

COLLEGE OF FINE ARTS

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

Revision 2: Minor Edits for Correcting and Adjusting Timeline and Academic Non-Faculty Section

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Revision 1: Minor Edits for Clarification and to Timeline

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

Vision of the College of Fine Arts:

A world where we harness the power of the arts to inspire us all to find our voices, fuel our passions, and ignite our futures.

Mission of the College of Fine Arts:

Generate and share new knowledge through inclusive and sustainable inquiry in and through the arts.

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1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of July 1, 2022. All Career-Line, Adjunct, and Visiting faculty members, and other instructional personnel appointed or reappointed on or after this date will be considered under this Statement with the exception that faculty members whose review for reappointment and/or promotion is within twelve months of the adoption of these standards shall have the option of selecting either (1) the prior review standards or (2) this new Statement. This Statement will apply unless the candidate's choice of the prior requirements is communicated to the Department Chair/School Director and Dean by a jointly addressed signed letter before September 1 of the academic year in which the review will take place.

2. Faculty Categories, Ranks, Responsibilities, and Rights

2.1 Faculty Categories

In addition to Tenure-Line faculty, the College of Fine Arts appoints faculty members as (1) Career-Line faculty, which includes Clinical Faculty and Lecturers; (2) Adjunct faculty; and (3) Visiting faculty.

Career-Line, Adjunct, and Visiting faculty are formally appointed as members of the faculty of one of the departments/schools of the College of Fine Arts (Art & Art History, Dance, Film & Media Arts, Music, or Theatre) and of the University and serve for fixed durational terms. Appointments may be renewed for additional terms through reappointment in accordance with University and 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 department/school, University, and community levels. Department/School, College, and University service includes a collective responsibility to help oversee and to participate in the administration and governance of those institutions.

In addition to formal appointment to the status of member of the faculty, Career-Line, Adjunct, and Visiting faculty members are hired as an employee of the University, in a position designated as either full- or part-time, and for a designated time period which may be equal to or less than the duration of the faculty appointment term. An individual contract for employment, including the full- or part-time position, the durational period of employment, salary and benefits, and specific individual duties, is administered by the Department/School, College, and University administrative officers, with procedures separate from the faculty appointment processes described here. Career-Line faculty members are ordinarily hired as full-time employees, Adjunct faculty are ordinarily hired as part-time employees, and Visiting faculty may be hired as either part-time or full-time employees.

2.2 Responsibilities and Rights of Career-Line Faculty

All Career-Line faculty members appointed at .5 FTE or above have the following rights and responsibilities. Career-Line faculty appointed by special arrangement at less than .5 FTE will have those rights and responsibilities articulated in their contract with the university.

2.2.1 Responsibilities and Rights of Career-Line Clinical Faculty

Clinical faculty are primarily responsible for teaching clinical, skills, and other experiential learning courses. Clinical faculty members may also engage in service and/or research and are eligible for support from the Department/School and College.

Clinical faculty are entitled to participate fully on Department/School, College, and University Committees (within limits prescribed by University regulations), in College Council, and at faculty meetings.

Clinical Professors, Clinical Associate Professors, and Clinical Assistant Professors are entitled to vote at College Council if they are serving as elected members of the council. They may also be entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on hiring, retention, and promotion of Tenure-Line faculty. (See appendices for information pertaining to voting rights in each Department/School.)

2.2.2 Responsibilities and Rights of Career-Line Lecturer Faculty

Lecturers are primarily responsible for teaching and for the development and implementation of special programs connected with their teaching and other areas of expertise. Lecturers may also engage in service and/or research and are eligible for support from the Department/School and College.

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

Lecturers at the rank of Professor, at the rank of Associate Professor, and at the Rank of Assistant Professor are entitled to vote at College Council if they are serving as elected members of the council. They may also be entitled to vote on appointment, reappointment, and promotion matters of Career-Line faculty of their rank or lower but not on hiring, retention, and promotion of Tenure-Line faculty. (See appendices for information pertaining to voting rights in each Department/School.)

2.3 Responsibilities and Rights of Adjunct Faculty

Adjunct faculty are appointed primarily to teach or to co-teach one or more courses in areas of special expertise or skills, or to address temporary or permanent gaps in courses taught by Tenure-Line and Career-Line faculty.

Adjunct faculty are not expected to serve on Department/School, College, or University committees, but may do so at the discretion of the Department Chair/School Director or Dean. Adjunct faculty typically engage in community service as part of their professional lives.

2.4 Responsibilities and Rights of Visiting Faculty

Visiting faculty appointments are for no more than three years and may be either full- or part-time. Visiting faculty typically are appointed for one or more of the following primary purposes: (1) to teach courses as needed because of sabbaticals, leaves, or vacancies in the Tenure-Line or Career-Line faculty; (2) to explore mutual interest in a permanent appointment at the Department/School in a Tenure-Line or Career-Line position; and (3) to gain experience in teaching, and to engage in productive research under the mentorship of experienced members of the faculty.

