



New Faculty Handbook

(Created by WLC Jr Faculty
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1. Introduction

This handbook aims to provide information regarding resources at the University of Utah as well as information about departmental procedures. University policies and procedures can be found here: <http://academic-affairs.utah.edu/faculty-handbook/>

2. Getting Oriented at the University

a. UID and Ucard

All students, staff, and faculty at the university receive an ID card, called a “Ucard,” associated with their Campus Information Services (CIS) account. You will need to visit the Ucard office, located on the second floor of the Union, in order to have your picture taken for your Ucard.

For more information, see the Ucard website: <http://ucard.utah.edu>

b. Umail

Your campus email address, called your “umail,” can be accessed at www.umail.utah.edu using your UID and the same password used to access your Campus Information Services (CIS) account. If you run out of storage on that email account, you can contact the campus help desk to request an increase: <http://it.utah.edu/help/>

It is a good idea to verify early in your first semester that you are on the department and college listservs.

c. Parking

Parking on campus is limited and is only available to those who purchase a parking pass. As of 2015, parking passes are entirely electronic – you simply enter your license plate number when purchasing the pass. For a detailed breakdown of parking options and regulations, visit the University Commuter Services website: <http://commuterservices.utah.edu/>

The closest thing to a designated parking space is to buy an “A-Central” pass for the Central Garage (near the Business School). It’s covered parking, costs a bit more than the regular A, but allows you to park in any A lot across campus.

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Faculty can pay for parking permits by direct withdrawal, which allows you to pay for the time you use rather than having to pay for an entire year or semester. (You can’t restart after stopping during the same year).

You can also buy a temporary permit the day you need it (if you don’t have a long-term permit). There are meters (pay-by-phone) around campus that are less expensive than visitor lots and several 20-min free meters.

3. Faculty Resources

a. J. Williard Marriott Library

The Marriott Library, in addition to its large collection, offers a number of services to assist faculty teaching and research:

- **Course reserves:** the university provides you with the capability to host course materials online for each of your courses. To upload material, follow this link, then click on “online form” to make your request:
<https://lib.utah.edu/services/course-reserves.php>
- **Request a purchase:** if the library does not have access to material you are looking for, whether for teaching or research, you can request that they make a purchase at this link: <http://www.lib.utah.edu/services/suggest-a-purchase.php>

The library also offers delivery and pick-up of books to our department office for you. If you request department delivery, the books will be delivered to your mailbox. The basket for dropping off library books is behind the work-study's desk.

b. DiBona Center for Educational Technology

The Department of World Languages and Cultures maintains an educational computer lab, called the DiBona Center for Educational Technology, located on the first floor of the Languages and Communication Building (LNCO) in rooms 1910, and 1920, just across the hall from the department office.

c. Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) hosts a variety of resources for instructors, including pedagogy courses, symposia, course feedback, and more. Visit their website for more information: <http://ctle.utah.edu/faculty/>

d. Office for Faculty

The Office for Faculty is an important resource for faculty to be aware of. Here's a link to the page, which provides the names of different administrative personnel who oversee various issues: <http://academic-affairs.utah.edu/office-for-faculty/>

If you are not sure whom to approach with an issue you might have, Mary Anne Berzins,

Assistant Vice President of Workforce Planning for Human Resources, can point you in the right direction: Mary.Anne.Berzins@Utah.Edu.

e. Office of Undergraduate Studies

The Office of Undergraduate Research oversees undergraduate education at the U. Their website provides information and resources on a number of topics, including how to apply for a General Education designation for one of your courses.

<http://ugs.utah.edu/>

f. Office of Undergraduate Research

The Office of Undergraduate Research supervises the Undergraduate Research Opportunity Program (UROP). This is a great opportunity for faculty to work with undergraduate students on research or creative projects.

<http://our.utah.edu/for-students/urop/>

4. Faculty Responsibilities

a. Research

All tenure-line faculty are expected to maintain an active research agenda. About 45% of your effort should go to research, especially in the case of faculty at the level of assistant professor.

b. Teaching

All faculty are expected to strive for excellence in teaching. About 35% of your effort should go to teaching.

c. Service

All faculty are expected to provide service to the department, the college, and the university. Junior faculty should serve on 2 departmental committees per year. Membership in College or University committees as well as elected office in a

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professional organization are equivalent to serving on departmental committee. About 20% of your effort should go toward service.

The percentages are estimates and may change over the course of your career.

