

**COLLEGE OF CULTURAL AND SOCIAL TRANSFORMATION  
DIVISION OF ETHNIC STUDIES  
DIVISION OF GENDER STUDIES**

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

Approved by Ethnic Studies Division Faculty: November 6, 2017

Approved by Gender Studies Division Faculty: November 6, 2017

Approved by Dean: November 28, 2017

Approved by Senate Faculty Review Standards Committee on November 5, 2017 and the Senior Vice President on June 15, 2018, for implementation on July 1, 2018.

This document serves as the Ethnic Studies Division and Gender Studies Division 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 Ethnic Studies Division (ratified, 2007) is as follows:

The Division of Ethnic Studies at the University of Utah provides students with methodological and epistemological tools to study the histories, languages, identities, politics, and cultures of racialized, transnational, and indigenous populations in the U.S. We focus on critical examinations of social categories such as indigeneity, culture, ethnicity, gender, sexuality, class, and nation. We explore these issues with comparative, relational, and interdisciplinary frameworks in order to interrogate historical and contemporary questions of power, privilege, and inequity. The faculty in the Division of Ethnic Studies engages in empirical and theoretical research, student centered teaching, and creative collaborations that promote social justice and challenge existing knowledge paradigms.

The mission of the Gender Studies Division (ratified, 2017) is as follows:

The University of Utah Gender Studies Division offers a space for the study of a wide range of feminist thought and practices. The curriculum offers theory and practice (community-engaged learning); activism and professional development; lively debate and professional skill building. The Division fosters intellectual rigor and practical application for students as they pursue their passions.

The mission of the Division of Gender Studies is to provide a quality graduate and undergraduate education in gender scholarship, to promote an integration of this scholarship and research into the university curriculum, to encourage new pedagogies, and to foster the growth of an interdisciplinary community of scholars who are interested in gender as a category of analysis. The Division provides students with the tools of academic analysis so that they may explore the significance of gender and sexuality as crucial components in the organization of personal lives and social institutions. To this end, the courses offered by Gender Studies re-evaluate the assumptions at work in traditional disciplines as they study individuals, cultures, social institutions, policy and other areas of scholarly inquiry. In these ways, the Division prepares students for graduate work and professional studies (e.g. Law or Medical School) and for employment in professional and community organizations.

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## **1. Effective Date and Application to Existing Faculty**

The standards and procedures contained in this Statement are effective as of July 1, 2018. 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 Division Chair and the 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 Ethnic Studies and Gender Studies Divisions appoint 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 Ethnic Studies Division and the Gender Studies Division and of the University and serve for fixed durational terms. Appointments may be renewed for additional terms through reappointment in accordance with University and Division 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 are also responsible, as designated in their contracts and expected by their home units, for service at the Division, University, and community levels. Division 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 the Division 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 Division.

Clinical faculty are entitled to participate fully on Division, 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 if deemed appropriate for the position and approved by the faculty appointments committee. Any changes to the initial appointment must be agreed upon by the career line faculty member and the division chair and approved by the faculty appointments committee.

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

Lecturers at the rank of Professor are entitled to vote on all matters except appointment, retention, and promotion of Tenure-Line faculty. Lecturers at the rank of Assistant Professor and Associate Professor are entitled to vote on all matters except appointment, retention, and promotion of Tenure-Line faculty and appointment, reappointment, and promotion of Career-Line faculty above their rank.

### **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 Division 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 Division's teaching mission as related to their research programs.

Research faculty may participate fully and vote in Division 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 Division or University committees, but may do so at the discretion of the Division Chair. 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 Division 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 may be responsible for teaching and/or scholarship as appropriate to the ranks to which they are appointed and as detailed in appointment letter. Visiting faculty may participate on Division and University committees at the discretion of the Division Chair.

## **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.

Presumptively, 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 faculty members eligible to vote on an appointment or reappointment matter. The Faculty Appointments Committee shall only vote when a two-thirds or greater quorum exists, including any proxy 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.

