

**UNIVERSITY OF UTAH - COLLEGE OF FINE ARTS
STATEMENT FOR APPOINTMENT, REVIEW, REAPPOINTMENT, AND
PROMOTION OF CAREER-LINE, ADJUNCT, AND VISITING FACULTY**

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I. INTRODUCTION AND PURPOSE

A. Compliance with University Policies

This document constitutes the College of Fine Arts Statement of "*criteria, standards, evidence, and procedures for the initial appointment and subsequent review processes for evaluation and reappointment of each category of career-line, adjunct, or visiting faculty,*" as required by University [Policy 6-310-III-A-2.a](#).¹

This Statement governs the five academic units to which the College of Fine Arts is home: the Departments of Art & Art History, Film & Media Arts, and Theatre, and the Schools of Dance and Music.

The *criteria, standards, and evidence* for initial appointment, review, reappointment, and promotion of such faculty members are set forth in Section III, of this document and the *procedures* are set forth in Section IV; and, all are intended to be consistent with University Policy on initial appointment, evaluation, reappointment, and promotion of career-line, adjunct, and visiting faculty, including Policies 6-300, 6-302, and particularly 6-310, which provides:

"All faculty appointing units which appoint any members of the career-line, adjunct, or visiting categories of faculty must develop and present for approval a Statement of academic unit rules that provide for criteria, standards, evidence, and procedures for the initial appointment and subsequent review processes for evaluation and reappointment of each category of career-line, adjunct, or visiting faculty appointed in the unit. These Statements must address reviews and reappointments of both compensated and uncompensated (volunteer) faculty members, and must provide for more thorough review of the former. For multi-department academic colleges (described in Policy 6-001-III-A-1-b, encompassing multiple departments or free standing divisions), such Statements shall be established at the college level and be applicable college-wide for all appointing units within the college (unless it is determined that separate independent rules are necessary for one or more of the units because of widely varying circumstances within the college). A college-wide main Statement with general provisions applicable for all units may include designated appendices providing further details specific to particular units within the college." (Policy 6-310-III-A-2.a)

This document, which may include designated appendices from one or more academic units within the College, constitutes the "*college-wide main Statement*."

The contents of this Statement, including any such unit-specific appendices, are subject to approval of the College Council, the Dean, and final joint approval of the Senate Faculty

¹ Note that the College's Statement for Employment, Evaluation, and Reemployment of Non-Faculty Instructional Personnel, which Policy 6-310-III-B requires, is presented as a separate document.

Review Standards Committee and the Senior Vice President for Academic Affairs (Policy 6-310-III-C).

B. General Principles—Faculty Roles, Rights, and Responsibilities

In addition to tenure-line faculty, the academic units in the College maintain career-line, adjunct, and visiting faculty to further the missions of the individual academic units. Career-line, adjunct, and visiting faculty members, with a wealth of professional experience and/or terminal degrees in their fields, are recruited for their outstanding achievement, or promise of such, to carry out the mission of the College. A wide diversity of aesthetics and scholarly points of view are encouraged within the faculty. The College affirms that all career-line, adjunct, and visiting faculty members are an integral part of the College, with the majority of current career-line faculty appointed as clinical faculty or lecturer faculty at varying ranks.

All career-line, adjunct, and visiting faculty members have rights and responsibilities recognized in the University's Faculty Code:

"The university is not just a corporate body created by operation of law. It is also a community of people associated in activities related to thought, truth, and understanding. It must therefore be a place where the broadest possible latitude is accorded to innovative ideas and experiments, where independence of thought and expression are not merely tolerated but actively encouraged. Because thought and understanding flourish in a climate of intellectual freedom; because the pursuit of truth is primarily a personal enterprise, a code of faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy." ([Policy 6-316-I-A](#))

Career-line faculty members, in particular, are encouraged to make and are recognized for making valuable contributions through participation in shared-governance activities, as reflected in various University Regulations and in the Charter of the College of Fine Arts College Council.

"[A]s a general principle, long-serving Career-line faculty members should be accorded more substantial rights related to curricular matters (members with significant instructional responsibilities), and academic research matters (members with significant research responsibilities) and for setting rules regarding appointments criteria and in individual cases of appointments and reappointments within the appropriate categories, to provide the University the full value of contributions within their areas of professorial responsibility and expertise." ([Policy 6-300-III-D-5-c](#))

Career-line faculty members with appropriate qualifications participate in setting of college-level policy through their participation on the CFA College Council and Committees of the College (See the CFA College Council Charter), and in setting of University-wide policy through participation in the Academic Senate and Senate committees (Policy 6-002) and various other University committees.

In accordance with University Policy 6-300, the College allows for and encourages individual academic units in the College to:

"iii. ... accord long-serving Career-line faculty authority to vote on curricular and other policy matters within their unique area(s) of professional responsibility, and accord benefits or funding to enhance their professional development. Subject to applicable University Policies and to a determination by the individual appointing units, Career-line faculty members may be permitted to participate in the processes of setting department- or college-level policy, or to engage in other activities of faculty members outside their area of basis. iv. Long-serving Career-line faculty members with appropriate expertise may supervise or serve on graduate student committees if departmental and graduate school policies permit." ([Policy 6-300-III-D-5-c](#))

If an individual academic unit of the College chooses to accord long-serving Career-line faculty these kinds of rights and responsibilities within the unit (including the right to chair relevant Department/School committees), the unit will describe those rights and responsibilities in an approved designated appendix to this Statement (see I-A, above).

