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University of Utah School of Biological Sciences

Appointment, Review, Reappointment, and Promotion Statement for Career-line, Adjunct, and Visiting Faculty, and Other Instructional Personnel

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Approved by cognizant Senior Vice President on June 5, 2025, to become **effective on July 1, 2025**.

Preface

This document is the School's Statement of appointment, review, reappointment, and promotion criteria, standards, evidence, and procedures for Career-line, Adjunct, and Visiting Faculty, and Other Instructional Personnel, as required by University Policy. All committees or individuals making any recommendation or decision in these proceedings shall do so consistent with the governing University Regulations and the substantive criteria, standards, and evidence set forth in this Statement. The primary relevant University Regulations are Policies [6-300](#), [6-302](#), [6-309](#), and [6-310](#).

Career-line, Adjunct, and Visiting (CAV) Faculty are a critical part of the intellectual fabric of the University of Utah. As part of our community of teachers, researchers, and clinicians, CAV Faculty make important contributions to the teaching, research/creative activity, clinical, and/or service missions of the University, College, and School.

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1. Effective Date and Application to Existing Faculty

This Statement is applicable as of the effective date shown on page 1. All Career-line, Adjunct, and Visiting Faculty, and other instructional personnel appointed or reappointed on or after the effective date will be reviewed under this Statement. If a faculty member was appointed or reappointed prior to the effective date and a review for reappointment and/or promotion is scheduled to occur within twelve months following the effective date, the faculty member may elect to have the review conducted under either (1) the prior Statement or (2) this new Statement. This Statement will apply automatically unless the faculty member's choice of the prior Statement is communicated to the School Associate Director and College Dean by signed letter before the review begins.

2. Faculty Categories, Ranks, and Employment Contracts

Career-line, Adjunct, and Visiting faculty members participate in the University's academic mission and make a substantial contribution to the academic activities of their academic unit. Their professional activities, however, do not span the full range of responsibilities of Tenure-line faculty members. Additionally, Adjunct faculty members' professional activities do not span the full range of responsibilities of Career-line faculty members, and Visiting faculty members' contributions are temporary, by definition.

Faculty members may be appointed to Career-line, Adjunct, or Visiting positions as the University and appointing units determine appropriate, in light of the University's need to retain flexibility to adjust its programs to meet changing needs and to employ faculty with more specialized foci.

2.1. Career-line Categories

Career-line faculty members are appointed in one of three categories: (1) Lecturer, (2) Research, or (3) Clinical.

2.2. Ranks

Career-line, Adjunct, and Visiting Faculty are appointed to one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor, modified by the designation of Lecturer, Research, Clinical, Adjunct, or Visiting.

2.3. Employment

Appointment to the faculty as Career-line, Adjunct, or Visiting makes the faculty member eligible for employment, but does not guarantee employment.

Once appointed as a faculty member, a Career-line, Adjunct, or Visiting faculty member may then be hired by contract as an employee of the University. The faculty member's full-time equivalency (FTE) and terms are stipulated in the employment contract for a designated time-

period that may be equal to or less than the duration of the accompanying faculty appointment. School and University administrative officers determine all aspects of the faculty member's employment contract, including period of employment, salary, benefits, and the faculty member's specific duties.

Career-line faculty members are typically hired as full-time employees, Adjunct faculty are typically hired as part-time employees, and Visiting faculty may be hired as either part-time or full-time employees.

3. Faculty Rights and Responsibilities

All Career-line, Adjunct, and Visiting faculty members have the rights and responsibilities described in the Code of Faculty Rights and Responsibilities (Policy [6-316](#)). In this School, each faculty category has additional rights and responsibilities as described below.

3.1. 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. Expectations and support for teaching and (if relevant) research and service activities shall be stipulated in the employment contract.

Lecturers are entitled to participate fully on School, College, and University Committees (within limits prescribed by University regulations). Lecturers are also entitled to participate fully in College Council and at faculty meetings advertised as being for all faculty.

Lecturers are entitled to vote on appointment, reappointment, and promotion matters of Career-line lecturer faculty of their rank or lower and on curricular matters. They are not entitled to vote on appointment, reappointment, retention, tenure, or promotion matters of any other faculty categories or other school matters.

