COLLEGE OF HEALTH

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

Approved by College of Health College Council: May 26, 2017

Approved by Dean: May 19, 2017

Approved by Senate Faculty Review Standards Committee on July 5, 2017 and the Senior Vice President on July 11, 2017, for implementation on July 11, 2017.

This document serves as the College of Health's Statement of retention and review criteria, standards, evidence, and procedures for Career-Line, Adjunct, and Visiting Faculty in all Departments 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.

The mission of the College of Health is to promote health and enhance quality of life through the discovery, application and dissemination of information on health promotion, risk reduction, disease prevention, fitness, nutrition, recreation, and rehabilitation for a dynamic and changing society.
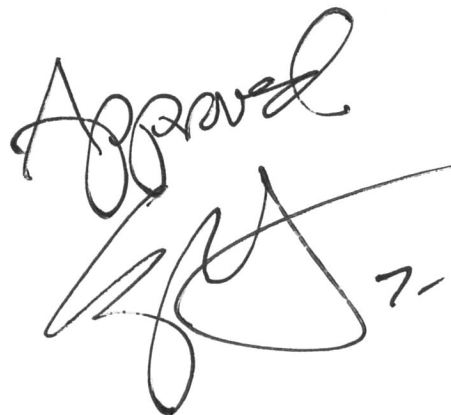
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1. Effective Date and Application to Existing Faculty

The standards and procedures contained in this Statement are effective as of July 11, 2017. All Career-Line, Adjunct, and Visiting faculty members 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 and Dean by 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 Health appoints faculty members as (1) Career-Line Faculty, which includes Clinical Faculty, Lecturers, and Research Faculty; (2) Adjunct faculty; and (3) Visiting faculty.

Career-Line, Adjunct, and Visiting faculty are formally appointed as members of the faculty of the College of Health 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 of Health policy. Promotions to a higher rank are (but need not be) considered at the time of reappointment to a new term with the higher rank, and such promotions require a reappointment process. Career-Line faculty also are responsible, as designated in their contracts and expected by their home units, for service at the College of Health, University, and community levels. College of Health 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 College of Health 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 Clinical Faculty

Clinical faculty are primarily responsible for teaching clinical skills and other experiential learning courses. Clinical faculty members may also engage in scholarship, and may be eligible for support from the College of Health.

Clinical faculty are entitled to participate fully on department, 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. They are also 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.

2.2.2 Responsibilities and Rights of 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 scholarship, and may be eligible for support from the College of Health

Lecturer faculty members are entitled to participate fully on department, 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. They are also 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.

2.2.3 Responsibilities of Research Faculty

Research faculty are primarily responsible for research and publication, usually in conjunction with specially funded projects, typically under supervision by or in collaboration with one or more members of the Tenure-Line faculty or Associate Dean for Research. Research faculty also may be responsible for the development and implementation of special programs connected with their research and other areas of expertise. Research faculty may work onsite at the University, or at other locations depending on the nature and funding of the research projects. Research faculty ordinarily do not teach regular courses, but may be expected to give guest lectures, participate in other programs, or otherwise enhance the College of Health's teaching mission as related to their research programs.

Research faculty may participate fully and vote in College of Health committees to which they are assigned, as related to their research activities. Research faculty may attend College Council and appropriate faculty meetings.

Research faculty 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. They are also 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.

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 College of Health or University committees, but may do so at the discretion of the Department Chair. Adjunct faculty typically engage in community service as part of their professional lives.

2.4   Responsibilities and Rights of Visiting Faculty

Visiting faculty appointments should not be 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 College of Health in a Tenure-Line or Career-Line position; and (3) to gain experience in teaching, and to engage in productive scholarship under the mentorship of experienced members of the faculty.

Visiting faculty members are responsible for teaching and/or scholarship as appropriate to the ranks to which they are appointed. Visiting faculty may participate on College of Health and University committees at the discretion of the Department Chair.

3. Initial Appointment, Term Length, and Mentors

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. 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 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
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 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. Typically, Visiting Assistant Professors will be appointed for a two-year term, consistent with the purpose of that position to help a candidate transition to a full-time Tenure-Line position.

(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 Research, 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 as a citizen of the United States.

