

College of Engineering Career-line, Visiting and Adjunct Faculty Procedures, Criteria and Standards

The procedures, criteria and standards used to assess Career-line, Visiting and Adjunct Faculty and non-faculty teaching personnel in the College of Engineering for initial appointments, reappointment, and promotion shall be consistent with University Policies 6-300, 4 (which defines Career-line ranks), 6-310 (which governs assessment of Career-line and non-faculty teaching employees), and 6-302 (which governs appointment and reappointment of all faculty).

1. Career-line Faculty Categories & Ranks

In addition to the Tenure-line Faculty, the departments/school of the College of Engineering may appoint faculty in the following categories and ranks:

- Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor, and Adjunct Instructor;
- Professor (Lecturer), Associate Professor (Lecturer), Assistant Professor (Lecturer), and Instructor (Lecturer);
- Research Professor, Research Associate Professor, Research Assistant Professor, Research Instructor;
- Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor, Visiting Instructor.

Career-line, Visiting and Adjunct Faculty who have had titles not included here and faculty whose titles do not match their roles should have their titles updated in the next appointment cycle.

2. Assessment Standards

Whenever decisions are made about appointing, reappointing, or reappointing with promotion, the following guidelines will apply.

Career-line Faculty should be assessed according to their accomplishments and potential in the areas of scholarship, teaching, and service, as appropriate for the particular position and assigned duties. To the extent possible, a Career-line Faculty member should be assessed using the same criteria and standards that are applied to Tenure-line Faculty members at the same rank (assistant, associate, or full professor) and who are at comparable points in their careers.

The definitions and relative weights of scholarship, teaching and service must be adjusted, however, so that they can be applied sensibly to Career-line faculty members. Factors that

should contribute to these adjustments include the type of appointment (research or lecturer), the source of support if any (external research funding or state budget), and the percentage of FTE of the appointment.

The faculty member's performance will be assessed through data collected on the Faculty Activity Report (FAR) and through the promotion file.

A. Research Faculty appointments are discussed in Policy 6-300, 4.D.1, which notes that the primary professional efforts of Research Faculty members are devoted to research projects.

- **Scholarship.** The main focus of the assessment of Research Faculty members should be on research contributions, which should be assessed using essentially the same measurements and standards used for Tenure-line Faculty of similar rank. The Career-line Faculty member is expected to contribute significantly and distinctly to the development and dissemination of new knowledge through research and publication of research results. The following will be considered in evaluating a candidate's research and scholarship according to accepted publishing patterns in the candidate's own research area:
 - Publication of original research papers in refereed technical journals and conference proceedings. The prestige of the journals and conferences and the quality, as well as number of publications, will be considered.
 - Publication of research monographs, book chapters, and book reviews.
 - Presentations at conferences, workshops, colloquia or seminars. Keynote, plenary and invited talks will be noted.
 - Research grants and contracts obtained, and research expenditures due to candidate's research.
 - Patents issued and software licensed or otherwise distributed.
 - Impact of consulting related to candidate's engineering expertise.

For promotion, external letters of evaluation from recognized authorities in the candidate's area will play a major role in helping assess the quality and impact of the candidate's research and scholarship, and his/her overall professional reputation.

- **Teaching.** Research Faculty members are not typically expected to do classroom teaching, but they are expected to advise students with whom they are working on research projects. In those cases where a Research Faculty member teaches a class, this should be assessed as well.
- **Service.** Research Faculty members are expected to perform the types of professional service typical of active researchers. Research-related service, such as recruiting graduate students, serving on graduate students' advisory committees, serving on a graduate committee, or any other research-related departmental, college or university activity is an appropriate part of a Research Faculty member's duties. External professional service is also important, and should be included in the assessment.

B. Lecturing Faculty appointments are discussed in Policy 6-300, 4-D-3 of the University Regulations, which notes that the primary professional effort of Lecturing Faculty is teaching.

- **Scholarship.** Ongoing scholarly contributions are expected of all Lecturing Faculty members. While Lecturing Faculty members are not typically expected to do research, a broad range of scholarly activities is possible. Examples include (but are not limited to) the publication of textbooks, online course components, and other educational material; the development of innovative approaches to teaching and the publication of papers describing them; and the conduct of educational research and assessment projects.
- **Teaching.** The main focus of the assessment of Lecturing Faculty members should be based on classroom teaching, which is to be evaluated using essentially the same metrics and standards used for Tenure-line Faculty. Quality teaching requires depth of pertinent knowledge, ability to inspire student interest in the subject, logical organization and presentation of the material, and fair and appropriate assessment of student performance. Classroom teaching effectiveness is documented through:
 - Peer and student course evaluations;
 - Development of new courses, improvement of existing courses, and introduction of innovative teaching techniques;
 - Advising of undergraduate student projects;
 - Publication of textbooks or other teaching materials; and
 - Receipt of teaching awards.
 - Other evidence of teaching contributions to be considered include external funding for curriculum development, and general impact of the faculty member's work on educational issues.
- **Service.** The service contributions for Lecturing Faculty members should be assessed according to their defined responsibilities. Lecturing Faculty often have major responsibilities in undergraduate curriculum development, student counseling, and program management. All of these activities should be included in the assessment.

