

DEPARTMENT OF WRITING & RHETORIC STUDIES

STANDARDS, CRITERIA, AND PROCEDURES FOR APPOINTMENT, REVIEW, AND PROMOTION FOR CAREER-LINE (LECTURER) FACULTY

I. Department Mission

A. Department Mission

The mission of the Department of Writing & Rhetoric Studies is to enhance the knowledge and skills related to writing and rhetoric in order to address the needs of an increasingly globalized world in which the ability to produce and interpret texts in all their forms is an essential part of everyday life.

Writing and Rhetoric Studies is dedicated to understanding the production, circulation, uses, and effects of texts, emphasizing the history of writing, the sociocultural relationship between writing and knowledge dissemination, and the impact of the written word and other forms of composition in education, the workplace, and society. Our department draws upon the full spectrum of methodologies and perspectives. Through teaching, research and service, the department serves the needs of its students and contributes significantly to the University's commitment to educational development through the discovery, refinement and exploration of knowledge.

Pursuant to University Rule 6-310 (IDTP) and University Policy 6-310:

<http://www.regulations.utah.edu/academics/6-310.html>

<http://www.regulations.utah.edu/Rules/academics/R6-310.html>

this document serves as the department's guidelines for appointment, review/reappointment, and promotion for career-line faculty. These guidelines aim to provide a set of working criteria and procedures to help career-line faculty meet and exceed department and university expectations and achieve their professional goals at different stages of their career. Evaluations are meant to be both formative and consultative, and they take into account performances by the career-line faculty in teaching and service, as well as the continued contributions and commitment they bring to the department over the entirety of their career at the university. The department will review and refine these guidelines as often as necessary in order to respond to any changes or new developments in the department and at the university.

B. Teaching Standards and Evaluation

Teaching refers to regularly scheduled instruction, curriculum and program development, directing undergraduate student work, and mentoring students. The judgments in the Department of Writing & Rhetoric Studies are made primarily with respect to three components of teaching: 1. course instruction, 2. curriculum development, and 3. student mentoring.

1. Course Instruction

Course instruction includes the planning and execution of classroom or online instruction for university courses. In evaluating the career-line faculty's course instruction, consideration shall be given to the following: What is the quality and organization of prepared course materials? How well do instructional practices reflect the teaching philosophy? How current are the teaching materials? Do the evaluation practices match the instructional objectives stated in the course syllabi? Does the candidate meet classes as scheduled? Is the the career-line faculty regularly available for interaction with students outside of class? How do students respond to the instructor and courses in student feedback forms?

2. Curriculum Development

The contributions of the career-line faculty to ongoing curriculum/program development and maintenance are recognized as an important function within the evaluation of teaching. The development and teaching of courses needed to enhance the department's curriculum are valued. In evaluating the career-line faculty's contributions in this area, consideration shall be given to the following: How has the career-line faculty contributed to the department's undergraduate departmental teaching needs? How have they contributed to curriculum development?

3. Student Mentoring

In addition to holding regular office hours, work with students outside of the classroom, is important. In evaluating the career-line faculty's mentoring, consideration shall be given to the following: How effectively has the career-line faculty worked with students? How effectively has the candidate provided mentoring beyond the classroom?

4. Summary Rating Scale for Teaching

Ratings on the 3-point scale below reflect the joint consideration of the three components of teaching, relative to the career-line faculty's time in rank.

Excellent: The career-line faculty has made significant contributions to the department in areas of course instruction, curriculum/program development, and student advising and mentoring.

Effective: The career-line faculty has made acceptable contributions in the area of teaching for time in rank. 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.

Not satisfactory: The career-line faculty has made insufficient contributions in the area of teaching given time in rank.

C. Service

Service to the department, college, and university is required of the department teaching faculty. While there are no quantitative expectations, the career-line faculty are expected to contribute a reasonable amount of service commensurate with their rank. Service may include but is not limited to: actively participating in department events such as department meetings, department-sponsored conferences, lectures, forums, and workshops; membership on standing and ad hoc committees at the department, college, and university level; teaching or providing other forms of *civic* engagement and learning for/in the community; writing letters of recommendation for students; and contributions to or editing of a professional journal.