University Policy also states that: *"Faculty members in Adjunct and Visiting positions shall not have the right to vote on any matter in any context of the University (although they may be called upon to contribute in a non-voting advisory capacity as appropriate)."* ([Policy 6-300-III-E-1-c-ii](#))

II. FACULTY CATEGORIES, RANKS, CAREER STEPS, AND TERMS OF APPOINTMENTS

Appointees to career-line, adjunct, and visiting faculty positions in the College shall be individuals who participate in the University's academic program and make a substantial contribution to the academic activities of the College, but who are not tenured or on a tenure-track line ([Policy 6-300](#)).

A. Career-line Faculty Categories

The category of Career-line faculty includes the sub-categories of research, clinical, and lecturer.

1. Career-line Clinical Faculty members *"are instructional faculty members whose primary professional expertise is in the practice context or whose primary professional responsibility is conducted in a clinical, professional, or practicum setting."* (Policy 6-300-III-D-3-a)

2. Career-line Lecturer Faculty members *"are instructional faculty members whose primary professional efforts are devoted to teaching."* (Policy 6-300-III-D-3-b)
3. Career-line Research Faculty members *"are faculty members who participate in the University's academic program, but whose primary professional efforts are devoted to one or more research projects, or nonacademic training projects."* (Policy 6-300-III-D-3-c)
4. Full-time, Long-serving Career-line Faculty members: For the purposes of this Statement, once a faculty member has been appointed in a career-line position and employed at 0.50 FTE or above for at least five consecutive and complete academic years within the same academic unit, s/he is defined as a full-time, long-serving career-line faculty member.²

B. Adjunct and Visiting Faculty Categories

1. Adjunct Faculty members *"participate in the University's academic program in instructional, advisory, or research capacities. Their professional activities do not span the full range of responsibilities of Tenure-line or Career-line faculty members in the appointing unit of the Adjunct appointment because their primary professional efforts are in another department or college of the University, or outside the University. Accordingly, appointments to Adjunct Faculty positions ordinarily should not be made for individuals who are expected to serve on a full-time basis within the unit of the Adjunct appointment."* (Policy 6-300-III-E-1-e)

This category is ordinarily used in the College for appointment of faculty members who will have a less than 0.50 FTE employment agreement within the College. This may include in one sub-category individuals whose primary professional roles are outside the University, and as a distinct sub-category individuals who also have tenure-line faculty appointments in another academic unit of the University where they are regularly reviewed (see Section IV-H below).

2. Visiting Faculty members may be employed at any percentage of FTE, and they *"participate in the University's academic program on an interim basis and make a substantial contribution to the appointing unit during that period in either the instructional and/or research realm."* (Policy 6-300-III-E-1-f)

C. Ranks, Career Steps, Terms of Appointments, and Workload and Compensation Employment Agreements

² Note, however, that employment of at least 0.75 FTE is required by the College or the University in order for career-line faculty members to have certain rights and responsibilities, such as serving on the College of Fine Arts College Council (see College Charter) or on the Academic Senate, and Senate eligibility requires only three years longevity (see 6-002).

1. Ranks

Each appointment (including any reappointment) to a faculty position as adjunct, visiting, or in any of the career-line categories includes a specified rank of appointment; and the ranks available for such positions are, in descending order, Professor, Associate Professor, Assistant Professor, and Instructor (Policy 6-300-III-D & -E).

2. Career Steps

Policy 6-310-III-A-4 provides that:

"Promotions of Long-serving Members of the Career-line, Adjunct, and Visiting Faculty, and Multi-Year Reappointments. The University's commitment to excellence is served by recognizing and retaining faculty of high quality. Accordingly, appointing units with faculty in the career-line categories of Clinical, Lecturer, Research, or the Adjunct category must establish criteria, standards, evidence, and procedures for reviews leading to promotions in rank. (Available ranks are described in Policy 6-300, and promotions, after review, are accomplished through reappointment with promotion per Policy 6-302). These should apply primarily for long-serving faculty members (and especially for those in full-time positions)."

Procedures for conducting a promotion review and completing a reappointment with promotion are described in Section IV-G below.

The specific rank of a faculty member's initial appointment is based on qualifications relevant to the duties of the faculty position, including relevant experience. Long-serving faculty members (in the career-line or adjunct categories) within the College will ordinarily progress through a series of career-advancement steps, beginning with the entry-level rank (unless at the time of initial appointment the individual's qualifications justify a higher rank), and advancing to higher rank(s) if and when requisite qualifications are satisfied.

The criteria, standards, and evidence for determining the appropriate rank at the time of initial appointment, and for subsequent promotions in rank are described in Section III below.

For visiting faculty members, whose cumulative terms of appointments are limited by University Policy, the descriptions of criteria, standards, and evidence below shall be applied in determining an appropriate rank at the time of initial appointment; and that rank shall ordinarily be the rank applicable for the entire limited duration of appointment in a visiting status (including the term of the initial appointment and any reappointments). Visiting faculty members are ordinarily not considered for subsequent promotion in rank due to the inherently short duration of visiting status (but continuation past the limits of a visiting term

may be considered, to be implemented by an appointment to a non-visiting category, with appropriate rank).

3. Durational Terms of Appointments

Appointments to the career-line, adjunct, and visiting faculty are for limited durational terms, which are potentially renewable by reappointment after review. All *annual* career-line, adjunct, and visiting faculty appointments end automatically each June 30th.

Multi-year appointments, as either initial appointments or reappointments, may be made by means of a written contractual letter of agreement for a fixed durational term of up to five years for career-line and adjunct faculty (and for a cumulative total of three years for visiting faculty), when there is reasonable assurance that specific funding to support employment for the duration of such multi-year appointments will be available (Policy 6-300-III-D-6 & -E-1-d).