C. Adjunct Faculty appointments are discussed in Policy 6-300, 4.D.4 of the University Regulations, which notes that the primary professional responsibility of an Adjunct Faculty member is outside of the department. Adjunct Faculty members typically make part-time contributions, and should be assessed on those contributions, whether they are in the areas of scholarship, teaching, or service. The assessment guidelines should be adapted as appropriate for each Adjunct Faculty member's case.

D. Visiting Faculty appointments are discussed in Policy 6-300, 4.D.5 of the University Regulations. Visiting Faculty members typically make part-time contributions. If a Visiting Faculty member wishes to be reappointed, his/her contributions should be assessed in the areas of scholarship, teaching, and/or service before a decision is made granting another year as a visiting professor. The assessment guidelines should be adapted as appropriate for

each Visiting Faculty member's case. A person can be appointed a Visiting Faculty member for no more than a cumulative total of three years.

3. Appointment, Reappointment, and Promotion Decisions

Decisions about the appointment, reappointment, and reappointment with promotion of Career-line, Visiting and Adjunct Faculty members should employ the assessment guidelines given above. The instruments (*e.g.*, Faculty Activity Report, teaching evaluations and external research assessment letters) used to document the scholarship, teaching, and service accomplishments of a Career-line, Visiting or Adjunct candidate for appointment, reappointment, or reappointment with promotion should be the same as those used to document the accomplishments of a comparably experienced tenure-track candidate for appointment, retention, or promotion. (Of course, assessment instruments should be used only as appropriate. For example, there is no requirement to employ teaching evaluations for candidates who do no teaching, nor is there a requirement to employ external letters for candidates whose roles do not include research.) The feedback given to a Career-line candidate following a reappointment decision should be similar to the feedback given to a tenure-track candidate following a retention or promotion decision.

A. Initial Appointments

All faculty appointments, including initial appointments and reappointments of all Career-line, Visiting and Adjunct Faculty, follow the procedures described in Policy 6-302. For initial appointments, a CV and letters of recommendation are required (unless the person is to be unpaid, in which case, letters are not required). The candidate must have appropriate academic credentials and experience. They should be hired only if they are expected to perform at a level comparable to that of the Tenure-line Faculty member in their area of focus (teaching or research). For any Career-line, Visiting or Adjunct Faculty initial appointment, a majority of the departmental/school faculty appointments advisory committee (see 6-302-III-B.1) consisting of all of the Tenure-line Faculty plus, optionally, others approved by the Tenure-line Faculty, must vote to appoint the person at the proposed rank. For Career-line Faculty, Visiting and Adjunct appointments, a single vote is taken for both appointment and rank, and Tenure-line Faculty of all ranks are eligible to vote (Policy 6-302-III-C.2.b), along with any Career-line faculty eligible pursuant to departmental policy. Lecturing and Research Faculty initial appointments are usually for one year, expiring each June 30th, but can be for as long as five years, as determined by the department to be appropriate, consistent with University policies (Policy 6-300, 4.B, Policy 6-310-III.A.2.e and III.A.4). Adjunct appointments can be for multiple years. Visiting appointments are for no more than one year at a time.

B. Evaluation and Reappointments

Career-line, Visiting and Adjunct Faculty reviews will ordinarily coincide with reappointment, and reappointment with promotion will require a more thorough review. Any Tenure-line Faculty member in the department/school can nominate a Career-line, Visiting or Adjunct Faculty member for reappointment. (As a practical matter, this will usually be done by the chair/director.) The department chair/director will administer the

