDPS), and Special Education (SPED), and one cross-college academic program the Urban Institute for Teacher Education (UITE). All academic departments and the program report to the College of Education, which is led by the Dean. UITE was approved by the Utah Board of Higher Education in April 2010. The appointment of career-line and adjunct UITE faculty in the College and the establishment of the Teacher Education Governing Board (TEGB) (i.e., Department Chairs and Deans) and the Faculty Advisory Committee on Teacher Education (FACTE) were approved as part of the UITE proposal.

Table of Contents

1. Effective Date and Application to Existing Faculty	- 4 -
2. Faculty Categories, Ranks, Responsibilities, and Rights	- 4 -
2.1 Faculty Categories	- 4 -
2.2 Responsibilities and Rights of Career-Line Faculty	- 5 -
2.2.1 Responsibilities and Rights of Clinical Faculty	- 5 -
2.2.2 Responsibilities and Rights of Lecturer Faculty.....	- 5 -
2.2.3 Responsibilities of Research Faculty.....	- 5 -
2.3 Responsibilities and Rights of Adjunct Faculty.....	- 6 -
2.4 Responsibilities and Rights of Visiting Faculty.....	- 6 -
3. Initial Appointment, Term Length, and Mentors	- 6 -
3.1 Initial Appointments	- 6 -
3.2 Appointment Body.....	- 7 -
3.3 Appointment Duration	- 7 -
3.4 Mentors	- 8 -
4. Procedures for Review.....	- 8 -
4.1 Informal Reviews.....	- 8 -
4.2 Formal Reviews	- 9 -
4.2.1 Review Committee	- 9 -
4.2.2 Report of Review Committee	- 9 -
4.2.3 Procedures for Formal Career-Line Reviews	- 9 -
4.2.4 Procedures for Adjunct Reviews	- 12 -
5. Formal Review Guidelines	- 12 -
5.1 Review Standards and Criteria.....	- 13 -
5.1.1 Evaluation of Teaching.....	- 13 -
5.1.2 Evaluation of Service.....	- 14 -
5.1.3 Evaluation of Research.....	- 15 -
5.2 Review Standards for Career-Line Faculty.....	- 16 -
5.2.1 Review Standards for Clinical Faculty and Lecturers	- 17 -
5.2.2 Review Standards for Research Faculty.....	- 17 -
5.3 Review Standards for Adjunct Faculty	- 17 -

5.4 Review Standards for Visiting Faculty - 18 -

6. Non-Faculty Instructional and Research Personnel..... - 18 -

Appendix A: Notice of Senate Faculty Review Standards Committee and Cognizant Senior Vice
President Final Approval - 20 -

1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of effective date shown on page 1. All Career-Line, Adjunct, and Visiting faculty members, and other instructional personnel appointed or reappointed on or after this date will be considered under this Statement with the exception that faculty members whose review for reappointment and/or promotion is within twelve months of the adoption of these standards shall have the option of selecting either (1) the prior review standards or (2) this new Statement. This Statement will apply unless the candidate's choice of the prior requirements is communicated to the Department Chair or UITE Director and Dean by signed letter before September 1 of the academic year in which the review will take place.

2. Faculty Categories, Ranks, Responsibilities, and Rights

2.1 Faculty Categories

In addition to Tenure-Line faculty, the College of Education appoints faculty members as (1) Career-Line Faculty, which includes Clinical Faculty, Lecturers, and Research Faculty; (2) Adjunct faculty; and (3) Visiting faculty.

Career-Line, Adjunct, and Visiting faculty are formally appointed as members of the faculty of the College of Education and of the University and serve for fixed durational terms.

Appointments may be renewed for additional terms through reappointment in accordance with University and College of Education policy. Promotions to a higher rank are (but need not be) considered at the time of reappointment to a new term with the higher rank, and such promotions require a reappointment process. Career-Line faculty also are responsible, as designated in their contracts and expected by their home department or UITE, for service at the College of Education, University, and community levels. College of Education and University service includes a collective responsibility to help oversee and to participate in the administration and governance of those institutions.