3.2. Research Faculty

Research faculty members are primarily responsible for research and peer-reviewed dissemination of that research, usually in conjunction with funded projects, typically under supervision by or in collaboration with one or more members of the Tenure-line faculty (faculty sponsors). Research faculty members also may be responsible for the development and implementation of special programs connected to their research and other areas of expertise. Research faculty members ordinarily do not teach regular courses but, as stipulated in the employment contract, may be expected to give guest lectures, participate in other programs, or otherwise enhance the School's teaching mission as related to their research programs. Expectations and support for research/creative and (if relevant) teaching and service activities shall be stipulated in the employment contract.

Research faculty members are entitled to participate fully on School, College, and University

Committees (within limits prescribed by University regulations). Research faculty are entitled to participate fully in College Council and at faculty meetings advertised as being for all faculty.

Research faculty members are entitled to vote on appointment, reappointment, and promotion matters of Career-line research faculty of their rank or lower. They are not entitled to vote on appointment, reappointment, retention, tenure, or promotion matters of any other faculty categories or other school matters.

3.3. Clinical Faculty

Clinical faculty members are responsible for teaching clinical, experiential, or other courses that benefit students intending to enter either dental or medical school. Expectations and support for clinical work and (if relevant) teaching, research/creative activity, and service shall be stipulated in the employment contract.

Clinical faculty members may participate on School, College, and University Committees (within limits prescribed by University regulations) at the invitation of the School Executive Committee. Clinical faculty are entitled to participate fully in College Council and at faculty meetings advertised as being for all faculty.

Clinical faculty members are entitled to vote on appointment, reappointment, and promotion matters of Career-line clinical faculty of their rank or lower. They are not entitled to vote on appointment, reappointment, retention, tenure, or promotion matters of any other faculty categories, nor are they entitled to vote on curricular or other school matters.

3.4. Adjunct and Visiting Faculty

Per Policy 6-300, Adjunct and Visiting Faculty members shall not have the right to vote in the capacity of faculty members in any context within the University (but may be called upon in an advisory capacity).

4. Standards, Criteria, and Rating Scales

4.1. Standards

Assessment of a candidate's performance is based upon achievements in the relevant functions of faculty members—referred to as criteria in University Regulations—with responsibilities stipulated in the employment contract—(1) teaching, (2) research/creative activity, and (3) service.

Summary ratings of performance in the three criteria areas described below serve as the standards for review, reappointment, and promotion. The same standards apply to both formal and informal reviews. University Regulations identify a three-level scale of standards for evaluating performance: *excellent*, *effective*, and *not satisfactory*.

The School will only evaluate the areas described below—teaching, research, and service—that are applicable to the candidate’s areas of responsibility as stipulated in the employment contract.

Per university policy, in carrying out their duties in research/creative activity, teaching, and service faculty members are expected to demonstrate the ability and willingness to perform as responsible members of the faculty, as defined in the Faculty Code (Policy [6-316](#)). Therefore, assessments of research/creative activity, teaching, and service may consider the candidate’s conduct as a responsible member of the faculty, based on the evidence in the file.

Sustained: In the context of this Statement, “sustained” means that the candidate has made contributions over time. While quantity and quality of work may vary from year to year, as a whole the candidate demonstrates continued contributions to research/creative activity, teaching, and/or service, as stipulated in the employment contract.

a. Standards for Lecturers

Generally, Lecturers are not expected to engage in research/creative activity; however, the School encourages and supports Lecturers who do so.