II. Career-Line Faculty Position (Lecturer)

Career-line faculty are full-time instructors in the Department of Writing & Rhetoric Studies, normally with a five-year contract. Their primary responsibility is teaching and service. They are responsible for teaching six course sections (three per semester) or the equivalent per academic year. Based upon the department's needs, they are also eligible for teaching additional courses, including summer teaching, at the department's standard per-section rate. They teach required lower-division writing courses and courses in the department's undergraduate major and minor. In addition, depending on their expertise, career-line faculty may be asked to contribute to the department's graduate program, too. And as a faculty member of the department, they will also be expected to perform service that benefits the department, college, university, and community.

Appointments for career-line faculty can be, based on degree obtained: 1) Instructor (Lecturer) for those without a terminal degree or Assistant Professor (Lecturer) for those with a terminal degree. Career-line faculty may apply for promotion through the higher ranks of (Assistant, Associate, and Professor-Lecturer), following the schedule and criteria described below. Candidates with exceptional qualifications may be brought in at a higher rank (Associate or Professor-Lecturer), and those who progress at an exceptional rate may be considered for faster advancement. Appointment to a career-line position makes applicable a range of University regulations, including the provisions of the Faculty Code providing for rights and responsibilities ([Policy 6-316](#)). Also see Policy 6-300-Sec. 4 (auxiliary faculty generally) and [Policy 6-311](#)-Sec. 5 (advance notice of termination for long-term instructional auxiliary faculty).

III. Recruitment, Review, and Reappointment

A. Recruitment

All searches and appointments of career-line faculty will take place in accordance with University Policy 6-302 (<https://regulations.utah.edu/academics/6-302.php>). When a search for a new career-line faculty position is approved, the department chair shall appoint a search committee composed of two tenure-line faculty, two career-line faculty,

and one graduate student. Except for special or other unforeseen circumstances, the search for career-line faculty should normally follow the same process as adhered to by that for tenure-line faculty (see Section V of the department's By-Laws).

B. Annual Review

All career-line faculty in the department undergo an informal review annually and a formal review in their final (fifth) year of their five-year contract.

For the informal annual review conducted by the department chair, all career-line faculty should submit the following:

- a summary of their past year's teaching evaluation;
- a brief (one- to two-page) statement highlighting their teaching, service, as well as other, including scholarly, contributions; and
- an updated curriculum vitae.

The review materials are due by February 15 of each year.

C. Fifth-Year Review for Reappointment

In the fall of the fifth year of their five-year contract, career-line faculty undergo a formal review for reappointment. The candidate for the formal fifth-year review should submit the following:

- a statement (two- to four-pages) describing the candidate's teaching philosophy and major accomplishments in the past five years;
- a summary of the teaching evaluations of past five years;
- a list of courses taught in the past five years as well as sample syllabi and/or other evidence of teaching effectiveness detailing, for example, course content and assignments, teaching methods, readings, homework assignments and evaluation activities, possibly highlighting how courses have changed over the years in response to student feedback or instructor growth;
- two peer teaching evaluation reports;
- a curriculum vitae;
- the department's Student Advisory Committee (SAC) report; and
- any other supporting materials deemed relevant by the candidate, including teaching awards and grants, conference participations and presentations, scholarly publications and evidence of other creative performances.

The department chair shall appoint a Career-line Faculty Review Committee for the fifth-year review. The committee is chaired by a career-line faculty member, normally a full or associate professor, to supervise the review and reappointment process in accordance with department policies and procedures and University Policy 6-310 (<https://regulations.utah.edu/academics/6-310.php>). The review committee shall consist of two tenure-line faculty and two career-line faculty including the committee chair. The

career-line faculty committee members must hold the same rank as or higher rank than that of the candidate(s) being reviewed.