3.4 Mentors

Until promoted to the rank of Professor, Assistant and Associate Career-Line faculty members may be assigned an appropriate mentor either in the Tenure-Line or the Career-Line.

4. Procedures for Review

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

4.1 Informal Reviews

The Department Chair will review teaching or research/scholarship/creative activity for all members of the faculty and other non-faculty teaching personnel at least annually. The Department Chair will also ensure peer-review of the individual's teaching and will solicit input and feedback from the Center for Teaching and Learning Excellence where appropriate. Any issues or problems are discussed and addressed individually, as needed. All informal reviews are included in a candidate's formal review file. If, in an informal review, a Career-Line faculty member does not demonstrate clearly adequate progress toward reappointment, an early formal review may be "triggered" by the Review Committee or the Department Chair. Such "triggered" formal review shall occur the following fall 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 departments will conduct formal reviews of its Career-Line and Adjunct faculty as dictated by the length and terms of the contract provided to the faculty member.

4.3 Review Committee

The Department shall formulate a Career-Line and Adjunct faculty Review Committee (Review Committee). The Review Committee shall be comprised of two members of the tenured faculty and two members of the Career-Line faculty who hold the rank of Associate Professor or Professor. These appointments are made by the Department Chair. In addition, a member of the tenured faculty shall be elected as Chair of the Review Committee by majority vote of the Tenure-Line and Career-Line faculty in the Department.

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, Effective, or Not Effective in Teaching); and (4) give the reasons for its recommendations.

4.5 Procedures for Career-Line Reviews

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

1. By September 1 of the fall semester of the academic year for review, the Chair of the Review Committee shall solicit a Student Advisory Committee report on the candidate. Such report shall be submitted to the Chair by December 1.

2. By October 1, the Chair of the Review Committee shall designate one or more members of the Career-Line faculty (of a higher rank than 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. The reviewing faculty members may include members of the Review Committee. These peer teaching evaluations of the candidate shall be submitted to the candidate's file by December 1.

3. By October 1, the Chair of the Review Committee shall request a portfolio from the candidate. The candidate shall submit that portfolio by December 1 of that year. The portfolio shall include:

   (a) A curriculum vitae;

   (b) 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 research accomplishments, including any grant submissions and funding as well as publications; and (5) clinical practice and opportunities summary;

   (d) All publications during the review period;

   (e) Any prior written evaluations or reports from the Review Committee;

   (f) 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 College of Health's local, regional, national, or international reputation.

4. By October 1, the Chair shall assure that —all teaching evaluations and recent syllabi for the candidate are placed in the candidate's file. By December 1, the Chair shall solicit comments about the candidate from other members of the Department.

5. The Chair shall circulate the candidate's portfolio to other Review Committee members, who shall read the complete file.

6. The Chair shall assign a Review Committee member to prepare a draft of the Review Committee Report. The draft report shall be completed by February 1, and the Review Committee shall confer about the report and vote on its approval by February 10.

7. The Chair shall expeditiously transmit the report to the candidate following its approval by the Review Committee. Upon receipt of the report, the candidate shall have five business days to make a written comment on any item in the file, or to indicate the candidate is waiving such right. The candidate has the right to review all contents in the file, except for any confidential letters of evaluation solicited from outside the College of Health.

8. By March 1, 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 15, 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 on the candidate's reappointment and, if applicable, promotion. The Chair of the Faculty Appointments Committee will appoint a secretary at the meeting to keep minutes, which will be made a part of the candidate's file.

9. The candidate shall receive a copy of the vote and minutes at the time they are forwarded to the Department Chair.

10. The Department Chair shall receive the entire file and make their independent recommendation and forward the file to the appropriate University official for approval. Before forwarding the file, the Department Chair shall give the candidate a copy of their recommendation. The candidate has the right to make a written response to the Department Chair's letter and/or the faculty vote and minutes within five business days of receiving the Department Chair's letter.

11. The Department Chair shall notify the candidate of the decision no later than April 1 of the academic year for review.

4.6 Procedures for Adjunct Reviews

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

1. By January 15 of the academic year for review, the Chair of the Review Committee and the Department Chair shall confer and create a list of adjunct faculty members with expiring terms whose reappointment will be sought.

