

Legislative history--- Revisions to University Policy 6-310, new University Rule 6-310, and revision to University Policy 6-302, as approved by the Academic Senate and Board of Trustees in March 2010, with effective date of March 9, 2010.

http://www.regulations.utah.edu/academics/appendices_6/6-310.R1_3-09-10_legislativehistory.pdf

[Prepared by Bob Flores for the Institutional Policy Committee]

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[Final version, as approved by the Academic Senate 2010-03-01 and by the Board of Trustees 2010-03-09]

DEBATE CALENDAR - Academic Senate – March 1, 2010

Intent Calendar – Academic Senate – February 1, 2010

Executive Committee – December 1, 2009 and January 25, 2010

I. Proposed revision of U-Policy 6-310, as approved by Senate 2010-3-1 and by the Board of Trustees 2010-3-9.

Proposal to clarify regulations of periodic evaluation of auxiliary faculty, and to authorize appointments of Lecturer faculty in certain qualified Interdisciplinary Teaching Programs and ensure their periodic evaluation. Policy 6-310, Rule 6-310 (IDTP), Policy 6-302.

Version 2010-01-21

Policy 6-310: Appointment, Reappointment and Evaluation of Auxiliary Faculty and Other Instructional Personnel (Rev. 0 1) Effective date: March 9, 2010

I. Purpose and Scope

This Policy and associated Regulations are intended to serve the University's general commitment to excellence in all areas and particularly in its teaching mission, and to maintain the high quality of all the University's auxiliary faculty members and of non-faculty instructional personnel other classroom teachers by establishing minimum guidelines requirements for a systematic processes to ensure that quality. Because auxiliary faculty and non-faculty instructional personnel engage in a wide range of activities within a variety of organizational structures, considerable flexibility is allowed for academic units needed for colleges and departments to determine details appropriate to such processes for their own operations units. This Policy applies for all academic units of the University which appoint any auxiliary faculty member (of any category) or employ any non-faculty instructional personnel (as defined here), including academic colleges, academic departments, free-standing academic divisions, qualified interdisciplinary teaching programs, and libraries.

Effective date: March 9, 2010

II. Definitions: Effective Date

~~The college (and department) policies required by this university policy are due at the office of the cognizant senior vice president no later than January 15, 2008. The remaining portions of this university policy will be effective upon its approval and adoption.~~

For purposes of this Policy and any associated Regulations, these terms are defined as follows.

“Auxiliary faculty member” means any individual who holds a faculty appointment (including library faculty) within any academic unit of the University as a Lecturer, Clinical, Research, Adjunct, or Visiting faculty member. (See Policy 6-300-- Auxiliary Faculty).

“Non-faculty instructional personnel” means any individual who does not hold a regular or auxiliary faculty appointment at the University but is employed by any academic unit of the University to teach any credit-bearing course. Such personnel may include those classified as academic staff (associate instructors, or research associates), as well as graduate student instructors of record, or postdoctoral fellows). (See Policy 6-309).

“Qualified interdisciplinary teaching program” means an academic unit of the University meeting specified criteria as being a program with teaching as a primary mission, contributing substantially to the University’s overall teaching mission, and interdisciplinary in subject matter. Such Programs, which are not otherwise authorized to appoint members of the University faculty (regular or auxiliary), may pursuant to this Policy and an associated Rule be designated as qualified appointing units to appoint certain instructional auxiliary faculty members.

A “faculty appointing unit” for purposes of this Policy is any academic unit which is authorized to and does make any appointment of any *auxiliary* faculty member.

III. *References {References to other Policies are moved to part V}*

IV. Policy

A. Auxiliary Faculty.

1. Initial Appointments of Auxiliary Faculty.

a. Authority for appointments of auxiliary faculty by academic units.

i) Any academic unit which has authority to appoint members of the regular faculty (tenure-eligible, tenured) or library faculty equivalent also has the authority to act as an appointing unit to appoint members of the auxiliary faculty in any category (Lecturer, Clinical, Research, Adjunct, or Visiting or equivalent for faculty of the libraries), and to employ any other non-faculty instructional personnel. These units include academic colleges, academic departments, free-standing academic divisions (and libraries). (See Policies 2-004, 6-311, 6-300, 6-301, 6-302, 6-306, 6-312).

ii) Qualified interdisciplinary teaching programs designated for purposes of this Policy as meeting the criteria specified in a University Rule associated with this Policy shall have the limited authority to act as appointing units to appoint members of the auxiliary faculty in an instructional auxiliary faculty category. These include only those academic units specifically designated in such University Rule as being qualified interdisciplinary teaching programs. These programs shall also continue to have the authority to employ other non-faculty instructional personnel.

b. Qualifications and credentials for initial appointments of auxiliary faculty.

All faculty appointing units ~~When initially appointing any auxiliary faculty and academic staff (associate instructors and research associates), departments~~ must verify that they candidates possess appropriate credentials by way of degrees and field of study for the position consistent with University ~~policy~~ Regulations, and ~~Departments~~ must maintain on file appropriate documentation-curriculum vita for each individual appointed ~~hired into one of these positions~~. The terms of such appointments and the processes for making such appointments shall be consistent with University ~~polieies~~ Regulations regarding appointments of auxiliary faculty, including Policies [6-300] (terms of auxiliary faculty appointments) and [6-302] (procedures for faculty appointments and reappointments).

2.-B- Evaluation and Reappointment of Auxiliary Faculty.

a.1- All faculty appointing units which appoint any auxiliary faculty in any category ~~Colleges (and departments only when necessary because of widely varying circumstances)~~ must ~~establish-develop and present for approval a Statement of academic unit rules polieies~~ that provide a statement of *for procedures, criteria and standards* for the evaluation and reappointment of each category of auxiliary faculty used in the unit, college and that also provide evaluation plans, which These Statements must address evaluation and reappointments of both compensated and uncompensated (volunteer) faculty, and must provide for more thorough review of the former. For academic colleges encompassing multiple departments (or free-standing divisions), such rules shall be established at the college level and be applicable for all appointing units within the college (unless it is determined that independent rules are necessary for one or more of the units because of widely varying circumstances within the college).

b2. The procedures ~~ss~~ for making such reappointments (including reappointments with promotion) of auxiliary faculty members in any category shall be consistent with University ~~polieies, especially~~ Policy 6-302 (including the required recommendation from the Faculty Appointments Advisory Committee of the appointing unit) (with adaptations as appropriate for the organizational structure of the appointing unit).

c3. Each appointing unit ~~department~~ must designate a committee or individual(s) responsible for administering evaluation processes and making a recommendation to the unit's Faculty Appointments Advisory Committee before that committee's members vote on the reappointment or non-reappointment of each auxiliary faculty member before the department faculty votes on each such faculty member. That designation shall be described in the unit's Statement of procedures for evaluations and reappointments.

d4. Statements of appointing unit rules ~~Policies~~ may distinguish between procedures followed for annual evaluations associated with annual reappointments, and those followed for more thorough reviews of long-term-serving auxiliary faculty, which must occur at least every five years. For faculty whose duties include teaching,
mMultiple indicators of teaching quality must be used in these more thorough reviews. See ~~Procedure 6-310~~.

e5. In pursuit of the University's commitment to excellence, appointing unit rules ~~Policies~~ must provide for action, such as developing and implementing a plan for improvement or non-reappointment, if evaluation of a candidate indicates areas of concern. Concomitantly, when evaluations show high quality performance, appointing units are encouraged to use appropriate means of recognizing such performance and retaining high quality auxiliary faculty, including offering of promotions in rank, and longer term reappointments (see III-A-4 below).

f6. If an academic unit serves as the appointing unit for a faculty appointment departments provide appointment homes for an individual~~s~~ whose work primarily takes place in a different unit, the appointing unit shall consult with the primary workplace unit colleges must coordinate with those units in developing and implementing criteria, standards, and procedures for evaluations. See Procedure 6-310.

g7. Where Adjunct faculty hold regular faculty appointments in another department at the University, a department ~~When a faculty member holding an Adjunct appointment in one academic unit also holds a regular 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 ~~department~~ unit or may do its own review.

~~C. Evaluation and Reappointment of Other Instructional Personnel {Drafting note: former contents of this part are for ease of reading moved to Part B below, and then modified as shown there.}~~

3D. Documentation of Reviews of Auxiliary Faculty.

Reviews must be documented, and documentation of each review must be retained in the ~~department~~ appointing unit and available on request by the cognizant senior vice president.

4E. Promotions of Long-Serving Auxiliary Faculty, and Multi-year Reappointments.

The University's commitment to excellence is served by recognizing and retaining auxiliary faculty of high quality. Accordingly, -In conjunction with these requirements, colleges or departments appointing units with auxiliary faculty in the categories of Lecturer, Clinical, Research, or Adjunct must establish criteria, standards, and procedures for promotions in rank (which are accomplished through reappointment with promotion per Policy 6-302). These should apply primarily for long-term-long-serving auxiliary faculty. Appointing units are also encouraged to consider offering multi-year reappointments for faculty with high qualifications (particularly for accomplished teaching faculty), as may be appropriate to the circumstances of the unit. (See Policy 6-300--annual terms as norms, longer terms of up to 5 years permitted when appropriate). Statements of unit rules shall include descriptions of the required information regarding promotions in rank, and any rules adopted by the unit regarding length of terms of appointments.