In addition to formal appointment to the status of member of the faculty, Career-Line, Adjunct, and Visiting faculty members are hired as an employee of the University, in a position designated as either full- or part-time, and for a designated time period which may be equal to or less than the duration of the faculty appointment term. An individual contract for employment, including the full- or part-time position, the durational period of employment, salary and benefits, and specific individual duties, is administered by College of Education and University administrative officers, with procedures separate from the faculty appointment processes described here. Career-Line faculty members are ordinarily hired as full-time employees, Adjunct faculty are ordinarily hired as part-time employees, and Visiting faculty may be hired as either part-time or full-time employees.

2.2 Responsibilities and Rights of Career-Line Faculty

All Career-Line faculty members appointed at .5 FTE or above have the following rights and responsibilities. Career-Line faculty appointed by special arrangement at less than .5 FTE will have those rights and responsibilities articulated in their contract with the university.

2.2.1 Responsibilities and Rights of Clinical Faculty

Clinical faculty are primarily responsible for teaching clinical, skills, and other experiential learning courses. Clinical faculty members may also engage in scholarship and may be eligible for support from the College of Education.

Clinical faculty are entitled to participate fully on Department or UITE, College, and University Committees (within limits prescribed by University regulations), in College Council, and at faculty meetings.

Clinical Professors, Clinical Associate Professors, and Clinical Assistant Professors are entitled to vote at College Council. They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower, but not on hiring, retention, and promotion of Tenure-Line faculty.

2.2.2 Responsibilities and Rights of Lecturer Faculty

Lecturers are primarily responsible for teaching and for the development and implementation of special programs connected with their teaching and other areas of expertise. Lecturers may also engage in scholarship and may be eligible for support from the College of Education.

Lecturer faculty members are entitled to participate fully on Department or UITE, College, and University Committees (within limits prescribed by University regulations), in College Council, and at faculty meetings.

Lecturers at the rank of Professor, at the rank of Associate Professor, and at the rank of Assistant Professor are entitled to vote at College Council. They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on hiring, retention, and promotion of Tenure-Line faculty.

2.2.3 Responsibilities of Research Faculty

Research faculty are primarily responsible for research and publication, usually in conjunction with specially funded projects, typically under supervision by or in collaboration with one or more members of the Tenure-Line faculty or appropriate College of Education administrator. Research faculty also may be responsible for the development and implementation of special programs connected with their research and other areas of expertise. Research faculty may work onsite at the University, or at other locations depending on the nature and funding of the research projects. Research faculty ordinarily do not teach regular courses, but may be expected to give guest lectures, participate in other programs, or otherwise enhance the College of Education's teaching mission as related to their research programs.

Research faculty may participate fully and vote in Department or UITE committees to which they are assigned, as related to their research activities. Research faculty may attend College Council and appropriate faculty meetings.

Research faculty at the rank of Professor, at the rank of Associate Professor, and at the rank of Assistant Professor are entitled to vote at College Council. They are also entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on hiring, retention, and promotion of Tenure-Line faculty.

2.3 Responsibilities and Rights of Adjunct Faculty

Adjunct faculty are appointed primarily to teach or to co-teach one or more courses in areas of special expertise or skills, or to address temporary or permanent gaps in courses taught by Tenure-Line and Career-Line faculty.

Adjunct faculty are not expected to serve on Department or UITE, College, or University committees, but may do so at the discretion of the Department Chair or UITE Director. Adjunct faculty typically engage in community service as part of their professional lives.

2.4 Responsibilities and Rights of Visiting Faculty

Visiting faculty appointments are ordinarily for no more than three years and may be either full- or part-time. Visiting faculty typically are appointed for one or more of the following primary purposes: (1) to teach courses as needed because of sabbaticals, leaves, or vacancies in the Tenure-Line or Career-Line faculty; (2) to explore mutual interest in a permanent appointment at the department level in a Tenure-Line or Career-Line position; and (3) to gain experience in teaching, and to engage in productive scholarship under the mentorship of experienced members of the faculty.

Visiting faculty members are responsible for teaching and/or scholarship as appropriate to the ranks to which they are appointed. Visiting faculty may participate on Department or UITE, College, and University committees at the discretion of the Department Chair/Director.

3. Initial Appointment, Term Length, and Mentors

3.1 Initial Appointments

Career-Line, Adjunct, and Visiting faculty members are appointed at one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor. Initial appointment is based on demonstrated achievement and the expectation of future contributions. Number of years in a relevant profession, length of prior teaching or research experience, and other significant achievements, service, awards, and contributions to their profession or field shall be considered when determining the initial term and faculty rank. Members of the Faculty Appointments Committee will review at a minimum the curriculum vitae and letters of recommendation for the candidate.

