

HONORS COLLEGE

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

Approved by Honors College Faculty: October 18, 2019

Approved by Honors Policy Board: October 28, 2019

Approved by Dean: October 28, 2019

Approved by University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee on December 8, 2021 and the Senior Vice President on June 14, 2022 for retroactive implementation on January 1, 2020.

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

Mission and Nature of Unit

At the Honors College, dedicated teachers and motivated learners collaborate to build an innovative educational environment, where students are challenged to think, ask questions, take risks and explore. The work is demanding, the standards are high, but here students acquire the intellectual tools that will enrich their lives — and enable them to thrive in a rapidly changing global community.

The Honors College of the University of Utah is an interdisciplinary teaching program, a type of academic unit described in University [Policy 6-001](#), authorized as a course-offering unit, and under University [Rule 6-310](#) is a *Qualified Interdisciplinary Teaching Program* (UQITP) authorized to appoint Career-Line faculty.

Historically, the Honors Policy Board (HPB) has served as the “Program Advisory Committee” specified in rule 6-310, and the HPB has historically voted on faculty appointment, retention, and promotion matters. This Statement continues this practice. The HPB is comprised of faculty from most of the Academic Colleges on campus that have Honors students, the Dean and Associate Dean(s) of the Honors College, two members of the Honors Core Faculty, and an *ex officio* member of the Honors Student Advisory Committee. The HPB is chaired by the Dean of Undergraduate Studies. Members are appointed by the HPB Chair and the Dean of the Honors College for three-year terms, with the exception of the two faculty representatives from the Honors Core Faculty, who are elected by faculty vote to serve three-year terms. All faculty with at least a 50% appointment in the Honors College are eligible to serve and vote. Faculty representatives from the Honors Core Faculty who are also serving on the HFAC do not vote in the HPB meeting about faculty reviews. Student members of the HPB do not attend the meeting about faculty reviews and do not have access to faculty review materials.

The Honors Faculty Advisory Committee (HFAC) is comprised of all Career-Line faculty with at least a 50% appointment in the Honors College (defined as Honors Core Faculty), and who are eligible to vote on candidates for appointment, reappointment, and promotion. The minimum size of this committee is three individuals. Ad-hoc members from external units will be appointed by the Dean under two circumstances: 1) the Honors College has too few faculty members at the necessary rank; and 2) the Honors Core Faculty does not include at least one committee member with relevant disciplinary expertise for reviewing a particular candidate. Such ad-hoc members will be appointed based on expertise relevant to the teaching portfolio of candidates up for review.

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1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of January 1, 2020. All Career-Line faculty members appointed or reappointed, and all other instructional personnel employed, 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 Dean by signed letter 2 weeks prior to the beginning of the review process.

2. Faculty Categories, Ranks, Responsibilities, and Rights

2.1 Faculty Categories

As a UQITP under University Rule 6-310, the Honors College appoints its 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 Honors College and of the University and serve for fixed durational terms. Appointments may be renewed for additional terms through reappointment in accordance with University and Honors College policy. Promotions to a higher rank are (but need not be) considered at the time of reappointment to a new term with the higher rank, and such promotions require a reappointment process. Career-Line faculty also are responsible, as designated in their contracts and expected by their home units, for service at the College, University, and community levels. College and University service includes a collective responsibility to help oversee and to participate in the administration and governance of those institutions. Given the mission of the Honors College, participation in faculty shared governance and in furthering the mission of the College is an expected and important part of faculty appointments.

In addition to formal appointment to the status of member of the faculty, Career-Line faculty 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 Honors College 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 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.

Career-Line faculty are primarily responsible for teaching and for the development and implementation of special programs connected with their teaching and other areas of expertise. Career-Line faculty also are responsible, as designated in their contracts and noted above, for service to the Honors College and University. Career-Line faculty may also engage in

scholarship, but this is not required.

Career-Line faculty members are entitled to participate fully on Honors College and University Committees (within limits prescribed by University regulations), and at Honors College faculty meetings. Faculty at the rank of Professor, Associate Professor, and Assistant Professor are entitled to vote on appointment and reappointment matters of Career-Line faculty of their rank or lower. Faculty at the rank of Professor and Associate Professor may vote on the promotion matters of Career-Line faculty of lower ranks.