5. F. Governance Roles for Auxiliary Faculty.

Academic units appointing auxiliary faculty (particularly long-serving members) in the categories of Lecturer, Clinical, or Research Colleges are also strongly encouraged to establish policies/rules addressing participation of such faculty members in departmental and/or college governance (and when appropriate, recognition of University service), and resources for professional development available to such faculty, and other instructional personnel. Description of such matters should be included with the Statement of unit rules required under this Policy. See Procedure 6-310.

B. Employment, Evaluation and Reemployment of Other Non-Faculty Instructional Personnel *{Note: contents moved from former Part II-C, and then modified as shown here}*

Academic units which regularly employ any non-faculty instructional personnel (as defined for this Policy) shall develop and submit for approval a description of procedures, criteria, and standards for employing and reemploying, and most importantly for periodically evaluating the teaching work of such personnel. A brief statement describing such matters may be incorporated with the Statement of academic unit rules required under Part III-A of this Policy (for those units which appoint auxiliary faculty). Procedures similar to those in sections B.4 and B.5 must be developed and followed for evaluating teaching by associate instructors, graduate student instructors of record, and postdoctoral fellows. The criteria for employment/ reemployment must ensure that such personnel have appropriate qualifications by way of education and field of study appropriate to the assigned duties. Evaluation plans must provide for closer scrutiny of

new instructors and those teaching in new areas. Classroom observation of new instructors is encouraged. Academic units/Departments must designate a committee or individual(s) responsible for evaluating all such instructional personnel and making a recommendation on each person to the department chairperson or designee responsible for staffing courses prior to reemployment/reappointments. Units must maintain on file appropriate documentation of the qualifications of all active non-faculty instructional personnel.

CG. Approval Requirement for Rules/Policies

The Statements of academic unit rules/Policies for appointment, evaluation, for and reappointment (including reappointment with promotion) of auxiliary faculty (Part III-A), and/or employment/reemployment and evaluation of other non-faculty instructional personnel (Part III-B) must be submitted to the cognizant senior vice president for approval.

IV. Rules, Procedures, Guidelines, Forms and other related resources.

Rules {*see attached proposal for Rule 6-310(IDTP)*}

Procedures [reserved]

Guidelines [reserved]

Forms [reserved]

Other related resource materials. [reserved]

V. References:

Policy 6-300, University Faculty

Policy 6-003, College Faculties and Councils

Policy 6-302, Appointments

Policy 6-309, Academic Staff, Educational Trainees, Postdoctoral Fellows, and Medical Housestaff

Northwest Commission on Colleges and Universities, Accreditation Standard 4.A., Policy 4.1 on Faculty Evaluation

VI. Contacts:

Policy Officer: Sr. Vice President for Academic Affairs, and Sr. Vice President for Health Sciences

Policy Owner: For Academic Affairs: Associate Vice President for Faculty—Susan Olson.

For Health Sciences: Associate Vice President Richard Sperry

VII. History:

Current version: University Policy 6-310, Revision # 1. Approved by the Academic Senate March 1, 2010 and by the Board of Trustees March 9, 2010, with effective date of March 9, 2010.

Background information on Revision 1. [{link}](#)

Earlier versions:

University Policy 6-310, Revision 0. Effective dates May 14, 2007 to March 9, 2010.
{link to Policy 6-310, Rev. 0.}

II. Proposed new Rule 6-310(IDTP), as approved by Senate 2010-3-1 and by the Board of Trustees 2010-3-9.

University Rule 6-310(IDTP) Revision 0.

Subject: Appointment, Reappointment and Evaluation of Lecturer Faculty and Other Non-Faculty Instructional Personnel in Qualified Interdisciplinary Teaching Programs.

Revision Status: 0 (new)

Effective Date: [March 9, 2010]

I. Purpose.

To implement University Policy 6-310 and Policy 6-302 with respect to certain specified academic units designated here as qualified Interdisciplinary Teaching Programs. To establish a University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee. To augment Policies 6-310 and 6-302 by further specifying procedures for appointments, evaluations, and reappointments (including reappointments with promotion) of Lecturer faculty within the designated qualified Interdisciplinary Teaching Programs.

II. Definitions. The definitions provided in Policy 6-310 apply for purposes of this Rule.

III. Rule.

A. Designation of Qualified Interdisciplinary Teaching Programs.

1. The academic units of the University listed in section III-A-2 are hereby designated as Qualified Interdisciplinary Teaching Programs (“QIDT Programs”), which pursuant to Policy 6-310 and this Rule have the limited authority to make appointments of faculty in the category of Lecturer for individuals whose primary responsibilities are the teaching of courses offered through such programs.

2. Qualified Interdisciplinary Teaching Programs are:

- The Ethnic Studies Program
- The Gender Studies Program
- The LEAP Program
- The University Writing Program
- The Honors College (formerly known as the Honors Program).

3. Criteria. This designation is made based on the following significant characteristics of these programs:

Interdisciplinarity of subject matter.

Teaching as one of the primary functions, and with established expertise in offering multiple courses (particularly including credit-bearing courses for the undergraduate curriculum) significant to the overall teaching mission of the University.

Not administratively housed within any academic department and not otherwise authorized to make appointments of regular or auxiliary faculty.

Established internal governance structures suited to providing faculty-peer input and internal administrator input for making recommendations regarding appointments, periodic evaluations, and reappointments of Lecturer faculty candidates.

B. Establishment and functions of University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee.

1. The University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee (“UITP Committee”) is established. The membership and leadership shall be as follows:

The Committee will be composed of nine members drawn from University faculty. Seven of those shall be regular (tenured/ tenure-eligible) faculty members drawn from the faculty of the academic colleges which offer undergraduate degrees, with no more than one of the seven from any one college. The eighth and ninth members shall be regular faculty members who are in some capacity affiliated with one of the QIDT programs. These two members may have their regular appointments in any college (including the same as one of the other seven members). The eighth and ninth members and any others who are affiliated with one of the QIDT programs are prohibited from voting on (but may participate in discussions regarding) internal rules and individual appointments from the QIDT program with which they are affiliated.

For its first year of operation, the committee members shall be appointed by the President of the University, with three members appointed for a one-year term, three for a two-year term, and three for a three-year term (so that subsequent membership changes will be staggered). For subsequent years, new members shall be nominated by the Senate Personnel and Elections Committee and appointed by the President, and all new members shall be appointed for three-year terms. Vacancies due to early resignation shall be filled by nomination of the UITP Committee’s chairperson with majority approval of the remaining members of the Committee, to complete the resigning member’s term.

The Senior Vice President for Academic Affairs shall appoint the non-voting chairperson (ordinarily the Associate Vice President of Interdisciplinary Studies). The Associate Vice President for Faculty, or designee, shall serve as a non-voting, ex officio member of the committee.

2. The UITP Committee shall have the functions described in Parts III-C, D and E of approving the internal rules of each of the QIDT Programs for faculty appointments, evaluations, and reappointments, making recommendations to the Senior Vice President regarding individual appointments and reappointments of Lecturer faculty within the QIDT Programs, and approving the rules of each QIDT Program for evaluation of non-faculty instructional personnel.

C. Statements of rules with procedures, criteria, and standards for appointments, evaluations, and reappointments (including reappointments with promotion) of Lecturer faculty by QIDT Programs.

1. Each QIDT Program shall develop a Statement of rules with procedures, criteria, and standards for initial appointment, periodic evaluation, and reappointment (including reappointment with promotion) of Lecturer faculty. Such criteria and standards shall be suitable for the expected teaching role of the candidate within the overall teaching mission of the Program, and shall be consistent with the University's commitment to excellence.

2. Such Statements of Rules shall be approved by the primary administrator of the Program, and a committee of faculty affiliated with the Program, and shall be subject to approval by the UITP Committee.

3. The procedures described in each Statement for appointments, evaluations, and reappointments (including reappointments with promotion), shall not be inconsistent with the procedures generally described for auxiliary faculty appointments in Policy 6-302 (with adaptation for variations in structure), and may draw generally upon the principles for conducting evaluative reviews of regular faculty described in Policy 6-303.

The procedures shall include the following.

a. Each Program shall establish an internal committee of faculty affiliated with the Program to serve as a Program Faculty Appointments Advisory Committee ("Program Advisory Committee"). That Program Advisory Committee, by majority vote, shall prepare a recommendation as to each candidate considered for initial appointment or reappointment (including reappointment with promotion in rank). That Committee may allow for non-voting participation in its deliberations by non-faculty personnel affiliated with the Program (if so described in the Statement). For purposes of its deliberations, that Committee shall be provided with sufficient information about the qualifications of the candidate---including competence in teaching.

b. The primary administrator of each Program shall review the recommendation prepared by the Program Advisory Committee, and shall independently prepare a recommendation, as to each candidate considered for appointment or reappointment.

c. As appropriate for the circumstances of a particular Program, provision may be made for a recommendation to be prepared by any other administrator with oversight responsibilities for the Program.