Visiting faculty who hold a faculty appointment at another institution will be appointed at the rank they hold at that institution, so long as doing so is consistent with the criteria and standards otherwise provided in this Statement.

3.2 Appointment Body

Initial appointments of Career-Line, Adjunct, and Visiting faculty require a vote of the Faculty Appointments Committee. The Faculty Appointments Committee shall consist of all tenure-line faculty members and career-line eligible to vote on an appointment or reappointment matter as defined in Section 2.2 above. The Faculty Appointments Committee shall only vote when a two-thirds or greater quorum exists, including any absentee votes provided in advance in writing. A majority vote by the quorum is required for a positive recommendation on the appointment from the committee. Votes by the Faculty Appointments Committee shall proceed by secret ballot, which may be electronic.

3.3 Appointment Duration

- (a) Career-Line faculty members appointed at the rank of Instructor ordinarily serve up to a one-year term. Career-Line faculty appointed at the rank of Assistant Professor ordinarily serve for a one or two-year term. Career-Line faculty members appointed at the rank of Associate Professor ordinarily serve a three-year term. Career-Line faculty members appointed at the rank of Professor ordinarily serve up to a five-year term. Once appointed at the rank of Professor, Career-Line faculty members at that rank hold a five-year term, with a presumption of renewal to subsequent five-year terms. Faculty of all ranks will have a yearly informal review by the Department Chairs or UITE Director.
- (b) Adjunct faculty appointed at the rank of Instructor ordinarily serve a term up to one year. Adjunct faculty members appointed at the rank of Assistant Professor ordinarily serve for a one-year term. Adjunct faculty members appointed at the rank of Associate Professor ordinarily serve up to a three-year term. Adjunct faculty members appointed at the rank of Professor ordinarily serve up to a five-year term.
- (c) Visiting faculty members may be appointed at varying term lengths within the University's prescribed maximum of three total years, depending on funding and institutional need. Typically, Visiting Assistant Professors will be appointed for a two-year term, consistent with the purpose of that position to help a candidate transition to a full-time Tenure-Line position.
- (d) Notwithstanding the above, the appointment of Career-Line and Adjunct faculty members may be ended in conjunction with formal reviews, under University policy, or if there is financial exigency or discontinuation of a program or department of instruction. The affected faculty member will be given notice as soon as possible consistent with their contract terms. Unless the contract specifies otherwise, notice must be provided at least three months in advance of the ending of the appointment if the faculty member has served at least three years continuously.

- (e) The appointment of Research, Adjunct, and Visiting faculty also may be ended if there is no longer a need for the faculty member's expertise or relevant teaching or research services in light of the teaching portfolios or expertise of other members of the faculty, or for lack of funding where such appointments are contingent on funding. The affected faculty member will be given notice as soon as possible.
- (f) The appointment of any Career-Line, Adjunct, or Visiting faculty member may be terminated for cause under University Policy related directly and substantially to the fitness of the faculty member in their professional capacity. Termination for cause shall not infringe on their right to exercise academic freedom or their rights as a citizen of the United States.

3.4 Mentors

Until promoted to the rank of Professor, Assistant and Associate Career-Line faculty members may be assigned an appropriate mentor either in the Tenure-Line or the Career-Line.

4. Procedures for Review

Once appointed, all Career-Line, Adjunct, and Visiting Faculty will be regularly reviewed by the Department or UITE. For UITE, the review includes the Faculty Advisory Committee on Teacher Education (FACTE). This section describes the procedures for such reviews.

4.1 Informal Reviews

Informal reviews will be conducted annually for Career-line, Adjunct, and Visiting Faculty, except in years when a formal review will be conducted.