1. To be reappointed as Instructor, a Lecturer must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.
2. To be promoted to or reappointed as Assistant Professor, a Lecturer must demonstrate (1) at least sustained Effectiveness in teaching and (2) at least Effectiveness in service.
3. To be promoted to or reappointed as Associate Professor, a Lecturer must demonstrate that they are (1) Excellent in teaching, and (2) at least Effective in service.
4. To be promoted to or reappointed as Professor, a Lecturer must demonstrate (1) sustained Excellence in teaching and (2) at least sustained Effectiveness in service.

b. Standards for Research Faculty

1. To be reappointed as Instructor, 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.
2. To be promoted to or reappointed as Assistant Professor, a Research faculty member must demonstrate (1) at least sustained Effectiveness in research; (2) if the faculty member teaches, at least Effectiveness in teaching; and (3) at least Effectiveness in service.
3. To be promoted to or reappointed as Associate Professor, a Research faculty member must demonstrate (1) Excellence in research, (2) if the faculty member teaches, at least sustained Effectiveness in teaching; and (3) at least Effectiveness in service.

4. To be promoted to or reappointed as Professor, a Research faculty member must demonstrate (1) sustained Excellence in research, (2) if the faculty member teaches, at least sustained Effectiveness in teaching, and (3) at least sustained Effectiveness in service.

c. Standards for Clinical Faculty

Generally, Clinical faculty members are not expected to engage in research/creative activity; however, the School encourages and supports Clinical faculty members who do so.

1. To be reappointed as Instructor, a Clinical faculty member must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.
2. To be promoted to or reappointed as Assistant Professor, a Clinical faculty member must demonstrate (1) at least sustained Effectiveness in teaching and (2) at least Effectiveness in service.
3. To be promoted to or reappointed as Associate Professor, a Clinical faculty member must demonstrate that they are (1) Excellent in teaching and (2) at least Effective in service.
4. To be promoted to or reappointed as Professor, a Clinical faculty member must demonstrate (1) sustained Excellence in teaching and (2) at least sustained Effectiveness in service.

d. Standards for Adjunct Faculty

1. To be reappointed as Instructor, an Adjunct faculty member must demonstrate that they are at least Effective in teaching or in the areas of responsibility as stipulated in the employment contract.
2. To be promoted to or reappointed as Assistant Professor, an Adjunct faculty member must demonstrate at least sustained Effectiveness in teaching or in the areas of responsibility as stipulated in the employment contract.
3. To be promoted or reappointed as Associate Professor, an Adjunct faculty member must demonstrate that they are Excellent in teaching or in the areas of responsibility as stipulated in the employment contract.
4. To be promoted to or reappointed as Professor, an Adjunct faculty member must demonstrate sustained Excellence in teaching or in the areas of responsibility as stipulated in the employment contract.

4.2. Criteria and Rating Scales

a. Teaching

Within the University system, the term *teaching* refers to the following three components: (a) regularly scheduled course instruction; (b) curriculum and program development; and (c)

mentoring and advising of students, which includes directing undergraduate and/or graduate student work.

Across these components, this School values teaching activities that explicitly incorporate and address the University's Foundational Pillars as articulated [here](#).

1. Description of teaching

Course instruction. Course instruction encompasses (a) didactic classroom instruction; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops related to curriculum needs; and (d) independent instruction involving one or more students on special topics.

Curriculum and program development. Examples of curriculum and program development contributions include the development and teaching of new courses, development of new curricula or programs, and the publication of textbooks or other teaching materials.

Student advising and mentoring. Student advising and mentoring generally take place outside of the classroom. Activities in this area include (a) general student advising and mentoring, (b) serving on graduate student committees, (c) directing undergraduate research/creative activity or thesis projects, and (d) including students in research/creative activity and/or as co-authors in scholarly work.

2. Summary rating scale for teaching

Ratings on the three-point scale below reflect the School's consideration of the relevant components of teaching described above.

Excellent: The candidate has made substantial contributions in teaching areas for which they are responsible from among the following: course instruction, curriculum/program development, and/or student advising and mentoring.

Effective: The candidate has made acceptable contributions in teaching areas for which they are responsible from among the following: course instruction, curriculum/program development, and/or student advising and/or mentoring.

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

b. Research/Creative Activity

1. Description of research/creative activity

The School will recognize and evaluate research/creative activity including, but not limited to:

- Original research published in peer-reviewed journals

- Other published scholarly writing such as book chapters, review articles, symposium contributions and technical commentaries
- Invited presentations at scientific meetings and at other institutions
- Informal contributions to the research of others

2. Research/Creative activity funding

External funding to support research/creative activity is valued by the University, College, and School and supports the mission of the University. All efforts to obtain such funding contribute positively to a candidate's performance in research/creative activity.