Visiting faculty members are responsible for teaching and/or research as appropriate to the ranks to which they are appointed. Visiting faculty may participate on Department/School, College, and University committees at the discretion of the Department Chair/School Director or Dean. Visiting faculty members are also eligible for research support from the Department/School and College.

3. Initial Appointment and Term Length

3.1 Initial Appointments

Career-Line, Adjunct, and Visiting faculty members are appointed at one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor. Initial appointment is based on demonstrated achievement and the expectation of future contributions. The completion of a terminal degree or commensurate experience, 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 length and faculty rank.

Presumptively, Visiting faculty who hold a faculty appointment at another institution will be appointed at the rank they hold at that institution, so long as doing so is consistent with the criteria and standards otherwise provided in this Statement.

3.2 Appointment Body: Faculty Appointments Committee (FAC)

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

3.3 Appointment Duration

- (a) Career-Line and Adjunct faculty members appointed at the rank of Assistant Professor ordinarily serve for a one- or two-year term. Career-Line and Adjunct faculty members appointed at the rank of Associate Professor ordinarily serve up to a three-year term. Career-Line and Adjunct faculty members appointed at the rank of Professor ordinarily serve up to a five-year term.
- (b) Once appointed at the rank of Professor, Career-Line faculty members at that rank hold a five-year term with a presumption of renewal to subsequent five-year terms.
- (c) Visiting faculty members may be appointed at varying term lengths within the University's prescribed maximum of three total years, depending on funding and institutional need.
- (d) Notwithstanding the above, the appointment of Career-Line and Adjunct faculty members may be ended in conjunction with formal reviews, under University policy, or if there is financial exigency or discontinuation of a program or department of instruction. The affected faculty member will be given notice as soon as possible consistent with their contract terms. Unless the contract specifies otherwise, notice must be provided at least three months in advance of the ending of the appointment if the faculty member has served at least three years continuously.
- (e) The appointment of Career-Line, Adjunct, and Visiting faculty also may be ended if there is no longer a need for the faculty member's expertise or relevant teaching or research services in light of the teaching portfolios or expertise of other members of the faculty, or for lack of funding where such appointments are contingent on funding. The affected faculty member will be given notice as soon as possible.
- (f) The appointment of any Career-Line, Adjunct, or Visiting faculty member may be terminated for cause under University Policy related directly and substantially to the fitness of the faculty member in their professional capacity. Termination for cause shall not infringe on their right to exercise academic freedom or their rights under the laws of the United States.

4. Procedures for Review

Once appointed, all Career-Line, Adjunct, and Visiting Faculty will be regularly reviewed by the Department/School. This section describes the procedures for such reviews.

4.1 Informal Reviews

In every year in which a formal review does not take place, the Department Chair/School Director (or their designee), shall review the candidate's teaching and, if included in the contract and/or submitted by the candidate, the candidate's service and/or research.

Evidence of teaching will include Course Feedback Forms and syllabi. The candidate may also choose to provide other teaching materials. If relevant, the candidate shall also provide appropriate evidence of service and/or research. This material must be available to the Department Chair/School Director or designee no later than **February 10**.

For Career-Line and Adjunct faculty, the Department Chair/School Director/designee writes a short summary of strengths and issues or problems, if relevant. This summary will be made available to the faculty member by **March 1**. If any issues or problems are present, the Department Chair/School Director/designee holds a meeting with the candidate during which any strengths and the issues and/or problems are discussed and addressed individually, as needed. The Department Chair/School Director/designee need only meet with the candidate if there are any problems or concerns. If a meeting is held, the Department Chair/School Director/designee delivers a written short summary of the meeting to the candidate no later than **March 15**. The candidate then has the opportunity but not the obligation to respond to each report in writing within five (5) business days of receipt. All informal review reports and responses are included in a candidate's formal review file.

If, in an informal review, a Career-Line, Adjunct, or Visiting faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be “triggered” by the Department Chair/School Director. Such “triggered” formal reviews shall occur the following spring 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 Department/School will conduct formal reviews of its Career-Line and Adjunct faculty during the final year of their appointment, as dictated by the length and terms of the contract provided to the faculty member.

4.3 Review Committee

The Department/School shall formulate a Career-Line, Adjunct, and Instructional Personnel Review Committee (Review Committee). The Review Committee shall be comprised of two or more members of the Tenure-Line faculty and one or more members of the Career-Line faculty who holds the rank of Associate Professor or Professor, with approximately a 50/50 balance between Tenure-line and Career-Line faculty members. In cases where there are no Career-Line faculty members at the rank of Associate Professor or Professor, the “small academic unit” rule applies (see [University Policy 6-300](#)). These appointments are made by the Department Chair/School Director. In addition, a member of the Tenure-Line faculty shall be elected as Chair of the Review Committee by majority vote of the Tenure-Line and Career-Line faculty in the department/school. The membership and Chair of the Review Committee should be established no later than the end of the Spring semester prior to the year in which reviews will take place. The Review Committee shall only vote when a two-thirds or greater quorum exists, including any proxy votes provided in advance in writing.