5. Departmental Organization

The Chair, appointed by the Dean of the College of Humanities for a three-year term, is responsible for the overall administration of the department. Specifically, the chair is in charge of the budget, has final responsibility for teaching assignments, and has an independent voice in the RPT-process.

The other administrative officers, appointed by the Chair, are an **Associate Chair**, a **Director of Graduate Studies** and a **Director of Undergraduate Studies**.

The **Associate Chair** helps the chair run the department and is responsible for scheduling classes.

The **Director of Graduate Studies** is responsible for the supervision of the masters and doctoral programs, organizes the graduate student admission process, certifies students for graduation, and helps the chair determine the budget for graduate teaching assistants. The DGS represents the department on appropriate college and university committees.

The **Director of Undergraduate Studies** is responsible for the supervision of the undergraduate curriculum, including the submission of course/curriculum change forms. The DUS is also the first point person for the resolution of student-faculty conflicts.

6. Committees

The Department, the College, and the University have a number of committees on which faculty will be asked to serve. They are staffed either through election or rotation.

a. Departmental Committees

1. Executive Committee: Advises the chair and associate chair on issues of concern to the department; meets several times a semester. Five elected members: one of each faculty rank, including career line, plus one at-large member.

2. Graduate Committee: Appointed and chaired by the Director of Graduate Studies. 3.

Undergraduate Committee: Appointed by the Director of Undergraduate Studies.

4. Scholarship Committee: Appointed by the Director of Undergraduate Studies.

5. RPT Committee: Consists of all tenure-line faculty in the department above the rank of the candidate.

6. RPT Chair: Elected annually by all tenure-line faculty; must be tenured to be eligible for election.
7. TAC (Teaching Advisory Committee): Supervises teaching peer reviews; prepares reports; 3-year-term; elected by all tenure-line faculty; only tenured faculty eligible to serve.
8. TAC Peer Reviewer: Undertakes peer teaching evaluations of faculty (career-line and tenure-line); rotating; 2 faculty from each rank each year.
9. Merit Committee: Meets once a year (February) to advise the chair on merit raises; served by rotating 2 faculty from each rank each year.
10. Honors Advisor: Appointed by the chair.

b. College Committees

1. Career Development Committee: Reviews grant applications; elected; tenured faculty; 2-year-term.
2. Curriculum Committee: Director of Undergraduate Studies.
3. Undergraduate Committee: Director of Undergraduate Studies.
4. Graduate Committee: Director of Graduate Studies.
5. Executive Committee: Represents department to the College; elected; 1-year-term.
6. RPT Committee: Reviews RPT-cases for the College; elected; tenured faculty; 2-year-term.
7. Diversity Committee: Appointed by the chair.
8. Technology Committee: Appointed by the chair.

c. University Committees

1. Academic Senate: Elected; 3-year term.
2. UPTAC (University Promotion and Tenure Advisory Committee): Elected.
3. Undergraduate Council: Elected.
4. There are MANY MORE through a variety of entities. You'll get emails.

6. Office Protocol

a. Staff Responsibilities

Below is a quick breakdown of department staff responsibilities to give you a better idea of who to check with when you need assistance with something.

Emily Siwachok, Academic Advisor: Undergraduate advising for all language majors and minors.

Brooke Walrath, Graduate Advisor: Graduate advising for all language majors and minors, purchasing language credit.

Olivia Davis, Program Manager: Curriculum Management/Undergraduate advising for all language majors and minors.

Jacqueline Landry, Administrative Manager: Travel reimbursements, payment requests, grant funding assistance, RPT files.

Lindsay Simas, Administrative Coordinator: Oversees office front desk staff, copies, website edits, marketing efforts, manages language club budgets.

b. Requesting Xerox Copies (or you can do it yourself!)

The work-study office assistants are responsible for making copies for the department and the faculty. If you would like copies made, fill out a copy request form (located in the workroom in LNCO 1400), paperclip it to the book or pages you need copied, and leave it in the copy request basket. When finished, we will leave the copies in your faculty mailbox. We ask that you allow 24 hours for copies.

Please note: The work-study assistants can also create PDFs of documents. The department encourages the use of electronic documents to save paper.

Copy requests must follow university copyright guidelines. If the copies are for distribution to students, then no more than 10% of the copyrighted work can be copied. If it is simply for your own reference, then there is no limitation to how much of the work can be copied. For a more detailed breakdown of university copyright policy, see: <http://www.lib.utah.edu/research/copyright.php>

c. Document Pick-Up

There is a filing cabinet behind the front desk in which we maintain faculty folders for student pick-up. If you need to leave a letter of recommendation, graded work, or other documents for students to pick up, simply leave them in your folder in the filing cabinet.

d. Faculty Meetings

Faculty meetings will be held on a Thursday from 3:30pm to 5:00pm, so make sure not to have a regularly scheduled event during that time slot. Faculty meetings are conducted in the department conference room, LNCO 1945.