3. Summary rating scale for research/creative activity

Ratings on the three-point scale below reflect the School's consideration of quantity and quality of research/creative activities, their relevance to the academic community, and the requirements stipulated in the employment contract. The characteristics of productive research/creative activity differ depending on the candidate's area(s) of specialization and professional goals, as well as the needs of the candidate's appointing unit for research in a given area.

Excellent: The candidate has made substantial contributions in the research/creative activities for which they are responsible.

Effective: The candidate has made acceptable contributions in the research/activities for which they are responsible.

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

c. Service

Evaluations of service are made with respect to three areas, as stipulated in the employment contract: (1) professional service, (2) University service, and (3) public service.

In addition, this School values service activities that explicitly incorporate and address the University's Foundational Pillars as articulated [here](#).

1. Description of service

Professional Service. Service in this category may be oriented toward professional organizations, and it includes activities such as holding office; 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. Professional service contributions may also include serving as editor, associate editor, editorial review board member, or regular reviewer for scholarly or professional journals, reviewing book proposals or book

manuscripts; and reviewing grant proposals for national funding agencies (e.g., National Science Foundation or Spencer Foundation).

University Service. This category includes service to the School, College, and overall institution. A candidate's shared-governance activities at any of these levels (e.g., chairing and/or serving on standing and ad hoc committees, councils, and task forces or serving in administrative positions) are examples of University service contributions.

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, for example, serving on boards and committees for governmental and/or non-profit organizations, and consulting with and/or providing direct service to community agencies as appropriate within University guidelines.

2. Summary rating scale for service

Ratings on the three-point scale below reflect the School's consideration of service contributions in the three areas described above.

Excellent: The candidate has made substantial contributions in areas of service for which they are responsible.

Effective: The candidate has made acceptable contributions in areas of service for which they are responsible.

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

5. Appointment, Review, Reappointment, and Promotion Procedures

For information regarding the appointment/employment, review, reappointment/re-employment, and promotion procedures for Unpaid faculty members and Other Instructional Personnel, see Section 6 and Section 7 Respectively.

Career-line, Adjunct, and Visiting faculty are appointed as faculty members of the School and of the University and serve for fixed durational terms. Unless the initial appointment letter says otherwise, internal divisions or the school may initiate or faculty members may request reappointment and/or promotion reviews for additional terms in accordance with University regulations, relevant School and/or College policies, and the processes described below.

5.1. Review and Recommendation Committees

Reviewers must evaluate candidates only on the aspects of teaching, research, service, and/or clinical work for which the candidate is responsible, as articulated in their employment contract; and reviewers must consider all sources of information included in the file.

a. Faculty Appointments Advisory Committee (FAAC)

The Faculty Appointments Advisory Committee (FAAC) shall consist of all tenure-line faculty members and all Career-line faculty members eligible to vote on a particular appointment, reappointment, or promotion matter, as stipulated in section 3 above.

1. Voting.

FAAC votes shall proceed by secret ballot.

2. Quorum.

Quorum consists of two-thirds of the FAAC membership, except that any member on formal leave of absence or, with prior notification, other extenuating circumstances shall not be counted toward the number required for quorum.

3. Absent FAAC Members.

Whenever practicable, the Associate Director shall advise all eligible FAAC members on leave or otherwise absent of the proposed action. Absent members' votes will be counted and recorded without distinction between the votes of present members and of absent members.

b. Career-line, Adjunct, and Visiting Faculty Review Committee (Review Committee)

The Director appoints the Review Committee members and designates one member as Review Committee Chair. The Review Committee is comprised of two members of the tenured faculty and two members of the Career-line faculty who holds the rank of Associate Professor or Professor.

Whenever possible, Career-line faculty members shall not serve on the Review Committee during a year in which they are undergoing review for reappointment and/or promotion.