4. The Statement of rules of each Program shall include a schedule for conducting periodic evaluations of all faculty holding Lecturer appointments in the Program pursuant to this Rule. That schedule shall include annual reviews of all Lecturers, and more thorough reviews to be conducted no less frequently than every five years for long-term Lecturers, consistent with Policy 6-310. That schedule ordinarily will coordinate the evaluation review process with the process of considering candidates for reappointment (including reappointment with promotion in rank).

D. Review and recommendations of Lecturer appointments/ reappointments by the University Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee.

For each candidate considered for initial appointment or reappointment (including reappointment with promotion in rank) by a QIDT Program, the recommendations from the Program Advisory Committee and the recommendation(s) from the relevant administrator(s) shall be forwarded to the UITP Committee. The UITP Committee may require all or part of the record regarding the candidate to be delivered to the Committee for its deliberations. At the request of either a QIDT Program representative or any Committee member, the Committee shall invite a representative of the Program to meet with Committee members to discuss recommendations regarding any candidate or group of candidates. The UITP Committee by majority vote shall produce a recommendation regarding appointment or reappointment, and shall forward that recommendation, along with the recommendations from the Program and relevant administrators, to the cognizant senior vice president (for further processing as described in Policy 6-302 for all faculty appointments).

E. Evaluations of non-faculty instructional personnel.

Each QIDT Program shall develop a Statement of rules describing procedures, criteria, and standards for initial employment, reemployment, and periodic evaluations of non-faculty instructional personnel (as defined in Policy 6-310) who perform teaching activities in the Program. This Statement shall be subject to approval by the UITP Committee, and may be joined with the Program's Statement of rules regarding Lecturer faculty.

IV. Policies, Procedures, Guidelines, forms and other related resources

A. Policies.

Policy 6-310

Policy 6-302

B. Procedures [reserved]

C. Guidelines [reserved]

D. Forms [reserved]

E. Other related resources [reserved]

V. Contacts:

Policy Officer: Sr. Vice President for Academic Affairs

Policy Owner: Sr. Vice President for Academic Affairs--Associate Vice President for Faculty [Susan Olson].

VI. History:

A. Current version. Revision 0. Approved by the Senior Vice President for Academic Affairs, Senior Vice President for Health Sciences, and President of the University, January 20, 2010. Reviewed by the Academic Senate Executive Committee and categorized as academically significant for purposes of Policy 1-001. Approved by the Academic Senate March 1, 2010. Presented for the information of the Board of Trustees March 9, 2010. Designated effective date March 9, 2010.

Legislative history of Revision 0. {link}

III. Proposed revision of U-Policy 6-302, as approved by Senate 2010-3-1 and by the Board of Trustees 2010-3-9.

Policy 6-302, notice of conforming change, to add in footnote 4 a cross-reference to Policy 6-310.

A. Explanation: If the revision of Policy 6-310 and adoption of new Rule 6-310(IDTP) are approved as now proposed, then a conforming change will be made to Policy 6-302 footnote #4.

Policy 6-302 regulates the procedures for making appointments of all faculty, including appointments and reappointments of auxiliary faculty. The current version of footnote 4 explains how the procedures are adapted for variations in organizational structure of academic units, including variations of colleges with multiple or single departments, and free-standing divisions. If approved, the changed Policy 6-310 and new Rule 6-310 (IDTP) will add another variation of organizational structure relevant to appointments procedures--- and so it will be prudent to add in that footnote a minor cross-reference explaining that the general appointments procedures described in 6-302 will be specifically adapted for application to the appointments of Lecturers by the approved Interdisciplinary Teaching Programs. The adapted procedures will then be described in part in new Rule 6-310(IDTP) and then further elaborated in the Statements of rules that will be developed for each Program and approved by the new University Committee.

B. Footnote 4 in Policy 6-302 will have the following conforming addition to clarify the relationship of the two sets of regulations.

Policy 6-302 Footnote 4:

[For appointments (including reappointments), of instructional auxiliary faculty in the qualified Interdisciplinary Teaching Programs governed by Policy 6-310 Section III-A-1-a-ii, these Procedures shall be modified appropriately to accommodate the organizational structures of such Programs, as shall be described in Statements approved in accordance with Rule 6-310 (IDTP).]

[This will result in the following change for legislative history of Policy 6-302. The current revision number will be changed to Revision 7. The History description will be updated to the following:

VII.History: Current version (Rev. 7): Effective date March 9, 2010. Approved by Academic Senate March 1, 2010. Approved by Board of Trustees March 9, 2010. Background information for Revision 7 {link}]

IV. Memorandum to Senior Vice Presidents—explaining the proposal for Policy 6-310, Rule 6-310, and Policy 6-302. Includes supporting letters.



Approved
Please forward
Mack K. Joy
1/20/10

Please forward
David W. Leach

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To: Senior Vice President for Academic Affairs David W. Pershing; Senior Vice President for Health Sciences A. Lorris Betz.

From: Susan M. Olson, Associate Vice President for Faculty; Richard J. Sperry, Associate Vice President for Health Sciences

Susan M. Olson

Date: December 14, 2009 [as revised January 17, 2010]

Subject: **Proposal on auxiliary faculty and other instructional personnel**---clarify regulations on periodic evaluations, and explicitly authorize appointments of Lecturer faculty in qualified Interdisciplinary Teaching Programs. Policy 6-310, Rule 6-310(IDTP), Policy 6-302.

A. Introduction.

This is a proposal for two sets of changes of University Regulations regarding auxiliary faculty (and other instructional personnel)—both stemming in part from the University’s reinvigorated commitment, responding to an accreditation review, to ensure the high quality of the auxiliary faculty (and other instructional personnel). The proposal is to revise existing Policy 6-310, enact new Rule 6-310(IDTP), and add a minor cross-reference in existing Policy 6-302.

The Northwest Commission on Colleges and Universities (“NCCU”) carried out a 10th year reaccreditation review of the University in 2006-2007, and the results included recommendations that:

“the university provide *regular and systematic evaluation of the performance of auxiliary faculty*, and that the institution’s policies, regulations and procedures provide for such evaluation on a continuing basis consistent with [NCCU] Policy 4.1 Faculty Evaluation. The university is also advised to define an *orderly process for the recruitment and appointment of auxiliary faculty* ([NCCU] Standard 4.A.5, 4.A.6, and 4.A.9).”
[emphasis added]

Discussions with the accreditation reviewers at the time made clear that this recommendation was mainly concerned about ensuring the quality of *teaching* in the University’s credit-bearing courses by auxiliary faculty and any other non-faculty instructional personnel.

In direct response to the accreditation recommendation regarding *systematic evaluation*, the University quickly enacted the original version of Policy 6-310 in May 2007. This imposed for the first time at the level of University-wide Policy a requirement for an evaluation system for auxiliary faculty and other instructional personnel, with the key component being that academic colleges were to develop and submit for vice-presidential review written plans for systematic periodic evaluations.

Also in spring 2007, there was underway a project of revising Policy 6-302, the main University Policy on procedures for appointments of faculty. In keeping with the accreditation recommendation regarding an *orderly process for the recruitment and appointment of auxiliary faculty*, the 2007 revision of 6-302 included clarifications that its procedures are applicable for auxiliary faculty appointments (and a subsequent revision of 6-302 further clarified applicability to both initial appointments and reappointments, including reappointments with promotion). The combination of 6-310 (evaluations) and clarified 6-302 (appointments/ reappointments) is important for two reasons. First, for auxiliary faculty, appointments have typically been short term so that reappointments occur frequently, even for long-serving faculty. Second, the proper mechanism for promoting auxiliary faculty is through reappointment-with-promotion. Thus, the most sensible timing for evaluations is in conjunction with reappointments, implicating both 6-310 and 6-302.

The University's progress on the NCCU recommendations was assessed with a follow-up site visit in fall 2009. The resulting October 2009 Interim Report and accompanying discussions recognized that the University is making satisfactory progress on the two recommendations for evaluation systems and appointments processes—and is now expected to continue apace with further refinement and implementation.

Accordingly, the *first prong* of the present proposal is to make various clarifications to Policy 6-310 (which had been rushed into place in 2007) to better serve as the foundation for refining and continuing to implement the still relatively new combined appointment-evaluation-reappointment systems. These are clarifications based on lessons learned from experience in the early phases of implementation.