4.4 Report of Review Committee

The Review Committee is responsible for conducting formal reviews of Career-Line and Adjunct faculty and completing a report describing the findings of its review. Based on this report, the Review Committee shall recommend either (1) that the candidate be reappointed and, where appropriate, promoted, (2) that the candidate be denied reappointment or, where appropriate, promotion, or (3) where there are issues that require attention, that the candidate be reappointed for a one-year contract with the opportunity to be considered for reappointment in the following year. The report of the Review Committee shall: (1) summarize the evidence considered; (2) state how the evidence considered satisfies or fails to satisfy the applicable standard(s); (3) make recommendations for rating the candidate in all applicable areas of evaluation (e.g., Excellent, Very Good, Effective, or Not Effective in Teaching); and (4) give the reasons for its recommendations. This report is referred to as the Review Committee Report.

4.5 Procedures for Career-Line Formal Reviews

The Review Committee shall conduct its formal review of Career-Line faculty members using the following timeline and procedures. While faculty are generally only considered for promotion when they undergo a scheduled formal review, faculty may make a request to their Department Chair/School Director to initiate a formal review for promotion consideration (see annual review timeline published by the Dean's office).

1. The Department Chair/School Director will notify the Review Committee Chair and any candidates up for formal review by **November 15** of the semester prior to the review. If a candidate would like to be considered for promotion, they must alert their Department Chair/School Director by **December 1**.
2. No earlier than the previous Spring semester and no later than **January 10**, the Chair of the Review Committee shall designate one or more members of the Career-Line faculty (of a higher rank than the candidate; or, for a Career-Line professor candidate, of the same rank as the candidate) and one or more members of the Tenure-Line Faculty to conduct at least two peer teaching reviews of any candidate who has teaching responsibilities. In cases where there are no Career-line faculty members eligible by rank in the department, all peer teaching reviews may be conducted by Tenure-line faculty. The reviewing faculty members may be (but will not necessarily be) members of the Review Committee. Written peer teaching evaluation reports shall be submitted to the candidate's file by **February 10**.
3. By **January 15**, the Department Chair/School Director shall solicit comments about the candidate from the faculty, staff, and Student Advisory Committee of the Department/School. If any written comments are received, they shall be placed in the file by **February 10**.
4. By **December 15**, the Chair of the Review Committee shall request a portfolio from the candidate. The candidate shall submit that portfolio by **February 10**. The portfolio shall include:
 - (a) A curriculum vitae;
 - (b) The most recent syllabi for all courses taught since the last Formal Review or Initial Appointment;

- (c) 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 any teaching grant submissions and funding; (5) a description of research accomplishments, including any grant submissions and funding as well as publications; and (6) a summary of employment expectations as specified in the formal contract (i.e., teaching load, service expectations, research expectations); (7) a description of service responsibilities (if relevant); and (8) anything else the candidate deems relevant.
 - (d) 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 the Department/School's local, regional, national, or international reputation.
5. By **February 10**, the Department Chair/School Director shall assure that the following are placed in the candidate's file:
- (a) Course Feedback Forms for all courses taught since the last Formal Review or Initial Appointment;
 - (b) Two peer teaching observations (see 4.5.2 above);
 - (c) A summary of the employment responsibilities of the faculty member as outlined in the contract, describing expectations for teaching load, service expectations, and/or research expectations;
 - (d) Any letters submitted by departmental faculty, staff, or students, if applicable;
 - (e) Any prior Informal Review Reports, Review Committee Reports, and Candidate Responses since the last Formal Review or Initial Appointment.
6. By **February 11**, the Review Committee Chair shall circulate the candidate's portfolio to other Review Committee members, who shall read the complete file.
7. 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 and shared with the committee by **February 20**. The Review Committee shall confer about the report and vote on its approval by **February 27**.
8. No later than **February 28**, 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. Any written comment from the candidate must be placed in the file by **March 7**.
9. By **March 8**, the Review Committee Chair shall circulate a copy of the report to the Faculty Appointments Committee and make the candidate's file available for review. Thereafter, but no later than **March 20**, the Faculty Appointments Committee shall meet and discuss the recommendations and by a majority secret ballot vote make a final recommendation to the Department Chair/School Director on the candidate's reappointment and, if applicable, promotion. The Chair of the Faculty Appointments

Committee will appoint a secretary at the meeting to produce a summary report of the meeting, which will be made a part of the candidate's file.