The Department or UITE should designate an individual such as Department Chair, Vice Chair, UITE Director, or Program Director to review teaching or research/scholarship/creative activity for all members of the faculty and other non-faculty teaching personnel at least annually in alignment with job requirements. If the faculty member teaches, the designated individual will review relevant materials and feedback related to the individual's teaching (e.g., syllabi, course materials, Canvas course setup/materials, and course feedback) and will solicit input and feedback from the Center for Teaching and Learning Excellence where appropriate. Any issues or problems are discussed and addressed individually, as needed. The designated individual will produce a report that summarizes the review. The candidate will be provided seven days to submit a response; both the report and the response are then included in a candidate's review file. If, in an informal review, a Career-Line faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be "triggered" by the Department Chair, Vice Chair, UITE Director, or Program Director. Such "triggered" formal review shall occur the following fall unless a majority of the Department or UITE Review Committee votes to proceed with the review in the current academic year. Such a review, however, must not be conducted sooner than 30 days after written notice of the review is provided to the candidate.

4.2 Formal Reviews

To ensure the continued quality performance of faculty members and make decisions about their continuation in a position or promotion to a different rank, the Department or UITE will conduct formal reviews of its Career-Line and Adjunct faculty as dictated by the length and terms of the contract provided to the faculty member. Formal reviews will be conducted:

- In the last year of the term specified in their employment contract if being considered for reappointment.
- When a promotion in rank has been requested.
- When a formal review has been “triggered” based on the results of an informal review.

4.2.1 Review Committee

The department or UITE shall formulate a Career-Line, Adjunct, and Instructional Personnel Review Committee (Review Committee). Each Department Review Committee shall be comprised of two members of the tenured faculty and one member of the Career-Line faculty who holds the rank of Associate Professor or Professor. The UITE Review Committee shall be comprised of two members of the Career-Line faculty who hold the rank of Associate Professor or Professor. These appointments are made by the Department Chair or UITE Director. In addition, one of the tenured Review Committee members shall be elected as Chair of the Departmental Review Committee by majority vote of the Tenure-Line and Career-Line faculty in the department. One of the Career-line Review Committee members at the rank of Associate Professor or Professor shall be elected as Chair of the UITE Review Committee by majority vote of the Career-Line faculty in the program. The initial review will take place at the department or program level.

4.2.2 Report of Review Committee

The relevant Review Committee is responsible for conducting formal reviews of Career-Line and Adjunct faculty and completing a report describing the findings of its review. Based on this report, the relevant Review Committee shall recommend either (1) that the candidate be reappointed and, where appropriate, promoted, (2) that the candidate be denied reappointment or, where appropriate, promotion, or (3) where there are issues that require attention, that the candidate be reappointed for a one-year contract, with the opportunity to be considered for reappointment in the following year. The report of the Department or UITE Review Committee shall: (1) summarize the evidence considered; (2) state how the evidence considered satisfies or fails to satisfy the applicable standard(s); (3) make recommendations for rating the candidate in all applicable areas of evaluation (*i.e.*, Excellent, Very Good, Effective, or Not Satisfactory); and (4) give the reasons for its recommendations.

4.2.3 Procedures for Formal Career-Line Reviews

The Department or UITE Review Committee shall conduct its review of Career-Line faculty members using the following timeline and procedures:

1. By September 1 of the fall semester of the academic year for review, the Chair of the Review Committee shall solicit a Student Advisory Committee report on the candidate. Such report shall be submitted to the Chair or UITE Director by December 1.
2. By October 1, the Chair of the Review Committee shall designate one or more members of the Career-Line faculty of equal or higher rank than the candidate and one or more members of the Tenure-Line faculty (if in a department) to conduct at least two peer teaching reviews of any candidate who has teaching responsibilities. The reviewing faculty members may include members of the Review Committee. These peer teaching evaluations of the candidate shall be submitted to the candidate's file by December 1.
3. By October 1, the Chair of the Review Committee shall request a portfolio from the candidate. The candidate shall submit that portfolio by December 1 of that year.
 - a. The candidate will provide:
 - i. A curriculum vitae.
 - ii. A personal statement, including the following as appropriate: (1) a list of courses taught; (2) a description of course load and administrative responsibilities, which includes types of courses taught, student enrollment, student contact hours, and the types of student assessment for the courses; (3) a statement of teaching objectives and philosophy; (4) a description of how the candidate has met the relevant standards for review; (5) a description of research accomplishments, including any grant submissions and funding as well as publications; and (6) clinical practice and opportunities summary.
 - iii. All publications during the review period (if relevant).
 - iv. Any teaching assessment(s) by the Center for Teaching Excellence arranged by the candidate.
 - v. Any other materials the candidate deems relevant, such as course materials, simulations, presentations, evidence of pro bono or other work or activities that serve to enhance the Department or UITE, and the College of Education's local, regional, national, or international reputation.
 - b. The Department or Program will provide:
 - i. Peer teaching review(s), if required.
 - ii. Any prior written evaluations or reports from the Review Committee.
4. By October 1, the Department Chair or UITE Director shall assure that all teaching evaluations and recent syllabi for the candidate are placed in the candidate's file.