"Because multi-year appointments are recognized as important in implementing the University's fundamental principles of academic freedom and significantly contributing to overall academic excellence, appointing units are also strongly encouraged to consider offering multi-year reappointments for faculty with high qualifications (particularly for accomplished teaching faculty making significant contributions to the University's teaching mission), as may be appropriate to the circumstances of the unit. (As described in Policy 6-300 terms of up to 5 years are permitted, although annual or shorter multi-year terms are used when appropriate)." (Policy 6-310-III-A-4)

When making multi-year appointments, the individual appointing unit will consider the following criteria:

Available funding: For a multi-year appointment, appointing units should have a reasonable expectation that funding will be available to offer *employment* to the candidate throughout the span of the multi-year term of the faculty appointment. (As explained more fully in Section II-C-4, *appointment* to faculty member status is distinct and different from an *employment agreement*. An employment agreement may be set for a term of the same or shorter duration than the term of the faculty appointment. This available-funding criterion is not a requirement that the unit offer a multi-year employment agreement—but rather that it have a reasonable expectation of having funding available to support employment through a multi-year term of appointment.)

Length of time in service: No specific length of prior time in service is required for multi-year appointments. It is ordinarily expected that a multi-year appointment will be proposed for the reappointment of any candidate who has been employed for five or more years, with satisfactory performance as reflected in the most recent reappointment, five-year, or

promotion review (as described in Part IV). For example, this expectation would be applicable in the case of a candidate who has been working for five or more years, under a series of one-year appointments and one-year employment agreements, if there is the requisite reasonable expectation of available-funding to support a multi-year reappointment.

Area of Expertise: Multi-year appointments are more likely appropriate when the appointing unit has a clear and on-going need for the candidate's area of expertise.

Contributions to the appointing unit: Multi-year appointments are encouraged for faculty members who provide considerable contributions to the appointing unit in their primary area of responsibility, which is usually teaching.

Retention and Recruitment: Appointing units may appropriately offer multi-year appointments (and possibly also multi-year employment agreements) in order to recruit or retain particularly well-qualified candidates.

In addition, University Policy requires that, "*after three years of continuous full-time service, a Career-line instructional faculty member should be given at least 3 months' notice of non-renewal of appointment, unless particular contractual provisions otherwise govern.*" (Policy 6-300-III-D-6-a)

There is ordinarily a three-year overall limit for visiting faculty members, who "*may be [initially appointed or] reappointed up to a cumulative total of three years in residence, but should not hold longer-term appointments.*" (Policy 6-300-III-E-1-f)

Appointments of career-line, adjunct, and visiting faculty members may be terminated early for reasons described in Policy 6-300-III-D-6-b & -E-1-d.

4. Employment Agreements—(Duration, Workload, and Compensation)

Appointment to a career-line, adjunct, or visiting faculty position establishes status as a member of the faculty of the University, College, and appointing unit during the durational term of appointment. A current faculty appointment is required for employment as a faculty member, but an appointment alone does not result in employment (Policy 6-300). Further, an appointment for a specified durational term does not guarantee particular workload or compensation during any period of time within the durational term of the faculty appointment.

Separately from the faculty appointment process (and resulting documentation) described in this Statement, an employment agreement applicable for a specified time period will be established. The relevant department chair/school director will provide each faculty member with this contractual letter of agreement concerning the period of employment (one or more years, not exceeding the duration of the current faculty appointment), the workload (e.g., course load, and any expected

clinical, service, and/or research activity), and compensation. The period of employment, workload, and compensation for each faculty position are determined according to the needs and resources of each academic unit in the College. For example, during a five-year faculty appointment term there may be a single employment agreement for the full five years, or a series of shorter-term employment agreements. Each letter of agreement (annual or multi-year) shall be signed by both the faculty member and the department chair/school director on behalf of the academic unit and the University. Such letters of agreement should be completed prior to the end of May for the following academic year. This time frame will allow the faculty members and the department/school administration sufficient notice to plan and prepare for the next semester.

III. CRITERIA, STANDARDS, AND EVIDENCE FOR EVALUATION

The College is committed to the highest standards for teaching accomplishments and responsible faculty conduct. In the College, teaching is ordinarily required of all career-line, adjunct, and visiting faculty members, while research and service are usually voluntary (but may be made an expectation for a particular position pursuant to that faculty member's employment agreement). This section describes the criteria, standards, and evidence to be used for evaluation of teaching, as well as of research and service when they are present and/or required by a contractual letter of agreement, and when the candidate puts them forward as part of her/his file.

Clinical faculty members' responsibilities often encompass teaching, research, and service simultaneously (including teaching and student mentoring within their clinics). Thus, clinical faculty members' activities should be evaluated on a combination of the criteria and evidence listed below for teaching, research, and service—as appropriate for each clinical faculty member's responsibilities as they are articulated in the contractual letter of agreement.

Because the roles of career-line, adjunct, and visiting faculty across the College vary widely, each academic unit may choose to establish additional criteria, standards, and/or evidence specific to their own disciplines that are consistent with these College criteria. These additional criteria, standards, and/or evidence also should be consistent with the criteria in the RPT Statement of the academic unit. If an individual academic unit chooses to develop additional criteria, standards, and/or evidence, the unit should detail them in an approved appendix to this Statement(see approval process in I-A, above).