For each reappointment, the review committee will submit its recommendation letter to the department chair, and the department chair will prepare a separate recommendation letter. The department will also vote on each reappointment. Both letters, together with the vote record, are forwarded to the Dean of the College of Humanities. The recommendations from the department and the Dean are then forwarded to the University Career-Line Reappointment Committee, the Senior Vice President of Academic Affairs, and on to the Academic Senate and Board of Trustees for final approval.

Upon receipt of a negative recommendation from the department and the college, a career-line faculty has the right to appeal the negative recommendation to the University Career-Line Reappointment Committee. Should the appeal process be fully exhausted and the negative recommendation for reappointment still stand, the non-reappointed career-line faculty would be granted an additional year of employment in the department after his/her current five-year term of the appointment expires so that he/she would have reasonable time to seek employment elsewhere in either higher education or other related fields.

IV. Career-Line Faculty (Lectureship) Promotion Eligibility and Criteria

A. Promotion Eligibility

Ordinarily, five years after appointment as Instructor, the candidate can apply for promotion to Assistant Professor (Lecturer); five years after appointment as Assistant Professor, the candidate can apply for promotion to Associate Professor; and five years after appointment as Associate Professor, the candidate can apply for promotion to Professor.

The department chair shall appoint a Career-line Faculty Promotion Committee for the candidate eligible for promotion review. The committee is chaired by a tenure-line faculty member, normally a full or associate professor, to supervise the promotion process in accordance with department policies and procedures and University Policy 6-310 (<https://regulations.utah.edu/academics/6-310.php>). The promotion committee shall consist of two tenure-line faculty including the chair and two career-line faculty. All career-line faculty committee members must hold the higher rank than that of the candidate(s) being considered for promotion.

Promotion is not automatic after a certain period of service; rather promotion is based on satisfying the criteria and standards for excellence (described below).

B. Criteria for Assistant Professor (Lecturer)

The academic record for appointment at this rank should demonstrate the potential for future excellence in teaching and significant contribution to the department. The rank of

Assistant Professor (Lecturer) will be given to candidates who are consistently prepared and effective in their teaching, clearly articulating teaching objectives, using effective methods of conveying information and skills, and providing timely and meaningful feedback and assessment of student learning. Candidates will also be expected to contribute to, for example, the department in the form of curricular development, coordinating a course(s), mentoring students in the major and minor, serving on the department committees, and contributing to the academic life at the university.

C. Criteria for Associate Professor (Lecturer)

After at least five years, the Assistant Professor (Lecturer) who holds a terminal degree (PhD or MFA) in a related field can apply for promotion to the rank of Associate Professor (Lecturer). The successful candidate will demonstrate creativity in developing new pedagogies and a deep and current understanding of the discipline, as evidenced by their syllabi. Criteria include performing teaching responsibilities with consistency, imagination and resourcefulness, employing effective methods of teaching, receiving strong teaching evaluations and positive recommendations from the department's Student Advisory Committee (SAC). The successful candidate will also demonstrate ongoing contributions to the department in areas such as: mentoring students in the major and minor, serving on the department committees, coordinating a course(s), holding an administrative position, and contributing to the academic life at the university.

D. Criteria for Professor (Lecturer)

After another five years, candidates with a terminal degree (PhD or an MFA) can apply for the rank of Professor (Lecturer). Successful candidates must demonstrate excellence in teaching through teaching evaluations, the department's SAC reports, and other indications of excellence, innovation and commitment. Other evidence of success for consideration may also include winning department, college, university, or national teaching awards, developing new curricula, collecting grants or fellowships, or receiving recognition in the community for teaching work or for community engagement learning. Successful candidates will also have demonstrated consistent and effective participation in the service to the department, college, and university, as well as potential for publishing or presenting scholarship in an academic public forum.

V. Promotion Procedures and Materials

A. Promotion Procedures

At the end of the spring semester, the department chair will notify faculty who are eligible for promotion the next fall. At the beginning of the fall semester of the academic year for promotion, the candidate should submit to the chair a promotion dossier. Before the mid-point of the fall semester, the chair will solicit a report from the department's Student Advisory Committee (SAC).