5.2. Initial Appointments and Terms

Initial appointment rank is based on demonstrated achievement and the expectation of future contributions. When determining the initial appointment duration and faculty rank, the School shall consider the number of years the faculty member has served in a relevant profession; the length and quality of prior teaching, research, or clinical experience; and their other significant achievements, service, awards, and contributions to their profession.

a. Career-line faculty appointments and terms

Initial appointments of Career-line Faculty members require a search process or a waiver of a search process, both of which require a vote of the FAAC.

Career-line Faculty members are typically appointed for term lengths at the rank of:

- Instructor for one year
- Assistant Professor for up to three years
- Associate Professor for up to five years
- Professor for up to five years, with a presumption of renewal to subsequent five-year terms

b. Adjunct faculty appointments and terms

Initial appointments of Adjunct Faculty members require a vote of the FAAC.

Adjunct Faculty members are typically appointed for term lengths at the rank of:

- Instructor for one year
- Assistant Professor for up to three years
- Associate Professor for up to five years
- Professor for up to five years, with a presumption of renewal to subsequent five-year terms

c. Visiting faculty appointments and terms

Initial appointments of Visiting Faculty members require a vote of the FAAC.

Presumptively, Visiting faculty members 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 standards otherwise provided in this Statement.

Per University Policy, a visiting faculty member may be appointed for one, two, or three years. A visiting faculty member may be reappointed only if the cumulative years a candidate will serve as a visiting faculty member will be for no more than three years.

5.3. Annual Informal Reviews for Multi-Year Appointments

Career-line, Adjunct, and Visiting faculty members holding multi-year appointments are reviewed each year of the appointment until the final year. These annual reviews are called “informal reviews” and occur in the Spring semester.

An informal review provides the faculty member with guidance and constructive feedback on progress toward meeting expectations for reappointment and promotion and helps the school to ensure that the faculty member is carrying out their responsibilities (as stipulated in the employment contract) in the areas of teaching, research, and/or service activities, as relevant.

A primary function of the informal review is to provide advice on developing the file for the formal review process.

a. Annual informal review procedures and file requirements

The Review Committee shall conduct the informal review.

1. By December 1, the Review Committee Chair shall request the required materials from the faculty member.
2. By February 1, the faculty member shall submit the required materials, which include the following, as appropriate to the areas of responsibility stipulated in the employment contract (see [Appendix A](#) for recommended information to include for each file requirement):
 - An up-to-date curriculum vitae (include details of areas of responsibility)
 - Respond to required questions in Elements
 - List of School/College/University Service Assignments (if applicable)
 - Any relevant supplementary material the faculty member chooses to include to illustrate accomplishments in the review year related to teaching, research/creative activity, and/or service.
3. By February 1, the Review Committee Chair shall add the following materials to the file, as appropriate to the areas of responsibility stipulated in the employment contract (see Appendix A for recommended information to include for each file requirement):
 - Course Feedback Forms (if applicable)
 - Assignments (if applicable)
 - Evidence of Faculty Responsibility, if available
4. By February 15, the Review Committee shall review the faculty member's file and prepare a brief written report addressing any strengths or opportunities for improvement in teaching, research/creative activity, and/or service, as relevant based on the employment contract. The report shall be made available to the faculty member and Associate Director and placed in the review file. Within five (5) business days, the faculty member may submit a written response to the report to the Review Committee Chair, who shall add it to the review file.

In the context of an informal review, if a faculty member does not demonstrate clearly adequate progress toward reappointment or if any condition specified in the employment contract is not fulfilled under University Regulations, the Review Committee or the Director may trigger an early formal review. The early formal review shall occur the following semester (excluding summer) unless a majority of the Review Committee votes to proceed with the review immediately. Such a review, however, must not be conducted earlier than 30 days after written notice of the review is provided to the faculty member.

