

The LEAP Program

Retention and Review Statement for Career-Line (Lecturer) Faculty and Other Instructional Personnel

Approved by LEAP Faculty: April 1, 2024

Approved by LEAP Director: April 2, 2024

Approved by the Dean of Undergraduate Studies: April 23, 2024

Approved by University Interdisciplinary Teaching Program (UITP) Committee on April 25, 2024 and the Senior Vice President on July 31, 2024 for implementation on July 1, 2024.

This document serves as LEAP's Statement of retention and review criteria, standards, evidence, and procedures for Career-Line (Lecturer) 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>, Rule 6-310 found at <https://regulations.utah.edu/academics/rules/R6-310.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.

LEAP is an academic learning community designed to connect students with one another, faculty, and other communities and resources. The program offers small seminar classes, typically over two semesters, with the same professor and cohort of students. One of the central features of the LEAP model is an in-class peer advisor who provides additional support and cements a sense of belonging. LEAP also provides wrap-around support through embedded librarians, success coaches, and optional workshops on campus resources.

The LEAP program was launched in 1994 funded by a Hewlett Grant as a 3-year experiment. In its first year, it enrolled 132 students in 5 sections. The experiment was such a success that more than 25 years later, the program has reached over ten thousand students and serves as a model for other learning communities at the University of Utah and nationwide. LEAP courses involve developing skills and knowledge relevant to all careers, such as problem solving, communication skills, information literacy, teamwork, and critical thinking.

LEAP courses meet general education requirements to provide every student at the University of Utah an exceptional educational experience.

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1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of the effective date shown on page 1. All Career-Line Lecturers 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 Director 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

As a University Qualified Interdisciplinary Teaching Program (QIDTP), the LEAP Program appoints faculty members in only one faculty category—Career-line Faculty (Lecturer), as described in Policy 6-300.

Career-Line lecturers are formally appointed as members of the faculty of the LEAP Program and of the University and serve for fixed durational terms. Appointments may be renewed for additional terms through reappointment in accordance with University and the LEAP Program 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 Lecturer faculty also are responsible, as designated in their contracts, for service at the Program, University, and community levels. LEAP Program 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 Lecturer 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 LEAP program and University administrative officers, with procedures separate from the faculty appointment processes described here.

2.2 Responsibilities and Rights of Career-Line (Lecturer) Faculty

All Career-Line (Lecturer) 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.

Lecturers are primarily responsible for teaching and for the development and implementation of special programs connected with their teaching and other areas of expertise. Lecturer faculty are also responsible, as designated in their contracts and noted above, for service to the LEAP

program and University. Lecturers may also engage in scholarship, and may be eligible for support from LEAP.

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

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

3. Initial Appointment, Term Length, Mentors, and Promotion

3.1 Initial Appointments

Career-Line (Lecturer) 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.

3.2 Appointment Body

Initial appointments of Career-Line (Lecturer) faculty require a vote of the Faculty Appointments Committee. The Faculty Appointments Committee shall consist of all LEAP 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 absentee votes provided in advance in writing. A majority vote by the quorum is required for a positive recommendation on the appointment from the committee. Votes by the Faculty Appointments Committee shall proceed by secret ballot.

3.3 Appointment Duration

- (a) Career-Line (Lecturer) faculty members initially appointed at the rank of Assistant Professor ordinarily serve for a one-year term.
- (b) Subsequent reappointments of Career-Line (Lecturer) assistant professors are ordinarily for a five-year term.
- (c) Career-Line (Lecturer) faculty members appointed at the rank of Associate Professor ordinarily serve a five-year term.
- (d) Career-Line (Lecturer) faculty members appointed at the rank of Professor ordinarily serve a five-year term.
- (e) Once appointed at the rank of Professor, Career-Line (Lecturer) faculty members at that rank hold a five-year term with a presumption of renewal to subsequent five-year terms.

- (f) Notwithstanding the above, the appointment of Career-Line (Lecturer) 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.
- (g) The appointment of any Career-Line (Lecturer) 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 (Lecturer), Assistant and Associate Career-Line (Lecturer) faculty members may be assigned an appropriate mentor from the Career-Line faculty. Mentors will typically be at a higher rank.

3.5 Promotion

To be eligible for promotion, a Career-line faculty member ordinarily has served for five years at their present rank. Variations from the ordinary periods may be considered as appropriate based on individual circumstances. A candidate may qualify for initial appointment at a higher rank or more rapid advancement through the ranks based on a combination of equivalent experience outside the LEAP program (e.g., another department at the University of Utah or a different institution of higher education), or by demonstrating the required achievements in less time than the normal period.

4. Procedures for Review

Once appointed, all Career-Line (Lecturer) faculty will be regularly reviewed. This section describes the procedures for such reviews.