The Career-Line Promotion Committee will review the candidate's promotion dossier and submit its recommendation to the department chair by the end of the fall semester. The chair will write his/her own recommendation during the winter break. Both department recommendations, together with all the supporting materials, will be sent to the Dean's office by the end of January. The Dean will also write his/her own recommendation. All three recommendations will then be forwarded to the University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee ("UITP Committee"), the Office of Senior Associate Vice President for Academic Affairs, and to the Senate, and Board of Trustees for final approval.

Upon receipt of a negative recommendation from the department and/or college, a career-line faculty may appeal the negative recommendation to the University Career-Line Reappointment Committee. Should the appeal process be fully exhausted and the negative recommendation for promotion still stand, the career-line faculty could apply for promotion again after three years since his/her last application for promotion.

B. Promotion Materials

1. Career-line faculty undergoing formal review for promotion to Assistant Professor (Lecturer) will submit the following:
 - a statement (two- to four-pages) describing the candidate's teaching philosophy and major accomplishments in the areas of teaching and service in the past five years;
 - a summary of the teaching evaluations of past five years;
 - a list of courses taught in the past five years as well as sample syllabi and/or other evidence of teaching effectiveness detailing, for example, course content and assignments, teaching methods, readings, homework assignments and evaluation activities, possibly highlighting how courses have changed over the years in response to student feedback or instructor growth;
 - two peer teaching evaluation reports;
 - a curriculum vitae;
 - the department's Student Advisory Committee (SAC) report; and
 - any other supporting materials deemed relevant by the candidate, including teaching awards and grants, conference participations and presentations, scholarly publications and evidence of other creative performances..

2. Career-line faculty undergoing formal review for promotion to Associate Professor (Lecturer) will submit the following:
 - a statement (three- to five-pages) describing the candidate's teaching philosophy and major accomplishments and developments in the areas of teaching and service since last promotion;
 - a summary of the teaching evaluations since last promotion;
 - a list of courses taught since last promotion as well as sample syllabi and/or other evidence of teaching effectiveness and curricular innovation detailing, for

example, course content and assignments, teaching methods, readings, homework assignments and evaluation activities, possibly highlighting how courses have changed over the years in response to student feedback or instructor growth;

- two peer teaching evaluation reports;
- a curriculum vitae;
- the department's Student Advisory Committee (SAC) report; and
- any other supporting materials deemed relevant by the candidate, including teaching awards and grants, conference participations and presentations, scholarly publications and evidence of other creative performances.

3. Career-line faculty undergoing formal review for promotion to Professor (Lecturer) will submit the following:

- a statement (four- to six-pages) describing the candidate's teaching philosophy and major accomplishments and developments in the areas of teaching and service since last promotion;
- a summary of the teaching evaluations since last promotion;
- a list of courses taught since last promotion as well as sample syllabi and/or other evidence of teaching effectiveness, curricular innovation, and overall excellence detailing, for example, course content and assignments, teaching methods, readings, homework assignments and evaluation activities, possibly highlighting how courses have changed over the years in response to student feedback or instructor growth;
- two peer teaching evaluation reports;
- two letters of support from colleagues outside the department sent directly to the department chair;
- a curriculum vitae;
- the department's Student Advisory Committee (SAC) report; and
- any other supporting materials deemed relevant by the candidate, including teaching awards and grants, conference participations and presentations, scholarly publications and evidence of other creative performances.

NB:

(1) While career-line faculty appointed by the department are not required to produce scholarship and present at professional conferences, they are encouraged to do so since teaching and research are interconnected and mutually entailing of each other, and since all faculty members in a research university should contribute to the production of new knowledge in a regular and ongoing manner. Therefore, conference participations and presentations, scholarship materials, and evidence of other creative performances *may be* included in the promotion materials submitted but *are not* required, and they are *only* supplemental to the reappointment and promotion review.

(2) When reappointment and promotion fall on the same academic year, the candidate(s) may only need to submit one set of materials for two purposes.