5. By December 1, the Department Chair or UITE Director shall solicit comments about the candidate from other members of the Department or Program.
6. By December 15, the Review Committee Chair shall circulate the candidate's portfolio to other Review Committee members, who shall read the complete file.
7. The Review Committee Chair shall assign a Review Committee member to prepare a draft of the Review Committee Report. The draft report shall be completed by January 10, and the Review Committee shall confer about the report and vote on its approval by January 25.
8. The Review Committee Chair shall expeditiously transmit the report to the candidate following its approval by the Review Committee. Upon receipt of the report, the candidate shall have seven business days to make a written comment on any item in the file, or to indicate the candidate is waiving such right. The candidate has the right to review all contents in the file, except for any confidential letters of evaluation solicited from outside the College of Education.
9. By February 5, the Review Committee Chair shall circulate a copy of the report to the Faculty Appointments Committee and make the candidate's file available for review. Thereafter, but no later than February 20, the Faculty Appointments Committee shall meet in person or by distance synchronous technology (e.g., Zoom) and discuss the recommendations and by a majority secret ballot (may be electronic) vote make a final recommendation to the Department Chair or UITE Director on the candidate's reappointment and, if applicable, promotion. The Chair of the Faculty Appointments Committee will appoint a secretary at the meeting to write the report.
10. The candidate shall receive a copy of the report including the vote at the time they are forwarded to the Department Chair or UITE Director.
11. For Academic Departments: The Department Chair shall receive the entire file by March 1 and make their independent recommendation and forward the file to the Dean. Before forwarding the file, the Department Chair shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the Department Chair's letter and/or the report including faculty vote within seven business days of receiving the letter.

For UITE: The UITE Director shall receive the entire file by March 1 and make an independent recommendation, and then forward the file to the Faculty Advisory Committee on Teacher Education (FACTE). Before forwarding the file, the UITE Director shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to UITE Director's letter and/or the report including faculty vote within seven business days of receiving the letter.

Thereafter, but no later than March 10, the FACTE shall meet and discuss the recommendations and by a majority secret ballot vote make a recommendation to the Dean on the candidate's reappointment and, if applicable, promotion. The

Chair of the FACTE will appoint a secretary to write the report, which will be made a part of the candidate's file. The candidate has the right to make a written response to the FACTE report within seven business days.

12. By March 20, the Dean shall receive the entire file from the Department Chair or FACTE and will make an independent recommendation on the candidate's reappointment and, if applicable, promotion. The Dean shall notify the candidate of the decision no later than April 1 of the academic year for review.

4.2.4 Procedures for Adjunct Reviews

The Review Committee shall conduct its review of Adjunct faculty members using the following timeline and procedures:

1. By January 15 of the academic year for review, the Chair of the Department or UITE Review Committee and the Department Chair or UITE Director shall confer and create a list of adjunct faculty members with expiring terms whose reappointment will be sought.
2. By March 1, the Review Committee shall prepare, approve, and circulate a report to the Faculty Appointments Committee describing which adjunct faculty members it recommends for reappointment and, where applicable, promotion. The report shall summarize teaching evaluations of all adjunct faculty members addressed in the report, and attach current resumes of each adjunct faculty member to the report.
3. The Review Committee shall request a vote on its report from the Faculty Appointments Committee. Unless the Review Committee determines a need for a live meeting, the vote will be conducted by email. If the Review Committee determines the need for a live meeting, it shall make all reasonable efforts to schedule the meeting in conjunction with any Career-Line review meeting being held. If a live meeting is held, minutes will be kept. Whether the vote is live or by email, it shall be conducted by secret ballot.
4. The Faculty Appointments Committee Chair within each department or UITE shall expeditiously forward the results of the vote to the Department Chair or UITE Director and the academic Dean for any necessary further action.