One of the most important clarifications is that the systematic evaluation requirements of Policy 6-310 apply not only to academic colleges (and their departments)—but to any type of academic unit through which teaching of credit-bearing courses is being conducted by any auxiliary faculty and/or any other non-faculty instructional personnel. A relatively small but nevertheless significant portion of teaching at the University (particularly of undergraduates) has long been conducted through certain interdisciplinary programs. In retrospect it is apparent that the quickly-enacted original phrasing of Policy 6-310 was not sufficiently clear on the point that the teaching personnel of such programs are necessarily encompassed in the University-wide response to the accreditation concerns. With that clarification being made, *there come into view significant problems inherent in the existing structure for appointments—evaluations--reappointments of the auxiliary faculty teaching within such interdisciplinary programs. The solution to those problems lies with the second prong of this proposal.*

The *second prong* proposes changes to allow a reconfiguration of the way in which appointments--evaluations--reappointments are made for a small number of the University's auxiliary faculty whose primary work is teaching courses within certain interdisciplinary teaching programs. Such reconfiguration would overcome the inherent problems of the existing structures and enable the University to respond effectively to the accreditation concerns by implementing in these programs "orderly processes for the appointment" and "regular and systematic evaluation of the performance" of the auxiliary teaching faculty of the programs. The mechanisms for appointments—evaluations—reappointments within the programs would have the essential features of the systems used within academic colleges and departments. The reconfiguration would also facilitate appointment in the Lecturer faculty category of some long-serving individuals in the programs who have previously been constrained to employment as non-faculty "Associate Instructors," despite their work and credentials in all ways being consistent with appointments as Lecturer faculty. The proposed new University Rule 6-310(IDTP) would authorize five specified programs to appoint and reappoint Lecturer faculty. The proposal includes creation of a University interdisciplinary programs advisory committee with broad interdisciplinary representation of regular faculty, to advise on and review the implementation of rigorous quality-assurance systems within the programs for appointment—evaluation—reappointment of the Lecturers.

B. Further detail of prong #1 ---clarifications of Policy 6-310.

1. Background.

Documentation from the accreditation review which mandated the original Policy 6-310 and guides this proposed revision is available on request. Some history of the original Policy 6-310, and the related revising of the faculty appointments policy 6-302 is available at these sites: <http://www.regulations.utah.edu/academics/6-310.html> ; <http://www.regulations.utah.edu/academics/6-302.html> .

Policy 6-310 was necessarily adopted very quickly during the accreditation review year. Many of the proposed clarifications grow from simply having had more time to carefully consider its content, along with learning from experience with initial implementation. The circumstances of the spring 2007 adoption led to setting what proved to be a very ambitious deadline of January 2008 for academic units to develop evaluation plans and submit them for approval. As noted above, the original Policy phrasing made it clear that academic colleges (or their departments separately) were required to have such plans, but wasn't sufficiently clear about applicability to other academic units, and so initial implementation efforts focused on the colleges. The colleges, many starting from minimal foundations, mostly responded well to that ambitious deadline. At the time of the fall 2009 accreditation follow-up visit, the University was able to report that at least initial versions of plans had by then been submitted by all colleges, but most reflect their rapid preparation and the somewhat unclear guidance of the original Policy and will benefit from some further refinement. The ambitious time frame has been similarly challenging for the vice-presidential offices designated to review and approve the plans.

After the speedy enactment of the original Policy and as the first plans of colleges began arriving, it was determined that to best serve the underlying principles of the project for the long term, there should be careful scrutiny of the plans with the help of a broad-based committee of faculty. An ad hoc committee was assembled, including some regular faculty members drawn from the Senate-elected University RPT Standards Committee and some auxiliary faculty members from across campus. That ad hoc group has been very helpful in examining some of the submitted plans, reexamining Policy 6-310 and other relevant policies, and holding broad discussions about the current practices and appropriate future roles for auxiliary faculty in various sectors of campus. Similar discussions have been held with the full membership of the RPT Standards Committee, which is well-situated to be helpful on such matters because of its expertise in reviewing and approving plans for evaluation of faculty in the tenure track. With the insights gained from those discussions, a clearer picture is emerging as to specific issues needing further attention.

A strong recommendation emerging from those activities is that University policies regarding auxiliary faculty are sorely in need of attention. The logical starting point is to clarify 6-310, to provide better guidance for refinement of the colleges' auxiliary faculty evaluation plans. Meanwhile, as this proposal moves forward, colleges will be informed that the initial versions of their plans are being *provisionally approved*, and that more careful review and feedback leading to refined plans suitable for final approval will come after the governing Policy has been clarified. This will enable the colleges and departments to proceed with evaluations and reappointments during spring 2010 using the provisionally approved plans—while also allowing more effective feedback to be provided by the vice presidential offices with assistance of the ad hoc faculty committee, using the clarified Policy.

2. Highlights of the proposed changes for *clarification of Policy 6-310*.

Part I.

- Clarification that the Policy applies to *all* academics units which appoint any auxiliary faculty of any category, or employ any non-faculty instructional personnel--among the most important changes of this overall project. The original phrasing referred primarily to “colleges and departments” and may have left doubts about applicability for other types of academic units. Most obviously, that old phrasing could be read to make it doubtful whether the University has in place a policy for ensuring the quality of the teachers within our interdisciplinary teaching programs— which would be inconsistent with the core concerns from the accreditation review.

Part III.

- Added phrasing to make it *unmistakably clear that the procedures for reappointments of auxiliary faculty are governed by Policy 6-302*, and so appointing units should be consulting both 6-310 and 6-302 as they process reappointments (including reappointments with promotion). This has been a matter of frequent misunderstanding and the effectiveness of our response to the two accreditation recommendations is dependent on

units adhering to the appointment—reappointment procedures of 6-302, especially as to the roles of departmental Faculty Appointments Advisory Committees. (III-A-1-b, A-2-b).

- Added phrasing encouraging *steps to recognize the valuable contributions of auxiliary faculty* when the now-required evaluation systems lead to findings of high quality performance. The original version focused on the negative—how to respond when evaluations reveal areas of concern. The new version adds a focus on planning to recognize laudable performance. It encourages use of two appropriate means of recognizing excellent work--- promotions in rank, and making *reappointments with longer terms* (when doing so would further the University’s overall commitment to excellence by helping to retain high quality faculty). These have been among the most strongly urged points in our consultations with faculty representatives and in discussions regarding the plans initially submitted by colleges. As to the longer-term reappointments, it has long been firmly established in Policy that auxiliary appointments are presumptively annual, but can be longer-term, up to five years. (Policy 6-300, Section 4.B.). However, the availability of the longer-term option appears not to have been well-understood in some quarters, and there have been some perceptions that the central administration would discourage such appointments. This changed phrasing should make clear that longer-term appointments and a greater role in governance can indeed be appropriate mechanisms to retain auxiliary faculty whose outstanding teaching adds significantly to the University’s excellence. (A-2-c, A-4, A-5)

C. Further detail of prong #2 —QIDT Programs’ Lecturers. New Rule 6-310(IDTP) and accompanying changes in Policy 6-310 and Policy 6-302. Establish authority of Qualified Interdisciplinary Teaching Programs to appoint Lecturer faculty, and establish structures and procedures for such appointments and periodic evaluations.

1. Background.

Categories of University instructors. The University’s teaching personnel include three broad categories---regular (i.e., tenure-track) faculty, auxiliary faculty, and non-faculty employees. The auxiliary faculty includes five categories, each intended for particular functions: Lecturer, Clinical, Research, Adjunct, or Visiting. Each has the same hierarchy of ranks as regular faculty: Instructor, Assistant, Associate, Professor. (See Policy 6-300, Sec. 4.) This proposal concerns only the Lecturer category, which was established in 1999 to provide an appropriate faculty status for a small but important group serving the University as full-time professional teachers, and typically doing so for lengthy careers. It was designed for those for whom a regular faculty role would be inappropriate because their efforts are focused predominantly on instruction and not also research. Previously, the options available for such instructors were Adjunct faculty, who by definition have a primary affiliation somewhere other than the appointing unit; Clinical faculty, which may mischaracterize the nature of their teaching; or the non-faculty, academic staff title of Associate Instructor (see Policy 6-309).

The Lecturer faculty category has grown moderately across campus since 1999, but certain course-offering units and certain teaching personnel have been excluded from using it. By long-standing practice based on Policies 6-302 and 6-311, only academic departments and colleges have had the authority to appoint faculty in any category. Proposed Rule 6-310 would

extend the authority to appoint Lecturer faculty to the Honors College (formerly Honors Program), University Writing Program, Gender Studies Program, Ethnic Studies Program, and LEAP Program (collectively-- Qualified Inter-Disciplinary Teaching “QIDT” programs). The teaching personnel of the programs who would be encompassed in this proposal include some very long-serving (essentially career) teachers who are highly qualified, experienced, and dedicated to teaching. (See the attached supporting materials for additional information about the programs and their teaching personnel.) The programs’ important shared characteristics are that they are *interdisciplinary* in subject areas, are *not organized as academic departments* (and not housed within any academic department—due to their interdisciplinarity), and have *teaching as one of their primary missions* (primarily undergraduate curriculum). They are *long-established*, with well-developed capabilities to manage their important curricular offerings and with internal governance capabilities for the Lecturer appointment/evaluation responsibilities they would assume once fully approved.

The programs’ existing staffing configurations. Without the authority to make any direct faculty appointments, the programs’ courses are staffed in various ways. The Writing, Gender Studies, and Ethnic Studies programs have affiliated *regular* faculty in what are often referred to as joint appointments, but even these faculty members’ formal appointments rest in their departments, not the programs. Most Honors College courses are taught by regular faculty temporarily “borrowed” from their home departments. All of these programs have needed additional instructional personnel, however, and they and LEAP have been limited to either (i) depending on academic departments to make what are essentially ‘courtesy appointments’ of Lecturer faculty to teach courses for the programs, or (ii) having the course instructors relegated to a non-faculty status, typically as Associate Instructor (an academic staff title the programs have had authority to use).