10. The candidate shall receive a copy of the vote and summary report at the time they are forwarded to the Department Chair/School Director. This should occur no later than **March 20**.
11. The Department Chair/School Director shall receive the entire file and make their independent recommendation, no later than **March 21**. The Department Chair/School Director shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the letter and/or the faculty vote and summary report, or to indicate the candidate is waiving such right, within five business days of receiving the Department Chair/School Director's letter.
12. The Department Chair/School Director shall forward the entire file and the FAC voting spreadsheet to the Dean for approval no later than **March 29**.
13. The Department Chair/School Director shall notify the candidate of the decision no later than **March 31** of the academic year for review.
14. If the recommendation is for reappointment with recommendations for improvement, the Department Chair/School Director shall meet with the candidate to discuss the plan for implementing the recommendations for improvement.
15. The College of Fine Arts expects Department Chairs/School Directors to provide contracts to faculty members by **June 15**, providing time for negotiation prior to **June 30**, when the contract should be finalized by the signatures of both the Department Chair/School Director and the faculty member. The responsibilities articulated in a 1.0 FTE contract should lead to an average of 40 hours per week of work, including all teaching and, as relevant, service and/or research responsibilities. Each Department/School will make available at the unit level the unit-wide formulas they use to calculate workload and will provide that information to each faculty member along with their contract.

4.6 Procedures for Adjunct Formal Reviews

While faculty are generally only considered for promotion when they undergo a scheduled formal review, faculty may make a request to their Department Chair/School Director to initiate a formal review for promotion consideration (see annual review timeline published by the Dean's office). The Review Committee shall conduct its review of Adjunct faculty members using the following timeline and procedures:

1. The Department Chair/School Director will notify the Review Committee Chair and any candidates up for review (those in their final year of appointment) by **November 15** of the semester prior to the review. If a candidate would like to be considered for promotion, they must alert their Department Chair/School Director by **December 1**.
2. By **December 15**, the Chair of the Review Committee shall request that the candidate submit all course syllabi since the last review and an updated resume. The candidate shall submit the materials by **February 10**. The Department Chair/School Director is responsible for placing all Course Feedback Forms since initial appointment or the last formal review in the file by **February 10**.

3. By **March 7**, the Review Committee shall prepare, approve, and circulate a report to the Faculty Appointments Committee describing which Adjunct faculty members it recommends for reappointment and, where applicable, promotion. The report shall briefly summarize teaching evaluations and syllabi of all Adjunct faculty members addressed in the report and attach current resumes of each Adjunct faculty member to the report. If the Review Committee recommends reappointment with recommendations for improvement or non-reappointment for any faculty member, the report will explain the evidence in the file that supports that recommendation.
4. The Review Committee shall receive a vote on its report from the Faculty Appointments Committee no later than **March 20**. Unless the Review Committee determines a need for a live meeting, the vote will be conducted by email. If the Review Committee determines the need for a live meeting, it shall make all reasonable efforts to schedule the meeting in conjunction with any Career-Line review meeting being held. If a live meeting is held, a summary report will be kept. Whether the vote is live or by email, it shall be conducted by secret ballot.
5. The Faculty Appointments Committee Chair shall expeditiously forward the results of the vote to the Department Chair/School Director for any necessary further action. If the Department Chair/School Director disagrees with the vote regarding one or more of the candidates, the Chair/Director writes a short letter regarding each relevant candidate describing and explaining that disagreement. The Chair/Director then forwards the FAC voting spreadsheet, along with any relevant letters of disagreement, to the Dean by **March 29**. If necessary, the Dean and Chair/Director then meet to discuss any further action.
6. The Department Chair/School Director shall notify the candidate of the decision regarding reappointment and, if relevant, promotion no later than **March 31** of the academic year in which the Review takes place.
7. If the recommendation is for reappointment with recommendations for improvement, the Department Chair/School Director shall meet with the candidate to discuss a plan for implementing recommendations for improvement.

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.

Teaching is ordinarily required of all Career-Line, Adjunct, and Visiting faculty members, while research and substantial service are usually voluntary (but may be made an expectation for a particular position pursuant to that faculty member's contract). This section describes the criteria, standards, and evidence to be used for evaluation of teaching, as well as of service and research when they are required by a contract and/or when the candidate includes them as part of the file.

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.

As permitted by Policy, the College of Fine Arts 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 research, teaching, and service and are described in subsequent sections.

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

5.1 Review Standards and Criteria

5.1.1 Evaluation of Teaching

Within the University system, the term *teaching* refers to regularly scheduled instruction, curriculum and program development, directing undergraduate and/or graduate student work, and counseling and advising of students in general. There are therefore three components of teaching: (1) course instruction, (2) curriculum and program development, and (3) student advising and mentoring.

(1) Course instruction

Course instruction encompasses (a) classroom instruction; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops that are related to curriculum needs; (d) studio teaching; (e) instruction within the context of a clinic or lab; (f) private instruction; and (g) independent instruction involving one or more students on special topics.