5.4. Formal Reappointment and/or Promotion Reviews

To ensure the continued quality performance of faculty members and to make decisions about their reappointment or reappointment with promotion, the School shall conduct a formal review in the last academic year of the faculty member's appointment.

a. Career-line faculty reappointment and/or promotion review procedures and file requirements

1. By December 1 of the academic year for review, the Associate Director shall identify the faculty with expiring terms whose reappointment or reappointment with promotion will be sought and request file materials from the candidates.
2. By February 1, the faculty member shall submit the required materials, which include the following, as appropriate to the areas of responsibility stipulated in the employment contract (see [Appendix A](#) for recommended information to include for each file requirement):
 - An up-to-date curriculum vitae (include details on areas of responsibility)
 - A Personal Statement (include details on the areas of responsibility)
 - Syllabi (if applicable)
 - Evidence of Research/Creative Activity (if applicable)
 - A letter from the faculty sponsor (for research faculty)
 - Any relevant supplementary material the candidate chooses to include to illustrate accomplishments in the review year related to teaching, research/creative activity, and service, as relevant.
3. By December 10, the Chair of the Review Committee shall designate one or more members of the faculty to conduct peer teaching reviews for any candidate who has teaching responsibilities. Peer reviews may be completed by either Career-line or Tenure-line faculty members at or above the rank of the candidate under review. The reviewing faculty members may be drawn from the membership of the Review Committee. The peer reviews will include consideration of the course pedagogical methods and student-assessment criteria. The Review Committee may solicit input and feedback from the Center for Teaching Excellence where appropriate during reappointment and promotion reviews.
 - For candidates with one-year appointments, one peer review is required.
 - For candidates with appointments longer than a year, at least two peer reviews are required for each formal review.
4. By February 1, the Review Committee Chair shall add the following materials to the file, as appropriate to the areas of responsibility stipulated in the employment contract (see Appendix A for recommended information to include for each file requirement):
 - Course Feedback Forms (if applicable)
 - Peer Teaching Review(s) (if required)
 - The Review Committee Report from the last formal reappointment review (if available)
 - Annual informal review reports since the last reappointment review or, if there is no previous reappointment review, since appointment
 - Evidence of Faculty Responsibility, if available

- The candidate has the right to review all contents in the file.
5. By February 5, the Review Committee Chair shall circulate the candidate's complete file to the other Review Committee members for review.
 6. The Review Committee Chair shall assign a committee member to prepare a draft of the Review Committee Report. The committee member shall complete the draft report by February 15, and the Review Committee shall confer about the report, revise if necessary, and vote on its approval by March 1.
 - The Review Committee shall write a report that:
 - summarizes the evidence considered;
 - states how the evidence considered leads to a rating of Excellent, Effective, or Not Effective in Teaching, Research/Creative Activity, and/or Service, as applicable; and
 - states the vote regarding the Review Committee's recommendation(s). The Review Committee shall recommend either:
 - that the candidate be reappointed for between one and five years, and, when under consideration, promoted;
 - that the candidate be denied reappointment or, when under consideration, promotion; or
 - where the candidate is progressing toward the standards for reappointment with a multi-year appointment but requires additional time to satisfy the necessary standards, that the candidate be reappointed for one year with the opportunity to be considered for reappointment in the following year.
 7. The Review Committee Chair shall make available the approved report to the candidate. The candidate shall have five (5) business days to make a written comment on the report or any item in the file, or to indicate they are waiving such right. The Review Committee Chair will place any written comment from the candidate in the file.
 8. By March 8, the Review Committee Chair shall circulate a copy of the report to the FAAC and make the candidate's complete file available for review.
 9. By March 15, the FAAC shall meet and discuss the recommendations and by a majority secret ballot vote make a recommendation to the Director on the candidate's reappointment and, if applicable, promotion.
 - If the recommendation(s) of the FAAC differ(s) from the recommendation(s) of the Review Committee, the FAAC shall include a brief report providing evidence from the file that supports the different recommendation(s).
 10. The Review Committee Chair shall make available a copy of the vote and report (if present) to the candidate at the time they are forwarded to the Director.
 11. By March 20, the Director shall review the entire file, make an independent recommendation(s), and notify the candidate of the recommendation(s).