3. Initial Appointment, Term Length, and Mentors

3.1 Initial Appointments

Career-Line 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 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 faculty require a vote of the Honors Faculty Advisory Committee (HFAC, in its role as the Faculty Appointments Committee). The HFAC shall consist of all faculty members eligible to vote on an appointment or reappointment matter. The HFAC shall only vote when a two-thirds or greater quorum exists, including any proxy votes provided in advance in writing. A majority vote by the quorum is required for a positive recommendation on the appointment from the committee. Votes by the Faculty Appointments Committee shall proceed by secret ballot.

3.3 Appointment Duration

- (a) Career-Line faculty members appointed at the rank of Instructor or Assistant Professor ordinarily serve for a one-year term initially, after which 3-year terms may be awarded. Career-Line faculty members appointed at the rank of Associate Professor ordinarily serve up to a five-year term. Career-Line faculty members appointed at the rank of Professor ordinarily serve a five-year term.
- (b) Once appointed at the rank of Professor, Career-Line faculty members at that rank hold a five-year term with a presumption of renewal to subsequent five-year terms.
- (c) Notwithstanding the above, the appointment of Career-Line 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.

- (d) The appointment of any Career-Line 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 Associate Professor, Career-Line Faculty shall be assigned a faculty mentor by the dean. Until promoted to the rank of Professor, Career-Line Faculty may be assigned a faculty mentor at the request of the candidate or by recommendation of the dean.

3.5 Promotion

To be eligible for promotion, a Career-Line faculty member ordinarily has served for 5 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 of the Honors College (e.g., another department of 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 Faculty will be regularly reviewed by the Honors College. This section describes the procedures for such reviews.

4.1 Informal Reviews

All Career-Line Faculty without appointments elsewhere in the University, will submit a brief report each year by May 15th consisting of a one-page statement of teaching activities within the Honors College from the past year and goals for the upcoming year; an updated CV; a bullet point list of service activities; and an optional bullet point list of scholarly activities. The Dean and Director of Curriculum and Assessment will review these materials and relevant course evaluations.

Any issues or problems are discussed and addressed individually, as needed. The Dean or Director of Curriculum and Assessment will ensure that a brief summary of the discussion is placed in the candidate's file. The faculty member may, but is not required, to write a response within five (5) business days; such responses are also included in the candidate's file. All informal reviews are included in a candidate's formal review file. If, in an informal review, a Career-Line faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be "triggered" by the Dean. The "triggered" formal review shall occur the following fall unless the Dean and the Director of Curriculum and

Assessment determine that it is necessary 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 Honors College will conduct formal reviews of its Career-Line faculty as dictated by the length and terms of the appointment of the faculty member.

4.3 Review Committee

The Honors College shall formulate a Career-Line Personnel Review Committee (Review Committee). This Review Committee shall be comprised of the members of the HFAC including any ad-hoc members from the broader University faculty (see above). In addition, a member of the Review Committee shall be elected as Chair of the Review Committee by majority vote of the Career-Line faculty in the Honors College.

4.4 Report of Review Committee

The Review Committee is responsible for conducting formal reviews of Career-Line faculty and completing a report describing the findings of its review. Based on this report, the Review Committee shall recommend either

- (a) that the candidate be reappointed and, where appropriate, promoted,
- (b) that the candidate be denied reappointment or, where appropriate, promotion, or,
- (c) where there are issues that require attention, that the candidate be reappointed for a one-year appointment with the opportunity to be considered for reappointment in the following year.

The report of the Review Committee shall:

- (a) summarize the evidence considered;
- (b) state how the evidence considered satisfies or fails to satisfy the applicable standard(s);
- (c) make recommendations for rating the candidate in all applicable areas of evaluation (e.g., Excellent, Very Good, Effective, or Not Effective); and
- (d) give the reasons for its recommendations.