A. Teaching—Criteria and Evidence

A portfolio for each career-line, adjunct, and visiting faculty member should reflect past expertise and training, continued development of content and methodology in one's own area of expertise, as well as contributions to initiatives that advance and disseminate contemporary pedagogies. The following are indicators that illustrate successful teaching:

1. knowledge of subject matter, from both traditional and contemporary perspectives

2. quality of course material organization via syllabi and handouts
3. ability to communicate content in ways that motivate students
4. ability to mentor students effectively, particularly for clinical or studio faculty who often work one-on-one with students
5. collaborative and/or interdisciplinary projects
6. successful grant funding for teaching initiatives
7. teaching awards
8. any other appropriate indicators

The results of student course evaluations are accepted as an important means of evaluating the candidate's teaching abilities but should not be the sole means for determining teaching effectiveness (See [Policy 6-100](#), [Policy 6-310](#)). Reports on classroom, studio, and/or clinic visits by peers—other faculty members in the department/school and/or representatives from CTLE—are also accepted as an important means of evaluating the candidate's teaching abilities.

B. Creative and/or Scholarly Research—Criteria and Evidence

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 creative and/or scholarly research activities of career-line, adjunct, or visiting faculty, such activities are valued. Contractual letters of agreement (see II-C-4 above) for career-line, adjunct, and visiting faculty shall specify any specific 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 contractual letters of agreement shall be considered in reviews, including reviews for promotion in rank.

When creative and/or scholarly research is present and the candidate chooses to include it as part of her/his review file, the academic unit should evaluate it according to applicable descriptions of criteria, standards, and evidence articulated for tenure-line faculty in the academic unit's RPT Statement.

C. Department/School, College, University, Professional, and Public Service—Criteria and Evidence

Policy [6-310-III-5](#) (revised 2015) expresses the University's strong encouragement and high valuation of career-line faculty participation in shared governance as a form of service.

"Governance Roles for Career-line Faculty.

As reflected in Policy 6-300 describing rights and responsibilities for the career-line faculty, and in Policies 6-001 and 6-002 describing roles of faculty generally and career-line faculty particularly in the Academic Senate and University councils and committees, the University strongly encourages and highly values involvement of career-line faculty in shared-governance activities, in roles appropriate relative to the roles of tenure-line faculty in academic policy-making.

*Academic units appointing faculty (particularly long-serving members) in the career-line categories of Lecturer, Clinical, or Research are also strongly encouraged to establish rules addressing participation of such faculty members in departmental and/or college academic governance and service, including in peer faculty review processes (**and shall recognize and accommodate appropriate participation in University service**, including elected positions on the Academic Senate and its Senate Committees as described in Policy 6-002), and encouraged to make resources for professional development available to such faculty. Description of such matters should be included with the Statement of unit rules required under this Policy."*

As a matter of current University Policies, career-line faculty members now regularly serve the University, College, and departments as elected representatives in the Academic Senate and on Senate committees (as of 2013), and as elected or appointed representatives on other University councils, committees, and task forces, such as the University Career-Line Reappointment Committee (established 2015). As a matter of current College policy, career-line faculty members now regularly serve within the College as elected representatives to the College Council and as elected or appointed members of College committees, and have College policy authorization to serve on departmental committees for review and reappointment of other career-line faculty members (as of 2013).

Service contributions that enhance the interests of the University, College, and academic units 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, particularly the long-serving 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. Letters of agreement (see II-C-4 above) for career-line, adjunct, and visiting faculty shall specify any specific expectations for the type and amount of service. Service expectations defined in letters of agreement shall be considered in reviews, including reviews for reappointment with promotion in rank.

When service is present and the candidate chooses to include it as part of her/his review file, the academic unit should evaluate it according to applicable descriptions of criteria, standards, and evidence articulated for tenure-line faculty in the academic unit's RPT Statement.

D. Standards

1. Overview

This section describes the applicable standards for each of the available faculty appointment ranks. These govern all participants in conducting reviews and making initial appointments and reappointments, including reappointments with promotion in rank.

For promotions in rank, although the College has not established any fixed period for eligibility for promotions, ordinarily it is considered reasonable for career-line and adjunct faculty members to ask for consideration for promotion after five consecutive years of appointment and employment in any rank (a period coinciding with the University-required "more thorough" five-year review). Career-line or adjunct faculty members considering applying for promotion in rank are encouraged to discuss such a promotion with their chair/director prior to compiling their file.

2. Summary Rating Scale for Teaching (and Service and Research)

Excellent: The candidate has made substantial, sustained contributions in the area of course instruction and, where allowed by the unit and applicable, in the areas of curriculum/program development and/or student advising and mentoring. Excellence is shown where the candidate is a highly motivated and dedicated teacher with outstanding and up-to-date knowledge of subject matter; superior classroom, studio, and/or clinic performance; and 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.

Effective: The candidate has made acceptable, sustained contributions in teaching. The candidate shows sufficient progress in the area of course instruction and, where allowed by the unit and applicable, in the areas of curriculum/program development and/or 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 with solid knowledge of subject matter; good, communicative classroom, studio, and/or clinic performance; and 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.

If service and/or research are relevant (i.e., included as part of the candidate's contractual letter of agreement, see II-C-4), the definitions used for excellent, effective, and not satisfactory/not effective research and service in her/his academic unit's RPT Statement apply here.

3. Standards for Initial Appointment and Reappointment at the Rank of Assistant Professor

Initial appointment: Initial appointment at the rank of Assistant Professor in the category of Career-line, Adjunct, or Visiting will be based on the candidate's academic credentials, including a terminal degree (i.e., MFA, DMA, or PhD) or commensurate experience; and evidence of at least an *effective* record of prior teaching, professional record, and/or other relevant achievements or skills related to the curriculum they are hired to teach; and, if relevant, an effective record of grant-getting or creative and/or scholarly research.

Reappointment: Reappointment at the rank of Assistant Professor in the category of Career-line, Adjunct, or Visiting will be given to candidates who have a rating of at least *effective* in teaching—and, if relevant, effective in service and/or research (e.g., , if included in the contractual letter of agreement)—as measured by the definitions above and by the criteria and evidence described in Section III.A, and who show evidence of progress toward the standards for promotion to Associate Professor.