5. Formal Review Guidelines

A faculty member's stature is based on an assessment of achievements in the area of faculty responsibility and the three functions of faculty members, as those functions are relevant to that faculty member's appointment: (1) teaching, (2) service, and (3) research/creative activity.

Summary ratings of performance in these three areas as relevant to the faculty member's appointment serve as the standards for review, reappointment, and promotion. As permitted by University Policy, the Academic Departments and UITE will use a four-level scale for evaluating performance: excellent, very good, effective, and not satisfactory. On

this scale, the standard very good is located between the standards of excellent and effective in University Policy. The same criteria and standards apply to both formal and informal reviews. Evaluations of candidates are based on the evidence provided regarding a candidate's research/creative activity, teaching, and service and are described in subsequent sections.

University Policy allows a candidate's conduct as a responsible member of the faculty to be taken into consideration during a review. As a result, one's failure to abide by the Faculty Code or any other rules or policies of the University may be considered in determining whether one will be retained, reappointed, or promoted.

5.1 Review Standards and Criteria

5.1.1 Evaluation of Teaching

Within the University system, the term *teaching* refers to regularly scheduled instruction, curriculum and program development, directing undergraduate and/or graduate student work, and counseling and advising of students in general. There are therefore three components of teaching: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring.

(1) Course instruction

Course instruction encompasses (a) didactic classroom instruction; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops that are related to curriculum needs; and (d) independent instruction involving one or more students on special topics. Specific sources of information to evaluate the candidate's course instruction shall include: (a) the candidate's statement of teaching philosophy as found in their personal statement including pedagogy; (b) peer review of the candidate's syllabi, reading lists, assignments, course handouts, and other teaching materials; (c) peer observation of the candidate's course instruction, seminars, workshops, and other public presentations; and (d) information from student course feedback forms. Other information about teaching, including, for example, a teaching portfolio, teaching grants and awards, or any evaluation of the candidate's teaching done by personnel from the University's Center for Teaching and Learning Excellence (CTLE) or by the Student Advisory Committee (SAC) may also be included.

(2) Curriculum and program development

Academic programs require significant investments of faculty time in ongoing curriculum/program development and maintenance. The contributions of a candidate to such efforts, beyond regular teaching assignments, may therefore be considered as part of contributions in the area of teaching. Examples of these kinds of contributions include the development of new programs, development and/or teaching of new and novel courses or significant revisions to existing courses, the publication of textbooks or other teaching materials, innovative use of instructional technology or pedagogy, and collaboration with other departments in teaching and course/program development.

(3) Student advising and mentoring

Work with undergraduate and graduate students outside of the classroom is also an important component of teaching. Activities of primary importance in this area may include:

(1) general student advising and mentoring; (2) chairing and serving on graduate student committees; (3) directing undergraduate research/creative activity or thesis projects; and (4) including students in research and as co-authors in scholarly work. Evidence of student advising and mentoring include end-of-program advising evaluations completed by students.

(4) Summary Rating Scale for Teaching

Ratings on the four-point scale below reflect the joint consideration of the three components of teaching described above.

Ratings on the four-point scale below reflect the joint consideration of the three components of teaching described above.

Excellent: The candidate has made substantial, sustained contributions in areas of course instruction, curriculum/program development, and/or student advising and mentoring.

Very Good: The candidate has made significant, sustained contributions in areas of course instruction, curriculum/program development, and/or student advising and mentoring.

Effective: The candidate has made acceptable, sustained contributions in course instruction, curriculum/program development, and/or student advising and mentoring.

Not Satisfactory: The candidate has made insufficient contributions in teaching.

5.1.2 Evaluation of Service

Evaluations are made with respect to three areas of service: (1) professional service, (2) University service, and (3) public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members.

(1) Professional Service

This refers primarily to professional participation at a national or international level. Service in this category can be oriented toward national professional organizations and include such activities as holding offices; participating in the organization or operation of conferences; attending professional meetings; serving as chair, discussant, or reviewer for presentations at professional meetings; chairing or serving on various professional committees, panels, or boards (e.g., accreditation boards); and presenting professional workshops. Significant professional service contributions can also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals.