7. Student Success and Student Problems

a. Dean of Students

The Dean of Students is responsible for handling issues related to student conduct. Visit their website for more information: <http://deanofstudents.utah.edu/>

b. Office of Equal Opportunity and Affirmative Action

<https://oeo.utah.edu/>

c. Disability Services

Regarding accessibility and disability accommodation, **the university requires that all syllabi include the following statement:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

For more information see their website at <http://disability.utah.edu/>

d. Career Services

Career Services advises students on career possibilities and organizes annual career fairs. You can schedule a career advisor to come to your class, for instance on days when you are out of town for a conference. <https://careers.utah.edu/>

e. University Writing Center

The Writing Center provides students (undergraduate as well as graduate) and faculty (!) support with writing projects. You can invite representatives to your class for an information session. <http://writingcenter.utah.edu/>

8. Funding

a. Internal Funding

Every year, the department provides a modest amount of conference travel support to faculty members who present a paper at a national or international conference.

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Amounts range between \$400-\$900, depending on the faculty's rank and the departmental budget. In addition, the COH and University provide the following funding opportunities:

1. International Travel/Research Grant
<http://faculty-forms.hum.utah.edu/travel-research>
2. Tanner Humanities Center Fellowships
<https://thc.utah.edu/research/fellowships/index.php>
3. The Dee Council Grants
<http://dee-grant.utah.edu/about-dee-grants>
4. University Teaching Grants
<http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/university-teaching-grants/>
5. John. R. Park Teaching Fellowship
<http://academic-affairs.utah.edu/awards-nominations/university-teaching-committee/john-r-park-teaching-fellowship/>
6. URC Funding
<https://research.utah.edu/funding/index.php#2>

b. External Funding

The Dean for Research (Jake Jensen) and Kristina Bailey (dean's office) have lists and access to databases to help you find funding. Their office also sponsors workshops and meetings throughout the year to inform faculty of funding and help prepare materials. They will announce these via email.

10. Retention, Promotion, and Tenure (RPT)

The following is a general description of how RPT works. The process is governed by the

RPT-guidelines created by the departmental faculty in accordance with University guidelines. The departmental guidelines are approved by departmental tenure-line faculty, the college dean, the Senate Faculty Review Standards Committee, and the SVP.

How the Review Process Works:

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All faculty members with tenure constitute the departmental RPT committee for retention and tenure cases. For a promotion to full professor, the committee includes all (and only) full professors. It is the committee's task to review the candidate's file to determine if he or she meets the criteria of the department's RPT guidelines in research, teaching, and service. The RPT committee has a chair elected by all tenure-line faculty (only tenured faculty are eligible to serve) and a secretary (selected by the RPT chair).

Each candidate undergoing a **formal** review also has an Ad Hoc committee that presents his or her file to the departmental RPT committee. A candidate undergoing an **informal** review has a tenured faculty member present his or her file.

Peer teaching reviews (typically two reviews, conducted by two different faculty members) should take place in the spring semester before a fall review. Faculty on the peer teaching reviewer list (staffed through alphabetical rotation) must agree to visit classes when asked. Candidates up for promotion must draw from the departmental peer reviewer list and must give the reviewer as much information as possible to make the review a good indication of the candidate's teaching practices.

At the RPT-meeting, which takes place in early October, committee members discuss the cases and cast a vote: Yes, No, or Abstain. Faculty who cannot attend the meeting may submit comments and votes to the RPT chair prior to the meeting. The department chair can attend this meeting only if the RPT committee votes to extend an invitation to the chair.

The RPT committee attempts to give every candidate a fair and objective review based on the file and the criteria for promotion given in our guidelines. In order to do this, faculty on the committee must read the files thoroughly before the meeting.

At the meeting, the chair of the candidate's Ad Hoc committee presents a summary of the candidate's file to the RPT committee. This summary should be objective and not advocate a position. Then, committee members are invited to comment. After a (usually) lengthy discussion of scholarship, teaching, and service, the committee members vote based on the following materials: 1. The Ad Hoc committee report 2. The candidate's file (including outside reviews in formal promotions) 3. The TAC (teaching advisory committee) report (including peer teaching reviews) 4. The SAC (Student Advisory Committee) and GSAC (Graduate Student Advisory Committee) reports.