Specific sources of information to evaluate the candidate's teaching include: (a) the candidate's statement of teaching philosophy as found in their personal statement; (b) peer review of the candidate's syllabi, assignments, and other teaching materials; (c) peer observation of the candidate's course instruction, seminars, workshops, and other public presentations; and (d) information from student Course Feedback Forms. Other information about teaching, including, for example, a teaching portfolio, teaching awards, or any evaluation of the candidate's teaching done by personnel from the University's Center for Teaching and Learning Excellence (CTLE) or by the Student Advisory Committee (SAC) may also be included.

(2) Curriculum and program development

Academic programs require significant investments of faculty time in ongoing curriculum/program development and maintenance. The contributions of a candidate to such efforts, beyond regular teaching assignments, may therefore be considered as part of contributions in the area of teaching. Examples of these kinds of contributions include the development of courses and/or other teaching materials, design of curricula, the publication of textbooks, and the delivery of master classes.

(3) Student advising and mentoring

Work with undergraduate and graduate students outside of the classroom is also an important component of teaching. Activities of primary importance in this area include (1) general student advising and mentoring; (2) chairing and serving on graduate student committees; and (3) including students in research and as co-authors in scholarly work. Contributions in this area are evaluated with respect to both quantity and quality.

(4) Summary Rating Scale for Teaching

Ratings on the 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 and, where allowed by the Department/School and applicable, curriculum/program development, and student advising and mentoring. Excellence is shown where the candidate is a highly motivated and dedicated teacher and demonstrates: (1) outstanding and up-to-date knowledge of subject matter; (2) superior classroom, studio, and/or clinic performance; and (3) a strong commitment to continued pedagogical development. The candidate clearly articulates course and teaching objectives, is consistently prepared, and employs advanced and/or innovative methods for conveying information and skills. The candidate provides timely and meaningful feedback and assessment of student learning.

Very Good: The candidate has made significant, sustained contributions in areas of course instruction and, where allowed by the Department/School and applicable, curriculum/program development, and student advising and mentoring. Very Good teaching is shown where the candidate demonstrates Excellence in at least two of the following categories and Effectiveness in the other: (1) outstanding and up-to-date knowledge of subject matter; (2) superior classroom, studio, and/or clinic performance; and (3) a strong commitment to continued pedagogical development. The candidate clearly articulates course and teaching objectives, is consistently prepared, and employs active learning methods for conveying information and skills. The candidate provides timely and meaningful feedback and assessment of student learning.

Effective: The candidate has made acceptable, sustained contributions in teaching. The candidate shows sufficient progress in the areas of course instruction and, where allowed by the Department/School and applicable, in the areas of curriculum/program development, and student advising and mentoring to suggest that the eventual contributions in these areas will be significant. Effectiveness is shown where the candidate is a diligent, reliable teacher and demonstrates: (1) solid knowledge of subject matter; (2) good, communicative classroom, studio, and/or clinic performance; and (3) a commitment to continued pedagogical development. The candidate clearly articulates course and teaching objectives, is consistently prepared, and employs thoughtful methods for conveying information and skills. The candidate provides timely and meaningful feedback and assessment of student learning.

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

5.1.2 Evaluation of Service

Service contributions that enhance the interests of the University, College, and Department/School are important activities for all faculty members. Service is not expected or required for any Adjunct or Visiting faculty member, given the nature of those positions; but, for Career-Line faculty members, service that supports and maintains the University, College, or Department/School community is valued, and service to the profession and/or discipline is encouraged. Contracts for Career-Line, Adjunct, and Visiting faculty members shall specify any expectations for the type and amount of service. Service expectations defined in contracts shall be considered in reviews.

Evaluations are made with respect to three areas of service: (1) professional service, (2) University service, and (3) public service. It is not necessary for a candidate to participate equally in all three service areas. Differing participation in the three service areas typically reflects the strengths and interests of individual faculty members.

(1) Professional Service

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

(2) University Service

This category refers to service within the University, including at the levels of the Department/School, 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.

(3) Public Service

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

(4) Summary Rating Scale for Service

Ratings on the 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. These contributions have occurred in at least three of the following levels: University, College, Department/School, the profession, or public/community.

Very Good: The candidate has made significant, sustained contributions to the profession, the University, and/or the public. These contributions have occurred in at least two of the following levels: University, College, Department/School, the profession, or public/community.

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. These contributions have occurred in at least one of the following levels: University, College, Department/School, the profession, or public/community.

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

5.1.3 Evaluation of Research

Judgments about a candidate's research are based on both the quality and quantity of research and its relevance to the academic community and the Department/School's needs. The characteristics of productive research, however, differ depending on the candidate's area(s) of specialization and professional goals and the Department/School's needs for research in a given area.