2. By March 1, 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 summarize teaching evaluations of all adjunct faculty members addressed in the report, and attach current resumes of each adjunct faculty member to the report.

3. The Review Committee shall request a vote on its report from the Faculty Appointments Committee. 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, minutes will be kept. Whether the vote is live or by email, it shall be conducted by secret ballot.

4. The Faculty Appointments Committee Chair shall expeditiously forward the results of the vote to the Department Chair.

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/creative activity.

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, this unit will use a four-level scale for evaluating performance: excellent, very good,

effective, and not satisfactory. On this scale, the standard very good is located between the standards of excellent and effective in University Policy. The same criteria and standards apply to both formal and informal reviews. Evaluations of candidates are based on the evidence provided regarding a candidate's research/creative activity, 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) didactic classroom instruction; (b) online and distance education teaching; (c) the organization and facilitation of seminars and workshops that are related to curriculum needs; and (d) independent instruction involving one or more students on special topics. Specific sources of information to evaluate the candidate's course instruction shall 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 evaluations. 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 and teaching of new and novel courses and the publication of textbooks or other teaching materials.

(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, curriculum/program development, and student advising and mentoring. Additional criteria include:

1. Exceptional in-class evaluation by students and peers.
2. Recognized by the College, University, and/or professional associations for her/his excellence or innovation in teaching.
3. Maintains an exemplary level of involvement in efforts to keep abreast of new knowledge and implements that material into curriculum and instruction.
4. Attracts graduate students to study in the department.
5. Maintains exemplary level of involvement in development of teaching skills.
6. Shows leadership in curriculum development.

Very Good: The candidate has made significant, sustained contributions in areas of course instruction, curriculum/program development, and student advising and mentoring. Additional criteria include:

1. Good in-class evaluation by students and peers. Evaluation of syllabi, examinations, student projects, and other teaching materials document that quality learning environments have been created.
2. Systematic efforts to keep abreast of new knowledge and the incorporation of that knowledge into student learning experiences have been well documented.
3. Evidence of an increasing ability to utilize a variety of teaching strategies. Often involved in curriculum development and/or leadership.

Effective: The candidate has made acceptable, sustained contributions in teaching. The candidate shows sufficient progress in the areas of course instruction, curriculum/program development, and student advising and mentoring to suggest that the eventual contributions in these areas will be significant. Additional criteria include:

1. Satisfactory in-class evaluation by students and peers. Evaluation of syllabi, examinations, student projects, and other teaching materials suggests that progress is being made toward the development of quality learning environments.
2. Efforts to keep abreast of new knowledge and the incorporation of that knowledge into student learning experiences are evident.
3. Redesigns or modifies course offerings and shows interest in curriculum development and/or leadership.

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

1. Unacceptable in-class evaluation by students and peers (qualitative and quantitative evaluations). Evaluation of syllabi, examinations, student projects, and other teaching materials suggests that improvement is necessary to provide students with quality learning environments.
2. Little evidence of efforts to keep abreast of new knowledge and implementation of the material into learning environments. Only sporadic efforts are being made to enhance teaching.
3. Little involvement in curriculum development and/or leadership.

Sources[*] of Evidence for Teaching

Most Important

- Peer reviews of teaching (including course material, samples of graded student papers, sample exams, etc.).
- Student evaluations.
  - Mandatory student course and instructor evaluation reports
  - Department Student Advisory Committee reviews
  - Unsolicited alumni evaluations or letters of support
- Material documenting course / curriculum development and/or leadership.

More Important

- Department, College, University, or professional awards for teaching excellence.
- Letters of appreciation from mentoring colleagues and/or students.

Important

- Participation in teaching-related professional development activities.
- Statements of teaching philosophy and evidence of how this philosophy has been implemented.

*This list is illustrative and not exhaustive.

5.1.2   Evaluation of Service

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, 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. Additional criteria include:

1. Evidence of high distinction in faculty member's service to department, College, or University.
2. Exemplary service to the profession, the public, and / or community groups or programs.
3. International, national, regional, and/or state recognition of faculty member's exceptional leadership in service activities.
4. The faculty member's conduct is exemplary with respect to the expectations specified in the Code of Faculty Rights and Responsibilities.