Although the programs have made-do with those two course-staffing arrangements, there are significant troubling aspects which make it unwise to continue relying so heavily on those arrangements. The inherent difficulties have been brought into sharp focus as the University has begun implementing the accreditation recommendations.

The non-faculty Associate Instructor title & its inappropriateness for long-serving high quality teachers in the QIDT Programs. A number of long-time Associate Instructors have teaching responsibilities and accomplishments paralleling or exceeding those of individuals (often more junior) whose field and work place place them in an academic department that has available the auxiliary faculty appointment authority. Nevertheless, University policy 6-309 precludes any appointment term longer than a year and provides no hierarchy of ranks and opportunity for promotions to recognize increasing accomplishments over a career. Lacking the confirmation of a vote by peers, the Academic Senate, and the Board of Trustees, it is a title that carries significantly less prestige than a faculty appointment---sending a message to the teacher and the students as to the value the University places on the teacher’s work. The array of rights and corresponding responsibilities which various University policies and practices make applicable for faculty (including auxiliary faculty) do not directly apply for the non-faculty personnel. For example, the Faculty Code of Rights and Responsibilities is by its terms applicable only for faculty (see Policy 6-316).

Courtesy appointments & inherent difficulties for implementing newly required evaluation systems. The second existing mechanism, the practice of calling upon a cooperating academic department to use its faculty appointment authority to give a ‘courtesy’ Lecturer appointment to an individual who exclusively teaches courses for the interdisciplinary program, has had various difficulties. Despite being technically available, promotions in rank and long-term reappointments have rarely occurred because department faculty are not personally familiar with the individuals and their achievements. And now, the accreditation requirements make even more clear that the appropriate mechanism for periodic evaluations of auxiliary faculty is to pair evaluations with the process of reappointment—with a peer-faculty group and immediate supervising administrator in their primary workplace units having the major roles in both the evaluation and the accompanying reappointment. Such arrangements would then be essentially parallel to those being implemented for auxiliary faculty in academic colleges as part of the accreditation response, except that for Lecturers in these programs, there would be an additional layer of quality-assurance in the form of review of individual appointments by the proposed new University Committee.

In sum, the proposal would allow these specified programs authority to appoint and reappoint well-qualified teachers in the auxiliary category of Lecturer. It would allow the appointments, evaluations, and reappointments to be made by the programs actually responsible for the courses being taught and by the peer faculty and administrators who are in regular contact with the Lecturers and familiar with their curricular setting. It would allow highly qualified teachers to be given an appropriate Lecturer faculty title, rather than being relegated to the inappropriate title of non-faculty Associate Instructor, and allow them to be considered for promotions in rank and for longer term reappointments. A new University committee made up of regular faculty would oversee the process and ensure standards of excellence in those appointments and subsequent reappointments.

2. Highlights of the proposal.

This second prong of the overall proposal involves a proposed new Rule 6-310(IDTP), an addition to Policy 6-310 as a foundation for that Rule, and a minor conforming cross-reference addition in Policy 6-302. With those regulations approved, these points would be in place:

- *Defining (and narrowly limiting) the programs encompassed, and defining (and narrowly limiting) the appointment authority being given.* Brief additions to Policy 6-310 will create a general anchor point for new Rule 6-310(IDTP), and that Rule in turn will provide the details, to allow for the needed reconfiguration of the appointments-reappointments procedures. It narrowly limits applicability to five specified programs, and narrowly limits their appointing authority to include only Lecturer faculty. (Rule, III-A).

- *Requiring the qualified programs to develop internal rules and systems for appointments/ reappointments/ evaluations of their Lecturers.* These regulations will not immediately result in any power to make appointments. Rather, they set in place a process

by which the programs can qualify to have such authority, and each may proceed through the qualification process at its own pace. Some are expecting to move quickly within months after the regulations take effect—and others plan to proceed more slowly as suits their circumstances. To qualify, each must develop and submit for approval a very specific *plan for appointing-- evaluating-- reappointing* the Lecturers (paralleling the requirements Policy 6-310 imposes for academic colleges/departments). The plan must include a *faculty-peer committee* with a central role (closely paralleling the process to be used in college/department plans). (Rule, III-C).

- *Establishing the University Interdisciplinary Teaching Programs Faculty Appointments Advisory (“UITP”) Committee and setting its membership and functions.* A new University committee with broad faculty representation (including representatives of the programs) will be established, with two important functions. It will first review and approve the appointment-evaluation plans developed by each program, and then have a role in the process of approving individual appointments and reappointments of the program’s Lecturers. This second role will ensure that the scrutiny of the programs’ Lecturers will be functionally at least equal to and in some respects exceed the scrutiny applicable for auxiliary faculty in the academic colleges and departments. It would serve well the teaching quality-assurance principle central to the accreditation response.

3. Limitations within the proposal—responses to expressed concerns.

As this prong of the overall 6-310 proposal has been under discussion over several months, certain concerns have been identified, and the detailed proposal has been crafted to address those concerns.

Budgetary impact. None of the steps proposed is expected to have any significant budgetary impact. No increase in overall numbers of personnel in the programs will follow from this. Since the currently cooperating departments derive no revenue from the existing courtesy appointments arrangements, the shift will have no effect on their budgets.

Detracting from the primacy of academic colleges and departments as the traditional and appropriate structure for the University’s academic missions. Preliminary discussion of this proposal has questioned whether other administrative units, beyond these five targeted programs, could also be given auxiliary faculty appointing authority now or in the future, potentially including research centers, institutes, and other units bearing the label of ‘program’ or ‘academic program.’ Some commentators have described that possibility as intriguing and likely desirable---and others find it very troubling. In light of the concerns, and to avoid a lengthy debate about such broader prospects, this final proposal is crafted carefully to be very tightly limited in scope. Note again the limitations--- it applies only for interdisciplinary programs for which teaching is one of the primary functions and which have the developed capability to carry out the appointment/ evaluation responsibilities that accompany the appointing authority, and it applies only for auxiliary faculty whose primary work is teaching (the defining characteristic for the Lecturer category). Only the five specified programs have been identified as currently fitting in that tightly limited scope. If

another program were to emerge as possibly appropriate for inclusion, it could be considered, but adding it to the qualified list would require an explicit amendment of Rule 6-310, which would require formal approval of the Academic Senate, and that program would have to go through the rigorous process prescribed within the Rule to achieve approval from the University Committee. To reiterate---any expansion for other types of units, or other categories of faculty, could only occur with formal Senate and administrative approval. If there is a case to be made for allowing such expansion, as some commentators have suggested there may be, that case can be made at another time in some other context—distinct from this narrow proposal.

Curricular incursion. Some commentators have expressed concern that having the authority for Lecturer appointments might somehow lead to the QIDT programs inappropriately expanding their course offerings into fields currently occupied by academic departments. However, the reconfiguration of the appointment system for Lecturers in these programs is not tied to any change in course offerings--- the programs contemplate offering the same portfolio of courses as in the past---but with different titles now to be possible for the teachers of those courses. Moreover, the University has in place an effective means for managing curricular allocations among units---the Curriculum Review Board. Any change in course offerings proposed by any of the programs at any point in the future would be processed through the same review process as now applies for their courses as well as the offerings of academic departments.

4. Consultation and further information.

This second prong of the overall proposal (Rule 6-310) was developed by an ad hoc committee consisting of John Francis, Senior Associate Vice President for Undergraduate Studies (administrative responsibility for LEAP); Robert Newman, Associate Vice President for Interdisciplinary Studies and Dean of Humanities (responsibility for Writing); Octavio Villalpando, Associate Vice President for Diversity (responsibility for Ethnic and Gender Studies); and Susan Olson, Associate Vice President for Faculty, with the assistance of Bob Flores, Professor of Law, former president of the Academic Senate, and Special Assistant for Faculty Policy—V.P. Academic Affairs. Over the course of several months of development the proposal was discussed *in concept form* with the Council of Academic Deans and chairs of academic departments, the Senate Executive Committee, and the Institutional Policy Committee. The entire proposal, in detailed form, has been discussed with representatives of the affected programs, and with the University RPT Standards Committee (to tap the members' expertise on faculty evaluation systems). It was presented to the Senate Executive Committee for processing in December, and as expected that committee determined that pursuant to Policy 1-001 this matter is academically significant and so designated the proposal for debate and approval in the Academic Senate beginning in January. Further, as recommended by the Senate leadership, additional consultations are also underway with the Graduate Council, the Undergraduate Council, and the Academic Policy Advisory Committee, and presentation of the proposal to the Senate for approval has been delayed by an additional month to accommodate that further broad consultation.

With Senate approval of the overall proposal, the proposed Policy revisions will then be submitted for final approval of the Board of Trustees.

Questions and comments about the revisions to Policy 6-310 (for departments/ colleges) are best directed to Susan Olson (susan.olson@utah.edu) or Bob Flores (floresr@law.utah.edu). Questions and comments about Rule 6-310 (for the five interdisciplinary programs) are best directed to John Francis (john.francis@utah.edu) or any others on the ad hoc committee.