(5) Description of Research Activity

In order to sustain a high level of teaching effectiveness, Career-Line faculty members are encouraged to maintain a current perspective in their field. While the units in the College ordinarily do not expect or require research activities of Career-Line, Adjunct, or Visiting faculty members, such activities are valued. Contracts for Career-Line, Adjunct, and Visiting faculty members shall specify any expectations for the type and amount of research as part of the appointment, in the unusual case where research is required. Any research expectations defined in contracts shall be considered in reviews.

If research is not in the contract but the candidate chooses to include evidence of their research in the file, that evidence of research shall be evaluated based on its positive impact on the teaching and/or service responsibilities required in the candidate's contract, and/or on the candidate's ability to remain current in the field.

Because types of research vary widely across the College, when research is required in the contract, the Department/School should evaluate it according to applicable descriptions of criteria, standards, and evidence articulated for Tenure-Line Faculty in the Department/School's RPT Statement.

(6) Summary Rating Scale for Research

Ratings on the four-point scale below reflect the joint consideration of quantity and quality of research as described above.

Excellent: The candidate has made substantial, sustained contributions in one or more topic areas of research. The quality and quantity of research reflect a coherent agenda in at least one topic area.

Very Good: The candidate has made significant, sustained contributions in one or more topic areas of research. The quality and quantity of research reflect a coherent agenda in at least one topic area.

Effective: The candidate has made acceptable, sustained contributions in one or more topic areas of research. The quality and quantity of research reflect a coherent agenda of work and suggest that significant contributions will be made over time.

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

5.2 Review Standards for Career-Line Faculty

Within the College of Fine Arts, it is considered reasonable for Career-Line faculty members to request consideration for promotion during their fifth year in rank. Career-Line faculty members interested in consideration for promotion may make a request to their Department Chair/School Director by December 1 of the prior semester that a formal review be initiated.

Career-Line faculty members considering applying for promotion are encouraged to discuss such a promotion with their Department Chair/School Director prior to making a decision.

- (a) To be reappointed to the rank of Assistant Professor (Lecturer or Clinical), a Career-Line faculty member must demonstrate that they are at least Effective in teaching. If a candidate's contract requires service and/or research, they must demonstrate that they are at least Effective in the required area(s).
- (b) To be promoted from the rank of Assistant to Associate Professor (Lecturer or Clinical), a Career-Line faculty member must demonstrate that they are at least Very Good in teaching. If a candidate's contract requires service and/or research, they must demonstrate that they are at least Effective in the required area(s). In addition, the candidate will have contributed to the discipline and/or the Department/School beyond assigned teaching duties. Examples of contributions include but are not limited to: mentoring of students beyond the classroom, studio, and/or clinic; working with advanced undergraduate students on research projects and/or theses; serving on graduate committees; development of new methods for delivering course content; development of new courses and/or curricula; service to the Department/School, College, University, profession, and/or community; and public dissemination of research.
- (c) To be promoted to the rank of Professor (Lecturer or Clinical), a Career-Line faculty member must demonstrate that they are Excellent in teaching. If a candidate's contract requires service and/or research, they must demonstrate that they are at least Very Good in the required area(s). In addition, the candidate will have contributed significantly to the discipline and/or the Department/School beyond assigned teaching duties. Examples of contributions include but are not limited to: mentoring of students beyond the classroom, studio, and/or clinic; working with advanced undergraduate students on research projects and/or theses; serving on graduate committees; development of new methods for delivering course content; development of new courses and/or curricula; service to the Department/School, College, University, profession, and/or community; and public dissemination of research.

5.3 Review Standards for Adjunct Faculty

Within the College of Fine Arts, it is considered reasonable for Adjunct faculty members to request consideration for promotion during their fifth year in rank. While faculty are generally only considered for promotion when they undergo a formal review, faculty may make a request by December 1 of the prior semester to their Department Chair/School Director to initiate a formal review for promotion consideration. Adjunct faculty members considering applying for promotion are encouraged to discuss such a promotion with their Department Chair/School Director prior to compiling their file.

- (a) To be reappointed to the rank of Adjunct Assistant Professor, an Adjunct faculty member must demonstrate that they are at least Effective in teaching.

- (b) To be promoted from the rank of Adjunct Assistant Professor to Adjunct Associate Professor, an Adjunct faculty member must demonstrate that they are Very Good in teaching. In evaluating promotion of an Adjunct faculty member, the value of the faculty member and the courses they teach to the Department/School may be taken into account.
- (c) To be promoted to the rank of Adjunct Professor, an Adjunct Associate Professor member must demonstrate that they are Excellent in teaching. In evaluating promotion of an Adjunct faculty member, the value of the faculty member and the courses they teach to the Department/School may be taken into account.