4. Standards for Initial Appointment and Reappointment at and Promotion to the Rank of Associate Professor

Initial appointment: Initial appointment at the rank of Associate Professor in the category of Career-line, Adjunct, or Visiting will be based on the candidate's academic credentials, including a terminal degree (i.e., MFA, DMA, or PhD) or commensurate experience; and evidence of an *extended record of effectiveness* in prior teaching, professional record, and/or other relevant achievements or skills related to the curriculum they are hired to teach; and, if relevant, at least effectiveness in grant-getting or creative and/or scholarly research (e.g., if included in the contractual letter of agreement).

Reappointment: Reappointment at the rank of Associate Professor in the category of Career-line, Adjunct, or Visiting will be given to candidates who have an *extended record of effectiveness* in teaching—and, if relevant, at least *effectiveness* in service and/or research (e.g., if included in the contractual letter of agreement)—as measured by the definitions above and the criteria and evidence described in Section III.A, and who show evidence of progress toward the standards for promotion to Professor.

Promotion: Promotion to the rank of Associate Professor in the category of Career-line, Adjunct, or Visiting will be given to candidates who have an *extended record of effectiveness* in teaching—and, if relevant, at least *effectiveness* in service and/or research (e.g., if either activity is included in the contractual letter of agreement)—as measured by the definitions above and the criteria and evidence described in Section III.A. In addition, candidates will have *contributed* to the discipline and/or academic unit beyond assigned teaching duties. Examples of contributions may 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, college, university, profession, and/or community; public dissemination of creative and/or scholarly research.

5. Standards for Initial Appointment and Reappointment at and Promotion to the Rank of Professor

Initial appointment: Initial appointment at the rank of Professor in the category of Career-line, Adjunct, or Visiting will be based on the candidate's academic credentials, including a terminal degree (i.e., MFA, DMA, or PhD) or commensurate experience; and evidence of *excellent* prior teaching, professional record, and/or other relevant achievements or skills related to the curriculum they are hired to teach; and, if relevant, at least an extended record of effectiveness in grant-getting or creative and/or scholarly research (e.g., if included in the contractual letter of agreement).

Reappointment: Reappointment at the rank of Professor in the category of Career-line, Adjunct, or Visiting will be given to candidates who have a rating of *excellent* in teaching—and, if relevant, at least an *extended record of effectiveness* in service and/or research (e.g., if either activity is included in the contractual letter of agreement)—as measured by the definitions above and the criteria in Section III.A.

Promotion: Promotion to the rank of Professor in the category of Career-line, Adjunct, or Visiting will be given to candidates who have a rating of *excellent* in teaching—and, if relevant, at least an *extended record of effectiveness* in service and/or research (e.g., if included in the contractual letter of agreement)—as measured by the definitions above and the criteria in Section III.A. In addition, candidates will have *contributed significantly* to the discipline or academic unit beyond assigned teaching duties. Examples may 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, college, university, profession, and/or community; public dissemination of scholarly and/or creative research.

6. Special Provisions for the Rank of Instructor

Appointments to the rank of Instructor are intended for individuals who have not yet achieved their terminal degree and whose commensurate experience does not qualify them for the rank of Assistant Professor, Associate Professor, or Professor.

IV. PROCEDURES FOR APPOINTMENT, REVIEW, REAPPOINTMENT, AND PROMOTION OF CAREER-LINE, ADJUNCT, AND VISITING FACULTY

A. Roles of Committees and Individuals Participating in Initial Appointments, Reviews, Reappointments, and Promotions

1. Overview

All reviews of any existing faculty member involve participation of the Department Chair/School Director. Evaluations of a candidate under consideration for initial appointment, and reviews of an existing faculty member for purposes of any reappointment (including a reappointment with promotion), involve the Department Chair/School Director as well as a Departmental/School Review Committee and a Departmental/School Faculty Appointments Advisory Committee. Beyond the Department/School, initial appointments and reappointments are subsequently acted upon by the Dean, Senior Vice President, (in certain disputed cases also the University Career-Line Reappointment Committee), Academic Senate, President, and Board of Trustees.³

As a general principle, all academic units in the College (1) *shall* include representation of full-time, long-serving career-line faculty members in both of the departmental/school committees which participate in such processes, for purposes of any review, initial appointment, reappointment, and/or promotion of any *career-line* faculty member, and (2) *may* choose to include such representation in one or both committees for purposes of reviews, initial appointments, reappointments, and/or promotion of *adjunct* or *visiting* faculty members. This general principle is consistent with University Policies 6-300, 6-302, and 6-310. Procedures for determining membership of these committees appear in IV-A-2 and IV-A-3, below.

2. Departmental/School Career-line, Adjunct, and Visiting Faculty Appointments Advisory Committee (DAC)

As required by University Policy 6-302, there is established in each department/school a Departmental/School Faculty Appointments Advisory Committee (DAC), and its membership includes *all tenure-line* faculty of the department/school. Policy 6-302-III-B-1 allows units to also provide for participation of career-line faculty members on such committees, including as voting participants for the limited purposes of considering initial appointments, reappointments, and promotions of career-line faculty members, and adjunct and visiting faculty members (but not for cases of tenure-line candidates). However, Policy 6-300 states that, "*Tenure-line faculty members shall have the primary*

³ The College has chosen *not* to establish and assign responsibilities to a college-level advisory committee for cases of reviews, initial appointments, and reappointments of career-line, adjunct, or visiting faculty (an option available under Policies 6-302 and 6-310).

roles in shared governance activities, including ... majority voting roles on ... department and college academic committees... ." (Policy 6-300-III-B.2.b)

6-302 provides that the option to allow for career-line participation on the committee is implemented by two steps of first enacting college-wide policy to make such an option available to all departments/schools, followed by a majority vote of the tenure-line members of each department/school. With adoption of this Statement for the College, and ratification of this specific Section IV-A-2 by majority vote of the tenure-line faculty of a department/school, the policy applicable for a department/school is that for all cases of initial appointments, reappointments, and promotions of *career-line* candidates, the DAC *shall* include as voting members all full-time long-serving career-line faculty members, as long as tenure-line faculty members remain the majority on the DAC. Additionally, the academic unit *may* include full-time long-serving career-line faculty members as voting members of the DAC in cases of initial appointments, reappointments, and promotions of *adjunct* and *visiting* faculty members.