4.1 Informal Reviews

Informal reviews are conducted annually by the Director of the LEAP Program in years when no formal review is held. The Director will review teaching and service activity for all members of the faculty and other non-faculty teaching personnel. 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 (Lecturer) faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be "triggered" by the Review Committee or the Director. 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.

4.2 Formal Reviews

To ensure the continued quality performance of faculty members and make decisions about their continuation in a position or promotion to a different rank, the LEAP Program will conduct formal reviews of its Career-Line (Lecturer) faculty as dictated by the length and terms of the contract provided to the faculty member.

4.3 Review Committee

The LEAP Program shall formulate a Career-Line (Lecturer) faculty and Instructional Personnel Review Committee (Review Committee). The Review Committee shall be comprised of three members of the Career-Line (Lecturer) faculty who hold the rank of Associate Professor or Professor. These appointments are made by the Director. The committee will elect a chair.

4.4 Report of Review Committee

The Review Committee is responsible for conducting formal reviews of Career-Line (Lecturer) 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 (Lecturer) Reviews

The Review Committee shall conduct its review of Career-Line (Lecturer) faculty members using the following timeline and procedures:

1. By February 15 of the academic year preceding the review, the Director will determine the obligatory reappointment reviews for the upcoming academic year and will notify, in writing, the faculty members required to be reviewed. The Director will also invite any other faculty members wishing to be reviewed for promotion to submit a letter requesting review to the Director by March 1.
2. By the first day of the fall semester of the academic year for review, the Review Committee Chair shall solicit a Student Advisory Committee report on the candidate. Such report shall be submitted to the Chair by the first week of December of that review year.
3. The Review Committee Chair shall designate members of the Career-Line (Lecturer) faculty (of a higher rank than the candidate) to conduct at least one peer teaching review 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 third week of October.

4. On the first day of the fall semester of the academic year for review, the Review Committee Chair shall request a portfolio from the candidate. The candidate shall submit that portfolio by the third week of October 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 teaching accomplishments, including instructional innovations, evaluations of their effectiveness, activities to enhance teaching skills and changes in curriculum over time in response to student feedback or instructor growth, activities and mentoring of students outside of class
 - (c) The most recent syllabi from all LEAP courses taught since the last formal review
 - (d) Letters of support and any other form of support relevant to the candidate's professional role (Letters may come from librarians and/or peer advisors or students)
 - (e) Sample assignments
 - (f) If applicable, any publications
 - (g) Any other materials the candidate deems relevant, such as course materials, simulations, presentations, evidence of pro bono or other work or activities that serve to enhance LEAP's local, regional, national, or international reputation
5. The Director shall ensure that the file includes:
 - (a) All LEAP student course feedback forms
 - (b) At least one recent LEAP peer teaching review
 - (c) Any prior written evaluations or reports from the Review Committee
6. By third week of October, the Director shall assure that the candidate's portfolio is complete.
7. By fourth week of October, the Review Committee Chair shall circulate the candidate's portfolio to other Review Committee members, who shall read the complete file.
8. The Review Committee Chair shall assign a Review Committee member to prepare a draft of the Review Committee Report. The draft report shall be

completed by third week of January, and the Review Committee shall confer about the report, make edits as necessary, and vote on its approval by the first week of February.

9. The Review Committee Chair shall expeditiously transmit the report to the candidate following its approval by the Review Committee. Upon receipt of the report, the candidate shall have five business days to make a written comment on any item in the file, or to indicate the candidate is waiving such right. The candidate has the right to review all contents in the file.
10. By second week of February, the Director shall circulate a copy of the report to all faculty members and make the candidate's file available for review. Thereafter, but no later than first week of March, all faculty members (other than the candidate) shall meet and discuss the Review Committee report. When the discussion is complete, any faculty member not also a member of the Faculty Appointments Committee will be excused. The Faculty Appointments Committee will then by a majority secret ballot vote to make a final recommendation to the Director on the candidate's reappointment and, if applicable, promotion. If the recommendation(s) of the Faculty Appointments Committee differ(s) from the recommendation(s) of the Review Committee, the Faculty Appointments Committee shall include a brief report providing evidence from the file that supports the different recommendation(s).
11. The candidate shall receive a copy of the vote and report (if present) at the time they are forwarded to the Director.
12. The Director shall receive the entire file and make their independent recommendation and forward the file to the Dean of Undergraduate Studies. Before forwarding the file, the Director shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the Director's letter and/or the Faculty Advisory Committee vote and report (if present) within five business days of receiving the Director's letter.
13. By March 20, the Dean of Undergraduate Studies shall receive the entire file and make their independent recommendation. The Dean shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the Dean's letter within five (5) business days of receiving the Dean's letter.
14. By April 1, upon receiving the candidate's written response (if any), the Dean shall forward the file to the Office of Faculty, for review by the University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee (UITP Committee).
15. Subsequent procedures are described in University Rule 6-310 and University Policy 6-302.