5.4 Review Standards for Visiting Faculty

- (a) As their appointments are by definition temporary, Visiting faculty typically do not undergo formal reviews. Visiting faculty who are subsequently considered for a permanent position will be reviewed in conjunction with the regular faculty appointment process.
- (b) If a Visiting faculty member is appointed for longer than a semester, the Department Chair/School Director will review their Course Feedback Forms at the end of each semester and consult with the faculty member if any issues warrant attention. If, at any time, the Department Chair/School Director and Dean agree that a Visiting faculty member is not Effective in teaching, they may terminate the appointment.
- (c) If the faculty member has served fewer than three years and is being considered for reappointment, to be reappointed, a Visiting faculty member must demonstrate that they are at least Effective in teaching. In addition, if a candidate's contract requires service and/or research, they must demonstrate that they are at least Effective in the required area(s). When a Visiting faculty member is considered for reappointment, they are reviewed using the process described above for Career-Line faculty members undergoing formal review.

6. Non-Faculty Instructional Personnel

Non-faculty instructional personnel do not hold faculty appointments but teach credit-bearing courses within the Department/School. In the College of Fine Arts, they include Associate Instructors and Post-doctoral/MFA fellows. Non-faculty instructional personnel do not have voting rights and are not expected to serve on committees, although Post-doctoral/MFA fellows may participate on Department/School and College committees at the discretion of the cognizant unit head or committee chair.

Non-faculty instructional or research personnel shall undergo a formal review after every 3 academic years of service at the University. To be reappointed, a non-faculty instructional and research personnel undergoing formal review must demonstrate that they are at least Effective in teaching and/or at least Effective in research, whichever is applicable, using the same standards that define Effective teaching and Effective research for Career-Line faculty within the Department/School.

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

1. By **December 1** of the academic year for review, the Chair of the Review Committee and the Department Chair/School Director shall confer and create a list of non-faculty instructional and research personnel for whom a formal review is required.
2. By **March 20**, the Review Committee shall prepare, approve, and circulate a report to the Department Chair/School Director describing its findings on all reviewed non-faculty instructional and research personnel. The report shall explain how the committee gathered information for the review, including steps taken to collect information from the personnel being reviewed. The report shall also summarize all teaching or other evaluations of all personnel reviewed and attach current resumes/CVs of each such individual to the report.
3. The Department Chair/School Director shall consider and take into account the Review Committee's report when determining whether to appoint the instructional personnel to teach courses or conduct research in the subsequent academic year.

The appointment of non-faculty instructional personnel 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.

6.1 Associate Instructors

In the College of Fine Arts, Associate Instructor appointments may occur in one of four situations:

- (a) When an academic unit has a last-minute emergency need for an instructor. In this case, the appointment is for one semester, with the possibility to extend one additional semester. Beyond that, if a unit would like to continue employing the individual, the College expects the unit to appoint the individual as Adjunct faculty. These Associate Instructors, given the short-term nature of their appointment, do not fall under the review processes outlined in this document.
- (b) As instructional faculty working with K-12 populations (for example, in the School of Dance's Utah Ballet Summer Intensive and the School of Music's Preparatory Division). These individuals are not instructors of record for university credit-bearing courses, thus do not fall under the review processes outlined in this document. However, since they are offering instruction, each Department/School is expected to uphold evaluation processes appropriate to the unit and discipline.
- (c) As instructors for programs housed within the College, rather than in an academic unit. University policy states that faculty appointments must be held in academic units, thus programs housed within the College (for example, the Master of Arts in Teaching program) cannot appoint faculty. Instructors for a college program will generally hold faculty appointments within the Departments/Schools of the College; however, on occasion, a program may need the expertise of someone from outside the college or

university. In these cases, the appointment of Associate Instructor is appropriate, and these instructors are evaluated by the same processes outlined in this document for Adjunct faculty.

- (d) Staff members who interact with students and may occasionally offer instruction for part of a course but are not the instructor of record (for example, costuming staff and accompanists in the School of Dance). These staff members are evaluated as staff, rather than through the policies outlined in this document.

Associate Instructors teaching university credit-bearing courses for a full academic year (2 semesters) shall undergo the same review processes as Adjunct Faculty outlined in this document (see sections 4.1, 4.2, and 4.6). To be reappointed, the review of an Associate Instructor teaching university credit-bearing courses must indicate that the instructor is at least Effective in teaching, using the same standards that define Effective teaching as outlined in section 5.1 of this document.

6.2 Post-doctoral/MFA Fellows

Post-doctoral/MFA fellows are appointed for one to three years. Post-doctoral/MFA fellows on a two- or three-year contract are reviewed each year under the Informal Review procedures for Career-Line Faculty, as outlined in this document.

APPENDICES

Each appendix below may be revised by majority vote of the eligible faculty members in the relevant department/school and subsequent approval by the Dean, Senate Faculty Review Standards Committee, and cognizant Senior Vice President. College Council review and approval is not necessary for revision of an individual appendix.