In collaboration with each department/school, the Dean's Office will administer an anonymous vote by the tenure-line faculty in each academic unit regarding (1) whether to include full-time, long-serving career-line faculty as voting members of the DAC, (2) whether to limit the voting participation of the career-line membership of the DAC to cases of *career-line* candidates or extend it to include cases of either/both *adjunct* and *visiting* candidates, and (3) the process to be used if it is necessary to exclude some full-time long-serving career-line faculty members in order to maintain tenure-line majority on the DAC as required by Policy 6-300. Following the vote, each department/school shall by memorandum submitted to the Dean and copied to the Senior Vice President and Senate Faculty Review Standards Committee Chair give notice of the department/school's choices regarding the membership and voting roles.

Once baseline membership is established, as governed by Policy 6-302, the DAC considers and votes on a recommendation regarding each proposed faculty appointment (including any reappointment, with or without promotion).

The Department Chair/School Director convenes and chairs the DAC but does not vote on actions of the DAC. It is expected that all members of the DAC will have thoroughly read and examined the candidates' files and the recommendations of the Departmental/School Review Committee (see section IV-A-3, below) prior to voting and will apply the approved criteria, standards, and evidence applicable for that unit in formulating their recommendations.

Per Policy 6-302, the voting procedures are that each case coming before the DAC always includes two issues—the faculty appointment generally (including the specified term duration), and the particular rank for the appointment. All tenure-line members of the committee vote on both issues. All career-line

members of the committee vote on the appointment generally, but only those with the same or higher rank as proposed for the candidate vote on the particular rank.

In no case shall a career-line faculty member vote on her/his own reappointment.

3. Departmental/School Career-line, Adjunct, and Visiting Faculty Review Committee (DRC)

Each academic unit shall establish a Departmental/School Career-line, Adjunct, and Visiting Faculty Review Committee (DRC). The DRC members shall be elected annually by the current members of the Departmental/School Appointments Advisory Committee for Career-line, Adjunct, and Visiting Faculty (the DAC described immediately above), and shall include at least one tenure-line faculty member and at least one full-time, long-serving career-line faculty member, as well as such additional number of members as annually determined appropriate by the Department Chair/School Director based on the anticipated workload (as long as the representation of career-line and tenure-line faculty remains approximately equal). If the academic unit has an insufficient number of full-time, long-serving career-line faculty members, the Department Chair/School Director shall recommend one or more full-time, long-serving career-line faculty members from other academic units in the College to serve; final selection of those outside members rests with the Dean.

The DRC shall be responsible for administering the evaluation process. Once formed, the DRC shall elect a member of the DRC as chair. The chair of the DRC shall assign one or more members of the DRC to prepare a review report on each faculty member subject to review, ensuring that no faculty member participates in her/his own review and that, whenever possible, a lower rank faculty member shall not have primary responsibility for preparing a review report on a higher rank faculty member.

In each case, the DRC report shall include written evaluations and recommendations based on the file and the applicable criteria, standards, and evidence for evaluation, and shall be submitted to the DAC before the DAC votes on the initial appointment, reappointment, and/or promotion. The Dean may, at her/his discretion, call for copies of such reports.

The DRC is primarily a fact-finding body that will base its evaluations and recommendations on objective information upon which the DAC (and all subsequent participants in the process) should rely in making recommendations regarding initial appointment or reappointment (including rank).

B. Overview of Schedule and Types of Reviews

The standards and procedures for initial appointment, review, reappointment, and reappointment with promotion of career-line, adjunct, and visiting faculty of units in the

College are intended to "*serve the University's fundamental commitments to academic freedom and academic excellence ... and to maintain the high quality of the University's career-line, adjunct, and visiting faculty*" per [University Policy 6-310](#) and consistent with [University Policy 6-302: Appointments](#).

Each department/school will carefully evaluate a candidate for a faculty position at the time of the initial appointment and at reappointment (including reappointment with promotion). Additionally, all career-line, adjunct, and visiting faculty members undergo an annual review. For all candidates, regardless of whether on single-year or multi-year appointment, more thorough reviews are conducted every five years, and/or at the point of promotion.

The purpose of each review is to evaluate the accomplishments of the faculty member. Academic units use reviews to consider future reappointments. These evaluations are intended to encourage active, fruitful dialogue with the individual faculty member.

C. Evaluation for Initial Appointment

Policy 6-310-III-A-1-b requires that "*units initially appointing members of the career-line, adjunct, and visiting categories of faculty must verify that the candidates possess appropriate credentials by way of degrees and field of study for the position consistent with University Regulations, and must maintain on file appropriate documentation for each individual appointed.*" Policy 6-302 prescribes the procedures for making such appointments.