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. In the case of LEAP, teaching and service are parts of each faculty member's appointment and will be the basis for evaluation.

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 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

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 teaching and/or service, as stipulated in the employment contract.

5.1.1 Evaluation of Teaching

Within the University system, the term *teaching* refers to the following three components: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring. LEAP considers peer advisor advising and mentoring as a form of student advising and mentoring.

(1) Course instruction

Course instruction encompasses (a) 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; (d) information from student course evaluations; and (e) letters from peer advisors or former peer advisors, if present. Other information about teaching, including teaching awards, or any peer observations or evaluation of the candidate's teaching

done by personnel from the University's Center for Teaching Excellence (CTE) 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. Attending teaching workshops, conferences, CTE bootcamps and other events that support professional development are also part of this category, as are teaching grants and conference presentations on curriculum and program development.

(3) Student/peer advisor advising and mentoring

Work with undergraduate students/peer advisors 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 undergraduate student committees; (3) including students in research and as co-authors in scholarly work; (4) writing letters of recommendations for students, and (5) adequately supporting peer advisors and facilitating their meaningful engagement with LEAP classes. 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/peer advisor advising and mentoring.

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/peer advisor advising and mentoring to suggest that the eventual contributions in these areas will be significant.

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

5.1.2 Evaluation of Service

Evaluations are made with respect to four areas of service: (1) service to the LEAP program, (2) University service, (3) professional service, and (4) public service. It is not necessary for a candidate to participate equally in all four service areas. Evaluations are made primarily with respect to the LEAP program. Service to the LEAP program is required. Candidates may also participate in other service opportunities at the University level, which is encouraged and

valued. Professional service or public service is also considered, although this may vary by faculty interests and strengths.

(1) LEAP Program

Service within the LEAP program includes participating in LEAP committees, facilitating assessment activities, completing teaching observations of other LEAP faculty, working in administration, mentoring LEAP colleagues, and coordination with other units on campus. Faculty members may also be engaged in outreach through new student orientation, recruitment events, tabling, meeting with advisors. Research activities, such as publications and awards, are recognized as bringing value to the LEAP program and therefore can be considered as a form of service.

(2) University Service

University service is not required but is encouraged and valued. This category refers to service within the University, including at the levels of the Office of Undergraduate Studies, Colleges, or the 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) Professional Service

Professional service is not required but can complement or enhance teaching activities or function as a contribution to the LEAP program. 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.

(4) Public Service

Public service is not required but can complement or enhance teaching activities or as a contribution to the LEAP program. 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.

(5) 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 LEAP program and may have also contributed in important ways to University, Professional and/or Public Service.

Effective: The candidate has made acceptable, sustained contributions to the LEAP Program in service suggesting that eventual contributions of the candidate will be significant.

Not Satisfactory: The candidate has made insufficient contributions to the LEAP Program in service.

5.2 Review Standards for Career-Line (Lecturer) Faculty

1. To be reappointed, as an Assistant Professor, a Lecturer must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.
2. To be promoted from the rank of Assistant to Associate Professor, a 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.
3. To be promoted to the rank of Professor, a Lecturer must demonstrate (1) sustained Excellence in teaching and that they are (2) Excellent in service.
4. Lecturers are not expected to engage in research and published scholarship. However, the Director and faculty encourage and support Lecturers who wish to engage in scholarship.

6. Non-Faculty Instructional Personnel

Non-faculty instructional personnel do not hold faculty appointments but teach credit-bearing courses within the LEAP Program. They include associate instructors. Non-faculty instructional personnel do not have voting rights and are not expected to serve on committees.

Non-faculty instructional personnel shall undergo a formal review after each academic year of service at the University. To be re-employed, a non-faculty instructional personnel undergoing formal review must demonstrate that they are at least Effective in teaching, using the same standards that define Effective teaching for Career-Line (Lecturer) faculty within the LEAP Program.

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

1. By January 15 of the academic year for review, the Review Committee Chair and the Director shall confer and create a list of non-faculty instructional personnel for whom a formal review is required.

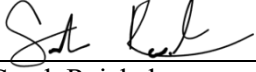
2. By March 1, the Review Committee shall prepare, approve, and circulate a report to the Director describing its findings on all reviewed non-faculty instructional personnel. The report shall explain how the committee gathered information for the review, including steps taken to collect information 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 Director shall consider and take into account the Review Committee's report when determining whether to employ the instructional personnel to teach courses in the subsequent academic year.

The appointment of non-faculty instructional personnel also may be ended if there is no longer a need for the personnel's expertise or relevant teaching 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 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: Notices of Final Approval of RPT Statement

Review Committee Approval:



Sarah Reichel,
QITP Committee Representative

April 25, 2024

Date

Senior Vice President Approval:



Sarah Projansky, Designee

July 31, 2024

Date