(2) University Service

This category refers to service within the University, including at the levels of the Department or UITE, College, and overall institution. A candidate's shared-governance activities, including administrative positions, chairing and/or serving on standing and ad hoc committees, councils, and task forces, or serving in administrative positions at any of these levels represent valuable University service contributions.

(3) Public Service

This category includes service related to the candidate's area of expertise in various local, regional, national, and international public settings, and can take many forms, e.g., chairing or serving on boards and committees for governmental and/or non-profit organizations, consulting with and/or providing direct service to community agencies as appropriate within University guidelines.

(4) Summary Rating Scale for Service

Ratings on the four-point scale below reflect the joint consideration of service contributions in the three areas described above.

Excellent: The candidate has made substantial, sustained contributions to the profession, the University, and/or the public.

Very Good: The candidate has made significant, sustained contributions to the profession, the University, and/or the public.

Effective: The candidate has made acceptable, sustained contributions in service.

Not Satisfactory: The candidate has made insufficient contributions in service.

5.1.3 Evaluation of Research

Judgments about a candidate's research are based on both the quality and quantity of research and its relevance to the academic community and the Department or UITE needs. The characteristics of productive research, however, differ depending on the candidate's area(s) of specialization and professional goals and the Department or UITE needs for research in a given area.

(1) Description of Research Activity

We expect candidates, when in alignment with their positions, to contribute to the development and dissemination of new knowledge through research and publication of research results. The following will be considered in evaluating a candidate's research and scholarship according to accepted publishing patterns in the candidate's own research area:

- Publication of original research papers in refereed technical journals and conference proceedings. The prestige of the journals and conferences and the quality as well as number of publications will be considered
- Publication of research monographs, book chapters, and book reviews
- Presentations at conferences, workshops, colloquia or seminars. Keynote, plenary, and invited talks will be noted
- Research grants and contracts obtained, and research expenditures due to candidate's research
- Patents issued and software licensed or otherwise distributed
- Impact of consulting related to a candidate's expertise

(2) Research Funding

For Career-Line faculty in which research funding is encouraged but not required (as articulated in their employment contract), acquiring funding to support research is valued by the University and the College and is necessary to sustain the research mission of the university. All successful as well as unsuccessful efforts to obtain such funding will be considered as appropriate to contributing positively toward one's research.

(3) Summary Rating Scale for Research/Creative Activity

Ratings on the four-point scale below reflect the joint consideration of quantity and quality of research/creative activity as described above.

Excellent: The candidate has made substantial, sustained contributions in one or more topic areas of research/creative activity. The quality and quantity of research/creative activity reflect a coherent agenda in at least one topic area.

Very Good: The candidate has made significant, sustained contributions in one or more topic areas of research/creative activity. The quality and quantity of research/creative activity reflect a coherent agenda in at least one topic area.

Effective: The candidate has made acceptable, sustained contributions in one or more topic areas of research/creative activity. The quality and quantity of research/creative activity reflect a coherent agenda of work and suggest that significant contributions will be made over time.

Not Satisfactory: The candidate has made insufficient contributions in research/creative activity.

5.2 Review Standards for Career-Line Faculty

Two different sets of standards apply to the review of Career-Line faculty, depending on the faculty member's appointment category. One set of standards applies to Clinical faculty and Lecturers, whose primary responsibilities are teaching and service. The other set of standards applies to Research faculty, whose primary responsibilities are research and service.

5.2.1 Review Standards for Clinical Faculty and Lecturers

- (a) To be reappointed, a Clinical faculty member or Lecturer must demonstrate that they are (1) at least Effective in teaching, (2) at least Effective in service, and (3) at least Effective in research if required in the employment agreement.
- (b) To be promoted from the rank of Assistant to Associate Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) Very Good in teaching, or that they have made substantial progress toward becoming Excellent in teaching, (2) at least Very Good in service, and (3) at least Effective in research if required by the employment agreement.
- (c) To be promoted to the rank of Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) Excellent in teaching, (2) Excellent in service, and (3) Very Good in research and published scholarship if required by the employment agreement.
- (d) Clinical faculty members and Lecturers are not expected to engage in research and published scholarship unless required in the employment agreement. However, the Department Chair or UITE Director and faculty encourage and support Clinical faculty and Lecturers who wish to engage in research/creative activity.