Questions and comments about the revisions to Policy 6-310 (for departments/ colleges) are best directed to Susan Olson (susan.olson@utah.edu) or Bob Flores (floresr@law.utah.edu). Questions and comments about Rule 6-310 (for the five interdisciplinary programs) are best directed to John Francis (john.francis@utah.edu) or any others on the ad hoc committee.

Supporting materials

[Attached letters from Carolyn Bliss (LEAP), John Francis (Associate V.P Undergraduate Studies), Maureen Mathison (Writing), Robert Newman (Dean of Humanities, Associate V.P. Interdisciplinary Studies), Ed Buendia (Ethnic Studies), Kathryn Stockton (Gender Studies), Martha Bradley (Honors)]



December 29, 2009

John Francis, Senior Associate Vice President for Academic Affairs
195 S. Central Campus Drive
Salt Lake City, UT 84112

Dear John,

This letter supports the nomination of LEAP as one of the five interdisciplinary teaching programs allowed to make appointments and promotions of Lecturer faculty under the proposed new Rule 6-310. The information herein is meant to assist you in giving Academic Senators familiarity with and assurance about the quality of LEAP and its centrality to the University's mission.

LEAP (an acronym standing for "Learning, Engagement, Achievement, and Progress") in most of its versions is a two-semester learning community for entering students. It keeps students with the same cohort of classmates and the same instructor for two three-credit-hour classes in successive semesters, these courses together fulfilling two general education requirements and the University's diversity requirement. LEAP was initiated in 1994 in response to the recommendations of a University committee charged with increasing freshman to sophomore year retention, something the program has consistently accomplished. In fact, since 1999, LEAP has retained students into their second year at an average rate 6.47% higher than the retention rate of non-LEAP students.

Starting with a student body of approximately 100 and a lock-step curriculum shared by all LEAP students, the program has since grown and diversified. In the fall of 2009, we enrolled 958 students (876 of them entering first-year students), in twelve different versions of LEAP, together constituting 27 first-year sections and five sections for students beyond the first year. The twelve versions of LEAP, taught by a total of twelve different course instructors, are:

- Exploration LEAP for all majors or those exploring for a major;
- Service LEAP, incorporating service experiences and offering service learning credit;
- LEAP for Residence Hall students, allowing them to connect with other residents;
- Pre-professional LEAPs for students planning to major in:
 - Architecture
 - Business
 - College of Health
 - Education
 - Engineering (required for some Engineering majors)
 - Fine Arts
- Multi-year LEAPs for underrepresented students seeking careers in:
 - Engineering (2 years)
 - Law (3 years)
 - Health Sciences (4 years)

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LEAP also partners with the Writing Program to offer LEAP-specific sections of Writing 2010 (14 of these in the fall of 2009), with University College to offer optional courses in major selection, and with the Marriott Library to incorporate into the LEAP seminars the Writing 1060 course in “Methods and Technologies of Library Research.” In addition, Education LEAP and Fine Arts LEAP offer Service Learning credit, as does one of the third year classes in Pre-Law LEAP and both of the fourth-year classes in Health Sciences LEAP.

In addition to retaining students beyond their first year, LEAP aims to give them a good start in college, such that they become fully engaged with the campus, connect with faculty and fellow students, and move smoothly into their majors. In a study of 1491 pairs of demographically similar students starting college between 1999 and 2006 that matched students with the same gender, race or ethnicity, age, high school, year of entering college, and admissions index, we found that that compared to their non-LEAP “twins,” LEAP students earned higher GPA’s in their first year, attempted and completed more credit hours, were more likely to enroll in the University in the following fall, and graduated at higher rates at both the four and six-year marks. Subsequent analysis of these data reveals that LEAP participation is correlated with especially beneficial educational outcomes for women and students of color, a fact that helps to justify LEAP’s winning of the University’s Diversity Award in 2005. In addition, the program was recognized as innovative and effective by the Carnegie Foundation for the Advancement of Teaching in 1998, and its Director was among the top five of 116 candidates for the national Outstanding First-Year Advocate Award in 2008.

All LEAP course instructors hired by Undergraduate Studies hold the Ph.D., and they have been recognized over the years by every University teaching award for which they qualify. These honors include Presidential Teaching Scholar, Student Choice Award, Distinguished Teaching Award, University Professor, Honors Professor of the Year, Beehive Honor Society Faculty Honor Roll, and a number of teaching awards given by the Greek system, University athletic programs, and individual colleges.

The twelve current LEAP course instructors include five men and seven women, two of whom are persons of color. Of the twelve, seven hold faculty appointments (which are made in other academic departments because of the current lack of authority for LEAP to make such appointments). Five of those with faculty appointments are at the rank of Assistant Professor (Lecturer): three in the English Department, one in the History Department, and one in the Philosophy Department. One holds the rank of Visiting Assistant Professor in the English Department, and one is a Visiting Instructor in Architecture. The remaining five are Associate Instructors (again, employed in those non-faculty positions primarily because LEAP has not had authority to make faculty appointments and because relying on cooperating departments to appoint our course instructors presents great difficulties). Some have been held at the AI rank for many years. In my own case, for example, I was an Associate Instructor for sixteen years before becoming an Assistant Professor Lecturer, a rank I have now held for eight years.

Among the five LEAP course teachers who are now Associate Instructors, three have already taught in LEAP beyond the five years we will propose as the period of service necessary before application to attain the Lectureship rank, and thus might apply for a Lecturer faculty

appointment as soon as the new Rule is approved and our proposed appointment system approved and implemented. Four of the five currently in faculty appointments as *Assistant Professors (Lecturer)* would also be eligible to apply for promotion to *Associate Professor (Lecturer)*, according to the promotion system we will propose for approval.

Giving LEAP the authority and responsibility to appoint, reappoint, evaluate, and promote Lectureship faculty would benefit the program and the University by enabling us to more effectively recruit and retain top-notch faculty whose central interest and commitment is teaching. We are very grateful to you, John, to Susan Olson, to Bob Flores, to Robert Newman, and to all who have acted as our advocates in bringing this proposal to the Academic Senate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carolyn Bliss".

Carolyn Bliss, Ph.D.
LEAP Program Director



Professor James Anderson
President, Academic Senate

Dear Jim,

I write in enthusiastic support of the proposal regarding University Policy and Rule 6-310—and particularly the authorization of the specified interdisciplinary programs to appoint instructors as Lecturer faculty. I base this support on observations made over my several decades as a faculty member of the University (Political Science), and long service in our academic administration, including my current role as Associate Vice President for Undergraduate Studies. My responsibilities in administering Undergraduate Studies and the Undergraduate Council have given me a good overview of the various ways in which multiple parts of our University contribute to our overall mission of providing outstanding education to our undergraduate population. The Council considers for approval all undergraduate majors and conducts periodic review of programs with exclusive undergraduate degrees. The Undergraduate Council contributes to the Graduate Council review process as well.

More specifically, in this administrative role I have had direct responsibility over the LEAP Program, and have thus developed some familiarity with the important contributions LEAP makes for the University's undergraduate teaching mission. I have come to appreciate the high quality and remarkable dedication of the persons who teach in and administer the program, and an understanding of the significant problems faced by this and the other four affected programs that will best be solved by adopting this carefully tailored proposal.

There is a small but vital community of instructors on our campus who make an important and sustained contribution to our undergraduate teaching mission in programs that serve students outside the disciplines. LEAP is one of those programs, and the instructors who serve in the program are charged to build retention and to facilitate their students' transition into the University's impressive array of majors.

These committed instructors, who in many cases have served this university for decades, have doctoral degrees from this University and from other universities. But they do not teach in their disciplines of origin, are supervised elsewhere from these departments, and do not participate in the departments that house the respective disciplines associated with their advanced degrees. Their teaching and advising is designed to serve a great range of students moving into a great range of majors.

The proposal that is before the Academic Senate would authorize LEAP and the other programs to appoint certain well-qualified instructors as Lecturer faculty. This is designed to recognize the roles of this set of instructors in serving the University's overall teaching mission on an interdisciplinary (or multidisciplinary) basis, rather than the goals and mission of a specific discipline. LEAP instructors serve our students on the path to their joining departments, but by the nature of their roles the teaching missions of the LEAP instructors are outside the traditional disciplines. LEAP, like the other four programs, and the program instructors, serve in ways that are highly valuable to many of our students and that facilitate broad university purposes.

The proposal includes a carefully crafted plan for implementing the new authority for Lecturer appointments—with the important feature of the establishment of a University-wide committee to review and approve the procedures to be adopted by the identified programs. The committee would also have an important role in the recommendation of individuals for appointment as Lecturers. The committee, composed of faculty members drawn from colleges with an undergraduate teaching mission should be in a position to effectively evaluate not only the procedures adopted by the programs to vet these instructors for Lecturer appointments, but also to review the pertinent accomplishments of the recommended individual candidates. There is value in devising a review process that is both transparent and rigorous, given the broad constituency to be served.

I very much hope that you will help give the recognition that I would argue is needed for this small but vital group of instructors, and strengthen the ability of the LEAP Program to make its important contributions toward maintaining the University as an outstanding institution for undergraduate education.