### **3.3 Appointment Duration**

- (a) Career-Line and Adjunct faculty members appointed at the rank of Assistant Professor ordinarily serve for a one- or two-year term. Career-Line and Adjunct faculty members appointed at the rank of Associate Professor ordinarily serve up to a three-year term. Career-Line and Adjunct faculty members appointed at the rank of Professor ordinarily serve up to a five-year term.
- (b) 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.
- (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 one to 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 Division. This section describes the procedures for such reviews.

### **4.1 Informal Reviews**

For informal reviews the Division Associate Chair will review teaching activity. The Associate Chair, unless not of the appropriate career-line rank, shall review teaching for all career-line faculty and non-faculty teaching personnel at least annually. The Associate Chair will also ensure peer review of the individual's teaching 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. All informal reviews are included in a candidate's formal 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 Review Committee or the Division Chair. Such "triggered" formal review shall occur the following fall unless a majority of the 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. If the Division Associate Chair is not of the appropriate rank, the Division Chair shall initiate and conduct the aforementioned reviews. The Division Review Committee will conduct informal reviews of the Associate Chair.

### **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, each division 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.

#### **4.3 Review Committee**

Each division shall formulate a Career-Line, Adjunct, and Instructional Personnel Review Committee (Review Committee). The Review Committee shall be comprised of a minimum of two members of the tenured faculty and one member of the career-line faculty who holds the rank of Associate Professor or Professor. These appointments are made by the Division Chair. In addition, a member of the tenured faculty shall be elected as Chair of the Review Committee by majority vote of the tenure-line and career-line faculty in the division.

#### **4.4 Report of Review Committee**

The 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 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 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 (*e.g.*, Excellent, Effective, or Not Effective in Teaching); and (4) give the reasons for its recommendations.

#### **4.5 Procedures for Career-Line Reviews**

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

1. By October 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 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 a higher rank than the candidate) and one or more members of the tenure-line faculty 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. The portfolio shall include:

- (a) A curriculum vitae;
  - (b) 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 research/creative activity accomplishments, including any grant submissions and funding as well as publications; and (5) clinical practice and opportunities summary;
  - (d) All publications during the review period;
  - (e) Any prior written evaluations or reports from the Review Committee;
  - (f) Any other materials the candidate deems relevant, such as evidence of community engaged learning course materials, mentoring and placement of students in community partnerships and/or internships and maintenance of division collaborations with community partners; simulations; presentations; and, evidence of pro bono or other work or activities that serve to enhance the division's local, regional, national, or international reputation.
4. By October 1, the Chair shall assure that all teaching evaluations and recent syllabi for the candidate are placed in the candidate's file. By December 1, the Chair shall solicit comments about the candidate from other members of the division.
  5. The Chair shall circulate the candidate's portfolio to other Review Committee members, who shall read the complete file.
  6. The Chair shall assign a Review Committee member to prepare a draft of the Review Committee Report. The draft report shall be completed by February 1, and the Review Committee shall confer about the report and vote on its approval by February 28.
  7. The 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 five business days to make a written comment on any item in her file, or to indicate the candidate is waiving such right. The candidate has the right to review all contents in her file, except for any confidential letters of evaluation solicited from outside the division.
  8. By March 1, 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 April 1, the Faculty Appointments Committee shall meet and discuss the recommendations and by a majority secret ballot vote make a final recommendation to the Division Chair on the candidate's reappointment and, if applicable, promotion. The Chair of the Faculty Appointments Committee will appoint a secretary at the meeting to keep minutes, which will be made a part of the candidate's file.

9. The candidate shall receive a copy of the vote and minutes at the time they are forwarded to the Division Chair.
10. The Division Chair shall receive the entire file and make their independent recommendation and forward the file to the appropriate University official for approval. Before forwarding the file, the Division Chair shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the Division Chair's letter and/or the faculty vote and minutes within five business days of receiving the Division Chair's letter.
11. The Division Chair shall notify the candidate of the decision no later than May 1 of the academic year for review.

#### **4.6 Procedures for Adjunct Reviews**

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

1. By January 30 of the academic year for review, the Chair of the Review Committee and the Division Chair 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 shall expeditiously forward the results of the vote to the Division Chair, Associate Chair and academic Dean for any necessary further action.