5.2.2 Review Standards for Research Faculty

- (a) To be reappointed, a Research faculty member must demonstrate that they are (1) at least Effective in research; (2) if the faculty member teaches, at least Effective in teaching; and (3) at least Effective in service.
- (b) To be promoted from the rank of Assistant to Associate Professor, a Research faculty member must demonstrate that they are (1) Very Good in research; (2) if the faculty member teaches, at least Effective in teaching; and (3) at least Effective in service.
- (c) To be promoted to the rank of Professor, a Research faculty member must demonstrate that they are (1) Excellent in research; (2) if the faculty member teaches, at least Effective in teaching; and (3) at least Effective in service.

5.3 Review Standards for Adjunct Faculty

- (a) To be reappointed, an Adjunct faculty member must demonstrate that they are at least Effective in teaching.
- (b) To be promoted from the rank of Assistant to Associate Professor, an Adjunct faculty member must demonstrate that they are Very Good in teaching. In evaluating promotion of an Adjunct faculty member, the value of the faculty member and the courses they teach to the Department or UITE may be taken into account.

- (c) To be promoted to the rank of Professor, an Adjunct faculty member must demonstrate that they are Excellent in teaching. In evaluating promotion of an Adjunct faculty member, the value of the faculty member and the courses they teach for the department or UITE may be taken into account.

5.4 Review Standards for Visiting Faculty

- (a) As their appointments are, by definition temporary, Visiting faculty typically do not undergo formal reviews. Visiting faculty who are subsequently considered for a permanent position will be reviewed in conjunction with the regular faculty appointment process.
- (b) If a Visiting faculty member is appointed for longer than a semester, the Department Chair or UITE Director will review their teaching evaluations at the end of each semester and consult with the faculty member if any issues warrant attention. If, at any time, the Department Chair or UITE Director agree that a visiting faculty member is not Effective in teaching, they may terminate the appointment.
- (c) If the faculty member has served fewer than three years and is being considered for reappointment, to be reappointed, a Visiting faculty member must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.

6. Non-Faculty Instructional and Research Personnel

Non-faculty instructional personnel do not hold faculty appointments but teach credit-bearing courses within a Department or UITE in the College of Education. They include College of Education academic staff including associate instructors or research associates. Non-faculty research personnel are responsible for research. Non-faculty instructional and research personnel do not have voting rights and are not expected to serve on committees.

Non-faculty instructional or research personnel shall undergo a formal review every academic year of service at the University. To be reemployed, non-faculty instructional and research personnel undergoing formal review must demonstrate that they are at least Effective in teaching and/or at least Effective in research, whichever is applicable, using the same standards that define Effective teaching and Effective research for Career-Line faculty within the College.

The Department or UITE Review Committee shall conduct its review of non-faculty instructional personnel using the following timeline and procedures:

1. By January 15 of the academic year for review, the Chair of the Review Committee and the Department Chair or UITE Director shall confer and create a list of non-faculty instructional and research personnel for whom a formal review is required.
2. By March 1, the Review Committee shall prepare, approve, and circulate a report to the Department Chair or UITE Director describing its findings on all reviewed non-faculty instructional and research personnel. The report shall explain how the committee gathered information for the review, including steps taken to collect information from the personnel being reviewed. The report shall also summarize all teaching or other

evaluations of all personnel reviewed, and attach current resumes/CVs of each such individual to the report.

3. The Department Chair or UITE Director shall consider and take into account the Review Committee's report when determining whether to appoint the instructional personnel to teach courses or conduct research in the subsequent academic year. The appointment of non-faculty instructional and research personnel also may be ended if there is no longer a need for the personnel's expertise or relevant teaching or research services in light of the teaching portfolios or expertise of other members of the faculty, or for lack of funding where such appointments are contingent on funding. The affected person will be given notice as soon as possible.

The appointment of any non-faculty instructional or research personnel may be terminated for cause under University Policy related directly and substantially to the fitness of the person in their professional capacity. Termination for cause shall not infringe on their right to exercise academic freedom or their rights as a citizen of the United States.

Appendix A: Notice of Senate Faculty Review Standards Committee and Cognizant Senior Vice President Final Approval

Review Committee Approval:




SFRSC Committee Secretary

January 31, 2023

Date

Senior Vice President Approval:



Sarah Projansky, Designee

July 1, 2023

Date