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

1. In addition to meeting expectations for assigned and volunteer service duties in the department, College, or University, the candidate is increasingly being elected to service positions.
2. Consistent service to the profession, the public, and / or community groups or programs.
3. Increasing evidence of faculty member's leadership in service activities.

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. Additional criteria include:

1. Meets expectations for assigned and volunteer service duties in the department, College, or University.
2. Evidence of service to profession, the public, and / or community groups or programs.
3. Clear evidence of the quality and impact of faculty member's service.
4. The faculty member's conduct is consistent with the expectations specified in the Code of Faculty Rights and Responsibilities.

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

1. Performance of assigned and volunteer service duties in the department, College, or University is minimally acceptable.
2. Minimal evidence of service to profession, the public, and / or community groups or programs. Faculty member is marginally involved in service activities. Quality of service is deemed marginal.
3. The faculty member's conduct is not consistent with the expectations specified in the Code of Faculty Rights and Responsibilities.

Sources* of Evidence for Service

Most Important
- Department, College and/or University administrative work.
- Leadership on Department, College, and/or University committees.
- Leadership in professionally-related public / community service organizations.
- Officer, board member, committee member, or member of local, state, regional, national, or international professional organization.
- Participation in editorial review process for refereed journals or books.
- Leadership on professional journals (editor, associate or section editor, editorial board).

More Important
- Member or chair of external evaluation teams.
- Consultant in area of expertise.
- Membership on professionally-related public / community service organizations.
- Member of Department, College, and/or University committees.
- Grant reviewer.
- Service awards.

Important
- Letter of commendation, written appraisals, or letters regarding service.
- Editor or co-editor for books, proceedings, and/or other publications.
- Letters of recommendation for students or support for faculty for RPT
- Mentoring students and/or colleagues in service

*This list is illustrative and not exhaustive.

5.1.3 Evaluation of Research (SCHOLARSHIP and CLINICAL SCHOLARSHIP)

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 College of Health's needs. The characteristics of productive research, however, differ depending on the candidate's area(s) of specialization and professional goals and the College of Health's needs for research in a given area.

(1) Description of Research Activity

SCHOLARSHIP   (Research and Other Creative Activity)

Scholarship is critically important to the mission of the College. Scholarship, research, or other creative work reflects a professional and academic commitment to learning through various intellectual activities in order to advance the body of knowledge related to the discipline. The College expects each Career-Line research faculty member to demonstrate an active, substantive, and sustained commitment to a planned program of scholarly work resulting in peer-reviewed publications. Quality and a sustained record are more important than quantity at all levels. Included among the criteria that the College will consider in its assessment of the quality of scholarly activity are the breadth, depth, originality, recognition, and acceptance of the published works. In its consideration of scholarship, research, or other creative work, the College will take into account as many different types of material as possible. Some of these are articles, textbooks, chapters in textbooks, monographs, book reviews, presentations at scholarly meetings, invited lectures, scripts, films, videos, recordings, software, grants and contracts, and abstracts. Although abstracts and presentations at professional meetings enhance the overall record of scholarship, they cannot substitute for the dissemination of information through publication in scholarly journals. Research faculty typically support their salary through grants. Both reappointment and continued employment of research faculty are often contingent on the continuation of external funding. If grants end, the Career-Line research faculty member may not be reappointed and may not have his or her employment contract renewed with the Department for the next year. Reappointment review occurs at the end of the appointment period.

Sources* of Evidence for Scholarship (Research and Other Creative Activity)

Most Important
- Published refereed articles in scholarly journals.
- Funded grants and or contracts.
- Published books.
- Published chapters in books.

More Important
- Published abstracts of original research.
- Published full-length papers in proceedings of professional meetings.
- Keynote speaker at international and national conferences.
- Presentations at professional meetings.

Important
- Manuscripts in review.
- Evidence of submission of grants and contracts.
- Published articles in non-refereed proceedings and journals.
  *This list is illustrative and not exhaustive.