- If the recommendation(s) of the Director differ(s) from the recommendation(s) of the Review Committee and/or the FAAC, the Director shall include a brief report providing evidence from the file that supports the different recommendation(s).
- 12. The candidate has the right, within five (5) business days, to make a written response to the FAAC recommendation(s), FAAC report (if present), Director recommendation(s), and/or Director report (if present), or indicate a waiver of such right.
- 13. By March 25, the Director shall forward the complete file, the FAAC recommendation(s), and their own recommendation(s) to the Dean.
- 14. By **March 31**, the Director shall notify the candidate(s) of the Dean's independent recommendation for non-reappointment.
- 15. By **April 20**, the Director shall notify the remaining candidates of the Dean's independent recommendation(s).
- 16. If the candidate has completed at least three years in a career-line position that in total amount to at least .50 FTE receives a negative recommendation for reappointment and/or promotion from the Dean, the faculty member may request a review by the University Career-line Reappointments Committee pursuant to [Policy 6-310](#).

b. Adjunct and Visiting faculty reappointment and/or promotion review procedures and file requirements, if paid for at least one semester of the academic year

1. By December 1 of the academic year for review, the Associate Director shall identify the Adjunct faculty with expiring terms whose reappointment or reappointment with promotion will be sought and request file materials from the candidates.
2. By February 1, the faculty member shall submit the required materials, which include the following, as appropriate to the areas of responsibility stipulated in the employment contract (see Appendix A for recommended information to include for each file requirement):
 - An up-to-date curriculum vitae (include details on areas of responsibility)
 - Syllabi (if applicable)
 - Any relevant supplementary material the candidate chooses to include to illustrate accomplishments in the review year related to teaching, research/creative activity, and service, as relevant.
3. By December 10, the Chair of the Review Committee shall designate one member of the faculty to conduct peer teaching reviews for any candidate who has teaching responsibilities and has not had a peer review in the past five years.
 - Peer reviews may be completed by either Career-line or Tenure-line faculty members at or above the rank of the candidate under review. The

reviewing faculty members may be drawn from the membership of the Review Committee.

4. By February 1, the Review Committee Chair shall add the following materials to the file, as appropriate to the areas of responsibility as stipulated in the employment contract (see Appendix A for recommended information to include for each file requirement):
 - Course Feedback Forms (if applicable)
 - One Peer Teaching Review (if required)
 - Annual informal review reports since the last reappointment review or, if there is no previous reappointment review, since appointment
 - Evidence of Faculty Responsibility, if availableThe candidate has the right to review all contents in the file.
5. By February 15, the Review Committee Chair shall circulate the candidate's complete file to the other Review Committee members for review.
6. By March 8, the Review Committee shall prepare, approve, and circulate a report to the FAAC describing which adjunct faculty members it recommends for reappointment and, where applicable, promotion. If the Review Committee recommends non-reappointment and/or non-promotion for any faculty member, it shall include a brief analysis of evidence from the file that supports the recommendation of non-reappointment.
7. By March 15, the FAAC will review the report and vote on each individual recommendation.
 - If the recommendation(s) of the FAAC differ(s) from the recommendation(s) of the Review Committee for any faculty member, the FAAC shall include a brief report providing evidence from the file that supports the different recommendation(s).
8. By March 25, the Director shall review the materials, make an independent recommendation, and forward the materials to the Dean.
 - If the recommendation(s) of the Director differ(s) from the recommendation(s) of the Review Committee and/or the FAAC, the Director shall include a brief report providing evidence from the file that supports the different recommendation(s).
9. By **March 31**, the Director shall notify the candidate(s) of the Dean's independent recommendation for non-reappointment.
10. By **April 20**, the Director shall notify the remaining candidate of the Dean's independent recommendation(s).

6. Unpaid Career-line, Adjunct, and Visiting Faculty

The process for unpaid Adjunct and Visiting faculty reviews follows the same timeline as reviews for paid adjunct faculty and visiting faculty. The only material required for reviews of unpaid Adjunct and Visiting faculty is their updated CV, and a list of their contributions to the school.

7. Non-Faculty Instructional Personnel

7.1. Non-Faculty Instructional Personnel Employment and Rights and Responsibilities

Non-faculty instructional personnel include associate instructors and teaching post-doctoral fellows.

Non-faculty instructional personnel do not hold faculty appointments but do teach credit-bearing courses as the Instructor of Record.