John G. Francis Professor of Political Science Senior Associate Vice President for Academic Affairs

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January 4, 2010

I am writing this letter in support of the nomination of the University Writing Program (UWP) as one of the interdisciplinary programs allowed to make appointments and promotions of Lecturer faculty under the proposed new Rule 6-310. A change in the rule would allow the UWP to continue its standard of excellence in successfully meeting the goals of its mission to the University.

The University Writing Program was established to create undergraduate writing courses and to train teacher for those courses, to develop and support writing-across-the-curriculum initiatives, and to develop and enhance graduate work in writing studies, all under the purview of one academic unit. In 1983 the University Academic Senate charged the UWP with the oversight of all curricular initiatives and teaching of writing on campus.

BRIEF OVERVIEW OF THE UNIT

The University Writing Program is an autonomous unit that offers undergraduate instruction in courses that fulfill general education and university requirements. It has no undergraduate major at this time, but offers a minor in Literacy Studies (2002), MA tracks in rhetoric and composition in English and Communication, and a Ph.D. in rhetoric and composition whose students enroll through the departments of Communication; English; Education, Culture and Society; and Linguistics. For a complete description of UWP requirements and course offerings, please see the 2009-10 University Catalog at <http://www.acs.utah.edu/GenCatalog/crsdesc/wrtg.html>. The UWP enrolls approximately 4,000 undergraduate students in its general education and baccalaureate requirement courses, 15 literacy minors, 3 Undergraduate Research Opportunity Program (UROP) students, and 13 graduate students.

The UWP currently has five tenure-track faculty positions (whose home departments include English and Communication), with members all holding doctoral degrees from highly regarded institutions. Each faculty member has a robust research agenda, evinced by its strong national standing. The UWP faculty members also carry full-service responsibilities in their home departments, as well as a UWP-specific service load that includes full responsibility for writing courses and cross-curricular pedagogy in writing. Specifically each faculty member coordinates at least one undergraduate course, responsible for curriculum content and the training of its instructors; supervises and trains tutors for the University Writing Center; consults with faculty members in the Colleges of Business, Social and Behavioral Sciences, Engineering, Nursing, and Medicine; and presents the UWP's expertise in pedagogy and evaluation related to writing in state, local, and campus venues. Each faculty member is also responsible for advising undergraduate and graduate students in the minor and graduate degree programs.

Additionally, in recent years the demand across campus for UWP-related expertise has grown, and the UWP plays a more involved and significant role not only for students, but for faculty members and campus organizations as well. We conduct workshops in undergraduate classrooms and in centers across campus, including the Women's Resource Center (WRC), American Indian Resource Center (AIRC), and Center for Ethnic Student Affairs (CESA), and increasingly, we assist faculty members with their grant writing and publishing efforts. The number of requests, however, is becoming greater than the current faculty can fulfill.

Importance of Lecturer Positions

Because of the small number of tenure-track faculty members, the Writing Program relies on a large pool of graduate (53) and associate instructors (22), and on one Assistant Professor/Lecturer through English, whose teaching and service responsibilities are comparable to those of tenure-track faculty members. Twelve of the AIs are male and 10 are female. The Assistant Professor/Lecturer is female. Associate Instructors, many of whom have served for five years or more, comprise the consistent core of our teaching staff. They generally hold an advanced degree in areas related to rhetoric and writing studies and have a range of professional and teaching experiences. Their knowledge serves in many ways to informally continue the support graduate students receive in our teacher-training colloquia; they frequently provide suggestions and advice to newer instructors about the classroom and about dealing successfully with undergraduate students. In addition, lecturers work with other units, such as the Bennion Center and the International Center, to help improve the overall quality of education on campus. Some of our Associate Instructors have helped to develop study abroad opportunities for undergraduate students and have created new courses that enhance our curriculum. Because Associate Instructors are more narrowly focused on their teaching (rather than on graduate coursework), their evaluations tend to be higher and more consistent than those of graduate students across time.

Allowing the UWP to convert some of the Associate Instructor positions to Lecturer positions would allow for continued quality as this shift would translate to less turnover and increased involvement among Lecturers in the UWP's mission. Associate Instructors who meet the criteria for Lecturer would be eligible not only to apply for teaching grants and awards, but for other opportunities that would enhance their professional development. Lecturers would also be eligible for multi-year appointments, which would improve the effectiveness of the UWP as it annually plans its strategic goals. The criteria for appointment to, and the procedures for promotion for, the position would be developed by the UWP tenure-track faculty members, who would ensure that they are held to the highest standards in the profession.

Sincerely,

Maureen Mathison, Director



MEMORANDUM

December 16, 2009

To: Academic Senate Executive Committee

From: Robert Newman, Dean, College of Humanities and Associate Vice President for Interdisciplinary Studies *RN*

Subject: Support for Proposal for Appointment of Teaching Lecturers in Interdisciplinary Programs

I strongly support the proposal for appointment of teaching lecturers in interdisciplinary programs. Under current practice, any department might abruptly decide in any given year that it does not wish to participate in the appointment or reappointment of lecturers who, despite have terminal degrees in its discipline, do not teach in that department. In addition to potentially compromising interdisciplinary programs like LEAP, Writing, Honors, Gender and Ethnic Studies, the possibility of such decisions significantly undercuts the security of a group of faculty who historically have performed an important function for the University. Since many of these lecturers also are women or minorities, the diversity of the University's faculty also is threatened.

For example, the Writing Program in the College of Humanities is an independent program (not housed in a department) with a multi-disciplinary agenda. Increasingly, it is involved in areas of campus like Engineering, Science, Education and Health Sciences in addition to the roles it plays in Humanities and Social and Behavioral Sciences. While many of its current lecturers come from English and Communication, its multidisciplinary expansion will necessitate lecturers with diverse disciplinary backgrounds. Its potential to serve the needs of so many disciplines is predicated on a consistent and secure system of appointments and reappointments.

The proposal is focused only on teaching appointments within interdisciplinary programs with strong teaching missions. It is not inventing a new category, but is addressing a lingering and potential problem linked to an existing group of faculty. I therefore urge your support.

Thank you for your attention.



January 14, 2010

Academic Senate:

I am writing this letter on behalf of the University of Utah's Ethnic Studies Program in support of the policy change to Rule 6-310 that would allow several of the interdisciplinary programs on campus to make appointments and promotions of lecturer faculty.

Program Description

Prior to explaining the importance of this policy change, it is necessary to describe the program and its configuration of faculty. The Ethnic Studies program is a unit that is under the guises of the Associate Vice-President of Diversity's office. It is an interdisciplinary program that serves the campus as a whole in examining issues of race, ethnicity and diversity. The Program offers a minor in five minor areas and is looking to propose a major in the very near future. With this plan, issues of growth in its faculty become very important.

The Ethnic Studies Program is principally comprised of tenure line faculty whom are jointly appointed and whose tenure lie within other units (e.g., Education, Culture & Society; Political Science; History, etc). The program also has several instructors whom have been teaching within the program for many years. The Ethnic Studies Program can be characterized as a unit focused on supporting excellence in teaching as well as in research.

Importance of the Policy Change

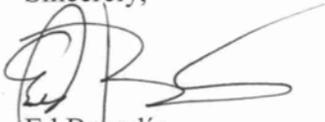
The instructors that the Ethnic Studies Program employs are important contributors to the mission of the program. These individuals have served the program for many years and provide students with the scope and depth of knowledge that distinguishes the University of Utah as a leader in the USHE system. Programs such as Ethnic Studies have needed an institutional mechanism that would recognize their service to the University of Utah. The title of Lecturer would help the program accomplish this. Furthermore, the program would be able to offer these individuals a contract that ensures some continuity than the year-to-year arrangement that presently exists. This can only help further the University's and Programs commitment to excellence in teaching.

Ethnic Studies Program
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The Ethnic Studies Program also realizes that criteria for evaluating the teaching effectiveness of these lecturers will be necessary. The Ethnic Studies faculty has already begun the process of identifying the criteria as well as the timing of such evaluations for all instructors.

Thank you for considering this important revision.

Sincerely,

A handwritten signature in black ink, appearing to be 'Ed Buendia', written over a circular stamp or mark.

Ed Buendia
Director
Associate Professor

Professor Kathryn Stockton
Director, Gender Studies
Building #44

January 15, 2010

John Francis
Senior Associate Vice President for Academic Affairs
195 S. Central Campus Drive

Dear John—

We in Gender Studies believe that our interdisciplinary program, which richly adds to the University's teaching mission (as well as to its research goals), would benefit greatly from the allowance, proposed under Rule 6-310, to make our own appointments of Lecturer faculty—and to promote these professors as warranted. Let me therefore remind you about the structure and aims of the Gender Studies Program, as you seek to advocate for this proposal.