Appendix A: Participation and Voting Rights of Career-line Faculty in the Department of Art & Art History

- Rules concerning Career-Line faculty members serving and voting on the Department Review Committee are regulated by this document, above.
- Career-Line faculty members may serve and vote on any standing or ad hoc Department committees, except those concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.
- Career-Line faculty members may serve on or chair Department graduate committees, within University and Graduate School guidelines.
- Career-Line faculty members may vote on appointment and reappointment matters of Department Career-Line, Adjunct, and Visiting faculty members at their rank or lower.
- Career-Line faculty members may vote on promotion matters of Department Career-Line and Adjunct faculty members applying to be promoted to their rank or lower.
- Career-Line faculty members may participate fully and vote at Department faculty meetings.

Appendix B: Participation and Voting Rights of Career-line Faculty in the School of Dance

- Rules concerning Career-Line faculty members serving and voting on the School Review Committee are regulated by this document, above.
- Career-Line faculty members may serve and vote on any standing or ad hoc School committees, except those concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.
- Career-Line faculty members may serve on School graduate committees, within University and Graduate School guidelines.
- Career-Line faculty members may vote on appointment and reappointment matters of School Career-Line, Adjunct, and Visiting faculty members at their rank or lower.
- Career-Line faculty members may vote on promotion matters of School Career-Line and Adjunct faculty members applying to be promoted to their rank or lower.
- Career-Line faculty members may participate fully and vote at School faculty meetings.

Appendix C: Participation and Voting Rights of Career-line Faculty in the Department of Film & Media Arts

- Rules concerning Career-Line faculty members serving and voting on the Department Review Committee are regulated by this document, above.
- Career-Line faculty members may serve and vote on any standing or ad hoc Department committees, except those concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.
- Career-Line faculty members may serve on or chair Department graduate committees, within University and Graduate School guidelines.
- Career-Line faculty may vote on appointment and reappointment matters of Department Career-Line, Adjunct, and Visiting faculty members at their rank or lower.
- Career-Line faculty members may vote on promotion matters of Department Career-Line and Adjunct faculty members applying to be promoted to their rank or lower.
- Career-Line faculty members may participate fully and vote at Department faculty meetings.

Appendix D: Participation and Voting Rights of Career-line Faculty in the School of Music*

- Rules concerning Career-Line faculty members serving and voting on the School Review Committee are regulated by this document, above.
- Career-Line faculty members may serve and vote on any standing or ad hoc School of Music committees, except those committees concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.
- Career-Line faculty members may serve on or chair School graduate committees, within University and Graduate School guidelines.
- Career-Line faculty members may vote on appointment and reappointment matters of School Career-Line, Adjunct, and Visiting faculty members at their rank or lower.
- Career-Line faculty members may vote on promotion matters of School Career-Line and Adjunct faculty members applying to be promoted to their rank or lower.
- Career-Line faculty members may participate fully and vote at School faculty meetings, except on matters concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.

*Appendix D revised and approved by AVP Projansky on Nov 13, 2019

Appendix E: Participation and Voting Rights of Career-line Faculty in the Department of Theatre

- Rules concerning Career-Line faculty members serving and voting on the Department Review Committee are regulated by this document, above.
- Career-Line faculty members may serve and vote on any standing or ad hoc Department committees, except those concerning the hiring, retention, tenure, or promotion of Tenure-line faculty members.
- Career-Line faculty members may vote on appointment and reappointment matters of Department Career-Line, Adjunct, and Visiting faculty members at their rank or lower.
- Career-Line faculty members may vote on promotion matters of Department Career-Line and Adjunct faculty members applying to be promoted to their rank or lower.
- Career-Line faculty members may participate fully and vote at Department faculty meetings.

Appendix F: Notice of Senate Faculty Review Standards Committee and Vice President Final Approval.

Review Committee Approval:



Lincoln L. Davies, Chair

6/30/2019

Date

Senior Vice President Approval:



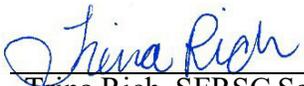
Sarah Projansky, Designee

8/5/2019

Date

Appendix G: Notice of Senate Faculty Review Standards Committee and Vice President Final Approval of Revision 1.

Review Committee Approval:

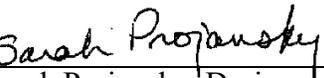


Trina Rich, SFRSC Secretary

October 5, 2022

Date

Senior Vice President Approval:



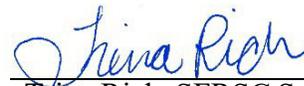
Sarah Projansky, Designee

November 2, 2022

Date

Appendix H: Notice of Senate Faculty Review Standards Committee and Vice President Final Approval of Revision 2.

Review Committee Approval:

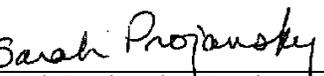


Trina Rich, SFRSC Secretary

March 1, 2024

Date

Senior Vice President Approval:



Sarah Projansky, Designee

March 27, 2024

Date