CLINICAL SCHOLARSHIP

Clinical scholarship is critically important to the mission of the College. Clinical Scholarship reflects a professional and clinical commitment to learning through various intellectual activities in order to provide high quality patient / client care as well as advance the clinical body of knowledge related to individual disciplines. In addition, clinical scholarship may reflect focused interactions and engagement with the community. For the purposes of this document, community engagement describes activities that are undertaken with community members and are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Clinical scholarship is defined broadly to include research- or evidence-based direct patient / client care; development of clinical care algorithms, care process models, protocols or templates; decision support tools to improve patient / client care; creation and engagement in community programs; campus-community partnerships, participation in quality improvement projects or programs; and oversight of patient / client care. Quality improvement projects, development of protocols, oversight of patient / client care may be considered clinical scholarship.

Clinical faculty typically support their salary through the provision of clinical care or community programs. Reappointment of clinical faculty is often contingent on the continuation of clinical revenue or program grants / contracts. If the designated revenue stream ends, the Career-Line Clinical faculty may not have his or her contract renewed with the Department for the next year.

Sources* of Evidence for Clinical Scholarship

Most Important
- Community patient / client management
- Clinical Administrative Manager
- Post-Graduate Specialist Certification
- Post-Professional Graduate Degree (Academic or Clinical Degree)
- Publications in peer reviewed or non-peer reviewed publications regarding clinical topics.
- Publication of book or monograph reviews and abstracts of journal articles or other completed research.
- Mentorship of peers, fellows, and students targeted at improving the quality of care.
- Creation of programs that engage the University with the broader community.
- Sustained leadership contributions to programs that engage the University with the broader community.

More Important

- Director of Clinical Education
- Consultant to other Medical Providers/ Clinics
- Involvement in clinical research projects (secondary author, involvement in data collection and interpretation, study coordinator).
- Professional presentations to peers or the public regarding clinical topics (examples include inservices, continuing education conferences, grand rounds, research / special interest presentations at professional conferences).
- Sustained participation in programs that engage the University with the broader community.
- Participation on local / regional / national / international clinical consensus / clinical practice guidelines committees

Important
- Funding of grants for research or training projects.
- Funding of Clinical or Research Contracts.
- Scholarly contributions in media and computer programs with relevance to client care or clinical education.
- Non-funded proposals for clinical contracts, clinical programs, or clinical education projects.

*This list is illustrative and not exhaustive.

(2) External Funding (Scholarship and Other Creative Activity)

Acquiring funding to support research is valued by the University and the College and is necessary to sustain the research mission of the university. A candidate must therefore demonstrate that the candidate has either acquired funding that will help sustain the candidate's research program or that the candidate has made significant efforts to obtain such funding and will continue to do so.

(3) Summary Rating Scales for Research (Scholarship and Other Creative Activity and Clinical Scholarship)

Ratings on the four-point scale below reflect the joint consideration of quantity and quality of research/creative activity 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. Criteria for Scholarship (Research and Other Creative Activity) include:

1. The candidate has made outstanding contributions to the body of knowledge through published works and other sources of evidence of scholarship/research.
2. The candidate has a national or international reputation based on research contributions to a particular area or areas of research.

Criteria for Clinical Scholarship include:

1. Evidence of expertise in focused clinical skills is present. One or more areas of emphasis in the candidate's clinical activities are rated by peers as excellent and the candidate has made significant contributions in those areas through the activities listed under the above description of Clinical Scholarship.
2. The candidate has made outstanding contributions to the body of knowledge through clinical care, clinical education, community engagement, campus-community partnerships, has developed innovative programming in collaboration with community agency(ies), presentations / published works and other sources of evidence of clinical scholarship.
3. The candidate has a national or international reputation based on contributions to a particular area or areas of clinical care / clinical scholarship.

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. Criteria for Scholarship (Research and Other Creative Activity) include:

1. A record of a continuing and on-going scholarly agenda is present.
2. The candidate has a substantial record of publication in high impact journals in their field.
3. The candidate is generally recognized as being an authority in a particular area or areas of special emphasis.