The procedures to be followed by the DRC for evaluation of a candidate for initial appointment must include a review of at least the following items:

1. letter of application or letter from the Department Chair/School Director describing the needs that will be met by this particular candidate
2. CV
3. two letters of recommendation, preferably from outside the university, on letterhead, dated within 1 year
4. any additional materials deemed appropriate by the candidate that document satisfaction of the criteria and standards applicable for the position and rank under consideration

The DRC shall prepare a written report stating its evaluation and recommendation and including a discussion of the elements of the file that support that recommendation. This report must be provided to the DAC members at least one week prior to the DAC vote.

All members of the DAC are expected to review the DRC report, as well as the candidate's file, in preparation for any committee discussion. The initial appointment shall then proceed through the steps prescribed in Policy 6-302, including voting by the DAC (presumptively by secret ballot) to produce recommendations regarding the appointment and the specific rank, followed by recommendations of the Department Chair/School Director, Dean, and Senior Vice President, (and in certain disputed cases

also the University Career-Line Reappointment Committee), and actions of the Academic Senate, President, and finally the Board of Trustees.

D. Annual Minimum-Level Reviews Subsequent to Initial Appointment

Policy 6-310-III-A-2-d requires "*at least minimum-level reviews conducted annually for all faculty members (including annual evaluations ... of faculty members with multi-year appointments not due for a more extensive reappointment review)... .*"

In each case of an existing career-line, adjunct, or visiting faculty member who is anticipated to continue in a faculty position in the subsequent year and is not otherwise subject to a more extensive review, the department/school shall conduct an annual review in which the Department Chair/School Director (or a designee) (1) shall review the faculty member's student teaching evaluations (if applicable), and any service or research activities (if applicable), and (2) if there are any significant issues arising from the review discuss those with the faculty member.

E. Reviews for Reappointments without Promotion

This form of review is conducted in each case in which the current appointment term (either annual or multi-year) of an existing faculty member of a career-line, adjunct, or visiting category is ending; the department/school has the need for and funding is reasonably assumed to be available for continuation of such a position; and the faculty member has informed the Department Chair/School Director of a desire to be reappointed, but is not seeking promotion in rank.

Complying with Policy 6-310-III-A-2-c, the DRC is designated as "*responsible for administering review processes and making a recommendation to the Unit's Faculty Appointments Advisory Committee [DAC] before that committee's members vote on the reappointment or non-reappointment.*"

The procedures to be followed by the DRC for such reviews must include the review of at least the following items covering the past period relevant to the review:

1. A copy of relevant contents of the letter(s) of agreement (see II-C-4 above) describing the agreed upon workload responsibilities of the candidate (not including confidential information such as salary)
2. the candidate's CV
3. student teaching evaluations compiled since initial appointment or last reappointment review
4. syllabi for the courses taught since initial appointment or last reappointment review
5. any additional materials deemed appropriate by the candidate that document satisfaction of the applicable criteria

For candidates who have service and/or research responsibilities, relevant material documenting their work and achievements in these areas must be included.

Such reviews by the DRC will result in one of three outcomes: (1) recommendation for reappointment, (2) recommendation for reappointment with plan for improvement, or (3) recommendation not to reappoint. The DRC shall prepare a written report stating its evaluation and recommendation and including a discussion of the elements of the file that support that recommendation. This report must be provided to the DAC members at least one week prior to the DAC vote. The DAC must complete its review of the report and associated file and vote regarding reappointment no later than March 25th.

All members of the DAC are expected to review the DRC report, as well as the candidate's file, in preparation for any committee discussion. The reappointment shall then proceed through the steps prescribed in Policy 6-302, including voting by the DAC (presumptively by secret ballot) to produce recommendations regarding the appointment and the specific rank, followed by recommendations of the Department Chair/School Director, Dean, and Senior Vice President, (and in certain disputed cases also the University Career-Line Reappointment Committee), and actions of the Academic Senate, President, and finally the Board of Trustees.

If the outcome at the department/school level is a recommendation not to reappoint, the Department Chair/School Director shall articulate in writing specific reasons for the action and provide this to the candidate, ordinarily prior to March 31st (and in compliance with the University's minimum three-month notice of non-renewal for certain faculty members, per Policy 6-300-III-D-6-a).

If the final result is a reappointment made with plan for improvement, the Chair/Director of the academic unit shall articulate in writing specific instructions or expectations for achieving improvement(s) and shall hold a meeting with the candidate to discuss the plan. The degree to which improvement is realized shall be assessed in the next review.

As governed by [Policy 6-310-III-D](#) (effective 2015), a *career-line* faculty member who has been employed at least three-years at .50 FTE and seeks reappointment, has certain rights, including rights to notices and opportunities to submit information. Additionally, upon receipt of a recommendation that is negative as to reappointment, the proposed rank, or the proposed duration of the appointment, the faculty member may pursue the requested reappointment further, and have the case referred for advice to the University Career-Line Reappointment Committee. See Policy 6-310 for full details, and consult the office of the Senior Vice President for further explanation.

F. Five-year Reviews

A more comprehensive evaluation of all long-serving career-line and adjunct faculty members shall be conducted at least every five years, per Policy 6-310. Ordinarily, for efficiency these will be scheduled to coincide with reappointment upon completion of a term. As outlined in [Policy 6-310-III-A-2-d](#), *"the course evaluations along with multiple other indicators of teaching quality must be used in the more thorough longer-term reviews [and] required evidence and procedures adopted ... for such teaching-related longer term reviews may and typically will be closely modeled on those followed by the*

unit in conducting teaching-related reviews of tenure-line faculty pursuant to Policy 6-303 (as described in approved 'RPT' and 'TFR' Statements)."