#### **5. 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. University

Policy identifies a three-level scale of standards: excellent, effective, and not satisfactory. 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; (b) peer review of the candidate's syllabi, assignments, 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 evaluations. Other information about teaching, including, for example, a teaching portfolio, teaching 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 and teaching of new and novel courses and the publication of textbooks or other teaching materials.

#### **(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 include (1) general student advising and mentoring; (2) chairing and serving on graduate student committees; and (3) including students in research/creative activity and as co-authors in scholarly work. Contributions in this area are evaluated with respect to both quantity and quality.

#### (4) Summary Rating Scale for Teaching

Ratings on the three-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 student advising and mentoring. The candidate receives overall positive peer reviews that deem the candidate excellent in the conceptualization, delivery, and effectiveness of instruction; student evaluations reflecting excellent teaching. The candidate participates in offering key division courses when requested. Teaching awards may be considered a sign of excellence. Candidate offers consistent and reliable student mentoring in the classroom and in office hours.

*Effective:* The candidate has made acceptable, sustained contributions in teaching. The candidate shows sufficient progress in the areas of course instruction, curriculum/program development, and student advising and mentoring to suggest that the eventual contributions in these areas will be significant. Peer reviews deem the candidate effective in the design, delivery, and reception of course instruction. Student evaluations reflecting effective teaching. The candidate participates in offering key division courses when requested. Candidate is available to students for mentoring in and outside of the classroom.

*Not Satisfactory:* The candidate has made insufficient contributions in teaching. The candidate does not show progress in course instruction as evidenced in student evaluations, SAC report, and peer review. Peer reviews deem the candidate ineffective in course design, delivery, and effectiveness. Candidate does not participate in curriculum/program development. Inconsistent student advising and mentoring, unreliable office hours or students report difficulty in meeting with faculty. Peer review deems the candidate not satisfactory in one or more of the following: effective pedagogy, organization, accessibility, or creating an inclusive classroom atmosphere. Student evaluations reflecting unsatisfactory or ineffective teaching. Candidate does not participate in offering key division courses delivery.

### **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; 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 division, School, and overall institution. A candidate's shared-governance activities, including 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., 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 three-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. The candidate participates in at least one of the following: professional, community, School or University service. The candidate also participates in division service.

*Effective:* The candidate has made acceptable, sustained contributions in service. The candidate shows sufficient commitment to service in at least one area, suggesting that the eventual contributions of the candidate will be significant.

*Not Satisfactory:* The candidate has made insufficient contributions in service. The candidate does not participate in any of the 3 areas of service or does so ineffectively (lack of attendance, ineffective communication of service work to the division or ineffective representation of the division).

### 5.1.3 Evaluation of Research/Creative Activity

Judgments about a candidate's research/creative activity are based on the quantity and quality of research/creative activity, and on its relevance to the academic community. The divisions value co-authored research/creative activity, but also recognize the more substantial contribution when the candidate has primary or equal responsibility for the research/creative activity as opposed to when she or he plays a secondary or tertiary role. The characteristics of productive research/creative activity differ depending on the candidate's area(s) of specialization and professional goals. Assessments of faculty research/creative activity in the RPT process reflect professional judgments that take into account the quality and quantity of contributions, and the professional context of the candidate. This statement intends to define research/creative activity flexibly enough to reflect the wide variety of research/creative activity activities typically conducted by Gender Studies and Ethnic Studies faculty. The divisions value all three types of research/creative activity described below; candidates may participate in only one type of research/creative activity, or in any combination of these types of research/creative activity.

#### a. Description of research/creative activity.

##### 1) *Assessment Factors.*

- a. *Quantity.* The divisions value a series of research/creative activity outcomes over time that represents research in one or more topic areas as part of a coherent research program. While a specific number of research/creative activities and outcomes is not mandated, the divisions recognize that a record of active and ongoing production and dissemination of research/creative is one measure of accomplishment and is an important sign of substantive exploration and ongoing engagement with the field.
- b. *Quality.* High quality research/creative activity contributes to *the creation of new knowledge*; has a significant *impact*, particularly at the national and/or international level; and appears in *top-ranked peer-reviewed venues*. Distinction in research/creative activity does not require that a candidate's research/creative activity always represents the highest levels within all of these aspects of quality. Rather, overall excellence may be achieved through a variety of examples of disseminated research/creative activity that may differ with respect to these dimensions of quality. Quality is more important than quantity at all levels.