Criteria for Clinical Scholarship include:

1. Evidence of continuing development of focused clinical skill is present. One or more areas of emphasis in the candidate's clinical activities are emerging and the candidate has made significant contributions in those areas through the activities listed under the above description of Clinical Scholarship.
2. Exhibits leadership within their clinical / community setting with regard to clinical activities (see description of clinical scholarship above).
3. Influence of the faculty member is often felt in the development and/or implementation of clinical care and mentorship of peers, fellows, and students.
4. The faculty member is also known locally, regionally or nationally for clinical contributions.
5. The faculty member may have received certifications or post professional degrees that represent a high degree of competence and / or specialization.

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. Criteria for Scholarship (Research and Other Creative Activity) include:

1. Evidence of an on-going scholarly agenda is present. The candidate has made high-quality contributions through activities associated with the above description of research competence.
2. Manuscripts are being consistently published in refereed journals.
3. One or more areas of emphasis in the candidate's research activities are recognizable as a focused line of inquiry and recognition as an authority is emerging.

Criteria for Clinical Scholarship include:

1. Evidence of an on-going development of clinical expertise is present. The candidate has made high-quality contributions through activities associated with the above description of clinical scholarship competence.
2. Publishes, presents, and/or participates in developing and disseminating clinically scholastic information associated with the above description of scholarly competence.
3. One or more areas of emphasis in the candidate's clinical activities are recognizable as a focused line of clinical expertise and recognition as an authority is emerging.

Not Satisfactory: The candidate has made insufficient contributions in research/creative activity. Criteria for Scholarship (Research and Other Creative Activity) include:

1. Minimal publication, although the candidate may have been engaged in the process of planning and executing research projects.
2. A focused line of research and acknowledgement as an authority is not evident.

Criteria for Clinical Scholarship include:

1. Little to no evidence of post-professional clinical experience is present.
2. A focused line of clinical expertise and acknowledgement as an authority is not evident.
3. Level of experience reflects that of an entry-level education graduate.

5.2 Review Standards for Career-Line Faculty

Two different sets of standards apply to the review of Career-Line faculty, depending on the faculty member's appointment category. One set of standards applies to Clinical faculty and Lecturers, whose primary responsibilities are teaching and service. The other set of standards applies to Research faculty, whose primary responsibilities are research and service.

5.2.1   Review Standards for Clinical Faculty and Lecturers

(a) To be reappointed, a Clinical faculty member or Lecturer must demonstrate that they are (1) at least Effective in teaching and (2) at least Effective in service.

(b) To be promoted from the rank of Assistant to Associate Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) Excellent or Very Good in teaching, or that they have made substantial progress toward becoming Excellent in teaching, and (2) at least Effective in service.

(c) To be promoted to the rank of Professor, a Clinical faculty member or Lecturer must demonstrate that they are (1) they are Excellent in teaching and (2) at least Effective in service.

(d) Clinical faculty members and Lecturers are not expected to engage in research and published scholarship and are not assessed in these areas. However, the Dean and faculty encourage and

support Clinical faculty and Lecturers who wish to engage in scholarship above and beyond regular contractual obligations.

5.2.2 Review Standards for Research Faculty

(a) To be reappointed, a Research faculty member must demonstrate that they are (1) at least Effective in research; and (2) if the faculty member teaches, at least Effective in teaching; and (3) at least Effective in service.

(b) To be promoted from the rank of Assistant to Associate Professor, a Research faculty member must demonstrate that they are (1) Excellent or Very Good in research; and (2) if the faculty member teaches, at least Effective in teaching; and (3) at least Effective in service.

(c) To be promoted to the rank of Professor, a Research faculty member must demonstrate that they are (1) they are Excellent in research, and (2) if the faculty member teaches, at least Effective in teaching, and (2) at least Effective in service.

5.3 Review Standards for Adjunct Faculty

(a) To be reappointed, an Adjunct faculty member must demonstrate that they are at least Effective in teaching.

(b) To be promoted from the rank of Assistant to Associate Professor, an Adjunct faculty member must demonstrate that they are Excellent or 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 may be taken into account.

(c) To be promoted to the rank of Professor, an Adjunct faculty member must demonstrate that they are Excellent or 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 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 will review their teaching evaluations at the end of each semester and consult with the faculty member if any issues warrant attention. If, at any time, the Department Head and Associate Dean for Faculty and Academic Affairs 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 (1) at least Effective in teaching and (2) at least Effective in service.