The department RPT committee's vote is a very important piece of the promotion process. It is the vote with the largest number of members voting, and the members are the closest to the candidate's field – so all subsequent discussions and reports tend to take this vote as the key to the department's assessment of the candidate.

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After the meeting the RPT secretary and the RPT chair write up the RPT minutes. These minutes are a summary of what was said at the meeting, and rarely present a coherent argument for or against promotion. Though members of the RPT committee can discuss anything relative to the candidate's file, and comments extraneous to the file or the criteria can be heard at the discretion of the RPT chair, such comments should be excised from the minutes. The minutes, which include the vote, must be reviewed and approved by the RPT committee, and sent forward to the chair of the department.

The department chair receives all of the above materials and writes a review letter with his/her vote. This letter will present a more coherent argument than the minutes because it is written up by just one person. It is based on all materials in the file and takes care to comment on the RPT committee's minutes and vote.

Following the departmental review, the candidate's file goes to the college RPT committee, which is staffed by elected tenured college faculty. Once this group has deliberated and voted, the committee members write up minutes. These minutes go to the dean, who also writes a letter with an independent vote, again taking into consideration the various reviews and votes included in the file.

After the file leaves the dean's office, if there are no dissenting committee votes, it goes directly to the AVP's office for a final review and decision. If any of the votes is negative (not individual negative votes, but committee votes; e.g., SAC, GSAC, Department RPT, department chair, College RPT, dean), the file goes to UPTAC (University Promotion and Advisory Committee) where it gets another faculty review, and then from UPTAC it goes on to the AVP's office for a final administrative review.

So the review looks something like this:

Step 1: Department

Faculty(Department RPT Committee) Administration (Department Chair)

Step 2: College

Faculty (College RPT Committee) Administration (College Dean)

Step 3: University

If necessary: Faculty (UPTAC) Administration (Academic Vice President)

NOTE: After each step in this process, the candidate has the opportunity to respond to the SAC report, to the RPT minutes, to the chair's letter, etc.

What you, as the candidate, need to do in preparation for your review:

Before a **Formal** Review:

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- **In the spring:** Set up your peer teaching review sessions. To facilitate and support a timely peer teaching review, avoid first and last weeks of the semester, give your reviewer a copy of your syllabus and of the day's lesson plan, and supply a reading if appropriate.
- **In the spring:** : Discuss your Ad Hoc committee with the RPT chair. You may choose one member. The RPT chair will designate the chair of the Ad Hoc committee. You will then set up a meeting with your Ad Hoc committee, and they will provide further instructions, advice, and so forth.
- **Over the summer:** Make a note of new items to add to your RPT file so that they're ready by the deadline for addenda, which will be announced by the RPT chair.
- **In the fall:** Put your RPT file together, according to the timeline announced by the RPT chair. This will include your CV, your Personal Statement, and other supporting documentation (awards, letters of support from colleagues and students, relevant correspondence with editors, documentation regarding committee work, etc.). It is suggested that you create a teaching portfolio for the SAC/GSAC review with a teaching statement and selected course syllabi. You have access to all documents in your file with the exception of the outside review letters, and you can add new material to your file until the closing date. Additional details about required and recommended content will be given to you by the RPT chair and your Ad Hoc committee when you meet with them in the spring.
- **During and after the review process:** You will have an opportunity to respond to the reports or letters generated at different steps in the process, such as your Ad Hoc committee's report, the department chair's letter, and the dean's letter. Examine these reports/letters carefully, and communicate with the relevant parties regarding any discrepancies you find.

Before an **Informal** Review:

- **In the spring:** Contact a tenured faculty member and request that he or she

present your file at the fall RPT meeting. You might keep several possibilities in mind, in case the first person you contact has other commitments, or will be on leave.

- **In the fall:** Prepare your CV and Personal Statement according to the deadline announced in the spring (usually sometime in September) and send these items to the colleague who will present your file.

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Keep in Mind:

As the candidate, you are the person mainly responsible for your file, so make sure to put forward the best possible representation of your case. When putting together your materials, make sure they present a coherent intellectual profile.

Consult with the colleagues who will vote on your case. Be sure they have some sense of who you are and what you do. Share your scholarship; take advantage of departmental and college talk opportunities. The more your colleagues know about your work, the better they can speak to its quality.

If you have questions about process, ask your colleagues. You may also consult campus wide experts, such as the chair of the department, the dean's office, the AVP for faculty, etc.