##### 2) *Types of Research/Creative Activity.*

- a. *Scholarly research* includes published work in any of the established disciplinary areas (i.e., arts, humanities, social sciences, sciences, health sciences), as well as interdisciplinary and innovative work within or across these areas. It is disseminated through peer-reviewed print or electronic publications (books, journal articles, book chapters, and/or equivalent contexts). Evidence of final acceptance of a manuscript by a press or journal shall be deemed the equivalent of publication.

- b. *Creative research* includes, but is not limited to, artistic works (e.g., painting, sculpture, ceramics, printmaking); performance; participation in the production process of a performance (e.g., director, dramaturg, conductor); performance, production, or publication of original works (e.g., music compositions, choreography, screenplays, fiction, creative writing, poetry); film, media, or other technology works; and other generative or interpretive work. It must be public and of significant stature, subject to peer review, and under the purview of other professionals in the relevant field. In addition, creative research must be disseminated through production or presentation of the work in a credible venue that is appropriate to its genre, or through equivalent contexts. Creative research made in collaboration with other artists and scholars to support a singular work of art, particularly where each participant plays a unique and significant role in the research process, is viewed as equal to work made solely by one individual. Collaboration as a means to expand artistic vision and research possibilities is both valued and supported.
  
- c. *Community-based research* (CBR) takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions made by community partners, respect for the principle of "do no harm," and engagement with relevant literature(s). CBR research must be disseminated publically and have an impact beyond those who participated in the research. Evidence may include, but is not limited to: (i) publication of peer-reviewed print or electronic books, journal articles, book chapters, or other equivalent publications, (ii) creative research disseminated in a credible venue that is appropriate to its genre, or through equivalent contexts. In addition, the following forms of dissemination may serve as the centerpiece of CBR research when produced in some combination with items (i) and/or (ii) above: (iii) development of new reports for or policies in community-based organizations, social service agencies, governmental programs, or other relevant organizational entities, (iv) improved quality of life in the community, and/or (v) transference of knowledge in the researcher's field to the community(s) served and vice versa.

b. Research funding.

Acquiring funding to support research/creative activity is valued by the University and the divisions 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 contributing positively toward one's research.

c. Summary rating scale for research/creative activity. Ratings on the three-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 and substantial agenda in at least one topic area. In addition, there is evidence that the candidate's research has originality, depth, and/or impact.

*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 and (2) at least Effective in service.
- (b) To be promoted from the rank of Assistant to Associate Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) Excellent in teaching, or that they have made substantial progress toward becoming Excellent in teaching, and (2) at least Effective in service.
- (c) To be promoted to the rank of Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) they are Excellent in teaching and (2) at least Effective in service.
- (d) Clinical faculty members and Lecturers are not expected to engage in research and published scholarship. However, the Division Chair and faculty encourage and support Clinical faculty and Lecturers who wish to engage in scholarship.

### **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) Excellent in research; and (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) they are Excellent in research, and (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**

Adjunct faculty may be appointed from on and off campus, and may come from the tenure-line faculty or career-line faculty. If an adjunct faculty member is a tenure-line faculty member of another department, their rank will always follow the rank held in their tenure home department.

- (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 Excellent in teaching. In evaluating promotion of an Adjunct faculty member, the value of the faculty member and the courses they teach to the division 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 to the division 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 Division Chair 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 Division Chair and Associate Chair 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 the School. They include academic staff (associate instructors, or research associates), and potentially graduate student instructors of record or postdoctoral fellows. 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 after every 3 academic years of service at the University. To be reappointed, a 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 Division.

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

1. By January 30 of the academic year for review, the Chair of the Review Committee and the Division Chair 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 Division Chair 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 Division Chair 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: Senate Faculty Review Standards Committee and Senior Vice President  
Notices of Final Approval**

*Review Committee Approval:*



Lincoln L. Davies, Chair  
Senate Faculty Review Standards Committee

Date: 7/26/18

*Senior Vice President Approval:*



Amy J. Wildermuth,  
Associate Vice President for Faculty (designee)  
Academic Affairs

Date: 6/15/18