4.5 Procedures for Career-Line Formal Reviews

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

- (a) By August 1st, the Dean shall notify in writing the faculty eligible to apply for reappointment or reappointment with promotion in the upcoming academic year.
- (b) By August 15th, the faculty members will notify the Dean in a formal memo of their intention to apply for reappointment or reappointment with promotion in the upcoming academic year.
- (c) By August 31st of the fall semester of the academic year for review, the Dean shall solicit a Student Advisory Committee (RPT-SAC) report on the candidate. Such report shall be submitted to the Dean by October 31st.
- (d) By August 31st, for each candidate, the Dean shall designate one or more members of the Career-Line faculty (at or above the rank of the candidate) to conduct a peer teaching review. The reviewing faculty members may include members of the Review Committee. These peer teaching evaluations of the candidate shall be submitted to the candidate's file by December 1.
- (e) By August 31st, the Chair of the Review Committee shall request a portfolio from the candidate. The candidate shall submit that portfolio by October 1 of that year. The portfolio shall include:
 - i. A curriculum vitae;
 - ii. A personal statement, including the following as appropriate:
 - a. a list of courses taught;
 - b. 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;
 - c. a statement of teaching objectives and philosophy; and
 - d. a description of service activities for the Honors College, University, and/or the broader community;
 - iii. Any other materials the candidate deems relevant, such as course materials, simulations, presentations, and evidence of pro bono or other work or activities that serve to enhance the Honors College's local, regional, national, or international reputation.
- (d) By October 1, the Dean shall assure that all teaching evaluations and recent syllabi for the candidate are placed in the candidate's file.
- (e) By October 1, the Dean shall assure that any prior written evaluations or reports from the Review Committee and from Informal Reviews are placed in the candidate's file.
- (f) By December 1, the Dean shall assure that any letters of reprimand and the latest findings, decisions, or recommendations from University committees or officials arising from relevant concerns about the faculty member are placed in the candidate's file.

- (g) By December 1, the Dean shall place any comments about the candidate from Honors College Faculty members into the file.
- (h) By December 1, the file shall close.
- (i) No later than five (5) business days after the file closing date, the candidate may submit a written response to any of the file contents to the Dean, who shall add the response to the file.
- (j) Upon receiving the candidate's written response (if any), the Review Committee Chair shall circulate the candidate's file to other Review Committee members, who shall read the complete file.
- (k) The Review Committee shall meet to discuss the file and vote on reappointment and promotion if relevant. The Chair shall then assign a Review Committee member to prepare a draft of the Review Committee Report. The draft report shall be completed by December 15, and the Review Committee shall confer about the report and vote on its approval by January 7.
- (l) The Chair shall expeditiously transmit the report to the candidate following its approval by the Review Committee. Upon receipt of the report, the candidate shall have five business days to make a written comment on any item in the file, or to indicate the candidate is waiving such right.
- (m) By January 31, the Review Committee Chair shall circulate a copy of the report and any response from the candidate to the Honors Policy Board (excepting student representatives) and make the candidate's file available for review. Thereafter, but no later than February 21, the Honors Policy Board shall meet and discuss the recommendations and by a majority secret ballot vote make a recommendation to the Dean on the candidate's reappointment and, if applicable, promotion. The Chair of the Honors Policy Board will appoint a secretary at the meeting to write a brief summary of the meeting, which will be made a part of the candidate's file.
- (n) By March 1, the candidate shall receive a copy of the vote and meeting summary at the time they are forwarded to the Dean. The candidate may make a written response to the HPB vote and meeting summary within five (5) business days of receiving a copy.
- (o) By March 10, The Dean 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.
- (p) By March 20, upon receiving the candidate's written response (if any), the Dean shall forward the file to the Office for Faculty, for review by the University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee (UQITP Committee).
- (q) 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 functions of faculty members relevant to that faculty member's appointment: (1) teaching and (2) service.

Summary ratings of performance in these two 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. As permitted by Policy, this unit will use a four-level scale for evaluating performance: excellent, very good, effective, and not satisfactory. On this scale, the standard very good is located between the standards of excellent and effective in University Policy. The same criteria and standards apply to both formal and informal reviews. Evaluations of candidates are based on the evidence provided regarding a candidate's teaching and service and are described in subsequent sections.

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

5.1 Review Standards and Criteria

5.1.1 Evaluation of Teaching

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

(a) Course instruction

Course instruction encompasses

- i. didactic classroom instruction;
- ii. online and distance education teaching;
- iii. the organization and facilitation of seminars and workshops that are related to curriculum needs; and
- iv. independent instruction involving one or more students on special topics.

Specific sources of information to evaluate the candidate's course instruction shall include:

- i. the candidate's statement of teaching philosophy as found in their personal statement;
- ii. peer review of the candidate's syllabi, assignments, and other teaching materials;

- iii. peer observation of the candidate's course instruction, seminars, workshops, and other public presentations;
- iv. information from student course evaluations; and
- v. the RPT-SAC Report.