The procedures to be followed by the DRC and the DAC for five-year reviews shall follow the same procedures as described above for reviews for reappointment, except that the file must include the following items:

1. a copy of relevant contents of the letter(s) of agreement (see II-C-4 above) describing the agreed upon workload responsibilities of the candidate (not including confidential information such as salary)
2. the candidate's personal statement
3. the candidate's CV
4. student teaching evaluations compiled for the previous five years
5. a representative sample of syllabi for the courses taught during the previous five years
6. in-class/studio/clinic peer teaching reviews by department/school or college colleagues or Center for Teaching and Learning Excellence (CTLE) representatives
7. Student Advisory Committee (SAC) report
8. any additional materials deemed appropriate by the candidate and that document satisfaction of the applicable criteria

For faculty members who have service and/or research responsibilities, relevant material documenting their work and achievements in these areas for the previous five years must be included.

G. Reappointments with Promotion in Rank

The criteria, standards, and evidence applicable in a review for promotion to (or initial appointment at) each particular rank are as described in Section III above.

Procedurally, per Policies 6-310 and 6-302, a promotion in rank is a type of reappointment ("reappointment with promotion in rank"). The procedures for a departmental/school review in conjunction with a reappointment with promotion is the same as the Five-Year Review described above, except that the documentation shall also include two letters of review from outside the department/school (these letters need not be from outside the university, but may be).

The report of the DRC evaluates the candidate's readiness for promotion as well as reappointment for another term, based on the applicable criteria, standards, and evidence. Once the DAC receives the file including the DRC report, the DAC votes upon its recommendations regarding the reappointment with promotion. The subsequent steps follow as described above for a reappointment, consistent with Policy 6-302 (recommendations of Department Chair/School Director, Dean, and Senior Vice President, [and in certain disputed cases the University Career-Line Reappointment Committee], and actions of the Academic Senate, President, and Trustees).

H. Special Provisions for Reviews of CFA Adjunct Faculty with Tenure-line Appointments in Other Units

Policy 6-310-III-A-2-g provides that:

"When a faculty member holding an Adjunct appointment in one academic unit also holds a tenure-line faculty appointment in another unit of the University and is subject to thorough periodic reviews in that home unit, the unit of the Adjunct appointment may simply rely on the regular review procedure in the faculty member's home unit (as governed by Policy 6-303 and the home unit's "RPT" and "TFR" Statements), supplemented by an annual consideration of course evaluations for any teaching occurring in the unit of the Adjunct appointment, or may do its own review."

If a department/school chooses to do its own review, the department/school must develop and submit for approval an appendix to this document, describing that process (see I-A, above).

V. APPENDICES

APPENDIX A: TIMELINE (Annual Schedule)

Reviews for Reappointment without Promotion in Rank

- a. Candidate's file complete no later than March 4th and at least two weeks prior to the DRC meeting.
- b. DRC report due to DAC no later than March 18th and at least one week prior to the DAC vote.
- c. DAC vote no later than March 25th.

Five-year Reviews

- a. During the spring semester of the previous year, Chair/Director notifies the candidates for fifth-year review of their impending review.
- b. In-class peer reviews should be completed no later than March 4th and at least two weeks prior to the DRC meeting.
- c. SAC report due no later than March 4th and at least two weeks prior to the DRC meeting.
- d. Candidate's file complete no later than March 4th and at least two weeks prior to the DRC meeting.
- e. DRC report due to DAC no later than March 18th and at least one week prior to the DAC meeting.
- f. DAC meeting no later than March 25th.

Reappointments with Promotion in Rank

- a. During the spring semester of the previous year, the candidate notifies the Chair/Director of her/his intention to go up for promotion.
- b. In-class peer reviews should be completed no later than March 4th and at least two weeks prior to the DRC meeting.
- c. SAC report due no later than March 4th and at least two weeks prior to the DRC meeting.
- d. Outside letters of review due no later than March 4th and at least two weeks prior to the DRC meeting.
- e. Candidate's file complete no later than March 4th and at least two weeks prior to the DRC meeting.
- f. DRC report due to DAC no later than March 18th and at least one week prior to the DAC meeting.
- g. DAC meeting no later than March 25th.
- h. Chair's letter to the Dean due no later than April 2nd.

All academic units in the College should vote on initial appointment, reappointment or non-appointment of all career-line, adjunct, and visiting faculty no later than March 25th; this time frame will accommodate subsequent required actions in the case of non-appointment for certain faculty (see [Policy 6-311 section 5](#)).

**APPENDIX B: Notice of Approval by Senate Committee and Senior Vice
President for Academic Affairs**



January 11, 2018

John Scheib
Dean
College of Fine Arts

Dear Dean Scheib:

I have had an opportunity to review and discuss the current draft of the College of Fine Arts career-line, adjunct, and visiting faculty standards statement with both Associate Dean Sarah Projansky and Professor Lincoln Davies, the Chair of the Review Standards Committee. As you are aware, this document was drafted several years ago, before a template was created and before many units had meaningful experience with these standards. Because we have learned much in the past few years regarding the implementation of these standards, Professor Davies, Associate Dean Projansky, and I have agreed that the document would benefit from updating to fit the current template and to reflect the collected wisdom of the past few years.

As a result, I have agreed to provisional approval of the statement approved by the College of Fine Art in April 2017 until **December 31, 2018**. After that date, we expect a new statement based on the template to be in place. I understand that Associate Dean Projansky has agreed to begin the process of revising the standards using the current template and will work with your college and the Standards Review committee to this end.

I hope this is an acceptable resolution of the college's request to review the proposed statement. Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads "Amy J. Wildermuth".

Amy J. Wildermuth
Associate Vice President for Faculty

cc: Ruth V. Watkins, Senior Vice President for Academic Affairs
Sarah Projansky, Associate Dean, College of Fine Arts
Lincoln L. Davies, Chair, Senate Faculty Review Standards Committee