Non-faculty instructional personnel do not have voting rights and are not expected to serve on committees.

Generally, the Associate Director hires associate instructors and teaching post-doctoral fellows as needed to teach one or more courses when unexpected circumstances make it difficult to follow the timeline for career-line, adjunct, or visiting faculty appointments, as described above. Generally, Associate Instructors are hired for one semester.

Generally, the School hires post-doctoral fellows for up to three years using the following process: The Associate Director advertises and collects applications from eligible post-doctoral fellows to teach credit-bearing courses. The Associate Director reviews the applications and seeks approval from the selected post-doctoral fellows' faculty advisor and the Director of the School.

7.2. Annual Informal Reviews for Multi-Year Instructional Postdoctoral Fellows

Postdoctoral Fellows are reviewed annually using the following process: The Associate Director collects a cover letter, CV, and syllabi from the instructional post-doctoral fellow, collects Course Feedback Forms, and prepares a review report on the effectiveness of their teaching duties. This report is made available to the post-doctoral fellow at the end of the academic year, typically by April 15.

Appendix A: Review File Details

The following details are provided to assist candidates with the compilation of their review file.

1. Curriculum Vitae. The CV should include the following as applicable.
 - a. All dissemination of research/creative activity since the beginning of the candidate's professional career. Must state if acceptance was based on anonymous review or other selection method, and publications must list inclusive page numbers. Student co-authors should be indicated.
 - b. Conference papers presented and presentations given, including dates. Invited keynote talks should be indicated. Student co-presenters should be indicated.
 - c. Grants and fellowships received or under review. Must state role (e.g., PI, co-PI); amount of award with indication of the candidate's portion, and the dates covered by the funding.
 - d. Honors received for research/creative work, including dates.
 - e. List of courses taught since appointment or last reappointment review.
 - f. Graduate student committees served on or chaired, including dates.
 - g. Individual student research/creative activity supervised, including dates.
 - h. Teaching awards or teaching recognition received, including dates.
 - i. Clinical activities.
 - j. Service activities for the University, profession, and public, including dates.

CVs should be dated. If the CV is updated during the review process, all versions should be included in the file and clearly identified.

2. Personal Statement. This document includes the candidate's current activities and progress and accomplishments to date.
 - a. a Teaching Statement, including the following as applicable:
 - i. objectives and philosophy
 - ii. future plans
 - iii. curriculum and program development, if relevant
 - iv. list of courses taught, description of course load, types of courses, student enrollment, student contact hours and types of student assessment for the courses since the last formal review, if relevant
 - v. student advising and mentoring, if relevant
 - vi. other relevant teaching activities, if relevant
 - b. Research/Creative Activity Statement, including the following as applicable:
 - i. Research/creative activity agenda
 - ii. current activity including grant submissions, funding, and publications, if relevant
 - iii. future plans
 - c. Service Statement, including the following as applicable:
 - i. current activity
 - ii. Department/College/University Service Assignments

- iii. administrative or leadership positions, if applicable
 - iv. future plans
- 3. Teaching Materials
 - a. course syllabi since appointment or the last reappointment review
 - b. other teaching or course materials, if desired
- 4. Research/Creative Activity Materials
 - a. Publications/creative works since appointment or the last reappointment review.
- 5. Service Materials
 - a. Evidence that supports service work (if relevant)
- 6. Any relevant supplementary material the candidate chooses, which may include
 - a. Simulations
 - b. Presentations
 - c. Evidence of pro bono or other work or activities that enhance the School's local, regional, national, or international reputation

Version 2024

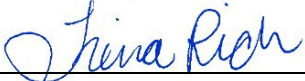
Approved Senate Faculty Review Standards Committee: June 25, 2024

Approved Senior Vice President for Academic Affairs: July 2, 2024

Approved Senior Vice President for Health Sciences: June 25, 2024

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

Review Committee Approval:

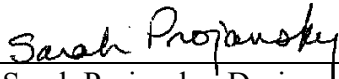


SFRSC Committee Secretary

May 9, 2025

Date

Senior Vice President Approval:



Sarah Projansky, Designee

June 5, 2025

Date