Other information about teaching, including, for example, a teaching portfolio, teaching awards, or any evaluation of the candidate's teaching done by personnel from the University's Center for Teaching and Learning Excellence (CTLE) may also be included.

(b) 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, work on developing program and curriculum policy documents, and the publication of textbooks or other teaching materials.

(c) Student advising and mentoring

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

- i. general student advising and mentoring;
- ii. mentoring student thesis work; and
- iii. including students in research and as co-authors in scholarly work.

Contributions in this area are evaluated with respect to both quantity and quality.

(d) Summary Rating Scale for Teaching

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

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

Very Good: The candidate has made significant, sustained contributions in areas of course instruction, curriculum/program development, and student 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 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 three areas of service: (a) professional service, (b) University service, and (c) public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members.

(a) Professional Service

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

(b) University Service

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

(c) Public Service

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

(d) Summary Rating Scale for Service

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

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

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

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

eventual contributions of the candidate will be significant.

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

5.2 Review Standards for Career-Line Faculty

- (a) To be reappointed, a Career-Line faculty member must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.
- (b) To be eligible for promotion, a Career-Line faculty member ordinarily has served for 5 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 of the Honors College (e.g., another department of the University of Utah or a different institution of higher education), or by demonstrating the required achievements in less time than the normal period.
- (c) To be promoted from the rank of Assistant Professor to Associate Professor, a Career-Line Faculty member must demonstrate that they are (1) at least Very Good in teaching and (2) at least Effective in service.
- (d) To be promoted to the rank of Professor, a Career-Line faculty member must demonstrate that they are (1) Excellent in teaching and (2) at least Very Good in service.
- (e) Career-Line faculty are not expected to engage in research and published scholarship. However, the Dean and faculty encourage and support Career-Line faculty who wish to engage in scholarship. Evidence of scholarly and creative activity can strengthen a file, but does not replace the required performance in teaching and service.

6. Non-Faculty Instructional Personnel and Borrowed Faculty

Non-faculty instructional personnel do not hold faculty appointments but teach credit-bearing courses within the Honors College. They include academic staff and associate instructors. In addition, some Honors College courses are taught by borrowed faculty or post-doctoral scholars, who are borrowed from other units within the University via an agreement negotiated between unit heads or designees. Non-faculty instructional personnel and borrowed faculty do not have voting rights and are not expected to serve on committees.

The Dean is responsible for hiring any non-faculty instructional personnel and borrowed faculty members, and for ensuring that they have the appropriate qualifications for the assigned duties.

6.1 Borrowed Faculty

Borrowed faculty undergo reviews appropriate to their faculty category in their home departments. In addition, when they teach Honors College courses, at minimum the Dean and Director of Curriculum and Assessment review each borrowed faculty member's course

evaluations.

6.2 Non-Faculty Instructional Personnel

Non-faculty instructional personnel shall undergo a formal review after every three (3) academic years of service at the University. 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 faculty within the Honors College.

Evaluations of non-faculty instructional personnel are overseen by the Dean and a Review Committee consisting of the Director of Curriculum and Assessment and one other faculty member appointed by the Dean.

Evaluations are made on the basis of syllabi, course evaluations, class observations, and other documents the candidate may choose to include.

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

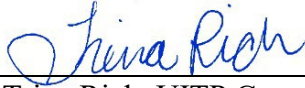
- (a) By January 15 of the academic year for review, the Director of Curriculum and Assessment and the Dean shall confer and create a list of non-faculty instructional personnel for whom a formal review is required.
- (b) By February 15, the Dean shall ensure that the required materials are included in the file, and that the file closes.
- (c) By March 1, the Review Committee shall prepare, approve, and circulate a report to the Dean 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.
- (d) The Dean shall consider and take into account the Review Committee's report when determining whether to hire non-faculty instructional personnel to teach courses in the subsequent three academic years.

The employment 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 employment is 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: University Interdisciplinary Teaching Programs Faculty appointments Advisory Committee and Senior Vice President Notices of Final Approval

Review Committee Approval:



Trina Rich, UITP Committee
Secretary

December 8, 2021

Date

Senior Vice President Approval:



Sarah Projansky, Designee

June 14, 2022

Date