evaluation and manage the reappointment process. Career-line, Visiting and Adjunct Faculty are reappointed by a majority vote of the faculty appointments advisory committee (see Policy 6-302-III-B.1) and support of the cognizant administrators. All Lecturing Faculty, all Research Faculty, and Visiting Faculty who wish to be reappointed for a second or third year, must submit an annual Faculty Activity Report (FAR), upon which their contributions will be evaluated. For Lecturing and Research Faculty in the rank of Assistant Professor, there will be a major review in the third-year, comparable to the formal retention review for tenure-track faculty in their department/school. (See RPT File Section in *College of Engineering RPT Guidelines* which specifies the file's content.) The format is to be modified to fit the focus and contributions of the Career-line Faculty member. This would mean, for example, that peer reviews of teaching are required for Lecturing Faculty, but not of Research Faculty. If external letters evaluating research contributions are required for tenure-track faculty members, they are also required for Research Faculty, but not for Lecturing Faculty. As in the case of tenure-track faculty, feedback will be given to help the faculty member build a strong academic career. The appointments of Career-line Faculty are reviewed each year, and unless a multi-year appointment has been made, appointments must be renewed each year; the third-year major review should be a time to evaluate whether the faculty member is on a trajectory that will result in promotion at the next major review. Long-serving Career-line Faculty who have already attained the rank of Associate Professor or Professor must have a major review, equivalent to the post-tenure review for tenure-track faculty, at least every five years.

Course evaluation summaries must be provided by the department chair/director to the voting faculty for courses taught by Adjunct Faculty who teach in the department/school and do not have a Tenure-line appointment at the U. Adjunct Faculty who have a tenure-track appointment in a different department and who are in good standing in that department need not submit any documentation for reappointment; the Engineering department making the adjunct appointment may rely upon the review process of those faculty members conducted within their home departments (see Policy 6-310-III-A.2.g).

C. Promotion

Lecturing and Research Faculty must be evaluated for reappointment with promotion on the same schedule as that of Tenure-line faculty being evaluated for tenure, as defined in the college and departmental RPT guidelines. These evaluations for reappointment with promotion to Associate Professor or Professor will follow a process similar to that of tenure-track faculty in the respective departments. The faculty member must assemble a promotion file which will be reviewed and voted upon by the department faculty appointments advisory committee (see Policy 6-302-III-B), the Department Chair/School Director, and the Dean. It will then be submitted to the Senior V.P. for Academics. As described above, Career-line Faculty will be evaluated based upon the standards described in the RPT guidelines for teaching (Lecturers) or research (Research Faculty). They will be given credit for activities that fall outside of these respective areas, but their performance in their basic area must meet the standards defined for tenure-track faculty in the department/school and college guidelines and in university policy, in order for them to be reappointed with promotion. For a person initially appointed as an Assistant Professor to continue as a Lecturing or Research Faculty member in the College of Engineering, the faculty member's

promotion to Associate Professor must be supported by a majority of the department/school faculty appointments advisory committee, by the Department Chair/Director, by the Dean, and by the Senior Vice President. If a faculty member is not supported for promotion, s/he may still be employed in the College, but this employment must be in another role. A two-year grace period for promotion will be available after this policy is approved for any current Career-line Faculty who have been Assistant Professors longer than the allowed time.

Adjunct Faculty members may request, but are not required to be considered for reappointment at higher rank. The Adjunct rank of a faculty member who has a tenure-track appointment in another University of Utah department will ordinarily be the same as their tenure track rank, and will ordinarily change automatically when they are promoted in their tenured position. When an external Adjunct Faculty member (one who does not hold a tenure-track appointment elsewhere in the University) wishes to be considered for appointment at a higher rank, s/he must provide a CV, at least two letters of recommendation, and other evidence of stature; the request will be evaluated in the same manner as if this were an initial appointment.

4: Career-line Faculty Rights

The level of participation of Career-line Faculty of each type in departmental governance will be set and can be changed by a vote of the Tenure-line Faculty of each department/school as described in University of Utah Policy 6-300, 4. In general, Career-line Faculty are not allowed to vote on matters related to the appointment, retention, tenure or promotion of tenure-track faculty, but may with approval of the Tenure-line Faculty, be allowed to vote on curricular matters and appointment of other Career-line Faculty members.

5. Non-Faculty Teaching Appointments

Graduate Students, Post-doc Instructors and Associate Instructors are not faculty, but they can fill an important teaching role in the College. To be appointed initially, they must provide a CV. They can be appointed and reappointed by the chair/director without a faculty vote, but before reappointment, the chair/director must review course evaluations and verify that the candidate's teaching demonstrates that s/he has an appropriate depth of pertinent knowledge, ability to inspire student interest in the subject, logical organization and presentation of the material, and fair and appropriate assessment of student performance.

6. Addenda -- Departmental/School Supplemental Policies (*Attach current versions of any supplemental policies adopted by any department for implementation of this College-wide policy within the department.*)