Gender studies has emerged as an interdisciplinary academic field with a large and impressive body of scholarship and courses that focus on the complex interaction of gender with race, class, sexual orientation, sexual subjectivity, religion, region, and nationality. In addition to its focus on the history and achievements of women, gender scholarship has also inspired research and curricula that address men's lives, masculinity, and the lives of people who identify as gay, lesbian, bisexual, or transgendered. In fact, gender studies is best understood as an evolution of the women's studies programs founded in the same era as the women's movements of the 1960s-1980s. Whereas women's studies programs traditionally have focused on revealing and celebrating women's contributions to culture and society, gender studies shifts attention to concentrate more comprehensively on the ways gender structures every social and cultural interaction. In response to this national trend, we changed our program's name from Women's Studies to Gender Studies in 2002-2003. The name "gender studies" is meant to convey that the Program intends to offer more than the inclusion of women in the university curriculum; that is, the Program seeks to explore both gender difference and gender inequality throughout the entire human experience, for both men and women.

The Gender Studies Program offers B.S. and B.A. degrees, as well as a minor in gender studies. As an interdisciplinary program, we offer courses that satisfy Upper Division Writing, Humanities Foundation, Humanities Integration, Social and Behavioral Science Foundation, and Social and Behavioral Science Integration requirements. Some of our courses also serve as elective or core credit for the Leadership Studies minor and the International Studies major. The overall mission of the Program is to provide a quality undergraduate education in gender scholarship, to promote an integration of this

scholarship and research into the university curriculum, to encourage new pedagogies, and to foster the growth of an interdisciplinary community of scholars who are interested in gender as a category of analysis. More specifically, the Program provides students with the tools of academic analysis so that they may explore the significance of gender as a crucial component in the organization of personal lives and social institutions. To this end, the courses offered by the Gender Studies Program – core courses, cross-lists with other departments, diversity, and service learning – re-evaluate the assumptions at work in traditional disciplines as they study individuals, cultures, social institutions, policy and other areas of scholarly inquiry. In these ways, the Program prepares students for graduate work and professional studies (e.g. Law or Medical School) and for employment in professional and community organizations.

As for the Program's size, there are approximately one hundred Gender Studies majors and minors and, over the most recent five-year period, Gender Studies has graduated between fifteen and twenty majors each year. Around two hundred and fifty students enroll in the Program's diversity and cross-listed classes each year, the majority of whom are not declared Gender Studies majors or minors. Since we changed our program's name to Gender Studies, there has been an increase in male enrollment and male attendance in our courses and, since our inception as the Women's Studies Program, we have been perceived as a safe space for gay, lesbian, and transgender students. Promisingly, our student population is also increasing in ethnic diversity, which is probably mostly due to our collaboration with Ethnic Studies and our Faculty/Student Seminars on Gender and Sexuality. Overall, through our publicly visible alliance with the Women's Resource Center, the LGBTQ Center, Ethnic Studies, the Center for Ethnic Student Affairs (CESA), and Queer Students of Color, we hope to enhance our already diverse population with a greater range of diversity.

Under the Gender Studies curriculum, the requirements for majors are a total of five core courses (among them, "Protests and Movements," "Feminist Political Thought," "Masculinities," "Queer Theory," and "Critical Theories and Post-Structuralism") and five electives (such as "Gender and Power in Latin America," "Feminist Philosophy," "Gender and War," and "The History and Psychology of the 'Gay' Family"). We believe that our recent reinstatement of both service learning and internship opportunities offers our students the valuable chance to translate theory-speak into forms of praxis and ordinary discourse. By the same token, students in these courses learn to enliven their theoretical understandings by integrating service-learning perspectives into intense academic debates. During the almost five years since our recommitment to service learning and our renewed focus on our internship program, our students have been involved in outreach engagements that span local, national, and international communities.

To enact our teaching mission, the Program currently employs five full-time professors, who are jointly appointed by (and jointly teach in) the Gender Studies Program and a tenuring department (in our case: English, Psychology, Political Science, and History). A new faculty member, jointly appointed in Gender Studies and Education, Culture, and Society, will join our program in Fall 2010. Also teaching for the Program are the Director, the Associate Director, an associate instructor, and a pool of four to six adjunct instructors, of whom all but one have doctoral degrees or are candidates in Ph.D. programs at the University. Additionally, the Program yearly offers a teaching assistantship to an advanced graduate student who assists in our writing-intensive core course, "Protests and

Movements.” (The teaching awards received by our faculty include the Ramona Cannon Award, the Early Career Teaching Award, Distinguished Honors Professor, and the Presidential Teaching Scholar Award.)

Currently, seven of our adjunct instructors, including our Associate Director, are not tenure-track faculty. In the past, we have also had two visiting professors who were not on the tenure track, each of whom taught two diversity courses per semester for the Program. In the case of our adjunct instructors, however, we have so far not had a mechanism for appointing a Lecturer, since the instructors we might have considered for this position are not associated with any university department.

At the present time, for example, we have a long-term teacher in the Program, whom we would very much like to consider for a Lecturer position. Kandie Brinkman, a Ph.D., has consistently taught three or more of our large diversity courses each year for more than ten years. And, since the reincorporation of service learning in our program, she has also coordinated our service learning sections and internship programs. Notably, during the past two years, she has integrated service learning in our regular diversity courses, making these offerings accessible to at least twice as many students as in previous years. (The Bennion Center Service Learning Committee has not only approved Brinkman’s model, but has expressed interest in implementing it throughout the University’s service learning programs.)

In the past, as well, an instructor who is no longer with our program also struck us as an eminently qualified candidate for a Lecturer position. Chris Talbot, a history Ph.D., taught for Gender Studies for a period of about six years. Significantly, she had the knowledge, skills, and interest to teach many of our core courses: at different times she taught both of our diversity courses, our introductory and advanced feminist theory courses, as well as our writing-intensive course, “Protests and Movements,” which she helped design. She has since taken a position at another university, but had the option of promoting her to an Associate Professor (Lecturer) position (with longer-term employment) been available to us, we would have likely retained such an extraordinary instructor in our program.

As you can see, John, Gender Studies, in its significant capacity to strengthen the teaching mission and outcomes of the U, could dramatically benefit from appointing and promoting Lecturer faculty. Thank you in advance—and thanks as well to Susan Olson, Bob Flores, Octavio Villalpando, and Robert Newman—for taking this proposal to the Academic Senate.

Sincerely,

Kathryn Stockton
Director, Gender Studies



THE UNIVERSITY OF UTAH

Honors College

1975 DeTrobriand, Building 619 | Salt Lake City, Utah 84113 | Phone: 801.581.7383 | Fax: 801.585.5034 | www.honors.utah.edu

Date: December 16, 2009

To: John Francis, Senior Associate Vice President for Academic Affairs
195 S. Central Campus Drive
Salt Lake City, Utah 84112

From: Martha Bradley, Dean Honors College

Subject: Support for Proposal for Appointment of Lecturers in Interdisciplinary Teaching Programs

I strongly support this effort to make possible the appointment of teaching lecturers in interdisciplinary programs like Honors, LEAP, Ethnic Studies, Gender Studies and the Writing Program. The Honors College has a long and distinguished history on this campus. Fifty years ago the Honors Program was one of the first in the country. Three years ago, the University changed the Honors Program to the Honors College. More than 2,200 students participate in the Honors College to satisfy their General Education or Bachelor Degree requirements through Honors courses or to participate in a wide range of special opportunities like the Honors Think Tanks, Forums and Honors College Scholars programs and to earn the Honors Certificate and the Honors degree. The Honors College also offers departmental or college honors tracks of classes across campus that help Honors students complete some of their seven required Honors courses for the Honors degree. The Honors Living and Learning experience includes Honors housing at Officer's Circle or the Honors Residence Hall. As might be expected, the retention rates of Honors students are high. Honors works to recruit the best students and give them meaningful reasons for staying. In the recent past, we have added to our staff a Distinguished Scholarship advisor who identifies strong candidates for scholarships like the Rhodes, Marshall and Truman, advises them during their time as undergraduates, and guides them through the application process.

Although the majority of Honors classes are and will continue to be taught by tenure-track faculty that we borrow from the academic colleges, there is a group of adjuncts who contribute strongly to our teaching mission. For example, Honors students are required to take at least one Honors writing class to satisfy the requirements for the Honors Certificate. These classes are taught by adjuncts that have had long and distinguished teaching careers and do the majority of their teaching in Honors. The faculty who would receive the lectureship rank in Honors would teach Honors writing or the Intellectual Traditions classes. Many of these individuals have won University teaching awards and are known as devoted mentors and master teachers. This change will represent an important step in supporting the fine efforts of our adjunct instructors to teach in Honors in a consistently excellent way. Although it will not impact a large number, for a small group of five individuals who currently teach for Honors, this designation will recognize the contribution they have made to our teaching mission, validate their effort to develop new and



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innovative pedagogies, and provide them with increased access to university teaching awards and grants in the future.

After the last accreditation review, we established a review process for our adjunct faculty that includes the submission of a teaching portfolio and related supporting materials (evaluations, teaching philosophy statement and so forth). Files are reviewed every third year by a faculty committee composed of representatives from such departments as History, English and Philosophy who regularly teach for Honors. This in-place procedure provides a strong base for developing full criteria and procedures for making Lecturer faculty appointments:

Moreover, this authority and responsibility to appoint, reappoint, evaluate, and promote will help Honors maintain and nurture excellent faculty whose principal mission at the university is strong and innovative teaching.

Please give this proposal your serious consideration.

Sincerely,

Martha Bradley
Dean, Honors College